

LAND HISTORY STORIES

A Park Staff-conducted history study for
Divison 2 students



FISH CREEK
ENVIRONMENTAL LEARNING CENTRE

FishCreek.Education@gov.ab.ca

www.Fish-Creek.org



Introduction

This is a curriculum-connected, full day field study complete with preparatory and post-visit activities. The intent is to offer hands-on experiences that explore aspects of the cultural history of the Fish Creek valley and Calgary area, and reflects the vision of Alberta’s Parks.

Fish Creek Provincial Park is one of Canada’s largest urban provincial parks, stretching from the western edge of the city to the Bow River. The park has a strong vision within its visitor services program plan to support and foster environmental and cultural education.

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Facility & Rules

THE FACILITY

The Bow Valley Ranch Visitor Centre is located in the east end of the Park, at the foot of Bow Bottom Trail SE. It offers an indoor sitting area, a small theatre and an exhibit area that showcases the history and people of the Fish Creek valley.

The Bow Valley Ranch Visitor Centre offers you the following facilities and services:

1. Each teacher will be given an indoor space in the sitting area or the small theatre to use as their base for the day's activities. Lunches or snacks can be eaten in this area.
2. Some equipment for the day's activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the day. There is a fee charged for lost or broken equipment.
3. Washrooms and water fountains are located in the building. There are no vending machines, microwaves or coffee available.
4. A short orientation (about 15 minutes) will be provided to the entire group upon arrival to welcome and introduce everyone to the park, its rules, the program for the day and what the students may discover outside.
5. Parent volunteers will have a separate orientation (about 10 minutes). This will introduce them to the equipment provided, to a map of the activity area (maps provided), to the general flow of the day, and will answer any questions that they may have.



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LUNCH BREAK PROCEDURES

Your class may eat inside the facility, within their assigned room. Please ensure that the students understand the following :

INSIDE THE BUILDING

- Students must be supervised by an adult while they are in the building (classrooms and washrooms).
- Classes from other schools may be in the facility at the same time. Please respect them and keep noise to a minimum, especially in the washrooms, hallways and other common areas.
- Help us keep the classrooms clean. There are garbage containers in the brown cabinets by the classroom doors.
- Recyclable containers go into the brown cabinet labelled “Juice boxes, cans and bottles”. Do the students know what recycling is, how it conserves resources and how it helps the environment?
- Leftover fruit and vegetable materials, such as banana peels and apple cores, are collected in a white compost bucket in each room.

OUTDOOR FACILITIES

The closest outdoor eating area with firepits and picnic tables is Hull's Wood, a 15 minute walk south of the Visitor Centre. Reservations are not required, but you must provide your own wood and water bucket (fill at the washrooms), to have on hand near the firepit area.

When using the fire pit area be sure to:

- Provide your own roasting sticks and firewood. **Do not use branches or deadfall from the park.**
- Have a bucket of water nearby **before** the fire is lit. Check that the fire is out before you leave.
- **Do not feed or disturb wildlife.**

Preparation Materials

1. Preparation Checklist

A full, detailed teacher checklist for your field trip preparation is available at the back of this resource package or by clicking [HERE](#). These are general guidelines to assist you in planning your field trip.

2. Program Start and End

Program start and end times are flexible to accommodate bus availability and travel distance to the park. In general, programs start between 9:30- 10:00 am and finish between 1:45- 2:00 pm.



For the Scavenger Hunt Activities, be sure to divide your class into 5 smaller groups with a minimum of one adult volunteer per group of 6 students.

3. Field Trip at a Glance

Group Orientation (15 minutes)	Overview of park rules, safety and behaviour expectations for the day
Student Snack Break Parent Volunteer Orientation (10-15 minutes)	Overview of self-guided plant and scavenger hunt, equipment and trail safety for parent volunteers.
Educational Activities	GROUP 1 (Inside): Staff-led history tour GROUP 2 (Outside): Parent-led Scavenger Hunts
LUNCH BREAK	Environmental Educator will circulate and answer questions, show nature biofacts and ensure that the program is going smoothly.
Educational Activities	GROUP 2: Staff-led history tour GROUP 1: Parent-led Scavenger Hunt
Groups return to Learning Centre for Program Wrap-up	Final washroom break, head count, inventory and return equipment borrowed from the park, gather personal belongings.

Program Wrap-up should take place at least 15-20 minutes prior to the scheduled bus departure.

Pre-field Trip Activities

Preparatory activities are essential to the success of your trip! The preparatory activities described here will introduce the field study day to your students and will allow them to practise the skills to be used during the field study day.

Feel free to use your own activities and the ones described in this package. Within the activities you select and present to your students be sure to consider other curriculum areas and explore how all subject areas can be connected to your field study day.



Fish Creek Provincial Park

Worksheet: No

Use a City of Calgary map to show the students where Fish Creek Provincial Park is located within the city. Initiate a class discussion about the increases in both development bordering the park and the overall population of Calgary since the park was created.

- Do the students think these increases have affected Fish Creek Provincial Park?
- How has the Park been affected?
- Are these impacts positive or negative?
- Whose responsibility is it to protect the park?
- Can students make a meaningful difference?



Legendary Worksheet: No

First Nations used legends to pass important historical information from generation to generation. Legends were used to explain natural occurrences and often had a moral lesson.

Review the definition of legends with your students. After brainstorming the purpose and examples of legends, encourage your students to write their own. The students could share their legends in small sharing circles or illustrate their legend for display in the classroom.

Some possible examples of legend topics could include:

- How the mule deer got its big ears
- How the snowshoe hare got its large feet
- Why birds sing in the spring
- How the bison received their horns
- Why the sun sets early in the winter and late in the spring



Importance of Protected Area

Worksheet: No

This activity will highlight the benefits of parks and protected areas as habitats, outdoor recreation sites, and to foster natural heritage appreciation. The full instructions are outlined at the back of the package.



Zero Waste Lunch Worksheet: No

The First Nations people used every part of the bison, producing very little waste to meet their needs. Even the bison scat was used to start fires! Prior to your field trip, challenge students to calculate how much waste they produce in one lunch. For more information and statistics, please visit: <http://wastefreelunches.org>.

If every student in the class had that much waste, how much waste would there be in total? In the entire school? For one school year?

Before coming to Fish Creek Park, brainstorm actions students can take to ensure a zero waste lunch on their field trip day. Remind students to be responsible citizens and encourage them to make their lunch the night before the field trip, rather than delegating the task to parents or guardians.

Some potential action items include:

- Recycle juice and pop cans
- Bring re-useable containers and bags
- Compost banana peels and uneaten food
- Return leftovers home

After the lunch break, check the compost bin for its content. Regardless of how much food material is in there, praise and applaud your class for their conservation efforts.

Compare and contrast the amount of waste from their lunch, the First Nations and the European settlers.



Natural Regions Worksheet: Yes

Challenge your students to brainstorm a list of plants, animals, land, landforms and other factors that define an assigned natural region.

Students will design a sports jersey that reflects the unique features of their natural region.

Field Trip Activity Summary

The following Field Trip Activities are curriculum-connected. You are certainly welcome to change, remove or follow the activities to suit the needs of your students.

1 History Study Worksheet: No

- Students will appreciate how land sustains communities and quality of life
- Students will recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.
- Students will Appreciate how the land sustains communities and the diverse ways that people have of living with the land.

Activity Summary: The Environmental Educator will use audio curtains, displays, pictures and artifacts to guide your group through the history of the Fish Creek valley from glaciation to the creation of the park.

- Students will discover how European immigration contribute to the establishment of communities in Alberta

2 Scavenger Hunts Worksheet: No

- By investigating the variety of plants found in the grasslands, students will discover the incredible amount of biodiversity and understand this as one reason protected areas are important to the sustainability of Alberta's natural environment.
- The appreciation of plants that may develop will help students value and respect the environment, choosing actions that will demonstrate care and concern for the natural ecosystems
- Students will investigate the historic buildings left behind by William Roper Hull and Patrick Burns, to develop a more concrete idea of how they contributed to the establishment of Calgary.

The History Study will be facilitated by the Environmental Educator for half of the day. The Scavenger Hunts will be completed in small, parent led groups for the remaining part of the field trip.

3 Connections with Art (Optional) Worksheet: Yes

Using photographs of the Canadian landscape, Calgary landmarks or photographs at the Bow Valley Ranch, encourage your students to try to create the image using different artistic styles.

- In the pictograph style of the Blackfoot people
- Realistic landscapes similar to the 19th century oil painting style
- Modern art style (reducing scene into basic shapes or using very bright colours like pink and blue)

4 Human Impacts (Optional) Worksheet: No

- Students will observe some of the more recent human impacts in the park, discuss the impacts and whose responsibility it is to take action.

5 Building a Park (Optional) Worksheet: No

- Students will create a miniature park showing an understanding of what parks hope to achieve and how human activities can conflict with protecting the natural environment.

6 Digging Up the Past (Optional) Worksheet: No

- Students will investigate evidence and make educated guesses based on remnants of the past.
- Students will explore archaeological techniques and problem solving.

Post-field Trip Activities

In addition to a class discussion about trip highlights and favourite activities, students may need class time to complete data sheets or to share information about their discoveries.

Plants and People Worksheet: No

Students will research how different groups of people used the plants found in the Fish Creek valley for food and shelter. Students will discover how the grasslands were changed forever by the actions of people. The full instructions are outlined at the back of the package.

Word Play Worksheet: Yes

Students will explore how is the diversity of Aboriginal peoples reflected in the number of languages spoken. Students will use a “Mad Libs” style worksheet to write, speak and listen to Blackfoot vocabulary.

Tourism Brochure for Parks

Invite your students to design a travel brochure of Alberta Parks, to showcase the natural regions and activities. Using descriptive language and strong adjectives, students will use their personal experiences from the park to inform future visitors on why they should travel to Alberta Parks (or Fish Creek Provincial Park)

Guiding Questions:

- What geological and cultural features could be advertised?
- What activities can visitors do in parks?
- Where can you stay?
- What is your favourite part of going to parks? Why?

Students can either draw images for the brochure or use magazine pictures to create a collage of the Alberta Parks experience.

Be sure to include some safety tips and ways that visitors can protect the park:

- Soak, stir and soak campfires again after using them
- Put all garbage in bear proof containers to protect wildlife
- Leave all fossils, rocks, plants and animals in the park

Citizenship Worksheet: No

Challenge the students to collect plastic bottles, aluminum cans and milk cartons for a week, storing the recycling material in the classroom. After a week, count how many of each item are collected.

- Calculate the mass of the total recycled materials.
- If pop cans are worth 5c and plastic bottles are worth 10c, how much money is the recycling worth?

Encourage the students to donate the money to a non-profit that works to protect habitat. Students can debate the merit of the organizations, voting on the one that they think will have the greatest benefit to the environment.

Here are some potential non-profits to donate to:

Friends of Fish Creek: engages the community through education and awareness to conserve a truly unique naturalized urban park.

Calgary Wildlife Rehabilitation Society: dedicated to treating injured and orphaned wildlife, providing valuable outreach and education services to the community and engaging all volunteers in motivational work and skill building experience.

Canadian Parks and Wilderness (CPAWS): protects Canada’s wild ecosystems in parks, wilderness and similar natural areas, preserving habitats and species; promotes awareness to the public through educational experiences.

Weaselhead Park Preservation Society: protects and maintains the rich biodiversity of the Weaselhead/Glenmore area for the benefit and enjoyment of everyone in Calgary, now and into the future.

Many of these societies also have volunteer programs for youth! Inform your students that if they are interested, they could work with wildlife and help the environment.

Planning your Field Study in the Park: Teacher Checklist

Give every driver—including the bus driver—a copy of the route map.
Make sure all drivers know you are coming to the EAST end of the Park, near DEER RUN

Prepare yourself

- Read the teacher package thoroughly: phone 403-297-7926 if you have any questions.
- Modify the activities to fit your lesson plans, students' skill levels and time in the park
- Check student health forms, looking for allergies to bee/wasp stings.

Prepare the students

- Discuss how Fish Creek Provincial Park is a wild environment. Discuss the difference between wild and tame animals and environments (coyotes vs. pet dogs, Fish Creek Provincial Park vs. school yard, etc.)
 - Do not feed or disturb wildlife: Quietly observe all wildlife from a comfortable distance.
 - Leave only footprints: Share discoveries, but leave everything as they found it.
 - Pitch in: Litter should be placed in the rubbish bins provided or in a pocket.
- Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place.
All the school rules apply.
- Discuss the purpose of provincial parks and protected areas. Have the class make a list of ways they can show respect for living things during their visit to the park. *Possibilities include:*
 - Stay well back from the banks of Fish Creek
 - Leave ant hills, nests and rotting logs alone and intact. They are animal homes.
 - Walk with care and mindfulness. When leaving the trails to complete program activities take care to minimize your impact.
- Discuss outdoor safety. Students need to:
 - Stay where an adult can see them at all times.
 - Walk, do not run.
 - Keep feet on the ground: no climbing.
 - Leave dead branches on the ground: they do not make safe walking sticks.
- Discuss what to wear on the field trip
 - Hats, sunscreen, insect repellent.
 - Runners (not sandals).
 - Dress in layers: the forest can be cool in the morning.
- There is nowhere to buy anything here so bring plenty to eat and drink.
- Complete some preparatory activities, either the ones in the next section of this package or some of your own.

Prepare the adults

- Please follow the recommended ratios as outlined in your school board regulations. Divide your class into working groups.
- Review the park rules with the adults
- Emphasize the following: there is nowhere to buy anything here, including coffee.
- The adults' role is to lead the activities with the same small group of students all day..

Bring

- A cheque made payable to the *Government of Alberta* for \$7.00 per student (no charge for adults).
- Student booklets (or journals), pencils.
- A few bandaids with each adult and your first-aid kit.

Dear Adult Chaperone,

Thank you for volunteering for a field trip to Fish Creek Provincial Park! This excursion allows students to explore, discover and learn in one of the largest urban parks in North America.

Here are a few tips that may help you enjoy your visit:

- Pack a hearty and healthy lunch (snacks and water too!). There are no vending machines or stores onsite to purchase food
- Please dress appropriately for the weather. We will run our programs rain, snow or sunshine
- Ensure that you are aware of what part of Fish Creek the program is taking place. We host educational programs at the WEST end (near Woodbine) and the EAST end (near Deer Run)

Our staff will be available throughout the day to ensure that you and your group have a safe and educational experience in the park.

You are not expected to be a naturalist or science expert, but a positive attitude goes along way!

Thank you again, we are very excited to see you in the park soon.

Warmest regards,

Environmental Education Team

CONNECTING PEOPLE WITH PARKS



FISH CREEK
ENVIRONMENTAL



Importance of Protected Areas

This activity will highlight the benefits of parks and protected areas as habitats, outdoor recreation sites, and to foster natural heritage appreciation.

1. Instruct your students to push in their chairs at their desk and stand quietly behind their desk. Your students are now all animals, and the desks are their habitats. Each desk represents the food, water and shelter that animals require to survive. Allow the students a few minutes to walk between the desks with relative ease.
2. Direct your students to freeze. Inform the students that some of the desks are now going to be transformed into farms for humans to grow crops. The habitat is no longer available for the students to use. As a visual marker, put the chair on the top of the desk to denote that students cannot go to that desk or use the area adjacent to it to travel to other desks.
3. Continue to remove desks with different human factors that deplete habitat.
 - **Residential areas-** Calgarians develop grassland ecosystems to make more single family houses (*remove 5 desks*)
 - **Logging area-** Humans require resources to build shopping centres and homes (*remove 2 desks*)
 - **Golf Courses-** People demand a fun place to play sports, but it takes space away from the grassland and wetland ecosystem (*remove 1 desk*)
4. As the desks disappear and the habitat shrinks, your students will either get “stuck” on small patches of desks or be crammed all together at a few desks. Remind the students that they still require food, water and shelter to survive. With less habitat available, it is now a greater challenge to meet their needs.
5. However, humans also protect, restore and preserve habitat for wildlife. Now, remove chairs from the tops of the desks, explaining the uses of the spaces as shown below. Once again, the students will be able to move between desks, demonstrating the use of parks and protected areas in conservation.
 - **Preservation-** Scientists have discovered an endangered species that lives only in this space, and now this land will be protected and preserved (*return 2 desks*)
 - **Heritage Appreciation-** The people of Calgary want a green space to relax and enjoy nature (*return 5 desks*)
 - **Outdoor recreation-** This space is perfect for outdoor activities and spending time with friends and family (*return 1 desk*)
 - **Underpasses and Overpasses-** Animals can now cross underneath or overtop of the road with a lowered risk of injury from vehicles (*return 3 desks*)

Follow up questions:

- Why are parks and protected areas important?
- What activities do humans do that have a negative impact on the land? What do humans do that has a positive impact?
- How can students help protect the land and the habitat? (recycle paper to reduce the need to extract resources, respecting park rules when they visit, etc.)

Natural Regions

Alberta is renowned for the beauty and diversity of its natural landscapes. These landscapes can be divided into six distinctly different natural regions, each having several sub regions. Classification of these regions is based on geology, landforms, soils, hydrology and other factors like climate, vegetation and wildlife.

Divide your class into six groups. Assign each group one of the natural regions to research.

The regions are:

- **Canadian Shield**
- **Boreal Forest**
- **Foothills**
- **Rocky Mountain**
- **Parkland**
- **Grassland**

Each of these regions has unique characteristics. Challenge your students to brainstorm a list of plants, animals, land, landforms and other factors that define their region. Educational resources, books or researching online may be used to generate new ideas or perspectives.

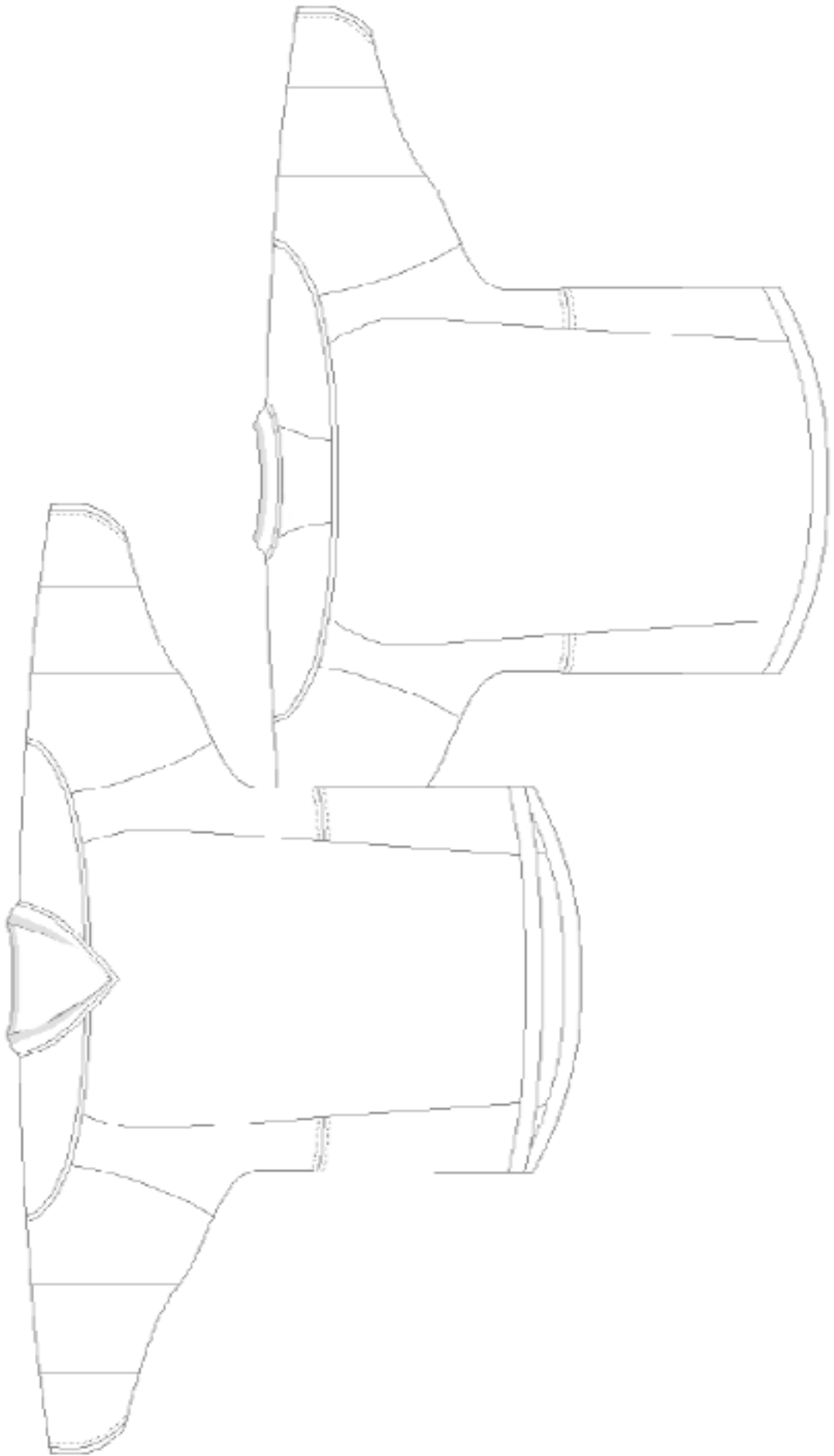
Once the students have gathered ideas together, instruct them to design a sports jersey that reflects their region:

- What symbols could you use to represent the plants and animals of the regions?
- How would you draw the landforms on the jersey?
- What would be the motto of the region?
- What sporting events can occur in this region (i.e. skiing in the Rocky Mountains, soccer in the flat Grasslands etc.)

Students can display their jerseys on the classroom wall or present their design to the entire class.



Natural Regions: Jersey



Scavenger Hunts

Plant Scavenger Hunt Instructions:

1. Divide students into small groups with one adult leader. Give each student a scavenger hunt page and give each adult a map and answer key.
2. In small groups leave the Visitor Centre, go straight out from the front door, through the parking lot and follow the paved path towards the creek. Some plants in the scavenger hunt can be found before the bridge. Once across the bridge turn right and follow the Stream Changes Loop back to the same bridge.
3. Ask students to find each item in the scavenger hunt AND to answer the corresponding question.

NOTE: This activity keeps students moving, but ensure that all students are adequately dressed for the weather.

History Scavenger Hunt Instructions:

1. Explain to the students that they need to find all of the items in the pictures AND answer the question for each picture. Have one person in the group record the answers. All the answers fit into a crossword puzzle and each group will be given one crossword sheet to complete.
2. Tell the students that the Cookhouse is now used as an office for Friends of Fish Creek. Ask them not to yell when finding artifacts located on or around the cookhouse, also there is NO REASON to open the doors.
3. Give the students 30 minutes to complete the activity.
4. Gather the class together by one of the buildings. Discuss why William Roper Hull might have chosen to build his ranch in that location.
5. Possible reasons: The house might be in this location because this is the north side of the valley and there is more sun. The ranch in general might be here because the cliffs/hills provided a natural enclosure for the cattle; the flood plain provided rich soil for growing vegetables for people living at the ranch.

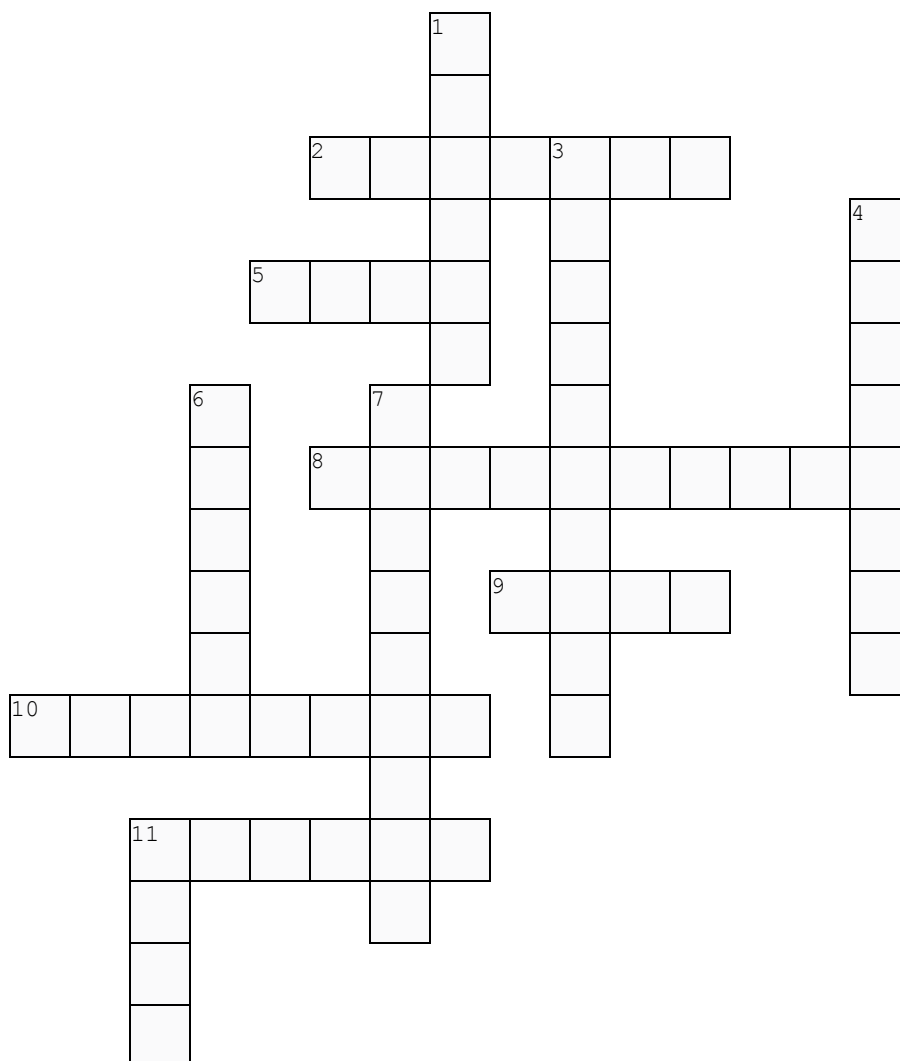
Human Impacts

1. Continue working in small groups with one recorder or have students work individually.
2. Prior to starting the activity you can give the students the following background information:
 - Fish Creek Provincial Park covers 13.48 km². This makes Fish Creek one of the largest urban parks in North America.
 - Residential communities (18 in total) completely surround the Park, major roads form boundaries on all sides and Macleod Trail goes through the middle of the Park.
 - About 3 million people visit the park annually. Within this huge space there is a wide variety of ecosystems, including aquatic. The numbers of visitors, the roads and residential areas all have an impact on the park's ecosystems.
3. As you walk back to the centre ask the students to look for evidence of human activity impacting on the natural environment.
 - What is the evidence?
 - What activity might have caused this impact?
 - Has it affected plants or animals?
 - Has the impact been positive or negative?
 - If the impact is negative what are the solutions?

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Home on the Range: History of Cattle Ranchers

Read through the information in the visitor center to find the answers to this crossword puzzle.



Down

1. The ranch was a _____ farm
3. Under William Roper's ownership, the ranch became known for its use of _____
4. What is the large bone you see near the rancher information? (2 words)
6. James Llewellyn _____ designed the ranche house
7. _____ Ranche (2 words)
11. In 1902 the ranch was _____ to Senator Burns

Across

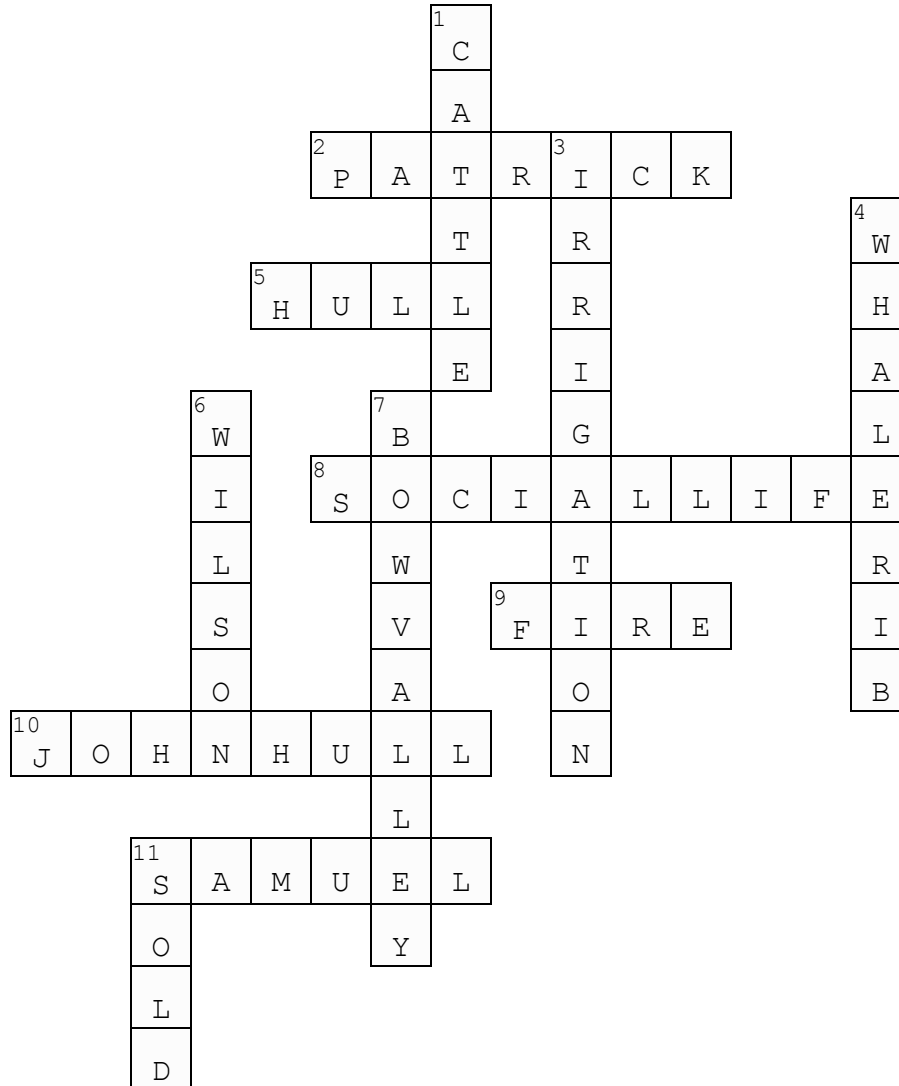
2. Senator Burns' first name
5. William Roper's last name
8. The Ranche was the focal point for _____ (2 words)
9. What destroyed the original log house?
10. William Roper's brother (2 words)
11. Mr. Shaw's first name



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Home on the Range: History of Cattle Ranchers

ANSWER KEY FOR PARENT VOLUNTEERS



Down

1. The ranch was a _____ farm (**CATTLE**)
3. Under William Roper's ownership, the ranch became known for its use of _____ (**IRRIGATION**)
4. What is the large bone you see near the rancher information? (2 words) (**WHALE RIB**)
6. James Llewellyn _____ designed the ranch house (**WILSON**)
7. _____ Ranche (2 words) (**BOW VALLEY**)
11. In 1902 the Ranche was _____ to Senator Burns (**SOLD**)

Across

2. Senator Burns' first name (**PATRICK**)
5. William Roper's last name (**HULL**)
8. The Ranche was the focal point for _____ (2 words) (**SOCIAL LIFE**)
9. What destroyed the original log house? (**FIRE**)
10. William Roper's brother (2 words) (**JOHN HULL**)
11. Mr. Shaw's first name (**SAMUEL**)

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Building a Park

Building a Park Instructions:

1. Continue working in small groups with one adult in each group.
2. Prior to starting the activity you can give the students the following background information:
 - Remind students of the vision of Alberta Parks to “inspire people to discover, value, protect and enjoy the natural world and the benefits it provides for current and future generations.”
 - Remind students of the goals of Alberta Parks to preserve healthy ecosystems, to foster an appreciation of our natural heritage, to provide opportunities for nature-based recreation, and to encourage nature-based tourism to support the local economy.
3. Ask the students to as a group find a location where they would like to create a mini-park.
4. The area they choose should have something significant (a significant plant, high biodiversity, geological feature).
5. Ask them to mark the boundaries using a rope.
 - Encourage them to look at the plants; does their park have a diversity of plants?
 - Are there any geological or historical features that make their park special?
 - Why do they think people will want to visit their park?
 - What services will visitors want from the park, where should they be located?
 - Is there any potential habitat for wildlife?
 - Can they see any evidence of wildlife? (tracks, scat, nibbled branches)
 - Ask the students in each group to agree to three important characteristics of their park.

After groups have established their park, the three most important characteristics of their park and where visitor services should be located, ask each group to give another a “tour” of their park

Digging Up the Past

Fish Creek Provincial Park has a rich cultural history extending over 8,000 years. Archaeological research has confirmed evidence of approximately 80 First Nations sites within the park. These treasured historical sites provide insight into the rituals and lifestyles of the First Nations and are protected by provincial law.

Archaeologists have identified a diversity of artifacts including pottery sherds, animal bones (mostly bison remains), stone tools and Tipi rings.

Instructions:

1. Show the students the display case at the Visitor Centre with the bison bones, trowel and picture of the bison skeleton.
2. Challenge the students to match the bones in the bin to the skeleton picture provided. Note: Some bones are easier than others to identify.
3. What other information can bones tell us?
 - Age of the animal (*size, teeth eruption*)
 - How old the bones are (*carbon dating*)
4. Point out to the students that some of the leg bones are hollow inside. Why do they suppose this is? (*The First Nations would eat the bone marrow*)

Plants and People

Plants and People Instructions:

1. Share the following information with your students:
2. First Nations people used the native plants for food, shelter, tools and medicine. Sometimes different parts of the same plant were used for different purposes. Within a tribe, there were hunters, women, medicine people and helpers (usually children). Each of these groups of people had their own tasks. Sometimes more than one group would use the same part of the plant but for different purposes.
3. Divide the class into four groups and assign the following plants to each group:
 - Medicine people: Saskatoon, buckbrush, sage
 - Women: Saskatoon, buckbrush, wolf willow (silverberry)
 - Hunters: Saskatoon, buckbrush, buffalo bean (golden bean)
 - Helpers: Saskatoon, buckbrush, wild licorice
4. All of the previously listed plants grow in the area of the park the students were exploring.
5. Another way to set up this activity is to divide your class into three groups to research different plants and their importance to a specific group of people.
 - First Nations: how were buckbrush and Saskatoon bush use?
 - Settlers: find advantages and disadvantages of using rough fescue as a building material.
 - Early ranchers: Why were brome grass and wheatgrass introduced to the prairies? These new grasses are able to outgrow the native fescue grass, why is this?
6. Have each group complete a small research project that includes a picture of each plant, a brief description of where the plant grows and how to identify it and write a couple of paragraphs to answer the above questions

Word Play

Word Play Instructions:

SLE: How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)

The Aboriginal peoples of Canada have many languages. There are over 630 First Nations across Canada, with 46 First Nations in Alberta. The Blackfoot are a group of Plains First Nation that live in Alberta. There are three tribes of the Blackfoot in Alberta: Siksika, Piikani (Peigan) and Kainaiwa (Blood). Each of these tribes is independent, but they all speak the same language and regard themselves as allies.

1. Using the “Mad Libs” style worksheet in the appendix, instruct the students to fill in the blanks using the Blackfoot vocabulary words. Working in partners, one participant will read the categories below the blank paragraph spaces and have the other student select one of the options, and write it down. Once completed, the student will read the paragraph out loud, using the Blackfoot words.
2. After a few minutes, have the students switch partners, reading the story out loud slowly, so that the other student can guess what the English equivalent of the Blackfoot word is supposed to be.

For more information about the Blackfoot language and pronunciation guide, please visit: <http://www.blackfootcrossing.ca/dictionary.html>

Word Play

Use the Blackfoot vocabulary in the boxes below to complete the story. Trade stories with a partner and see who can translate

It was a beautiful _____ day when I decided to go for a walk in the
Season
park. I was hoping to see my favourite animal, the _____, on my journey
Animal
through the forest. My sister was eager to come too, but she was taking a long
time with her chore, cleaning the _____. Finally, she was done!
Household item
“ _____ ” beamed my sister, as she quickly put on her backpack and
Phrases 1
bounded to the door. “ _____ ” I replied, rubbing my _____
*Phrases 2**Body Part*

My sister flashed me a bright smile. We always have amazing adventures outside
in the forest, coming home with muddy feet, tired legs and plenty of stories.

Season	
Fall	oo ko wa
Winter	is to yi wa
Spring	mo to wa
Summer	nip o wa

Animal	
Bison	ii ni
Lynx	na ta yo
Owl	sii pis to
Wolf	ma ko yi
Squirrel	mi kais si

Household Item	
Chair	a soo pas tsis
Rug	a soom maan
Table	ii ta soo yu pi
Sofa	omah ksi soo pa tsis

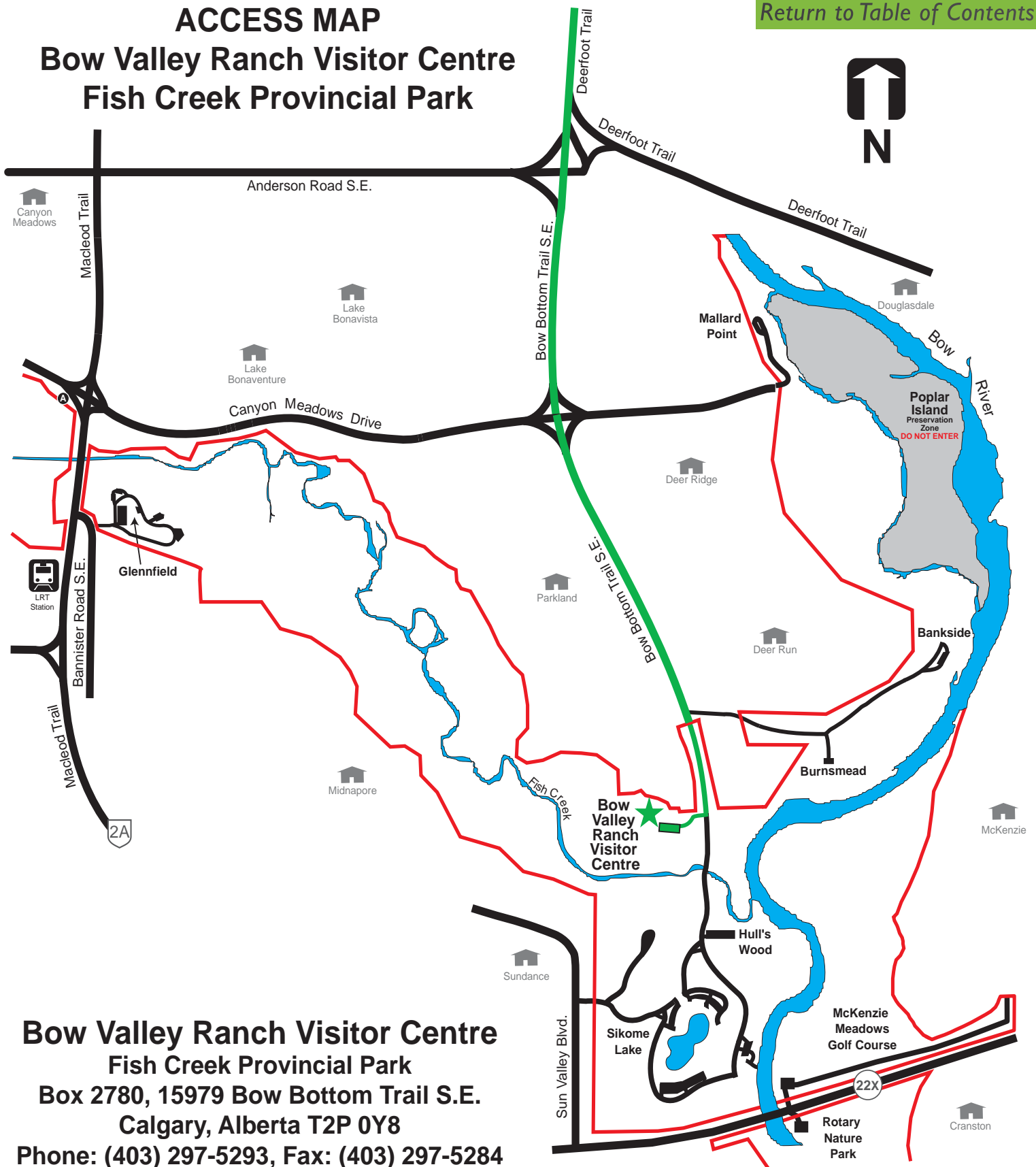
Phrases 1	
Hurry up	Nikakiita
Come here	Pohsapota
Get up	Nipooata
Do not fool around	
Pinaattaatsiskasita	

Phrases 2	
Is that right?	Haaniya
Say that again	Matsistsaniit
It is good!	Iksokapi
The sun is hot	
natosi ikkiksistosim	

Body Part	
Hand	moo tsis
Eye	mo waaps pa
Nose	mooh ksi sis
Face	moos to ksis

ACCESS MAP

Bow Valley Ranch Visitor Centre Fish Creek Provincial Park



Bow Valley Ranch Visitor Centre
Fish Creek Provincial Park
Box 2780, 15979 Bow Bottom Trail S.E.
Calgary, Alberta T2P 0Y8

Phone: (403) 297-5293, Fax: (403) 297-5284

Directions: Take Deerfoot Trail South and get onto Bow Bottom Trail South. Follow Bow Bottom Trail south until you come into Fish Creek Provincial Park where the road has narrowed into two lanes and the speed limit is now 30 km. Once in the Park, take the first turn on the right into the Bow Valley Ranch area. Park your vehicle in the parking lot and proceed to the Visitor Centre. There is **NO access** to the Bow Valley Ranch Visitor Centre from Sun Valley Blvd.

NOTE: Park speed is 30 km/hr. DO NOT leave valuables in your vehicle.