

Grade 1 – Social Studies Unit

Time and Place

| | | |
|-------------------------|---|----------------------|
| Organizing Idea | Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world. | |
| Guiding Question | What is the significance of places within communities? | |
| Learning Outcome | Students explore some of the major physical features of our world. | |
| | Skills and Procedures | Pages |
| TP1.1 | <ul style="list-style-type: none"> Brainstorm criteria to distinguish between natural and constructed landmarks. Share reasons why a local place holds personal meaning or significance. | 45-52 |
| Organizing Idea | Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world. | |
| Guiding Question | How can sharing cultures and histories build connections between communities? | |
| Learning Outcome | Students explore cultures and histories of diverse communities. | |
| | Skills and Procedures | Pages |
| TP1.2 | <ul style="list-style-type: none"> Identify expressions of culture in the local community. Describe expressions of culture in a Francophone community. Select and share an expression of personal culture. Compile information about different cultures in the local community. | 53-84, 90-92, 95-100 |
| TP1.3 | <ul style="list-style-type: none"> Identify diverse cultures of First Nations, Métis, and Inuit communities. Illustrate how First Nations, Métis, and Inuit communities connect to the land. Discuss First Nations, Métis, and Inuit support of conservation. | 85-100 |

Preview of 75 pages from this product that contains 136 pages total.

NAME: _____

TIME AND PLACE



Landmarks

What is a Landmark?

A **landmark** is a place that is special. People know it because it looks unique or has a special meaning. Landmarks help us remember important places or events. Some are made by nature, like mountains or lakes. Others are built by people, like buildings or bridges.

1. Natural Landmarks: come from

nature. These include things like

big mountains, wide rivers and

tall trees. For example, the Rocky Mountains in Alberta are a natural landmark.

People visit these places to see the beauty of nature.



2. Built Landmarks: are made by

people. These include: large

towers, historic buildings and

bridges. In a community, a tall



statue or a famous building can be a landmark that people recognize.

Why Are Landmarks Important?

Landmarks are important because they help us remember special places. They show us what makes our community unique.

Name: _____

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Question

What is a landmark, and why is it special?

| |
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| |

Label

Label the landmark as natural or built by people.



Sort

Sort the following landmarks as Natural or Built by people.

Word Bank

Buildings

Bridges

Rivers

Forests

Mountains

Roads

Lakes

Statues

Natural Landmarks

Built Landmarks

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Match each term to what it means.

Natural Landmarks ☐☐ A special place made by peopleBuilt Landmarks ☐☐ A special place made by nature

Name: _____

Mark

Match each term to what it means.

Natural Landmarks ☐☐ A special place made by peopleBuilt Landmarks ☐☐ A special place made by nature

Name: _____

Mark

Match each term to what it means.

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Name: _____

Mark

Match each term to what it means.

Natural Landmarks ☐☐ A special place made by peopleBuilt Landmarks ☐☐ A special place made by nature

Pictionary – Natural vs. Constructed Landmarks

Objective

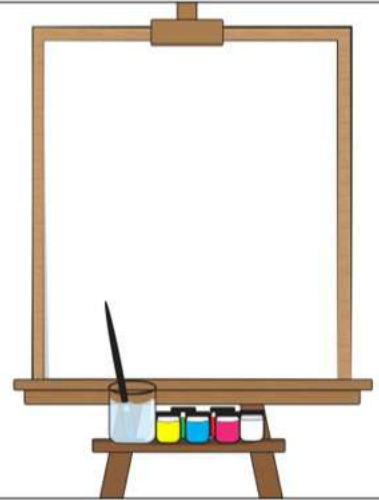
What are we learning about?

To help students recognize the difference between natural and constructed landmarks by drawing and guessing games. This activity encourages understanding of landmark types and team collaboration.

Materials

What you will need for the activity.

- Markers
- Set of index cards with pictures or names of landmarks (natural and constructed)



Instructions

How you will complete the activity

- 1) Split the class into two teams, maybe using rows of desks.
- 2) Have one student from Team A come up and pick a card. They should keep the card a secret from everyone else.
- 3) The student then draws what's on the card on a whiteboard or large sheet of paper.
- 4) Start a timer for 2 minutes. During this time, Team A tries to guess the drawing.
- 5) If Team A guesses the drawing correctly before the timer goes off, they earn a point.
- 6) Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
- 7) Alternate turns between the two teams, letting different students draw each time.
- 8) Continue the game until all the cards have been used. Keep track of points for each team.
- 9) At the end, count up the points. The team with the most points is the winner of Natural vs. Constructed Landmarks Pictionary!

Name: _____

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Pictionary Cards

Cut out the cards below.

Pictionary Cards

Mountain

Bridge

River

Road

Valley

School

Forest

House

Beach

Playground

Waterfall

Cinema

Island

Superhero

Desert

House

Hill

Hospital

Cave

Airport

Volcano

Stadium

Ocean

Library

Name: _____

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Curriculum Connection
TP1.1

Draw and Label

Draw your favourite landmarks from the game and label them as "Natural" or "Constructed."

PREVIEW

The Rocky Mountains

Alberta's Majestic Rocky Mountains

The Rocky Mountains are tall, beautiful

mountains in Alberta. These

mountains were made by the



earth's power pushing them together, which took millions of years. They have high peaks, deep valleys, and many animals live there, like bears, elk, and birds.

The Rockies help keep our air clean and give shelter to animals.

Why the Rockies Are Important

The Rockies are special to Indigenous people, who see them as sacred. Many Indigenous stories and traditions are tied to the mountains. The Rockies are also popular for tourists. People from all over the world come to hike, camp, and see the stunning views.

Fun Facts About the Rockies

- **Long Mountains:** The Rockies are over 4,000 kilometres long!
- **Tallest Peak:** Alberta's highest mountain is **Mount Columbia**.
- **Glaciers:** Huge ice blocks called **glaciers** melt to give fresh water.
- **Warm Winds:** The Rockies make warm "**Chinook winds**" that melt snow fast.

Matching

Match each term to what it means.

The Rockies

☐ Warm winds that melt snow fast

Mount Columbia

☐ Tall mountains found in Alberta

Glaciers

☐ The highest peak in the Rockies in Alberta

Chinook winds

☐ Big ice blocks that melt slowly

True or False

statement true or false?

| | | |
|--|------|-------|
| 1) The Rocky Mountains are in Alberta. | True | False |
| 2) Indigenous people think the Rockies are sacred and special. | True | False |
| 3) The Rockies were formed by rivers coming to a stop. | True | False |
| 4) Glaciers in the Rockies never melt. | True | False |
| 5) The Rockies are more than 4,000 kilometres long. | True | False |

Word Search

Find the words in the word search.

| | |
|---------|------------|
| Rockies | Mountains |
| Nature | Peak |
| Valley | Glacier |
| Snow | Ice |
| Chinook | Indigenous |

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

The Great Bear Rainforest: A Letter from Sage

Dear Students,

Hello! I'm Sage, a spruce tree from the **Great Bear Rainforest** in Alberta. This forest is enormous! 6 million hectares! That's about the size of 100 soccer fields!

Many animals live here, like Black bears, wolves, and eagles. We need our friends to keep them safe and give them food. Over 300 kinds of birds fly through the forest, looking for food and making nests in our branches.

The Indigenous Peoples, like the Heiltsuk, help protect us. They teach everyone to only take what they need, so our forest can stay strong.

Our trees do so much! We clean the air and help people breathe better. Some trees are used to make houses, paper, and furniture. We are a big part of Alberta, and we need care to stay healthy.

Your friend,

Sage the Spruce



Visualizing

Draw what you were picturing while you were reading. Describe it.

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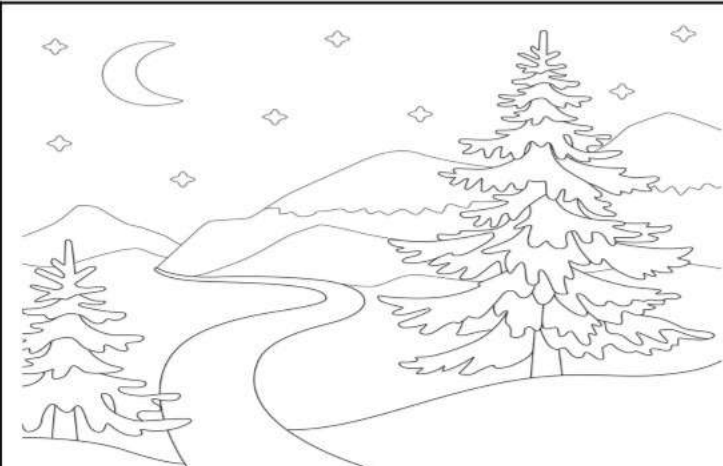
Yes or No

Answer yes or no?

| | | |
|---|-----|----|
| 1) Is the Great Bear Rainforest larger than a soccer field? | Yes | No |
| 2) Do trees only help animals in the forest? | Yes | No |
| 3) Can trees in the Great Bear Rainforest clean the air? | Yes | No |
| 4) Do Indigenous people teach others to cut down all the trees? | Yes | No |
| 5) Is Sage a name for one of the animals in the forest? | Yes | No |

Colour

Colour the landscape with spruce trees in snowdrifts. Explain why it is important to keep the forest healthy.

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Alberta's Prairie Land

Alberta's Big Prairie Land

The **prairies** in Alberta are wide, flat lands with lots of grass. This land is very important for farming. Farmers use the prairies to grow crops like wheat, canola, and barley. These crops help make food for people and animals.

Animals on the Prairie

The prairies have many different animals, too!

Cows, horses, and sheep live on the prairies.

Ranchers take care of these animals.

They use the prairies to help them find food and water.



First Nations on the Land

For a long time, First Nations people have lived on the prairie. They used animals like bison for food and used plants for medicine and shelter. The land gave them everything they needed.



Important Facts About the Prairies

- **Prairie Crops:** Alberta grows half of Canada's wheat and barley.
- **Bison Herds:** Many bison once roamed here; now they live in safe parks.
- **Prairie Grasses:** Alberta has over 200 types of grasses.

Questions

Answer the questions below.

1) Circle all the words that most describe Alberta's prairie land.

Wide

Ocean

Flat

Water

Desert

Mountains

Trees

Grass

2) Write the names of 3 crops that farmers grow on Alberta's prairies.

3) Draw 3 animals that are mostly found on Alberta's prairies.

4) Who lived on the prairies before ranchers and farmers?

Explorers

First Nations

5) How many types of grasses are in Alberta's prairies?

Over 200

Over 400

Thank You, Prairie

Thank the prairie for something it gives us.

Thank you, prairie, for giving us _____

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true(T) or false(F)?

| | |
|--|---|
| 1) The prairies are covered in mountains and forests. | T |
| | F |
| 2) Alberta's prairies grow half of Canada's corn and rice. | T |
| | F |
| 3) Alberta's prairie land has over 200 types of grasses. | T |
| | F |
| 4) First Nations hunted bison on the prairies for food. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

| | |
|--|---|
| 1) The prairies are covered in mountains and forests. | T |
| | F |
| 2) Alberta's prairies grow half of Canada's corn and rice. | T |
| | F |
| 3) Alberta's prairie land has over 200 types of grasses. | T |
| | F |
| 4) First Nations hunted bison on the prairies for food. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

| | |
|--|---|
| 1) The prairies are covered in mountains and forests. | T |
| | F |
| 2) Alberta's prairies grow half of Canada's corn and rice. | T |
| | F |
| 3) Alberta's prairie land has over 200 types of grasses. | T |
| | F |
| 4) First Nations hunted bison on the prairies for food. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

| | |
|--|---|
| 1) The prairies are covered in mountains and forests. | T |
| | F |
| 2) Alberta's prairies grow half of Canada's corn and rice. | T |
| | F |
| 3) Alberta's prairie land has over 200 types of grasses. | T |
| | F |
| 4) First Nations hunted bison on the prairies for food. | T |
| | F |

The Bow River

Location and Length

The Bow River is one of Alberta's most important rivers. It starts in the **Rocky Mountains** near **Lake Louise** and flows through Alberta. The river is 587 kilometres long, which is a very long distance! It flows through Calgary, Alberta's largest city, and continues until it meets the **Oldman River**.

Indigenous History

The Bow River was important to many Indigenous peoples for water, fishing, and travel. The name "Bow" comes from the word "bow" used for hunting.

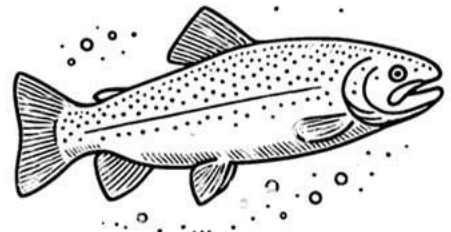
Three Main Uses Today

Today, people use the Bow River in different ways.

- **Drinking Water:** The Bow River gives fresh water to many people.
- **Fun Activities:** People swim, fish, and kayak in the river.
- **Making Power:** The river helps make electricity with dams.

Animals and Plants

The Bow River is home to fish-like trout and birds like ducks. Plants along the river keep the water clean and stop pollution.



Question

How did the Bow River get its name?

| |
|----------------------|
| |
|----------------------|

Questions Choose the correct answer for each question.

1) The Bow River flows through which city in Alberta?

A) Edmonton

B) Calgary

C) Red Deer

2) The Bow River starts in which location?

A) Calgary

B) Banff

C) Saskatchewan

3) How long is the Bow River?

A) 415 kilometres

B) 866 kilometres

C) 58 kilometres

4) Where does the Bow River end?

A) At the Oldman River

B) In Calgary

C) At Lake Louise

Draw

Draw two ways people use the Bow River.

| | |
|----------------------|----------------------|
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Lake Louise

Location and Size

Lake Louise is a famous lake in Alberta, located in **Banff National Park** and surrounded by high mountains. It is about 2.5 kilometres long and has deep, clear water that shines bright **turquoise**. The turquoise colour comes from tiny rock pieces, called "rock flour," that **glaciers** bring into the lake as they melt.

Three Main Uses

People visit Lake Louise for different reasons:

- **Canoeing:** In summer, people enjoy paddling canoes on the lake's calm, turquoise water.
- **Hiking:** Many hiking trails around Lake Louise offer stunning mountain views and lead to high points like the Plain of Six Glaciers.
- **Ice Skating:** In winter, the lake freezes, and visitors come to skate on the thick ice. It's a popular spot for outdoor winter fun.

Animals and Plants

Lake Louise is home to animals such as squirrels, birds, and sometimes even bears. The lake's shores are filled with alpine plants, which keep the soil in place and help protect the lake from pollution, keeping the area green and beautiful year-round.



Question

How did Lake Louise get its turquoise colour?

| |
|----------------------|
| |
|----------------------|

Questions

Circle the correct answer for each question.

1) Where was Lake Louise created?

A) Jasper National Park

B) Banff National Park

C) Calgary

2) How long is Lake Louise?

A) 2.5 kilometres

B) 3 kilometres

C) 5 kilometres

3) What animals might you see around Lake Louise?

A) Penguins

B) Dolphins

4) What type of plants are found around Lake Louise?

A) Cactus

B) Alpine plants

C) Palm trees

Draw

Draw two ways people use Lake Louise.

| | |
|----------------------|----------------------|
| | |
|----------------------|----------------------|

Four Corners: Natural Landmarks

Objective

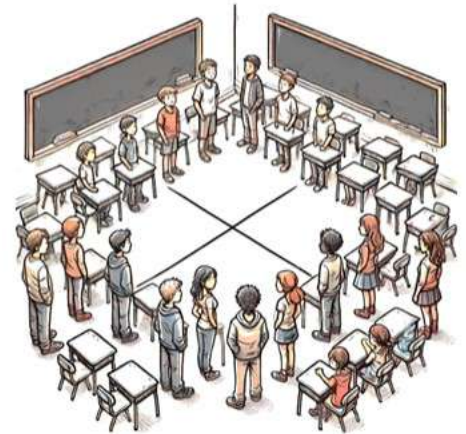
What are we learning about

To help students identify and explore different natural landmarks by expressing their preferences and discussing the unique features of each type.

Materials

What you will need for the activity

- A list of questions
- Labels for each corner of the room (A, B, C, D)



Instructions

How you will complete the activity

1. Prepare the classroom by labelling the four corners with letters A, B, C, and D.
2. Explain to the students that you will read statements related to different natural landmarks. Each statement will have four options, each representing a different viewpoint.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

Four Corners

Read the questions to the class.

| | Question | Option A | Option B | Option C | Option D |
|----|--|-----------|----------|------------|------------|
| 1 | Which natural landmark do you think is the most amazing? | Mountain | River | Forest | Beach |
| 2 | What would make the best sound? | Waterfall | Forest | Ocean | Cave |
| 3 | Which place is the best to watch a sunset? | Beach | Tower | Park | Mountain |
| 4 | Which is the safest place to rest? | City | Lake | Library | Garden |
| 5 | Which would you rather explore like a detective? | City | Castle | Castle | Tower |
| 6 | Where would you like to fly over in a helicopter? | City | Mountain | Beach | Lake |
| 7 | Which would make the best place for a picnic? | Meadow | Park | Beach | Mountain |
| 8 | Where would you like to camp overnight? | Forest | Beach | Mountain | Backyard |
| 9 | Which would be the best to climb? | Mountain | Tree | Lighthouse | Playground |
| 10 | What would be the most fun place to find animals? | Zoo | Forest | Farm | Ocean |

**3-2-1
Reflection**

Write 3 things you learned, 2 things you found interesting, and 1 thing you want to learn more about!

3

I learned ...

1

2

3

2

I found this interesting ...

1

2

1

I want to learn more about ...

1

Blog Post: Top 5 Parks in Alberta

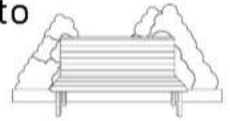
Alberta's Top 5 Amazing Parks

Date: October 26, 2024

Author: Jamie Carter

5-minute read

I've visited many parks in Alberta, and each one has something unique to offer! Here's my countdown of the top 5 parks you'll want to explore!



- 5. Dinosaur Provincial Park:** If you love dinosaurs, this park is a must-visit. It's one of the world's richest dinosaur fossil sites, with over 50 species discovered! Walking here is like stepping back in time.
- 4. Waterton Lakes National Park:** A UNESCO World Heritage Site and an International Peace Park with the US, known for its rare wildflowers and amazing mountain views, Waterton is truly special.
- 3. Elk Island National Park:** Close to Edmonton, this island is all about bison. It's one of the few places where you can see both plains and wood bison living freely. A perfect spot for animal lovers!
- 2. Jasper National Park:** Covering 11,000 square km, Jasper is one of the largest national parks in Alberta's Rocky Mountains. It's a Dark Sky Preserve, so the stargazing is incredible, and the Athabasca Glacier is easy to explore!
- 1. Banff National Park:** Banff tops my list! Founded in 1885, it's Canada's first national park. With turquoise lakes like Lake Louise, it attracts over 4 million visitors each year who come for the stunning views and wildlife.

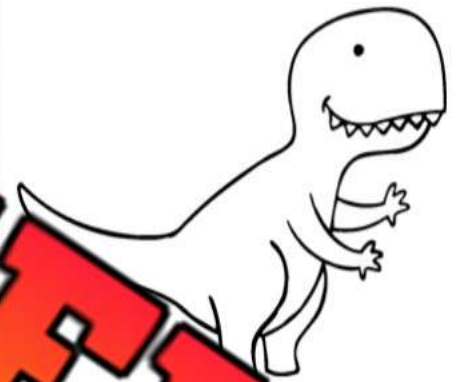
Find the Right Park

Where should you go to see...?

- | | |
|---|--|
| 1) Dinosaurs and fossils... | |
| 2) Beautiful wildflowers and mountains... | |
| 3) Plains and wood bison... | |
| 4) Turquoise lakes like Lake Louise... | |
| 5) The Athabasca Glacier... | |

Rank

Rank your parks from what you learned! choose your favourite park as number 1 and your least favourite as number 5.

1st2nd3rd4th5th

Circle

Circle the correct answer.

- | | | |
|---|------------|----------------|
| 1) The park known for stargazing... | Jasper | Banff |
| 2) Canada's first national park... | Banff | Dinosaur |
| 3) The UNESCO World Heritage Site park... | Elk Island | Waterton Lakes |

Questioning

Write a question you have about the text.

| |
|--|
| |
|--|

Activity: Mapping Alberta's Famous Landmarks

Objective

What are we learning about?

To learn about Alberta's natural landmarks by creating a map with key features like mountains, rivers, and forests. This activity will help students understand Alberta's geography and why these landmarks are special.

Materials

What you will need for the activity.

- A blank map of Alberta for each student (provided)
- Pre-made list of Alberta's landmarks with location descriptions (provided)
- Crayons or coloured pencils



Instructions

How you will complete the activity

1. Hand out the blank maps of Alberta and crayons to each student.
2. Give each student a list of famous landmarks in Alberta with location descriptions.
3. Instruct students to use the list to locate each landmark on their map.
4. Have students colour in each feature using green for forests, blue for rivers, and brown for mountains.
5. Once the landmarks are marked, have students write or stick labels on their maps to name each landmark.
6. Encourage students to decorate or add any small details they'd like, making their maps unique.
7. When they're done, have students present their maps to the class.
8. As they present, ask them to share why each landmark might be important to Alberta.

Landmarks - 1

Map the landmarks below

| Landmark | What It Is | Location Description |
|----------------------------|---|---|
| Rocky Mountains | Very tall, rocky mountains with lots of trees, rivers, and animals like bears and deer. | In the far west of Alberta, close to the border with British Columbia. They stretch along the side of Alberta's border. |
| Bow River | A river that flows with clear water from the mountains. People like to fish and hike along the river. | Starts in the Rocky Mountains and flows through Calgary, a big city in southern Alberta. |
| Banff National Park | A large, famous park with mountains, lakes, forests, and animals like elk and bears. | Located in the Rocky Mountains, near the town of Banff in southern Alberta. It's a beautiful area to visit. You can drive to the park from Calgary. |
| Lake Athabasca | A very large lake, partly in Alberta and partly in Saskatchewan. | In the north of Alberta, near Fort Chipewyan and close to the Saskatchewan border. |
| Wood Buffalo National Park | One of the biggest parks in Canada, home to many buffalo and birds. | In the northeast corner of Alberta, near the Northwest Territories border. |

Landmarks - 2

Map the landmarks below

| Landmark | What It Is | Location Description |
|------------------------------|--|--|
| Jasper National Park | A large park with mountains, lakes, and animals like moose and elk. | In the Rocky Mountains, northwest of Banff National Park in western Alberta. |
| Waterton Lakes National Park | A park with clear lakes and tall mountains. Great for exploring and hiking. | In the very southwest corner of Alberta, near the United States border. |
| Elk Island National Park | A smaller park known for bison and elk herds, with lots of grasslands and forests. | Just east of Edmonton, in central Alberta. |
| Lesser Slave Lake | A large lake where people enjoy fishing, swimming, and boating. | In northern Alberta, near the town of Slave Lake. |
| Peace River | A wide river that flows through Alberta's forests and fields. | Starts in the Rocky Mountains and flows north through Alberta, close to the town of Peace River. |

Reference

Look at the map below to help you find the places!



Name: _____

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Curriculum Connection
TP1.1

Map

Mark each landmark on the blank map of Alberta below.

PREVIEW

Reflective Journal

Write about your Alberta's natural landmarks map!

Instruction

After making your map, think about what you learned. Answer the questions below.

- What was your favourite landmark? Why?
- Which landmark do you want to visit?
- Was anything hard when making the map?
- Did you learn something new about Alberta?
- If you could add another landmark, what would it be?

PREVIEW

Criteria

Use the criteria below to complete the activity

| Criteria | Description |
|-----------------------------------|---|
| Correct Landmark Placement | The student placed each landmark in the correct location on the map. |
| Use of Colours | The student used the correct colours for each feature (e.g., blue for rivers, green for forests). |
| Neatness | The student kept their map tidy and easy to read. |
| Follow Instructions | The student followed the steps in the activity carefully. |
| Presentation | The student shared their map with the class and explained each landmark clearly. |

Rubric

How did you do in the activity?

Mark

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-----------------------------------|--|-------------------------------------|--|--|
| Correct Landmark Placement | Few or no landmarks are in the right spot. | Landmarks are in the correct place. | Most landmarks are in the correct place. | All landmarks are in the correct place. |
| Use of Colours | Did not use the correct colours. | Some correct colours were used. | Most of the correct colours were used. | All correct colours were used. |
| Neatness | Map was messy and hard to read. | Some parts of the map are messy. | Mostly neat and easy to read. | Very neat and clear map. |
| Following Instructions | Did not follow the instructions. | Needed help to follow instructions. | Mostly followed instructions on their own. | Followed all instructions independently. |
| Presentation | Did not present or was unclear. | Somewhat clear in presenting. | Mostly clear when explaining landmarks. | Very clear and confident presentation. |

Constructed Landmarks: The CN Tower

The CN Tower

The CN Tower is one of the tallest buildings in Canada. It stands in Toronto, a big city in Ontario. Many people visit it every year, with around 2 million visitors coming to see it each year! Built in 1976, the CN Tower is 553 m tall, which is about the same as 180 giraffes stacked on top of each other!



Why the CN Tower

The CN Tower was built to help with communication. In the 1970s, Toronto had many tall buildings that blocked radio and TV signals. The CN Tower was built to solve this. Today, it still sends out TV and radio signals to help people get information and stay connected.

- **Fun Fact:** It was the tallest building in the world for 34 years.
- **Observation Deck:** Visitors can see Toronto and the surrounding area from the observation deck.
- **Glass Floor:** People can stand on glass and look straight down from the observation deck.

What the CN Tower Means to Toronto

The CN Tower is important to Toronto. It shows how the city is full of big ideas and big buildings. People see it as a symbol of strength and progress. Many tourists come to Toronto just to visit the CN Tower, making it a landmark that represents Canada to the world.

Question

Why was the CN Tower built?

Fill In The

Fill the blanks using the words from the box below.

| | | | |
|-------|-----------|----------|---------|
| 1 | and Radio | Internet | 553 |
| Glass | 2 | Toronto | Calgary |

- 1) The CN Tower was built _____.
- 2) The CN Tower is located in _____.
- 3) The CN Tower is about _____ metres tall.
- 4) The CN Tower has a floor made of _____.
- 5) The CN Tower sends out _____.
- 6) Around _____ million people visit the CN Tower each year.



Draw

Imagine you're at the top of the CN Tower. Draw what you might see.

Memory Game – Constructed Landmarks in Canada

Objective

What are we learning about

Students will recognize key built landmarks (constructed landmarks) in Alberta and Canada, connecting these places to cultural and historical heritage and understanding their importance in Canadian history and identity.

Materials

What you will need for the activity.

- Set of Memory Game cards for each group (provided)
- A small table or clear area on the floor



Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the floor or table.
3. The students take turns flipping over two cards at a time, trying to find a match between the term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards



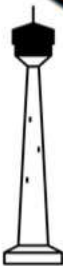
CN Tower

A very tall tower in Toronto.
You can see far from the top.



Parliament Buildings

Buildings in Ottawa where
Canada's leaders make laws.



Calgary Tower

A tower in Calgary where you
can look out over the city.



Alberta Legislature

A big building in Edmonton
where Alberta's laws are made.



Château Frontenac

A hotel that looks like a castle
in Quebec City.

Cards

Memory Game Cards

**Banff Springs Hotel**

A beautiful hotel in the mountains where people like to visit.

**Rideau Canal**

A long canal in Ottawa. People skate on it in winter.

**Confederation Bridge**

A long bridge that joins Prince Edward Island and New Brunswick.

**Halifax Citadel**

A big, old fort in Halifax where soldiers once protected the city.

**Royal Ontario Museum**

A museum in Toronto with dinosaur bones and cool art.

Cards

Memory Game Cards

**Stanley Park Totem Poles**

Tall totem poles in Vancouver that tell stories.

**Capilano Suspension Bridge**

A tall, hanging bridge in Vancouver where people can walk high above the trees.

**Notre-Dame Basilica**

A beautiful church in Montreal with many stained glass windows.

**Montreal Biosphere**

A big dome in Montreal that teaches about nature.

**Peggy's Cove Lighthouse**

A famous lighthouse on rocks by the ocean in Nova Scotia.

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

Name: _____

Mark

Is the statement True or False?

| | | |
|--|------|-------|
| 1) The CN Tower is in Toronto. | True | False |
| 2) Parliament Buildings are where leaders make laws. | True | False |
| 3) Confederation Bridge joins two provinces together. | True | False |
| 4) The Montreal Biosphere is a place to learn about computers. | True | False |
| 5) Peggy's Cove Lighthouse is near the ocean in Nova Scotia. | True | False |

Name: _____

Mark

Is the statement True or False?

| | | |
|--|------|-------|
| 1) The CN Tower is in Toronto. | True | False |
| 2) Parliament Buildings are where leaders make laws. | True | False |
| 3) Confederation Bridge joins two provinces together. | True | False |
| 4) The Montreal Biosphere is a place to learn about computers. | True | False |
| 5) Peggy's Cove Lighthouse is near the ocean in Nova Scotia. | True | False |

Name: _____

Mark

Is the statement True or False?

| | | |
|--|------|-------|
| 1) The CN Tower is in Toronto. | True | False |
| 2) Parliament Buildings are where leaders make laws. | True | False |
| 3) Confederation Bridge joins two provinces together. | True | False |
| 4) The Montreal Biosphere is a place to learn about computers. | True | False |
| 5) Peggy's Cove Lighthouse is near the ocean in Nova Scotia. | True | False |

An Oral Tradition: The Blackfoot and the Big Rock

Once, on a very hot day, Napi, a trickster of the Blackfoot people, walked across the plains. He was tired and found a giant rock—a huge rock weighing about 16,500 tonnes! The rock offered cool shade, so Napi decided to rest. To thank the rock, Napi took off his warm robe and laid it over the rock, saying, “Here, this will keep you warm.”

Napi rested for a while, but as he got ready to leave, he started feeling the sun’s heat again. He thought about the rock and decided he needed it more than the rock did. So, he went back, took his robe off the rock, and left without a word.

But as Napi walked away, something strange happened. The rock began to shake and roll! It was angry that Napi had taken away its shade without respect. Napi heard the rumbling and looked back, only to see the rock chasing after him!

Napi ran fast, calling out to animals along the way. He asked birds and other creatures for help, but they couldn’t stop the rock. Finally, he came across a group of bats who were able to crack the rock in half, making it stop. Napi was safe, but he learned a lesson.

Today, this big rock, called Okotok, still sits near Okotoks, Alberta. The Blackfoot people tell this story to remind everyone to respect nature and be kind to all things, big and small.



Ordering

Put the events in the order they happened.

| | | |
|-----|--|--|
| 1st | | a) Napi decides he needs his robe back and removes it. |
| 2nd | | b) He thanks the rock, saying the robe will keep it warm. |
| 3rd | | c) Napi runs and calls for help from nearby animals. |
| 4th | | d) Napi finds a big rock and decides to rest. |
| 5th | | e) Bison and birds try to help, but can't stop the rock. |
| 6th | | f) Napi takes off his robe and covers the rock. |
| 7th | | _____ group of bats finally cracks the rock in half. |
| 8th | | _____ rock begins to rumble and starts rolling after Napi. |

Visualizing

Draw _____ you were _____ ing while you were reading. Describe it.

| | |
|--|--|
| | |
| | |
| | |
| | |
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| | |
| | |

New Ending

What if Napi doesn't remove the robe? Write what you think happens.

| |
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| |

The Cree Language: Keeping Culture Alive in Alberta

The Cree Language in Alberta

Cree is a special language spoken by many Indigenous people in Alberta. This language is very old and has been used for thousands of years. Cree helps people remember their history, tell stories, and keep their culture strong.

What Cree Words Mean

Every Cree word has a meaning. Many words are about nature, animals, and family. For example, the word "mimih" means "cousin," which is important in Cree culture. The word "**mistatim**" means "a special place" for Cree people.

Why Cree is Important

Learning Cree helps young people connect with their family and culture. It is spoken at home, in schools, and at special gatherings. Elders and community members teach Cree words and stories to children. This way, the Cree language will stay alive.











Interesting Facts About Cree:

- Over 100,000 people speak Cree in Canada.
- Cree is written with special symbols called **syllabics**.
- Many Cree words describe the land, weather, and animals in Alberta.



Thumbs Up/Down

Thumbs up if it's correct, thumbs down if it's not.

| | | |
|--|---|---|
| 1) Elders share Cree words to keep the language alive. |  |  |
| 2) If a language is lost, stories can be lost too. |  |  |
| 3) Learning Cree or Blackfoot helps us know more about nature. |  |  |
| 4) The word "mistatim" means "dance" in Cree. |  |  |
| 5) Each language has words that are special to the culture. |  |  |

Word Scramble

Scramble the foods Canada imports from the word bank.

| Word Bank | | |
|-----------|--------|------------|
| History | Nature | Stories |
| Alberta | Elders | Indigenous |
| Respect | Words | Teach |

| | | |
|---------|--|----------|
| REDESL | | ESCAPE |
| ULRCETU | | ANGLAUEG |
| RSIYTHO | | CTHEA |

My Family's Language

What language do you hear at home? Why is it special?

Tradition: Sam's First Calgary Stampede

Draw

Draw pictures to illustrate the story.

Sam was so excited! Today, he was finally going to the Calgary Stampede.

His dad said it was like a giant cowboy party that happens every July. Sam's mom told him the Stampede has been around for over 100 years. "Wow! That's a lot older than I am!" Sam thought.

When the time came, Sam put on a big, brown cowboy hat. His mom laughed and said, "Now you look like a real cowboy, Sam!" Sam grinned. Everywhere he looked, people were cheering for him. His dad said, "About a million people come here every year to celebrate Alberta's history."

They walked to the rodeo, and Sam's eyes grew big. He saw cowboys riding wild, bucking bulls and fast horses. The crowd cheered loudly! Sam clapped and yelled, "Look at that cowboy, Dad!"

PREVIEW

The cowboys wore leather chaps and big, shiny belt buckles. Sam's dad said, "This rodeo shows what life was like long ago. People rode horses and took care of cows." Sam felt proud to learn about Alberta's history.

After the rodeo, they went to see the parade. Sam's mouth dropped open when he saw the huge, colourful floats. Some looked like horses; others looked like farms. The floats had bright flowers and flags, and cowboys waved from on top.

PREVIEW

Sam could hear the drums as marching bands walked by. He waved at the people on the floats, and they waved back. Sam loved the dancers in sparkly outfits and kids dressed as cowboys. "This is so much fun!" he told his mom.

Finally, they went to get pancakes. Sam's mom told him the pancakes were free for everyone. Sam's eyes grew wide as he ate two big pancakes with syrup.

PREVIEW

The Stampede made Sam feel part of something big and special. He couldn't wait to come back next year, with his cowboy hat and rodeo cheers. The Calgary Stampede wasn't just a party — it was a way to remember Alberta's history.

Cultural Beliefs: Honouring the Land

Why the Land is Special

For many **First Nations** in Canada, the **land** is very important. They do not see it as just dirt or grass; they believe it is **alive** and full of life. Many First Nations people feel the land has **spirits** that help and teach them. These spirits are passed down through **stories** and shared by **elders**, who are wise people in the community.

How They Show Respect

First Nations people show respect to the land in different ways. Here are some of the special ways they honour the land.

- **Ceremonies:** These are gatherings where people dance, sing, and pray to thank the land.
- **Storytelling:** Elders share stories about animals, plants, rivers, and mountains to teach about the land.
- **Stewardship:** This means taking care of the land for everyone. They protect it for their children and grandchildren.

For First Nations, the land is like **family**. Taking care of it helps honour their **beliefs**, their **identity**, and their **ancestors**.



True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) The land is just dirt and grass for First Nations people. | True | False |
| 2) First Nations believe the land has spirits. | True | False |
| 3) The land is like family to First Nations people. | True | False |
| 4) First Nations protect the land only for themselves. | True | False |
| 5) Stewardship means sharing the land with animals. | True | False |

Question

What are the ways First Nations people show respect to the land?

PREVIEW

Matching

Match each term to what it means.

Ceremony ☐Stewardship ☐Storytelling ☐Belief ☐Identity ☐

- ☐ Taking care of the land so it stays safe and healthy.
- ☐ Something that is important and true to a person or group.
- ☐ A special gathering where people sing, dance, and thank the land.
- ☐ Who you are and what makes you special or unique.
- ☐ Sharing stories to teach about animals, plants, and the land.

Case Study: Indigenous Fire-Keeping Knowledge

Indigenous Fire-Keeping Knowledge in Jasper National Park

In **Jasper National Park**, Indigenous fire-keepers use special knowledge passed down from their Elders to care for the forest.

These **fire-keepers**, with guidance from wise Elders, learn to start small, controlled fires, called **controlled burns**. Controlled burns are helpful because they keep the forest healthy.



How Controlled Burns Work

Controlled burns are fires set on purpose to protect the forest. They burn only a small part of the forest, not everything. These fires can:

- Clear away old, dead plants, making space for new growth.
- Help grow plants like berries and grass that animals need to eat.
- Stop big **wildfires** by safely burning small sections of land.

Sharing Knowledge

Today, fire-keepers are working with Jasper park managers to use their fire-keeping knowledge for safety. Together, they protect the forest and follow traditions taught by their ancestors. This teamwork helps keep Jasper National Park healthy for all.

Question

What is a controlled burn?

Choose

Put a check mark beside the correct answer(s) for each question.

1) Why do fire keepers start controlled burns?

- ☐ To grow new plants
- ☐ To keep the animals
- ☐ To clear all trees from the forest

2) What do controlled burns help prevent?

- ☐ Huge wildfires
- ☐ New animals coming to the forest
- ☐ Dead plants taking over

3) What do park managers learn from controlled burns with fire-keepers?

- ☐ Help protect the forest
- ☐ Teach about plants
- ☐ Learn fire-keeping traditions

4) How does a controlled burn help the forest?

- ☐ It makes space for plants they eat
- ☐ It creates new areas
- ☐ It kills old plants

Colour

Colour the picture. Then, write how a controlled burn helps the forest.



Fact Sheet – Cultural Celebrations in Alberta

Alberta is home to many unique cultures. Different celebrations help us learn about these cultures.



National Indigenous Peoples Day

This special day on June 21st celebrates Indigenous cultures, including **Cree**, **Blackfoot**, and others. There are traditional dances, songs, and people gather to honour Indigenous traditions.



Chinese New Year

Many people celebrate

Chinese New Year in Alberta. It is in January or February. There are red decorations, dragon dances, and delicious food. This festival brings luck and business for the new year.



Canada Day

On July 1st, Canadians celebrate **Canada Day** with parades, music, and fireworks. This day helps people feel proud of being Canadian. It's a day to remember how Canada started and celebrate being together.



Diwali

Diwali, also called the **Festival of Lights**, is celebrated by people from India. Families light candles and make colourful designs called rangoli. It celebrates good winning over bad and brings joy.

Eid al-Fitr

Eid al-Fitr is a celebration for families. It comes after a month of fasting called Ramadan. Families gather, share sweets, and enjoy big meals together.

Questions

Answer the questions below.

1) What date is National Indigenous Peoples Day celebrated?

2) Which cultural group celebrates Diwali?

3) What special food is shared during Eid al-Fitr?

4) What colour decorations are used in Chinese New Year?

5) What is a tradition for Diwali?

Yes or No

Write yes or no?

1) Is Canada Day celebrated on July 1?

Yes

No

2) Is Chinese New Year in the same time every year?

Yes

No

3) Is Ramadan a special month before Eid al-Fitr?

Yes

No

4) Are dragon dances a tradition in Diwali celebrations?

Yes

No

5) Is Canada Day a time to celebrate Indigenous cultures?

No

Making ConnectionsWhat is your favourite holiday to celebrate?
How do you celebrate it?

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Eid al-Fitr

Diwali

Mark

Fill in the blanks using the word bank.

Chinese New Year

Canada Day

- 1) A celebration for Muslim families after Ramadan is called _____.
- 2) _____ uses red decorations and dragon dances for good luck.
- 3) The Festival of Lights, celebrated by Indian families, is called _____.

Name: _____

Eid al-Fitr

Diwali

Mark

Fill in the blanks using the word bank.

Chinese New Year

Canada Day

- 1) A celebration for Muslim families after Ramadan is called _____.
- 2) _____ uses red decorations and dragon dances for good luck.
- 3) The Festival of Lights, celebrated by Indian families, is called _____.

Name: _____

Eid al-Fitr

Diwali

Mark

Fill in the blanks using the word bank.

Chinese New Year

Canada Day

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Name: _____

Eid al-Fitr

Diwali

Mark

Fill in the blanks using the word bank.

Chinese New Year

Canada Day

- 1) A celebration for Muslim families after Ramadan is called _____.
- 2) _____ uses red decorations and dragon dances for good luck.
- 3) The Festival of Lights, celebrated by Indian families, is called _____.

Newspaper Article: The Annual Powwow Celebration

Blackfoot Powwow Celebrates Tradition with Songs and Dance

Publish Date: July 15, 2018

Today, the Blackfoot Nation gathered near Calgary, Alberta for their annual powwow. It is a big event where people come together to sing, dance, and honour Blackfoot traditions.

Many people travel from all over Alberta and Canada to join. Over 2,000 people are here today, celebrating and learning about the Blackfoot way of life.

Napiakii, a well-known Blackfoot singer, is here. She performs songs that have been sung

for hundreds of years. Napiakii says,

“*These songs connect us to our past and to each other,*”



at the powwow, as songs help teach the young about their history and beliefs. “The songs are about our land, our families, and our ancestors,” explains Dr. Running Wolf, a Blackfoot historian.

The powwow will continue until sunset, filled with music and dancing.

Question

What is a powwow, and why is it important?

Fill In The Blank _____ in the blank with the correct choice in brackets.

- 1) The powwow has _____ (🌍 land, 🍲 food).
- 2) Napiakii is known as a _____ (👨🍳 chef, 🎤 singer).
- 3) Powwow songs are passed down _____ (📖 stories, 📺 videos).
- 4) The powwow event lasts until _____ (🕒 sunset).
- 5) Powwow songs connect people to their _____ (🐾 pets).

Word Search

Find the words in the word search.

| | |
|-----------|-----------|
| Powwow | Blackfoot |
| Tradition | Dance |
| Music | History |
| Culture | Community |
| Celebrate | Heritage |

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

Francophones - French In Canada

The Story of Francophones in Canada

A long time ago, people from France came to Canada. They spoke **French** as their first language and loved sharing their culture. These people are called **Francophones** because French is their main language. Today, many Francophones live in Canada, in places like Alberta, Ontario, and Quebec.

French Immigration

The French were the first people to move to a city in Canada. They called the city **Quebec City**. It was made in 1608. They fought in a war against England for control of Canada. They lost the war.

Most of the French stayed in **Quebec**. Others moved across the country. Today, when we hear people speaking French in places like Alberta, we remember the long journey Francophones took to make Canada their home.

French is one of Canada's two main languages, and each year, on March 20, people celebrate **International Francophonie Day** to honour the beauty of the French language.



Multiple Choice

Circle the correct answer.

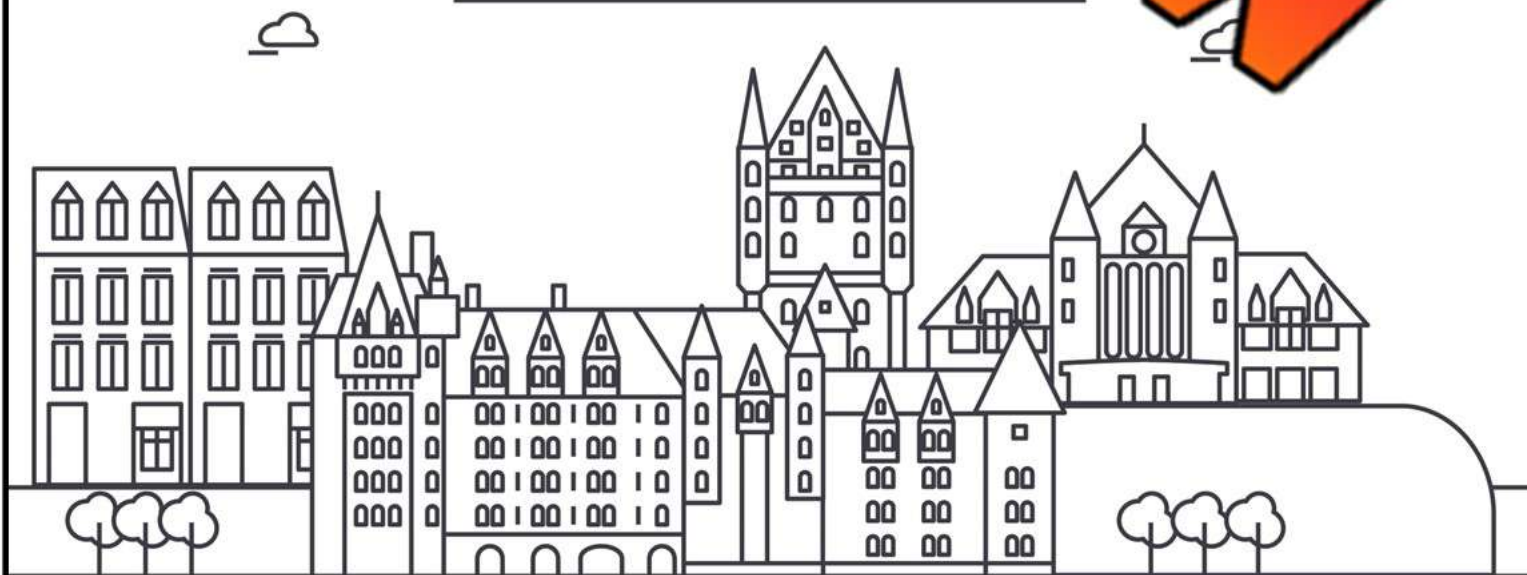
| | | |
|---|---------|----------|
| 1) Did the French win or lose the war? | Win | Lose |
| 2) A Francophone speaks which language first? | English | French |
| 3) Who made the first city in Canada? | French | English |
| 4) When is International Francophonie Day celebrated? | July 1 | March 20 |
| 5) What year was Quebec City made? | 1604 | 1608 |

Questions Answer the questions below.

| | | |
|---|-----|----|
| 1) Do Francophones live in Alberta? | Yes | No |
| 2) Do Francophones live only in Quebec? | Yes | No |
| 3) Which country do French immigrants come from? | | |
| 4) Name one French community in Montreal. | | |
| 5) Do you know anyone who has family from France? | | |

Colour

Colour the picture of Quebec below.

CANADA, QUEBEC CITY

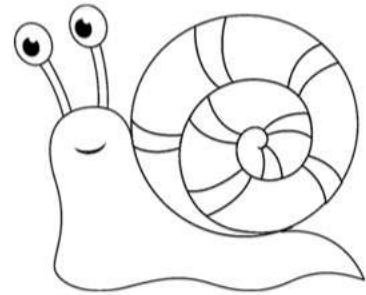
Francophone Culture

Francophone Culture

Food

Popular French foods include:

- Baguette
- Croissant
- Ratatouille
- French Onion Soup
- Escargot (snails)



Music and Art

One of the best artists all time was **Monet**. He painted some very famous artworks! For music, **jazz** was invented in France, which makes it popular.

Language

The French language is the 5th most used language in the world. In Canada, French is the second most popular language. French is spoken a lot in Quebec.

In Canada, French and English are the two official languages. This is why we have French schools as well as English schools.



Name: _____

81

Curriculum Connection
TP1.2

Yes or No

Is the answer yes or no?

| | | |
|---|-----|----|
| 1) Is pizza a French food? | Yes | No |
| 2) Are baguettes a French food? | Yes | No |
| 3) Are French fries a French food? | Yes | No |
| 4) Was jazz invented in France? | Yes | No |
| 5) Is the French language spoken most in Alberta? | Yes | No |

Question

Answer the questions below.

| | | |
|---|---------|--------|
| 1) Where is French most spoken in Canada? | Alberta | Quebec |
| 2) Do the French eat snails? | Yes | No |
| 3) What was the name of the famous French artist? | | |
| 4) What are the two official languages of Canada? | | |
| 5) Do you learn French in your school? | | No |

Draw

Draw the pictures below.

Baguette

Croissant

Escargot (Snail)

Spelling Bee: Landmark and Culture

Objective

What are we learning about?

Students will develop their vocabulary and spelling skills by learning words related to important Canadian landmarks and cultural terms, reinforcing their understanding of these concepts through a fun, interactive spelling activity.

Materials

What you will need for the activity.

- Prepared list of spelling words (provided)
- Bell or buzzer to signal correct or incorrect spellings
- Timer (optional)



Instructions

How you will complete the activity.

1. Comprehensive list of spelling words related to landmarks and culture (provided).
2. Divide participants into teams or have them compete individually based on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling of mistakes.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

Spelling Terms

List of words for the Spelling Bee

| Easy | Moderate | Hard | Very Hard |
|--------|-----------|------------|----------------|
| Map | Museum | Citizen | Environment |
| Land | Bridge | Historic | Monument |
| Town | Ocean | Ancient | Preservation |
| Peace | Library | Community | Conservation |
| Road | Harbour | Heritage | Archaeology |
| Hill | Shore | Landmark | Indigenous |
| Lake | Prince | Prince | Celebration |
| Tree | Mountain | National | Biodiversity |
| School | Region | Culture | Sustainability |
| City | Capital | Government | Government |
| River | Country | Federation | Reconciliation |
| Tower | Culture | Explore | Archaeology |
| Rock | Festival | Habitat | Architecture |
| Flag | Landscape | Tourism | Commemoration |
| Forest | History | Tradition | Acknowledgment |

Name: _____

Story Writing

Write a story using at least 6 of the spelling bee words.
Underline the words in your story.

The Words

| | | |
|--|--|--|
| | | |
| | | |

The Story

PREVIEW

Blackfoot Confederacy

Who Are the Blackfoot Confederacy People?

The **Blackfoot Confederacy** is a group of four First Nations who live in **Alberta** and **Montana**. The four groups are called **Siksika, Kainai, Piikani, and Amskapi Piikani**. They call themselves "Niitsitapi," which means "Real People." Each group has its own territory and land, but they work together to stay strong.

Important Traditions and Beliefs

The Blackfoot people hold many traditions that show respect for nature and spirits. One special ceremony is the **Sun Dance**, which lasts several days and includes singing, dancing, and praying. They believe everything in nature, including trees and rivers, has a spirit and should be respected.

Everyday Life of the Blackfoot

The Blackfoot Confederacy travelled to find **buffalo**, which was very important to them. They used buffalo for:

- **Food:** Buffalo meat was their main food.
- **Clothing:** They made clothes from buffalo hides.
- **Shelter:** They built tipis using buffalo hides stretched over poles.



Questions

Answer the questions below.

1) What does the Blackfoot Confederacy call themselves?

2) Name one thing the Blackfoot used buffalo hides for.

3) How many groups are in the Blackfoot Confederacy?

4) What special ceremony do the Blackfoot people celebrate?

5) Where do the Blackfoot Confederacy mostly live?

Draw

Draw your

Draw something that the Blackfoot people believe has a spirit.

Draw the animal the Blackfoot used for food and clothes.

Draw a band of home the Blackfoot lived in.

Summarizing

List 2 important things you learned from the reading.

- _____
- _____

Fact Or Fiction – Cultural Expressions in Canada

Objective

What are we learning about?

Students will learn about the diverse cultures in Canada by listening to statements and deciding if each one is true or false. This activity will help them understand and respect different ways people celebrate, communicate, and express their culture.

Materials

What you will need for the activity.

- Fact or Fiction Statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Pay close attention as the statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

| # | Statement | |
|----|---|---------|
| 1 | Many First Nations tell stories using animal symbols and dances. | Fact |
| 2 | All Canadians celebrate Thanksgiving on the same day. | Fiction |
| 3 | Powwows are gatherings where Indigenous people sing, dance, and share traditions. | Fact |
| 4 | All Canadian holidays include fireworks and parades. | Fiction |
| 5 | Inuit people have throat-singing games to create sounds together. | Fact |
| 6 | Every Canadian family celebrates the same way during the winter holidays. | Fiction |
| 7 | In Mexico, maracas are often played at celebrations. | Fact |
| 8 | Every Canadian celebrates Diwali by lighting candles. | Fiction |
| 9 | Chinese New Year in Canada has red lanterns and red decorations. | Fact |
| 10 | All Canadians eat turkey for Thanksgiving. | Fiction |
| 11 | Some families in Canada celebrate Canada Day during the day. | Fact |
| 12 | Indigenous people only tell stories by writing on birch bark. | Fiction |
| 13 | At Christmas, some Canadian families decorate trees and exchange gifts. | Fact |
| 14 | All Canadians speak only English and French at home. | Fiction |
| 15 | In Jewish culture, Hanukkah lasts for eight nights with special candle lighting. | Fact |
| 16 | Only Indigenous Canadians use drums in their traditions. | Fiction |
| 17 | Some Canadians celebrate Eid with special prayers and family gatherings. | Fact |
| 18 | All cultures in Canada celebrate New Year with dragon dances. | Fiction |
| 19 | Canada Day is celebrated with fireworks, concerts, and gatherings. | Fact |
| 20 | French Canadians often celebrate Saint-Jean-Baptiste Day in June. | Fact |
| 21 | Diwali, celebrated by some Canadians, is known as the Festival of Lights. | Fact |
| 22 | Every Canadian celebrates Thanksgiving with a family dinner and games. | Fiction |
| 23 | Some Canadian families go to the mosque for special prayers on Fridays. | Fact |
| 24 | Indigenous celebrations often include special clothing called regalia. | Fact |
| 25 | In Canada, all families celebrate holidays the same way. | Fiction |

Story: Inuit and the Land

In the far north of Canada, the Inuit people live close to the land. The Inuit have been caring for their land for thousands of years, passing down their knowledge from grandparents to parents and then to children.

The Inuit hunt animals like seals, caribou, and fish.

They use what they need. They also gather plants and berries carefully. Inuit people believe in only taking what they need so that plants and animals stay safe for the future.



The Inuit have a special way of protecting their land. They know the best times to hunt and the best times to let animals rest. This helps animals stay strong and healthy, which is important for their survival.

Many Inuit families teach their kids to care for the land. They learn how to save water, not waste food, and protect the ice and snow. They also pass down important stories about the land.

The Inuit show us that when we care for the earth, it will care for us too. Thanks to their careful ways, animals, ice, and land stay safe for many more years.

Visualizing

Draw what you were picturing while you were reading. Describe it.

| | |
|--|--|
| | |
| | |
| | |
| | |




Questions



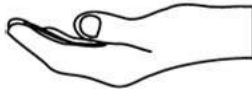
Answer the questions below.

| | |
|---|--|
| 1) Where do the Inuit people live in Canada? | |
| 2) What animals do the Inuit eat? | |
| 3) Why do the Inuit only take what they need? | |
| | |

Find the Odd One Out

Place a check mark (✓) on the one that does not belong.

| | | |
|--|-----------|---|
| | Seals |  |
| | Fish |  |
| | Ice Cream |  |

| | | |
|--|---------|---|
| | Hunting |  |
| | Wasting |  |
| | Sharing |  |

Role-Play: Life in Different Cultures

Objective

What are we learning about?

To help students appreciate cultural diversity by acting out daily life activities from various cultural backgrounds, understanding how traditions vary across communities, and recognizing similarities between their own and other cultures.

Materials

What you will need for the activity.

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

| | Scenario | Description |
|---|--|---|
| 1 | Cree Winter Storytime by the Fire | The family gathers around a warm fire in the lodge. Grandmother holds a carved wooden bear. She tells the children how the bear helped the hunters find food during a snowy winter. The children listen carefully, imagining the stories she shares about the land and the animals. |
| 2 | Inuit Ice Fishing by the Lake | Father stands on the frozen lake as Father chisels a hole in the ice. He shows the children how to drop the fishing line into the water. They watch closely, hoping to catch fish. When a fish bites, everyone cheers as Father pulls it up on the shore. |
| 3 | Métis Family Dance and Fiddle Music | Uncle plays the fiddle while the family dances outside. Auntie shows the children how to do a simple step. The children laugh as they try to follow along, spinning in circles. They feel proud when they get the steps right. |
| 4 | Francophone Family Baking Day | In the kitchen, the mother shows her children how to roll out dough for sugar pie. They take turns sprinkling sugar over the dough, giggling at the mess they make. Soon, the sweet smell of baking fills the room, making everyone excited to taste the pie. |

Scenario Cards

Cut out the topics below.

| | Scenario | Description |
|---|-----------------------------------|--|
| 5 | Blackfoot Buffalo Ceremony | The Blackfoot family gathers on the plains for a special ceremony. Grandfather shows them a piece of buffalo hide and explains its importance. The children listen carefully, learning how the buffalo provides food and clothing for their people, feeling proud of their heritage. |
| 6 | Diwali Festival of Lights | The family lights small clay lamps outside their home for Diwali. Each child carefully places a lamp on the porch, watching as the lights flicker in the night. They smile at the glow, happily celebrating together and enjoy the special evening with family. |
| 7 | Cuban Salsa Dance Class | The family gathers in their living room for a Cuban salsa dance class. The mother plays lively music while teaching the children the basic steps. They laugh and spin around, trying to keep up with the rhythm. The children take turns showing off their moves, feeling the joy of dancing together as a family. |
| 8 | Italian Pasta Night | The family gathers in the kitchen for an Italian pasta night. The grandmother rolls out fresh pasta dough, showing the children how to cut it into fettuccine. The aroma of garlic fills the air as they sauté vegetables and prepare the sauce. The children watch eagerly as they set the table for dinner, excited to enjoy a delicious homemade meal together. |

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|--------------------------------|--|
| Creativity | The student was creative and imaginative in performing their role. |
| Voice and Expression | The student used their voice and facial expressions effectively to act out their role. |
| Understanding the Story | The student showed understanding of the story or message in their role. |
| Staying in Character | The student remained in character throughout the role-play. |
| Collaboration | The student worked well with their group or partner during the activity. |

Rubric

How well did you do on this activity?

Mark

| (Criteria) | (1 Point) | (2 Points) | (3 Points) | (4 Points) |
|-------------------------------|-----------------------------------|------------------------------------|--|--|
| Creativity | No creative ideas. | Some creativity, original. | Mostly creative ideas. | Very creative throughout. |
| Voice & Expression | Did not use voice or expressions. | Some use of voice and expressions. | Mostly effective use of voice and expressions. | Very effective use of voice and expressions. |
| Understanding Story | Did not understand the story. | Some understanding, needs help. | Mostly understood the story. | Fully understood and conveyed it. |
| Staying in Character | Did not stay in character. | Sometimes stayed in character. | Mostly stayed in character. | Fully stayed in character. |
| Collaboration | Did not work well with others. | Needed reminders to stay on task. | Mostly worked well with others. | Worked very well with others. |

Unit Test – Time and Place

Mark

Total

/ 10

/ 30

Multiple Choice

| | |
|--|--|
| 1. A person with one First Nations parent and one European parent is called: a) Inuit b) Métis c) Acadian d) French | 2. Which of the following is a natural landmark? a) Historic building b) Bridges c) Towers d) Big mountains |
| 3. Alberta's highest mountain is: a) Mount ... b) Mount ... c) Mount Columbia d) Mount Assiniboine | 4. Wide, flat lands with lots of grass are: a) Deserts b) Forests c) Prairies d) Mountains |
| 5. Which Alberta park is famous for dinosaur fossils? a) Jasper National Park b) Banff National Park c) Elk Island National Park d) Dinosaur Provincial Park | 6. Which was the first city in Canada built by Europeans? a) ... b) Quebec City c) ... d) Toronto |
| 7. Where is the CN Tower located? a) Vancouver b) Toronto c) Montreal d) Calgary | 8. One of the most popular French foods is: a) Baguettes b) Croissants c) Pizza d) Ratatouille |
| 9. Which Alberta festival has rodeos and cowboy shows? a) Calgary Stampede b) Edmonton Folk Festival c) Banff Mountain Film Festival d) K-Days | 10. The Festival of Lights, celebrated by Indian families, is called: a) Eid al-Fitr b) Canada Day c) Chinese New Year d) Diwali |

True or False

Is the statement true (T) or false (F)?

Mark

/ 5

1) The CN Tower was built by Indigenous people.

T

F

2) Alberta grows half of Canada's wheat and barley.

T

F

3) Canada Day is celebrated with dragon dances and red decorations.

T

F

4) First Nations people believe the land is alive and full of life.

T

F

5) Landmarks can be built or made by people.

T

F

Matching

Match the word with its description:

Mark

/ 5

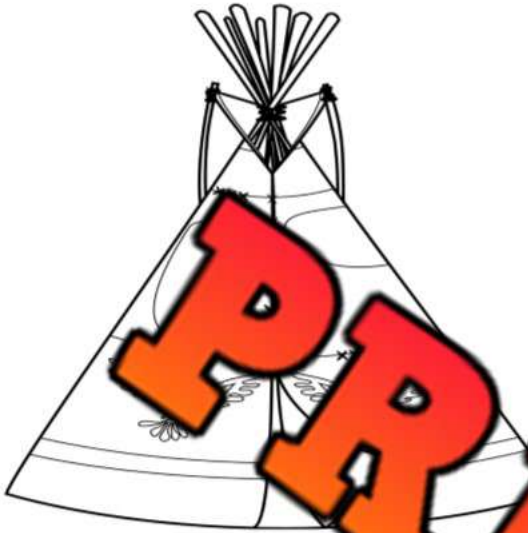
Michif ☐☐Small fires set on purpose to
keep the land healthy.Francophones ☐☐Art made by Indigenous
people using tiny colourful
beads.Controlled Burns ☐☐A language spoken by some Métis
people.Indigenous Beadwork ☐☐A gathering with dancing, singing,
and celebrating Indigenous culture.Powwow ☐☐People who speak French as their
first language.

Colour &
Explain

Colour the picture, name it, and write what it's used for.

Mark

/ 6

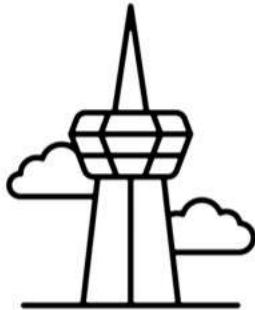


Circle

Circle each of the following as a natural landmark or a built landmark.

Mark

/ 4



Natural

Built



Natural

Built



GREAT LAKES

Natural

Built



Natural

Built




Alberta Social Studies Time and Place Unit – Grade 1


3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!




Landmarks




LEARNING GOAL

We are learning to **name and describe landmarks** so we can **understand what makes places special and easy to remember.**




Sorting Natural And Built Landmarks



| Natural Landmarks | Built Landmarks |
|-------------------|-----------------|
| | |

Drag and drop each item into its correct category.




Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!


- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes



Consolidation – 3-2-1 Reflection

After learning about landmarks, take a moment to reflect:

- Write 3 things you learned about landmarks.
- Write 2 differences between natural and built landmarks.
- Write 1 question you still have about landmarks.





Alberta Social Studies Time and Place Unit – Grade 1

Lake Louise Crossword

Complete the crossword using words from the word bank

Clues:

- Word 1: These melt and help make the lake turquoise.
- Word 2: You paddle one of these in summer.
- Word 3: A big, tall landform near Lake Louise.
- Word 4: This season freezes the lake.
- Word 5: A small animal near the lake.

Word Bank

| | | | | |
|----------|---------|---------|---------|----------|
| Squirrel | Winter | Summer | Couch | Canoe |
| Chipmunk | Diamond | Glacier | Volcano | Mountain |

Action

Word - Honouring The Land

M P D U R E N A T H L C

1) Guess the word that connects all four pictures!
2) How do you think this word is important to First Nations teachings?

MINDS ON

How Fire-Keepers Help Forests – Multiple Choice

Write the correct letter (A, B, or C) in the Answer column

| Question | A | B | C | Answer |
|--|---------------------------|------------------------------|---------------------------------|--------|
| 1) Who teaches fire-keepers how to care for the land? | Scientists | Elders | Park rangers | |
| 2) What is a controlled burn? | A fire set on purpose | A campfire made for fun | A fire that spreads everywhere | |
| 3) Why do fire-keepers burn small parts of the forest? | To clean up trash | To make space for new plants | To build homes for people | |
| 4) How does fire help plants? | It clears space for roads | It keeps animals away | It helps berries and grass grow | |
| 5) Who do fire-keepers work with today? | Tree planters | Zookeepers | Park managers | |

Action



Alberta Social Studies

Time and Place Unit – Grade 1

Word Search – Indigenous Beadwork

Find the words about beadwork and culture hidden in the puzzle and circle them!

| | |
|----------|---------|
| Beads | Thread |
| Pattern | Artist |
| Story | Culture |
| Red | Blue |
| Green | Life |
| Land | Sky |
| Moccasin | Needle |

Multiple-Choice Activity

1) Why did the Blackfoot people move from place to place?

- A) They liked long walks
- B) They needed to find cities
- C) They followed the buffalo

2) What did the Blackfoot use buffalo for?

- A) Food, clothing, and shelter
- B) Just for fun games
- C) Only for making toys

3) What was a tipi made from?

- A) Metal and bricks
- B) Buffalo hides and poles
- C) Grass and water

4) What does "Niitsitapi" mean?

- A) Real People
- B) Dancing Buffalo
- C) Strong Families

5) Why did the Blackfoot have ceremonies?

- A) To watch fireworks
- B) To build houses
- C) To show respect to nature

6) Where did the Blackfoot Confederacy live?

- A) In castles far away
- B) Alberta and Montana
- C) Only in big cities

Learning About The Métis In Alberta

Check true or false for each statement based on what you learned.

| | True/False |
|---|------------|
| 1) Métis people have roots from First Nations and settlers from Europe. | |
| 2) Métis people speak only French today. | |
| 3) The Métis flag has a circle in the middle to show sharing. | |
| 4) Many Métis communities are found in Alberta. | |
| 5) Michif is a game that Métis children play at recess. | |
| 6) The Métis helped fur traders by showing them how to live on the land. | |
| 7) The Métis only wear the same clothes as everyone else in Canada today. | |
| 8) Being Métis means you belong to more than one culture. | |

True False