

# Celebrate Our Past, Build Our Future

Imagine walking down the school hall and hearing over 30 different languages being spoken! That could happen to you at Connaught Community School in Calgary. What languages might you hear? Here are just a few: Russian, Korean, Amharic from Africa, Urdu from Pakistan, and Mandarin or Cantonese from China.

Connaught School is unusual. Not many schools have students from so many different countries. Some students at the school moved to Alberta with their families. Others come from families who have always called Alberta their home. They all learn in English, but they like to share their home languages, too. They celebrate their cultures at school. Every day is a day to share experiences and culture.

Connaught School shows us that people from countries all over the world are making Alberta their home.



## Alberta's Story

In earlier chapters, you read how Alberta's population has grown and changed over time. In this chapter, you'll learn more about people from many different countries who came to join Alberta's communities. You will discover how this history and heritage is being preserved for the future. Together, Albertans celebrate the heritage that has made their province what it is today. Together, Albertans work to build the future.



Connaught Community School



### Inquiring Minds

Here are some inquiry questions to guide your inquiry:

- How have people of many cultures helped make Alberta what it is today?
- What difference can I make to Alberta?

Look for answers as you read. To find out more, explore other sources.



I've learned a lot about the inquiry process that will help me as I do more exploring. I now know

- how to make a plan and ask questions
- where to find information
- how to organize and share my findings

# What Makes Alberta's People So Diverse?

Alberta's population is diverse. The First Nations have always lived in the area that became Alberta. Other people have come from almost every country of the world! Some families have been here for hundreds of years, and others are new to Alberta. Everyone has experiences, knowledge, ways of life, and traditions to share. They are all part of Alberta's story. That's something to celebrate!

## Where Are Some Albertans From?

Let's look at some of the scrapbook pages Kevin's class made. On these pages are notes from their e-pals, whose families came to Alberta from other countries. Read what their e-pals wrote.



My family came from Vietnam to live in Calgary when I was a baby. My parents were happy to see the Rockies.

There are mountains in Vietnam, too! My family speaks English and French, and I go to a French immersion school. We celebrate Vietnamese holidays such as *Tet*, which celebrates the New Year.

Hien



My great-grandparents came to Alberta in 1949, from Italy. My great-grandfather was a carpenter. When he came to Bellevue, he learned English very

quickly. He started his own construction company. My grandmother speaks Italian to me so I will always know the language. I love speaking Italian!

Lina



When I first looked for Canada on a globe, it seemed so far away from my home in the Philippines. We came to Fort McMurray because my mother was offered a job as a nurse. My brother and I learned English in school. There are other people from the Philippines living here. Some of my Philippine friends were born in Alberta. They help me with my English, and I talk to them in Pilipino.

Malaya

### Thinking It Through

- What is the story of your family's background?
- Think about your family's language and the place they first called home. What makes their language and home interesting?

My grandfather was a tailor in Hungary. My grandparents came to Canada in 1958. They settled in Lethbridge, and my grandfather set up a tailoring business. I am very close to my grandparents. When I visit, my grandfather teaches me many Hungarian folk songs.



Alexa

A few years ago, my parents came to Alberta from Algeria, in Africa. We found a home in Calgary. I can see the mountains. My friend from school said his dad would take me skiing there. I go to a Francophone school because our family is used to speaking French. I learned English in school in Algeria. That's why I can write to you in English.

Edouard





I want to find out more about communities that speak other languages. Time to make a new inquiry plan!



Franco-Albertans celebrating Canada Day

## Why Are Francophone Communities Important?

There are many languages spoken in Alberta. The French language has deep roots in the province. Most people who speak French have made their homes in Francophone communities. About half of Francophone Albertans were born in Alberta. Some families have been here for hundreds of years, as you saw earlier. About half of the French speakers who live in the province come from other countries in **la Francophonie**. La Francophonie is an organization of French-speaking countries around the world. Alberta's Francophones are a diverse group.

### ALBERTA'S FRANCOPHONES COME FROM—

**Alberta:** They have been here for many generations

**Other provinces:** e.g., Québec and New Brunswick

**Europe:** e.g., France and Belgium

**Africa:** e.g., Tunisia and Rwanda

**Caribbean:** e.g., Haiti and Martinique

### Skill Smart

- How does the flag show what is important to Franco-Albertans?
- Create a flag to show what is important to your family or school.

## The Franco-Albertan Flag

The Franco-Albertan flag was created in 1982. The wild rose and the colour blue stand for Alberta. The white lily, or fleur de lys, stands for France, the home country of the first Francophone settlers in Canada. The blue and white stripes show the waters and roads travelled by Francophone explorers. The colour white stands for la Francophonie.



# How Does Diversity Make Alberta Strong?

The people of Alberta have roots in many different traditions, customs, religions, celebrations, and languages. This gives Alberta a rich **cultural heritage** that adds to our quality of life. It means that Albertans can draw from various experiences, stories, and ways of looking at the world. This diversity will help Alberta grow in the future. Imagine Alberta as a tree. The roots are different cultures and traditions. Remembering those roots will keep them healthy. Then the tree and its branches will grow big and strong for the future.

**words** matter!

**Cultural heritage** includes the beliefs, customs, knowledge, values, and history shared by a group of people.

## Thinking It Through

- How do the photos on this page show Alberta's diverse population?
- How does Alberta's cultural heritage add to quality of life?



## How Have People Made a Difference?



Many people have helped make Alberta a good place to live. Each year, Albertans can nominate people from the past or in the present to be given an award. These people can become part of the Alberta Hall of Fame. Here's a display Marc made showing a few people in the Hall of Fame. How have they made a difference to Alberta?

### Victoria Callihoo: Métis Historian

Victoria Callihoo was one of Alberta's most important historians. You can read some of her memories in Chapter 5. She wrote down her memories so that Métis people could learn their history. Without her work, a part of Alberta's history may have been lost forever.



### Karl Clark: Inventor



In 1929, Karl Clark invented a way to get the oil out of the Alberta oil sands. He put some oil sands into a large rotating drum. Then he mixed the sands with hot water and lye to separate the oil from the sand. A similar process has been used from 1967 to today.

### Dr. Mary Percy Jackson: Wilderness Doctor

Dr. Mary Percy Jackson used to visit patients by canoe, horseback, or dogsled! She came to northern Alberta in 1929. She took care of people in the Peace River area for over 45 years. She was one of the few doctors in the area.



## Joseph Crowshoe: Piikani Elder

Joseph Crowshoe was a respected spiritual leader of the Piikani First Nation. He helped to develop the Head-Smashed-In Buffalo Jump site in southern Alberta, which is now a World Heritage Site. He also preserved his language by working on a Blackfoot dictionary.



## Léo Piquette: Francophone Politician

Léo Piquette was elected to Alberta's Legislative Assembly in 1986. He fought for the right to speak French there. He also supported the Francophone community's efforts to exercise its right to run its own schools. In 1993, the Alberta government created three Francophone School Boards.



## The Edmonton Grads: Basketball Legends



This women's basketball team was famous from 1915 to 1940. They played in Canadian and North American championships and in the Olympics. They hold an all-time record for any sports team: 502 wins and only 20 losses!

## Edward Shimbashi: Farmer

In the 1930s, Edward Shimbashi and his father grew potatoes near the town of Raymond. He brought the first potato harvester into the province. He also found ways to irrigate the land. These changes were a great help to potato and beet farmers.







I wonder which communities have murals. I could check the Internet to find out, or ask an adult, like my teacher.

# How Do We Celebrate the Past?

Alberta has many treasures of the past. You have already explored some of them. They help us learn stories of the people and the land. When we know about the past and celebrate it, we have a better understanding of people. We gain respect for them and for the land that is now Alberta.

## WHERE CAN WE LEARN ABOUT THE PAST?

### Local Museums

Many towns and cities in Alberta have a museum or site that shows the history of that community. Across Alberta, museums collect artifacts and set up exhibits. These exhibits help us remember and learn about the past.

### Our Provincial Museum

The Royal Alberta Museum in Edmonton displays the history of the whole province in one place. Many visitors come to learn about Alberta.

### Heritage Sites

Heritage sites are fun because they bring history to life. Workers there dress in costumes to show visitors how people once lived. Sometimes you can learn by watching and listening. Sometimes you can learn by taking part!

### Historic Murals

Many communities paint murals to tell their stories. Research is done to make sure that the paintings are accurate. Murals are often painted by local artists.

In the Royal Alberta Museum, you can learn about the land, people, birds, and animals of Alberta. In the Natural History Gallery, you can explore Alberta's rocks and minerals. The Wild Alberta gallery shows pictures of Alberta's landscapes.



## The Cowboy Trail

How can you see a whole lot of Alberta's past, all on one trip? You can take the Cowboy Trail. It's the best trip I ever took. We drove along the trail and stopped to visit different historic sites.

My favourite stop was the Bar U Ranch near Longview, in the foothills of the Rockies. Visiting the Bar U helped me imagine what ranching was like many years ago. We went to a campfire at night and heard stories about the land. We ate bannock and listened to music. The next day, we went horseback riding. That was so much fun! My horse was named Rocky, after the Rocky Mountains.



### Main Stops on the Cowboy Trail

1. Rocky Mountain House
2. Glenbow Museum
3. Heritage Park Historical Village
4. Turner Valley Gas Plant
5. Bar U Ranch
6. Head-Smashed-In Buffalo Jump
7. Kootenai Brown Pioneer Village
8. Remington Carriage Museum



## What Do Historic Sites Tell Us?

Here is Natasha's slide show of historic sites she discovered on the Internet and in books. See what you can learn from her slides and the information she included in her presentation. Why do you think sites like these are important to Albertans?



This is the Stand Off Rodeo. Rodeos celebrate the work of ranchers and cowboys. In Stand Off, the Kainai First Nation celebrates with a rodeo and fair every summer.

This is a huge mural at Elk Point's Mural Park. It shows people, places, and events of the past. People in the community helped the artist by sharing old photos, stories, and memories.



Here is the Grande Prairie Museum. It shows visitors what life was like when settlers came here in the early 1900s.

This is Father Lacombe Chapel. It is Alberta's oldest building. Father Lacombe built it in 1861. The area around it became a Métis settlement. Later the settlement became the city of St. Albert.

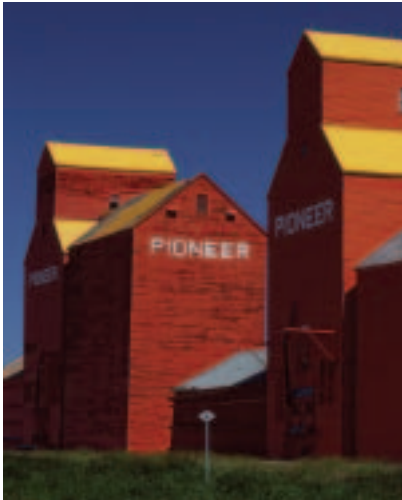


Here is the Stephansson House. Stephan Stephansson was a poet from Iceland. He moved to Markerville in 1889. You can now learn about Icelandic culture at his house.



This is the Andrew Grain Elevator Interpretive Centre in the village of Andrew. It is one of the best preserved grain elevators in Alberta. Inside, displays tell the story of agriculture in Western Canada.

## Should Grain Elevators Be Preserved?



There were once almost 2000 wooden grain elevators in Alberta.

One of Natasha's slides showed a grain elevator that was preserved. It now displays an important part of Alberta's story. Years ago, if you drove through Alberta's Prairies, you would have seen a grain elevator in almost every town. Many of the tall wooden buildings were built in the early 1900s to store grain and to load the grain onto rail cars. They were usually painted in bright colours and displayed the name of the town.

Today, many old grain elevators have been taken down. New grain elevators made of concrete and steel have been built instead.

Should the old grain elevators be preserved? What do you think? Look at some of the arguments:

The old grain elevators are made of wood, so they are fire hazards. They should be torn down.

The old grain elevators are part of Alberta's heritage. They are a symbol of the farmers' hard work. They are part of our identity. I think we should keep them.



The new grain elevators are much larger and can process more grain. Why should we keep the old ones if the new ones are better?

This is a new grain elevator in Carseland, near Calgary.

## One School Takes Part

Students at Prince of Wales Elementary School took a stand on this issue. They wanted to keep the story of the grain elevators alive for the future. They met with Walter Danylak, from High River, who has a dream of building a grain elevator museum.



The class wanted to help Walter Danylak. They went on field trips to research the history of grain elevators. They wrote letters to the government about the importance of remembering this part of Alberta's history. They even had a meeting with the premier!

Their work was shown on the Internet as part of the Galileo Educational Network. The students were invited to present their project to the Alberta Grain Elevator Society in Stettler. They even appeared on a TV program in Edmonton. The students were proud that their voices were being heard. They were glad to help preserve part of the past.

### *Over to YOU!*

1. As a group, discuss each of the viewpoints on page 274. Which opinion do you agree with most? Why?
2. Why do you think it was important to the students to help preserve the history of the grain elevators?
3. Identify a symbol of Alberta's past in your community. Do you think steps should be taken to preserve this symbol? Give reasons for your view.



## How Can Art Tell Alberta's Story?

Art is another way in which people can tell their stories. See what you can learn from the copies of paintings that Giselle chose for a bulletin-board display to tell about Alberta's places and people.

**Edmonton Skyline**  
by Jim Cupido. This painting shows the North Saskatchewan River, which flows through Edmonton.



**Plains Cree Way of Life**  
by Nona Foster. In this painting, the artist tells about the life of her Plains Cree ancestors.



***Still Playing for the Street Championship*** by Peter Shostak. His paintings tell about life in Ukrainian communities in the 1940s and 1950s.



***Coal Mine at East Coulee, Alberta*** by Peter Etril Snyder. This is Canada's last wooden coal-mine structure.



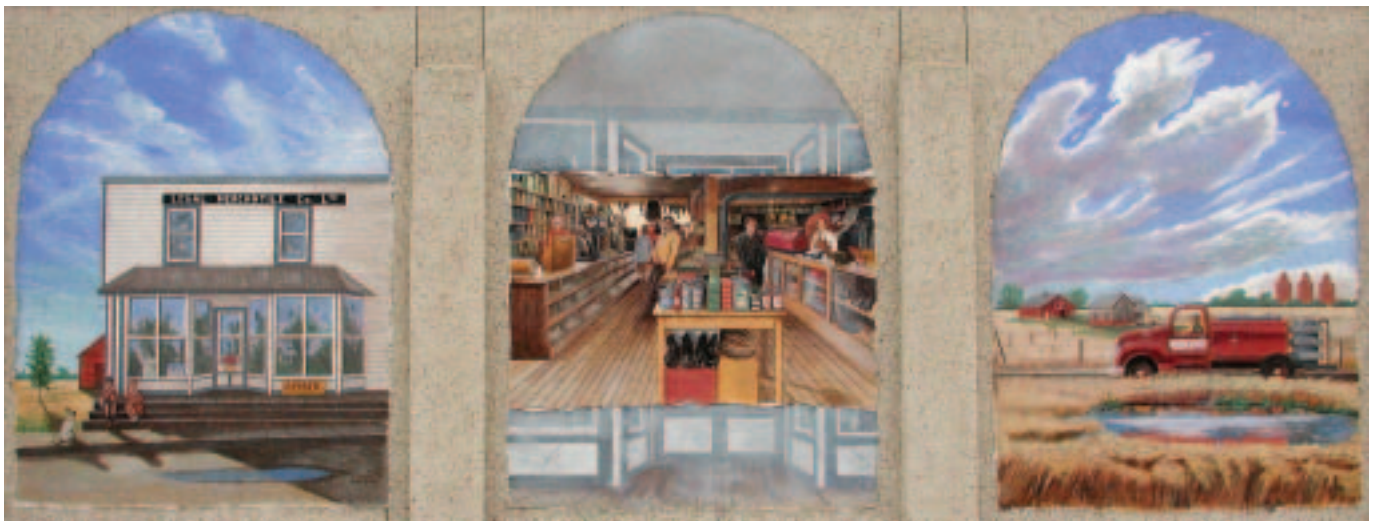
# How Can We Build for the Future?



I want to organize and share my family's history. My mom has lots of photos in a box. I'll see if she'll help me sort them and put them into an album.

Think of people you have learned about who have made a difference in Alberta. Their actions have helped to build the future. Some people write or paint their stories. Others work to preserve Alberta's fossils. Some protect the resources of the land and Alberta's parks. Some work to save buildings, forests, or creeks. There are people who work to keep their language and traditions strong. Many of us want special events and celebrations to carry on into the future.

All these things, and more, are an important part of our heritage and history. We build our future on them.



This is a mural in Legal. It shows the history of the town in a way that everyone can see—just by walking down the street! This is one of the ways that people in Legal preserve their history and heritage for the future.

## Thinking It Through

- Is there something in your community that's an important part of its history?
- Why do you think it's important?

# What Part Do Celebrations Play in Our Future?

Everyone has something to celebrate. You might be celebrating something today! Not everyone shares the same celebrations. Families, communities, and people of diverse cultures have their own days of celebration. Still, there are some days that most Albertans celebrate. Think of days like Earth Day, Heritage Day, Canada Day, Treaty Days, and Family Day.



Celebration days are important. They help us explore and show our respect for other cultures. Celebrations are also a time to remember important events and people that are part of Alberta. Think again of the image of Alberta as a tree. Different cultures and traditions are the roots of the tree. Celebration days can be a way of remembering those roots, keeping them healthy for the future.

Celebrations are also a time to get together to have fun! That's important for our future, too.



Each summer, my community celebrates National Aboriginal Day. I want to find out more about the celebrations for next year. I'll interview my neighbour, who works at the town hall.

Communities often celebrate with special events. This boy is taking part in the Taber Cornfest. What special events, such as festivals or rodeos, happen in your community? What do they celebrate?

## Skill Smart

- With a partner, make a chart with all the celebration days your community celebrates. Look on the Internet for clues.
- Take a survey to find out which celebrations students in your class attend.
- Make a graph to share your results.

## How Can I Help?

There are things you can do today that will make a difference to the future. That's what the students in Prince of Wales Elementary School discovered. Read about some other students who made the same discovery.

### The Three R's

**Reduce** your use of resources.

**Reuse** products when you can, instead of throwing them away.

**Recycle** paper, plastics, metals, and bottles.

### Reduce Your Waste-Line

One year, almost 100 classes in Alberta took part in the "Reduce Your Waste-Line Challenge." For one week, classes in each school carefully recorded what type of waste was produced. They labelled containers for plastics, paper, glass, juice boxes, organic waste, and garbage. Then they decided how much waste could be recycled, reused, or composted. Most classes discovered that more than half of the waste in their classrooms should not go to landfills! After that, they paid more attention to the three R's.

Schools in Red Deer, Fort McMurray, and other communities won prizes for taking part.

## Taking Action in Your Community

What can you do all year to reduce waste at school and at home? Here are some ideas. What can you add to the list?

- Reuse school supplies.
- Waste less paper.
- Buy items with less packaging.
- Make sure recyclables don't go in the garbage.
- Start a composting program.



## Restore Native Plants

Each year in June, an Emerald Award is given to a school for an outstanding project on taking care of the environment. Dr. E.W. Coffin Elementary School in Calgary recently won that award for their work on saving native plants. These are plants that are part of Alberta's natural heritage.



The project started in Whispering Woods, a wooded area next to the school. The students at the school set out to restore an area called the Prairie Amphitheatre. The City of Calgary helped with the project. Students collected seeds of native plants from nearby Nose Hill Park. They grew plants from these seeds, and then planted them around the Prairie Amphitheatre.

The students watered the plants all summer. It wasn't long before the plants were growing well. The students made plans to open the Prairie Amphitheatre for everyone to enjoy. They made signs to name the plants so visitors would know what they were. The area looked beautiful, and more native plants were growing. The students had really made a difference!

ALBERTA  
VOICES

### *Rescuing Plants*

This project helped me understand why we need to rescue plants in various areas of our city before they are destroyed. They are an important part of our history.

*Dimitrinka, student*  
*Dr. E.W. Coffin Elementary School*

Students at Dr. E.W. Coffin Elementary School still work in the natural areas planted nearby.

### **Thinking It Through**

- What ideas do you have now about ways you could make a difference in your community?
- How would your project help build for the future?
- What could you do to get started?

## Setting Goals for the Future

The students in each of these schools saw a problem that could affect quality of life now and in the future. They saw what needed to be changed, and they decided how to make it happen. They set a goal that gave them something to work towards.

People often work together towards a common goal. Together, everyone can work to make Alberta a great place to live.

These students set a goal to improve their schoolyard. How are they working towards this goal?



## Protecting the Forests of the Future

Alberta's Aboriginal Junior Forest Ranger Program is a summer program for First Nations students. Its goal is to train the students to work as forest rangers. They watch for wildfires, learn about the forest, and gain forestry skills. The Junior Forest Rangers also learn about harvesting plants for medicine. They take part in ceremonies and learn from Elders.

Different communities, such as Fort Vermilion, Sucker Creek, and Fort Chipewyan, host the rangers when they are not in the forest camps.

- Why do you think these communities would be involved in this program?
- Why do you think it is important for young people to learn about the forests in Alberta?

### Thinking It Through

Think about your school or community. What problem needs to be solved? Doing something about this problem could be a goal you share with others.

# Solving a Problem



You have learned how some students discovered a problem and found a way to make things better. You can do that, too.

**Step 1:** Identify the problem. Write it down. That will help keep the problem clear in your mind.

**Step 2:** Find out more. Ask questions. Research the problem at the library, on the Internet, or in the newspaper. The more you know about the problem, the easier it will be to solve.

**Step 3:** Brainstorm solutions. To begin, think of as many solutions as you can. For each one, consider the pros and cons.

**Step 4:** Choose the solution you think is best. Keep it simple. You want a solution you can do. State the solution as your goal.

**Step 5:** Work together. Tell other people about the problem and your solution. Listen to their ideas. Make a plan to carry out the solution together. Then do it.

**Step 6:** Evaluate your planning and the action you took. Did things work out the way you intended? Did you meet your goal? What worked well? What would you do differently next time?

## Practise the Skill

Talk with your classmates about problems in your school or community. Choose one of these or another problem you know of. Follow the steps above to solve the problem.

# Set Your Skills in Motion

## Do a Survey

What concerns do people have about Alberta's future? Create a survey to find out. You may want to ask people about the environment or the future of your community.

- Create a list of questions, and make copies of your survey.
- Give the survey to students, teachers, parents, and people in your community.
- When you have the surveys back, gather your results and report them. What are people most concerned about? What are they less concerned about?
- Choose one problem and use the first four steps on page 283 to suggest a solution.



## Make a Current Events Scrapbook

Make a small scrapbook or booklet of interesting events that are happening in Alberta.

- Check the newspaper, television programs, or the Internet to find out about current events in Alberta.
- Organize your booklet. Paste in newspaper or Internet clippings, and write summaries of television news. You can also make comments about how you think an event might affect the future.

## Create a Hall of Fame

Nominate three or four people you think deserve to be in Alberta's Hall of Fame. Include a person from the past, someone from your school or community, and someone from another part of Alberta.

- Ask people you know for their suggestions. Check newspapers, television programs, and the radio to learn about Albertans in the news.
- Write a short profile of each nominee and include a photo, if possible. Explain why this person belongs in the Alberta Hall of Fame. Post your profiles for others to read.



# Look What You Have Learned!

In this chapter, you explored how Alberta's diverse population makes Alberta strong. You read about citizens who made a difference, and considered ways you can do the same. You examined Alberta's story through people's reflections, historic sites, art, and celebrations. All of this is part of Alberta's identity and helps build the future.

Review the inquiry questions for this chapter:

- How have people of many cultures helped make Alberta what it is today?
- What difference can I make to Alberta?

Show what you know on a large building block.

- Make a cardboard cube or use a cube-shaped box. Cover with squares of paper.
- On the sides, tell how people of diverse cultures and ages have helped make Alberta what it is today. On one end, tell why the past is important. On the other end, tell what you can do now to help make a difference. Use written descriptions and illustrations.
- Put your building block next to a partner's to see what story the blocks build together.

## Take Time to Reflect

Think about what you have learned in this chapter. When did you use all or part of the inquiry process? How was it helpful? How will the steps in Solving a Problem help you find ways to make your school or community a better place?



Choose something from this chapter to save for your Alberta Treasure Chest.



# Looking Back: Chapters 8, 9, and 10



Justin uses a spider map to outline what he thinks are the key points in Chapters 8, 9, and 10.



# Share What You Know

## ? Inquiring Minds

Study Justin's spider map closely. Then skim through Chapters 8, 9, and 10 to help you recall what you learned. Now turn to page 3 in Getting Started. Which one of the overall inquiry questions for the book is the main focus of these chapters? Why do you think that?



Prepare an Alberta Treasure information pack. In it, give some examples of how people, places, and events help shape Alberta's future. Include examples from the past and today.

**Plan** to include different types of articles like

- a profile of a person who has made a difference
- a newspaper story from a time in history, which describes an important event
- an article you have written
- a map, photos with captions, or drawings
- an interview with students whose project made a difference

**Retrieve**, or recall, what you've learned about how Alberta is building a future.

**Process**, or think about, which people or events have made a difference. Select five or more for your information pack.

**Create** your information pack by organizing your information according to the time in Alberta's story.

**Share** your information as a booklet, a fold-out accordion book, a folder, or a big book.

**Evaluate** how well you worked in each of these steps. Are you pleased with your booklet? Did others seem to like it? What would you do differently next time?

