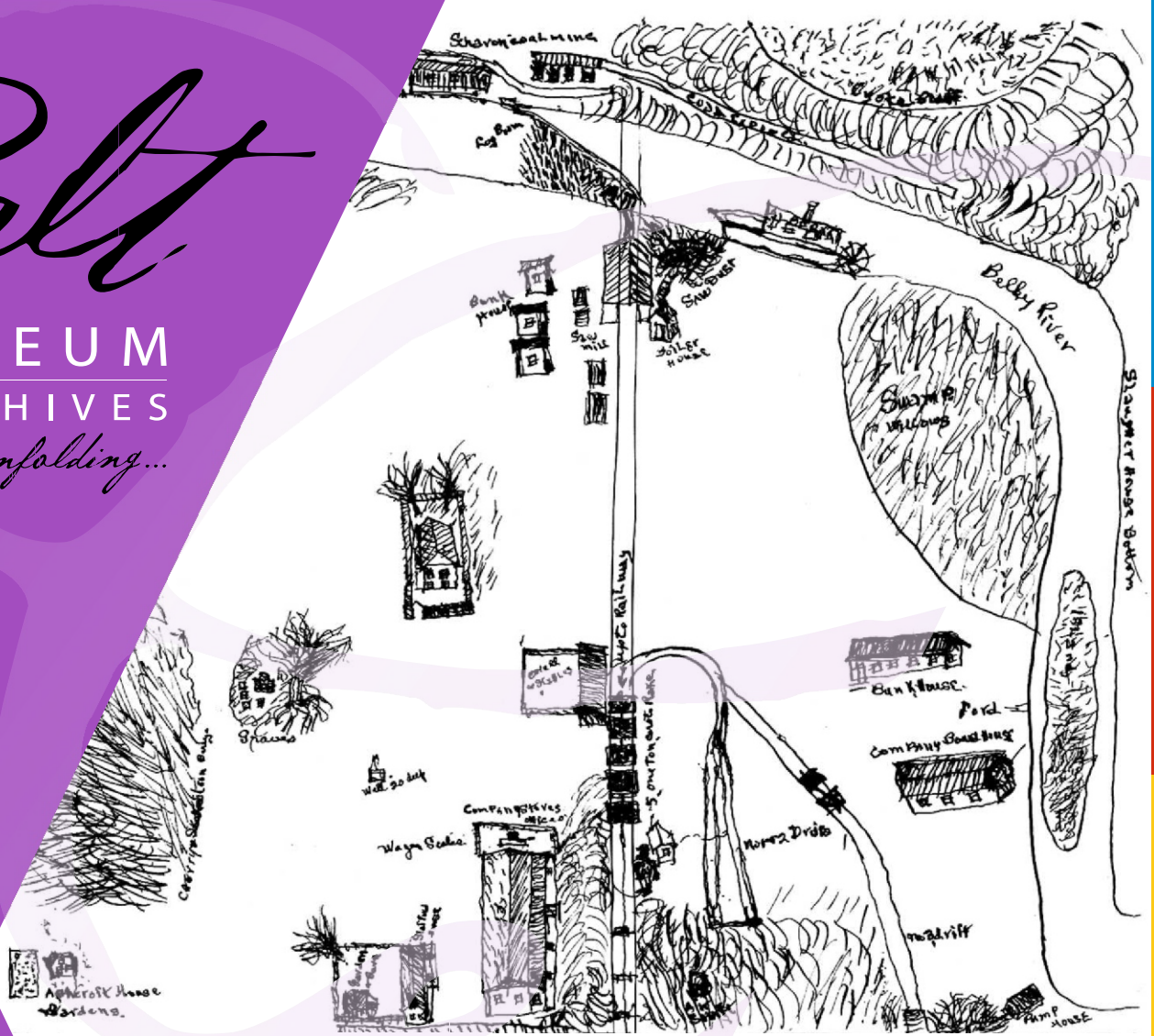


Galt

MUSEUM
& ARCHIVES

stories unfolding...



Then & NOW



Museum Educator

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TEACHER'S MANUAL

THEN AND NOW

TEACHER'S GUIDE

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This teacher's guide offers background information and ideas for classroom activities designed to complement a visit to the Galt. It contains information to assist you in planning your visit, information and activities for both before and after your visit, and outlines what you can expect from your education program.

The Galt's Mission

The Galt Museum & Archives engages and educates our communities in the human history of Southwestern Alberta by preserving and sharing collections, stories and memories that define our identity and guide our future.

Program Overview

Then and Now is designed to show students the changes that have taken place in Lethbridge and southern Alberta over roughly the past 130 years. The program analyzes change by observing how the everyday life of the citizens have changed in that time, by analyzing the growth and development of the community, and determining the role of individuals in that change.

Program Length

Then and Now runs throughout the school year and is designed to be 90 minutes in length. Groups wishing to remain for longer time should make arrangements with the Museum Educator.

Curriculum Connections

This program is designed for grades 1, 2, and 4, but can be adapted to accommodate other grade levels.

Some specific curriculum connections are:

- Social Studies 1.2: Moving Forward with the Past: My Family, My History and My Community
- Social Studies 1.2.1: students will appreciate how stories and events of the past connect their families and communities to the present
- Social Studies 1.2.2: looking at ways the community has changed over time
- Social Studies 2.2: A Community in the Past
- Social Studies 2.2.6: reflecting upon the reasons for the establishment of Lethbridge and other southern Albertan communities and studying the groups and individuals who have contributed to the growth and development of these communities

Confirmation, Cancellations, and Contact Information

Your program has been scheduled as per the information on your confirmation sheet. If you have any questions about your booking or the program, please contact the Museum Educator at tours@galtmuseum.com or (403) 320-4248. If you must cancel or reschedule a program, please let us know as soon as possible.

Payment

Payments can be made in advance of the program or on the day of the program. The Galt accepts VISA, MasterCard, debit, cash, and cheques. Cheques should be made out to the Galt Museum & Archives or City of Lethbridge. If payment is made in advance, receipts will be available on the day of the program. Otherwise, receipts will be mailed out to the school. The payment amount is \$45 per class per program.

Expectations for Visitors

- There should be one or two adult supervisors per class (this may include yourself). More adults are always welcome and there is no cost for adult supervisors. Younger siblings accompanying the class with their parents are also most welcome to attend the program.
- Running is not permitted in the Galt. There is green space to the south of the Galt if the class requires a space to stretch their legs.
- In order to protect and preserve the artifacts, drinks, food, and chewing gum are not permitted in the galleries or Archives. Drinking and eating are permitted in the Viewing Gallery.
- Because they are fragile and irreplaceable, artifacts on display should not be touched or handled.
- It is requested that there be no flash photography in the galleries. Light can, over time, damage the artifacts. Flash photography can be taken in the viewing gallery and programming areas (i.e. classroom).
- Visitors are not required to whisper in the Galt. Indoor voices are preferred.
- Washrooms are located on the main floor in the old hospital section of the building.

The Role of Adult Supervisors

Adult supervisors are an integral part of the Galt's programs. The following suggestions are provided to help make their role clearer and easier to manage. Some teachers find it useful to photocopy these suggestions for their adult supervisors.

- ✓ Float around and assist during the activities.
- ✓ Maintain the focus of the activities as you assist students through the activities. Remind students of what they are trying to discover and help them troubleshoot problems they may encounter.
- ✓ Depending on the activity, supply the students with answers to questions and additional information. Your Museum Education Volunteer (Docent) or Museum Educator will answer any questions you may have. If a question cannot be answered during the program, it will be recorded and more information will be forwarded to the school.
- ✓ Assist in keeping students together.
- ✓ Ensure that students do not: run in the galleries, touch the artifacts on display, or drink or chew gum in the exhibits.
- ✓ Ask any available staff for assistance if there is an emergency.
- ✓ Encourage the students to ask questions and get involved.
- ✓ Enjoy your visit.

Your Arrival at the Galt

- The Galt has a parking lot north of the building.
- Buses and vehicles may drop off and pick up students at the north east corner of the building (using the east entrance). This is a fire access road so please do not leave vehicles here once they are emptied.
- Please enter through the east entrance. There is a coat room down the hallway to your left as you enter. Please leave all coats and backpacks here. Students do not need to remove boots. This coat room is solely for the use of programs and is not for general visitors.
- Galt staff will meet you at the east entrance.

Background Information for Then and Now

A SHORT HISTORY of LETHBRIDGE, ALBERTA

By

Greg Ellis, Archivist

The Galt Museum & Archives

Revised January 2003

Based on the work of Alex Johnston

NATIVE PEOPLE AND THE COMING OF EUROPEAN TRADERS

The Lethbridge region formed part of the homeland of the Blackfoot Confederacy, who resisted European penetration of their territory until the 1860s. The Blackfoot Confederacy comprised three nations: “Siksikah” or Blackfoot, “Kainai” or Many Chiefs and now called the Bloods, and “Piikani” or Scabby Robes and now called the Peigans. European fur traders along the North Saskatchewan River first came into contact with the Blackfoot, and applied their name to the entire Confederacy.

American traders looked to Canada for new opportunities. John J. Healy and Alfred B. Hamilton took advantage of the newly created North West Territories, and in December 1869 finished Fort Hamilton near the junction of the St. Mary and Belly (now Oldman) Rivers. The trade article of these posts was “whisky,” usually made of pure alcohol adulterated with ingredients such as river water, chewing tobacco and lye.

The whisky trade did great harm to Native people and their culture, which flourished for 10,000 years before the arrival of the whisky traders.

The excesses of the whisky trade peaked with the 1873 massacre of Assiniboine Indians by Americans in the Cypress Hills. The Canadian government resolved to stop the trade. Prime Minister Sir John A. Macdonald formed the North West Mounted Police (NWMP) in 1874, and sent them west to establish order. The NWMP arrived at Fort Whoop-Up on 9 October 1874, and soon after ended the whisky trade.

In September 1877 the Blackfoot Confederacy signed Treaty No. 7. Fifty thousand square miles of Blackfoot territory passed to the Dominion of

Canada. In 1883 the Blood people chose the region between the St. Mary and Belly Rivers as their reserve.

COAL

Lethbridge was founded on three economic pillars: coal mining, railways and irrigated agriculture. Of these, coal was the first.

Coal outcrops were so frequent in the vicinity of what is now Lethbridge that the Blackfoot gave the region the name “Sik-okotoks”, or Place of Black Rocks. By the late 1860s the traders were also aware of the abundance of coal here. American adventurer and entrepreneur Nicholas Sheran began to mine a coal seam on the west side of the Belly (Oldman) River, about 460 metres north of the present Whoop-Up Drive. Sheran sold his coal to traders from Fort Benton, Montana and to the newly arrived NWMP.

In 1879, Elliott Torrance Galt visited Nicholas Sheran at his mine. Galt lost no time in advising his father, Sir Alexander Tilloch Galt, of the potential of a mining operation. The elder Galt was interested in the idea because he knew that a trans-continental railway was to be built on a route across the southern prairies. The railway and the settlers it would bring would make a profitable market for coal.

Sir Alexander Galt hired William Stafford and Captain Nicholas Bryant to examine five possible sites for a large coal mining operation. The site they chose was across the river from Sheran’s mine. On 13 October 1882 Stafford and a group of Nova Scotia miners opened the first drift mine of the North Western Coal & Navigation Company (NWC&NCo.).

Sir Alexander Galt created the company with the participation of English investors. The NWC&NCo. was capitalized at \$250,000 and the biggest shareholder, publisher William Lethbridge, became its first president.

Once coal was being mined, the next problem was transporting it to the Canadian Pacific Railway (CPR) main line at Dunmore Junction, east of Medicine Hat. The railway wanted 3,000 tons per month from the NWC&NCo. In 1883-1884 riverboats were tried as a means of hauling coal to market. The boats—Alberta, Baroness, and Minnow—were plagued by low water and strong currents to the point that they were discarded in favour of construction of a narrow gauge railway. Sir Alexander Galt received

government help to build the narrow gauge railway line from Lethbridge to Dunmore Junction. It was officially opened by the Governor General, the Marquis of Lorne, on 24 September 1885.

Coal was lifted up to the narrow gauge railway from the drift mines by means of an inclined railway. However, shaft mines were soon started at prairie level. By 1900 about 150 men were employed and they mined about 300 tons of coal daily. Coal production peaked during World War 1, when 2,000 miners in 10 large mines extracted 1,000,000 tons of coal a year. The coal industry gradually declined after 1919 with the development of oil and natural gas resources. The last mine at Lethbridge, Galt No. 8, closed in 1957 and the entire industry collapsed when the mine at Shaugnessy closed in 1965.

The end of mining doesn't mean that there isn't any coal left in southern Alberta. All of the mines in the region extracted only a fraction of the available coal. The seam still lies about 300 feet deep over an area of about 400 square miles. Estimates are that about 800 million tons of coal is still there to be mined.

LETHBRIDGE MUNICIPAL HISTORY

When the community was founded in October 1882, it was called "The Coal Banks" or "Coalbanks" after the original Blackfoot name. The Post Office assigned the name Coalhurst; however, the settlement's residents were already calling the place Lethbridge after NWC&NCo. President William Lethbridge. The Post Office resisted, as there was already a town in Ontario called Lethbridge. In the end, the citizens prevailed and the community was officially renamed Lethbridge on 15 October 1885.

In 1890 the NWT legislature passed Ordinance No. 24 that provided for the incorporation of Lethbridge as a town. Lieutenant Governor Joseph Royal signed the proclamation on 15 January 1891. The town's first Mayor, by acclamation, was Charles Alexander Magrath.

City status for Lethbridge came with an Act of the Legislature of Alberta on 9 May 1906. Mayor George Rogers presided over the first meeting of Lethbridge City Council on 26 May 1906.

AGRICULTURE

Agriculture is the third pillar upon which Lethbridge was built. It evolved as the result of assistance provided to the Galts by the Canadian government for construction of the narrow gauge railway. The assistance took the form of land grants totalling 1.5 million acres south of Lethbridge. The land was to be sold by the Galts to pay for their railway.

The land given to the Galts is semi-arid, and the challenge was to make it attractive to settlers. Irrigation was the obvious answer. Elliott Galt and his brother-in-law Charles A. Magrath organized the Canadian North West Irrigation Company (CNWICo.) to carry forward their plan of irrigating the lands of southern Alberta. Magrath and Galt also turned to the leading experts on irrigation in North America—the Mormon farmers of Utah.

LDS leader Charles Ora Card first came to southern Alberta in 1886, and in 1887 purchased land from the NWC&NCo. near the St. Mary and Waterton Rivers. Settlers from Utah followed. Elliott Galt and the Mormon Church concluded an agreement in 1898 that saw church members build the main canal from the St. Mary River to Lethbridge, with branches to Stirling and Magrath. In return for these 95 miles of canals, the CNWICo. paid the workers half in land scrip and half in cash. Charles Ora Card ploughed the first furrow for the project on 26 August 1898, and on 4 September 1900 the main canal reached Lethbridge.

There have been five milestones in the development of irrigation in southern Alberta. First, many small projects involving no more than a few acres each were built in the years 1877 to 1895. Next came the large company projects engineered by the Galt companies, CPR and others during the period 1898 to 1915. Third, user owned and operated irrigation schemes such as the Taber and Lethbridge Northern Irrigation Districts came into existence after passage of the Irrigation Districts Act in 1915. The end of World War 2 in 1945 brought more large projects such as the St. Mary River Development project. The final milestone was the development of pivot irrigation systems that allowed irrigation of rougher land than could be irrigated before.

The history of dryland agriculture has been the struggle to find methods to combat southern Alberta's semi-arid climate and incessant winds. Four principles have evolved: break the velocity of the wind by farming in strips;

keep the soil covered by dead or living vegetation; keep bare soil lumpy or ridged; and, stop active erosion by whatever emergency means are available.

The Agriculture Canada Research Station at Lethbridge had much to do with the development of these principles. The Station is the largest regional agricultural research facility in Canada.

Agriculture has become the mainstay of the regional economy. In 1996 there were 11,216 farms in southern Alberta with a capital value of 11.3 billion dollars. Over 130 businesses processed food or feed for markets here and around the world.

LETHBRIDGE AND WAR

Lethbridge made important contributions in both World Wars, and the Korean Conflict. About 2,600 men signed up for military service in World War 1,261 died. The city had the highest percentage enlistment of any community in Canada.

The Second World War saw 1,750 enlist in the armed forces. One hundred twenty-two never returned. The city's airport, Kenyon Field, was transformed into stations of the British Commonwealth Air Training Plan: No 5 Elementary Flying Training School (1940-1941) and No. 8 Bombing & Gunnery School (1941-1944).

German prisoners of war were interned at Camp 133 in north Lethbridge from 1942 to 1946. The 12,500 POWs nearly equalled the population of the city at the time.

DEVELOPMENT

Until 1905 there was no clear regional centre in southern Alberta. That changed in November, when the CPR moved the divisional point of its Crowsnest Line from Macleod—now Fort Macleod—to Lethbridge. Changes to straighten and shorten the line were launched soon after. The CPR high level bridge at Lethbridge was the most important part of those plans. At 5,327.625 long and 314 feet high, it is the largest viaduct-type bridge in the world.

Once Lethbridge achieved status as the main marketing, distribution and service centre in southern Alberta, a development boom occurred from 1907 to 1913. Municipal improvements in Lethbridge included: a water treatment plant, power plant, street car system and exhibition buildings. Real

estate prices soared and construction of all kinds moved along at a frantic pace. Lethbridge exploded from its roots as a company mining town to become a full-fledged city.

After the First World War, the city slumped. Development slowed to a crawl for the next 20 years. Drought from 1919 to 1926 emptied many of the farms of southern Alberta, a prelude to the Great Depression of 1929 to 1939. The coal industry began its slow decline after 1919. Only irrigation provided a measure of economic stability in an otherwise bleak time.

It was not until the end of the Second World War in 1945 that Lethbridge experienced its second boom. Irrigation expanded across the region, immigration swelled the city's population and business flourished. Only one new school was built in Lethbridge from 1918 to 1945. Between 1950 and 1970, 23 new schools went up. Lethbridge Community College was founded in April 1957, and the University of Lethbridge opened its doors in 1967.

In the 1980s and early 1990s the city's landscape underwent a fundamental change. The Centre Site Project resulted in the removal of the CPR yards from the centre of Lethbridge to Kipp, west of the city. The former railway land became home to a variety of retail, residential and service developments. The rail yards, traditional dividing point of north and south Lethbridge, ceased to exist.

The Urban Parks Project was another mega-project that transformed Lethbridge. The river bottom from Indian Battle Park to the northern boundaries of the city was turned into a series of parks, with varying levels of recreational facilities. Also included in the Urban Parks plan was renovations and additions to the Sir Alexander Galt Museum and Archives, completed in 1985.

In recent years, the southeast corner of Lethbridge has seen an explosion of residential and commercial growth. The west side is also growing again with the construction of Paradise Canyon and Riverstone subdivisions. The demographics of the city are changing as well, as more and more senior citizens are calling Lethbridge home.

Pre- and Post-Activities

These activities can be done prior to your visit to the Galt or after you have returned to your classroom.

COME LIVE HERE

Over a century ago, southern Alberta was a very different place. Where we have cities and town, ranches and farms was once open prairie. The government wanted people to come and live in southern Alberta to become farmers and ranchers and to start businesses. But people had choices. They could move to the United States or Australia or other Canadian provinces. The government made posters to make people want to live here. What do you think might have been on those posters? What would be important to the people when deciding where to move? Design a poster that would encourage people to move to southern Alberta circa 1900.

REMEMBER WHEN?

Interview parents or grandparents to find out what it was like when they were children and compare their answers to life today. What do you do in your spare time? What sorts of chores do you do? What is your school like? Are the answers to these questions the same as your parents and grandparents?

THAT'S WHERE WE FIT IN

As a class or as individuals, create a timeline of southern Alberta or Lethbridge history. Provide each student with a copy. Ask them to take the timeline home and work with their parents to find appropriate places where their families fit in. For example, when did the family moved to the area? When were the various people in the family born? Things such as marriage dates, school dates, purchases of homes, and much more can be added. What was happening in southern Alberta at the time these events occurred?

THE PLANNER—PACKING LIST

1. What is your country of origin?

2. What was your occupation (job) in that country?

3. How many members are there in your family?

4. Why are you moving to Canada?

5. Travel Plans

Leaving date: _____

Arrival date: _____

Mode of travel: _____

6. List 10 things your family will pack with them when they travel

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FUN FACTS

In 1890, it would have taken two weeks to travel from England to Quebec. The ships were often overcrowded and dirty.

It would have taken 4 to 6 days to travel by train to Alberta from Quebec. Many of the trains were delayed, overcrowded, and without heat. It was up to the passengers to pack food for the trip. Despite these factors, trains were capable of covering long distances quickly carrying large loads of heavy goods.

PIONEER PACKING LIST

1. Spinning Wheel
2. Washboard
3. Butter Churn
4. Nails
5. Teeth for harrows (iron machinery parts)
6. Lanterns
7. Candle moulds
8. Hunting rifle with bullets
9. Iron pots and kettles
10. Special kitchen tools
11. Special ornaments
12. Musical instruments
13. Iron
14. Sewing machine
15. Hand tools
16. Toys (dolls, model soldiers, horses, trains, etc)
17. Mattresses and bedding
18. Tables and chairs
19. Stoves and heaters
20. Carpentry tools

A pioneer explains the cost of buying supplies in Alberta.

“It is absurd to think of commencing with less than \$600 or \$700. Of course, I do not mean when more than one go together. Now take my case for instance. I and another young fellow went together and we bought at the lowest possible rates, and not withstanding, our outfit for two cost us well on the \$1000”

“Now take down the list of articles required,” he said. “Yoke of oxen, \$240; wagon, \$80; plough, \$25; tent, \$12; stove, \$4; two pair blankets, \$9; ox, harness, \$15; two axes, two saws, one hatchet, two augers, nails, etc., \$20; logging chain and ropes, \$15; four months provision, \$100; total \$520.” (Pen and Plough c. 1900)

Your Galt Program

ACTIVITY 1 : WELCOME AND INTRODUCTION

Students will be welcomed to the museum and will review what a museum is and the expectations of visitors to the museum. The group will also learn about the activities in which they will participate in during the program.

ACTIVITY 2: CHANGE AND CHRONOLOGY

Students will be introduced to the ideas of chronology and change by looking at a few pictures of old Lethbridge.

ACTIVITY 3: TOUR OF THE EXHIBIT

Students will be guided on an interactive tour of the exhibit discussing and exploring, among other things, community development and change and how it connects to personal, family, and group histories.

ACTIVITY 4: HANDS ON ARTIFACTS

Students will have the opportunity to handle a variety of historic artifacts.

ACTIVITY 5: CONCLUSION

Students will review the activities of the program and will be invited to visit the museum and Archives again.

Glossary

Chronology:

- **Chronology** is the science of locating events in time. An arrangement of events, from either earliest to latest or the reverse, is also called a **chronology** or a timeline.
- A chronology may be either *relative* -- that is, locating related events relative to each other -- or *absolute* -- locating these events to specific dates in a **Chronological Era**. In that these dates are themselves events, the difference between the two blurs a little: An absolute chronology just includes a special sort of event called a **date** which is common to all absolute chronologies covering the same period of time.

POWs: Prisoners of War

Scrip: Scrip is any substitute for currency, which is not legal tender. Essentially, it is money which can only be used with one company, association or group of companies.

Evaluation

An evaluation form was sent out with your confirmation. Evaluation results allow us to offer the most effective and highest standard program that we can. Your feedback and suggestions are greatly appreciated. Please fax the form back to us at (403) 329-4958 or mail to Museum Educator at 910 4 Ave S, Lethbridge, AB T1J 0P6.



Bussing program made possible through the generous support of the:

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