

# Galt

MUSEUM  
& ARCHIVES

*stories unfolding...*



# IMMIGRANT VOICES



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## TEACHER'S MANUAL





# IMMIGRANT VOICES

## 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

**Immigrant Voices** uses biographies, stories, anecdotes and primary and secondary sources to look at the various experiences of immigrants as they moved to southern Alberta and worked to make it home. Through the program, students will gain an understanding of the people of southern Alberta and Canada and gain a deeper appreciation of the diversity that has contributed to our identity.

## Program Length

**Immigrant Voices** runs throughout the school year and is designed to be 90 minutes in length. Groups wishing to remain for a longer time, should make arrangements with the Museum Educator.

## Curriculum Connections

Written to complement the Grade 5 Social Studies Curriculum **Immigrants Voices** explores how various immigrant groups contributed to the identity of Lethbridge and southern Alberta. The program addresses the following curriculum objectives:

### 5.2 Histories and Stories of Ways of Life in Canada

#### 5.2.1 Appreciate the complexity of identity in the Canadian context

Recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity

Acknowledge the contributions made by diverse cultural groups to the evolution of Canada

Recognize how changes in society can affect identity

#### 5.2.7 Examine, critically, how the North West Mounted Police shaped ways of life in Canada

What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada?

How have stories of the North West Mounted Police shaped identity in western and northern Canada?

#### 5.2.8 Examine, critically, ways of life of non-European immigrants

How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada?

#### 5.2.9 Examine, critically, how European immigrants shaped ways of life in western Canada

What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada?

How were European immigrants affected by pressures to conform in western Canada?

## 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](mailto:tours@galtmuseum.com) or (403)320-4248. If you must cancel or reschedule a program, please let us know as soon as possible. We will try to fit your class in at another time as time permits.

## Payment

Payments can be made in advance of the program, on the day of the program or your school can be invoiced at the end of the month. 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 mailed out or 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 portion 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 with bus and vehicle parking.
- Buses and vehicles may drop off and pick up students at the east side 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 Immigrant Voices

## IMMIGRATION TO LETHBRIDGE & SOUTHERN ALBERTA, OVERVIEW

There have been several waves of immigration to Lethbridge and southern Alberta, which can be summarized as follows:

1882-1913	<p>Early settlers of southern Alberta included the first coal miners who were of Canadian, Scottish and English ancestry. They travelled to southern Alberta from Nova Scotia as contract workers. (1882-1890)</p> <p>A few Chinese men arrived in Lethbridge after the completion of the transcontinental railway (1887–1890). Once in Lethbridge, they worked on the Crowsnest Railway and then worked primarily in market gardens, restaurants and laundries.</p> <p>The first Japanese people in southern Alberta arrived as contract labourers to work in the sugar beet fields (1902).</p> <p>People from eastern and central Europe—most were German, Hungarian, Italian or Slovak—arrived to work in the coal mines, many with the hope of saving enough money to buy farms (1900-1913).</p>
1914-1945	<p>When the First World War began, immigration dropped sharply, and remained low through the late 1910s, 1920s and 1930s. The reasons for the decline in immigration included the war itself and the economic hardships which followed the conflict.</p>
1946-Present	<p>It was not until after the Second World War that the next wave of immigrants flowed into southern Alberta. Refugees from Europe led the wave (late 1940s–1950s) followed by people of Asian ancestry (1960s–present) and people from Latin America (1980s–present). Political and social oppression as much as economic opportunity brought these immigrants from their homelands to Canada.</p>

## Pre- and Post-Activities

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

### **AND THEN WHAT HAPPENED?**

Interview your parents and grandparents, read through family documents, study family photographs to come up with your family's history. Write a 200 word summary of your family's history. Consider whether your family story should be donated (or a copy of it donated to) the Archives or some other historical repository.

### **CHALLENGES**

Brainstorm a list of challenges that are faced by a country, region or city when immigrants arrive in large numbers. If you were the government of that area, how would you respond to these challenges?

### **ROOTS AND ROUTES**

Have students interview their parents and/or grandparents to discover from where their family is and the route the family took to come to southern Alberta. Give each student a different colour string and have them attach strings to a world map showing the journeys of the different members of their family who moved to southern Alberta. Each student should work to answer these questions: From where did your family come? If your family moved here, what reason or motivation did your family have to come? Was it the same for all of the members of your family?

## Your Galt Program

### **ACTIVITY 1 : WELCOME AND INTRODUCTION**

Students will be welcomed to the museum and will review the expectations of visitors to the museum. The group will also review the activities that will be covered throughout the rest of the program.

### **ACTIVITY 2: TOUR OF THE GALLERY**

An interactive tour of the gallery will be used to highlight identity and diversity in southwestern Alberta.



### **ACTIVITY 3: STORIES OF...**

Using manuscripts, newspapers, community history books, anecdotes, photographs, biographies and more, students will be introduced to stories of immigrants who came to southern Alberta from 1869 to the present. Some of the groups that may be highlighted include: the NWMP, Chinese, Italians, Mennonites, Hutterites, Japanese, Ukrainians, French and British.

### **ACTIVITY 4: CONCLUSION**

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

### **E**valuation

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.





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