



Lesson Plan

TWO MEDICINE RIVER



BRIDGE IN

- Ask students if they know what a famine is and how it impacts people
- Have students find Chief Mountain on a map of southern Alberta

PRE TEST

- Have students list the rivers that go through Alberta
- Have students list three reasons the buffalo were essential to First Nations' people

OBJECTIVES

At the conclusion of this lesson, the students will be able to

- Describe the purpose of a buffalo jump
- Locate on an Alberta map, the location of this legend
- List at least four ways parts of the buffalo were used
- Develop an understanding of First Nations' language/culture

ACTIVITIES

- Create a very large outline picture of a buffalo and after research, have students label the buffalo and what all its parts were used for. This would be an excellent bulletin board
- Post these vocabulary words: scarce, virtuous, designated, substituted, procure. Have students create a paragraph, using all the words.
- Have students locate Cypress Hills on a map and put markers showing good sites for setting up camps. Ask what factors would they have to consider? Where are the natural protective areas? Is there access to water?

- Have students interview someone who bakes often. Ask if there are certain ingredients where substitutions are used. Have students follow such a recipe, bake the cake and taste it. Did the substitution make a big difference? Have them share other substitutions they discovered.

Substitution List

- *1 square of chocolate equals 3 tablespoons of cocoa and 1 tablespoon of oil*
- *2/3 cups of honey equals 1 cup of sugar and 1/3 cup of water*
- *2 tablespoons of flour (for thickening) equals 1 tablespoon of corn starch*
- *1 cup sweet milk equals 1 cup sour milk plus 1 teaspoon of soda*
- *1 lemon equals 3 tablespoons of juice*
- *2 eggs equals 1 egg and 1/3 cup oil*
- *1 teaspoon of soya sauce equals 1 teaspoon salt*
- Many legends revolve around the number 3. Have students find other examples in fairy tales where the number 3 was significant. Talk about what they found.
- Have students create a crossword puzzle using the vocabulary words, share with each other and complete.
- After students doing some research about buffalo jumps, arrange a field trip to the Head Smashed In Buffalo Jump, located near Fort Macleod. Have students write a story from the buffalo's point of view of what happened at the buffalo jump and their usefulness to First Nations' people.

POST TEST

Have students answer these questions: List 3 reasons the buffalo were important in First Nations' survival. List 4 parts of the buffalo and describe how they were used.

FOLLOW UP

Explore documentations of "lodges" in First Nations' culture. What were they made from? What was the structure? What activities happened in the lodges?

RESOURCES

- [Head Smashed in Buffalo Jump, a World Heritage Site](#)
- [Buffalo Meat](#)
- [Where Buffalo Roam](#)
- [Where to see Buffalo in Alberta](#)
- [Wildlife and Species at Risk](#)
- [Alberta Bison Experiences](#)