



# Weaselhead Grade 5 At School Program Teacher's Guide Rivers and Wetlands

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Thank you for your participation in our Grade 5 Weaselhead Education Program! This program is specifically designed to meet cross curricular learning outcomes focused on the new Alberta Science and Social Studies curriculums. This program is focused on Earth Systems, Living Systems, and the Scientific Method. Our program is led by a Weaselhead Naturalist who brings their own expertise and personal experiences to your lessons.

The following items have been enclosed in this Teacher's Guide package:

- Curriculum Connections
- Program Objectives
- Participant Guidelines
- Behavioural Expectations
- Program Outline
- Activities
- In-class Follow Up Activities
- Background Information on the Weaselhead Area

## Curriculum Connections

**Science:** Students learn how rivers and wetlands influence the lives of plants and animals with a focus on the effects of weather and climate. They discover why beavers matter for the health of our wetlands and rivers. They learn how the scientific method was applied to the Southwest Calgary Ring Road Impact Study.

**Social Studies:** Students will learn about the landscape history of the area by considering the Elbow River and surrounding wetlands. Maps of the region are studied.

## Guiding Questions

### Science

#### Earth Systems

- How can climate and its effects be understood?
- What is the difference between climate and weather?
- How can weather affect rivers and wetlands?
- How is climate change affecting rivers and wetlands?

#### Living Systems

- How are organisms supported by vital biological processes and systems?

#### Scientific Method

- How does evidence lead to understanding?

## Social Studies

- How do social scientists develop an understanding of the world?
- How has geography contributed to the development of the local area?
- How has the Weaselhead changed over time?

## Program Objectives

Students examine evidence to better understand how our changing climate is impacting plants, insects, and vertebrates. Students develop a deeper understanding of the Scientific Method, learning about our Impact Study and the importance of monitoring changes over time.

## Before the Trip

### Pre-trip Preparation

- Students should bring a journal or clipboard with blank paper.

### For outdoor activities participants should:

- dress for the weather; dress in layers and wear appropriate footwear.
- bring pencils or pens.
- bring a field journal OR blank paper on a clipboard.

### Outdoor activity behavioural expectations

- Remain with the group and keep in sight of supervisors at all times.
- There is always an adult leader at the front of the group and at the end of the group.
- Never remove natural items from the area. Vegetation, insects, mammals, birds, and amphibian life is to be respected and left in the natural habitat.
- Leave no trace of our visit. All litter must be brought back out.
- Unsafe behaviour such as tripping, wrestling, fighting, and teasing is unacceptable and may result in withdrawal from the activity.
- Cooperation by listening, participating in group discussions, observing and recording is expected during the learning experience.
- Each adult is expected to participate in the activities and to provide due safety and care for each of the students.
- No headphones or earbuds are allowed. This is for the safety of the participants.
- **Parents and teachers: Please keep cell phones away, unless taking pictures or in case of emergency.**

## Field Trip Program Outline: 1 ½ hours

5 minutes	<ul style="list-style-type: none"> <li>● Introduction, Land Acknowledgement</li> </ul>
40 minutes	<ul style="list-style-type: none"> <li>● Students learn about how weather and climate affect river and wetland ecosystems</li> <li>● Pond Dip OR Presentation to learn about how weather and climate affect aquatic and semiaquatic organisms. Pond dips are weather and site dependent.</li> </ul>
35 minutes	<ul style="list-style-type: none"> <li>● Hike or presentation to learn about local changes to rivers and wetlands</li> <li>● Activity: Based on aerial images of the Weaselhead students hypothesize what the Weaselhead riparian area will look like in 15 years and create a drawing in their journals.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>● Discussion of the importance of healthy rivers and ecosystems.</li> </ul>

### Activities

- Pond Dip: Learn about the differences between the structure of aquatic organisms and how changes in weather and climate affect their habitats. .
- Maps: Students view historical maps of the area that include images and stories about the damming of the Glenmore Reservoir, the building of Priddis Trail, and the construction of the Ring Road and draw what they think the area will look like in 15 years
- Scientific Method: Naturalist leads a discussion with students regarding ideas about the changing environment and the influence of climate variables. Students develop a question and hypothesis related to their topics of interest.

### Optional follow up in class activities

- Students develop a wetland or river study based on the scientific method. They consider controlled and manipulated variables and design a methodology to test their hypothesis. They plan and conduct their controlled experiment.
- Research projects on the contributions of diverse cultural groups to the development of the local area.
- Debates or discussions on current environmental issues affecting Calgary and the Weaselhead, emphasizing democratic decision-making and civic responsibility.

## Weaselhead History

The Weaselhead area has a name shrouded in mystery. Like so many Indigenous stories, how the Weaselhead got its name has been lost over time. What we do know is that although there are weasels that call this area home, the name has nothing to do with actual weasels!

Weaselhead is a traditional Blackfoot last name so the name may be related to someone from the Blackfoot Confederacy. There is written history of a man with the name Weazel Head on the Tsuut'ina reserve as well, but little is known about where he originated. Early settler Sam Livingston, whose house is now part of Calgary's Heritage Park, was the first European to settle in the Elbow River valley, now known as the Weaselhead.

Between 1910 and 1990, Tsuut'ina reserve and parts of the Weaselhead were used for military training exercises. Foxholes and signs warning of ordinances possibly left behind remind of this history even today. The last time an exploded device was found was during the floods of 2013.

The City of Calgary bought what is now the Weaselhead from the Tsuut'ina Nation in 1929 to build the Glenmore Reservoir, which still provides roughly 40% of Calgary's drinking water.

Today, this protected area spans 404 hectares (989 acres) and is bursting with diverse habitats. Wander through dense White Spruce forests, leafy Balsam Poplar groves, and colourful wildflower meadows. The Elbow River winds through it all, with floodplains, beaver ponds, and wetlands teeming with life.

As you explore, you'll uncover clues to the area's rich history. Fossils in sandstone cliffs date back 35 million years, and traces of ancient river paths still shape the landscape. You can find evidence of Indigenous campsites and buffalo hunts, as well as remnants of a military training base that once operated here.

With over 480 plant species, including rare ones like the Western Wood Lily, the Weaselhead is a wildlife haven. Frogs, salamanders, and more than 200 bird species thrive here, while larger animals like moose, bears, and even cougars visit throughout the year.

The Weaselhead is a living tapestry of Calgary's natural and cultural history, offering a rich, engaging experience for all who visit.

*REMEMBER: This is a natural area park. It is illegal to remove anything from the area. Fossils and certain plant species are protected in Alberta.*