

*Peoples and Stories of Canada to 1867*

Fur Trade

3

CLUSTER

GRADE

5





# Cluster 3

## Learning Experiences: Overview

### 5.3.1 European Expansion North and West

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-030 Describe the influence of the fur trade on the historical development of Canada.

*Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.*

KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.

KG-044 Identify global factors that influenced the fur trade in Canada.

*Examples: European fashion, wars in Europe...*

### 5.3.2 Importance of the Land in the Fur Trade

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KL-021 Give examples of ways in which the fur trade operations were influenced by the land.

*Examples: location of posts, transportation, food, clothing...*

KH-034 Describe the historical significance of Canadian place names.

VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

### 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

KI-009 Describe daily life and challenges for various groups involved in the fur trade.

*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...*

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-032 Relate stories of the people and events of the fur trade.

*Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...*

KE-053 Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.

VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.

### 5.3.4 Métis Nation and Culture in the Fur-Trade Era

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-035 Describe events related to the origins and rise of the Métis Nation.

KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.



*Examples: shared technologies, cultural change, spread of disease...*

KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.

*Include: Selkirk and Métis settlements of the Red River.*

KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.

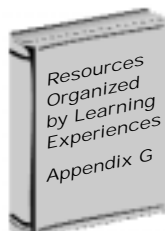
## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

## Cluster Description



Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson's Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.



**Engaging Students in the Cluster**

- Students create a bulletin board display with maps of fur-trade routes and major trading posts.
- Students view videos depicting the fur-trading era.
- Create a display of various reproductions or images of artifacts related to the fur-trade era (e.g., pelts, traps, snowshoes...).
- Create a visual display of images depicting life in the fur-trade era.
- Students listen to songs about the fur-trade era.
- Have a “fur-trade feast” and let students make/taste foods from the fur trade (e.g., bannock, pemmican...).
- Students participate in a local festival that focuses on the fur trade (e.g., Northern Manitoba Trappers’ Festival, Festival du Voyageur...).
- Students participate in outdoor games (e.g., fishing derby, fire building...).
- Students come to school dressed in traditional Métis clothing.
- Invite a “jigger” to the class to teach students dances from the fur-trade era.

**Learning Experiences Summary**

**5.3.1 European Expansion North and West**

**5.3.2 Importance of the Land in the Fur Trade**

**5.3.3 Life during the Fur-Trade Era (1650s – 1850s)**

**5.3.4 Métis Nation and Culture in the Fur-Trade Era**



### Learning Experience: 5.3.1 European Expansion North and West

- |        |  |
|--------|--|
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.   |
| KH-030 | Describe the influence of the fur trade on the historical development of Canada. <i>Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.</i> |
| KH-031 | Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.   |
| KG-044 | Identify global factors that influenced the fur trade in Canada. <i>Examples: European fashion, wars in Europe...</i>  |


#### Description of the Learning Experience

European interests in the fur trade shaped Canadian history by leading to increased colonial exploration and development of Canada west and north.





Students examine the causes and historical significance of western and northern expansion of the fur trade (mid-1600s – mid-1800s). They create concept maps and timelines to develop an overview of this era of Canadian history.

**Vocabulary:** monopoly, Rupert's Land, charter, demand, Métis (See Appendix D for Vocabulary Strategies.)






#### 5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KL-020 KH-030 KH-031 KG-044	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm ideas related to the fur trade and write each word or phrase on a self-stick note. Students sort the words into two or three categories, giving each category a title. Groups share their categories with the class, and then return to their own group to refine and finalize their sorting, using no more than four categories and creating at least one category that is unique from those of the other groups. Groups post their sorted lists.</p> <p>TIP: Students were introduced to the fur trade in Grade 4 (History of Manitoba). They should be familiar with the bison hunt, the fur trade, forts and posts in early Manitoba, Louis Riel and the Métis nation, Lord Selkirk and the Selkirk settlers.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

5.3.1 European Expansion North and West





Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-030 KH-031 KG-044	<p>Students read (or listen to various readings of) historical texts (primary or secondary sources) describing the importance of the fur trade to the development of Canada. Students discuss the point of view presented and ways in which the fur trade impacted on the development of Canada. Students speculate about what might have happened in this country's history had there not been an abundance of fur-bearing animals, or had the First Peoples not cooperated in trading with the early European fur traders.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.1 a</b> BLM: The Fur Trade and The Hudson's Bay Company</p> <p><b>5.3.1 b</b> BLM: Analyzing a Source of Historical Information</p>
or		
	KH-030 KH-031 KG-044	<p>Students view reproductions or images of artifacts related to the fur-trade era (e.g., beaver hats, clothing and fashions, trade goods...) and discuss the importance of the fur trade to Europeans and to the historical development of Canada.</p> <p>TIP: This activity offers an opportunity to introduce basic economic concepts using the concrete terms of the fur trade: i.e., economy does not necessarily involve money but does involve exchange of goods, a demand for goods makes them more valuable, there needs to be a supply of goods to keep up with the demand. <i>Where is the demand for furs?</i> (Europe) <i>Who are the suppliers?</i> (Aboriginal trappers and coureurs de bois) <i>Who are the people who transport and market the furs?</i> (trading companies, merchants)</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<i>(continued)</i>		
or		
<b>Teacher Reflections</b>		

## 5.3.1 European Expansion North and West




Assessment	Outcomes	Strategies
	KH-030 KH-031 KG-044	<p><b>Acquire</b></p> <p>Using Think-Pair-Share, students complete an Anticipation Guide regarding the fur trade. Students discuss their responses and revisit the anticipation guide later in the Learning Experience.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.1 c</b> BLM: Anticipation Guide: The Fur Trade</p> <p><b>5.3.1 d</b> BLM: Anticipation Guide: The Fur Trade—Key</p>
<b>or</b>		
	KH-030 KH-031 KG-044	<p>Using print and electronic resources, students research the beginnings of the European fur trade in Canada and reasons why both the English and the French were interested in developing and expanding the trade. Students record the main global factors that influenced the fur trade (e.g., European fashion, French–English wars and competition for power, beaver extinction in Russia, news circulated by early explorers to Kings and Queens about abundant natural resources).</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<b>or</b>		
	KH-030 KH-031 KG-044	<p>Students read primary sources and reflect in their journals on life in this time period.</p> <p><b>5.3.1 e</b> BLM: Famous Letters in Canadian History—Simpson</p>
<i>(continued)</i>		
<b>or</b>		
<b>Teacher Reflections</b>		





5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KH-030 KH-031 KG-044	<p><b>Acquire</b> <i>(continued)</i></p> <p>On a field trip to the Hudson’s Bay Company Archives at the Manitoba Archives or a local museum, students research the history of the fur trade, the Hudson’s Bay Company, and the North West Company. Students record information related to the influence of the fur trade on the historical development of Canada and ways in which artifacts and archives help them understand the past.</p> <p>TIP: Guided tours of the Hudson’s Bay Company Archives may be arranged with an archivist at the Manitoba Archives. Call ahead to arrange the tour; specify what the class is studying, and what type of documents the class may be interested in seeing. It is important to prepare students for the visit by stressing the fragility and the value of archival items. In some cases students are provided with cotton gloves before handling paper documents. Students may conduct a virtual tour of archives by consulting Internet sources and doing keyword searches:</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.1</b> f BLM: Archives and Artifacts</p> <p><b>5.3.1</b> g BLM: Archives and Artifacts—Key</p>
		<p>or</p>
	KL-020 KH-030 KH-031	<p>Using print and electronic resources, students research the creation of Rupert’s Land and map its extent on an outline map of Canada.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.1.2</b> b BLM: Outline Map of Canada</p>
		<p><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		<p>or</p>





## 5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KL-020 KH-030 KH-031 KG-044	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students research either the creation of Rupert's Land or the creation of the North West Company. Students create a mind map illustrating the historical importance of their topic and share it with each other.</p> <p><b>TIP:</b> It may be useful to review ideas related to the early days of the fur trade in eastern Canada (e.g., Cartier, Champlain, coureurs de bois, trading alliances with the Hurons...) as the roots of the northwest expansion of the fur trade. It would also be useful to discuss with students the established practice of trade and territorial expansion of European empires through the granting of a royal charter or monopoly. All land ownership and rights to natural resources of a country and its colonies were deemed to be the property of the monarch, who in turn could choose to grant exclusive rights to individuals or companies for their use and profit as well as for that of the founding country. The class could create a model mind map illustrating the concept of monopoly prior to this activity.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.1 h</b> BLM: Rupert's Land</p> <p><b>5.3.1 i</b> BLM: The North West Company</p> <p style="text-align: center;"><b>or</b></p>
		<p>Using a Compare and Contrast Frame, collaborative groups of students research the differences and similarities between the fur-trade routes of the North West Company and the Hudson's Bay Company. Students locate these two major fur-trade routes on a map and discuss the advantages and disadvantages of both, and the impact of these routes on the development of western and northern Canada.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.1 j</b> BLM: Compare and Contrast Frame: Fur-Trade Routes (2 pages)</p> <p><b>5.1.2 b</b> BLM: Outline Map of Canada</p> <p style="text-align: right;"><i>(continued)</i></p>
<b>or</b>		
<b>Teacher Reflections</b>		


5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KL-020 KH-030 KH-031 KG-044	<p><b>Apply</b></p> <p>Provide students with a Note Card describing an event related to northwest expansion. Using their research notes and consulting a map of Canada as needed, students arrange themselves in chronological order to create a living timeline. Provide students with a copy of the complete timeline to verify that they are in the right order.</p> <p>TIP: More than one student may be given a slip of paper with the same event so they can help one another to find their place on the timeline. Encourage students to use a map to help them place the events in order so that they can see the expansion push farther and farther west. This activity is intended to give students a historical overview of the fur-trade era and the expansion to the north and the west. It will also help clarify that while they have been studying events in the eastern part of Canada, exploration and expansion has been continually taking place in the west. Students will later have the opportunity to focus on particular explorers and events.</p> <p><b>5.3.1 k</b> BLM: Note Cards: Meanwhile, Back in the West...</p> <hr/> <p style="text-align: center;"><b>or</b></p>
	KH-030 KH-031 KG-044	<p>Using a Concept Frame, students explain the concept of <i>monopoly</i> as it relates to the fur trade. Students share their concept frames and discuss the negative and positive repercussions of the granting of fur-trade monopolies in Canada.</p> <p>TIP: A beginning point for this discussion may be to ask students what is the purpose of the board game “Monopoly®”.</p> <p><b>5.3.1 l</b> BLM: Concept Frame: Monopoly</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KL-020 KH-030 KH-031 KG-044	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students illustrate and annotate an event related to the northwest expansion of the fur trade for inclusion on a classroom wall timeline. Students discuss the importance of the fur trade in promoting a vision of a country that extended from sea to sea to sea.</p> <p style="text-align: center;">or</p>
	KH-030 KH-031	<p>Using a word processor, students create a brochure explaining the importance of the fur trade to the history of Canada and the historical reasons why the beaver is used as a symbol for our national parks. Students post and share their brochures.</p> <p style="text-align: center;">or</p>
	KH-030 KH-031 KG-044	<p>Assuming the roles of different groups involved in the fur trade (e.g., First Nations, coureurs de bois, French merchants, employees of the Hudson’s Bay Company, British merchants...) students discuss their perspective on the statement: <i>“The fur trade made early Canada more dependent on England and France and did not encourage the independent development of this country.”</i></p> <p>TIP: Students may also propose their own statements for discussion purposes, from the perspective of one or the other group involved in the fur trade.</p> <p style="text-align: center;">or</p>
	KH-030 KH-031 KG-044	<p>Students complete a Word Cycle to explain the relationships linking different elements involved in western and northern expansion of the fur trade. Students compare and discuss their Word Cycles with each other and help one another to refine their explanations.</p> <p style="text-align: center;"><b>5.3.1</b> <b>m</b> BLM: Word Cycle—Fur Trade</p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<b>Teacher Reflections</b>		

5.3.1 European Expansion North and West

Assessment	Outcomes	Strategies
	KH-030 KH-031 KG-044	<p>Apply <i>(continued)</i></p> <p>Students create an advertising poster for the European market persuading potential customers to purchase hats made of Canadian beaver felt, and informing them of how their purchase contributes to the historical development of Canada.</p>
<hr/> <p><b>Teacher Reflections</b></p>		



### Learning Experience: 5.3.2 Importance of the Land in the Fur Trade

- |        |   |
|--------|---|
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.  |
| KL-021 | Give examples of ways in which the fur trade operations were influenced by the land.<br><i>Examples: location of posts, transportation, food, clothing...</i> |
| KH-034 | Describe the historical significance of Canadian place names.   |
| VL-007 | Appreciate the significance of the land and natural resources in the development of Canada.   |

#### Description of the Learning Experience



The distinctive natural features of the land and resources in western and northern Canada played an important historical role in the development of the country.

Students map the locations of fur-trade posts and forts in western and northern Canada (1650s – 1850s) and research the role of the land in shaping fur-trade operations and transportation.






NOTE: In this cluster, as throughout the curriculum, the term “land” is taken to mean the totality of the natural environment, including landforms, lakes and rivers, flora and fauna, vegetation, seasons, and climate. This is in keeping with the traditional Aboriginal sense of the word.

**Vocabulary:** (See Appendix D for Vocabulary Strategies.)

### 5.3.2 Importance of the Land in the Fur Trade

Assessment	Outcomes	Strategies
	KL-020 KL-021 KH-034 VL-007	<p><b>Activate</b></p> <p>Students view a physical map of Canada and discuss factors that would have influenced the location of fur-trading posts. On an outline map of Canada showing only the lakes and rivers, students work in pairs to draw where, given a choice, they would locate trading posts for the fur trade. Students exchange maps with each other and explain why they chose the locations they did for their fur-trading posts.</p> <p> BLM: Outline Map of Canada</p> <p style="text-align: right;"><i>(continued)</i></p>
	or	
<b>Teacher Reflections</b>		




5.3.2 Importance of the Land in the Fur Trade

Assessment	Outcomes	Strategies
	KL-020 KL-021 VL-007	<p><b>Activate</b> <i>(continued)</i></p> <p>A well-known Canadian historian, Arthur Lower, is said to have stated in 1965 that “<i>Canada is a canoe route</i>”. Students view images of canoes and canoe routes and discuss what may have been meant by this statement, and as well, the importance of the canoe in the historical development of Canada.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <hr/> <p style="text-align: center;">or</p>
		
	KL-020 KL-021 KH-034 VL-007	<p><b>Acquire</b></p> <p>Using print and electronic resources, students view maps indicating the locations of major forts and fur-trading posts during the period of rivalry between the North West Company and the Hudson’s Bay Company. Students list criteria that determined the location of the fur-trading posts, explain how the location of the forts were influenced by the geography of the land, and how the fur-trading posts contributed to the historical development of Canada.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>

*(continued)*







**Teacher Reflections**

## 5.3.2 Importance of the Land in the Fur Trade









Assessment	Outcomes	Strategies
	KL-020 KL-021 KH-034 VL-007	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using maps, atlases, and electronic resources, students research the names of contemporary communities in western and northern Canada that have their origins as trading posts in the fur-trade era. Students discuss their observations regarding</p> <ol style="list-style-type: none"> <li>1) the influence of geography on fur trading post locations (e.g., navigable waterways, portages, facility of access, relief, proximity to natural resources, accessibility to First Nations trappers, distance from rival forts...)</li> <li>2) the historical significance of place names.</li> </ol> <p>NOTE: This activity offers the opportunity to discuss the idea that the First Peoples had names in their own languages for many of the places that Europeans explored. In some cases, the original name was retained, while in others an English or French version of the original name was created. Often, places were renamed in honour of an explorer or a famous figure, in keeping with European cultural tradition but in fact, ignoring and overruling Aboriginal tradition. Students may be instructed to find examples of all three types of place names, and to add examples of places that have been renamed to return to the traditional Aboriginal names, particularly in the North.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.2</b> a BLM: What's in a Name?</p> <hr/> <p style="text-align: center;">or</p>
	KL-021 VL-007	<p>Using Think-Pair-Share, students respond to the statement, “<i>The biggest problem facing the early fur traders was winter.</i>” Students discuss how the seasons influenced the fur trade (e.g., travel by canoe and by York boat to transport furs, freeze-up of Hudson’s Bay and of inland rivers, optimal times of year for trapping fur-bearing animals...), and share ideas in a class discussion.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p style="text-align: center;">or</p>
<b>Teacher Reflections</b>		








5.3.2 Importance of the Land in the Fur Trade

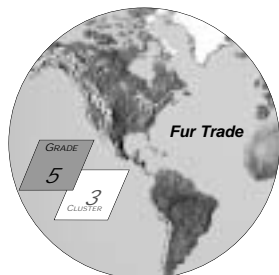
Assessment	Outcomes	Strategies
	KL-021 VL-007	<p>Acquire <i>(continued)</i></p> <p>Students view video clips depicting the fur trade (e.g., <i>Quest for the Bay</i>), and note details about the land and natural conditions faced by the fur traders and the means they used to deal with these conditions (e.g., food, transportation, clothing...). Students discuss the authenticity of the video representation of daily life during the fur-trade era.</p>
or		
	KL-020 KL-021 VL-007	<p>Using print and electronic resources, students research the canoe and the York boat and their historical importance to fur-trade operations. Students record ways in which the canoe was used in the fur trade and the importance of the network of waterways on the historical development of Canada.</p> <p>TIP: Encourage students to describe and distinguish the Montréal canoe, the <i>canot du maître</i> and the <i>canot du Nord</i> and their respective uses.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
	KL-021 VL-007	<p>Using print and electronic resources, students research important items (e.g., traps, clothing, canoes...) used in the fur trade. Collaborative groups of students develop a priority list of the ten most important items based on the influence of the land on travel, food, clothing, and the locations of the fur-trade posts.</p> <p>NOTE: Encourage students to note that the fur-trade era covers a relatively long period of Canadian history, and that many aspects of the trade changed as time passed. For example, the earlier <i>coureurs de bois</i>, mostly in eastern Canada, were later called the voyageurs. Also, with the origins and growth of the Métis, a new culture developed, and a new group of people became part of the fur trade. The recruitment of the Scots Orkneys to work for the HBC influenced ways of life, as did the development of Scottish and Métis permanent settlements in the Red River Valley. Clothing styles, food, recreation, and daily life changed considerably over the course of the periods; only the environmental influences remained constant. There were also periods of heavy competition and war, as well as times of relative stability.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<p> 5.3.2 b BLM: Important Objects in the Fur Trade</p>		
<i>(continued)</i>		
or		
Teacher Reflections		

5.3.2 Importance of the Land in the Fur Trade

Assessment	Outcomes	Strategies
  Appendix A Skill 11a	KL-020 KL-021 KH-034 VL-007	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using print and electronic resources, students research the locations of various fur-trade posts of the North West Company or the Hudson’s Bay Company. Students locate the posts on a map of Canada and record what made each important to the operations of the fur trade, ways in which the location of the posts was influenced by the geography of the land, and how the posts contributed to the historical development of Canada.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>5.1.2 b</b> BLM: Outline Map of Canada</p>
		<hr/> <p><b>Apply</b></p> <p>Students create artistic representations (e.g., watercolour, collage, mural...) illustrating important items used in the fur trade. Students explain the historical significance of the items and describe how each enabled fur traders to adapt to the land.</p>
<hr/>   Appendix A Skill 10c	KL-021 VL-007	<hr/> <p style="text-align: center;"><b>or</b></p> <hr/>
  Appendix A Skill 11d	KL-020 KL-021 KH-034 VL-007	<p>Collaborative groups of students create a brochure about a fur-trading region of the North West Company. Students include maps that illustrate the sites of fur-trade posts or other historically significant places, details describing ways in which fur-trade operations were influenced by the land, and how the fur trade influenced the historical development of Canada.</p> <p style="text-align: right;"><i>(continued)</i></p>
<hr/> <p><b>Teacher Reflections</b></p>		

5.3.2 Importance of the Land in the Fur Trade

Assessment	Outcomes	Strategies		
	KL-021 KH-034 VL-007	Apply <i>(continued)</i>  Students write a persuasive letter to an individual or organization in their community (e.g., Forks North Portage Partnership, letter to the editor, letter to an elected representative...) explaining why the development of places of historic significance are important to the history and future development of Canada.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >		
		or		
			KL-020 KL-021 KH-034 VL-007	Collaborative groups of students create a multimedia presentation illustrating the significance of the fur-trade to the historical development of Canada. Students include the location of fur-trade posts and places of historical significance, ways in which the geography of the land influenced fur-trade operations, and the importance of waterways, the canoe, and the York Boat to the fur trade and the development of Canada.
				or
	KL-020 KL-021 KH-034 VL-007	Students assume the role of a fur trader and create an illustrated fur-trading journal. They compose a series of journal entries and illustrations describing a canoe voyage from Montréal to Fort Gibraltar, or a York Boat voyage from Rocky Mountain House to York Factory. Students describe the natural conditions they encountered on their voyage, how various equipment for the voyage was used (e.g., clothing, tools, blankets...), and events that may have occurred, as well as a map of their daily progress.		
		or		
	KL-020 KL-021 KH-034 VL-007	Collaborative groups of students create a model representing important elements of the fur trade (e.g., York Boat, canoe, fur-trade post, a 3-D model of a fur-trading route...). Students describe ways in which the fur trade was influenced by the geography of the land and how their model represents an important element in the historic development of Canada.		
<p><b>Teacher Reflections</b></p>				



### Learning Experience: 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

- KI-009 Describe daily life and challenges for various groups involved in the fur trade. *Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...*
- KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
- KH-032 Relate stories of the people and events of the fur trade. *Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...*
- KE-053 Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.


### Description of the Learning Experience

Individuals living during the fur-trade era faced many challenges, forged new and distinctive ways of life, and explored vast regions of the North American continent.



Using primary and secondary sources, students conduct an inquiry into the daily life and accomplishments of explorers, voyageurs, traders, and merchants of the fur-trade era (1650s to 1850s).

**Vocabulary:** coureur de bois, voyageur, factor, Métis (See Appendix D for Vocabulary Strategies.)










### 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

Assessment	Outcomes	Strategies
	KI-009 KL-020 KH-032 KE-053 VI-003	<p>Activate</p> <p>Using Think-Pair-Share and a map of Canada, students imagine they are undertaking a voyage by canoe to the unexplored regions of the northwest. They may envision themselves as working for the Hudson's Bay Company or the North West Company, and choose their route accordingly. Students list principal dangers they will encounter on their voyage, the tasks and challenges they will face, and ways in which the First Nations people who know the region may help them. Students discuss ideas with each other and record them in their journals.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		<p>or</p>







5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

Assessment	Outcomes	Strategies
	KI-009 KH-032 KE-053 VI-003	<p>Activate <i>(continued)</i></p> <p>Students listen to a reading from a primary source document that describes aspects of daily life and challenges for people who lived during the fur-trade era. Students discuss what it would have been like for various groups living at this time in Canadian history and the advantages and disadvantages of using primary source documents.</p> <p>NOTE: Primary sources reflect the attitudes and beliefs of their time, and in consulting sources, one may find expressions and opinions that are today found to be objectionable (at times racist, sexist or xenophobic, and at times exceedingly graphic or violent). These sources are nonetheless invaluable in giving a picture of a past era. It is important to exercise caution when selecting primary source excerpts and to prepare students to recognize the nature of primary sources, as many early documents are now readily available in the public domain through the Internet.</p> <p><b>5.3.3 a</b> BLM: A Fur-Trade Journey: Samuel Hearne</p> <p><b>5.3.3 b</b> BLM: A Continental Voyage: Alexander Mackenzie</p> <p style="text-align: center;">or</p>
		
<p><b>Teacher Reflections</b></p>		





## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

Assessment	Outcomes	Strategies
	KI-009 KL-020 KH-032 KE-053 VI-003	<b>Acquire</b>  Using print and electronic resources, students research an individual from the fur-trade era. Students record the historical significance of the person, elements of daily life, and a map outlining the travels and exploration routes followed.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
		 BLM: Figures of the Fur-Trade Era: Note-Taking-Frame (2 pages)
		 BLM: Outline Map of Canada   BLM: Outline Map of North America
<b>or</b>		
	KI-009 KL-020 KH-032 VI-003	Students read primary sources and reflect in their journals on life in this time period.   BLM: Famous Letters in Canadian History—Fraser
		<b>or</b>
	KI-009 KL-020 VI-003	Students take a simulated canoe voyage, making decisions and planning actions as they encounter challenges along the way. Students trace their route on a map of Canada and record examples of daily life and challenges faced by people involved in the fur trade.  <b>TIP:</b> The Digital Collections of Canada website offers a variety of simulated historical adventures for students under the title <i>The Pioneer Adventures of Scotch Boy John Tod</i> . Visit the Social Studies website to access this and other sites at the URL listed below.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

5.3.3 Life during the Fur-Trade Era (1650s – 1850s)









Assessment	Outcomes	Strategies
	KI-009 KH-032 KE-053 VI-003	<p>Acquire <i>(continued)</i></p> <p>On a field trip to a local museum or historic site, students observe artifacts and information related to life during the fur-trade era. Students describe the artifacts and explain what they tell them about the people and events of the fur trade.</p> <p>TIP: Consider the following sites for field trips:</p> <ul style="list-style-type: none"> <li>• Lower Fort Garry National Historic Site</li> <li>• Manitoba Museum</li> <li>• The Forks National Historic Site</li> <li>• Festival du Voyageur and tours of Fort Gibraltar</li> <li>• York Factory National Historic Site and Parks Canada Visitor Centre</li> <li>• Prince of Wales National Historic Site and Parks Canada Visitor Centre</li> </ul> <p>If a field trip is not possible, most of these sites offer on-line visits or virtual tours on their websites. Visit the Social Studies website to access these and other sites at the URL listed below.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>5.3.3 e</b> BLM: Analyzing Artifacts</p>
	or	
	KI-009 KL-020 KH-032 KE-053 VI-003	<p>Using print and electronic resources, students research the operations of the North West Company and the Hudson’s Bay Company during the period of rivalry between the two companies (approximately 1780 to their amalgamation in 1820). Students locate the posts and trading routes of each company on a map of Canada, compare the organization and history of the two companies, and describe the roles of people and groups involved in the operations of each.</p> <p>TIP: Consider using a Jigsaw strategy and assigning groups different topics to research.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>5.1.2 b</b> BLM: Outline Map of Canada</p>
	(continued)	
or		
<p><b>Teacher Reflections</b></p>		

5.3.3 Life during the Fur-Trade Era (1650s – 1850s)




Assessment	Outcomes	Strategies
  Appendix A Skill 11a	KI-009 KE-053 VI-003	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using print and electronic resources, students research the roles of women in the fur-trade era, including First Nations women and early settlers (e.g., food gathering, food preparation, cleaning and preparation of furs, guides and interpreters, sewing of garments...).</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		<p><b>Apply</b></p> <p>Students create a recruitment poster for jobs in the Hudson’s Bay Company or the North West Company (e.g., HBC chief factor, company officers, servants, chief traders clerks, coureurs de bois, voyageurs or engagés, marchands-voyageurs, merchants, interpreters, trappers, fur preparer or packer, York Boat builders...). Students display their posters and interview each other for positions that interest them.</p>
		<p>or</p> <p>Students create a biographical sketch in the form of a story board, comic strip, or pictorial essay of an individual from the fur-trade era.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<p>or</p> <p><b>Teacher Reflections</b></p>		<p><i>(continued)</i></p>



5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

Assessment	Outcomes	Strategies
 	KH-032 KE-053 VI-003	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students assume the roles of members of the Hudson’s Bay Company and the North West Company and role play a re-enactment of the merger between the two companies, portraying the reasons for, and advantages and disadvantages of merging the two companies.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
	KI-009 KH-032 KE-053 VI-003	<p>Collaborative groups of students assume the roles of various members of the fur trade (e.g., Aboriginal trappers, hunters, guides or interpreters; coureurs de bois and voyageurs; company officials; company clerks and servants; company merchants; women; explorers and mapmakers...). They prepare a presentation to persuade other students in the class who they believe to have been the most important or influential people during the fur-trade era, and provide historical evidence to justify their position. Students draw conclusions as to the most important people, based on the presentations, and record their choices on an Exit Slip.</p>
or		
 	KH-032 KE-053 VI-003	<p>Students create a graphic organizer illustrating relationships between various members of the fur trade (e.g., Aboriginal trappers, hunters, guides or interpreters; coureurs de bois and voyageurs; company officials; company clerks and servants; company merchants; women; explorers and mapmakers...).</p>
or		
	KE-053 VI-003	<p>Students prepare an illustrated chart to compare and contrast the operations of the Hudson’s Bay Company and the North West Company.</p> <p> BLM: Comparison Chart: Hudson’s Bay Company and North West Company</p>
<i>(continued)</i>		
or		
<b>Teacher Reflections</b>		

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

Assessment	Outcomes	Strategies
 Appendix A Skill 4a	KI-009 KL-020 KH-032 KE-053 VI-003	<p>Apply (<i>continued</i>)</p> <p>Collaborative groups of students create a board game illustrating daily life and challenges for various groups involved in the fur trade. Students use a map of Canada as the game board and include details representing the people and events of both the Hudson’s Bay Company and the North West Company as they compete for control of the fur trade. Students exchange and demonstrate games.</p> <p>TIP: Have students look at commercial board games for ideas.</p>
or		
 Appendix A Skill 5	KI-009 KE-053 VI-003	<p>Students complete a Word Cycle to illustrate the economic relationships between various groups and events in the fur trade. Students explain their completed Word Cycles to a partner.</p> <p>TIP: Explain to students that an economy involves the exchange of goods for money, other goods, or work. It is not necessary to use complex economic concepts, but to make these concepts concrete by using the fur-trade model. Encourage students to ask themselves questions such as: <i>Who supplies the furs? In exchange for what? Who supplies the boats? Who builds the trading posts? In exchange for what? Who transports the goods? Who buys what goods?</i> In this way students are introduced to rudimentary notions of economics: market, demand, supply, distribution, financing, profit, competition. Encourage students to recognize the interdependence of all the elements of the fur trade, from the trappers and hunters, to the explorers and cartographers, to the European fur-buying public.</p>
 5.3.3 g BLM: The Fur-Trade Economy—Word Cycle		
<b>Teacher Reflections</b>		

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**Teacher Reflections**



### Learning Experience: 5.3.4 Métis Nation and Culture in the Fur-Trade Era

- KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
- KH-035 Describe events related to the origins and rise of the Métis Nation.
- KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.  
*Examples: shared technologies, cultural change, spread of disease...*
- KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.  
*Include: Selkirk and Métis settlements of the Red River.*
- KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.

#### Description of the Learning Experience

The fur trade in the northwest, based upon ongoing trading partnerships and cultural exchanges with First Nations, led to the birth and rise of the Métis nation and culture.







Students research the role of First Nations in the development of the fur trade in western and northern Canada. They explore stories related to Métis and Scottish settlement of the Red River valley and the rise of the Métis nation and culture (circa 1800 – 1870).

**Vocabulary:** intercultural contact, nation, Métis nation, semi-nomadic (See Appendix D for Vocabulary Strategies.)









#### 5.3.4 Métis Nation and Culture in the Fur-Trade Era

Assessment	Outcomes	Strategies
	KL-020	<p>Activate</p> <p>Students complete the Know and Want-to-Know columns of a KWL chart regarding the Métis Nation. Students revisit the KWL at the conclusion of the Learning Experience to complete the Learned column.</p> <p>TIP: Students studied the origins and history of the Métis people in Grade 4, Cluster 3, History of Manitoba.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-035	
	KH-036	
	KP-049	
	KE-052	
<p>Teacher Reflections</p>		<p>or</p>







5.3.4 Métis Nation and Culture in the Fur-Trade Era

Assessment	Outcomes	Strategies		
	KH-035 KH-036 KE 052	<p>Activate <i>(continued)</i></p> <p>Students brainstorm skills that European traders and explorers may have been unfamiliar with and for which they would have had to depend on First Nations or Métis people (e.g., cleaning and preparing animal hides, making traps for small animals, locating plentiful hunting areas, fishing, berry-picking, building and repairing canoes, making moccasins and clothing from animal hides, building temporary shelters when travelling, identifying portages, making snowshoes, making maps of regions unexplored by Europeans, making pemmican and drying meat...). Students discuss the importance of cultural exchange in the development of the fur trade.</p> <p>NOTE: Help students understand that many of these tasks were performed by First Nations women, making their role in the fur trade, although often relegated to the background, very important. Also note that the cultural influences were mutual, as trade goods and ideas from Europe were brought to the northwest (e.g., cloth, beads, iron tools and implements, musical instruments, Christian religious beliefs and practices...). Often, the way of life of the voyageurs involved a combination of First Nations, French, and Scottish cultures. Intermarriage with First Nations women became a customary cultural practice among many voyageurs during the fur-trade era. Traditional Métis culture reflects the same combination of influences.</p> <p style="text-align: center;">or</p>		
			KL-020 KH-035 KH-036 KP-049 KE-052	<p>Students listen to short texts written by Métis people describing the Métis nation and traditional Métis culture. Students discuss the origins of the Métis people.</p> <p> BLM: Who Are the Métis People? (2 pages)</p> <p style="text-align: center;">or</p>
			KH-035 KH-036 KP-049 KE-052	<p>Students view images of Métis art or historical sketches that portray traditional Métis lifestyles and cultural symbols (e.g., Red River Cart, Métis arrowhead, sash or ceinture fléchée, flower beadwork, bison hunt, fiddle...). Students record and discuss their observations and describe what they can learn about traditional Métis culture from observed art and artifacts.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> BLM: Stories Told by Pictures</p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p><b>Teacher Reflections</b></p>				





## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

Assessment	Outcomes	Strategies
 	KL-020 KH-036 KE-052	<p><b>Acquire</b></p> <p>Using print and electronic resources, students research the role of Aboriginal peoples in the development of the fur trade and the impact of cultural interaction during this period. Students record places of historical significance, examples of interactions, and ways in which the fur trade was dependent on the men and women of the First Nations and Métis Nation.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		or
 	KH-035 KH-036 KP-049 KE-052	<p>Students take a field trip to a local museum or historic site related to the Métis Nation and culture during the latter part of the fur-trade era. They record their observations and discuss the combination of First Nations and European influences on Métis ways of life.</p> <p>NOTE: This cluster has some chronological overlap with Cluster 4, which focuses on the growth of colonization in Canada up to Confederation. In Cluster 4, students will consider the historical significance of the Selkirk settlement and traditional Métis territories. This Learning Experience focuses more on intercultural contact, and the traditional ways of life of the Métis and the Selkirk settlers in relation to the fur trade.</p> <p>Possible field trips:</p> <ul style="list-style-type: none"> <li>• Maison Riel/Riel House National Historic Site</li> <li>• Ross House Museum: Red River Settlement</li> <li>• Seven Oaks Museum</li> </ul> <p>If a field trip is not possible, most of these sites offer online visits or virtual tours on their websites. Visit the Social Studies website to access these and other sites at the URL listed below.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		or
	KL-020 KH-035 KH-036 KP-049 KE-052	<p>Students view a video segment of CBC's <i>Canada, A People's History</i> (Episode 6 – Pathfinders 1670-1850; Segment: The Selkirk Settlers) regarding the bison hunt and the beginnings of Métis and Lord Selkirk settlements along the Red River. Students discuss examples of the conflicting priorities of the agricultural settlements and the fur trade.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		<i>(continued)</i>
		or

5.3.4 Métis Nation and Culture in the Fur-Trade Era



Assessment	Outcomes	Strategies
	KL-020 KH-035 KH-036 KP-049 KE-052	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using print and electronic resources, students research the importance of the bison hunt and the possible impact of the loss of the bison on traditional Métis culture and on the fur trade.</p> <p>TIP: Bison were the mainstay of the Métis economy during the golden age of the Métis Nation (1816-1869), but as early as the 1870s, this animal was becoming almost extinct on the prairies.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p style="text-align: center;">or</p>
	KH-035 KH-036 KE-052	<p>Using print and electronic resources, students research important symbolic and material elements of Métis culture during the fur-trade era (e.g., sash, Red River cart, pemmican, bison hunt, fiddle, York boat, canoe, traditional clothing, beadwork and handicrafts, or traditional songs and dances...). Students explain the importance of symbolic and material elements to the history of the Métis people and to the fur trade.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p style="text-align: center;">or</p>
	KL-020 KH-035 KH-036 KP-049 KE-052	<p>Students view maps of traditional Métis areas and river lot settlements along the banks of the Red, Assiniboine, and Saskatchewan rivers, and locate the following places of historical significance to the Métis Nation in western Canada in the early 1800s: Seven Oaks, Fort Douglas, Fort Gibraltar, and the Selkirk settlement. Students create appropriate symbols to indicate these places on an outline map of the Prairie provinces, and discuss ways in which each particular location may have provoked or caused conflict among the groups who lived, traded, hunted, or farmed in the area.</p> <p>NOTE: There were also Métis settlements in the Great Lakes region, Labrador, the North, and the northern United States, but this study focuses on the Prairie region.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p style="text-align: center;">  <b>5.3.4</b> BLM: Outline Map: Prairie Provinces                 </p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p><b>Teacher Reflections</b></p>		

5.3.4 Métis Nation and Culture in the Fur-Trade Era

Assessment	Outcomes	Strategies
	KL-020 KH-035 KH-036 KP-049 KE-052	<p><b>Acquire</b> <i>(continued)</i></p> <p>Using print and electronic resources, students research the sources of tension between the Selkirk settlers and the Hudson’s Bay Company, and the Métis and the Nor’Westers, culminating in the Seven Oaks battle of 1816. Students create a chart showing how the conflicting priorities of agricultural settlement and the demands of the fur trade led to conflict.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p><b>5.3.4 d</b> BLM: Conflict: Agriculture and the Fur Trade</p> <p><b>5.3.4 e</b> BLM: Conflict: Agriculture and the Fur Trade—Key</p>
		<hr/> <p><b>Apply</b></p> <p>Students create a personal journal with seasonal entries made by an imaginary member of a Métis family of “hivernants” living in the Red River Valley during the fur-trade era. The family member writes from the point of view of someone living in a log cabin in the woodlands, who participates in the annual bison hunt in June. Students read excerpts of their journals to each other.</p> <hr/> <p style="text-align: center;"><b>or</b></p>
	KH-035 KH-036 KP-049 KE-052	<p>Students role play an Aboriginal demonstrating a skill to a European fur trader (e.g., making pemmican; sewing moccasins, a traditional “capote”, or leggings; repairing a canoe; weaving a sash; cleaning and treating hides; beading...), and discuss how Europeans would have relied upon Aboriginals for survival.</p>
	KH-036 KE-052	<p>Students role play an Aboriginal demonstrating a skill to a European fur trader (e.g., making pemmican; sewing moccasins, a traditional “capote”, or leggings; repairing a canoe; weaving a sash; cleaning and treating hides; beading...), and discuss how Europeans would have relied upon Aboriginals for survival.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p style="text-align: center;"><b>or</b></p>
<p><b>Teacher Reflections</b></p>		



5.3.4 Métis Nation and Culture in the Fur-Trade Era

Assessment	Outcomes	Strategies
	KH-035 KH-036	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students write and perform a Readers' Theatre of a traditional Métis celebration (e.g., annual bison hunt) and present it to the class. TIP: Encourage students to include examples of traditional Métis fiddling, songs, or jigs as a part of the background or introduction to the performance.</p>
	or	
	KL-020 KH-035 KH-036 KP-049 KE-052	<p>Students write a personal response in their learning journals to the following prompt:</p> <p><i>The disappearance of the bison in the 1870s signalled the end of a way of life for both the First Nations of the Plains (Cree, Ojibway, Saukteaux, Assiniboine, Sioux, and Blackfoot), and the Métis.</i></p> <p>Students share their responses with the class.</p>
or		
	KH-035 KH-036 KP-049 KE-052	<p>Collaborative groups of students create an annotated collage illustrating the role of intercultural contact in the fur-trade era of Canadian history. Students include examples of conflicting priorities between groups, as well as examples of mutual assistance and cultural influence.</p>
<p><b>Teacher Reflections</b></p>		

**Cluster 3—Connecting and Reflecting**

Using their “Fur Trade” portfolio, students reflect on the lasting influences of the fur trade on the development of Canada and describe how they can demonstrate respect for Canada’s diverse natural resources.

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5.3.4 BLM: Fur Trade—Connecting and Reflecting

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**Teacher Reflections**