

CHAPTER 3

THE NORTHWEST FUR TRADE

CHAPTER 3 OVERVIEW

Chapter Focus

Students will

- focus on the expansion of the European fur trade in the Northwest through the establishment of Rupert's Land, the creation of the Hudson's Bay Company, and the British-French competition for resources and land, early French presence in the Northwest, European contact and interaction with the First Nations, and the origin of the Métis Nation
- develop an understanding of the origin and impact of European colonial expansion on the First Nations of the Northwest

Essential Question

How did First Peoples and Europeans interact in the Northwest and what were the results?

Enduring Understandings

- Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources.
- The relationship between First Nations, Inuit, and Métis peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.
- Nouvelle-France, Acadie, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 3 questions can be found following the last lesson for this chapter on page 132.

HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

While the British and French were colonizing Atlantic Canada and Québec, they first came to the West mainly as explorers and fur traders rather than as settlers. For the most part, the British entered the West through Hudson Bay and the rivers that flow into it, while the French travelled through the Great Lakes and the rivers and lakes of western Canada. The Europeans were a tiny minority of the population of the West and were dependent on First Peoples for many things, including geographic knowledge, survival skills, and the success of the fur trade. Even so, First Peoples had no resistance to many European diseases such as measles, whooping cough, and smallpox, and over the years they suffered many deaths from these and other diseases introduced by the newcomers.

In 1670, the King of England granted the Hudson's Bay Company a monopoly of trade in Rupert's Land, a vast region defined by the Hudson Bay drainage area. At first, both First Peoples and Europeans benefited from the resulting exchange of trade goods and technologies (e.g., guns, furs, metal goods, pemmican, canoes, moccasins, etc.). As a result of the fur trade, the West saw the creation of a new nation of mixed First Nations and European ancestry called the *Métis*. The *Métis* played an important role in the fur trade in the West. *Métis* men and women made pemmican, moccasins, and other supplies. They hunted and fished, and helped build and work the canoes and boats used in the fur trade. The *Métis* helped maintain the trading posts, served as guides, acted as intermediaries between First Nations hunters and trappers and European traders, and became traders in their own right. As the *Métis* population grew, fur traders increasingly chose *Métis* women as partners in marriage.

Although geographically far removed from central Canada, the events and peoples of the Northwest were inextricably linked to the French-English struggle for territorial control and to the expansion of British North America and, later, of Canada.

LESSON 1

THE RISE OF THE HUDSON'S BAY COMPANY

In this lesson students will explore the factors that led to the expansion of the European fur trade in the Northwest through the establishment of Rupert's Land, and the creation of the Hudson's Bay Company.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 3.1.1, The Rise of the Hudson's Bay Company

Create a transparency or slide of:

- BLM 3.1.1, The Rise of the Hudson's Bay Company (optional)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 76–82

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

Canada: A People's History (DVD), Canadian Broadcasting Corporation, 2003.
Episode 6: *Pathfinders 1670 to 1850*

<http://www.hbc.com/hbcheritage/learning/>

Hudson's Bay Company Learning—This is an online exhibition that houses a collection of teaching related resources, videos, images, eBooks, maps and publications. Many of the resources are free of charge.

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Hudson's Bay Company Learning eBooks—This online collection encourages teachers to download and print copies of educational resources for the enrichment of students studying the HBC. The collection varies in content and reading level.

The Other Side of the Ledger: An Indian View of the Hudson's Bay Company. National Film Board, Montreal, 1972.

Presents an articulate denial of many facets of the traditional version of Canadian history on the occasion of the Hudson's Bay Company's 300th anniversary. Narrated by George Manuel, president of the National Indian Brotherhood. Available for loan through the Instructional Resources Unit, Manitoba Education.

Ikwe. (From the *Daughters of the Country* series.) Director: Norma Bailey. National Film Board of Canada, 1986.

A historic drama set in the Canadian Northwest, 1770, about a young Anishanaabe (Ojibwe) girl, Ikwe, who marries a Scottish trader and the consequences that unfold. Available for loan through the Instructional Resources Unit, Manitoba Education. Booking #7362.

Van Kirk, Sylvia. *Many Tender Ties: Women in Fur-Trade Society 1670-1870*. J. Gordon Shillingford Publishing, September, 1998. ISBN 13: 978-0-920486-08-5. Available for loan through the Instructional Resources Unit, Manitoba Education, Call # 971.201 V35

Brown, Jennifer S. H. *Strangers in Blood: Fur Trade Company Families in Indian Country*. University of British Columbia, 1980. ISBN: 0-7748-0251-0. Available for loan through the Instructional Resources Unit, Manitoba Education, Call # 971.03 B76

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 3.1.1, The Rise of the Hudson's Bay Company
- Participating in class discussions and activities

PRIOR LEARNING

Students should draw on their understanding of First Nations ways of life before European exploration from Chapter 1. As well, students should draw on knowledge from Chapter 2 regarding the European quest for the Northwest Passage and the reasons for exploration.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Explain to students that they will begin to examine the Essential Question of Chapter 3, "How did First Peoples and Europeans interact in the Northwest and what were the results?"
2. As a class, read through the bulleted points at the top of page 77.
3. Point out the Key Terms located on page 77. Make this a classroom activity in vocabulary building by continuing to build on the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 and reinforce how to use it with the class.
4. Ask for a student volunteer to read the section "Getting Started" and the instructions and questions that follow. Ask students to respond to the questions about the paintings on page 76, and guide the class through a discussion on each question.
5. Have student volunteers read aloud the section titled "The Rise of the Hudson's Bay Company" beginning on page 78, (including "The Mighty Beaver," "The Hudson's Bay Company's Beginnings" and "On the Shores of Hudson Bay") pausing after each paragraph to ask volunteers to summarize the key points of what they have just read. Ask the class to discuss the Historical Thinking Concept questions on pages 78, 79, and 80 as they are read.
6. Provide students with copies of BLM 3.1.1, The Rise of the Hudson's Bay Company. Explain to the class that they will now be looking at some of the causes of the rise of the Hudson's Bay Company. Have students read the events in the Historic Factors column on the BLM. For

each event have students think about the idea of *cause* and *consequence*. Ask students to record the significance of the event in the Contribution to the Development of the HBC column. As a group, go through the first event together to ensure students understand how to complete the BLM.

7. With a partner, ask students to finish completing BLM 3.1.1, The Rise of the Hudson’s Bay Company.
8. When students have finished, ask volunteers to share their responses and fill this information in the appropriate chart area on the transparency or slide (if using one) or on the board.
9. Ask students to work independently and read the Profile feature “The Boy Kelsey” on page 81. Instruct students to respond to Explorations questions 1 and 2 at the bottom of the profile.
10. Assign the “Recall...Reflect...Respond” questions on page 82 for homework. At the beginning of the next class, ask volunteers to share their responses and record their answers on the board or projector if you wish.

DIFFERENTIATING INSTRUCTION

1. The number of events on BLM 3.1.1, The Rise of the Hudson’s Bay Company, can be reduced to allow students more time to analyze cause and consequence of specific events.
2. Explorations question 3 on page 81 can be assigned for additional research opportunities.

LESSON 2

EUROPEAN RIVALRIES AND THE WESTERN FUR TRADE

In this lesson students will explore the rivalries between the French and British during the fur trade.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 3.2.1, Timeline of European Rivalries in the Western Fur Trade

Create a transparency or slide of:

- BLM 3.2.1, Timeline of European Rivalries in the Western Fur Trade (optional)

Book a projector if necessary.

Assemble chart paper and markers for class.

RESOURCES

Shaping Canada, pages 83–87

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Tales from the Bay is a collection of histories in comic book format. These could be used as exemplars for students to format their work for this lesson assignment.

http://www.newworldencyclopedia.org/entry/Treaty_of_Utrecht

Information and details about the Treaty of Utrecht, 1713.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 3.2.1, Timeline of European Rivalries in the Western Fur Trade
- Participating in class discussions and activities

PRIOR LEARNING

Students should have prior knowledge of the concept of colonialism and the struggle for the North American continent between the French and British.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by asking students to recall and reflect on what they learned about French-British rivalry in North America in Chapter 2. Students may respond with such aspects of the rivalry as: the Treaty of Utrecht, the Seven Years War, the Battle of the Plains of Abraham, the Conquest of Québec, the Articles of Capitulation, and the Treaty of Paris.
2. As a class, ask students to review their notes and make a small, rough timeline on the board or projector of the events they discussed above. They may want to refer to the Cluster 1 timeline on page 16 of *Shaping Canada*.
3. Once the rough timeline is completed, explain to students that during this same time period, the British and French were competing for control of the fur trade in North America, and they will be learning about this struggle for control. To get students thinking about European attitudes toward North America, ask the “Let’s Discuss” question on page 84. You may want to look at the specific terms of the Treaty of Utrecht which can be found on the web site listed in the “Additional Resources” section of this lesson.
4. As a class, read the introductory paragraph on page 83. Explain to students that they will be creating their own timeline of the French-British rivalry and the fur trade.
5. Instruct students to form groups of four. Have one student from each group collect a piece of chart paper and marker.
6. Explain to students that they are going to make a detailed timeline of the events of the European rivalries during the fur trade in North America.
7. Explain that each student in the group will be responsible for reading one page of this section:
 - Student 1 – page 83 (The French-British Rivalry: Part One)
 - Student 2 – page 84 (The Battle for the Bay)
 - Student 3 – page 85 (The French-British Rivalry: Part Two)
 - Student 4 – page 86 (Trade Pushes Inland Expansion)
8. Each student should make point-form notes of their section. They will need to provide a synopsis of their section to their group, and provide significant dates that should be included on the timeline. Ensure that students take time to look at the figures in their related sections, such as Figure 3–10, “The French Expansion Inland, 1740-1751” (page 85), and Figure 3–12, “Volume of Furs in the Fur Trade c. 1755” (page 86). In Figure 3–10, students should note the number of French fur trading posts in comparison to the British posts, and in Figure 3–12, students should see the large number of French fur production posts in the Great Lakes Region. Take time to explain the movement of furs and the trade volume from each post (the width of the arrow increases as the volume of furs being shipped increases).
9. When the students in each group have completed their individual readings and have made notes, have the number 1s start the discussion by explaining their section. Then move to the number 2s, 3s, and 4s.

10. Once completed, have the group designate one recorder to begin making the rough timeline on the chart paper. Students need to work cooperatively to ensure the dates are in chronological order and that a clear explanation of the significance of the date is provided.
11. When each group has completed their timelines on the chart paper, have them tape the charts on a wall, side-by-side.
12. As a class, go through the charts to ensure that all significant dates are accounted for and that information is correct.
13. Distribute BLM 3.2.1, *Timeline of European Rivalries in the Western Fur Trade* to each student.
14. Instruct each student to create their own copy of the timeline, using the charts on the wall as references.
15. When students are finished, draw their attention to the Historical Thinking Concept questions on pages 83, 84, and 85, and lead a class discussion on these questions.
16. If time permits, or for homework, assign “Recall...Reflect...Respond” questions 1 and 2, and the Evidence feature, “An Account of Life on Hudson Bay” (including question 1 and possibly 2 as an extension question) on page 87. At the beginning of the next class, ask volunteers to share their responses and record their answers on the board or projector if you wish.

DIFFERENTIATING INSTRUCTION

1. Instead of having groups complete the readings for the timeline assignment, you may wish to do this as a whole class activity, with volunteers reading paragraphs from the book aloud. As the relevant events are described in the text, record them on the board or projector, and then chronologically organize them into a timeline.

LESSON 3

FIRST NATIONS' ROLES IN THE WESTERN FUR TRADE

In this lesson students will explore the roles of First Nations people in the fur trade.

ESTIMATED TIME: 210 minutes

GETTING READY

Photocopy blackline master.

- BLM 3.3.2, Concept map of First Nations' Roles in the Western Fur Trade (blank). It may be best to copy BLM 3.3.2 onto a larger format paper. Copying onto an 11 x 17 size paper would be optimal.

Create transparency or slide of:

- BLM 3.3.1, Concept map of First Nations' Roles in the Western Fur Trade (completed)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 88–93

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Tales from the Bay is a collection of histories in comic book format. See the title *Thanadelthur*. This could be used as reading for those interested in this topic or for struggling readers.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 3.3.2, Concept map of First Nations' Roles in the Western Fur Trade
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw and build upon their knowledge about First Nations' roles in the fur trade from Chapter 2.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Ask students to brainstorm possible roles that First Nations peoples may have held in the Western fur trade. They may need to refer back to their notes or books from Chapter 2. As students make suggestions, record them on the board or projector.
2. Let students know that in this lesson, they will be looking at how the First Nations peoples played an important role in the development of the fur trade. Instruct students to open *Shaping Canada* to page 88, and ask for a volunteer to read the paragraph under the heading “First Nations’ Role in the Western Fur Trade.” Ask a student volunteer to summarize the paragraph.
3. Instruct students to individually read the paragraphs under the headings “What Roles Did First Nations Play in the Hudson’s Bay Company Fur Trade?” and “First Nations Women’s Roles in the Fur Trade.” (Explain that they will return to the section “The Custom of the Country” in the next part of the lesson). As they read pages 88 and 90, have them make a list in their notebook of the specific roles that First Nations people played during the Western fur trade.
4. When students have finished their reading and note-taking, have them join with a partner to exchange findings. Encourage students to seek out points that they may have missed.
5. Complete a class debriefing and record all the roles of First Nations peoples in the Western fur trade on the board or projector. Answer any questions that students may have. At this point, you may also wish to draw the class’s attention to the Historical Concept Thinking questions on pages 88, 89, and 90, and lead a class discussion through each question.
6. Distribute the large format copy of BLM 3.3.2, Concept map of First Nations’ Roles in the Western Fur Trade (on 11 x 17 paper). Explain to students that they are going to create a concept map about the roles of First Nations peoples in the fur trade (see page 25 in this Teacher’s Resource for an explanation of a concept map).
7. On BLM 3.3.2, Concept map of First Nations’ Roles in the Western Fur Trade, explain that the central concept (the roles of the First Nations peoples) has been filled in the centre block for them. Next have students build secondary topics from the central point. These items should be taken from their notebook lists or those terms on the board. Students should use such primary roles as: middlemen, wives of traders, and workers for traders.
8. Once students have established the primary roles of First Nations peoples in the fur trade, then ask them to explore further into those roles to give specific jobs that may have been completed for each role. If students are having difficulty, work through one of the roles together. You may wish to show part of BLM 3.3.1, Concept Map of First Nations’ Roles in the Western Fur Trade (completed version) on the projector to help them understand the task.
9. Ask students to complete the concept map with a partner. Once the class is finished, ensure students have correct answers through class discussion using BLM 3.3.1, Concept Map of First Nations’ Roles in the Western Fur Trade (completed version) on the projector to allow students to write down any information they missed.

10. To finish the class, ask students if anyone knows how pemmican is made. The ingredients are listed on page 90. If they are interested in making a modern-day version, show this recipe on the projector:

PEMMICAN

4 cups dried meat (use deer, moose, caribou, or beef, but not pork. Depending on how lean the meat is, it can take 0.5 to 1.0 kilograms of meat to make 1 cup of dried meat.)

3 cups dried fruit mix (use currants, dates, apricots, dried apples)

2 cups rendered fat (use only beef fat)

Unsalted nuts (optional), ground

1 tsp honey

1. Double grind the raw meat until it is as fine as possible. Spread meat very thinly on cookie sheets and dry in oven at 180°C overnight or until crispy.
2. Regrind the dried meat until it is almost a powder.
3. Cut beef fat into chunks and place into a pot. Place over medium heat until it becomes liquid.
4. Combine dried meat, berries, unsalted nuts, and honey into a bowl and add fat.
5. Mix ingredients with hands. Form into small bars and wrap individually. Pemmican can last months without refrigeration.

Remind students that this recipe has been altered for modern-day preparation. Traditional methods of drying meat would have taken days over a fire. Berries and currants would have been the main fruit that was added as First Nations peoples would have had to use what was regionally available. Dates, apricots, and even apples would not have been available for them to use.

11. For homework, have students read the Profile feature, “Thanadelthur” on page 91 and answer the Explorations questions.

Part II – Outcomes of the Fur Trade: Métis Peoples

12. Begin the class by writing the following question on the board, “What groups make up Canada’s Indigenous population?” You may need to go over the meaning of *indigenous* with the students. Students should respond with: First Nations, Métis, and Inuit peoples. Ask the question, “Who are the Métis?” Depending on prior learning, students may be familiar with the fact that the Métis people and culture emerged from the union between French fur traders and First Nations women. After 1870, the word *Métis* also began to include individuals of British/First Nations descent. (See page 148 in Chapter 5 of the student book for more details on the use of word *Métis*.)
13. Explain that they are going to be introduced to the origin of the Métis people, as it will give them the background knowledge they need for later lessons on the Métis and their role in Canada’s history.
14. Ask students to open their books to page 89 and draw their attention to Figure 3–15. Without reading the caption have students look at the painting and speculate on why French fur traders might have wanted to marry First Nations women. Responses could include that fur traders were lonely, First Nations women’s skills could help them survive, or that a marriage could help them in trading furs as it would help establish alliances. Ask, “What might be some reasons that a First Nations woman might want to enter into a marriage with a European trader?” Responses may include that the marriage could offer better trading opportunities for her community, or the possibility of adventure.

15. As a class, read the section, “The Custom of the Country.” Have volunteers provide a synopsis of the information after each paragraph. In discussing the formal process of the “custom of the country” you may want to provide some additional information about the meaning. “Custom of the country” became known as “country marriages” that were often based on the mutual consent of both partners to enter into marriage (from French tradition), and they could be dissolved anytime by the agreement of both partners (from First Nations tradition). It should be noted that country marriage rites varied with the First Nations peoples involved, and were not a uniform custom.
16. After reading, draw students’ attention to the Historical Thinking Concept question on page 89 and discuss as a class.
17. Have students make point-form notes about this section in their notebooks.
18. To finish up, return to Figure 3–15 and read the caption. As a class, answer the questions about the painting. Remind the class again that this is only a brief introduction to the Métis and that they will be learning about the Métis Nation throughout the rest of the course.

Part III - Outcomes of the Fur Trade: Problems

19. Explain to the class that while the development of the fur trade led to many positive outcomes such as the emergence of the Métis people, it also brought many problems to First Nations peoples. Building on their knowledge from Chapter 2, ask students, “What kind of problems might have occurred with the growth of the fur trade that affected First Nations peoples?” Students may remember that Europeans brought disease to First Nations peoples whose systems did not have any immunity to fight against them. They may also volunteer such responses as: competition may have turned some First Nations against each other, that trade introduced guns and other weapons to certain groups, and that Europeans and First Nations had different worldviews on many things such as trade and customs.
20. Turn to page 92 in the book and as a class read, “Fur-trade Problems in the West.”
21. After reading, draw students’ attention to Figures 3–17, “Trade Goods at York Factory” and 3–18, “Shifting Territories during the Fur Trade, 1670–1780”, and answer the questions relating to each figure.
22. Have students turn to the Viewpoints on History feature “Partners in the Fur Trade” on page 93 in the book. Read the introduction together.
23. Divide the class into four groups. Assign one viewpoint per group. Each group should read the viewpoint and then answer the Exploration questions. Assign a representative and a note-taker in each group. Allow the groups ten minutes to discuss the questions.
24. Have each group read their viewpoint aloud to the class, and then present their answers to the Exploration questions. Summarize some of the common points the groups may have made about problems with First Nations viewpoints told through European words.
25. Assign the “Recall...Reflect...Respond” questions on page 92. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. Students who have trouble with the concept map may choose to just take notes about the different roles of First Nations people in the fur trade.
2. Join with a food economics class to prepare pemmican.

LESSON 4

COMPETITION AND EXPLORATION

In this lesson students will explore the competition that took place between the Hudson's Bay Company and the North West Company.

ESTIMATED TIME: 70 minutes

GETTING READY

Create transparencies of Figure 3–19, “Major Fur-Trade Routes, 1760–1773” (page 94), Figure 3–23, “Major Fur-Trade Routes, 1774–1789” (page 96), and Figure 3–25, “Exploring the Northwest, 1778–1812” (page 98). Alternatively, you may choose to have students turn to these pages in the book.

Book a projector if necessary.

Assemble chart paper and markers for class.

RESOURCES

Shaping Canada, pages 94–97

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.hbc.com/hbcheritage/history/business/other/article.asp?article=16>

The HBC web site provides a history of the alcohol trade during the fur trade. This could be analysed in a critical nature to see what the HBC presents with regards to this controversial point within its history.

<http://www.hbc.com/hbcheritage/learning/map/>

Animated thematic maps can be found on the HBC heritage site. Tracks the various developmental points in the history of the HBC.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Participating in class discussions and activities

PRIOR LEARNING

Students at this point should understand the nature and roles of individuals within the fur trade.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. At the start of class, ask the question, “How do you think the fur trade was related to exploring the Northwest?” Allow students some time to speculate on this question before sharing responses.
2. On the projector, show each map (Figure 3–19, Figure 3–23, and Figure 3–25) and ask students to hypothesize on how the establishment of fur-trade forts and posts reflect the exploration routes of the same time period. Allow students time to see how the demand for more furs drove traders and explorers to push further Northwest.
3. Explain to the class that over the next two days they will be learning about how the growth of competition in the fur trade led to the exploration of much of present-day Canada.
4. Instruct students to turn to page 94 in *Shaping Canada*, and ask for a volunteer to read the section under “Competition and Exploration” on that page.
5. Using a think-pair-share strategy, ask students to answer the Historical Thinking Concept question on page 94. Ask pairs to volunteer their answers.
6. Instruct students to turn to page 96 in the book. Have students individually read “Competition Heats Up” on page 96 and the top of page 97.
7. Have students create a mind map in their notebooks on why the North West Company was able to compete so well with the Hudson’s Bay Company. Their web should include such factors as:
 - more than 2000 guides, interpreters, and voyageurs
 - face-to-face contact with First Nations people in the Northwest
 - bold and aggressive approach to obtaining furs
 - refused to recognize the HBC’s monopoly of Rupert’s Land
 - always built trading posts and forts before the HBC in new territory
8. When they have completed their webs and any questions have been answered, have students form groups of four or five. Have one student from each group collect a piece of chart paper and a marker.
9. Instruct each group to read the Cause and Consequence feature “The York Boat Overtakes the Canoe” on page 95.
10. Have each group answer Explorations question 1. Remind groups that this is a cause and consequence activity so their web should reflect this relationship. Groups may want to complete a rough copy before putting it on the chart paper.
11. When the class is finished, have each group share their answer to Explorations question 2 by explaining their web and how it shows why the Saskatchewan River Ininew’s position in the fur trade declined.

DIFFERENTIATING INSTRUCTION

1. You may choose to complete the mind map activity in step 7 as a whole class.

LESSON 5

EXPLORING THE WEST

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 3.5.1, Exploring the West

Create a transparency or slide of:

- BLM 3.5.1, Exploring the West (optional)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 97–103

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 3.5.1, Exploring the West
- Participating in class discussions and activities

PRIOR LEARNING

Students may not have any prior knowledge of the explorers to be discussed.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Discuss with students that they are going to continue learning about the fur trade and the exploration of the Northwest.
2. Distribute BLM 3.5.1, Exploring the West, to students.
3. In pairs, have students read the section, "Exploring the West" on pages 97–98. As they read, have pairs fill in the chart that asks for information on the areas explored and the accomplishments of each explorer.
4. When students are finished, ask volunteers to share their answers, and write them down on the transparency or slide to ensure all students obtain the necessary information.

5. As a class, read the Considering the Ethical Dimensions of History feature, “Alcohol and the Fur Trade” on page 99. After reading, ask students to respond to Explorations question 1. If time permits, have students form small groups to answer Explorations question 2.
6. For the remainder of the class, have students read pages 100–101, and answer the “Recall... Reflect...Respond” questions and the Explorations for the History in Action feature, “The HBC Logo.”

DIFFERENTIATING INSTRUCTION

1. You may wish students to work in pairs for the Chapter Review activities.

CHAPTER 3 QUESTIONS AND ACTIVITIES (PAGES 102 AND 103)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

STEPS TO YOUR CHALLENGE (page 103)

Direct students' attention back to the Cluster One Challenge they were introduced to on page 17 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. In the Challenge, groups of four to five students were arranged when they were introduced to the Cluster Challenge; have each Challenge group read the Steps To Your Challenge on page 103, and complete the necessary work to fulfill this stage of the challenge and finish the project.

POSSIBLE RESPONSES TO CHAPTER 3 QUESTIONS

Page 78

HTC Cause and Consequence

Students' answers will vary, but may include issues surrounding contact such as: economic benefits, trading or sharing of technology, cultural adaptations to the geographic setting and environment, as well as alliance systems. They may also present the critical aspects associated with dependence, encroachments upon cultural practices and territory, and the establishment of mistrust.

Page 79

HTC Historical Perspective

Answers will vary, but may include elements such as portraying Radisson and Groseilliers as scoundrels who abandoned France and took up with the English enemy. The ultimate consideration would be to avoid offending the King after his refusal to sponsor the company.

Page 80**HTC Cause and Consequence**

Students' responses will vary, but may focus on the aspect that this land grant would cause territorial disputes between the European powers of the time who claimed jurisdiction over the land (namely Britain and France). The main issue would be that this land was occupied by thousands of First Nations peoples.

Page 81**Profile: The Boy Kelsey**

1. There are many points students may identify, but they should explain that Kelsey would have been offered money, the chance to be in charge of his own destiny, and the opportunities for freedom and adventure. The experiences offered by the HBC may have seemed exciting for a poor orphan.
2. Answers will vary. The evidence might suggest that Kelsey was respectful of the cultural values and integrity of the First Nations people whom he encountered. By documenting their language he valued their role and involvement in the fur trade.
3. Answers will vary. Kelsey advocated for peace between the warring First Nations groups. He would have found value in establishing a successful balance of power in the regions in which he existed, explored and conducted business.

Page 82**Recall...Reflect...Respond**

1. By taking part in First Nations styles of trading ceremonies, the HBC could use this to solidify the trading relationships with First Nations groups.
2. There are several elements of the HBC's charter that could shape the years that followed. The fundamental purpose of the document was both economic and political. The charter fortified Britain's imperialistic pursuits within the region. The Royal Charter incorporated the HBC and granted a method of trade and expansion. It set out the framework for how the company would be governed (by a Committee of seven, with a Governor as head and a Deputy Governor), thus presenting a new authority in the land. A primary charge of the charter was the company's obligations for exploration (for the Northwest Passage), resource exploitation, and trade.

Page 83**HTC Cause and Consequence**

Answers will vary but could include: offering European goods, travelling to meet First Nations traders instead of having them come to the forts or posts. The competition would allow for a First Nations trader to barter and accept the best offer. Students may also speculate that the growing amount of European goods would have a negative effect on First Nations, including dependence.

Page 84**HTC Historical Perspective**

With being able to break free from the ice, and also managing to survive being surrounded by British ships, d'Iberville's own men on the ship may have believed that he was an exceptional officer. Officers of French birth may have disagreed with d'Iberville receiving the order of Saint-Louis as he was Canadian-born.

Page 85

HTC Cause and Consequence

Students answers will vary, but they should recognize that La Vérendrye's drive for exploration rested upon his desire to explore, expand the French colony, and to increase its commerce. Unintended consequences could be the long history of French culture in the West that started with La Vérendrye's building of the French fur-trading posts.

Page 86

Recall...Reflect...Respond

1. Students may take a perspective that the decision to hire a convicted smuggler might offer some advantages such as they might possess qualities and characteristics that would allow for craftiness and cunning in specific situations.
2. The fur trade became an extension of the active war between France and England. There were dealings between the companies that were violent, deceptive, and vindictive. In the fur trade this resulted in alliance systems and trade networks. It also drove prices of furs up as both sides were eager to do anything to obtain more furs.

Page 87

Using Primary-Source Evidence: An Account of Life on Hudson Bay

1. By examining the structure and labels it is clear the main concerns in the construction of the forts was defence and presence. The construction of such an impressive fort would have indicated their belief that they controlled that part of the territory.
2. Robson's criticism of the HBC would draw attention and make the company look weak in the eyes of other competitors who sought to strengthen their presence in the region. Company investors would feel unconfident about the capacity of the organization.

Page 88

HTC Continuity and Change

The home guard and their families who lived near the HBC forts would face cultural changes due to the regularity of their interactions with the HBC and the Europeans working for the company. Language might have been affected the most as the use of new words and terms would add a new dynamic to their language. They may also have experienced some changes in dress, and ideas about education. Cultures may have remained the same for hunting procedures and perhaps food preparation.

Page 89

HTC Historical Perspective

The French officials were surprised most likely due to some degree of Eurocentrism. It would have seemed strange to them that the young men would give up traditional French life for a style of life that was considered uncivilized. Their surprise indicates feelings of superiority over First Nations people.

Page 90

HTC Historical Perspective

Practice	Benefit	Drawback
First Nation wives accompanying their husbands to Britain	<ul style="list-style-type: none"> • Maintaining the relationship • Some may have wanted to experience a new culture and a different part of the world 	<ul style="list-style-type: none"> • Leaving the home community and their culture and traditions • Experiencing racism and a foreign world
Husbands returning to Britain alone, leaving First Nation wives with their communities	<ul style="list-style-type: none"> • She may have been better able to receive care by an extended family member or friend • Continuation of customs and traditions 	<ul style="list-style-type: none"> • It would end the relationship

Page 91

Profile: Thanadelthur

1. Thanadelthur's efforts for peace resulted in better relations between the Dene and Ininev peoples. It also resulted in the establishment of a fort at present-day Churchill.
2. Answers will vary depending on the primary and secondary sources students examine.

Page 92

Recall...Reflect...Respond

1. With the westward expansion of traders, First Nation groups who had their populations affected by disease would have had to adjust in ways to effectively care for themselves. Their cultures would have stayed the same with language, styles of living from the land (hunting and gathering), and social traditions of governance and celebrations.
2. Some changes were historically significant as many HBC men married First Nation women. This created a new nation: the Métis. This legacy is significant for future development of the history of Western Canada.

Page 93

Viewpoints on History: Partners in the Fur Trade

1. Answers will vary depending on the statement.
2. Problems with this type of evidence may include that certain words or phrases cannot be easily translated from First Nations languages into European languages. Therefore, the meanings may not accurately reflect what was actually spoken.

Page 94

HTC Continuity and Change

As the fur trade became a free-for-all after the Treaty of Paris, the French fur traders would have had a new capacity to work for their own best interest. Certain aspects would remain constant such as the actual trading with First Nations and forging new trading partnerships.

Page 95

Analyzing Cause and Consequence: The York Boat Overtakes the Canoe

1. The web should contain a central hub with a label that reads, “Causes of the Decline in the Saskatchewan River Ininew’s Position in the Fur Trade.” Radiating from each spoke of the web should be a box with one of the following points per box:
 - Technological change (the development of the York Boat)
 - Adaptation to the physical terrain (portage methods developed which supported the York Boat movement)
 - The York Boat was more suited to a route of travel that bypassed the Ininew people and diminished their role in the fur trade
2. Student responses will vary but should include consideration of: the technological change and adaptation to geography done by the HBC, the economic approach of the HBC, and the economic detriment to the Ininew people.

Page 98

HTC Historical Significance

The significance of the maps rests on the idea that after 300 years of intensive European exploration a map of what would become Canada began to emerge. This knowledge represents the efforts of many explorers and the First Nations and Métis peoples who helped them reach their goals.

Page 99

Considering the Ethical Dimensions of History: Alcohol and the Fur Trade

1. At first it might appear that the HBC employee was acting on ethical reasons. However, the question must be raised on whether the comment was made in HBC self-interest by this specific person to thwart the NWC. Were his motives morally driven?
2. Student responses and examples will vary. Students may touch upon the fact that destructive practices are often done for short-term profits. Students may suggest such modern-day examples as the oil sands in Alberta.

Page 100

Recall...Reflect...Respond

1. The fall of Nouvelle-France affected many people in the Northwest, mainly First Nations groups.
2. Both Métis and Country-born cultures stayed the same in that their cultures continued to reflect both First Nations and European influences. They also experienced change in that they began to form in home guard communities and settlements emerged.

Page 101**History in Action: The HBC Logo**

1. Students may refer to the presence of natural elements and wildlife in the coat of arms. The coat of arms also reflects Britain and the Crown. The animals indicate the importance of the fur trade. The HBC motto, *Pro Pelle Cutum* [Latin for “a skin for a skin”] indicates the ties to the fur trade.
2. The last logo shows a modern compilation of the older logos. It incorporates the coloured ribbon design of the traditional Bay blanket, the coat of arms and uses a commemorative date.

Pages 102-103**Chapter 3 Questions and Activities**

1. Students’ responses will vary, depending on what form they choose to organize their information. Details that should be included in their responses are:
 - Established trading relationships
 - Established alliances
 - The Europeans depended on assistance from First Nations peoples for survival and in exploration
 - The Europeans sometimes changed the way First Nations peoples lived, by religious influences and conversions, the introduction of European goods, and creation of the economy of the fur trade
 - In some cases, European men married First Nations women and took on many of their customs. This also resulted in the birth of a new nation—the Métis.
2. Students’ answers will vary widely, as they come across primary and secondary sources in their work. Whatever results from the research, they should offer relevant details to support their speculations.
3. Student answers for this activity will vary according to the perspective they choose. Research into the perspectives of Ininew or HBC traders will give students more background knowledge from which to create their account. Ensure that accounts take into consideration the questions that are listed on page 102.
4. Answers will vary according to the monuments they research. Be certain to set criteria with the students for what is expected in the travel guide.
5. a) Bannock came to be a staple of First Nations’ diets as increasing contact with Europeans introduced them to new foods. It represents both continuity and change as it was a new food that was introduced to First Nations, but it has remained a popular food with First Nations even today.
b) The bannock at the Kikiwak Inn is an example of acculturation by adapting different ingredients into the bannock such as garlic and cheese.
c) Flour, baking powder, salt, and sweetener would have been acquired through trade. Lard and water would not have been acquired through trade.

