

Ontario Grade 5 Social Studies

STRAND A: HERITAGE & IDENTITY

INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713



PART 4: THE FUR TRADE



NOTE

In 2018 the **Ontario Ministry of Education** published a revised social studies curriculum document, which changed some of the language terms from the 2018 curriculum. Particular attention was paid to the recommendations of the Truth and Reconciliation Commission. For example:

- “First Nations” was replaced by “Indigenous Peoples” when appropriate.
- The time period “in New France and early Canada” was replaced by “Prior to 1713, in what would eventually become Canada”.
- More attention has been paid to Métis and Inuit issues.
- This Coach’s Corner resource was revised in 2018, and again in April of 2020, reflecting the recommendations of the Truth and Reconciliation Commission report. **I STRONGLY recommend that teachers contact the “Indigenous Liaison” teacher in their school boards as they teach this social studies strand.** These teachers can provide support for you AND help you make contact with local Indigenous people who may be able to visit your classroom to help clarify concepts or explain the meanings behind cultural items such as dreamcatchers or wampum belts. If you are unsure of an activity or assignment, please contact your Indigenous Liaison, as they are a fabulous source of information for you!

As I update my units for this social studies strand, I will be ensuring that the proper terminology is used. In the following curriculum chart, I have omitted the phrase “prior to 1713, in what would eventually become Canada” in order to fit everything on one page.

Please check back to your “My Purchases” section of your TPT account to ensure you are using the most recent revision of this social studies resource, as I will be updating it regularly!

Interactions of Indigenous Peoples and Europeans Prior to 1713:

The Fur Trade

Lesson #	Lesson/Resource	Time Period	Page Number
1	Making Decisions in the New World	1	6
2	Positive & Negative Consequences of the Fur Trade	1	11
3	Relationships in the Fur Trade	1-2	14
4	Struggle for the Fur Trade	1	21
5	Chat Stations: Baymen vs Voyageurs	1	19
6	The Great Peace of Montreal	1	39
	Bonus Section: <ul style="list-style-type: none">• Residential Schools• Modern Day Issues		42
	Let's Debate Unit	4	50

Note: Part 4 of this unit is focused on the mechanics and relationships of the early fur trade. Students learn about how the English and French fur trading practices differed from each other, and how different First Nations groups aligned themselves with either European fur trading group.

While you can teach every lesson as it is presented in this resource, please feel free to use only the ones you fell are best suited to your individual classroom and students!

There are two extra sections at the end of the lessons:

1. Bonus Section: Students texts and relevant links for residential schools and modern day issues
2. Let's Debate: a 4-day debate unit that could be used as a culminating Strand A activity.



Complete 3-Part Lesson Plans

Lesson 1: Making Choices in the New World

Ontario Grade 5 Social Studies Expectations, Strand A

1.1, 1.2, 2.2, 2.4, 2.5, 2.6, 3.5

Time

Period:

1 period

Materials Required

- Chart paper & markers
- Living with Mom or Dad pro/con example – Optional
- Optional Videos: Voyageurs: <https://www.cbc.ca/player/play/903983171527>
- Les Filles du Roi: <https://www.cbc.ca/player/play/903983171527>
- Young Men/Ladies student templates

Lesson 3: Relationships in the Fur Trade

Ontario Grade 5 Social Studies Expectations, Strand A

1.2, 1.3, 2.2, 3.1, 3.2

Time

Period:

1-2 periods

Materials Required

- Online Video: The Fur Trade Part 1 (Indigenous Canada/University of Alberta)
- Relationships
- Indigenous R
- Fur Trade Rel

Lesson 4: Struggle for the Fur Trade

Ontario Grade 5 Social Studies Expectations, Strand A

3.3

Time

Period:

1 period

Materials Required

- Crumple and Shoot Games 1 and 2 Questions with Answers
- Student texts: The Struggle for the Fur Trade, The Heartland, and Hudson Bay
- Scrap paper (about 1/4 of letter size paper)

Getting Started

This lesson involves the game "Crumple and Shoot"; you can learn more about it in this video: [Crumple and Shoot](#). You will be playing it twice: first, to review some recently taught information in social studies, and then again after students read today's texts. (Click [here](#) for pdf instructions.)

- Put students in groups of 3 or 4 students.
- Play Game 1, simply to introduce students to the game structure.

Working On It

- Explain that you will be playing a new round of Crumple and Shoot after students have read more about the early fur trade.
- Keep students in their groups from Game 1, and distribute a set of student texts to each group.
- Make sure that students understand that all of the questions for Game 2 of Crumple and Shoot have been taken from the new texts.
- Allow students 15 minutes to read/study the texts, and then play Game 2!

Reflecting & Connecting

Ask students to consider the question "What caused conflict in the early fur trade?"

Students should be able to identify that:

- France and England were competing for land AND for access to furs.
- Indigenous Peoples were in conflict over who had control over the best access to plentiful furs.



Chat Stations to Engage Learners:

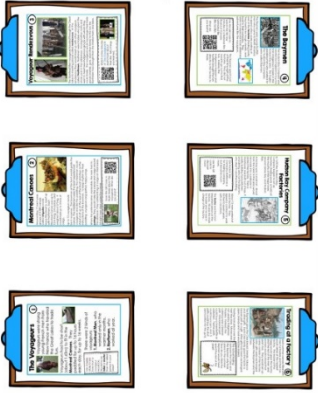
Students rotate through 6 “stations”, recording their thoughts & questions

Lesson 5

Chat Stations:

Baymen Vs Voyageurs

Place “Chat Stations” throughout the room and have groups rotate through to discuss key points.



Chat Station - Teacher Notes

- | | |
|---|---|
| <p>1 The Voyageurs</p> <ul style="list-style-type: none"> The height of the average voyageur is 5'4"; you may have a student or two already that height. Montreal Men traveled from Montreal to various points to meet up with the Northmen. The Northmen gave the furs they had traded with Indigenous Peoples to the Montreal Men. The Montreal men gave them goods to use for trading. | <p>2 Montreal Canoes</p> <ul style="list-style-type: none"> The Montreal Canoes were too large to travel the narrow waterway that the Northmen traveled in to meet Indigenous Peoples. Northmen used smaller <i>canots du nord</i> (or North Canoes) that were powered by 3 men. The canoes could be as long as 5 km. |
| <p>3 Voyageur Rendezvous</p> <ul style="list-style-type: none"> The biggest difference between the voyageurs and the baymen is that the voyageurs went into the land to meet up with Indigenous Peoples, whereas the HBC expected the Indigenous Peoples to travel to them at their factories (trading posts). | <p>4 The Baymen</p> <ul style="list-style-type: none"> The baymen came from the Orkney Islands of the northern tip of Scotland. All Baymen had some education, as they kept detailed records of the fur business. Some “men” were apprentices as young as eleven or twelve! Some Baymen were tradesmen: cooks, carpenters and storemen. |
| <p>5 Hudson Bay Company Factories</p> <ul style="list-style-type: none"> Students might be intrigued to learn that the HBC eventually turned into a large department store chain! Once a year England sent a ship to drop off all the food for the factory for the whole year, and to pick up the furs. The ship also delivered items such as soap, candles, paper, and alcohol. | <p>6 Trading at a Factory</p> <ul style="list-style-type: none"> A new Indigenous leader was elected each spring for the trip to the factory. The ceremonies that began and ended each trading trip were seen as a sign of respect to both parties. After trading season Baymen kept busy counting, sorting & packing the furs, writing reports, and chopping the immense amount of wood needed to keep warm in winter. |

The Voyageurs



Voyageurs were strong young French men from New France who traveled the Great Lakes to trade furs.

Voyageurs had to be short (about 1.63m) to fit in the **Montreal Canoes**. They paddled for up to 16 hours each day, for up to 16 weeks.



Use 2 metre sticks to see how short a voyageur would be. Would he be **taller or shorter** than the tallest person in your class?

There were 2 kinds of voyageurs:

- 1. Montreal Men**, who worked only in the warmer months.
- 2. Northmen**, who worked all year.

Indigenous Relationships in the Fur Trade

Wendat	Haudenosaunee	Cree
<ul style="list-style-type: none"> Greatest trading nation in eastern North America. Lived in a central location by Georgian Bay. Traveled far north to trade with Odawa, Anishinaabe, and Cree neighbours. In southern Ontario, they were allies with the Tobacco, Neutral, Wenro and Erie Nations. Samuel de Champlain became an ally of the Wendat Confederacy, and began the early fur trade. The Wendat became "middlemen"; they collected furs from their Indigenous neighbours and delivered them to the French. Champlain supported the Wendat in their war with the Haudenosaunee Confederacy. The alliance between the French and the Wendat led to a 90 year war between New France and the Haudenosaunee. Wendat became very ill from smallpox brought by Europeans. 	<ul style="list-style-type: none"> Greatest military power of any Indigenous Nation. Became allies and trading partners with the English. They traded furs for guns. Wanted to control the fur trade, and attacked their main competition, the Wendat. When Wendat were destroyed by illness, any survivors became part of the Haudenosaunee. Haudenosaunee became much larger and defeated other First Nations. Often raided French communities and killed settlers. Were destroying fur trade by attacking fur canoes travelling to Montreal. Were attacked by the French and their allies. In 1696 the Haudenosaunee were driven out of southern Ontario. Became exhausted by constant war and smallpox. Signed the Great Peace of Montreal in 1701. 	<ul style="list-style-type: none"> Lived around Hudson Bay and James Bay. In 1679 England discovered a rich source of furs in this area and created the Hudson Bay Company (HBC). The English king declared that England owned all of the land in the area, and called the area Prince Rupert's Land. The local Cree controlled the local fur trade with the HBC. Cree would travel far up the large rivers to gather furs. In spring Cree would travel down river to the trading posts which were set up at the mouths of the big rivers. Each band of Cree had reaching a treaty with each of the factories (trading posts). Were allies with the Anishinaabe and Odawa Nations. Cree were middlemen of the fur trade between the English, the French and other Indigenous Peoples. They stayed focused on trade in the northern part of the fur trade.

(c) Coach's Corner

18

Hudson Bay



Acadia

(c) Coach's Corner

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Student Texts



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In 1700 England was making new colonies and trading partners all over the world. In 1644 they began trading in North America. English traders made several trading posts here the Haudenosaunee had. English gave Haudenosaunee guns. The guns allowed the Haudenosaunee to take over the hunting lands, and attack their enemies, the French. England created the Hudson Bay Company trading posts. The Cree and Haudenosaunee could bring furs to trading posts in spring & summer.

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17

Indigenous Issues in Modern Day Canada

Having survived programs of assimilation and discrimination by the federal and provincial governments, the Indigenous peoples began to fight for their rights. Over time, they demanded that Canada honour the promises made to them. They expected equal treatment in Canada.

A) Non-Treaty Nations

Over time many Indigenous Peoples signed treaties. Many did not. Indigenous leaders argued that since Indigenous Peoples had never signed a treaty, they never gave up the rights to their lands. In 1973, the Supreme Court of Canada agreed, declaring that Indigenous Peoples had the right to make land claims. Since this time, governments have negotiated with Indigenous Peoples groups.



Residential schools

The government of Canada began setting up residential schools for First Nations, Metis and Inuit children throughout the country. These schools were run by various church groups and religions. The purpose was to **assimilate** these children so that they would not practice any parts of their culture.

Indigenous children were removed from their families and reserves and placed in boarding school, where they would live for the entire school year. The children were not allowed to speak their native languages or in any way to practice their culture. Discipline was very severe. Dressed in school uniforms, the boys were taught how to farm and the girls learned how to take care of a household. The residential schools were operated by various church groups and religions. Education was a method to try to assimilate the Indigenous Peoples children.



Books About the Canadian Residential School Experience For 9-12 year olds

There are many excellent books that you may want to consider as read-alouds or items for your classroom. You can find these books on Amazon (Canada) so that you can quickly read them. Many school boards have purchased these books, so consult your local school board for more wonderful books.

BEAR GLACIER PROVINCIAL PARK
(VIEW LOOKING UP THE GLACIER)
WIKIPEDIA

Copyright 2018 by Coach's

METLAKATLA INDIAN

Copyright: WILSON

The government of Canada began setting up these schools for First Nations, Metis and Inuit children where there were no other schools. The purpose was to assimilate these children so that they would not practice any parts of their culture.

Indigenous children were removed from their families and reserves and placed in boarding school, where they would live for the entire school year. The children were not allowed to speak their native languages or in any way to practice their culture. Discipline was very severe. Dressed in school uniforms, the boys were taught how to farm and the girls learned how to take care of a household. The residential schools were operated by various church groups and religions. Education was a method to try to assimilate the Indigenous Peoples children.

Coach's Corner

No Time To Say Goodbye
Sylvia Olsen, Rita Morris, Ann Sam

My Name Is Seepeetza (1992)
Shirley Sterling

Sammy Goes to Residential School (1991)
Mary Lingman

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Crumple and Shoot Game | Questions & Answers

Variety of Activities

Question	Answer
What were the 3 main fur trading regions?	<ul style="list-style-type: none"> Acadia The Heartland Hudson Bay
How many pelts could be traded at the	100,000 pelts

Quality of Life

Think about the many reasons Europeans decided to leave their home countries to move to New France hundreds of years ago, and how their lives changed once they arrived in this new land. Were they better or worse off in the years after they moved?

Make a list of reasons these Europeans moved to New France, and beside each reason check off "Better" or "Worse" to show how their lives changed in terms of this reason, and a reason for your opinion.

Reason for Moving

Ladies: Stay in France or Move to New France as "Les Filles de Roi"?

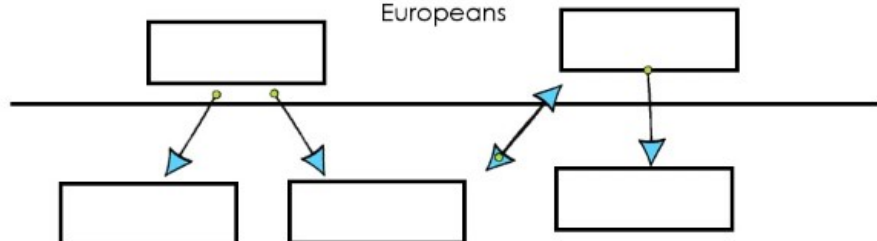
France

New France



Fur Trade Relationships Organizer

Europeans



Indigenous Peoples

1. Cut out each word. 2. Place words where you think they belong. 3. Check with your partner before gluing.

Cree

French

Wendat

Haudenosaunee

English

Let's Debate!

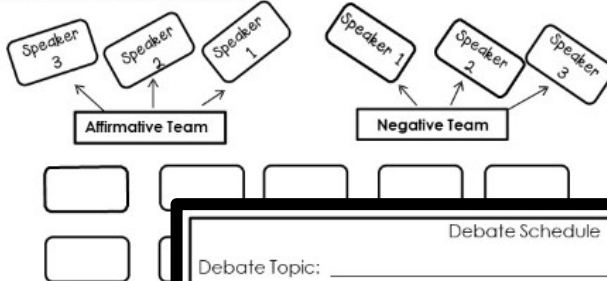
During the Indigenous Peoples and Europeans in New France and Early Canada unit, students are asked to, among other things:

- A2.2: get people's perspectives
- A2.4: investigate primary sources
- A2.5: explain and interact with community members
- A2.6: communicate during the debate

You may see less than one effect from the

Debate Day!

1. Arrange the classroom so that all students will be able to clearly see the debate participants. Is one possible arrangement:



2. Invite the "audience", who following to each student:
 - "Stakeholder" card (stakeholder.)
 - Debate Scoring Sheet in half if you are going to complete the scoring sheet

Points must be awarded to each speaker in his/her role about the topic?

Level 1	Argument discussion
Level 2	Argument discussion
Level 3	Argument discussion
Level 4	Argument discussion

Three Minute Affirmative
Three Minute Negative

Four Minute Work
prepare rebuttal

Two Minute Affirmative
Two Minute Negative

Three Minute Work
prepare a response to the "audience" comments

Two Minute Affirmative
Two Minute Negative

One Minute Work
preparing key points to complete

Two Minute Affirmative
Two Minute Negative

One Minute: Affirmative

Debate Scoring Sheet

Date: _____ Debate Issue: _____

Affirmative Team

3 Minute Affirmative Presentation: 1 2 3 4

2 Minute Rebuttal Statement 1 2 3 4

2 Minute Affirmative Response 1 2 3 4

2 Minute Summary Statement 1 2 3 4

Deductions for Breaking Debate Rules: _____

Total Score: ____ / 16

Negative Team

3 Minute Negative Presentation: 1 2 3 4

2 Minute Rebuttal Statement 1 2 3 4

2 Minute Negative Response 1 2 3 4

2 Minute Summary Statement 1 2 3 4

Deductions for Breaking Debate Rules: _____

Total Score: ____ / 16

Debate Scoring Sheet

Date: _____ Debate Issue: _____

Affirmative Team

3 Minute Affirmative Presentation: 1 2 3 4

2 Minute Rebuttal Statement 1 2 3 4

2 Minute Affirmative Response 1 2 3 4

2 Minute Summary Statement 1 2 3 4

Deductions for Breaking Debate Rules: _____

Total Score: ____ / 16

Negative Team

3 Minute Negative Presentation: 1 2 3 4

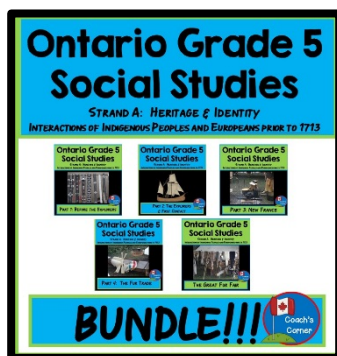
2 Minute Rebuttal Statement 1 2 3 4

2 Minute Negative Response 1 2 3 4

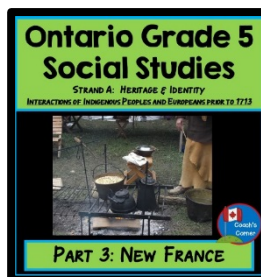
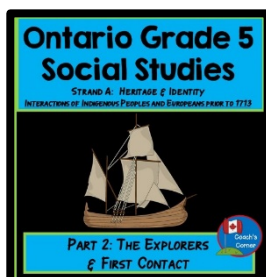
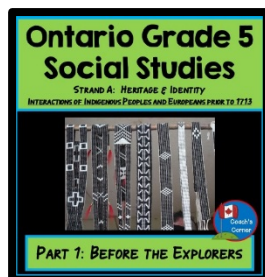
2 Minute Summary Statement 1 2 3 4

Deductions for Breaking Debate Rules: _____

Total Score: ____ / 16



Note: This resource is also available as part of a money-saving bundle. Check it out (as well as the other component parts) by clicking on the images!



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