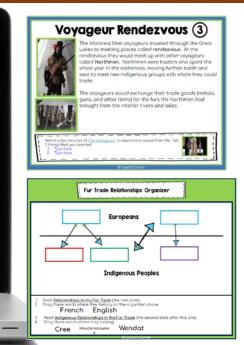
Indigenous Peoples & Europeans: Part 4 The Fur Trade



Mix and Match: Round I Read such sentence below. Find the answer to the right of this slide. Drog such a correct austrian.	answer to the
What were the people who lived on seigneuries in New France colled?	Jacques Cartier
What two countries wanted control of the fur trade?	tipi beads The King's Doughters o
What animal was the most valuable in New France?	Les filles du roi alcohol wigwam
Name at least one type of shelter used by Indigenous People in earlier times.	hobitants
Name one of the European explorers who came to North America.	guns sleigh metal tools snawsha
Name one reason why European countries sent explorers in search of new lands.	longhouse raft (caje
Name at least one item Indigenous Peoples wanted to trade their furs for.	To expand their empires
What church sent missionaries to New France?	beaver canoe
Name at least one type of transportation used in New France.	Samuel de Champlain
What were the women sent to New France to marry the habitants called?	England and France Roman Catholic Church
© Coach's Corner	Roman Catholic Church



For Use with Google Classroom



Activities Adapted from Full Unit

Crumple an	d Shoot Ga	me 2 Ques	tions & Answers
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Question	Answer				
What were the 3 main fur trading regions?	 Acadia The Heartland Hudson Bay 				
How many pelts could be traded at the annual Montreal fur fair?	100 000 pelts				
What was the name of the fur trading company the English created?	Hudson Bay Company				
What new weapon made the fur trade conflicts very dangerous?	The gun				
In what year did the English win control over Hudson Bay and James Bay?	1713 (Treaty of <u>Ulrecht</u>)				
How many times did Acadia change hands between the English and the French?	6 times				
What were the English fur trading posts called?	Factories				
What was the name of the Indigenous group that lived in Acadia?	Mi'kmaq				
What Indigenous group were allies of the English in the fur trading conflicts?	The Haudenosaunee				
Which Canadian provinces used to be called Acadia?	 New Brunswick Nova Scotia Prince Edward Island 				
How many wars were fought between England and France between 1687 to 1713?	2				
What was the French/First Nations style of warfare called	La Petite Guerre – guerilla warfare				
What was the name of the French fur trading company?	Compaigne du Nord				
What river was important to the fur trade in Acadia?	St. Lawrence River				

Mix and Match: Round 2	Students: Drag the answers over to the matching questions.
Read each sentence below. Find the answer to the right of this slide. Drag each answer to the correct question.	←
What were the 3 main fur trading regions?	The Haudenosaunee
How many pelts could be traded at the annual Montreal fur fair?	Hudson Bay Company
What was the name of the fur trading company the English created?	New Brunswick, Nova Scotia, and Prince Edward Island
What new weapon made the fur trade conflicts very dangerous?	1713 (Treaty of <u>Ulrecht</u>)
In what year did the English win control over Hudson Bay and James Bay?	Mikmoq
What were the English fur trading posts called?	St. Lowrence River
What was the name of the Indigenous group that lived in Acadia?	5100 000
What Indigenous group were allies of the English in the fur trading conflicts?	factories
What Canadian provinces used to be called Acadia?	the gun
What river was important to the fur trade in Acadia?	Acadia, The Heartland, and Hudson Bay

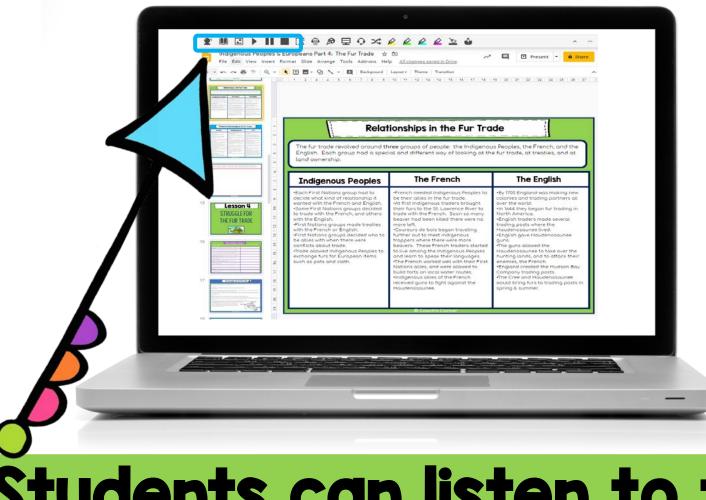
Regular Unit: Students play Crumple & Shoot in teams; teacher is the only one in possession of questions & answers.

Digital Unit: After reading text, students drag answers to match the questions.



Perfect for Students with IEPs

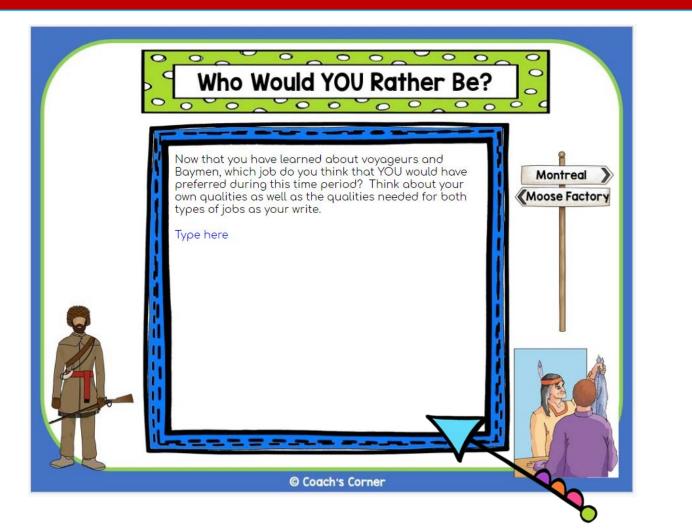
Students Can Use Gogle Read & Write





Students can listen to text.

Perfect for distance learning!





Students can type in answers

Helpful Teacher Tips

Teachers:

If you are doing this as an "in-class" lesson, you may want to spend a few minutes at the beginning discussing a recent change that has occurred at school: perhaps recess times have changed, or new rules were put in place for a school sport. Talk about how change almost always brings with it positive and negative results. Maybe the new class pet is fun, but he makes noises during class that distract everyone. Is the class better or worse off with the addition of the new pet. Would a different pet have been a better choice?

The chart on this slide is meant to be based on what students have already learned about European settlers to New France.

Ouclity 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	Better or Worse?	Explanation				
Type here	 better worse 	Type here				
Type here	 Detter worse 	Type here				
Type here	betterworse	Type here				

What is your final opinian? Which was better for the new settlers: staying in Europe, or moving to New France? Write a short paragraph explaining which option you think would have been best for someone in France in 1700 considering moving to the new land. Type here

Students:

- In the <u>Reason for</u> <u>Moving</u> column, write ONE reason Europeans moved to New France.
- In the <u>Better or</u> <u>Worse</u> column, show whether the "reason for moving" was improved in New France by dragging the red square to "better" or "worse".
- Under <u>Explanation</u> gives reasons to show why the situation did or did not improve.
- In the bottombox, write a para uph to explain wh think the poice for a Free prewome



Specific Instructions for Students

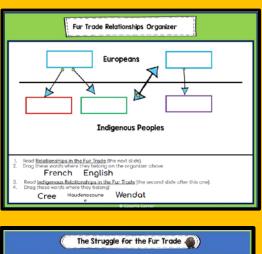
Lessons

- I. Making Decisions in the New World
- 2. Positive & Negative Consequences of the Fur Trade
- 3. Relationships in the Fur Trade
- 4. Struggle for the Fur Trade
- 5. Chat Stations: Baymen vs Voyageurs
- 6. The Great Peace of Montreal

Bonus Sections:

- Residential Schools
- Modern Day Issues





For the first 100 years of the fur trade, England and France competed for control of North America. Three main regions were the facus of the fur trade and conflict.

LAcodia 2.The Heartland (St. Lawrence River Great Lakes, Ohio & Mississiopi River Valleys)

a known sour New First Technon alliseves shught to be the main buselers of furst. English and French colonies our each other as throat. Fur inmoving and/add accorrections' foreign gosts (regrand and interventive) to the throat post control in Europe. From 1871 to 172, too accor wer to both to the France and Englished. There accords and you expect of proce during this time. The North American counties become part of the Samiground.

Acadia

cools constant of modern day New Burnewick, Island Scota, and Prince Edward Island. Whough this region was not a major fur trading area, it was very important to both the English and the French, hower held this area also controlled the mound in of the Stearner River, which was the main route for furs goit Fronze Fronze Acea (anongot hands between the French and the English as times)

The focus on the his obtained care, They are French but they had in the context with Quarter of Fr. Sectors are the outforcer (bota) the core of a threads the sector termination. The Mitmage was the local findigenous grass. They are enfinding terms and the Acodition outforwer close cities at the thread term of the acodition of the acodition of the sector outforward terms of the acodition of the acoditic

Residential Schools

The government of Conodo begon setting up realised a chaols for First Notions, Make and You's children throughout the county. These schools were not you'call a children and religions. The purpose was to assimilate these children so that they would not practice only parts of their culture.

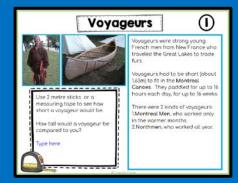
Indigenous children ware removed from then lianities and reasons and closed in bounding actions, where they would like the deenters school vare. The existence were not closed to possible than only how the possible from the trans-Discipleneous was prever. Detended in school uniform, the box were tought how to form and the givit learned how to baie conor of howards? The mediated in school uniform, the box were tought how to form and the givit learned how to baie conor of howards? The mediated with the expected by unrous church groups and religions. Excession was a method to stry to assemblate the indigenous Peoples children.

The governments and churches had to construct or buy buildings for these schools, but that was very hard to do in northern Consta, where there ever no tress from which to get aload. It was very expensive to send building materials there knows, construints from (if page) of think chicken series every (in there), so that was truch checken than output to building a longe school.



When the students of the residential schools give up and becare portents they strucpiled, because they tain drick them date is avectimed requirement, and recreasing and thinging up their formises. It was than to eak their porting questions because they speke Bright much hatter than the sensitive of their portents questions because they speke Bright

Chat Stations Have Been Adapted for Individual Use



Montreal Canoes May 1^{et} each year, groups of 5-000 corose called as mould leave. Morrises to mel up with me. Each Morrises. Corose ans up to 12 milliong. 2

2

m across, and weighed about 275 kg. It could hold up to 3 tons of cargo.

Up to 12 voyageurs would be in a cance. The bowman the front would auide the cance. The middlemen were the least

would guide the conce. The modelemen were the leads experienced voyageurs and did the podding. The steersman would stand an sit up at the rear of the boat and steer on the instructions of the boxman. To keep rhyshm for their poddling, voyageurs song spirited, happy songs.

When the water became impossible to navigate, the menhad to partage. They would carry the cance and cargo around the obstacte. They carried 80 kg of cargo on their backs. At injoin men start under the cance.

Learn more about voyageurs by watching this very <u>short region</u>. What did you learn? Type have

Hudson Bay Company Factories (5)

In 1670 the Hudson's Bay Company began to set up factories (trading posts or farts) at the mouths of the major rivers around James Bay and Hudson Bay.

A factory was a small fort. Wood from the forest in the orea would be made into a pairsade to protect the factory. Then a storehouse was built out of logs, A public building had a hitchen and dining prea for the Baymen, who slept in another building.

About 15 men worked at each factory. They signed a contract to work for five to siven years, with no vacations.

The factor was the most important person at the factory. He is the main fur trader and he was in charge of the factory.

The Hudson Boy Concomy storted as a fair trading company, but became much more. Learn more about the HISC <u>harm</u>. How was this English method of trading different from the Friench Tupe hare Helpful, detailed set-up instructions for teacher!

Indigenous Peoples Before the Explorers For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: <u>coachsteachingcorner@gmail.com</u>

This digital unit was created for use with my full unit <u>Indiaenous</u> <u>Peoples and Europeans, Part 4: The Fur Trade</u>.

The activities (essons in this digital resource follow a grant lesson plans found there!



_Using Google Slides

Helpful Hyperlinks!

Extra Resources

Corner

In 2018 the Ontario Social Studies Curriculum for Grades 4-8, as well as selected secondary history courses, was revised. This revision was made to reflect the recommendations of the 2015 Truth & Reconciliation Report. This unit contains an additional 9 pages of supplementary resources to help address this report.

NOTE: My original Part 4 resource contains a "debate" mini-unit that can be used as a culminating event. Because this activity does not work well for distance learning, I have not yet included it in this Google version.

Residential Schools







Bonus: The Great Fur Fair



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Because Part 5 of my 5-part Indigenous Peoples & Europeans: The Great Fur Fair is an in-class activity incorporating drama, it does not lend itself easily to distance learning. However, I have chosen simply to add this printable PDF in with Part 4 as a bonus file for you to use in your classroom!



Perfect for an In-Class Culminating Event!