

# Consider the perspective of First Nations communities and Europeans; could the fur trade be deemed a success or failure?

## Unit: The Fur Trade

### Lesson Topic: Aboriginals' Perspective on the Fur Trade

<p style="text-align: center;"><b>Consider the perspective of First Nations communities and Europeans; could the fur trade be deemed a success or failure?</b></p>	<p><b>Social Studies 9</b></p>	<p>Date: _____</p> <p style="text-align: center;">75 Minute Lesson</p>
<p><u>Rationale:</u></p> <ul style="list-style-type: none"> <li>- From IRP:           <ul style="list-style-type: none"> <li>- Assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources.</li> <li>- Analyze the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada.</li> <li>- Explain the role of Aboriginal people in the fur trade and in the exploration of North America.</li> </ul> </li> <li>- Upon arrival, Europeans used trade as part of the initial contact between themselves and Aboriginal communities. The Fur Trade is important to know because it allowed for the expansion of Europeans eastward across British North America (now Canada). First Nations communities in Eastern Canada were involved in the Fur Trade, and acted as hunters, trappers, and deliverers for the British Hudson's Bay Company. Therefore, it is important to understand the Fur Trade from a First Nations point of view.</li> <li>- I think this lesson is important to include in the unit on the Fur Trade because the majority of the textbook and curriculum focuses on the European perspective. Aboriginal history is often neglected in many classrooms in favour of a western way of explaining history. I think that it is important to consider the impact Europeans had on different Aboriginal communities. While this lesson does not fall under a unit specific to the affect European colonialism had on Aboriginal communities, I believe that this lesson may begin to open students' eyes to the notion of different perspectives on history telling.</li> </ul>		
<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>- PowerPoint:           <ul style="list-style-type: none"> <li>- Short video <a href="http://www.youtube.com/watch?v=D5wiXTGY6Lc">http://www.youtube.com/watch?v=D5wiXTGY6Lc</a></li> <li>- Picture for analysis (from Crossroads p. 296).</li> </ul> </li> <li>- Handout</li> </ul> <p>Relevant chapter in Crossroads: "Canada Moves West" p. 250-284</p>	<p><u>Lesson Objectives:</u> by the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>- Assess a primary source (a picture)</li> <li>- Begin to develop an understanding of perspectives</li> <li>- Understand the role Aboriginals played in the fur trade (linked to previous class)</li> </ul>	

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<u>Assumed Knowledge:</u> <ul style="list-style-type: none"><li>- This lesson would come near the end of my unit on the fur trade. Prior to this lesson, I would have covered information on the Hudson's Bay Company, the North West Company, and Exploration into the Interior of Canada. This lesson would therefore probably be the fourth or fifth lesson in this unit. Without this prior knowledge, I would not expect students to be able to answer my questions about the picture.</li></ul>	
Activity #1 (~10 minutes)	<u>Short Introduction:</u> <ul style="list-style-type: none"><li>- PowerPoint presentation</li><li>- Show 1 min YouTube video (on PowerPoint)</li><li>- The video ends with the narration: "our economy for two hundred years rested on the shoulders of these Indians, their furs, and their exploiters. Perhaps we should remember." Do you think this video was presented from the perspective of Natives or Europeans?</li><li>- Review the steps to assessing a photograph:<ul style="list-style-type: none"><li>- Step one: Description - Describe what you see in as much detail as possible. List information about images, colours, lines, exaggeration, allusion, analogy, symbolism, metaphor, caricature, stereotype, humour (satire), personification, and placement of objects on the page, etc.<ul style="list-style-type: none"><li>**Go over terminology</li></ul></li><li>- Step two: Identification - Record basic information about the image. What do you know about it? Who created it? When? Who do you think was the intended audience? In what format or media was it distributed (for example, as a poster, a book, a film, an advertisement in a newspaper, etc.)?</li><li>- Step three: Interpretation - Based on what you know about this image, what message do you think the creator of this piece intends to express?</li><li>- Step four: Evaluation - Does this image utilize lies or misleading information to express its message? If so, how? In your opinion, does this image express a positive or a negative message? Explain.</li></ul></li></ul>

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	<p><u>Teacher:</u> Take attendance while students write their answers to the question proposed after the video.</p> <p><u>Student:</u> Watch YouTube video. Write the answer to the question “<i>Do you think this video was presented from the perspective of Natives or Europeans?</i>” in their notebooks under the heading “Aboriginal Perspective on the Fur Trade”</p>
<p>Activity #2 (~20 minutes)</p>	<p><u>Group Analysis of the Picture:</u> First Nations and Trade</p> <ul style="list-style-type: none"> <li>- What does the picture show?</li> <li>- How are the Aboriginals depicted? (Noble or savage?)</li> <li>- What are the Natives wearing?</li> <li>- What evidence of trade is evident from this picture? (Example: trade necklaces, canoe...)</li> <li>- Does the Aboriginals’ clothing indicate previous European encounters?</li> <li>- Where would you predict the picture was set?</li> <li>- What purpose do you think the picture was drawn for?</li> <li>- Do you think the picture accurately represents Aboriginals?</li> </ul> <p><u>Teacher:</u> asks questions and leads conversation. <u>Students:</u> expected to contribute to the discussion.</p>
<p>Activity #3 (~30 minutes)</p>	<p><u>Group Discussion:</u></p> <ul style="list-style-type: none"> <li>- Students: In groups of 3-4, discuss possible answers to the question: “<i>Consider the perspective of First Nations communities and Europeans, could the fur trade be deemed a success or failure?</i>” Write explanation down on handout.</li> </ul>
<p>Activity #4 (~15 minutes)</p>	<p><u>Short Presentation:</u></p> <ul style="list-style-type: none"> <li>- Students: in their small groups, students will briefly (2-3 minutes) present their thoughts on the question.</li> <li>- Teacher: will assess students’ understanding on the change in perspective by listening to the dialogue students’ use when referring to the Aboriginals perspective to the fur trade.</li> </ul>

**Consider the perspective of First Nations communities and Europeans; could the fur trade be deemed a success or failure?**

<p><u>Review/Assessment:</u></p> <ul style="list-style-type: none"><li>- Formative:<ul style="list-style-type: none"><li>- Activity #2: Assess students on the basis of their answers to the questions.</li><li>- Activity #3/4: Assess students on the answers they generate to the question.</li></ul></li></ul>	<p><u>Homework:</u></p> <p>Finish journal entry if not completed in class (approx. one paragraph).</p>
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# Resources



Two Ottawa Chiefs from Michilimackinac, Lake Huron  
by Joshua Jebb c. 1800s

# Steps to Assessing an Image

**Step one:** Describe what you see in as much detail as possible. List information about images, colours, lines, exaggeration, allusion, analogy, symbolism, metaphor, caricature, stereotype, humour (satire), personification, and placement of objects on the page, etc.

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**Step two:** Identify basic information about this image. What do you know about it?

1. Who created it/when was it created? \_\_\_\_\_
2. Where is the setting? \_\_\_\_\_
3. Who are the people or figures in the cartoon? What is their mood?

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**Step three:** Interpret this image. What do you think it means? What message do you think the creator of this piece intends to express? At whom or what is the cartoonist poking fun? What comparisons, if any, are being made? How do you think this message might have influenced the attitudes and actions of European settlers? Provide specific evidence from the image to support your ideas.

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**Step four:** Evaluate this image. Does this image utilize lies or misleading information to express its message? If so, how? In your opinion, does the artist get the message across effectively? Why or why not?

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**Consider the perspective of Aboriginals and Europeans;  
could the fur trade be deemed a success or failure?**

First Nations Perspective	European Perspective
<input type="checkbox"/> Success <input type="checkbox"/> Failure	<input type="checkbox"/> Success <input type="checkbox"/> Failure

# Could the fur trade be deemed a success or failure?

A Look at Perspectives

By Jenn Christie

VIGNETTES  
TRADING POST

“Our economy for two hundred years rested on the shoulders of these Indians, their furs, and their exploiters. Perhaps we should remember.”

The video ends with the narration on the left.

In your journals, under the heading “Aboriginal Perspective on the Fur Trade” answer the following question:

Do you think this video was presented from the perspective of Natives or Europeans?



Two Ottawa Chiefs from  
Michilimackinac, Lake Huron  
by Joshua Jebb c. 1800s



## Questions to Consider

What does the picture show?  
\_\_\_\_\_

How are the Aboriginals depicted? (Noble or savage?)  
\_\_\_\_\_

What are the Natives wearing?  
\_\_\_\_\_

What evidence of trade is evident from this picture?  
\_\_\_\_\_

Does the Aboriginals' clothing indicate previous European encounters?  
\_\_\_\_\_



Where would you predict the picture was set?  
\_\_\_\_\_

What purpose do you think the picture was drawn for?  
\_\_\_\_\_

Do you think the picture accurately represents Aboriginals?  
\_\_\_\_\_



## Your Turn

In groups of 3-4, answer the question:

“Consider the perspectives of Aboriginals and Europeans; could the fur trade be deemed a success or failure?”

Please write your answers down on the handout. At the end of class, you will briefly present your answers as a group.