**EDCP 332A: UNIT planning chart**

**UNIT DESCRIPTION: Grade 10:** This unit will focus on the critical analysis of the events of the fur trade and how it helped shape Canada, paying attention to social justice issues and the geographical challenges the industry was able to overcome. Special attention will also be paid to the Red river Settlement and how the events there scarred Canada pushed our Government to make some very controversial decisions.

**ESSENSSIAL QUESTION:** What effect did the fur trade have on the development of Western Canada?

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| **Grade Level: 10** | **Theme for the Year:** Development of Canada as a country | **Corresponding Textbook:** Horizons |
| **Unit Title:** The Fur Trade and Relations in NW Canada (Unit #4) | **Guiding Questions:**   * Did Western expansion through the fur trade take advantage of natives and settlers alike in the pursuit of profit? * What were the challenges that faced the companies and settlers alike in regard to geography? | **Corresponding Chapter:** Chapter 4 |
| **Unit Rationale:**  **PLOs:**  - **A1** apply critical thinking skills  -**A3** demonstrate effective written, oral, and graphic communication skills, individually and collaboratively  - **B1** analyze Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts.  - **B2** evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914.  - **C3** describe the events of the Red River and Northwest Rebellions  - **E2** Analyze how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914 | This unit has been designed to not only give students an overview of the events that occurred during this time in Canada but to help the students relate to the event through what they know about the current world and assess the actions of the people involved on their interactions with the different groups that they came in contact with. Throughout the unit they will be assessing the impact of the fur trade on Canada and focusing on the problems the fur traders faced and the interactions between the settlers and the HBC, NWC, and the Government. The importance of this unit is to help the students achieve the A2 PLO and think critically about the history of Canada by trying to achieve a full understanding of the concepts and linking those to relevant events in their current world in order to become more engaged in the content. The B1, 2, and 3 PLOs are also addressed through the study of the life of Metis in the Red River Settlement, considering how the HBC and NWC treated the people and influenced their actions by how they treated them. The C3 PLO is directly connected to this Unit and by looking at how the fur trade took advantage of them we can link it back to our overarching question in the unit and have the students take interest in the measures taken by Louis Riel to protect his people and try to set up a more cooperative system in Canada to protect the people with less power. The E2 PLO is also used for the geography component of the lesson and allows the students to study geography in an interesting and fun manner while working together in a cooperative manner. The geography unit also allows us to explore how much the natives helped the fur traders and contrast that with the treatment that they received in return. Overall the unit connects with many of the PLOs and provides the students many different ways of learning with a focus on inquiry and group work to make the topic engaging and allow the student to retain the material and take an interest in it. | |
| **Unit Objectives—**  **(from the IRP , how the lesson will achieve them)**  Students Will be Able To:  (i.e.: Content Knowledge; Critical Thinking;  Information Gathering & Reporting, Personal  & Social Values; Individual & Collective Action | 1. Have students understand why the fur trade developed as it did. 2. Develop students ability to think critically and objectively when presented with an issue 3. Students will learn about how the Red River settlement was operated and how this created problems for both the government and the settlers. 4. Develop their geography skills through the use of multiple different areas of the subject. 5. Students will learn about the diversity of western Canada and how it affected the relations there. 6. Learn the causes and effects of the Red River Rebellion 7. Students will learn how to effectively communicate information that they have constructed from their knowledge on the subject 8. Develop their knowledge of the impact that the government of Canada had on the changes during this time. | |
| **Unit Assessment:** How will you assess  Student learning? (i.e., Backwards design—what will be your end product? What skills will you need to develop and assess as you progress through the unit?) | * Assessment during this unit will be done primarily through the use for formative assessment of the students during their activities to gage how they are progressing through the material. Much of the formative assessment will be done though discussions with a few visual activities throughout the unit to allow the students to demonstrate their knowledge more easily. The are 4 summative assessments being collected during the unit and these are fairly evenly spaced out during the term to allow the teacher to check for understanding and give the students feedback on their progress at regular intervals. There is one peer assessment in the unit and it will allow the students to challenge each other to think more critically about the topic and revise their points. The summative projects are all based upon the guiding question for the unit and focus on how the fur trade helped develop Canada. | |

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| Class # / Title | Objective | Hook | Activities | | | Resources | Assessment | | |
| 1 – Introduction  **PLOs:**  A1  **Goals:**  1, 2 | -The students will be able to name the major components of the fur trade and link them to modern day companies and how they run themselves.  -The students will be able to explain the important factors of making a map (legend, scale, title etc.)  **Critical Question:** What will be covered in this unit and why is this unit important? | **TRAPPER - Kids in the Hall -** <https://www.youtube.com/watch?v=ITLXo19248g>  Have the students watch the film and discuss what the video says about the fur trade. | **Direct Instruction**   * Talk about the founding of the Hudson’s Bay Company * Consider the monopoly they had in Rupert’s Land and have them link it to modern day monopolies * Talk about the rigid hierarchy in HBC with the heads of the company running it from England. Have a think pair share about a similar situation nowadays. * 1783 the North West Trading Company was established providing competition for HBC. * Challenged their stay by the bay policy by making inland posts to take business. (Think Pair Share about the importance of having competition) * The NWC had to have Fort William as a post to bridge the gap between Montreal and the traders, where they could store their goods.   **Activities**   * Have them talk about the competition between the two companies and the effects that it had on the native people, was this good for the natives? **(Worksheet)** * Have a **line activity** about how beneficial the competition was for the economy and how detrimental it was for the environment. (Overall was it beneficial or detrimental?)   **Conclusion**   * Conclude by having a discussion linking it to the current struggle between environment and economy. | -Kids in the hall video  -worksheet on the competition between companies | | | | Assessment **For** learning by seeing what they can come up with in their think pair shares, check with how they choose their placement along the line to achieve understanding and see if they are grasping the material.  **Diagnostic Assessment –** You can see how much they know about the fur trade through the discussion after the video. |
| 2 – Creating your own trading post  **PLOs:**  E2  **Goals:**  1, 4 | -The students will be able to map out and justify the placement of their trading posts by using their geography skills.  **Critical Question:** What are the factors that go into the creation of a trading post and how did geography affect their placement? | **Hook**  - have a discussion with the class about the different things that may influence the placement of a trade post. TPS about what affects businesses placement in our current society. | **Direct Instruction**   * Show an example of the creation of a trading post having the whole class work together to place the post where it would be most beneficial. * Have them use this is their main post for their trading company and using maps of Canada you handed out create three more posts of their own with their own names and justifications for their placement.   **Activity (Mapping)**   * Make sure they map out the routes between their posts and ensure that they are properly labeling the maps with a legend and a title. * Put up the pricing chart of the items sold commonly in fur posts and have explain to the students how 1 made beaver worked * Have the students create a list of 10 items they want to sell in their outpost from this list and why they chose the 10 items that they did. <http://eh.net/encyclopedia-graphics/carlos.furtrade.table2.gif>   **Conclusion**   * Conclude with a map of Canada with the main trading posts labeled on it, did the students make similar choices to what the fur traders did. Compare student’s placements in small groups and have them discuss their placement in comparison to that of history. <http://spacing.ca/edmonton/wp-content/uploads/sites/9/2013/11/wallmaps_45.jpg> | | -list of items sold at outposts from the internet  <http://eh.net/encyclopedia-graphics/carlos.furtrade.table2.gif>  -Map of Canada with the outposts labeled on it for them to compare to  <http://spacing.ca/edmonton/wp-content/uploads/sites/9/2013/11/wallmaps_45.jpg> | | | Assessment **For** learning with students input to the group placement of the post will help you see how much understanding they have of the topic.  Assessment **As** learning will happen when they are in their groups comparing their placement of their posts.  Assessment **Of** the maps using a rubric and focusing on their geographical skills. |
| 3 – The Natives of the Northwest  **PLOs:**  E2  **Goals:**  1, 4  **\*\*Geographical Thinking\*\***  **Place, Human / Environment Interaction** | -The students will be able to list the two different types of watercraft used to transport goods.    - The Students will be able to create their own maps through proper geological practice  **Critical Question:** How did geography affect the fur trade and what measures did they take to overcome it? | **Hook**  -Have one student direct the other from the forbidden forest to the Hogwarts courtyard using this map then have the other student draw their path on a blank map of Hogwarts  <http://fc02.deviantart.net/fs71/f/2013/050/4/6/the_marauders_map_by_littlefallingstar-d5vf5do.jpg> | **Teacher Led Discussion**   * Who gave them the directions to allow the trading companies to be able to move more inland? * Talk to the class about how much each vessel could carry and how fast they could move material from the main post to inland posts. (Page 134) [http://digital.library.mcgill.ca/ nwc/showcaption.php?lang=english&src=history/history\_images/canoe/1918.jpg&id=1918](http://digital.library.mcgill.ca/nwc/showcaption.php?lang=english&src=history/history_images/canoe/1918.jpg&id=1918) * Talk about how they used the voyagers to map out the landscape as they traveled to trading locations.   **Activity (Mind Maps)**   * Have the students draw a map of their route to their favorite trading location from their house (explaining to them how to properly create a map through the use of legend, scale, title etc.) (have a photo to demonstrate the mapping at that time)   **Conclusion**   * Conclude by going over their maps and having group discussions about what features they chose to include in their map. | | -a handout with an example map on it for them to see what then natives used to show traders  -textbook description of the different boats used  -a log of one of the vessels to show what they could carry | | | Assess **For** understanding by looking at their mapping assignment to see if they understand the mind maps that natives used. |
| 4 – The Metis and the buffalo hunt  **PLOs:**  B2, E2  **Goals:**  1, 2, 3 | -The Students will be able to explain the reason the metis came to be  -TSWBAT demonstrate how the movement of the companies more inland affected the people  **Critical Question:** What caused the need for competition in the fur trade and how did it affect the natives? | **Hook**  - Show the students an image of head smashed in buffalo jump and talk to them about how important the hunt was for the natives. What type of industry can they think of now that a group id dependent on?  <http://img.geocaching.com/cache/8530a52d-b01e-42d5-aa4e-aae2826c89fe.jpg> | **Direct Instruction**   * Talk to the students about the differences in policies by the NWC and HBC.   **Activity (Debates)**   * Have the students do small **debates** on the topic of the two sides. Groups of 3 vs 3 where they have time to prepare and then have their debate with the teacher walking around and monitoring.   **Teacher led discussion**   * Have a discussion about the metis and their role in the buffalo hunt focusing on the dangers and how they tried to make it safer (rules 141). And the importance of the buffalo hunt to the metis people.   **Conclusion**   * Conclude with analyzing images of the hunt to pick out bias that has been portrayed by artists. | | **-**an image of a buffalo jump to demonstrate how dangerous it could be.  <http://img.geocaching.com/cache/8530a52d-b01e-42d5-aa4e-aae2826c89fe.jpg>  -textbook page outlining hunt rules  -a handout to help them structure their debate. | | | Assess **For** learning using the debates to see how well they are understanding the concept.  Assessment **Of** the picture activity taking it in at the start of next class. |
| 5 - The Red River Colony  **PLOs:**  E2  **Goals:**  2, 3, 5 | -TWBAT explain why there was a settlement created in the Red River Colony  - TSWBAT properly analyze a primary source and pick out the important information  **Critical Question:** Why did the colony come to be?  How can primary sources help us study history? | **Hook**  - Show them a quote about the red river settlement from a newspaper during the time and talk with them about possible positives there might be for having a settlement in Manitoba. | **Activity**   * Have the students talk about what the difficulties with having a settlement in Manitoba would be, use a **think pair share.**   **Direct Instruction**   * Talk to them about how the colony came to be and the reasoning behind creating one there. * Exemplify the analysis of a primary document by using the quotes on page 144   **Activity (Worksheet) (Primary Source Analysis)**   * Have the students analyze the assigned document and fill out a guided worksheet on it <http://gdc.galegroup.com.ezproxy.library.ubc.ca/gdc/artemis/MonographsDetailsPage/MonographsDetailsWindow?failOverType=&query=OQE+%22red+river+settlement%22&prodId=BBCN%3ABNCN%3ANCUK%3AAPOA%3AECCO%3AINDP%3ALSNR%3AMOML%3AMOME%3ANCCO%3ANCNP%3ASABN%3ASMIT&windowstate=normal&contentModules=&display-query=OQE+%22red+river+settlement%22&mode=view&displayGroupName=DVI-Monographs&dviSelectedPage=&limiter=&u=ubcolumbia&currPage=1&source=&disableHighlighting=false&displayGroups=&sortBy=&search_within_results=&p=GDCS&action=e&catId=&activityType=BasicSearch&scanId=&documentId=GALE%7CCY0109384714>   **Conclusion**   * Talk to them about what they found easy about the analysis and what was difficult. | | **-**textbook quotes of primary sources to be used as examples for primary analysis  -a guided worksheet for analysis  -a short primary source (link under activities) | | | Assess **For** learning with the class wide discussions to see how well they are grasping the content, use the worksheets at the end of class to ensure they fully understand the concept of primary document analysis. |
| 6 – Merging of HBC and NWC and the Red River Settlement  **PLOs:**  B1, B2  **Goals:**  2, 5, 6, 7 | -The Students will be able to explain why the two companies combined  -TSWBAT identify what made the Red River Colony so unique as far as population and demographics went.  **Critical Question:** What cause the merging of the two companies and how did this affect Canada? | **Hook**  - Show the students the merger of Facebook and What’s App and link it to the Merging of HBC and NWC <http://www.forbes.com/pictures/gfhd45fkk/facebook-whatsapp/> | **Activity (Think Pair Share)**   * Have a think pair share about why companies would want to join together and why it was favorable for these two in particular.   **Teacher led discussion**   * Talk to them about the effects of the merger and what it meant for the employees and natives. * Talk about the stability of the Red River colony from 1821 and the population. * Talk to them about the breaking of the HBC monopoly by the Metis in 1849 and have a 3 corners discussion about the event (The court handled it properly, they should have followed through, they should been proven guilty)   **Activity (Poster Project)**   * Conclude with the students beginning a poster to promote the Red River colony in small groups of 2 or 3.   **Conclusion**   * Talk to them about what they will be doing for next class | | -a handout with instructions for their poster assignment  -poster paper and materials for them to use for their creation  brainstorming page to plan their project | | | Assess **For** learning in the corners discussion which will allow you to see how they justify their position and understand the content.  Assessment **Of t**he poster, which will be marked on a rubric and will allow you to summatively assess their knowledge of the colony. |
| 7 – The Red River Rebellion begins  **PLOs:**  C3  **Goals:**  2, 5, 6, 7, 8 | -TSWBAT Identify the causing factors of the Red River Rebellion  -TSWBAT explain the issues of racism that began to develop in the settlement.  **Critical Question:** What were the causes of the Red River Rebellion? | **Hook**  - Hangman activity with students raising their hands to guess a letter. Discrimination is the word. Talk about how it exists today in the world. | **Teacher led discussion**   * Show the students the clippings from the Red River Settlements newspaper with clear anti metis sentiment. Have the students talk about these in small groups. * Introduce them to the idea of the government buying HBCs land from them and the problem of people having their land taken by surveyors.   **Activity**   * Did HBC have a right to sell all their land? (**spectrum activity with post it nametags**)   **Conclusion**   * See if the students can add on to their projects with what they learned today * The remainder of the class will be time for them to continue to work on their posters. | | -textbook to show them newspaper clippings from the settlement  -post it notes to put on their shirts for the activity  -poster materials | | | Assess **For** learning in the spectrum activity and discussions with the students which will allow you to see how they are grasping the social justice theme of the lesson. |
| 8 – The Red River Rebellion and Louis Riel  **PLOs:**  C3  **Goals:**  2, 5, 6  **\*\*Historical Thinking\*\***  **Perspective Taking, Moral Judgment, Historical Significance** | -TSWBAT explain who Louis Riel is and demonstrate his role in the Rebellion  - TSWBAT critically assess the Canadian government’s handling of the rebellion  **Critical Question:** What were the primary reasons that the Rebellion escalated to such a high degree? | **Hook**  -Show the class a clip of a film summing up Riel and why he is so important to Canada’s history  <https://www.youtube.com/watch?v=PMiKqUli384> (2:30 – end) | **Direct Instruction**   * Talk to the students about how the Metis were led by Riel to make a provisional government in the settlement and try to establish it as a province.   **Spectrum Activity**   * Do you think Riel was just in setting up his own government? What points of his charter or rights and freedoms were the most significant? Do you think this document was fair? (Have students use sticky notes to answer each question and place it along **spectrums** that have been set up on the board)   **Teacher led discussion**   * Talk to them about Thomas Scott’s murder and the different viewpoints that existed on the matter. * How did Canada handle Riel, was this fair and just? Talk to them about his exile and the actions they took against his government.   **Conclusion**   * Have the students do a **think pair share** about Riel’s treatment   . | | -sticky notes for the spectrum board activity  -a handout about Thomas Scott with the newspaper headline from the textbook on it and guiding questions | | | Assess **For** learning in the Discussions as well as the spectrum post it activity which will allow the students to demonstrate their knowledge of the rebellion and Louis Riel. |
| 9 – Overview project  **PLOs:**  A3  **Goals:**  2, 3, 5, 6, 7, 8  **\*\*Cooperative Learning** \*\* **interdependence, individual accountability, and face to face contact** | -TSWBAT demonstrate their knowledge of the content through their cooperative project  **Critical Question:** How did the fur trade and events of the Red river Rebellion impact the development of Western Canada? | **Hook**  - Talk to the students about Chester Brown historical comic book based on Louis Riel and why he warrants so much attention.  <http://smg.photobucket.com/user/spidermedia/media/VCH/Louis-Riel-074.jpg.html> | **Direct Instruction**   * Introduce the students to Instagrok and have them look up any topic that interests them to teach them how it works. <http://www.instagrok.com/>   **Review (Matching slips)**   * Talk to the students about the main points of the unit and have them do a review matching assignment were 15 events or people will be handed out as well as 15 definitions and them have to find their partner.   **Activity (Newspaper)**   * Have the students get into groups of three or four and create the front page of a newspaper with each student writing an article on a piece of the unit that particularly interested them. They will be expected to all make different articles and can use Instagrok as a good way to help them research. They can use google docs to lay it out as a newspaper and all work on it together or they can create their paper by hand. * 2 Article topics assigned and one by choice * Did Western expansion through the fur trade taking advantage of natives and settlers alike in the pursuit of profit. * Challenges that faced the companies and settlers alike in regard to geography.   **Conclusion**   * Check in with the class to see how they are doing with their assignments and to offer help | | **-**IPad  -web materials for them to work on their project  -black construction paper if doing it by hand  -paper slips for the matching assignment  -Instagrok | | | Assess **For** learning in the matching activity which will enable the instructor to see how much of the content they have retained and allow you to shape the lesson from there on out.  Assessment **Of** the student’s paper front pages will be marked on both a group basis and each student will receive a mark for their particular article. |
| 10 – Field Trip – Fort Langley    **PLOs:**  A1, B2, B3, E2  **Goals:**  1, 3, 5 |  |  | * The field trip will be centered on the fur trading challenge and covers many of the PLOs that are outlined in this unit. * The class will be shown how a trading post worked during the time. They will see how the blacksmiths of the fort worked to forge materials to trade with the natives. They will see how the fort changed over time to adapt to the different trading partners they had available to them. They will get to look deeper into the interactions between the natives and traders and will also have opportunities to experience a bartering economy. * B2 is the primary PLO that it hits on giving the students an excellent idea of what life was like working in the trading post and how hard they had to work in order to keep the post running. * Fort Langley also gives the students a view of the fur trade in BC which will make it much more relatable to them. * The students will need to meet at the school if they have signed their forms and there will be busses hired to take the students along with the parent and teacher chaperones to the fort. They will have to pack a lunch and will eat it outside at the fort during a break after the blacksmith demo and the demonstration on the daily life of settlers working in the trading posts. * They will take a bus back to the school in time for the end of class so they can take their usual transit home. * During the trip the chaperones will be with their groups, doing the activities with them or just observing and keeping time so they can meet up for lunch at the same time. * The students will be given a worksheet with a few questions about what they learned on the trip once they get back to the school. * Students who do not go on the trip will receive an extension on to their newspaper assignment where they will have to make another article on the topic of their choice that relates to the unit. They will be in the learning center to do this. | |  | | | * Assess **For** learning through observing the students on the trip and by looking over their worksheets after to make sure they are taking something away from the trip. * Assessment **Of** learning will be for the students who did not go and wrote another newspaper article instead. |

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