**The Fur Trade:**

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**Grade Level: 4th grade**

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| **Abstract**  This unit is meant to help students learn about fur traders and the American Indians in which they were in contact. Students will first learn about fur traders in Northern Indiana. They will read diary entries by one or more of these fur traders, and then write their own diary entry, using what they have learned, as if they were a fur trader. The diary entry will be collected and used as the first assessment. The second lesson will be centered on the American Indians that were in contact with the fur traders in Indiana. They will learn about the Miami tribe, Potawatomi, Algonquin tribe, and the Iroquois tribe. Students will discuss the relationships between American Indians and fur traders, alliances, tribal disputes and what role the American’s Indians played in the fur trade. For the third lesson, students will create a map showing different routes and trading posts of the fur traders. In the fourth lesson, students will learn about trading posts and the settlements that were built around them. The last lesson, and second assessment, will involve students being separated into American Indians and fur traders. | | Students will demonstrate the fur trade. By the end of the unit, students should be extremely knowledgeable about the American Indians, the fur traders, and the fur trade itself.  **Focus Questions:**  1. What is the Fur Trade, and why is it important to Native Americans and French fur traders?  2. What are some famous fur traders that came to Northern Indiana?  3. How was fur trading conducted between Native Americans and French fur traders?  4. What were the different ways the fur traders navigated to Northern Indiana?  5. How did the French fur traders decide to build posts or forts in Northern Indiana? | |
| **Benchmarks** | **Assessment Tasks** | | **Key Concepts** |
| Students will:   * Learn about American Indian cultures in Indiana. (SS.4.1.1) * Students will learn about the fur trade and fur traders in Indiana. (SS.4.1.2) * Students will learn about the relationship between fur traders and American Indians. (SS.4.1.2) * Students will learn how goods were traded in the fur trade. (SS.4.4.1) | Students will:   * Write a diary entry from the viewpoint of a fur trader. (SS.4.1.2) * Demonstrate how the fur trade worked economically and socially between the American Indians and the fur traders. (SS.4.1.1, SS.4.1.2, SS.4.4.1) | | * American Indians * goods * trade |

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| **Instructional Resources:**  "AATF Northwest Indiana." *Valparaiso University*. Web. 22 Mar. 2012. <http://www.valpo.edu/foreignlang/aatf/advocacy/history.html>.  "History of Indiana, The Early Fur Trade." *County History Preservation Society Home Page*. 2006. Web. 22 Mar. 2012. <http://www.countyhistory.com/history/006.htm>.  Indiana Memory   * (Native American Doll) <https://digital.library.in.gov/Record/IMCPL_tcm-65> * (example of trading goods) <https://digital.library.in.gov/Search/Results?lookfor=Native+American+Trade&submit>= * (Fort Ouiatenon) <https://digital.library.in.gov/Search/Results?lookfor=Fort+Ouiatenon&submit>=   **Catalog of Lessons:**  **Lesson 1: Learning About Different Fur Traders in Northern Indiana**  The teacher will first teach the students what was the fur trade and how it was important to fur traders and American Indians. The students will be taught background knowledge about the different fur traders that traded in Northern Indiana. Some examples of these fur traders might be René-Robert Cavelier de La Salle, Joseph Bailly de Messein, Jean Baptiste Bissot, and Sieur de Vincennes. The teacher will then read a diary entry from an actual fur trader from one of the examples previously mentioned. Once the students have heard or read an actual account of a fur trader’s journey in Northern Indiana, they will be asked by the teacher to create their own diary entry for one of the fur traders listed above and made to answer questions that were given in a prompt. Then the teacher will assign the students a separate question to write in their journals. This question will be asking the students, “If we no longer had paper money and coins what would you use to trade and what might be a fair trade according to you?  **Lesson 2: Learning about Northern Indiana Indians**  The teacher will talk about the Native American tribes that once were abundant in Indiana such as the Miami, Potawatomi, Algonquin, and Iroquois tribes. By understanding these Native American tribes past the students will understand which tribe was more likely to trade with the French fur traders and use them as allies in tribal disputes. The teacher would explain to the students that later on this relationship with the Native Americans would play a key role for the French to use the tribes as their allies in a war against Britain for control over this land. By learning this background knowledge of the Native Americans, students will learn how important the fur trade played a key role in our states history.  **Lesson 3: Creating a Indiana Map Activity**  During this lesson, teachers will be able to discuss with the students about different ways fur traders navigated to Northern Indiana. Many students will discuss how different fur traders such as René-Robert Cavelier de | La Salle, Joseph Bailly de Messein, Jean Baptiste Bissot, and Sieur de Vincennes traveled different routes to make it to different trading posts. The teacher will need to explain to the students why might these trading posts have been built in these locations. After students have discussed about the different fur traders and trading posts, students will be assessed on creating maps that can help the fur traders to navigate to trading posts and back to Europe. Students will share these maps and the fur trader’s accounts of traveling in a reader’s theatre. The students will present to the rest of the school at the end of the unit to explain what they have learned about the fur trade in Northern Indiana.  **Lesson 4: Looking at Permanent Fur Trading Post Settlements**  Students will begin to examine different fur trading posts that the French fur traders constructed in order to create permanent settlements in Indiana. The teacher will explain to the students that some of the trading posts still are in existence today as permanent cities or towns. One of these examples is Valparaiso, which was called (Bailly’s Home) another one is called Fort Wayne, which used to be called (Post Miami). Students will explore present day maps and identify where these cities are located on the maps. Then the teacher will have the students answer questions as to why these trading posts were built in this area and how come the names of the fur trading posts were able to survive through the years?  **Lesson 5: Demonstration of Fur Trade Economy**  The teacher will teach the students about how these fur traders were able to use different currency to trade with Native Americans. Since there were many different Native American tribes in the area, the teacher will have to explain how the Native Americans were not able to use the same type of currency with these tribes. The teacher will have to explain that instead of the same currency many times the French had to trade ordinary objects with the Native Americans in order to buy a pelt or fur to sell back home in France. Students will learn how fur was a valuable item that was in high demand back in France at the time. Students will be demonstrating how the French fur traders and the Native Americans might have traded by using bargaining systems in order to sell their merchandise. The teacher will split the classroom up into two groups by random selection of card drawing. Students will either get a card saying a Native American tribe or a French Fur trader. Students will then be given another set of cards that hav a picture of the item they are trying to sell. On the back of these pictures merchandise cards will be the name of and definition of the item that the student is trying to sell. Students will receive at least five to ten merchandise cards to sell. Each student individually will be assessed on how they are able to create their own bargaining system and be able to trade successfully with the other group in order to sell all their merchandise. Students will apply this skill of bargaining by creating a new currency to use in today’s society. | | |
| **Assessment Abstract:**  For the first assessment, students will create their own diary based on a fur trader. Students will answer questions on how they traveled to Northern Indiana, how they communicate with the Northern Indiana Indians, and what made them decide to travel to Indiana territory? For the second assessments, students will be instructed to play a fur trading game. The game consists of different types of playing cards labeled “Native American,” or “French Fur Trader.” Students will then be given a variety of merchandise cards and the students will have to use their bargaining skills in order to sell as many merchandise cards as possible.  **Assessment Prompt:**  For the first assessment, students will use the diaries as a prompt. For the second assessment, students will receive a laminated paper with rules on how to play the fur trading game. These directions will have detailed sentences and a few hints. Students will read the directions out loud so everyone knows what is expected of them.  **Directions for Lesson 1 Assessment:**  Students will already have learned about different fur traders that traded in North America. Students will choose their own fur trader and come up with a creative, school appropriate, name for their trader. Students will be given a piece of paper with burned edges to make it look more real. Each student will have to write two, very detailed, paragraphs. These questions will be written as a prompt on the paper:   * How did you travel to Northern Indiana? * How did you communicate with Northern Indiana Indians? * What made you decide to travel to the Indiana territory?   **Procedures for Lesson 1 Assessment:**  The teacher will need to have the diary papers already made with the burned edges. It is important that the teacher activates the student’s prior knowledge because some students might not know any information on fur trading at all. The teacher will need to print out enough diaries for the entire class so they are able to follow along while the teacher reads. Before the students start on their own diary entry, the teacher will present an example of a distinguished diary entry so the students are aware of what is expected of them. If students finish early, colored pencils, crayons, and markers will be available if they would like to decorate their diaries. Students will then have the opportunity to share their diaries with a classmate. | | **Directions for Lesson 5 Assessment:**  First the teacher will provide background knowledge about how the Native Americans and the Fur Traders were able to use different currency to conduct their bargaining between the two cultures. Next the teacher would divide up the classroom into two groups. These students will be selected for each group by a card drawing each of these cards will say either Native American or French Fur trader. Then each group will be given a different card decks that contain different pictures of certain items that either the Native Americans or French Fur traders would use to bargain and sell to each different group. Students will then individually participate in the simulation so the first student to trade and bargain all their items will be declared the winner of the simulation. After the simulation, students will be asked to think about how we could apply these bargaining skills into creating a new currency for today’s society. Some questions that these students will need to think about to create this currency.  1. What would be some good items to use as a currency for today besides money?  2. What will be your currency system?  3. How would you make the exchange for larger currency?  4. How might we use the French Fur trade currency into today’s society?  **Procedures for Lesson Five:**  Teachers will need to gather up note cards. Teacher will need to make sure there are enough note cards available for each student and split the note cards into two equal groups that will be labeled different Native American tribes and Fur traders. The teacher will also need to gather another set of note cards that would be used for five cards per student. Next the teacher will need to print pictures place one picture on each card. These items will represent each group of Native American tribes or Fur Traders and what items they might have used to bargain with as currency. To top each card off teachers will need to include a definition and vocabulary word for each item that they gave them to bargain with. The teacher will also provide a currency system display to show the students how they might bargain the items that they have to get a “fair trade.” The teacher will also need to assess to make sure that all students are able to bargain each item and not have any of their original items left. Teacher will also assess the students by finding out if the students are able to create their own fur trade currency for present day society. |

**Rubric for (Lesson 1) First Assessment:**

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| Benchmark | Score | | | |
| * Students will learn about the fur trade and fur traders in Indiana. (SS.4.1.2) | 1 | 2 | 3 | 4 |
| Students understand the fur trade, but student’s diary entry does not include any information about the fur traders. | Students understand the fur trade, but student’s diary entry includes little information about the fur traders. | Students understand the fur trade, includes a variety of information about the fur traders in diary entry, but does not recognize fur traders in Indiana | Students write about the fur trade, including a variety of information about the fur traders in diary entry, and recognize fur traders in Indiana. Students will present their diary entries during an open house to parents, school board, and other teachers. |
| * Students will learn about the relationship between fur traders and American Indians. (SS.4.1.2) | Students did not write about the relationship between fur traders and American Indians in their diary entry. | Students include little information about the relationship between fur traders and American Indians in their diary entry. | Students include an average amount of information about the relationship between fur traders and American Indians in their diary entry. | Students include a wide variety of information about the relationship between fur traders and American Indians in their diary entry. |

**Rubric for (Lesson 5) Second Assessment:**

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| Benchmark | Score | | | | |
| * Students will learn about different American Indian cultures in Indiana and how goods were traded in the fur trade. (SS.4.1.1) (SS.4.4.1) | | 1 | 2 | 3 | 4 |
| Students will not understand different Native American tribes, or how these different tribes would trade with different fur traders. | Students will understand different Native American tribes but not understand how to trade with different fur traders. | Students will understand different Native American tribes and participate in trading simulation that could help students understand how to trade with different cultures. Students will also be able to identify how to apply this bargaining system to trading. | Students will understand different Native American tribes and participate in trading simulation that could help students understand how to trade with different cultures. Students will also be able to identify how to apply this bargaining system to trading. Students will be able to use this system to apply it to a currency system that could be used into today’s society. |