

Lesson Plan

Title: Fur Trade Game

Author: Elizabeth Phipps 

Magazine Issue: This lesson is inspired by the article “The Business that Created a Country” in the How Furs Built Canada issue of *Kayak: Canada’s History Magazine for Kids*.

Grade Levels: 1/2, 3/4, 5

Themes:

- Exploration & Geography
- French Canada
- Economics & Trade
- Settlement & Immigration

Subject Area: Social Studies

Lesson Overview (Summary):

In this lesson, students will hear a story about life as a voyageur’s family during the Fur Trade. The students will then play the Fur Trade Game (like an Easter egg hunt) where they collect furs to trade for items from a “trading post”. The students will complete a “Fur Trader’s Log Book”.

Time Required: 50 minute period

Historical Thinking Concept(s):

- Establish historical significance
- Take historical perspectives

Learning Outcomes:

Social Studies:

- Correlate the impact of the land on the lifestyles and settlement patterns of the people.
- Identify the European influence on pre-confederation Canadian society.

Student will:

- Complete a Fur Trader’s Log Book by collecting “Beaver Pelts” cards and trading them for items from a trading post.

The Lesson Activity:

Before the lesson begins, you need to make a “Fur Trader’s Log Book” for each student. To do this, photocopy the blackline masters of the book back-to-back, then fold them in half and staple them along the fold. If desired, you can add brown construction paper covers.

You also need to photocopy the “Beaver pelt” cards onto heavier paper and cut them out. Count the number of students playing and create cards for half that number.

Finally, photocopy and cut out enough of the trading item cards for there to be one set per student. Separate the trading item cards so there is a pile of each item.

To set up the game: Ask older students or parents to help out and act as the Company Traders. Set up folding tables where the students will bring their “beaver pelts.” The game can be set up on a creative playground (weather permitting) or in the library. Spread the beaver pelts around the area (like Easter eggs).

Activating: How will students be prepared for learning?

In the classroom, the teacher will read *The Voyageur’s Paddle* By Kathy-jo Wargin. Then the students will be given their “Fur Trader’s Log Book” and they will write their name on the front.

Acquiring: What strategies facilitate learning for groups and individuals?

After explaining the game, the students will move to the location of the game and start collecting “Beaver Pelt” cards. Once they have enough to purchase an item from the store they run to the company traders. That person will glue or staple the “Beaver Pelt” card to the page with the item they want to purchase and then they will glue or staple the appropriate “item” card to the page.

Only permit students to collect what they need to make one trade at a time. This ensures that the game lasts a little longer.

Once the game is over it is time to return to the classroom.

Applying: How will students demonstrate their understanding?

The teacher will lead a class discussion about the students’ experience during the game and then ask them what they think it must have been like to be a real fur trader. Then time will be given to complete the “Fur Trader’s Log Books”.

Background Information:

[“Fur Trade”](#), The Canadian Encyclopedia

Materials/Resources:

- A Fur Trader's Log Book for each child
- Staplers or glue
- Volunteers to be Company Traders
- Beaver pelt cards on card stock
- Trade item cards on card stock

Assessment:

Teacher can collect evidence of student learning through the class conversation; from observation during the Fur Trade Game and checking the completion of the student's "Fur Trader's Log Book" (product).

Extension Activity:

Students can learn the [Paddle Song](#).

I am a fur trader and I traded:

_____ beaver pelt(s) for _____
_____ beaver pelt(s) for _____

In total, I collected _____ beaver pelts.

I think I would have liked/not liked being a fur trader because:

My Fur Trader's Log Book

Name: _____

I traded 4 beaver pelts

I traded 1 beaver pelt

for 8 knives

for 2 combs

I traded 1 beaver pelt

I traded 1 beaver pelt

for 20 fishing hooks

for 2 red feathers

I traded 1 beaver pelt

I traded 4 beaver pelts

for $\frac{3}{4}$ pound of buttons

for 1 pistol

I traded 4 beaver pelts

I traded 1 beaver pelt

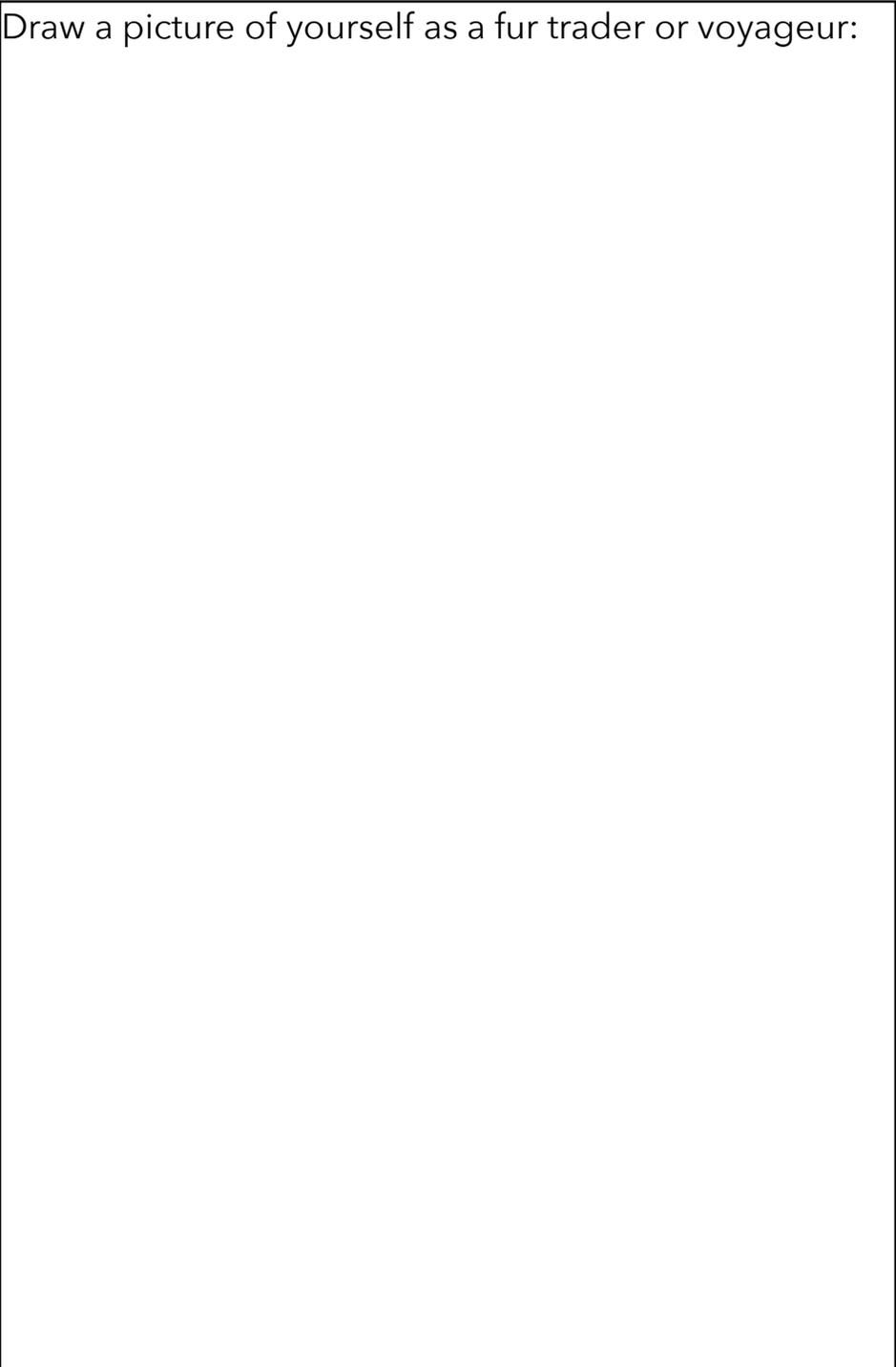
for 2 mirrors

for 1 pair of pants

I traded 4 beaver pelts

for 6 thimbles

Draw a picture of yourself as a fur trader or voyageur:



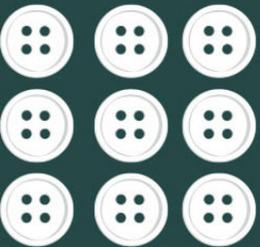




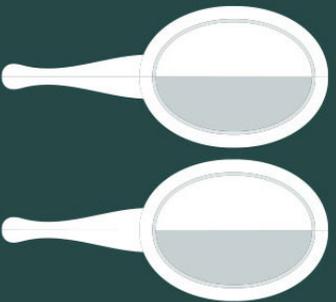
SIX THIMBLES



TWO COMBS



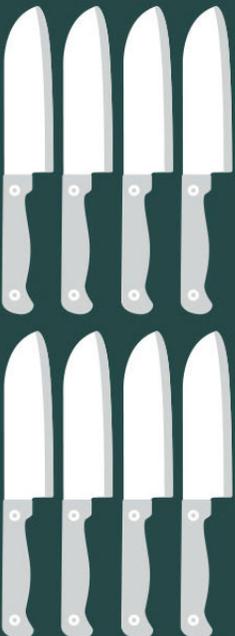
3/4 OF A POUND OF BUTTONS



TWO MIRRORS



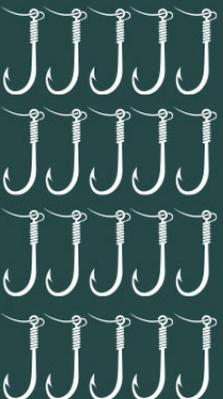
TWO RED FEATHERS



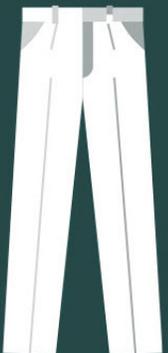
EIGHT KNIVES



A PISTOL



20 FISH HOOKS



A PAIR OF PANTS