Lesson Plan:

Expanding Western Horizons: Looking at the Fur Trade Through Multiple Perspectives
By - Ruth Ferris

Duration, Class, Grade Level, Number of Students: Five 1 hour class periods, 24 students.

Location: 4th-6th grade classroom

Key Vocabulary:

Avant Courier	Diamond Hitch	Furrier
Beaver	Dumpling Dust	Galena
Booshay	Dutch Oven	Green Hand
Boudins	Encroachment	Journal
Brigade	Engages	Keel Boat
Buffalo Chip	Environment	Portage
Buffalo Robe	Expeditions	Rendezvous
Bull Boat	Exploitation	Trading Post
Cache	Factor	Trap
Carrot	Fire Water	Vermillion
Consumerism	Foofarraw	Voyageur
Courier	Free Trapper	Water Route

Instructional Material: A list of learning materials needed for instruction. All materials should be included with lesson.

Vocabulary Cards 1-5 ● https://goo.gl/bfAlzs ● https://goo.gl/ebPKgy ● https://goo.gl/2paO5R ● https://goo.gl/OcY0vc ● https://goo.gl/u9mvWa Writing to Read - Loop Writing https://goo.gl/NnpXur Bingo Cards http://goo.gl/EDYF6w Rubric	Graphic Organizer for Interpreting Primary Sources https://goo.gl/2khTY6 Guided Notetaking Sheet (download it as a pdf) https://goo.gl/Ik12dg WHA - Fur Trade Slides https://goo.gl/jD5jSS Missouri Trapper https://user.xmission.com/~drudy/mtman/html/hughglass.pdf	Two Voice Template #3 http://bit.ly/2arLTOf (download as pdf) Visual Thinking Strategies http://www.vtshome.org/what-is-vts Circle of Viewpoints Routine http://goo.gl/bYBW3N Notebook - Students will write short summary and reflection for each lesson.

Enduring Understanding (Big Idea):

Students will explore how the Fur Trade made economic, environment, and cultural identity changes to life in North America. They will understand that all people are consumers. They will examine why their

Essential Questions:

- How did the fur trade exploit the people and resources of North America?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
- How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
- How can the perspectives of a group affect their use of and impact on the environment?
- What were the risks and rewards of becoming a Fur Trapper or Mountain Man?

Learning Objectives:
Analyze and interpret primary documents.
Build background knowledge through vocabulary
Explore pros and cons of the fur trade business.
Contrast different people's perceptions and opinions of the fur trade based on their experiences.

Standards:
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.
H3.0.6. Use a variety of primary and secondary sources to construct a historical narrative.
MT-4.1. Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.
MT-4.6. Students will explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.
SS-CCSS.4.1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.

Background:

The fur trade had started in Europe. Beaver was used to make felt hats since the 1700's when they were trapped out, industry began to look toward the new world. At that time traders negotiated with the different tribes for the pelts. The French and British were active trappers in North America. The Corps of Discovery encountered several groups of trappers during their journey.

Preparation

Print out the WHA - Fur Trade Google slides. The text and documents are all on the slides as well as what they will be working on that day. Helpful links are included.   https://goo.gl/JDMkrc

Procedure:
Day 1:

Hook: Play Jack Gladstones YouTube video "Hudson Bay Blues" from his album "Odyssey West". Discuss the song lyrics, and point of view. In their journals students will list 3 questions based on the song.

Share the essential question they will be focusing on: How did the fur trade exploit the people and resources of North America?

Then tell them about the final project. Give them a copy of the questions and formats they can use. Encourage them to use their notes.

Model: Read the text aloud one time through. - Students get to hear what a fluent reader sounds like and how the words are pronounced. Read it a second time out loud this time use visual thinking. Stopping at important words model self questioning. Then, everyone reads the text out loud together. This way students get practice. Use the note taking sheet to analyze the text.

Whole Class -
Reading 1 - Lewis and Clark

Groups (Give students 15 minutes to read and share notes.) Guided Notetaking Sheet (download it as a pdf) https://goo.gl/lk12dg. Do Reading #3 as a whole class. Project the painting and use the VTS strategies to examine the painting.

- Reading #2 - Beavers Habitat
  - Drawing
  - Trapping - excerpts from a primary source
- Reading #3 - Extermination
  - Painting
- Reading #4 - Fur Companies (use the
  - Map

Notebook Expectations
- Each student writes a short summary about the lesson and documents they used.
- Write a reflection on their aha moments, what is confusing, questions they have.
- Write daily.

Day 2:

Vocabulary
- Human Bingo http://myfreebingocards.com/bingo-card-generator   This is the set I created using the vocabulary words in the lesson. Print out a set of the vocabulary pages on cardstock. Give each student a card. (Word and definition). Students circulate. They may write their name on a bingo card in the block with their word after they say the word and explain the definition to the other student. They may only sign once on each card. Optional - give a small prize to the first 3-5 students who get a BINGO. Once those have been won have them play to blackout. This gives each student practice with the vocabulary words

Whole Class
- Reading #5 - Ashley's 100 (1. Read the text, 2. Visual Thinking 3. Everyone Read - Then do Loop Writing)
    - 1822 Advertisement - Primary Source
    - 1823 Advertisement - Primary Source

Groups
- Reading #6 Metis
    - Painting
    - Photograph Red River Carts
- Reading #7 Missouri Trapper https://user.xmission.com/~drudy/mtman/html/hughglass.pdf
    - Recommend projecting this and reading it as whole class.
- Notebook Reflection

Day 3

Whole Class
- Reading #8 Rendezvous - Loop Writing
    - Painting - VTS
    - Map
    - Illustration

Groups
- Reading #9 Ashley's Letter - Note Taking Sheet
- Reading #10 Trivia Facts - Notetaking Sheet
    - Trade Goods (Take a look at the glasses)
      https://www.furtrade.org/museum-collections/tools-utensils/
- Notebook

Day 4
Whole Class
● Reading #11 - Indigenous Women

Group
● Reading #12 - Crow People
● Fur Trade - Optional

Whole Class

Circle of Viewpoints http://goo.gl/bYBW3N This is a whole class activity. After students have brainstormed all the perspectives they can. Ask whose voices and viewpoints were not included. Add them now.

Have each student choose someone or something from the list then they will use the script to share their viewpoint.

Notebook Reflection - Include your experience and thoughts about the Circle of Viewpoints in your writing.

Day 5 - Is a work day for the final project. Students may work together, but each student must submit their own project. See Evaluation.

Evaluations (Assessment):
● Choose one question - include one example of text or primary source that supports your opinion.
  ○ How did the fur trade exploit the people and resources of North America?
  ○ How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
  ○ How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
  ○ How can the perspectives of a group affect their use of and impact on the environment?
  ○ What were the risks and rewards of becoming a Fur Trapper or Mountain Man?
  ○ Why was the Rendezvous profitable? Who profited? What is your evidence?

● Students will demonstrate their understanding by completing one of these projects:
  ○ Write a letter
  ○ Create a Poem
    ■ Two Voices Template http://bit.ly/2arLTOf
    ■ Narrative
      http://www.readwritethink.org/files/resources/lesson-docs/30934Prewriting.pdf
  ○ Design a poster or infographic

● Notebook

Extensions: What kind of activities can be suggested should a teacher wish to develop the essential understandings in greater depth?
- Looking at tribal histories and the Native American perspective on the fur trade.
- Women who were involved with the fur trade like Marie Dorion.
- Social Media - They will create a profile based on someone involved in the fur trapping industry with at least one probable friend. They will create at least 4 posts, with replies that answer their chosen question. http://www.classtools.net/FB/home-page download a template - Advertisement shows on computer.
- Print out vocab card sets for each student. Two students could put their cards together and play concentration. Cards are dealt face down in rows. Students try to make a match.

Resources: A list of print, electronic, and artifacts that will aid in the preparation and development of this lesson.

Important Resources

American Fur Trade Map, Library of Congress https://www.loc.gov/resource/g4051s.mf000042/
Cost of Trade Goods http://thefurtrapper.com/home-page/american-fur-trade-3/#The

Fur Trade Museum http://www.furtrade.org/

The Fur Trapper http://thefurtrapper.com/

Hugh Glass http://hughglass.org/

Montana: Stories of the Land   http://svcalt.mt.gov/education/Textbook/TextbookMainPage.asp

Museum of the Mountain   http://museumofthemountainman.com/

St Louis Circuit Court Historical Records Project, "St Louis Fur Trade Cases 1800-1834"
http://stlcourtrecords.wustl.edu/about-fur-trade-series.php

All of the material for the lesson including readings are on WHA Fur Trade Google Slides
https://goo.gl/jD5jSS

This is the link to rubric generator I used
https://www.learner.org/workshops/hswriting/interactives/rubric/

Title: **Looking at the Fur Trade Through Multiple Perspectives**

Teacher Name: Ruth Ferris

Student Name: _____ Date:_____

	Emerging - 1	Improving - 2	Nearing Standard - 3	Excellent - 4
Content	The content is absent or not related to the topic.	The content is ordinary and somewhat related to the topic.	The content is clear and directly related to the topic.	The content is substantial, intriguing, and original. It relates directly to the topic.
Description	Uses little or no concrete language or sensory images	Some concrete language and sensory images; uses some literary devices	Concrete language and sensory images create a descriptive piece; uses many literary devices	Concrete language and sensory images create a highly imaginative and descriptive piece; rich use of literary devices such as simile, metaphor, and alliteration
Details	Uses little or no detail to support and explain the topic.	Uses some details that are accurate; some details such as examples and explanations are not appropriate for the topic; details do not always support the topic.	Uses details such as explanations and examples that are accurate and support the topic.	Uses details such as explanations and examples that are accurate, appropriate, and fully support the topic.
Ideas	Ideas are confusing and do not support the main topic in any way.	Ideas sometimes do not support the main topic.	Clear ideas support the main topic.	Strong ideas are carefully and imaginatively presented, showing real insight into the topic.
Purpose	There is no purpose.	Purpose is vague, misstated, or not always supported by details.	Purpose is defined and understandable, supported by details.	Clearly defined purpose, carefully and convincingly presented.
References	No supporting references.	Few supporting references or references presented in the incorrect format.	Many supporting references usually presented in the correct format.	Numerous supporting references presented in correct format greatly add to reader understanding of main idea.

Total Score: _____ points out of 24 possible points.

Teacher Comments:

https://goo.gl/qUy6zI This is the link to the rubric for this lesson.

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• What claims does the author make? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective?	• Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	• I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

Two Voice Template #3

	Voice #1 -	Voice #2 -	Spoken Together
Line 1	I am		
Line 2		I am	
Line 3	(Declare what side I have taken for this debate.)		
Line 4		(Declare what side I have taken for this debate.)	
Line 5			(Declare the subject for our debate.)
Line 6	(Explain the reasoning behind my point of view.)		
Line 7		(Explain the reasoning behind my point of view.)	
Line 8			(Declare a point of agreement.)
Line 9	(Respond to the previous statement made by my opponent.)		
Line 10		(Respond to the previous statement made by my opponent.)	
Line 11			(Declare another point of agreement or rephrase earlier statement.)
Line 12	(Use extended reasoning or elaboration to explain my point of view.)		
Line 13		(Use extended reasoning or elaboration to explain my point of view.)	
Line 14			(Summarize with a strong statement what we both agree upon.)