

Title: The Fur Trade

Resources used and possible concerns	<i>The Red Sash</i> (Pendziwol, 2005)
Author/creator and/or literature background	<p>Author - Jean E. Pendziwol</p> <ul style="list-style-type: none"> ● Pedziwol was inspired to write <i>The Red Sash</i> (2005) through her involvement with Fort William Historical Park as a volunteer. ● Has written several award-winning books for children, including <i>Once Upon a Northern Light</i>, which was shortlisted for the Governor General's Literary Award and the TD Canadian Children's Literature Award. ● Finds inspiration in the rich history, culture and geography of Northwestern Ontario where she lives.
UPE course connections (not exhaustive)	<ul style="list-style-type: none"> ● EDUC 435 Language, Literacy and Culture: This is a great example of a picture book that could provide an opportunity for multimodal instruction. If it is read out loud, with the pictures being shown to the class, the students have the advantage of engaging in multimodal literacy instruction which can also provide differentiation to the lesson. In addition, it would introduce Indigenous content into the EDUC course, and ways in which it can be addressed in the classroom. ● EDUC 530 Indigenous Education: This lesson includes a book that could be used for the resource evaluation task, so pre-service teachers can assess its suitability based on Appendix 6 in <i>Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners</i> (Alberta Education, 2017). In addition, it is a resource that could assist pre-service teachers with acquiring further “understanding [of] the histories and diversity of the First Nations, Métis and Inuit peoples of Canada and the concomitant implications that this has for education policy and practice”(University of Calgary, n.d., EDUC 530 Indigenous Education) because it addresses the contributions the Métis made to the fur trade. ● EDUC EDUC 460 Specialization I: This resource could be well suited for use in the Social Studies EDUC 460 courses as it addresses both identity and Indigenous content, as well as the diversity that exists among Indigenous peoples in Canada. All of which are

	<p>requirements addressed in the front matter of the Social Studies Program of Studies as well as many of the specific outcomes (Alberta Education, 2007). Showing ways in which a book like this can be used in a secondary classroom to acknowledge the different Indigenous groups in Canada (in this case the Métis) would be valuable to pre-service teachers.</p>
<p>K-12 connection</p>	<ul style="list-style-type: none"> ● This lesson is designed to be taught in grade 7 social studies to address the Specific Outcomes: <ul style="list-style-type: none"> 7.1.4 assess, critically, the economic competition related to the control of the North American Fur trade by exploring and reflecting upon the following questions and issues <ul style="list-style-type: none"> ■ How did the first Nations, French, British and Métis people interact with each other as participants in the fur trade? <p>It would be taught as part of a bigger unit that explores how the changes that occurred as Canada moved toward Confederation shaped Canadian identity and the way in which citizenship is viewed. (Alberta Education, 2007)</p> ● This lesson could also be used in ELA at various grades to address: <ul style="list-style-type: none"> ○ ELA at various grades to address outcomes such as: ○ 1.1 Discover and Explore; Express Ideas and Develop Understanding; ○ 1.2 Clarify and Extend: Consider the ideas of Others; ○ 2.2 Respond to Texts: Experience a Variety of Texts <p>(Alberta Education, 2000)</p>
<p>Materials</p>	<p>Google Slides with visuals, video, and additional information Book Sash (if you can locate one) Graphic organizer</p>
<p>Rationale</p>	<p>Big idea: How do you think the fur trade contributed to our perception of a Canadian identity, or who we are today?</p> <p>Purpose: This lesson will introduce one of the diverse groups that participated in the fur trade and start to build the students' understanding of the effect the fur trade had on Canadian</p>

	<p>citizenship and identity. <i>The Red Sash</i> (2005) provides a descriptive story of a day in the life of a young Métis boy and his desire to be a voyageur like his dad. The story provides details about The Northwest Company, Fort William, the people who were involved in the fur trade and how they lived.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Begin by reviewing the lesson that was previously taught regarding the stage of the fur trade that this story took place in. 2. With the assistance of a Google Slide and a Sash (if you can locate one, otherwise show visuals) provide some background as to who the Métis are, and the significance of the sash. The video Elder Elize Hartley talks about the Métis Sash (ISHS McMaster, 2011) could be used to assist with that explanation and provide authenticity to the lesson. 3. Then, conduct a book walk discussing the background of the author and the location of the story using Google Maps. 4. Provide a graphic organizer [see Appendix A] to the students with space to note the required information for that day (the phase of the fur trade, events, key people, and the impact on Canadian identity). 5. Provide the excerpt by Métis Priests Father Guy Lavallee's Prayer from the 1982 constitution talks [see Appendix B], to address how “Canada has evolved into a multicultural, bilingual, pluralistic and diverse society” (Alberta Education, 2007, p. 1), and how that affects our perception of Canadian citizenship and identity (TeachBC, n.d.). Discuss and assess the students’ understanding of identity, which would have been discussed at length at the beginning of the unit, to ensure they can be successful at the task. 6. Read the book while the students take notes in their organizers. 7. Discuss as a whole class what the students identified as the phase of the fur trade, the key people involved, the events that occurred and what they identified as influences to our current notions of identity in Canada. 8. Then, allow students time to complete their outputs for formative assessment, as described in the instructions for the graphic organizer, to increase their understanding of the lesson and inform the unit’s

	summative assessment.
Content Creator Biography	I am a graduate of the Olds College Fashion Merchandising program with a major in apparel production who worked for 23 years in that field before entering the Community-based Bachelor of Education program with the University of Calgary in 2016. I am excited to begin my new career this fall, teaching the CTF/CTS programs for Home Economics and Fashion in my small community, which has been my dream since graduating from Olds. I hope to bring my experience as a mother, volunteer, tailor, and small business owner, as well as the knowledge and experience I have attained during my studies with the Werklund School of Education, into the classroom this fall to address the needs of my students successfully.

Supporting Sources (APA):

Alberta Education. (2000). English Language Arts K-9. Retrieved from

<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=40470>

Alberta Education. (2007). Social Studies Kindergarten to Grade 12. Retrieved from

<https://education.alberta.ca/media/3273004/social-studies-k-6-pos.pdf>

Alberta Education. (2017). *Our words, our ways: Teaching First Nations, Métis, and Inuit*

learners. Retrieved from <https://open.alberta.ca/publications/9781460134757#summary>

ISHS McMaster. (2011, May 11). *Elder Elize Hartley talks about the Métis Sash* [Video file].

Retrieved from <https://youtu.be/z2hj8YA03T4>

Pendziwol, J.E. (2005). *The red sash*. China: Groundwood Books.

TeachBC. (n.d.). Lesson planning template. Retrieved from [metis-sash-lesson.docx - TeachBC](#)

University of Calgary. (n.d.) Education EDUC. Retrieved from

<https://www.ucalgary.ca/pubs/calendar/current/education-educ.html#39646>

Appendix A

How Did We Get Here? The Fur Trade

Graphic Organizer Instructions

Please fill in one page of the organizer each day.

- Record the **phase of the fur trade** that was discussed, **events that occurred**, the **key people** who were involved, and the impact on identity in Canada that you recognized in the day's lesson.
- Then, you will need to create an output for each phase, to provide an interpretation of what you learned that day based on your notes.
- In the output choose an approach from the list below to represent the knowledge you acquired about the evolution of identity in Canada, based on the notes you took while listening to the story and the day's lesson. The choices for outputs are:
 - Draw/sketch an art piece with an accompanying artist statement explaining your choices
 - Create a mind map or concept map
 - Create a word collage
 - Write a poem
 - Write a song
 - Create a storyboard
 - Create a Snapchat streak between two of the key individuals and explain its meaning
- **Make sure you ALWAYS connect your output to the evolution of identity in Canada, in addition to the important events, dates, and the key people involved.**

Fur Trade Graphic Organizer

Phase:	Events:
Key people:	The evolution of identities in Canada:

Output

Appendix B

Métis people have been wearing the sash proudly for years. When I look at it, I notice that it is composed of many interconnected threads, many strands, many patterns, and many colors contribute to the overall design of the sash. Our Métis culture is like the sash. The lives of the Métis have been woven together from a variety of cultures, traditions, and beliefs...For example, we are the descendants of the English, of the French, of the Cree and Ojibway and Scots to name a few. We speak a variety of languages: English, Canadian French, Michif French, Michif Cree and Muskegon. Look at the sash: it is a composite. It is a mixture. It is Métis. It is made of a variety of elements, like the lives of the Métis. Look at its pattern, its fabric, its colors. Nonetheless, these disparate elements form an integrated whole. Similarly, the different ethnic backgrounds and different languages of the Métis blend into one another to form a rich tapestry like the lives and culture of the Métis (TeachBC, n.d., p. 4)