

Template 4: Unit Instructional Plan / Lesson Sequence	
Unit: Social Studies Grade 5 Cluster 3- Fur Trade	Focus for learning: Daily living, people interactions, geography, living on the land.
Introduction: Methods of Transportation. (2 periods) - Sort and Predict Frame - What methods of transportation were used during the fur trade era? Where different forms of transportation used during different seasons? What were methods of transportation made out of during the fur trade? SLOs:VI-003, KI-009, KL-021, VI-007,	
Lesson 1 Roles of People in the Fur Trade Part 1 (2 period) -Modified Carousel with 7 stations (group work) - Who participated in the fur trade? Were women involved? What about animals? What were the various jobs during the fur trade? SLOs: VI-003, KI-009, KH-036, KE-052,	
Lesson 2 Roles of People in the Fur Trade Part 2 (1 period) -Mind Map introduction - Fill in the Blank (worksheet on roles) - group discussion - questioning - What were the differences between people roles during the fur trade? What might the interactions between these people groups have been? SLOs: VI-003, KI-009, KH-036, KE-052	
Lesson 3 Living as A Merchant or an Aboriginal Trapper (2 periods) -Group collaboration through creating a trading table - Exploring items that would have been traded at posts through artifacts - Exploring items then and now - How did trading work? What was traded? Why were certain items traded and not others? What was the interaction between people like during a trade? SLOs: KH-036, KI-009, VI-003, KE-052,	
Lesson 4 Canada Now and Then (1-2 period) - Exploring items then and now - Exploring food then and now - Similarities and differences between present day Canada and pre-Confederation Canada during the fur trade - What are some similarities and differences between Canada now and then?	

SLO's: KG-044, VI-003, KG-030, KG-036

Lesson 5 (Double) Geography of Canada Part 1 (1 period)

- What geographic regions of Canada did Hudson's Bay Company and Northwest Trading Company operate in? What were the three regions of Canada that existed during the Fur Trading Era?

SLOs: KL-020, KH-030, VL-007,

Lessons 6 Geography of Canada Part 2 (1 period)

-Mapping specific trading posts on a map of Canada (activity)
- Exploring what these trading posts looked like
- Exploring Metis territory

-Where were some of the major fur trading posts located? Where is Hudson's Bay? What were some of the geographic aspects that played a role in where trading posts may have been built?

SLOs: KH-034, KL-020, KH-030, VL-007

Lesson 7 Introduction of Design Your Own Fur Trading Post Project (1 period)

-Students will be introduced to their culminating project (see culminating project for specific SLO's)
- Students will be shown examples, given checklists, and outlines to help them begin their thinking process

Lesson 8 Hudson Bay Company vs. Northwest Company (2 period)

-Poster activity compare and contrast
-What were the major differences between the two fur trading companies? Including roles, governors, items traded, trading posts locations, trading regulations etc.

SLO's: VI-003, KE-053, KG-044,

Lesson 9 The Many Dangers During the Fur Trade- Wildlife, Climate and Landscape Explored (2 periods)

-Picture slide show
- Mapping
- Group Discussion

-What geographical factors such as weather and wild life impacted where companies built their fur trading post? Was the wildlife different from one side of Rupert's Land to the other?

If so which animals would have posed a threat to fur traders? Which animals would have been killed for fur or food? What might daily living have been like at a trading post? What material might fur trading posts have been made out of?

SLO's: KL-021, KH-036,

Lesson 10 Daily Living at a Fur Trading Post (1-2 periods)

- Sharing Primary Sources (Journal Entries) to explore what daily living was like.
- Compare and contrast chores present day Canadians have vs. pre-Confederation Canadians living at fur trading post.

SLOs: KI-009, KH-032, VI-003

Lesson 11 Where Did We Build Our Fur Trading Posts? (2-3 periods)

Students will present their trading post projects and locate them on a map of Canada.

Lesson 12 How the Fur Trade Shaped Canada. (1-2 period)

- Reflection worksheet
- Exploring how the fur trade shaped Canada through news stories, pictures, and other artifacts
- Canada then and now activity

-What impacts did the fur trading post and the fur trade industry have on making the Canada we know today? How has Canada changed? What are the differences between then and now?

SLOs: KH-030, VI-003, VI-007,

Lesson13: How does history all fit together?

Template 2: Unit Curriculum and Assessment Plan

Unit/Strand: Social Studies Grade 5 Cluster 3- Fur Trade		Focus for learning: Daily living, people interactions, geography, living on the land.
Enduring understandings: Daily Living During the Fur Trade	Essential Skills: Communication Writing Creative Thinking	Title/Description of Culminating Task: Students pretend they are hired by the Hudson's Bay company to design a new trading post. Students must apply all their knowledge learned throughout the unit to

Geographical Factors (including human system, climate/weather, and life on the land)	Critical Thinking/Making Connections Locating/Mapping Collaboration/Team Work	design their trading post. Students will have to build a 2d or 3d model, create a trading table, locate their post on a map, and complete a written report. Once students have completed all four parts, they will have to present their project to the class.
Roles and Interactions of People During the Fur Trade		
Enabling and/or Other Assessment Tasks		
Learning Habits: Group Collaboration/ Team Work Communication Critical Thinking Speaking	Title: Sort and Predict Frame Diagnostic /Formative Write/ <u>Do/Say</u>	Curriculum Outcomes/Content Standards: SLOs: VI-003, KI-009, KL-021, VI-007
Learning Habits: Group Collaboration/ Team Work Communication Critical Thinking Speaking Creative Thinking Making Connections	Title: Living as a Merchant or Aboriginal Trapper. Diagnostic/ <u>Formative</u> <u>Write/Do/Say</u>	Curriculum Outcomes/Content Standards: SLOs: KH-036, KI-009, VI-003, KE-052
Learning Habits: Communication/ Justifying/ Explanations Critical Thinking Creative Thinking/Making Connection Locating/Mapping	Title: Design A Fur Trading Post Diagnostic/ <u>Formative</u> <u>Write/Do/Say</u>	Curriculum Outcomes/Content Standards: SLOs: KL-020, KG-044, KH-030, KH-032, KL-021, VL-007, KI-009, VI-003, KE-052
Learning Habits: Communication/ Justifying/ Explanation Making Connections	Title: Design a Fur Trading Post Class Presentation Diagnostic/ <u>Formative</u> Write/ <u>Do/Say</u>	Curriculum Outcomes/Content Standards: SLO: KL-020, KG-044, KH-

Locating/Mapping Public Speaking		030, KH-032, KL-021, VL-007, KI-009, VI-003, KE-052
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Template 3: Unit Culminating Assessment Task Plan	
Unit: Grade 5 Social Studies Cluster 3 – The Fur Trade	Assessment Task Title: Design a Fur Trading Post
Description of Task: Students pretend they are hired by the Hudson's Bay company to design a new trading post. Students must apply all their knowledge learned throughout the unit to design their trading post. Students will have to build a 2d or 3d model, create a trading table, locate their post on a map, and complete a written report. Once students have completed all four parts, they will have to present their project to the class.	
Enduring Understandings: Essential Skills: Communication Writing Creative Thinking Critical Thinking/ Making Connections Locating/Mapping	Curriculum Outcomes/Content Standards: <i>Specific SLOs:</i> -KL-020 (Mapping portion) - KG-044 (Written, Trading Table) -KH-030 (Written, Trading Table) -KH-032 (Written portion- stories/jobs of merchants, Aboriginal Trappers, people interactions etc.) -KL-021 (Written, Trading Table, Model) -VL-007 (Written, Model) -KI-09 (Written) -VI-003 (Written, Trading Table) -KE-052 (Written) <i>Students will be able to.....</i> - colour and label a map of pre-Confederation Canada. -explain the impact geographical factors had on daily life during the fur trade era. (specifically at trading posts) - explain how Canadian travelled and shipped fur/other items during the fur trade era in pre-Confederation Canada. - name specific materials fur trading posts were built out of. - use their critical thinking skills to establish appropriate trading rates using European items and pelts. When pricing, students will take into consideration both geographical and social aspects. - explain several aspects related to daily living at trading posts. Students will consider

		<p>chores, jobs or other responsibilities that existed to keep a trading post running during the fur trade era.</p> <ul style="list-style-type: none"> - express themselves creatively through designing, building, positioning, and naming a fur trading post while applying historical knowledge to ensure its functionality during the fur trade era. - understand how Canadians during the fur trade era lived differently than we do today. - understand how Canadians during the fur trade era lived differently than we do today. - understand how geography played a huge role in where Europeans decided to build their trading posts. - express in writing the impact and importance the establishment of fur trading posts had on pre-Confederation Canadians. - understand how the operations during the fur trade shaped present day Canada.
Student Products and Processes		
<p>1)Assessment strategy:</p> <p>3D or 2D Model</p> <p>Assessment tool:</p> <p>Checklist</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> -includes title, living quarters, spaces for animals, spaces for plants/crops/garden, access for transportation. - everything is labelled -appropriate material is used for the 3d model -if a 2d model was chosen a diagram of the inside and outside of the fort is included <p>4) Assessment Strategy:</p>	<p>2)Assessment strategy:</p> <p>Mapping</p> <p>Assessment tool:</p> <p>Checklist</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> - places are located, named, labelled and spelt correctly -colored neatly using colours that are geographically correct (blue for water, any colour but blue used for land) - title is on map, map includes legend and compass <p>5) Assessment Strategy:</p>	<p>3)Assessment strategy:</p> <p>Written Report</p> <p>Assessment tool:</p> <p>Rubric</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> -name of fort content -historical accuracy of daily life at the fort - reasons for choice of location is explained with consideration for historical and geographical factors - plans and access to transportation explore geographical, technological and historical factors - plans for suitable life (including food) allow for

<p>Trading Table</p> <p>Assessment tool:</p> <p>Rubric</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> - organized in a table which is aesthetically appealing - historical validity and justification -At least 5-7 items included on the table. 	<p>Presentation</p> <p>Assessment tool:</p> <p>Rubric</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> - communicates and explains their trading post with clarity 	<p>geographical, social and other historical factors to be explored. These factors must be related to the challenges of daily life while living as a fur trader in pre-Confederation Canada.</p>
<p>Resources: A variety of craft supplies, maps, paper, project outline with check list, table and written report outline.</p> <p>Accommodations/Modifications: Smaller tasks, scaffolding, mini lessons, and other modifications as needed.</p> <p>Cross-curricular integration:</p> <p>Art , ELA</p>		