

## SCHOOL PROGRAM TEACHER OVERVIEW

# THE WOMEN AND MEN OF THE FUR TRADE

### PROGRAM DESCRIPTION

During the fur trade, Europeans relied heavily on the knowledge of Indigenous women and men. This program highlights multiple perspectives on the fur trade following the Seven Years' War (1756–1763), and examines the relationships that made trade networks possible. Students will use primary text sources and artifacts to explore the perspectives of Indigenous women, Indigenous men, and Europeans.

### BIG IDEA

Following the Seven Years' War, the fur trade led European interests west and north. Trade networks relied on Indigenous peoples, and operated largely on Indigenous terms. Many key players were involved in these networks: Indigenous men, Indigenous women, and Europeans — each with their own perspectives, motives, and influence.

### GRADE LEVELS

**ON** GRADES 6 TO 8

**QC** CYCLE 3

*Best curriculum link is to Grades 6 and 7/Cycle 3.*

### DURATION AND PROGRAM TIMES

- 45 minutes
- Start times: 10 a.m., 11:15 a.m. and 1 p.m.

### LEARNING OUTCOMES

Your students will gain a deeper understanding of the fur trade, and the perspectives of the people involved, through material culture, primary sources, and oral history. They will explore historical perspectives by gathering evidence and making inferences.

### THROUGH THIS PROGRAM, YOUR STUDENTS WILL:

- Investigate primary sources to discover facts and key concepts.
- Make inferences from texts and material evidence.
- Identify artifacts and the materials used to make them.
- Discuss relationships between key players in the fur trade.

- Use the historical inquiry process to learn about the fur trade.
- Examine the fur trade through the historical thinking concept of Historical Perspective.

### DELIVERY APPROACH

The Canadian Museum of History strives to tell the stories of Canadians through collected objects and the information these objects can share. Our school programs aim to foster a creative learning environment for students, through hands-on and minds-on activities in which they feel free to take risks, ask questions, and participate without being judged. By facilitating constructive collaboration with their peers, and respect for one another's contributions, we encourage students to make personal connections with the past and develop historical thinking skills, while making learning FUN!

### PREPARING YOUR CLASS

To ensure that your class gets the most out of this unique educational experience, we encourage you to consider the pre-visit activities below.

- Build Anticipation for Your Visit

Get your students excited about history and museums. Initiate a classroom discussion, and ask a series of questions to spark students' imaginations. This will engage your students in thinking about the Museum, encourage inquiry, and help students to anticipate the field trip in a positive way.



### Suggested Questions

What is a museum?

Why do we have museums?

Why is it important to visit museums?

Where do you think all the items in a museum or exhibit come from?

Have you ever been to a museum? Which one? What was your experience like?

Where is the Canadian Museum of History? Can you find it on a map?

- Bring an unusual object to the classroom. Ask students to look at it and handle it carefully. Discuss the object as a class: What is it made of? What can it be used for? Who does it belong to? Where is it used? When is it used? How important is it for the user?

### POST-VISIT ACTIVITIES

To help reinforce the lessons your students have learned during their Museum program, you may want to consider some of these follow-up activities:

- The Gateway to Aboriginal Heritage offers great post-visit resources for your Aboriginal school program.  
[http://www.historymuseum.ca/cmhc/exhibitions/tresors/ethno/index\\_e.shtml](http://www.historymuseum.ca/cmhc/exhibitions/tresors/ethno/index_e.shtml)
- Have students research an object they can't live without in their daily lives. Where do the materials come from? Where is it made?

### RECOMMENDED PAIRINGS

If you are interested in learning more about early First Peoples, consider taking the school program *Think Like A Historian*.

## CURRICULUM CONNECTIONS

In order to support Ontario and Quebec curricula, this program has been tailored to enhance your classroom content.

### **ON** GRADE 6: SOCIAL STUDIES

- Communities in Canada, Past and Present

### **ON** GRADE 7: HISTORY

- New France and British North America, 1713–1800

### **ON** GRADE 8: HISTORY

- Creating Canada, 1850–1890

### **QC** CYCLE 3: GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

- Competency 2: To interpret change in a society and its territory
- Competency 3: To be open to the diversity of societies and their territories

### EVALUATION

To ensure that our programs remain helpful and relevant to your curriculum and to you and your students, we encourage all teachers to send in a post-program evaluation. Evaluation forms will be provided onsite, and we hope you will take advantage of this opportunity to provide us with valuable feedback on your Museum experience.

### RESERVATIONS

To make a reservation, please call 819-776-7014, or email us at [information@historymuseum.ca](mailto:information@historymuseum.ca)

---

#### CANADIAN MUSEUM OF HISTORY

100 Laurier Street  
Gatineau QC K1A 0M8  
Canada  
[historymuseum.ca/education](http://historymuseum.ca/education)