

Bachelor of Education (Elementary)
(Scaffolded) Unit Plan Template EDTL 3200 – Winter 2025

Unit Title:	The Trading Post system: Foundations and Relationships of the Fur Trade in British Columbia	Number of Lessons:	5	Days:	5-7
Your Name(s):	Emma, Marlee, and Carley	Subject:	Social Studies	Grade:	4

Rationale (GOAL – To set the reader of your plan up for success in reading it!)

The end goal of this unit plan is for students to gain a deeper understanding of the Trading Post System in British Columbia. By analyzing the roles, relationships, and groups within the trading post system in BC, our students will gain a more in depth understanding of how trading posts operated during that era. This topic introduces students to a significant era in which Indigenous peoples and European settlers interacted in ways that shaped the region's identity and landscape. The history of trading posts is an important topic for 4th grade social studies as it provides students with an understanding of the province's early cultural, social, and economic development.

This unit is important for both teaching and learning as it gets students engaged through experiential and hands-on learning. Throughout this unit students will have the opportunity to work with a consistent group, working on strengthening community and friendships in the classroom. Although this unit places an emphasis on British Columbia, the fur trade itself was a transatlantic trade. This unit aims to bring information from a “global” level to a local level, giving students a better understanding of the impacts on local communities around them.

Overview.

In this unit plan we will be covering the creation of trading posts in the Fur Trade, the role that they played, and how they have had a significant impact on the development of Canada and Kamloops in the current day. Students will get the opportunity to work independently, and in a group to make trading posts.

LP1 We will refresh students' schema on previous knowledge of the fur trade (companies, explorers, etc) in a game of kahoot to engage the students, students will then be introduced to trading post.

LP 2 Continuing of learning about trading post but We will also dive into the specific groups involved in the fur trade and the roles people fulfilled, students will get a short amount of time to pair off and become an “expert” on one role to present to our class.

LP3 Indigenous perspectives on the trading posts and how the relationships between Indigenous and European fur traders changed over time.

LP4 Students will research/read about a specific trading post in a group and make their own trading post (product)

LP5 Students will participate in a geocache/ mapping activity where they explore different posts set up according to the map they are given outside or in a large space. This is a “Be the Expert” activity because groups will be separated from their research groups and explore learning about different posts by a knowledge treasure hunt.

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

(How is your unit plan connected to Indigenous knowledge, worldviews, and principles of learning?

It is expected that your unit plan is Indigenously-inspired from the onset – rather than a unit plan that has been “Indigenized” after the fact – and that you take this opportunity to explore and push yourself further in being intentional in your Indigenous connections. It is not enough to simply list principles, connections, content, etc.)

YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THIS BOX!

The 7 Grandfather Teachings

The Fur Trade ran on a system built through trust, respect, honesty, bravery, humility, love and wisdom. These powerful words are the 7 Grandfather Teachings from the Ojibwe peoples. To intentionally connect this unit with Indigenous inspiration we chose to use these 7 teachings and align them with the relationships, values, and interactions that were essential for making trading posts and the fur trade a functioning system in British Columbia. These teachings traditionally have been passed down orally through ceremonies or stories. Of all the North American Indigenous teachings, the 7 Grandfather Teachings are widely adopted coast to coast. Each community has adapted the teachings to suit their community values. The widespread embrace of these teachings across North America is another reason why we selected the 7 Teachings to inspire and inform this unit plan.

The 7 Grandfather Teachings have also been selected by School District No. 73 in Kamloops to use as a foundational framework in their 5 year plan between 2022 and 2027. Aligning this unit plan with the framework selected by the school district will not only encourage our students to gain a deeper understanding of the 7 Grandfather Teachings and how they directly apply to the fur trade, but also deepen their personal connection to this framework.

Below there is a small explanation for each teaching, and which animal represents it.

1. Humility: Dbaadendiziwin (Wolf) represents humility. Wolf lives his life for his pack, and not himself. The ultimate shame is to be an outcast. Humility is understanding that you are a sacred part of creation. Live with selflessness, not selfishness. Respect your role, take pride in your community, and celebrate the accomplishments of all. Avoid arrogance and the belief that you are superior. Seek balance within yourself and in harmony with all living things.
2. Bravery: Aakwa'ode'ewin (Bear) represents bravery. Mother bear has the courage to face her fear and challenges while protecting her young. Bravery is found in facing life with courage. Tap into your inner strength to overcome life's challenges and have the courage to be true to yourself. Stand up for what you believe in and what is right for your community, family, and yourself. Make thoughtful choices and stand firm in your decisions. Confront your fears so you can fully live your life.
3. Honesty: Gwekwaadziwin (Raven) represents honesty. Raven accepts himself and knows how to use his gift. Embrace who you are and understand how to make the most of your

abilities. Don't chase after the power, speed, or beauty of others. Instead, use what you've been given to survive and thrive. This is the way to live. Walking through life with integrity means being truthful. Be honest with yourself—acknowledge and accept who you are. Embrace the gifts you've received and use them wisely. Do not deceive yourself or others.

4. **Wisdom:** Gwekwaadziwin (Beaver) represents wisdom. Beaver carefully alters his environment in a safe and healthy way for the earth, to benefit his family. To value knowledge is to embrace wisdom. Use your natural gifts thoughtfully and let them guide your life. Acknowledge your uniqueness and that of others with kindness and respect. Always observe the world around you. Listen with clarity and an open mind. Honor your own limitations as well as those of your surroundings. Allow yourself to learn and live according to the wisdom you've gained.
5. **Truth:** Debwewin (Turtle) represents truth. He was here during the creation of earth and carries the teachings of life on his back. He lives in a slow manner because he understands the importance of both the journey and destination. Truth is understanding all of these things. Place faith and trust in the lessons you've learned. Approach everything you say and do with honor and sincerity. Recognize your role in life and live according to that awareness. Stay true to yourself and to everything around you.
6. **Respect:** Mnaadendimowin (Buffalo) represents respect. He sacrifices his whole being for the human way of life. This isn't because buffalo is of less value, rather that he respects the balance and needs of others. To honor all of creation is to show respect. Live with integrity in both your teachings and actions towards all things. Be mindful of the balance of life and avoid waste. Share what you don't need and give freely. Treat others as you wish to be treated. Cause no harm to yourself or anyone else.
7. **Love:** Zaagidwin (Eagle) represents love as he has the strength to carry all teachings. Eagle has the ability to fly the highest closest to the creator, while also being able to see all ways of being from a distance. Eagles love can be seen at the center of all teachings, making an eagle feather the highest honor and sacred gift. To understand love is to understand peace. See your inner self through the lens of all teachings. This is true love and self-acceptance. In doing so, you will find peace within yourself, with the balance of life, with all things, and with the creator.

Throughout this unit there will be conversations with students about Indigenous peoples and European settlers engaging in respectful relationships, making the fur trade functional and successful. There will also be discussions on the disrespect and harm that occurred as a result of the fur trade. These will be centered by a Grandfather Teaching(s) to dive deeper into how the teaching was either upheld or broken.

Lesson #1- Buffalo (Respect). This lesson the intention is for students to re-engage with the fur trade and recognize its role in BC through conversations about important companies, explorers, and trading post locations. Respect played a huge part in the success of the fur trade, it never would have been able to have any success if there was not a mutual respect between all parties involved.

The **FPPL** for this lesson plan is “learning is embedded in memory, history, and story”. This is another area of focus for this lesson plan as the class will be going over what they already know about

history and refreshing their memory about the Fur Trade. This being a review lesson with the addition of newer topics through videos and stories also is important to both this lesson and to have this as the FPPL.

Lesson #2- Wolf (Humility) and Turtle (Truth). This lesson has the intention of learning about the different roles that people had during the fur trade. Humility and truth played a large part in the development of relationships between Indigenous, Metis and Non-Indigenous peoples that had a part in the fur trade. Remaining humble and respecting one's place in the fur trade was essential for the success that came from this historic event. Although this may have faded over time, initially there was a mutual respect between the different roles that people had and the understanding that we need to rely on each person to thrive in the blossoming industry. The truth in this lesson means to highlight the multiple truths that came from these relationships. There has been negative light on the fur trade and although that is one truth, there were relationships that came out of this time that thrived and were mutually beneficial. There also are truths that were silenced. Shedding light on each of these perspectives and giving students the opportunity to experience the full story of this historical industry is essential to understanding history.

The **FPPL** for this lesson is “learning is holistic, reflexive, reflective, experiential, and relational (focused on the connectedness, on reciprocal relationships, and a sense of place)”. Learning about the roles that different people had during the fur trade is going to be framed as an experiential and holistic activity. After the first part of the lesson where they learn about the different roles and responsibilities, as well as who did these roles, the students will engage in an activity that will act as an experiential piece of learning. Because we cannot put the students back in time to the fur trade itself, the students will partake in a relationship building activity that models that of the trust that an Indigenous guide and European fur trader would require to work together. This is an activity that will hopefully build an empathetic perspective on the difficulties that could arise from this experience.

Lesson #3- Raven (Honesty) and Eagle (Love). This lesson focuses on Indigenous perspectives, specifically the Secwepemc peoples, and the different aspects of the fur trade that impacted them. The honesty in this lesson is that we discuss the authentic perspective from Indigenous voices, and detail the shift from a reciprocal relationship to an exploitation of resources and land between Non-Indigenous and Indigenous people. Typically when learning about the fur trade there is a “collective” narrative taught, which limits the sharing of stories from Indigenous peoples from this time. Having the perspective from all voices involved in the fur trade (Indigenous, Metis, Non-Indigenous) provides a triangulated and authentic understanding of what took place during this era. The love component is prevalent through the strong Secwepemc peoples/campfires. Through challenging times, the Indigenous peoples continued to persevere together with their heart in their communities. It is this way of being that is so important to Indigenous peoples and a large part of how they were able to keep as much of their culture alive as they did.

The **FPPL** for this lesson plan is “learning recognizes the role of Indigenous knowledge”. This is the key to this lesson as it focuses on the Indigenous perspectives on the fur trade and the important knowledge that they held that made them essential to the fur trade. Especially to change the narrative that has been taught through the fur trade for so long, bringing Indigenous ways of knowing into the classroom and a different lens of the trade to look through, is essential to decolonizing the class and this unit.

Lesson #4- Beaver (Wisdom). During this lesson the students will be applying what they have learned in this unit prior as well as sources that are given to the students by the teacher about a specific post that they will be researching in groups. With the knowledge and activities that the students have experienced, with said experience creates wisdom. This is not to be mistaken with knowledge, but instead valuing the knowledge learned and applying it along with prior wisdom. Using everyone's unique experiences, knowledge and perspectives is beneficial when participating in a group environment.

The **FPPL** for this lesson is “learning involves generational roles and responsibilities”. It is the roles and responsibilities between the teacher and students relationships, especially when in group work, to understand that each person has a place and part to play in something larger than themselves. When students understand what they need to do to benefit themselves and those around them is an important part to a connected and flowing classroom dynamic.

Lesson #5- Buffalo (respect) and Bear (Bravery). The last lesson is an experiential learning experience for students to imagine themselves traveling though British Columbia to different trading posts to trade small prizes for one that they wish to have. Having respect for Indigenous and Non-Indigenous in their experiences and understanding how challenging this would have been for the different groups of people involved is also a large component of this lesson. The Bear is also heavily emphasized in this lesson to take a risk by participating in this activity and once again empathizing with those who participated in the fur trade in the past. The challenges that each of these groups faced could not have been overcome without bravery and protecting themselves, their families and their communities from the trials and tribulations that came with this way of life during that time.

The **FPPL** for this lesson is "learning is reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)". This being the last lesson of this unit connected all of the learning together that has been done in lessons prior. It also is another experiential learning activity where the students engage in travelling to different trading posts that their peers have researched. The connectedness of this lesson between the experience, the roles that each student played in researching and the reflectiveness during the talking circle brings a holistic learning experience for the students.

CORE COMPETENCIES

(Thoughtfully *choose* which competencies relate to your unit plan. Explain how/why the competency can be seen in your unit/lessons. Use the facets to help support your explanations.)

YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THESE BOXES!

Communication	Thinking	Personal & Social
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<p>Collaborating</p> <p>Working collectively</p> <ul style="list-style-type: none"> - Students combine their efforts with those of others to effectively accomplish learning task (trading post diorama & research) - Supporting group interactions - They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. - Determining common purposes - Students develop shared understandings of information, issues, situations and problems in pursuit of common purposes and goals - Students research different trading post and will share their information with different groups <p>Communicating</p> <p>Acquiring and presenting information</p>	<p>Critical Thinking and Reflective Thinking</p> <p>Analyzing and Critiquing</p> <ul style="list-style-type: none"> - Students learn to analyze and make judgements about a product/process (Trading post and location). They reflect to consider purpose and perspectives, pinpoint evidence. - Students will have the opportunity to analyze and critique through engagement in ongoing activities (making trading post) 	<p>Building relationships</p> <p>Social Awareness and Responsibility</p> <ul style="list-style-type: none"> - Aware and respectful of others needs and feelings and share their own in appropriate ways (When doing group work it is important students can actively share feelings & thoughts.) <p>Personal Awareness & Responsibility</p> <p>Self-regulating</p> <ul style="list-style-type: none"> - Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress. - Can get students to do a group/self assessment on how they would be together when making a trading post.
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<ul style="list-style-type: none"> - Students communicate by receiving and presenting information. They acquire information from a variety of sources (people, print materials, media) 		
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BIG IDEAS

Explain how your unit plan speaks to each big idea you have included in 1 or 2 sentences each. For our course, we are focusing on one subject area. There will be an opportunity for you to connect cross-curricularly further on in the template.

Subject Name:
<p>“Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.”</p> <ul style="list-style-type: none"> - The trading post system was an essential part of the relationship between First Nations and Europeans. Indigenous peoples helped Europeans by trading fur, knowledge and directions and in return the Europeans gave them metal tools, firearms, etc. These also lead to tensions, many disagreements and settlement expansions from the Europeans who wanted more control over resources and land. <p>“The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada”</p> <ul style="list-style-type: none"> - Resources from the trading post like Fur were influenced. Overhunting of animals changed ecosystems, creation of roads, forts, settlements altered the landscape. Also Europeans brought new diseases, and pressured settlements on Indigenous way of life.

LEARNING STANDARDS & ASSESSMENT

(List appropriate and sufficient learning standards for your topic. Then brainstorm ideas for assessment(s). In particular, think about how you will “measure” or “provide evidence” that students are meeting the learning standards you have set out. The learning standards and assessments here should also appear in or ALIGN with your lessons below).

Curricular Competencies	Content	Assessment
Ask questions, corroborate inferences, and draw	The fur trade in pre-Confederation Canada and British Columbia	<ul style="list-style-type: none"> - Observe - students working in

<p>conclusions about the content and origins of different sources</p> <p>Sample activities:</p> <ul style="list-style-type: none"> - Compare and contrast European and First Peoples accounts of the same event <p>Sequence objects, images, or events, and determine continuities and changes between different time periods or places</p> <p>Sample activities:</p> <ul style="list-style-type: none"> - What resources are important to people in present-day BC compared to the past? Explain what has changed over time. <p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places</p> <p>Sample activities:</p> <ul style="list-style-type: none"> - Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives <p>Key question:</p> <ul style="list-style-type: none"> - Who benefited most from the early west coast fur trade: First Peoples or Europeans? 	<p>Main focus:</p> <ul style="list-style-type: none"> - Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities) <p>Review on previously learned:</p> <ul style="list-style-type: none"> - Fur trading companies (e.g., the Hudson’s Bay Company and the North West Company) - Explorers: Simon Fraser, Alexander Mackenzie, David Thompson 	<p>groups for researching and creating Trading post (LP4)</p> <ul style="list-style-type: none"> - Group participation (all throughout) <ul style="list-style-type: none"> - Product <ul style="list-style-type: none"> - Trading post posters and work booklets (LP5) - Mind Map. - Info sheets. - Conversations <ul style="list-style-type: none"> - presenting findings about their trading post or discussion LP5 - Sharing circle LP3 - - Kahoot (FOR/OF learning and Formative)- to see where students might need more information on a topic (brain refresher). - K-W-L (OF/FOR, Formative, K can be summative) from Lesson 1 - “Be the Expert Presentation” LP2 in pairs or groups (OF, Summative C- INC)
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		- Exit ticket (OF/FOR, Formative)
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Prerequisite Concepts and Skills

(What *relevant* concepts and skills would you expect students to have at the start of the unit, for the grade you have chosen? Refer to previous years of the BC curriculum for ideas about what students might be expected to know and do coming into your unit. Also consider what you will be undertaking in the unit and what skills/knowledge students might need.)

In Grade 3SS curricular competencies “Explain why people, events or places are significant to various individuals and groups - Key question: What values were significant for local first peoples?”- Students should have learned about the values of First peoples (trade, family, community, respect).

- Developing this CC in grade 3 and building on it through this unit in grade 4 is very beneficial for students and their learning. Students having an understanding of significant groups and individuals in BC will help them ascertain the importance of our focus on Indigenous peoples and their contributions to the success of trading posts.

Grade 3 SS content- “Interconnections of cultural and technological innovations of global and local indigenous peoples - sample topics: transportation , clothing, tools, shelters/buildings, navigation, weapons, hunting fishing techniques

Grade 1 SS- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources

Sample activities:

- Compare old and new pictures of locations in your community and discuss how things have changed over time..
- Investigate the history of a significant person in your community using sources like news articles, photographs, and videos

Preceding this unit, students will have completed a brief unit that focuses on the fur trade, looking exclusively at its function in Canada. This unit would have a focus on where posts were located, important explorers (Simon Fraser, Alexander Mackenzie, and David Thompson), and the major companies involved (Hudsons Bay Company and The North West Company). The aim of this unit is to give students an umbrella understanding of how this transatlantic trade system functioned. This would aid students in applying prior knowledge and gaining a deeper understanding of the specific impacts on British Columbia, and Indigenous groups in BC.

For this unit students will need to be able to use a laptop responsibly, either independently or with a partner.

Students will need to be able to read and engage with online sources, either independently or with a partner.

Teacher Preparation Required

(What do YOU need to do to be prepared for each lesson in your unit plan? This likely needs to be completed *after* you have articulated your lessons. Remember, planning – no matter what the template – it is not a linear process!)

Lesson 1	<ul style="list-style-type: none">- Laptops/tablets- Teacher's front screen/projector- Kahoot- KWL sheet printed- Front whiteboard and marker
Lesson 2	<ul style="list-style-type: none">- Computer cart with computers- Other forms of technology available in class (tablets, ipads etc.)- Poster paper- Markers- Pencils- White boards- Paper
Lesson 3	<ul style="list-style-type: none">- Pylons- Pieces of fabric for blind folds- Maps for students
Lesson 4	<ul style="list-style-type: none">- Computers/tablets or printed materials for research- Worksheet for organizing research/ what teacher is looking for about info - guiding questions so students know exactly what to look up.- Pre-made trading post by the teacher- Online images of trading post (inspiration)- Materials to make trading posts (paper, cardboard, scissors, glue, pipe cleaners, etc.)
Lesson 5	<ul style="list-style-type: none">- Fur trade booklet about the different posts- Posters from lesson prior, setup according to where the map allocates it- Map of the field or gym with trading post placements- Small prizes for students to trade at posts

Cross-Curricular Connections (Concurrently - During)

Art

Big idea: "Exploring works of art exposes us to diverse values, knowledge, and perspectives"

Curricular Competencies:

- Explore identity, place, culture, and belonging through arts experiences
- Explore relationships among cultures, societies, and the arts
- Interpret and communicate ideas using symbolism to express meaning through the arts

English

Big idea: • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

- Texts can be understood from different perspectives.

Curricular Competencies

Comprehend and connect

- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- Consider different purposes, audiences, and perspectives in exploring texts
- Identify how differences in context, perspectives, and voice influence meaning in texts

Create and Communicate

Exchange ideas and perspectives to build shared understanding

- use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

Content

Story/text

Forms, functions, and genres of text

Texts and texts are generic terms referring to all forms of oral, written, visual, and digital communication:

- Oral texts include speeches, poems, plays, and oral stories.
- Written texts include novels, articles, and short stories.
- Visual texts include posters, photographs, and other images.
- Digital texts include electronic forms of all the above.
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

Universal Design for Learning (UDL)

MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways

- Mix of videos, pictures, and text throughout lessons
- Mind-maps
- Connecting it to Kamloops specific groups (Secwepemc peoples)
- Role-play activities
- Variation between how students engage with lessons (traditional learning, discussions, presentations, group exploration)

MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- Visual representations (timeline creations)
- Written representations

- Student choice for assignments
- More than one way to interact with the material
- Collaborative and independent work opportunities
- Physical copies of instructions, along with verbal explanations

MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways: ways to motivate students

- How will they engage in learning - videos, games, independent research, creative expression.
- Connecting to real-world contexts: discussions about impacts on Secwepemc peoples
- Make it feel like a game - finding the trading post and reading about them
- Get up and move around - brain breaks, group work, going outside for finding the post.

Differentiated Instruction (DI)

- Clear instruction (on boards)
- Fidget toys
- Supervision on certain groups
- Brain breaks (energy expulsion)
- Can allow students to work alone and in groups at certain times
- Pair group leaders/ kids who work well together to avoid conflict

Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about sequence and alignment in your lessons.)

Lesson 1

Lesson Name & Time (Minutes Allotted):	Activate Schema/Introduction Review on the Companies Involved in the Fur Trade and Explorers from the Lesson Prior with an emphasis on Trading Posts in British Columbia 35-45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> - Compare information (Kahoot) and viewpoints about a selected issue - Summarize information and opinions about a selected issue (K-W-L)
Learning Standards: Content	<ul style="list-style-type: none"> - The fur trade in pre-Confederation Canada and British Columbia - Trading post - Explorers: Simon Fraser, Alexander Mackenzie, David Thompson - Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)

Instructional Objectives (SWBAT...):	<p>Review</p> <ul style="list-style-type: none"> - Students will be able to identify companies involved in the Fur Trade. - Students will be able to recognize the important explorers, especially those most relevant to the territory that they are learning on. - Students will be able to have a basic understanding of what the fur trade was/ its importance from lessons prior. - Students will be able to apply prior knowledge and form a deeper understanding of trading posts in British Columbia
Assessment:	<ul style="list-style-type: none"> - Kahoot quiz - Class discussion - K-W-L
Teaching Strategies:	<ul style="list-style-type: none"> - Blended learning -
Materials:	<ul style="list-style-type: none"> - Laptops/tablets/ chromebooks - Screen/projector - Kahoot - K-W-L paper - Front whiteboard and whiteboard marker
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> - Before beginning this lesson, we want to explain to the students about how we will be including specific teachings from the 7 Grandfather Teachings in each lesson. Although this is something that students will be familiar with, reiterate that each of these teachings are a part of these lessons but some are more prominent than others. - Then explain how for this lesson we will be focusing on the Buffalo, that represents respect. This lesson the intention is for students to re-engage with the fur trade and recognize its role in BC through conversations about important companies, explorers, and trading post locations. Respect played a huge part in the success of the fur trade, it never would have been able to have any success if there was not a mutual respect between all parties involved.

	<ul style="list-style-type: none"> - Hand out the K-W-L worksheet for students to write down what they already know and wonder before sharing more information with them.
Body:	<ul style="list-style-type: none"> - Interactive Kahoot quiz using chrome books or other technologies available to students. <ul style="list-style-type: none"> - Who were the main companies involved - Which explorers were in the fur trade - What were some goods traded in the fur trade? - Where did it take place (Can be specific) - What were the travel routes - Who was affected by the trading post - This helps activate what students already know - can re discuss the kahoot questions after - Introduce the topic of trading post and what they were - Mention to the students that this was something that happened in history that has many truths and that it is our responsibility as lifelong learners to listen to the different perspectives of those involved.
Closure:	<ul style="list-style-type: none"> - Students will fill out a K-W-L, reflecting on what they learned in this lesson and thinking about what they want to know as we progress through this unit.

Lesson 2

Lesson Name & Time (Minutes Allotted):	<p>What is a trading post/ the different roles of individuals at trading posts.</p> <p>The Indigenous inspirations are Wolf and Turtle. (humility and truth)</p> <p>Content based</p>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> - The fur trade in pre-confederation Canada and BC
Learning Standards: Content	<ul style="list-style-type: none"> - Why were trading posts established in particular locations? - Who benefited most from the early west coast fur trade: First Peoples or Europeans?
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Students will be able to identify the different roles of people in the fur trade - Students will be able to describe the different roles of people involved in the fur trade

	<ul style="list-style-type: none"> - Students will be able to explain what a trading post is
Assessment:	<ul style="list-style-type: none"> - “Be the Expert Presentation” in pairs or groups - Exit ticket - Conversations
Teaching Strategies:	<ul style="list-style-type: none"> - Interactive hook (which one does/doesn’t belong) - Direct instruction - Peer instruction (be the expert)
Materials:	<ul style="list-style-type: none"> - Computer cart with computers - Other forms of technology available in class (tablets, ipads etc.) - Poster paper - Markers - Pencils - White boards - Paper - Learning logs/journals
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> - On the board there will be a bunch of photos of animals. Half of the animals were used in the fur trade like a beaver, lynx, fox, and mink. There will also be photos of cats and dogs. This will be a quick opportunity for students to make an argument for any similarities between 3 of the images. This will hopefully prompt a student to remember past lessons about furs that were traded in the fur trade. If students do not make this connection, it is a fun way to hook their attention and point out a similarity they did not see. - Following that hook, students will be asked what they remember from our first lesson in this unit about trading posts. This will be an open opportunity for them to suggest anything they remember at all to engage prior learning. - Then we will introduce the Grandfather teachings that support our lesson today: Humility (Wolf) and Truth (Turtle). Trading posts would have been unsuccessful if people were not truthful, or humble about their abilities. It took a collective effort to make this system functional. - Following this there will be direct instruction that details the different roles in the trading posts and who

	<p>fulfilled them. This will be broken up with think-pair-share opportunities for students to discuss questions like</p> <ul style="list-style-type: none"> - “Who do you think fulfilled these roles?” - ”What do you think was important to keep the relationships successful between these roles?” <p>Roles:</p> <ul style="list-style-type: none"> - Fur Trapper - Trader - Indigenous Trader - Interpreter - Blacksmith - Post Manager - Voyageur - Hunter
Body:	<ul style="list-style-type: none"> - Continue talking about trading post and why their were significant to Canada - Now we will move into the activity portion of the lesson. Students can choose a partner (or two depending on the class size), and select a role to research from the list. It will be explained to students that the partners they select for this activity will be who they continue to work with for the end project for this unit. <p>Students will grab one computer, select the method they want to use for their presentation (ie. poster paper or whiteboards) and any writing utensils they would like to use.</p> <p>Students can work in the classroom or in the hallway (if they behave appropriately). They will be given 20 minutes to do research into one specific role in the fur trade, write down any important details on their poster, and prepare to share with the class.</p>
Closure:	<p>Groups will all get 2-3 minutes to present the information and other details they found about their roles. This will be informal to alleviate stress of presenting information to the class.</p> <p>After all 8 roles have been presented, each student will complete an exit ticket. The prompts will be:</p> <ul style="list-style-type: none"> - “What is one new thing you learned today”

	- “Did anything we discuss today surprise you?”
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Lesson 3

Lesson Name & Time (Minutes Allotted):	Indigenous perspectives on the trading post/how it affected Indigenous people (love and honesty)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> - Compare and contrast European and First Peoples accounts of the same event
Learning Standards: Content	<ul style="list-style-type: none"> - Marriages between First Peoples and Europeans - Relocation/resettlement of First Peoples
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Students will be able to identify the important role Indigenous peoples played in the fur trade - Students will be able to recognize the lasting effects of colonization in the relationships between Indigenous and Non-Indigenous peoples
Assessment:	<ul style="list-style-type: none"> - Assessment through conversation in the sharing circle at the end of the lesson.
Teaching Strategies:	<ul style="list-style-type: none"> - Roleplay activity - Think-Pair-Share - Sharing circle
Materials:	<ul style="list-style-type: none"> - Pylons - Pieces of fabric - Maps for students - Blindfold (pieces of fabric)

LESSON ACTIVITIES

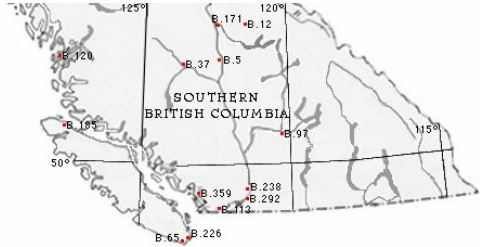
Introduction/Hook:	<ul style="list-style-type: none"> - Start the class by reminding the students about the different roles. - Then ask students to pair up or groups of 3. - Once students are in pairs or groups, they will assign themselves roles as European fur trader or Indigenous guide. If it is a group of 3, there will be 2 Indigenous guides. - Then explain to students that the student representing the European settler will be blindfolded. It is then the expectation of the Indigenous guide(s) to take the settler through a course using only their voice/directions to guide them. - Explain to students how it must have been frustrating for both the settlers and Indigenous peoples to work together, especially when there was miscommunication or misunderstandings because they didn't speak the
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	<p>same language or have the same idea of what should be done.</p> <ul style="list-style-type: none"> - Students will then participate in this activity
Body:	<ul style="list-style-type: none"> - After the activity we will do a bit of traditional learning. Focusing on the economic changes, social disruption, resource exploitation, disease and mortality that impacted the Secwepemc peoples - Initially the Secwepemc people viewed the fur trade as a mutually beneficial opportunity for trade and interaction with European settlers - Indigenous peoples taught European newcomers how to behave in the fur trade, emphasizing the importance of gift-giving, reciprocity and family obligations. - From an Indigenous perspective then, the fur trade was as much about family, cooperation and reciprocity as it was about commerce and exchange. - Following this instruction we will dive into how the fur trade shifted from a mutualistic relationship
Closure:	<ul style="list-style-type: none"> - To close the class we will have a sharing circle to discuss what we learned. This is an opportunity for students to showcase what they took away from the lesson in through a conversation with the class. As this lesson is for a 4th grade class this will be a slightly more guided sharing circle, there will be prompts like: <ul style="list-style-type: none"> - “Did anything you learn today surprise you?” - “Do you think there are any other Grandfather Teachings that apply to this lesson?” - “What is something new you learned today?”

Lesson 4

Lesson Name & Time (Minutes Allotted):	<p>Researching and making trading posts!</p> <p>60 minutes 1-2 lessons (depends on time) (wisdom maybe?)</p>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> - Translate information from maps to other forms of communication and vice versa (write a paragraph describing what you see in a map, create an image/diorama, oral description, on worksheet) - Apply strategies for note taking and organizing information gathered from a variety of information sources. Students will be researching trading posts, this can be made up of videos, books, articles. - Organize information to plan a presentation & prepare a presentation using selected communication (poster)

Learning Standards: Content	<ul style="list-style-type: none"> - Early contact, trade, cooperation and conflict between First Peoples and European peoples. - Establishment of trading posts <p>Key question - why were trading post established in particular locations (students will be researching different post and why they were chosen to be there)</p> <ul style="list-style-type: none"> - And how did the geography of Canada affect European exploration
SWBAT	<ul style="list-style-type: none"> - Students will understand the historical importance of trading posts - Students will collaboratively design a mini trading post poster, incorporating their research about a fort.
Assessment:	<ul style="list-style-type: none"> - Observe participation, and group work - Look at worksheets (with guiding question) - Final product of the trading post - Info sheets
Teaching Strategies:	<ul style="list-style-type: none"> - Brain breaks - Specific groups - Blended learning - Group learning - Hands-on learning
Materials:	<ul style="list-style-type: none"> - Computers/tablets or printed materials for research - Worksheet for organizing research/ what teacher is looking for about info - Pre-made trading post by the teacher - Online images of trading post (inspiration) - Things to make the post
LESSON ACTIVITIES	
Introduction/Hook: 5 min	<p>Teacher brings out demo trading post - or a set of visual aids and maps to help student imagine what a trading post would look like</p> <ul style="list-style-type: none"> - There will also be videos prepped as an alternative way to show what trading posts looked like.
Body:	<p>Introduce that we will be making group trading post and researching specific ones</p>
20-30 min of research (split between members)	<p>Students are back with their original groups (made in lesson 2)</p> <ul style="list-style-type: none"> - Each group is given a Trading Post fort from southern BC

<p>20-25 min of making trading post</p>	<ul style="list-style-type: none"> - Students randomly pick from a jar their trading post <p>B.5 Fort Alexandria, B.12 Barkerville, B.37 Chilcotin, B.65 Esquimalt, B.97 Kamloops, B.113 Fort Langley, B.120 Fort McLoughlin, B.171 Quesnel, B.185 Fort Rupert, B.226 Fort Victoria, B.238 Yale, B.292 Fort Hope (Victoria), B.359 Vancouver</p> <ul style="list-style-type: none"> - Students research about their given post - Can do print outs of info for DI - Students make a mini trading post in their groups - Post should have: explanations - On worksheet questions with space for: when and why was the fort established? Why is it important in the fur trade - Where was the fort located (print a map) - Geographical surroundings (mountains, flat, lakes/) - Who was involved in the trading post - What was traded <p>DI: provide guided handouts (fill in blank or read and highlight the facts instead of researching)</p> <p>Higher level students with lower level</p> <p>Brain Break</p> <p>Create the trading post</p> 
<p>Closure:</p>	<ul style="list-style-type: none"> - Students hand in their worksheet and trading post - Reflect on what the students learned while researching <ul style="list-style-type: none"> - Think about how these forts were central to the exchange of goods and cultures - These forts were strategically placed to take advantage of the surrounding lands - Think about the relationships that were created and how this has impacted the relationships

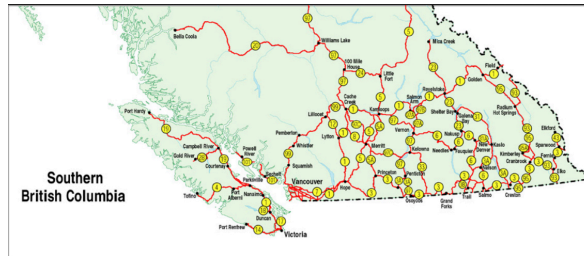
	- Students can also do a self evaluation
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Lesson 5

Lesson Name & Time (Minutes Allotted):	Geocaches/ Outdoor Trading Post Adventure 1 hour (respect and bravery)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <p>Key Question:</p> <ul style="list-style-type: none"> - Why were trading posts established in particular locations?
Learning Standards: Content	<ul style="list-style-type: none"> - The establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities) - The economic and political factors that influenced the colonization of British Columbia and its entry into Confederation (e.g., the fur trade)
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Students will be able to move from post to post and record information about them and work with a group to share knowledge about the post that they researched.
Assessment:	<ul style="list-style-type: none"> - Observe the students working in groups, their communication with one another and see their understanding of the task. - The booklet being complete or incomplete may reflect how the students spent their time during this task. - Engage in conversations with students and ask them questions that lead them to a deeper thinking and understanding about the task, while also showing the teacher understanding.
Teaching Strategies:	<ul style="list-style-type: none"> - Hands on learning - Holistic learning - Connections to the 7 Grandfather Teachings - Intentional student groups - Experiential learning
Materials:	<ul style="list-style-type: none"> - Fur trade booklet about the different posts - Pen or pencil - Posters from lesson prior, setup according to where the map allocates it - Map of the field or gym with trading post placements - Small prizes for students to trade at posts
LESSON ACTIVITIES	

Introduction/Hook:

- Ask the students if anyone has been geocaching before? After asking the students, explain that it is a modern day treasure hunt.
- Discuss how treasure hunting and this activity is related to what fur traders had to do by getting from trading post to trading post to trade their goods.
- Show the students a map of the trading posts from when they were active from the area that the school is in.
- ** If you are teaching this unit in Kamloops there is a map at the Kamloops museum with the different posts that you could take a photo of to show the students**
- Shown below is a map of the interior of British Columbia to give students an idea of how many posts there were in the interior alone.



[numbered-routes-simple-map-south.jpg \(1134×494\)](#)

- Show the students the map that they will be following that day. This activity should be done outside so have a map that resembles where the trading post quest will be taking place.
- Explain and demonstrate how to read the maps and how they are used to navigate specific locations
- Review the symbols that are on the map you are giving the students to use on their quest.
- Put the students into groups of 3-5 and shuffle up the groups that had been previously made to research the trading posts. This allows for there to be a more relaxed version of “be the expert” with some students in the group going to where they researched, and also diverse group work.
- Go over the expectations for how students will be acting in the space that they are going to be doing this activity in before going to said activity.
- Also mention how this activity is centered around the Buffalo teaching in the 7 Grandfather Teachings, meaning respect. We need to respect those in our groups, the space we will be doing the activity in and

	<p>respect for the purpose of the activity, that being to gain a basic but empathetic understanding of how trading posts work while participating in an experiential learning activity.</p> <ul style="list-style-type: none"> - Review the purpose of this activity that is to understand what doing from post to post may be like for students to experience and contrast that to the experience of fur traders. - Ask students to bring a pen or pencil and their fur trading booklet (pre-made by the teacher and it has a title of a post and then a space to draw or write about what they learn) out to the field with them. - Have the students line up to go outside or to a larger space to partake in this activity.
Body:	<p>**Weather Permitting**</p> <ul style="list-style-type: none"> - Take the students outside or to the gym space and have them sit in front of the teacher. - Have the teacher re-explain the expectations and show them again the general area where the posts will be and where the boundaries are that the posts will not be if there are places that students cannot cross. - Explain to students that if they finish early that they can write or draw on the back of their booklet what they would sell or trade at their own trading post if they ran one today. They also could catch up on any other work they may have to do. - Send the student on their way in groups. Each group map has an order that they need to go to the posts which then separates the groups and makes sure that not all groups are going to the same posts over and over. - Observe and assist the students in reading the maps and working together to both find the geocache with small prizes, as well as how they work together in a group. - Walking between groups make sure that you are aware of the time and announce time limits and time remaining for students as they work. - Guide students through asking questions to engage further thinking during any confusion that students may have, but try not to give them the answers.
Closure:	<ul style="list-style-type: none"> - Give the final time warning when there is about 5 minutes left of the trading post treasure hunt portion of the lesson.

	<ul style="list-style-type: none"> - After that is done, ask the students to collect the materials at any trading post that they are at and to come back to the group. - Have the students gather in a circle once again and have a talking circle where they express their thoughts about this lesson or something that they learned. They also could connect something from today to one of the 7 Grandfather Teachings. - Reassure students that if they did not finish their booklets, that all the materials will be back in the classroom for them to learn from during a catch up time. - Ask students to help carry materials back in, and return to the class.
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Resources

(List ALL resources for your unit plan here. There is no need to also include them as attachments. But if you are inspired to, feel free to include them.)

- Maps of trading posts
- Kahoot
- Video summary of the Fur Trade
- Booklet for the geocache/mini fur trade exploration
- 7 Grandfather Teachings Resource and translations into the Ojibwe language

[The 7 Grandfathers Teachings | Uniting Three Fires Against Violence](#)

Extensions to Unit (Consecutive – After)

(Where to next? What could you do AFTER this unit?)

A follow-up to this unit would be learning about the Beaver Wars, and the influence that it had on the fur trade. The Beaver wars and control over trade routes and posts played a large role in the relationships between Indigenous and non-Indigenous peoples in Canada.

We could also move into Indigenous ways of life before European contact and how that changed after colonization. This also could move into the settlements of colonizers which then turns into the control that they gained over Indigenous peoples and the development of Residential schools. There are many pathways that you can take after this lesson, specifically about the abuse in relationships between Indigenous and Non-Indigenous peoples.

To develop this unit further, by simply opening up the demographic area that we are focusing on, it could be more comprehensive. Rather than placing an emphasis on Kamloops and British Columbia specifically, we could look at the fur trade and how it impacted other demographic areas in Canada.

By focusing on the impact of the fur trade in all of Canada, we would be able to give our students a more complete understanding of the impact that the fur trade had on the country as a whole. We would also be able to dive into conversations about different Indigenous groups and other important explorers involved.

Following this unit, it would be interesting to explore the impact of the gold rush on the Indigenous communities in British Columbia and the changes that occurred as a result of it. The fur trade took place in Kamloops from 1811 til about the mid 1860's. The gold rush found settlers arriving in Kamloops from 1861-1867. Following the fur trade, where many animals had been over hunted and resources were scarce, an influx of settlers arriving on the land to further seek resources caused an even larger issue for the indigenous communities in Kamloops. Some of the issues indigenous peoples experienced were:

- Disruptions of their way of life
- Disease and epidemics
- Displacement and loss of land
- Further subsistence issues
- Conflict and violence
- Marginalization and loss of sovereignty

Victoria became a widely popular place during the gold rush, the population booming up from 300 to 5000 in less than a year. Fort Victoria's trade relationship with San Francisco is what brought the smallpox epidemic to BC. Two men who traveled over on steamers were carrying smallpox and spread it upon their arrival. This particularly affected indigenous communities more than anyone else as they did not have access to vaccines or modern medicine like the colonizers did. The influx of settlers led to a power imbalance, and furthered the colonization of Indigenous communities.

Another extension would be taking the class to see a travelling fur trade exhibit at the Kamloops Museum. Planning to teach this lesson around the same time that this exhibit is in town, could add a lesson to this unit plan and give students more knowledge and first hand experience with things that were from the fur trade. Unfortunately we cannot solely rely on whether an exhibit will or will not be in town, which is why we cannot keep it in the unit plan, but add it in afterwards if it is available. The exhibit has sources such as maps from the fur trade, what fur traders and Indigenous peoples wore, materials they would trade for, and so much more. Giving students the opportunity to see all of these many artifacts at the museum is a privilege for students and contributes greatly to their learning journeys.

Reflections (GOAL – Reflect on the process of *collaborating* and *planning* your unit in this box)

Creating this unit plan was a collaborative effort, and it involved a lot of learning and reflection along the way. From the very beginning, we had several conversations to decide on the focus and purpose of the unit, aiming to pinpoint what would be most meaningful for our students' learning. After exploring different ideas, we ultimately decided on a unit that would help students develop a clearer understanding of trading posts and the impact the Fur Trade had on local Indigenous communities in BC.

We wanted our students to gain a broader awareness of the historical events surrounding the Fur Trade, but we also felt it was crucial to bring the learning closer to home. We all agreed that in our experience with school, if our learning was connected to the area around us, we were way more likely to remember the information. In this unit plan our biggest goal is to foster a deeper sense of connection between our students and the communities around them.

Using backwards design really helped us shape this unit plan. It made it much easier to choose the types of assessments we wanted to use throughout the unit, and then design our lessons around them. This approach gave us the freedom to be creative with our activities, while ensuring the content of the lessons fit naturally with those activities. It also created a sense of flow throughout the unit, as each activity is designed to build on the previous one. This was intentional, as we wanted to foster another key focus in the unit: building stronger relationships between classmates.

Overall, this unit was an incredibly valuable learning experience for all three of us. Not only did we deepen our understanding of the Fur Trade while planning the unit, but we also gained a lot from each other's perspectives and ideas. It was especially beneficial to have open and honest conversations about the different strategies we each use when designing lessons and activities. Through these discussions, we were able to learn new techniques and refine our own practices, ultimately improving the quality of the unit we created.