



**HISTORIC
DUNVEGAN**
PROVINCIAL PARK

**Trappers and
Traders outreach
program**

**Information package
for teachers**



www.historicdunvegan.org

Program preparation ~ 3

Payment and cancellation
procedures ~ 4

Allergy information ~ 4

Dunvegan historical time line ~ 5

Suggested pre-visit activities ~ 8

Suggested preparation for the
Fur Trade game ~ 11

Suggested post-visit activities ~ 12

Resources ~ 13

Dunvegan charades ~ 14

Post-visit teacher satisfaction
survey – 17

Map of early trading posts ~ 20

Program preparation

Once your program is booked

Please book an open space in your school (e.g. stage or music room) for the day of the program(s). The interpreter will stay in the space for all of the programs. This space should have **three desks or tables** in it—one at the front of the room for the interpreter to set up presentation materials, and one on each side of the room to serve as fur trade posts during the fur trade game. If no such space is available, a classroom is acceptable, provided three empty desks or tables can be used in the room.

Take a look at the Pre-Activity Suggestions section (page 8) in this package. **The suggested class discussion is particularly important.**

On the day of your program

The interpreter will arrive at your school approximately 20–30 minutes before the start of your program(s). Please ensure that the school office is aware of the interpreter's visit and **have someone available to show the interpreter to the space s/he will be presenting in.**

It is appreciated if your students wear **name tags**. This helps the interpreter connect to your students.

During the program

If the presentation is taking place in an open space the interpreter will ask that your students sit in a circle on the floor. If the presentation is taking place in a classroom your students may sit in their desks. The interpreter will then briefly review the general history of the fur trade (topics are outlined in the suggested class discussion) and proceed into a discussion of the fur trade as it happened at Dunvegan primarily between 1805 and 1821. This discussion will be hands-on with real furs and trade good examples. After the discussion students will be lead through The Trappers and Traders Game, an interactive game where students use what they have learned and try their skills as either a European fur trader or an Aboriginal trapper.

Please be prepared to be available during the program both for assistance with classroom management if necessary and to assist with portions of the game. As well, if a teacher's aide or parent is available to help with the game it would certainly be appreciated.

After the program

Take a look at the Post-Activity Suggestions (pages 12). Please also take time to fill out and fax or email the **Teacher Questionnaire** (page 17). You are also encouraged to have some or all of your students fill out the **Student Questionnaire** (page 19). Historic Dunvegan's programs are always evolving based on the needs expressed by teachers and students. In order to ensure you get the best educational product possible, your feedback is appreciated and valued.

Payment and Cancellation Procedures

Payment

Payment by cash or cheque may be given to the interpreter the day of his or her visit. If paying by cash please make sure the payment is exact as the interpreter will not be able to make change. If payment on the day of the program is not convenient for your school an invoice will be issued. Payment by cheque must then be mailed to the following address:

Historic Dunvegan Provincial Park
Alberta Culture
Historic Sites and Museums Branch
P.O. Box 2269
Fairview, Alberta T0H 1L0

Please make cheques payable to **Government of Alberta**.

By request, invoices may also be issued to schools prior to the program date.

Cancellations

Programs may be cancelled by the interpreter due to unsafe road conditions or extreme cold. Should this occur, the interpreter will do her/his best to contact you as early as possible. Historic Dunvegan will do its best to reschedule any cancelled programs as soon as possible.

There is no cancellation fee should you or your school have to cancel your program, however it is requested that you **give as much notice as possible** (at least 24 hours is preferable). Notice of cancellation should be made by phoning Historic Dunvegan's program coordinator, Stephanie McLachlan, at (780) 835 7206. If a cancellation must be made the day of the program(s) please call (780) 834 7780 (cell phone).

Allergies

During the program, the interpreter and students will be handling real animal furs.

After playing the Trappers and Traders game, the interpreter will hand out an individually wrapped hard candy to each of your students.

For a listing of candy ingredients or to discuss any allergy concerns that may affect the implementation of the program, please contact Stephanie McLachlan, Program Coordinator, at least 2 days prior to your program.

Dunvegan Historical Time line

Historic Dunvegan Site Themes

- Exploration Resource Exploitation
- Fur Trade Transportation and
- Native People Communications
- Missionary Activity Agriculture and Settlement

	People & Events	The Fur Traders	Missionaries
1790	<p>Dunne-za and other Athapaskan speaking peoples are living in the Dunvegan area on a seasonal basis. Cree are also in the area, but disliked by the Dunne-za. Apparently a peace agreement is signed in 1765 giving the Peace River its name.</p> <p>1793 Alexander Mackenzie passes by the site.</p>		
1800	<p>1803 David Thompson camps on the site.</p> <p>1805–06 Simon Fraser, explorer/trader at Dunvegan.</p>	<p>1805 Fort Dunvegan is established by Archibald Norman McLeod as a North West Company Post.</p>	
1810	<p>By 1810 Iroquois hunters and trappers are established around Dunvegan. The Dunne-za do not like these “interlopers” in their territory as they fear the Iroquois will over hunt their lands.</p>		
1820	<p>1825 HBC shuts down Fort St. John but fails to give notice to the Native people who trade there. The Native groups react by killing five men and Dunvegan is then shut down as a punishment.</p> <p>1828 Dunvegan is reopened. After three years of neglect the fort is rebuilt and a garden is replanted.</p>	<p>1821 North West Company joins with Hudson’s Bay Company and Dunvegan becomes a Hudson’s Bay Company post.</p> <p>1829 Dunvegan is asked by the Northern Department to supply New Caledonia with skins, cords and grease. Resources are strained.</p>	

	People & Events	The Fur Traders	Missionaries
1830	After a harsh winter, wood bison, the main source of meat at Dunvegan, move toward the mountains and are rarely seen again. Moose and elk become main sources of meat.		
1840		During the 1840s complaints of declining animals and meats increase while trade decreases as several Dunne-za are killed by disease and starvation.	<p>1841 James Evans, a Methodist famous for developing Cree syllabics stops briefly at Dunvegan.</p> <p>1845–46 Rev. Joseph Bourassa, first Catholic missionary in Northern Alberta stays at Dunvegan and baptizes several Dunne-za.</p>
1850			<p>1859 An Oblate Catholic missionary arrives at Dunvegan and is discouraged by Dunne-za indifference to his teachings, yet decides to build a permanent mission at Dunvegan.</p>
1860	<p>1862 Free traders (usually miners from B.C. looking for gold and fur trading) move into the Peace Country. Twelve-Foot Davis sets up shop across the river from Dunvegan and trades until his death in 1900.</p>		<p>1867 St. Charles Roman Catholic Mission is established and first missionary lives at HBC post until a house chapel is built east of the fort in 1869.</p>
1870		<p>1878 Ft. Dunvegan becomes the headquarters for the new Peace River District. The Factor's House is built and still stands at Dunvegan.</p>	<p>1879 St. Saviour's Anglican Mission established west of Ft. Dunvegan.</p>
1880		<p>1886 HBC reorganizes and district headquarters are moved from Ft. Dunvegan to Lesser Slave Lake.</p>	<p>1883 More Catholic missionaries are sent to Dunvegan and a Church (still standing) is completed in 1887 and a new house chapel (still standing) is completed in 1889.</p>

	People & Events	The Fur Traders	Missionaries
1890	<p>1899 Treaty 8 is signed at Dunvegan by headman Natooses on behalf of 33 Dunne-za (75 more joined the following year).</p>		<p>1891 St. Saviour's Mission is shut down.</p>
1900	<p>Presence of free traders increase. Revillon Frères, a Paris based fur retailer purchases a post near Dunvegan and operate until 1915.</p> <p>Because of increased prosperity due to farm settlers, improved transportation and communication the fur trade at Ft. Dunvegan begins to decline.</p> <p>1905 Dunne-za leaders ask for reserves to be set up. The main reserve is set up next to what is now the town of Fairview.</p> <p>1909 Provincial government installs a cable ferry at Dunvegan.</p>		<p>1903 Oblate Catholic missionaries leave St. Charles mission in favour of the prospering settlement at Spirit River.</p>
1910		<p>1918 Ft. Dunvegan is closed.</p>	
1950 to 1960	<p>1956 Local Knights of Columbus convince the Alberta Government to acquire the Catholic mission buildings as a provincial historic site. The Factor's House is designated a historic site in 1978.</p> <p>1960 The Dunvegan suspension bridge is opened.</p>		

Suggested pre-visit activities

Curricular Connections

Grade 4 General Outcomes	4.2 – The Stories, Histories and Peoples of Alberta; 4.3 – Alberta: Celebrations and Challenges
Grade 5 General Outcome	5.2 – Histories and Stories of Ways of Life in Canada.
Grade 7 General Outcome	7.1 – Toward Confederation.
Skills and Process Outcomes	S.2 – Develop skills of historical thinking; S.3 – Develop skills of geographic thinking; S.4 – Demonstrate skills of decision making and problem solving; S.5 – Demonstrate skills of cooperation, conflict resolution and consensus building.

Suggested Introduction

Find out what the students already know about Dunvegan. Grade 4 teachers: Dunvegan is mentioned several times in the textbook, “Voices of Alberta: People, Places and Possibilities”. Have students do a skimming or index exercise with the textbook. Ask your students to look through the textbook and make a list of facts or hypothesis about Dunvegan based on information in the textbook.

Have students locate Dunvegan on a road map and find the shortest route from their school to Dunvegan.

Have students locate Dunvegan on a map of fur trading posts (one is included [page 20] as well as internet links to others are listed in the Resource section [page 13]). **Grade 4 students** may see a map on page 132 of the textbook “Voices of Alberta: People, Places and Possibilities” and **Grade 7 students** may find a map on page 88 of the textbook “Voices and Visions: A Story of Canada”). Are there now towns where most of the other posts stood? What are the distances between the posts (towns)? Look at where the former posts were located. Is there a pattern or some general statement you can make describing their location?

Play a charades game to learn about daily activities (chores and leisure) that occurred at Dunvegan. See the Resources section below (pages 14–15) for instructions.

Suggested Class Discussion

GENERAL INFORMATION ABOUT THE FUR TRADE IN CANADA

This information should be covered prior to Historic Dunvegan’s visit to your classroom as the interpreter will wish to spend most of her/his time doing hands-on activities. Feel free to adjust the suggested presentation based on your grade level, what your class has already covered and your students’ needs. When Dunvegan visits your classroom, depending on time, the interpreter will briefly review some of the following discussion points and then present hands-on information about the fur trade as it happened at Dunvegan specifically.

ASK THE CLASS

Did the Aboriginal peoples of Canada know about trading before the Europeans arrived?

- Aboriginal people were trading with each other before Europeans ever arrived in Canada, so Aboriginal groups already knew how to trade.
- In the early 1500s Aboriginal groups such as the Mi'kmaq in Eastern Canada were in contact with European people who came to fish in the Atlantic Ocean off the coast of Eastern Canada. The Mi'kmaq soon learned that European people had items that were new and useful, such as metal tools. The Mi'kmaq could trade something that they had lots of and didn't really need (furs) for something that they didn't have and wanted (European goods made of cloth and metal).

ASK THE CLASS

What sort of things do we trade for today? Do kids or youth trade anything these days?

- An example is hockey cards. Steve has two Jerome Iginla cards. He'd like a Ryan Smyth card. Stacey has two Ryan Smyth cards. What might Steve and Stacey do? (Trade those extra cards).

ASK THE CLASS

In Europe, hats were very important to their culture. Why were hats so important?

- It was considered very important to always have a hat on when one went out in public and the size and type of someone's hat generally indicated how important and/or well-off they were. Hat makers in Europe knew that beaver fur was especially good for making hats because the fur could be turned into a particularly fine quality felt and so hats made from beaver fur became very important in the 1500s. European hat makers originally used beaver furs trapped in Russia and Scandinavia, but after the beaver went extinct in those areas special trips were made to North America to trade with the Aboriginal people for beaver fur.
- Throughout the rest of the 1500s beaver fur increased steadily in popularity in Europe so in the early 1600s the French began to establish permanent fur trade forts in Eastern Canada (what is now Quebec). (Grade 5s talk about *coureurs des bois* – they were young men who were sent to live in the winter with Aboriginal peoples).

ASK THE CLASS

Why would the *coureurs des bois* be sent to live with the Aboriginal peoples?

- They learned the languages and ways of life of the Aboriginal people and in this way were able to create trading relationships and get furs. Many of these men also ended up marrying Aboriginal women who helped the trading relationship and also provided an opportunity for the men to learn many different survival skills. The children of these unions began to form another important cultural group in Canada – the Métis.



ASK THE CLASS

What were the names of the main fur trade companies in Canada in the 1800s? Which European countries/nationalities were responsible for forming the two companies?

- In 1670 the Hudson's Bay Company was formed and the English joined in the fur trade in Canada by setting up posts around Hudson and James Bay. While the Hudson's Bay Company traded in this area for about the next 100 years, groups of French traders from Montreal started to move west into the interior of Canada (toward what is now Saskatchewan). The French traders were much more experienced and talented at using canoes and at living in the wilderness than the English traders.
- In 1784 many French traders joined together to form the North West Company. The North West Company moved even farther west into what is now Alberta and because of this the Hudson's Bay Company knew that if it wanted to stay in business it would have to compete by also building forts in western Canada. The North West Company also employed explorers such as Alexander McKenzie and David Thompson to explore across the Rocky Mountains into what is now British Columbia. From 1800 to 1821 there was a lot of competition between the North West Company and the Hudson's Bay Company. Sometimes it was almost like a war, and sometimes it was violent.

Suggested preparation for the fur trade game

When Historic Dunvegan visits your classroom, your students will be lead through an interactive game in which they play the roles of fur traders or trappers. To prepare your students for the game it is suggested that the following scenarios be presented to your students. You may wish to discuss them as a whole class, or in small groups. You may also ask that the students take some notes on their thoughts so that they have something to refer back to after the game is over if you plan to have a reflective discussion after the visit and game.

Grade 7 teachers who use the textbook “Voices and Visions: A Story of Canada” should have their students look at the information in Chapter 4, particularly pages 77–80 to prepare for the Fur Trade game. Teachers may wish to have their students do some preliminary research of the groups that will be role-played in the game – The North West Company, Hudson’s Bay Company, Dunne-za First Nations, Cree First Nations and Iroquois First Nations. This research would help students play the game in an informed manner, as well as partly answer the Program of Studies question “How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade?”

Scenario #1

Imagine that you are a European person working for the North West Company at Dunvegan in the early 1800s. Aboriginal people gather in a large group at your fur trading post in October. October is when the voyageurs arrive from Eastern Canada with supplies such as metal traps, guns and blankets. The Aboriginal people need to stock up on these supplies and will trade furs for the supplies they need. Your goal is to get as many furs as possible. You do not want the Aboriginal people to trade their furs with the Hudson’s Bay Company post that is located at St. Mary’s House (near what is now the town of Peace River).

How would you attract Aboriginal people to your fur trade fort to trade their furs?

What kind of strategies would you try to get as many furs as possible?

Scenario #2

Imagine that you are a member of the Dunne-za or Cree Aboriginal groups and you are going to Dunvegan to trade your furs so that you can get supplies to survive the winter. You have worked hard to trap your furs and so you want to get a good deal. What kind of things can the fur traders do to keep you happy and keep you from going to St. Mary’s House to trade in the future? How are you going to try to get a good deal?

Suggested post-visit activities

Worksheets

During the fur trade game, the interpreter visiting your classroom will distribute puzzle worksheets to your class. These worksheets may be kept by the students to work on during free time or in a social studies period.

Reflecting on the Fur Trade Game

The interpreter visiting your classroom will briefly discuss many of the following questions with your students. You may however wish to further discuss the questions in class or use the questions as journal or essay topics.

Ask the students who were playing the part of European fur traders:

- What strategies did you use to try and get as many furs as possible? Did those strategies work?
- What would you do differently if you were able to play the fur trading game again?

Ask the students who played the roles of Aboriginal trapping groups:

- Which fur trade fort did you choose to visit initially? Was there a reason for your choice?
- How do you feel you were treated while trading? Would you go back to the place(s) you traded at? Why or why not?
- What would you do differently if you were able to play the fur trading game again?

Grade 7 teachers may want to pay particular attention to the nature of competition between the Hudson's Bay Company and the North West Company. The French North West Company men were much more adventurous and exploratory than the English Hudson's Bay Company. During the times of competition, the North West Company was also known for "throwing its weight around". As it had more men employed than the Hudson's Bay Company it used intimidation tactics not only on the HBC men, but also on its own customers in the quest for furs and wealth. You may wish to have your students do further research to answer the Program of Studies question, "How was Britain's interest in the fur trade different from that of New France?". Also, some of the "Skill Checks" outlined in the grade 7 textbook, "Voices and Visions: A Story of Canada", particularly "Interpret Images" (page 6), "Read and Write Historical Fiction" (page 196) and "Do a Keyword Search" (page 288) can be used with Historic Dunvegan as the theme.

Resources

Fur Trade information

ABORIGINAL STUDIES SERIES

Kainai Board of Education, et al. *Aboriginal Studies 10: Aboriginal Perspectives*. Edmonton: Duval House. 2004.

Kainai Board of Education, et al. *Aboriginal Studies 20: Peoples and Cultural Change*. Edmonton: Duval House. 2004.

CANADIAN FUR TRADE SERIES

Cline, Bev. *Forts and Trading Posts*. Calgary: Weigl Educational Publishers LTD. 2007.

Nault, Jennifer. *Hudson's Bay Company*. Calgary: Weigl Educational Publishers LTD. 2007.

Nault, Jennifer. *North West Company*. Calgary: Weigl Educational Publishers LTD. 2007.

Nault, Jennifer. *Trade Routes*. Calgary: Weigl Educational Publishers LTD. 2007.

Cox, Susan. *Voices of Alberta: People, Places and Possibilities*. Toronto: Pearson Education Canada. 2007.

Francis, Daniel and Michael Payne. *A Narrative History of Fort Dunvegan*. Winnipeg: Watson and Dwyer. 1993.

Francis, Daniel. *Voices and Visions: A Story of Canada*. Don Mills: Oxford University Press. 2006.

Goodman, Donna M. et al.. *Voices of Canada: People, Places and Possibilities*. Toronto: Pearson Education Canada. 2007.

Payne, Michael. *The Fur Trade in Canada: An Illustrated History*. Toronto: James Lorimer & Company LTD., Publishers. 2004.

Check The Regional Automated Consortium (TRAC) online to find libraries or request these books – www.tracpac.ab.ca.

Maps of Fur Trade routes in Canada

<http://atlas.nrcan.gc.ca>

Search “Posts of the Canadian Fur Trade”.

This map doesn't print well, but teachers/students can zoom in and out if viewing online.

<http://railways-atlas.tapor.ualberta.ca>

Search “Fur trade routes by canoe and york boats”. To print map, click to see the image without the viewer at the largest size for your monitor (left side of page under “Viewing Info.”). Then print the page that comes up.

Dunvegan Charades Instructions

What was life like at Dunvegan? What did people who worked there do on a day-to-day basis? To find out, we're going to play a game of charades (Divide students into groups of 2 or 3). Give each group a card with an activity description on it. After 2 to 3 minutes preparation time have each group come to the front of the class. They must act out their activity in silence while their classmates guess what they are doing).

Working Activities

- Building canoes
- Canoeing supplies from Dunvegan to other posts
- Hunting animals for food and furs
- Gardening vegetables
- Feeding livestock such as cows and horses
- Chopping wood

Leisure Activities

- Reading books
- Playing cards
- Riding horses
- Playing music

Hey, what activity are we missing? Fur trading! While fur trading was a very important activity at Dunvegan, it only actually took up about 6 % of the time at Dunvegan. The rest of the time, as we have seen, was spent trying to survive and keep the fort community in working order.

building canoes	canoeing supplies from Dunvegan to other fur trade posts
hunting animals for food and furs	gardening vegetables
feeding livestock such as cows and horses	chopping wood
reading books	playing cards
riding horses	playing music



TEACHER QUESTIONNAIRE

Program _____ **Grade** _____

School _____ **Date of visit** _____

Interpreter _____ **# of students** _____

Thank you for participating in this program. Your feedback is very important to us.
Please take a moment to complete this quick survey by rating your responses as follows:

5 Strongly Agree **4** Agree **3** Neutral **2** Disagree **1** Strongly Disagree

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. I was satisfied with the program.
<i>Please explain.</i> | 5 | 4 | 3 | 2 | 1 |
| 2. Students learned new information or skills today.
<i>If yes, what did they learn?</i> | 5 | 4 | 3 | 2 | 1 |
| 3. The program supported curriculum learning.
<i>Please explain.</i> | 5 | 4 | 3 | 2 | 1 |
| 4. I would recommend this program to others.
<i>Please explain.</i> | 5 | 4 | 3 | 2 | 1 |
| 5. Based on this experience, and if I had the opportunity,
I would like to visit this facility in person. | 5 | 4 | 3 | 2 | 1 |
| 6. The content/activities were appropriate to the grade level.
<i>Please explain.</i> | 5 | 4 | 3 | 2 | 1 |
| 7. Students were interested in what they saw or did.
<i>Please explain.</i> | 5 | 4 | 3 | 2 | 1 |

8. My class was... surprised by:

... most interested in:

... inspired by:

... disappointed by:

... bored by:

9. The program was: too long too short just right

10. There were enough quality hands-on activities. **5** **4** **3** **2** **1**
Please explain.

11. Staff were able to answer students' questions. **5** **4** **3** **2** **1**
Please explain

12. Staff managed the program and participants effectively. **5** **4** **3** **2** **1**
Please explain.

13. What did you like most about the program?

14. The pre-program communication and planning were effective. **5** **4** **3** **2** **1**
Please explain.

15. The teacher information package was effective and useful. **5** **4** **3** **2** **1**
Please explain.

16. How many times have you booked this program? 1 2 to 3 4 to 5 6 to 10 10+

17. The best way(s) to keep you informed about our school programs are:
 email mail-outs website posters fax printed brochure
 ads in teacher/administrator publications (e.g., ATA Magazine)
 teacher's convention display/booth professional development visits at the site

Additional comments:

May we use your comments to promote our learning programs?

yes no

STUDENT QUESTIONNAIRE

Program _____ **Grade** _____

School _____ **Date of visit** _____

Interpreter _____ **# of students** _____

Thank you for participating in this program. Your feedback is very important to us.
Please take a moment to complete this quick survey by rating your responses as follows:

5 Strongly Agree **4** Agree **3** Neutral **2** Disagree **1** Strongly Disagree

1. I liked the program. **5** **4** **3** **2** **1**
Why or why not.

2. I learned something new today. **5** **4** **3** **2** **1**
What did you learn?

3. I think that another class would like to take this program, too. **5** **4** **3** **2** **1**
Please explain why or why not.

4. This program made me want to learn more about the fur trade. **5** **4** **3** **2** **1**
Why? What else would you like to learn?

5. I was... surprised by:
... most interested in:
... inspired by:
... disappointed by:
... bored by:

6. The program was: too long too short just right

7. How could we make the program better?

Additional comments:

**Map of Peace River showing
the main early trading posts**

