

Fur Trade

Owen-Withee Schools

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Subject: Social Studies	Technology/Equipment/Supplies Needed: Computers, internet access, Wisconsin Celebrating People, Place & Past, Cultural Horizons of Wisconsin CD, Era 2 Video Clips, Desktop projector
Topic: French & British Fur Trade in Wisconsin	
Grade Level: 11-12th	Collaboration (w/media specialist, other staff):
Lesson Length/No of Sessions: 3 class periods for research, one for Fur Trade presentation and 1 class period for Power Point development	Media Specialist

Task/Objectives:

1. To identify the economic & cultural impact of the French & British on Native Americans.
2. To identify & explain the important roles of the Metis.
3. To understand the workings of fur trade.
4. To compare & contrast the advantages & disadvantages of the fur trade.
5. Students will access internet sites using correct terminology & search procedures.
6. Students will analyze & synthesize information.
7. Students will organize and present information.

Process (strategies & activities):

Social Studies

1. Students will gather and analyze information from the following sources to complete a power point project and essay.
2. Students will visit the web sit at WhiteOak.org where they will visit and tour the Fur Trade Post. They can also e-mail any of the participants there and ask them questions. This should take approximately one period. See attached sheet.

If students finish early they may work on the CD Rom Wisconsin Celebrating People, Place and Past or Cultural Horizons where they will also have questions (attached). Both of these CDs should take together about one period.
3. Then students will view the Era 2 Video clips on <http://video1.cesa10.k12.wi.us:8080> to view the fur trade.
4. We will also have a Power Point and hands – on display of Women in the Fur Trade. Students will be asked to identify the articles and uses of these items. After the display students will need to write an essay discussing the importance of the Metis and the trade. They also need to compare and contrast the advantages and disadvantages of the Fur Trade with the Native Americans.
5. Using all of the collected information the students will create a Power Point presentation with at least 5 cards. A rubric will be used to grade the presentation.

Media

1. A desktop projector will be used to demonstrate how to use the CD-ROM and the video clips before students start the project.
2. Students will receive tutorials on the handouts. The students will gather information from the CD-ROM and video clips. Students will prepare a Power Point presentation using prior knowledge and the tutorial.
3. A rubric will be used to gauge the media research skills.

Resources:

WhiteOak.org – Fur Trade site

Question handouts

Wisconsin Story Chapters 5 & 6

<http://video1.cesa10.k12.wi.us:8080> - Era 2 Clips

Lecture Notes

Cultural Horizons CD & Wisconsin Celebrating People, Place & Past

Assessment Rubric for Media component:

	Minimal	Basic	Proficient	Advanced
Search Strategies	Student requires extensive direction to access information and move among stations	Student is able to access information and move among stations with frequent assistance	Student is able to access information and move among stations with minimal assistance	Student is able to access information and move among stations independently
Resource Utilization	Student uses one source with little effort to incorporate other sources	Student uses at least 2 sources and attempts to incorporate them	Student makes use of a variety of sources and incorporates them	Student makes use of a majority of sources and effectively incorporates them
Organization	Student work is disorganized	Student work is somewhat disorganized	Student organizes historical information	Student creatively organizes historical information
Interpretation	No interpretation of historical events through perspective of those living in that setting	Some interpretation of historical events through perspective of those living in that setting	Satisfactory interpretation of historical events through perspective of those living in That setting	Excellent interpretation of historical events through perspective of those living in that setting
Visuals	Included few or no computer generated visuals	Included some computer generated visuals	Included computer generated visuals that met criteria	Included computer generated visuals that met criteria and enhanced presentation

Alignment to Content Standards:**Social Studies**

B.12.1 B.12.2 B.12.3 B.12.4 B.12.5 B.12.12
B.12.13
C.12.14
D.12.2 D.12.7
E.12.4 E.12.5 E.12.6 E.12.8

Media

A.12.1 A.12.2 A.12.3 A.12.4 A.12.5
B.12.1 B.12.2 B.12.3 B.12.4 B.12.5 B.12.6 B.12.7
C.12.1 C.12.2 C.12.3 C.12.4
D.12.1 D.12.2 D.12.3 D.12.4