

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 7**

**W1 - Lesson 4: Competition for Trade**

## Important Concepts of Grade 7 Social Studies

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W1 - Lesson 2 .....	Role of French in the Foundation of Canada
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## Materials Required

**Textbook Required**  
*Voices and Visions*

Social Studies Grade 7

Version 5

Preview/Review W1 - Lesson 4

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsa

Reviewed by: Donna Klemmer

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marvin Sheets



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# **Preview/Review Concepts for Grade Seven Social Studies**



***W1 - Lesson 4:  
Competition for Trade***

# OBJECTIVES

By the end of this lesson, you should

- understand how the First Nations, French, British, and Métis peoples interacted with each other as participants in the fur trade
- know how the fur trade contributed to the foundations of the economy in North America
- know how Britain's interest in the fur trade differed from that of France

## GLOSSARY

**barter system** – trading of goods for other goods without exchanging money

**canoe** – a First Nation boat usually made of birch bark

**pemmican** – food prepared by First Nations from dried strips of buffalo meat mixed with fat and berries

**portage** – the carrying of boats and goods on a path that connected two waterways

**Nor'Westers** – North West Company employees

**stockade** – a wooden barrier of upright poles

**voyageurs** – Canadian or Métis employees of the North West Company who paddled back and forth from Montréal to the trading forts in the west

**whiskey trade** – the trading of alcohol for furs

# W1 – Lesson 4: Competition for Trade

## Review

Turn to W1 – Lesson 3: *Role of British in the Foundation of Canada*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W1 – Lesson 3 material thoroughly. Ensure you have a good understanding of W1 – Lesson 3 before proceeding to W1 – Lesson 4. If you need extra help, please approach your teacher or learning facilitator.

## Classroom Discussion 1: The Effect of the Fur Trade on the Economy and Political Development of North America

The European fashion for beaver-felt hats and exotic furs pushed the development of the North American fur trade. Men from fishing ships stopped to trade with the First Nations people. This started the North American fur trade. The supply of furs in Europe had disappeared because of over-hunting. North America became a new source of wealth because of the quality and quantity of beaver and other furs. In the beginning, all the harvesting of furs was done by First Nations people. Eventually, the French and English traders began to explore the interior and began to harvest furs. As Europeans approached the Rockies, companies started hiring men for trapping beaver. After 1840, Europe began to change from beaver hats to hats made of silk. As a result, the fur trade declined and almost ended.

The fur trade was responsible for several major changes and developments in North America. Answer and/or discuss the following questions. If you are in a classroom, discuss the questions as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

- 1. How might the dependence on the fur trade affect the economy of North America?

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2. How might the competition for furs affect relations between the French and British?

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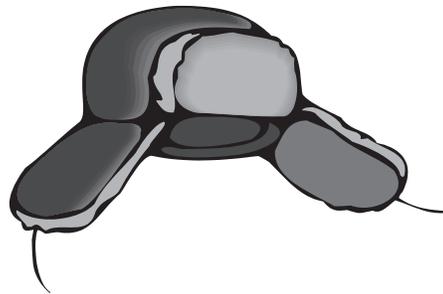
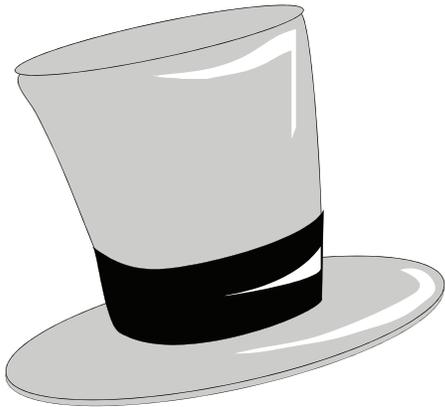
3. How might the decline in the fur trade affect First Nations people?

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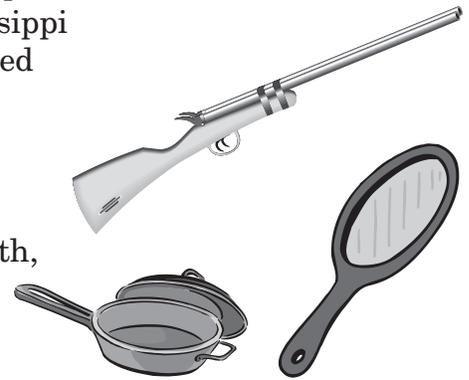


## Reading 1: The Fur Trade - The Foundation of an Economy

Long before settlements and farms appeared in Canada, men travelled the country seeking furs. The furs were obtained mostly by trading with First Nations people who had lived in Canada for thousands of years.

The French started the fur trade in the early 1600s. France began trading in eastern Canada in an area called Acadia. The French then moved up the St. Lawrence River and headed west to the Great Lakes and south along the Mississippi and Missouri Rivers. At the Missouri, explorers again headed west to the Rockies.

Most of the fur trade business was conducted by using the barter system with First Nations people. European goods such as cooking pots, beads, guns, ammunition, whiskey, cloth, mirrors, knives, and blankets were traded to First Nations people in return for beaver pelts and other furs.



The earliest fur merchants in Canada were called *coureurs de bois* (kur-rur-duh-bwa) “runners of the woods”. These Frenchmen set out from Montreal with loads of trade goods. They moved among the First Nations until the trade goods were gone. They returned to Montreal loaded with furs. After selling all the furs, the *coureurs de bois* either prepared for another trip or used their earnings to go into some other type of business.

Many of these early frontier traders enjoyed life among the First Nations and spent most of their time on the frontier. Often they took First Nations wives and adopted some of the social attitudes and religion of the First Nations people. Many of the *coureurs de bois* operated without a license. Politics and a healthy bribe were usually necessary to get a license. Trading licenses were controlled by the French government and were restricted.

Between 1800 and 1820, trading began to give way to trapping. The trappers, rather than bartering with the First Nations people, went after the furs themselves.

Besides trappers and traders, others were on the frontier. Furs often went to market on boats, thus boatmen were needed. The *truck drivers* of the fur trade were the *voyageurs* (vwa-a-jur’). They guided and paddled the great freight canoes used by the French fur companies. The image of a *voyageur* was a jolly, hardworking individual who dressed in bright colors and was always singing. When portages were necessary (the carrying of boats and goods on a path that connected two waterways), these sturdy men could shoulder heavy bales of fur (up to 95 pounds or 43 kilograms), sometimes several at a time and move very quickly along the portage trail. Smaller men took up less space in the canoe, so most of the *voyageurs* were less than five and a half feet tall (1.7 metres).

Women also played an important role in the early fur trade. Most of the women of the fur trade were from First Nations. Traders took First Nations wives because their skills made them valuable partners. The women could make and break camp, cook, make clothing, handle horses, and when necessary, handle weapons. They could also prepare the furs by cleaning and softening them, help paddle a canoe, and were valuable as interpreters and guides. In addition, when a trader married into a village, he acquired a host of in-laws as customers. Occasionally, a trader would bring his wife from Europe to the frontier. The European wives were generally in the forts and trading factories where they did their best to bring some of the comforts of Europe.



The fur trade contributed to the development of British and French empires in North America. During the 1600s, many Europeans were drawn to the New World because of the prospect of wealth from the fur trade. Europeans explored most of North America in search of more opportunities to acquire furs. They built trading posts in the wilderness. Settlements grew around many of these posts. Some of these settlements later became major cities such as Edmonton, Montreal, Quebec, and Winnipeg.

The fur trade eventually led to conflict between France and Britain in North America. Rivalries over trading alliances also arose among the First Nations who wanted to obtain European goods. The fur trade encouraged friendly relations between the First Nations and European traders. However, it also brought First Nations hostility toward European settlers because the Europeans cleared land and this threatened the supply of fur-bearing animals.

In the early 1800s, the fur trade started to decline. The clearing of large areas for settlement destroyed the environment that supported fur-bearing animals. In addition, the beaver was in danger of becoming extinct because of over-trapping. In the 1830s, the value of beaver fur dropped sharply as European manufacturers switched to silk instead of felt for their hats. All these factors resulted in the decline of the fur trade. By 1870, most fur-trading activity had ended.

## Activity 1: The British come to North America

Complete the following statements. The answers can be found in the reading, *The Fur Trade – The Foundation of an Economy*. If you are working in a classroom, you may discuss the statements as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. The French started the fur trade in the early 1600s. They started in eastern Canada in an area they called \_\_\_\_\_.
2. Most of the fur trade business was conducted by \_\_\_\_\_ with First Nations people.
3. The earliest fur merchants in Canada were called \_\_\_\_\_.
4. The *truck drivers* of the fur trade were the \_\_\_\_\_.
5. Traders took First Nations \_\_\_\_\_ because their skills made them valuable partners.
6. During the 1600s, many Europeans were drawn to the New World because of the prospect of wealth from the \_\_\_\_\_.
7. In the 1830s, the value of beaver fur dropped sharply as European manufacturers switched to \_\_\_\_\_ instead of felt for their hats.
8. First Nations people were interested in trading with the Europeans for items made of \_\_\_\_\_.
9. First Nations women performed duties such as cleaning and softening the furs, paddling canoes, and acting as \_\_\_\_\_ and guides.
10. First Nations peoples became \_\_\_\_\_ toward European settlers because the Europeans cleared land, which threatened the supply of fur-bearing animals.

## Reading 2: The French Fur Trade

Read pages 81 to 83 and the biography of Pierre Gaultier de Varennes on page 85 of your textbook, *Voices and Visions*. Then, complete Activity 2.

### Activity 2: The French Fur Trade

Answer the following questions from the readings about the French fur trade. If you are in a classroom, you may discuss the questions as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Colbert did many remarkable things to help New France develop into a successful colony. Why did he prevent the *coureurs de bois* from establishing trading posts?

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2. What did Jean Talon do that allowed the French to double the number of colonists?

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3. How was peace finally achieved among the First Nations communities and New France? Why was this peace treaty significant?

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4. Was Pierre de Varennes' contribution significant to the exploration of North America? Explain.

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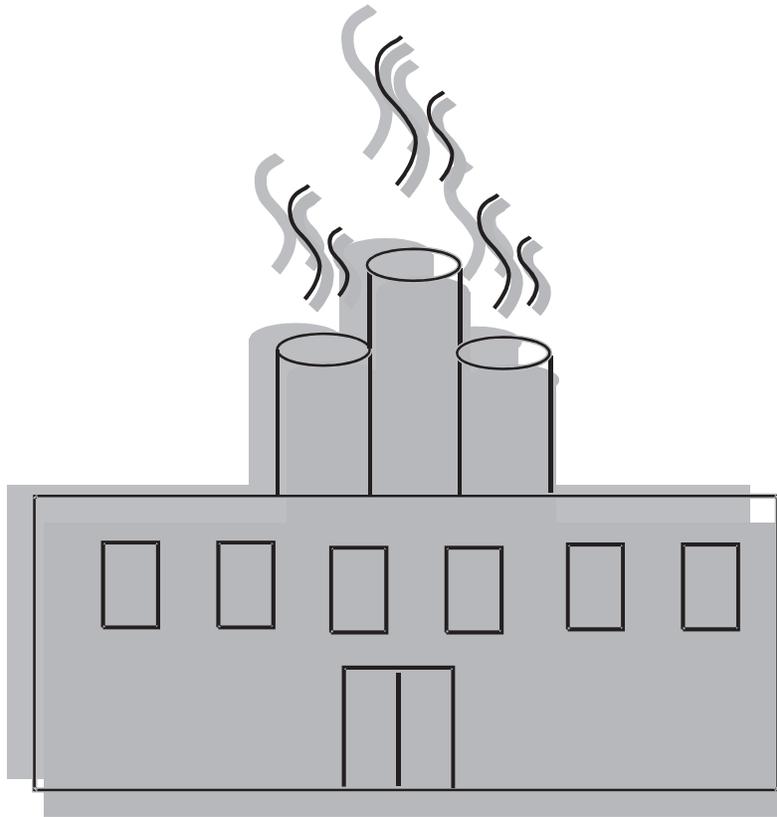
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## Reading 3: The English Fur Trade

In 1670, the King of England granted a charter to the Hudson's Bay Company. This charter gave the Hudson's Bay Company a monopoly for the fur trade. The company was not interested in developing settlements. It wanted only to make money from furs. This resulted in the company building forts along the coast of the Hudson Bay. The forts gave the company quick access to the interior of North America. Because of the northerly position of the Hudson Bay, many of the fur pelts were thicker than pelts coming from the south. The Hudson's Bay Company had another advantage over the French because furs could be delivered within a year's time to England. This was one year quicker than the French deliveries from Montréal.

France and England competed in the fur trade until 1760. Read pages 88 to 92 in your textbook, *Voices and Visions*, to find out who replaced France as the Hudson's Bay Company's new competition. Then, complete Activity 3.



### Activity 3: The English Fur Trade

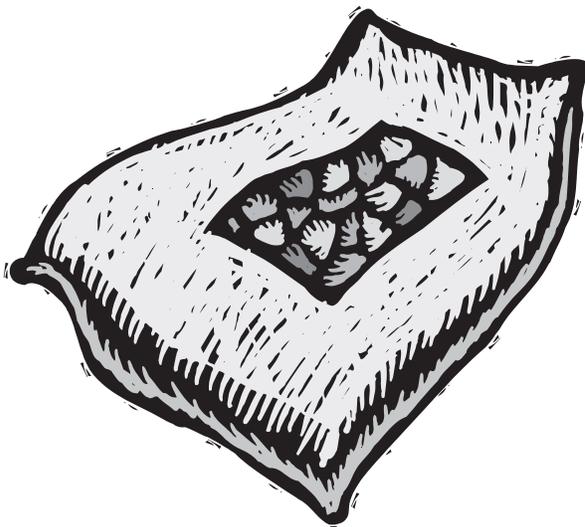
To complete Activity 3, use the list of words and terms provided. Choose the **best** word or term to complete each statement. Write the correct words on the lines. The words are used only once, but not all words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Annual Cycle	Fort Chipewyan	Fort William	Hudson's Bay Company
Mackenzie	Métis	Nor'Westers	North West Company
Peace River	Peter Pond	voyageur	River of Disappointment

1. The King of England granted a charter to the \_\_\_\_\_, which gave it a monopoly for the fur trade.
2. In 1779, a group of traders formed a new fur trading company. The men who worked for the company became known as the \_\_\_\_\_.
3. The \_\_\_\_\_ were the children of European fathers and First Nations mothers.
4. A \_\_\_\_\_ combined a spirit of adventure and a willingness to work hard.
5. \_\_\_\_\_, an American, established the first trading post in Alberta.
6. In 1789, \_\_\_\_\_ followed a river to the Arctic Ocean. He called this river the \_\_\_\_\_.
7. Later, Mackenzie followed the \_\_\_\_\_ and the Bella Coola River to the Pacific Ocean.

## Reading 4: The Impact of Contact

In the beginning, the contact between the First Nations and the Europeans gave benefits to both groups. The Europeans learned about crops and how to survive in a land that could be harsh. They could become wealthy trading for furs. First Nations people could acquire allies for their disputes with other First Nations communities as well as products made of metal or cloth, and many other items of interest. With two companies competing for the fur trade, problems developed. Many of these problems had negative effects on the First Nations way of life. Read pages 93 to 96, including the Case Study on page 95, in your textbook, *Voices and Visions*. Then, complete Activity 4.



## Activity 4: The Impact of Contact

Complete the following chart after reading *The Impact of Contact* in your textbook. If you are in a classroom, you may discuss the chart as a group. If you are working individually, complete the chart and check your work with your learning facilitator or teacher.

In the chart below, outline the negative impacts of the fur trade on First Nations people. An example is provided for you.

Activity	Impact
Working for the fur trade	<ul style="list-style-type: none"> <li>• <i>Changed First Nations old ways of life to work for others.</i></li> <li>• <i>Focused First Nations efforts on trapping furs.</i></li> </ul>
Following the fur	
Dependence on European goods	
Hunting the buffalo	
Loss of Language	
New diseases	
Introduction of alcohol	

## W1 - Lesson 4: Competition for Trade Review Assignment

Complete pages 11 to 14 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

### Section A: Matching

Match the individual on the left with the event on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks. (1 mark each)

- |                          |       |   |
|--------------------------|-------|---|
| A. Jean Baptiste Colbert | _____ | 1. thought he failed to find the “Western Sea”                                    |
| B. Michipichy            | _____ | 2. fur trader who reported on the effect of smallpox on First Nations communities |
| C. Jean Talon            | _____ | 3. involved in the whiskey trade and helped build Fort Whoop-Up                   |
| D. Sieur de La Vérendrye | _____ | 4. this Wendat leader said, “The hatchet has been stopped.”                       |
| E. Peter Pond            | _____ | 5. helped guide Mackenzie to the Pacific Ocean                                    |
| F. Alexander Mackenzie   | _____ | 6. doubled the number of French colonists   |
| G. Francois Beaulieu     | _____ | 7. sent the coureurs de bois into the interior                                    |
| H. Alfred Hamilton       | _____ | 8. built the first trading post in Alberta  |
| I. William Walker        | _____ | 9. did not let fur traders build trading posts in the interior                    |
| J. Governor Frontenac    | _____ | 10. followed the “River of Disappointment” to the Arctic Ocean                    |

## Section B: Benefit or Drawback

In this section, indicate if each item below was a benefit or a drawback to First Nations communities. If the item was a benefit, write **B** on the appropriate line. If the item was a drawback, write **D** on the line. If you think the item could be both a benefit and a drawback, write **both B and D** on the line. An example is provided. This section is worth 5 marks. (1/2 mark each)

Example:     **B**     Thread

- 1. Introduction of alcohol
- 2. Metal pots
- 3. Introduction of bright colours in cloth
- 4. Help to enemies
- 5. Reduction in wildlife
- 6. Guns
- 7. Glass beads
- 8. Increase in European settlers
- 9. Help against enemies
- 10. Need for ammunition

## Section C: Multiple Choice

Below are five multiple-choice questions based on the information you have learned in this lesson. Read carefully. Write the letter of the **best** possible answer in the blank before each question. This section is worth 5 marks. (1 mark each)

- \_\_\_\_\_ 1. Why did the value of fur pelts begin to decline?
- A. The numbers of fur-bearing animals declined.
  - B. Europeans switched to silk hats.
  - C. First Nations lost interest in trapping.
  - D. The Hudson's Bay Company had the monopoly of the fur trade.
- \_\_\_\_\_ 2. Which of the following groups were included in the Council of Three Fires?
- A. Wendat, Mi'maq, and the Odawa
  - B. Mi'kmaq, Siksika, and the Ojibwa
  - C. Ojibwa, Potawatomi, and the Odawa
  - D. Montagnais, Wendat, and the Potawatomi
- \_\_\_\_\_ 3. Which Englishman built forts for trading furs?
- A. George Vancouver
  - B. John Cabot
  - C. Edward Cornwallis
  - D. Walter Raleigh
- \_\_\_\_\_ 4. Which economic system allowed an imperial country to become rich by selling the resources taken from its colonies?
- A. Seigneurial system
  - B. Imperialism
  - C. Monopoly
  - D. Mercantilism
- \_\_\_\_\_ 5. Where was the first elected assembly in British North America located?
- A. Newfoundland
  - B. Rupert's Land
  - C. Halifax
  - D. York Factory

## Section D: Short Answers

Explain why each of the following individuals is significant to the development of Canada. Answer in complete sentences. This section is worth 5 marks. (1 mark each)

1. Isabel Gunn

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2. Pierre Gaultier de Varennes

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3. Marquis de Frontenac

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4. Alexander Mackenzie

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5. Peter Pond

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**Total:** \_\_\_\_\_  
**25 marks**

## Competition for Trade Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words are in Lesson 4. Can you find them all?

barter system  
Hudson Bay  
portage

beaver  
Métis  
silk

buffalo  
NorWesters  
stockade

canoe  
pemmican  
voyageurs

i i e m m a m v o l t a h u c e t  
 h y r u l y e p v e b a d e e f n  
 s d r r o t s a t e o s e i e a l  
 e u m r b e t c k s s r t e s y c  
 e s u o e m u m a l n e p v v f o  
 d r m r n l e r t n i t n d s t y  
 m t b e e s a h i e o s m k t b o  
 b m u a t p y p u m t e o a t o s  
 s r p e g p i r y d m w t s s l b  
 s s r k g m e t s y s r e t r a b  
 o i o h m v r m o e y o f s u f r  
 n s t y a a e p m s g n n t e f u  
 d d m e e s s u s i m a k b g u e  
 t d b r m l e d a k c o t s a b r  
 t m s o a y w k b w h a o r y y s  
 i a g u n s m a b e e l n b o v r  
 r p a a e n a o u n e u o r v p a

\* This puzzle was made using the [www.armoredpenguin.com/wordsearch](http://www.armoredpenguin.com/wordsearch) website.

