1. Create at least three journal entries written from the perspective of either a trader with First Nations or

European heritage. Entries should refer to specific items which are traded. Include comments regarding the benefit

and consequences of trade for each party.

Journal entries must include:

a clear description of traded items and their value;

detailed explanations of the negative consequences of the trade relationship for both the trader with First

Nations and European heritage;

detailed explanations of the benefits of the trade relationship for both the the trader with First Nations and

European heritage;

consideration of actions or circumstances which could have improved the trade situation;

a creative and organized format;

evidence of planning and proofreading.

2. Use persuasive writing skills to establish an argument regarding the benefits and consequences of the fur trade

in Canada. Perspectives of opposing sides (trader with First Nations heritage vs. European trader) must be included

and presented to the class in a the format of an essay or speech.

The essay or speech must include:

a detailed and persuasive argument outlining the negative consequences of fur trade on the Europeans and

the First Nations Peoples;

a clear point of view statement;

a detailed and persuasive argument outlining the benefits of the fur trade on the Europeans and First Nations Peoples;

an organized format;

evidence of planning and/or rehearsal.

3. Write and perform a short dramatic presentation of a trading alliance, characteristic of the fur trade. Refer to some of the specific items traded, and at least one of the challenges/issues and the effects/results. The dramatic presentation must include:

a clear and accurate depiction of the trade relationship between the Europeans and First Nations Peoples;

a clear and detailed reference to the consequences of the fur trade for both parties;

a clear and detailed reference to the benefits of the fur trade for both parties;

evidence of practice/rehearsals;

a written reflection (in paragraph format) by each student about the key ideas presented in the drama.

4. Create a poster or public service announcement geared at informing First Nations Peoples and/or European

Explorers about the consequences of trade.

The poster or announcement must include:

a creative, visual format;

* generated using Microsoft Publisher

a clear depiction of at least two major consequences associated with the fur trade;

an effective slogan that clearly communicates the consequences of the fur trade;

consideration of actions or circumstances which could have improved the situation;

evidence of proofreading and organization.

5. Using a graphic organizer, create a chart comparing the positive and negative effects of the fur trade on the Europeans and First Nations Peoples. Provide a minimum of eight points. For each point, provide evidence from the text/resource which is referenced. The assignment must include:

detailed explanations of the negative consequences of the trade relationship for both First Nations Peoples

and European traders;

detailed explanations of the benefits of the trade relationship for both First Nations Peoples and the

European traders;

consideration of actions or circumstances which could have improved the situation;

specific references to the resource cited (i.e., quotes and/or page numbers) which support each point on the

graphic organizer;

evidence of proofreading and organization.