

Fur Traders & Missionaries in Washington State

What you will find in this Portable Museum

Artifacts:

French Garter	Pin and Bone Game	Trade Items: brass thimble	Lead Ladle
Red Feather	Pennywhistle	and buttons, hawk bells	Bullet Mold
Clay Pipe	Seeds	Trade Beads	Powder Measure
Tin Cup	China	Sharkskin Sandpaper	Powder Horn
Tea Brick	Soap	Trap	Possible Bag
Toothbrush	Playing Cards	Bullet Pouch with bullets	English Bible
Forged Wire Fork	Beaver and River Otter Fur	Lead	Protestant Ladder

Large Display Photographs:

Representation of Hudson's Bay Company Voyageur and British fur trader	"Indian Trade Store"
"Gray's Discovery of the Columbia"	"Mess Hall-Chief Factor's House"
"Trapper's Tree"	"The Whitman Mission"
	"Vancouver in 1854"

Documents:

Trade Account, 1715	Excerpt from Narcissa Whitman's diary, 1836
Russian Journal Frontispiece, 1795	Whitman Mission floor plan, 1836
Advertisement for trappers, 1822	Nez Perce laws, 1842
Marcus Whitman's missionary certificate, 1835	"Tenas Wawa," 1991

Map Transparencies

1790-1820 Indian Tribes	1838-1850 Catholic Missions
1790-1820 The Early Fur Trade	1848-1863 Evolution of Boundaries
1821-1850 The Later Fur Trade	1855 "Indian Tribes, Land Ceded by Treaty"
1834-1847 Protestant Missions	

Other

Slide Carousel	Tape/CD: Slide Show
Teacher's Manual	Tape/CD: Music
Textbook: <i>Washington State</i>	

KEY CONCEPTS

I. Explorers' sale of sea otter pelts from the northwest in China opened the maritime fur trading era.

- A. 18th Century explorers in the Northwest traded goods to the Native people for sea otter furs, which they sold for high prices in China.
- B. The lure of big profits attracted fur traders from several countries, most notably Russia, England, and the United States, to the Northwest (Spain claimed the land at this time).
- C. The sea otter was hunted almost to extinction, bringing an end to the maritime fur trade by 1810.

II. The first European and American settlements were forts established by fur traders in the early 19th century.

- A. In the early 19th century beaver pelts were in great demand for making fashionable men's top hats and stovepipe hats in Europe and the United States. As fur supplies dwindled in Europe, new sources were sought in North America.
- B. European trading companies included the British Hudson's Bay Company and the Northwest Company (which merged in 1821), the Russian-American Company, and the Missouri Company established by Spain to protect their North American claims.
- C. American fur companies included the Pacific Fur Company established at Fort Astoria in 1811, the Rocky Mountain Fur Company, and other small companies and independent trappers.
- D. From 1821 to 1842, Fort Vancouver under Chief Factor John McLoughlin was the economic, political, communications, and cultural center of the Pacific Northwest.

III. International interest in the resources of the area touched off disputes about possession of the area now known as Washington State.

- A. Russia gave up its claim to all land below present day Alaska (54'40) in a treaty of 1824, and Spain gave up its claim to lands north of the present day California in an 1819 treaty.
- B. In 1818, the Americans and British agreed to jointly occupy the Oregon Country (present day Washington, Oregon, Idaho, western Montana, southern British Columbia, and a corner of Wyoming).
- C. In a treaty signed in 1846, Oregon Territory was divided between Britain and the United States and established boundaries as they exist today between Canada and the United States.

IV. Native Americans and fur trappers learned much from one another although trappers did not take large amounts of land, this first contact with Euro-American culture brought changes to Native American's lives.

- A. The fur traders changed the Native Americans' way of life by introducing iron, a monetary system, a non-native trade network, western goods, and alcohol, which all contributed to Native Americans' dependence upon trade relationships with trappers. This early contact with Europeans and Americans also brought diseases, which were new to the Native Americans and killed many of them.
- B. Trappers and fur companies did not require Native Americans to adopt Euro-American dress, language or lifestyles or take large amounts of land away from Native Americans.
- C. Trappers often married Native women, and adopted Native American dress and knowledge of living in the wilderness.

V. Missionaries moved west to minister to the fur traders and the Native Americans. Many were the first Americans to claim land and settle in a particular area of the northwest.

- A. Protestant religions experienced a revival in the early 19th century and included in their goals the conversion and civilizing of Native Americans and the building of churches and schools in the west.
- B. Protestant missionaries provided a presence in the Northwest that encouraged settlers to follow (in 1843 Marcus Whitman led the largest wagon train to date back to Oregon Territory).
- C. Catholic missionaries were more accepting of Native American ways demanding fewer changes in their traditional lifestyles than the Protestants. Catholic symbols and objects fascinated Native Americans and bore some resemblance to objects in their own culture.

Fur Traders and Missionaries

Planning Calendar: Primary Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Analyzing Artifacts	<u>Lesson Plan 3:</u> Food	<u>Lesson Plan 4:</u> Transportation	<u>Lesson Plan 5:</u> Homes
		<u>Activity:</u> Making Biscuits, Drying Plants, or Kitchen Garden	<u>Note to Teacher:</u> Send letter home to parents for Lesson Plan 8	
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 6:</u> Daily Life of Fur Traders	<u>Lesson Plan 8:</u> Trading	<u>Lesson Plan 7:</u> Daily Life of Missionaries	<u>Lesson Plan 9:</u> Timeline	<u>Lesson Plan 10:</u> Compare and Contrast
		<u>Activity:</u> Music	<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

Fur Traders and Missionaries

Planning Calendar: Intermediate Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 4:</u> Daily Lives of Fur Traders	<u>Lesson Plan 6:</u> Fort Vancouver Or Begin research project from <u>Lesson Plan 8:</u> Information Quest.
			<u>Activity:</u> Making biscuits, drying plants, or kitchen garden	
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 5:</u> Daily Lives of Missionaries	<u>Lesson Plan 7:</u> First Encounters	<u>Lesson Plan 9:</u> Timeline	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
Students continue Information Quest		Students continue Information Quest	<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

Fur Traders and Missionaries

Planning Calendar: Middle School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 4:</u> Daily Lives for Fur Traders	<u>Lesson Plan 8:</u> Information Quest
				<u>Homework:</u> Continue Information Quest
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 7:</u> Scored Debate	<u>Lesson Plan 5:</u> Daily Life for Missionaries	<u>Lesson Plan 9:</u> Timeline Or Hold Scored Debate	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
<u>Homework:</u> Continue Lesson Plan 7 for Homework	<u>Note to Teacher:</u> Information Quest Due		<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

Fur Traders and Missionaries

Planning Calendar: High School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 8:</u> Information Quest	<u>Lesson Plan 4:</u> Daily Life for Fur Traders Or <u>Lesson Plan 5:</u> Daily Life for Missionaries	<u>Lesson Plan 7:</u> Scored Debate
	<u>Activity:</u> Listen to the Music of the period	<u>Homework:</u> Continue Information Quest	<u>Homework:</u> Continue Information Quest	<u>Homework:</u> Continue Lesson Plan 7 for homework
Day 6	Day 7	Day 8	Day 9	Day 10
Class time to work on Scored Debate	<u>Lesson Plan 9:</u> Constructing Meaning	Class time to work on Document Based Essay	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
	<u>Note to Teacher:</u> Information Quest Due			<u>Note to Teacher:</u> Document Based Essay Due

Also, check the bibliography included with the Teacher's Manual for related literature.