**TRT: Stephanie Massaro**

**Original LP on Ed Portal:** [http://www.nps.gov/fous/forteachers/classrooms/furtrade.htm](http:////www.google.com/url?q=http%3A%2F%2Fwww.nps.gov%2Ffous%2Fforteachers%2Fclassrooms%2Ffurtrade.htm)

**\*\*Park Name**

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| Fort Union Trading Post National Historic Site  |

**\*\*Lesson Plan Title (255 characters maximum)**

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| Fort Union Fur Trade Overview  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| In this lesson, students will answer the following essential questions: What is the fur trade? Who was involved in the fur trade? Where did the fur trade take place? What was the organization of a fur trade company like? What was the relationship between fur traders (immigrants) and American Indians?  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

 X Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| http://www.nps.gov/common/uploads/teachers/assets/images/mwr/park/fous/464F2A0D-155D-4519-3E8B915871FCADA1/464F2A0D-155D-4519-3E8B915871FCADA1.jpg |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| This map highlights the significance of Fort Union's location among the Upper Missouri Plains Tribes. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

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| **Select Grade Level: 4 Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/)Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/)Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.[CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/)Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| **Select Grade Level: 5 Select Subject Area: English Language Arts Standards** [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/)Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.[CCSS.ELA-Literacy.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.[CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/)Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.[CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/)Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

**\*\*State Standards:**

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| **Select State:** North Dakota **Select Subject:** Social Studies **Select Grade Level: K-4** **Check off State Standards:** 4.2.5. Benchmark: People and Events: Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota4.2.7. Benchmark: Exploration: Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company, LaVerendrye)4.6.1 Read maps and understand how to use them. 4.6.2 Understand the characteristics of various types of places and regions.  |
| **Select State:** North Dakota **Select Subject:** Social Studies **Select Grade Level: 5-8** **Check off State Standards:** 8.1.2 Understand how key events, people, and ideas contributed to North Dakota history.8.2.4 Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments. 8.6.1 Understand how to use geographic tools to describe and locate physical features and places. 8.6.2 Understand the relationship between the characteristics of various world places and regions and historical events and people.  |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_x\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_x\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

 X **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| One 45-50 minute class period  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| For 39 years, Fort Union was the longest-lasting and most profitable fur trading post on the Upper Missouri River. Here seven Northern Plains Indian Tribes, including the Assiniboine, traded buffalo robes and other furs for goods such as cloth, guns, blankets, and beads. A bastion of peaceful coexistence, this fort annually traded over 25,000 buffalo robes and $100,000 of merchandise. In this lesson, students will explore what the fur trade is, who it involved, and where it took place.  |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| 1. Trade: an exchange of items, usually without payment of money.
2. Bourgeois: a shopkeeper or merchant.
3. Engage: to bind, as by pledge, promise, contract, or oath; make liable
4. Clerk: a person who sells goods in a store.
5. Trader: a person who trades; a merchant or business person.
6. Interpreter: a person who provides an oral translation between speakers who speak different languages.
7. Assiniboine: a member of a North American Indian people living in Alberta, Saskatchewan, and Montana; one of the Sioux peoples
8. Legal: permitted by law; lawful
9. Commercial: of, relating to, or characteristic of commerce.
10. Enterprise: a company organized for commercial purposes; business firm.
11. Metropolis: the chief, and sometimes capital, city of a country, state, or region.
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**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Decide whether to have students work individually, in partners, or in groups. \*Decide if you will split the class into breaking down both readings simultaneously, or all together one at a time. \*Get *The Trade House* video ready to play\*Identify students who may need support or an extra challenge. \*Make one copy of the *Fort Union Fur Trade Overview – Student Document* for each student and/or group.  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| Option One: Play The Trade House video found at <http://www.nps.gov/media/video/view.htm?id=291C6215-B1FA-C746-C1A3B593CE335621>. Option Two: Ask students if they ever had to communicate with someone who was different from them. Did they speak a different language? What ways did you try to communicate without speaking? Have you ever gone somewhere and needed to buy something but YOU were the stranger that didn’t know the language or didn’t understand? How did you feel, what did you do?  |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Do Now Activity: Using classroom discussion and brainstorming find synonyms for important key vocabulary terms.
2. Have each student read the summary of the Trade Process and Players. Can be done as guided reading. Have students annotate as they read noting key players or steps in the trade process. (Option: students could be in two groups, group 1 doing steps 2 & 3, while the other half completes 5 & 6 – then switch.)
3. Have students work in small groups to answer questions in student packet. Assist struggling students by prompting them with a particular player or action of the trade.
4. Have all students watch [The Trade House video](http://www.nps.gov/media/video/view.htm?id=291C6215-B1FA-C746-C1A3B593CE335621.).
5. Have students read Fort Union History. Can be done as guided reading. Have students brainstorm the meaning of underlined words using context clues, finding synonyms, referring to Do Now activity, etc.
6. Have students work in small groups to answer questions in student packet. Assist struggling students by prompting them to refer to specific paragraphs for information.
7. At the end of the lesson prompt students to answer questions about the fur trade. Share out answers. If you chose to split the class in half, have students mix and mingle to compare answers.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Completion of the graphic organizer. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Fort Union Fur Trade Overview – Student Document |

**Summary (how does the material function in the lesson?):**

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| This is a document with the readings and worksheets for the students to be able to complete the lesson.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #4**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| 1. Have students brainstorm on vocabulary words.
2. Prompt students to take one paragraph of the text at a time and annotate the reading.

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**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| * Have high performing learners create a graphic organizer or poster of the organizational structure of a fur trade company.
* Create a graphic organizer/picture to represent the trade process. (timeline, cycle, etc.)

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**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| http://www.nps.gov/fous/photosmultimedia/multimedia.htm |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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