



## Potawatomi and Fur Traders

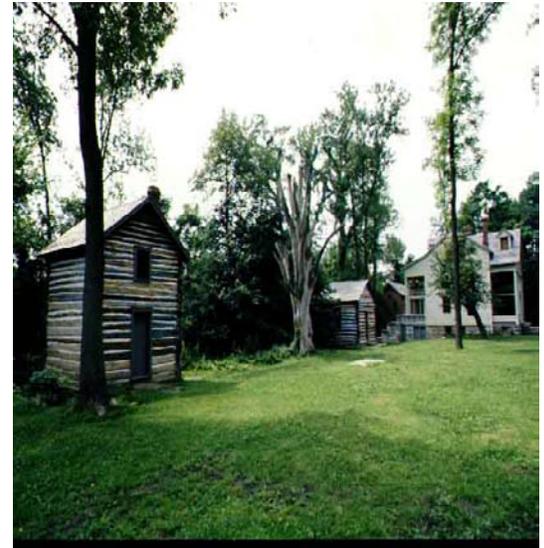
### Summary:

Take a trip back in time to the fur trading era. Learn the lifestyles of the Indians as they lived with the land, and the traders as they settled the land.

### Objectives:

 Students will be able to:

1. Describe the lifestyles of the American Indians, fur traders, and voyageurs during the era of the late 1700's to early 1800's.
2. Explain the American Indian and fur trader's use of the natural resources of this region,
3. Explain who Joseph Bailly was and his role in the history of northwest Indiana.
4. Explain some of the benefits and detriments trading with the Europeans imposed upon the American Indians.
5. Demonstrate caring of historic structures such as the Bailly Homestead.



**What to expect during your field trip:** The ranger meets the group at the Bailly/Chellberg parking lot on Mineral Springs Road unless there are mobility concerns. Students unable to walk the trail can be dropped off closer to homestead from Howe Road. Part of program is presented along the wooded trail though before reaching the homestead. Program proceeds through homestead, fur traders cabin, and Potawatomi site in various orders. Program concludes at homestead site and group returns to parking lot on wooded trail.

**Setting:** This year-round (except during Maple Sugar Time) program is offered at the Bailly Homestead on an easy to moderate .4 mile trail. Most of the program is presented outside on the trail or at the Bailly complex. A small portion of the program is in the heated homestead. Program normally lasts two hours but can be adapted to 1.5 hours if conditions necessitate.

**Age/grade:** 3<sup>rd</sup> - 8<sup>th</sup> Grade

**Ratio of students to ranger:** 30 to 1 unless staffing is limited; then the groups will be larger.

**Safety issues:** Trail has one gentle hill. Handling of American Indian props should pose no issues if care and consideration are shown.

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**Background Information:** The fur-trading era was a relatively short period of history in Northwest Indiana; however, the impact this era had on the American Indians' way of life was great.

Prior to the fur-trader, American Indians relied on nature to provide the raw materials for their tools, shelter, food and dress. With the beginning of the fur-trade industry, the American Indians' lifestyle began to change.

Joseph Bailly, one of the early Europeans to settle in Northwest Indiana established a small fur trading post along the Little Calumet River in the 1820's. His homestead is preserved as part of the national lakeshore. His home and the story of his life can be a springboard for broader exploration of the French fur trade in the U.S. and the impacts the fur trade had on American Indian lifestyles at the time.

The following website provides an excellent "virtual-tour" of Woodland Indian lifestyle: <http://www.nativetech.org/scenes/tendingfields.html>.

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**Prerequisite Classroom Activities:** Before your visit to Indiana Dunes National Lakeshore, please take a moment to read through the information listed below. We suggest that you do one or more of the described activities with your class in order to prepare them for the lessons and experiences they will have during their field trip. A list of vocabulary words has been provided to prepare students for their visit.

For Younger Students:

1. Research how American Indians made stone tools before contact with European Americans. Try to make tools from some every day items such as wood, stone, or bone. If your class is able to make some nice tools, consider bringing some of them to the park during your visit and even donating them to the staff to add to our collection of tools. We are always supplementing our current supply and this would be a way of volunteering and assisting in stewardship in your national park.
2. Students write a story imagining they were meeting fur traders for the first time. What would they trade? Would they be friendly or scared of the new and different looking fur traders?
3. Dress up day – half the class as American Indians, the other half as fur traders. Include a special snack for the day such as maple sugar candy, parched corn or dried jerky as examples of the types of food American Indians may have eaten. See recipe for boiled corn below.
4. Trading Day – Have students learn about trading and bartering first hand by trading for modern day items they like such as baseball cards, small toys, musical tapes, etc.

## Boiled Corn

- 30 cornhusks, green or dried
- Shallow baking pan
- 1 cup cornmeal
- Mixing spoon
- Slotted spoon
- \* 1 or 2 cups of boiling water
- \* 3-quart pot,  $\frac{3}{4}$  filled with water
- \* 1 quart bowl
- \*  $\frac{1}{2}$  cup honey
- \* scissors

Put the cornhusks in the baking pan and cover with hot water. Bring pot of water to a boil. Pour cornmeal flour into the bowl and mix in 1 cup boiling water. Stir until it reaches the consistency of oatmeal. If too thick, add more boiling water and keep stirring. Stir in the honey. Open one of the wet cornhusks. Drop 2 spoonfuls of the corn mix into the center. Fold the sides of the husk over the corn mix and fold over the ends to form a little packet. Tear off a strip of another husk to use as a string. Tie the husk packet together. Fill other husks to make more packets. Gently drop the packets into the boiling water. Boil for 15 to 20 minutes. Lift them out with a slotted spoon. Cut the husk string and open the packets.

For Older Students:

1. Have the students research and write a report on a famous fur-trader. Two famous fur traders were John Jacob Astor and Jean Baptiste Point du Sable.
2. Read "Story of a French Homestead" by Francis Bailly Howe and discuss historical perspectives, historical accuracy etc. This book available for check-out in our library at the Calumet Dune Interpretive Center if you cannot find it elsewhere.
3. Students work in small teams to develop an in-depth timeline of the major historical events of this area which includes Bailly's arrival and settlement, other fur trade dates and Potawatomi treaties. Have the students use visual symbols or draw their own pictures to represent the events on the timeline such as a metal tool to represent the introduction of metal via the fur trade, a picture of a canoe to represent American Indian migration or settlement, etc.

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## Vocabulary:

**Trade** – an exchange of property without use of money / a swap.

**American Indian** – a member of any of the native peoples of the western hemisphere except often the Eskimos; especially an American Indian of North America and especially the U.S.

**Voyageur** – a person who does a journey especially by water from one place or country to another.

**Homestead** – home and surrounding land / a piece of land acquired from U.S. public lands by living on and cultivating it.

**Century** – a period of 100 years.

**Natural Resources** - something (as a mineral, waterpower source, forest, or kind of animal) that is found in nature and is valuable to humans (as in providing a source of energy, recreation, or scenic beauty).

**Canoe** - a long light narrow boat with pointed ends and curved sides that is usually moved by someone using a paddle.

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**Illinois Content Standards:** The following is a list of the learning standards which the Potawatomi and Fur Traders program will assist you in fulfilling. Please realize that every program is unique, based on the students' abilities, weather factors and time, and not all of these standards may be articulated. This listing is meant as a guideline for you as an educator. You may want to conduct activities in your classroom to strengthen certain goals and standards, and our program may only briefly cover certain elements of the standards.

## **SOCIAL SCIENCE**

### **State Goal 15:**

Understand economic systems, with an emphasis on the United States.

**Standard C:** Understand that scarcity necessitates choices by producers.

#### **Early Elementary**

**15.C.1a--** Describe how human, natural and capital resources are used to produce goods and services.

**15.C.1b--** Identify limitations in resources that force producers to make choices about what to produce.

**State Goal 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

**Standard A:** Apply the skills of historical analysis and interpretation.

#### **Early Elementary**

**16.A.1c--** Describe how people in different times and places viewed the world in different ways.

**16.B.1(W)--** Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

**Standard C:** Understand the development of economic systems.

#### **Early Elementary**

**16.C.1a(US)--** Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.

**16.C.1a(W)--** Identify how people and groups in the past made economic choices (e.g. crops to plant, products to make, products to trade) to survive and improve their lives.

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**Standard E:** Understand Illinois, United States and world environmental history.

**Early Elementary**

**16.E.1(US)**--Describe how the local environment has changed over time.

**Late Elementary**

**16.E.2a(W)**--Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.

**State Goal 18:**

Understand social systems, with an emphasis on the United States.

**Standard C:** Understand how social systems form and develop over time.

**Early Elementary**

**18.C.1**--Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.

**Late Elementary**

**18.C.2**--Describe how changes in production (e.g. hunting and gathering, agricultural, industrial) and population caused changes in social systems.

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**Extension or Follow-up Activities:** After your field trip, the following activities can enhance what was taught during your field trip experience.

Class reflection paper or writing sample:

Ask each student to write a short essay, letter or story about what they learned on their field trip to Indiana Dunes National Lakeshore. Rangers love receiving mail from their students. Send the ranger the packet of essays from your class (or a copy of them), and your ranger will send your class a certificate from the dunes. Send your essays to:

Indiana Dunes National Lakeshore  
1100 N. Mineral Springs Road  
Porter, IN 46304

Attn: Your ranger's name or just Education Department

If you are using this essay as a class assignment for a grade, we would like to suggest that each essay contain the following elements.

Use the rubric below to score them.

- \* The name of the park and the location of their field trip—for example: Douglas Center, Indiana Dunes National Lakeshore
- \* Three facts they learned on the field trip about the history of the area.
- \* A brief explanation of why Indiana Dunes is unique and therefore a national park.
- \* At least two things the student can do to help take care of his or her national park.
- \* Fill in the blank of this statement and provide an explanation:  
I would like to learn more about \_\_\_\_\_ at Indiana Dunes.

\*\*\*For advanced groups, add the following element:

Tell the park rangers if you would like to bring your families and friends to the dunes and if so what would you do here and where would you go.

## Assessment:

### Rubric for Class reflection writing assignment:

Elements	4 points	3 points	2 points	1 point
Writing and organization	The writing sample is very well written and organized by the elements provided. It has a strong introduction, middle and conclusion.	The writing sample is well written and organized by the elements provided. It includes an introduction, middle and conclusion.	The writing sample is choppy and is not well organized. It lacks an introduction or conclusion.	The writing sample is very short and unorganized.
Grammar & Spelling	Mistakes in spelling and grammar are minor or non-existent.	Mistakes in spelling and grammar are minimal—about 4-5.	Mistakes in spelling and grammar are numerous—5-10.	Mistakes in spelling and grammar are more than 10.
Facts and content	The writing sample demonstrates the student's learning on the dunes program and includes three or more facts provided by the park staff.	The writing sample demonstrates the student's learning and includes only two facts provided by the park staff.	The writing sample does not demonstrate much learning and only includes one fact provided by the park staff.	The writing sample does not demonstrate any learning and does not include any facts provided by the park staff.
National Park Service theme	The writing sample clearly demonstrates the student's understanding of the role of the NPS in preserving the dunes by explaining why Indiana Dunes is such a unique treasure.	The writing sample mentions the NPS and its role in preserving the Indiana Dunes.	The writing sample mentions the NPS and Indiana Dunes.	The writing sample does not mention anything about the NPS or its role at Indiana Dunes.

Stewardship	The writing sample lists three things the student can do to assist in taking care of the Indiana Dunes.	The writing sample lists two things the student can do to assist in taking care of the Indiana Dunes.	The writing sample lists one thing the student can do to assist in taking care of the Indiana Dunes.	The writing sample does not list anything about what the student can do to take care of the Indiana Dunes.