| **Indiana Dunes**  **Education** | National Park Service  U.S. Department of the Interior  **Indiana Dunes National Lakeshore**  **Education Department** | National Park Service Logo |
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**Potawatomi & 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 on during your 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.

**Grade:**

3th – 8h 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.

**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.

**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 everyday 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 \* 1 or 2 cups of boiling water

• Shallow baking pan \* 3-quart pot, ¾ filled with water

• 1 cup cornmeal \* 1 quart bowl

• Mixing spoon \* ½ cup honey

• Slotted spoon \* 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 spoonful’s 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 student’s research and write a report on a famous fur-trader. Two famous fur traders were John Jacob Aster 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.

**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.4

**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.

**Indiana Content Standards:**

The Potawatomis and Fur Traders program can assist teachers in meeting the following Indiana standards.

**3rd Grade**

Social Studies

## History

**SS.3.1.1 2007**

Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

**SS.3.1.2 2007**

Explain why and how the local community was established and identify its founders and early settlers.

**SS.3.1.3 2007**

Describe the role of the local community and other communities in the development of the state’s regions.

**SS.3.1.4 2007**

Give examples of people, events and developments that brought important changes to the regions of Indiana.

**SS.3.1.5 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create simple timelines that identify important events in various regions of the state.

**SS.3.1.6 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Use a variety of community resources to gather information about the regional communities.

**SS.3.1.7 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

**SS.3.1.8 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Write and illustrate descriptions of local communities and regions in Indiana past and present.

**Fourth Grade**

## Social Studies

History

**SS.4.1.1 2007**

Native American Indians and the Arrival of Europeans to 1770. Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

**SS.4.1.2 2007**

Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**SS.4.1.5 2007**

Statehood: 1816 to 1851. Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.

**SS.4.1.15 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

**SS.4.1.16 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.

**Fifth Grade**

Social Studies

History

**SS.5.1.1 2007**

Ways of Life Before and After the Arrival of Europeans to 1610. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

**SS.5.1.3 2007**

Ways of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

**SS.5.1.5 2007**

Colonization and Settlements: 1607 to 1763. Explain the religious, political and economic reasons for movement of people from Europe to the Americas.

**SS.5.1.6 2007**

Colonization and Settlements: 1607 to 1763. Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.

**Sixth Grade**

Social Studies

History

**SS.6.1.18 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

**SS.6.1.20 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Recognize historical prespectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

**SS.6.1.22 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

Economics

**SS.6.4.1 2007**

Give examples of how trade related to key developments in the history of Europe and the Americas.

**SS.6.4.2 2007**

Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

**Eighth Grade**

Social Studies

History

**SS.8.1.1 2007**

The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

**SS.8.1.23 2007**

The Civil War and Reconstruction Period: 1850 to 1877. Describe the conflicts between Native American Indians and settlers of the Great Plains.

**SS.8.1.28 2007**

Chronological Thinking, Hostorical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making: Recognize historical perspectives and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluaiton of the past solely in terms of present-day norms.

**SS.8.1.30 2007**

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making: Formulate historical questions by analyzing primary and secondary sources about an issue confronting the United States during the period from 1754-1877.

Geography

**SS.8.3.8 2007**

Human Systems: Gather information on the ways people changed the physical environment of the United States in the nineteenth century using primary and secondary sources including digitized photo collections and historic maps.

**Extension or Follow-up Activity**

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 habitats of the dunes.

\* 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:**

**Grading for Class reflection writing assignment:**

1. **Writing and organization**- ***4 points*** the writing sample is very well written and organized by the elements provided. It has a strong introduction, middle and conclusion. ***3 points*** the writing sample is well written and organized by the elements provided. It includes an introduction, middle and conclusion. ***2 points*** the writing sample is choppy and is not well organized. It lacks an introduction or conclusion. ***1 point***the writing sample is very short and unorganized.
2. **Grammar & Spelling-** ***4 points*** Mistakes in spelling and grammar are minor or non-existent. ***3 points*** Mistakes in spelling and grammar are minimal—about 4-5. ***2 points*** mistakes in spelling and grammar are numerous—5-10. ***1 point*** mistakes in spelling and grammar are more than 10.
3. **Facts and content**- ***4 points*** the writing sample demonstrates the student’s learning on the dunes program and includes three or more facts provided by the park staff. ***3 points*** the writing sample demonstrates the student’s learning and includes only two facts provided by the park staff. ***2 points*** the writing sample does not demonstrate much learning and only includes one fact provided by the park staff.***1 point*** the writing sample does not demonstrate any learning and does not include any facts provided by the park staff.
4. **National Park Service theme** - ***4 points*** 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.***3 points*** the writing sample mentions the NPS and its role in preserving the Indiana Dunes. ***2 points*** the writing sample mentions the NPS and Indiana Dunes. ***1 point*** the writing sample does not mention anything about the NPS or its role at Indiana Dunes.
5. **Stewardship-** ***4 points*** the writing sample lists three things the student can do to assist in taking care of the Indiana Dunes. ***3 points*** the writing sample lists two things the student can do to assist in taking care of the Indiana Dunes. ***2 points*** the writing sample lists one thing the student can do to assist in taking care of the Indiana Dunes. ***1 point*** the writing sample does not list anything about what the student can do to take care of the Indiana Dunes.