


Name:

Due Date:

**The Effects of Trade Goods**

During the fur trading process both the European traders and Aboriginal people obtained goods that they desired. The Hudson’s Bay Company and the North West Company traders received beaver pelts which were then sent to Europe for manufacturing into felt hats. In exchange for these pelts, the Aboriginal people were provided with a variety of goods such as kettles, knives, blankets, guns, and glass beads. With a small group (of two to three students), choose one of the following trade goods and research the impact it had on the ways the First Nations people lived. Key questions you may consider are: Why was the trade item favoured over what the Aboriginal Peoples were currently using? How was it used? Why did the Aboriginal people value this trade good? Work cooperatively with your group members to design a poster with text, colours, and drawings that demonstrate your knowledge. One final mark will be given to all group members.

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| <p><b>Choose A Trade Good:</b></p> <ul style="list-style-type: none"> <li>- Alcohol (brandy and rum)</li> <li>- Fish hook</li> <li>- Glass bead</li> <li>- Gun</li> <li>- Kettle</li> <li>- Knife</li> <li>- Sugar</li> <li>- Tobacco</li> <li>- Vermilion</li> <li>- Woolen blanket</li> </ul> |
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	<b>Emerging / Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>Significance</b>		Assesses significance with a broad and clear understanding.	
<b>Evidence</b>		Evaluates evidence to select a wide range of credible supporting material.	
<b>Continuity &amp; Change</b>		Compares continuity and change in a connected and organized way.	
<b>Perspectives</b>		Explains perspectives with a logical and justified interpretation.	

**Self-Assessment:**

**Teacher-Assessment:**

