

**GRADE 4: Social Studies****TOPIC B: Alberta: Its People In History, Plan #2****TASK: A Study of Life at the Fort****PRODUCTIVITY TOOL: Internet Research****TIMELINE: 2 Classes****LEVEL OF DIFFICULTY: ☺ Easy**

Working in pairs, the students will learn about trading posts by answering key questions on a web quest using Internet research techniques, then will report their findings to the class. Student reports are to include the following information:

- ☞ Group #1
 - How was a fort built?
 - How did forts change the lifestyle of the Native peoples?
- ☞ Group #2
 - How did the fur trade play a role in exploration of the country?
 - What disastrous effects did the fur trade have on Native peoples?
- ☞ Group #3
 - What animals were taken in for trade at the Rocky Mountain House trading post?
 - Regular maintenance was required to keep the trading posts in good shape. How was it done?
- ☞ Group #4
 - How did people travel to get to the forts? List several ways.
 - The fur trade was important business at the posts and the surrounding business. Tell *how* and *why* it was important to the business.
- ☞ Group #5
 - Who came to and was involved at the Rocky Mountain Trading Post?
 - What did people at that time hope for regarding the fur trading business?
- ☞ Group #6
 - Why did the beaver hat become an important “social necessity”?
 - What items did Native peoples bring in to trade? What was the *most* in demand?
- ☞ Group #7
 - Who came to the Rocky Mountain fort? (Hint: there are a few people that you can mention.)
 - Why did these people come? Tell a bit about each one.

- ☞ Group #8
 - Native people held a traditional ceremony after the “trade” when items were brought in early autumn and late winter. What did they do to celebrate this important time?
 - John McDonald of Garth was a fur trader. Tell more about him and what he did regarding the fur trade.
- ☞ Group #9
 - James Bird Sr. was a fur trader. Tell more about him and what he did regarding the fur trade.
 - John Howard Harriott was a fur trader. Tell more about him and what he did regarding the fur trade.
- ☞ Group #10
 - James “Jimmy Jock” Bird was a fur trader. Tell more about him and what he did regarding the fur trade.
 - William Gladstone was a fur trader. Tell more about him and what he did regarding the fur trade.

WEBSITES:**Fort Edmonton**

www.gov.edmonton.ab.ca/fort/tocs/1846-toc.html

This site provides detail about “life at the fort”. There is an extensive section on the Fur Trade Era dating back to 1846.



“The Fort” courtesy of Fort Edmonton Park

Rocky Mountain House

http://parkscanada.pch.gc.ca/parks/alberta/Rocky_mountain_house/Rocky_mountain_house_e.htm

An excellent resource for Alberta History. The history link on this site has subsequent links for: [The Fur Trade](#), [Beaver Hats](#), [The Early Trading Posts](#), [Five Fur Traders](#), [Aboriginal Peoples and the Fur Trade](#), [David Thompson](#), [Educational Resources - Films and Videos](#)





ICT Outcomes

The learner will:

- C1** 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- C6** 2.2 use data gathered from a variety of electronic sources to address identified problems
- 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving, and selecting information
- F2** 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet
- F3** 2.1 comply with the acceptable use policy of the school and district for Internet and networked services, including software licensing agreements
- 2.4 document sources obtained electronically, such as web site addresses
- 2.6 use electronic networks in an ethical manner
- 2.7 comply with copyright legislation
- F4** 2.1 recognize that graphics, video and sound enhance communication
- F6** 2.3 use peripherals, including printers and scanners
- P5** 2.3 navigate the Internet with appropriate software



Curriculum Outcomes

GRADE 4: Social Studies

TOPIC B: Alberta: Its People In History, Plan #2

TASK: A Study of Life at the Fort

Knowledge Objectives, Bullets 2 and 10

- how the fur traders and settlers brought about change to the Native people's lifestyle
- how people and groups of people contributed to the development of Alberta

Skill Objectives, Process Skills, Bullets 1, 2, 4, 5, 6 and 8

- acquire information by reading, viewing and listening to identify the main idea and supporting details
- gather information by identifying the sequence of ideas or events, identifying the time and place relationships, identifying cause-effect relationships, using definite time concepts such as decade and century
- organize information by classifying pictures, facts and events under main headings/categories
- organize information by arranging events in chronological order, e.g. time line
- use historical maps and map legends to locate major fur-trading posts
- compare and contrast the changes faced by the fur traders

Communication Skills, Bullet 1

- orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the audience, use of social studies terms, content and organization

Participation Skills, Bullet 3

- plan and carry out an action that shows appreciation for a person in Alberta's history

Attitude Objectives, Bullet 1

- appreciation of the contributions made by the many people in Alberta's history

