# *From Traps to Caps:*
# The Montana Fur Trade

User Guide
Provided by The Montana Historical Society
Education Office
(406) 444-4789
www.montanahistoricalsociety.org

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# Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.** After you inventory the footlocker for shipping to the next location, please mail or fax this completed form to the Education Office.

| ITEM | BEFORE USE | AFTER USE | CONDITION OF ITEM | MHS USE |
|---|---|---|---|---|
| 1 Capote – long, hooded coat | | | | |
| 1 Metis sash | | | | |
| 1 Fur cap | | | | |
| 1 Piece of a trade blanket | | | | |
| 1 Tin containing flint and steel, charcloth, tinder | | | | |
| 1 Small beaded bag | | | | |
| 1 Blanket pouch with 3 lead balls | | | | |
| 1 Trap | | | | |
| 5 Fur samples: coyote, beaver, ermine (weasel), fox, buffalo | | | | |
| 1 mounted skinning knife | | | | |

| ITEM | BEFORE USE | AFTER USE | CONDITION OF ITEM | MHS USE |
|---|---|---|---|---|
| 1 Card of trade beads | | | | |
| 1 Clay pipe | | | | |
| 1 Wooden scent bottle | | | | |
| 11 Historic photographs | | | | |
| 1 Print of C.M. Russell's *Free Trapper* | | | | |
| User Guide | | | | |
| 2 Padlocks | | | | |

Education Office, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201
Fax: 406-444-2696, Phone: 406-444-9553, MHSeducation@state.mt.us

Inventory completed by _____ Date _____

# Footlocker Contents

**Left:**
Capote, Metis Sash, Fur Hat

**Below:**
Trap, Clay Pipe, Skinning Knife, Scent Bottle, Blanket Pouch with Lead Balls, Tin Containing Fire Starting Materials

*(continued)*

**Right:**
C.M. Russell's
*Free Trapper*,
Trade Blanket,
Beaded Bag,
Trade Bead Card

**Below:** Fox, Beaver, Coyote, Buffalo, Ermine

# Footlocker Use–Some Advice for Instructors

### How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In section one there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. Section three contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

### What do I do when I receive the footlocker?

**IMMEDIATELY** upon receiving the footlocker, take an inventory form from the envelope inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

### What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Send the inventory form back to:

Education Office, Montana Historical Society, Box 201201, Helena, MT 59620-1201 or fax at (406) 444-2696.

### Who do I send the footlocker to?

At the beginning of the month you received a confirmation form from the Education Office. On that form you will find information about to whom to send the footlocker, with a mailing label to affix to the top of the footlocker. Please insure the footlocker for $1000 with UPS (we recommend UPS, as they are easier and more reliable then the US Postal Service) when you mail it. This makes certain that if the footlocker is lost on its way to the next school, UPS will pay for it and not your school.

### What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-4789), in addition to sending us the completed (before and after use) inventory form. This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call us and let us know so that we can have you send us the item for repair. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

# Footlocker Evaluation Form

Evaluator's Name _____ Footlocker Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

**1. How did you use the material?** (choose all that apply)

☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion

☐ Supplement to curriculum ☐ Other_____

**2. How would you describe the audience/viewer?** (choose all that apply)

☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____

☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest

☐ Other_____

2a. How many people viewed/used the footlocker?_____

**3. Which of the footlocker materials were most engaging?**

☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video

☐ Audio Cassette ☐ Books ☐ Slides ☐ Other_____

**4. Which of the User Guide materials were most useful?**

☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary
☐ Other_____

**5. How many class periods did you devote to using the footlocker?**

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other_____

**6. What activities or materials would you like to see added to this footlocker?**

_____

_____

*(continued)*

**7. Would you request this footlocker again? If not, why?**

_____

_____

_____

_____

**8. What subject areas do you think should be addressed in future footlockers?**

_____

_____

_____

_____

_____

**9. What were the least useful aspects of the footlocker/User Guide?**

_____

_____

_____

_____

_____

**10. Other comments.**

_____

_____

_____

_____

_____

# Montana Historical Society Educational Resources Footlockers, Slides, and Videos

## Footlockers

**Stones and Bones: Prehistoric Tools from Montana's Past**— Explores Montana's prehistory and archaeology through a study of reproduction stone and bone tools. Contains casts and reproductions from the Anzick collection.

**Daily Life on the Plains: 1820-1900**— Developed by Montana Fish, Wildlife, and Parks, this footlocker includes items used by American Indians, such as a painted deerskin robe, parfleche, war regalia case, shield, Indian games, and many creative and educational curriculum materials.

**Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana**— Investigates the Corps' journey through Montana and their encounters with American Indians. Includes a Grizzly hide, trade goods, books, and more!

**Cavalry and Infantry: The U.S. Military on the Montana Frontier**— Illustrates the function of the U. S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

**From Traps to Caps: The Montana Fur Trade**— Gives students a glimpse at how fur traders, 1810-1860, lived and made their living along the creeks and valleys of Montana.

**Inside and Outside the Home: Homesteading in Montana 1900-1920**— Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

**Prehistoric Life in Montana**— Explores Montana prehistory and archaeology through a study of the Pictograph Cave prehistoric site.

**Gold, Silver, and Coal—Oh My!: Mining Montana's Wealth**— Lets students consider what drew so many people to Montana in the 19th century and how the mining industry developed and declined.

**Coming to Montana: Immigrants from Around the World**— Montana, not unlike the rest of America, is a land of immigrants, people who came from all over the world in search of their fortunes and a better way of life. This footlocker showcases the culture, countries, traditions, and foodways of these immigrants through reproduction artifacts, clothing, toys, and activities.

*(continued)*

**Montana Indians: 1860-1920**— Continues the story of Montana's First People during the time when miners, ranchers, and the military came West and conflicted with the Indians' traditional ways of life.

**Woolies and Whinnies: The Sheep and Cattle Industry in Montana**—Looks at the fascinating stories of cattle, horse, and sheep ranching in Montana from 1870 to 1920.

**The Cowboy Artist: A View of Montana History**— Over 40 Charles M. Russell prints, a slide show, cowboy songs, and hands-on artifacts are used as a window into Montana history. Lessons discuss Russell's art and how he interpreted aspects of Montana history, including the Lewis and Clark expedition, cowboy and western life, and Montana's Indians. Students will learn art appreciation skills and learn how to interpret paintings, in addition to creating their own masterpieces on Montana history topics.

**The Treasure Chest: A Look at the Montana State Symbols**—The Grizzly Bear, Cutthroat Trout, Bitterroot, and all of the other state's symbols are an important connection to Montana's history. This footlocker will provide students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

**Lifeways of Montana's First People**—Contains reproduction artifacts and contemporary American Indian objects, as well as lessons that focus on the lifeways of the five tribes (Salish, Blackfeet, Nez Perce, Shoshone, and Crow) who utilized the land we now know as Montana in the years around 1800. Lessons will focus on aspects of the tribes' lifeways prior to the Corps of Discovery's expedition, and an encounter with the Corps.

**East Meets West: The Chinese Experience in Montana**— The Chinese were one of the largest groups of immigrants that flocked in to Montana during the 1800s in search of gold, however only a few remain today. Lessons explore who came to Montana and why, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

**Architecture: It's All Around You**— In every town and city, Montana is rich in historic architecture. This footlocker explores the different architectural styles and elements of buildings, including barns, grain elevators, railroad stations, houses, and stores, plus ways in which we can keep those buildings around for future generations.

**Tools of the Trade: Montana Industry and Technology**— Explores the evolution of tools and technology in Montana from the 1600's to the present. Includes reproduction artifacts that represent tools from various trades, including: the timber and mining industries, fur trapping, railroad, ranching and farming, and the tourism industry.

*(continued)*

# SLIDES

**Children in Montana**— presents life in Montana during the late 1800s and early 1900s through images of children and their written reminiscences.

**Fight for Statehood and Montana's Capital**— outlines how Montana struggled to become a state and to select its capital city.

**Frontier Towns**— illustrates the development, character, and design of early Montana communities.

**Jeannette Rankin: Woman of Peace**— presents the life and political influence of the first woman elected to Congress.

**Native Americans Lose Their Lands**— examines the painful transition for native peoples to reservations.

**Power Politics in Montana**— covers the period of 1889 to the First World War when Montana politics were influenced most by the copper industry.

**The Depression in Montana**— examines the impact of the Depression and the federal response to the Depression in Montana.

**The Energy Industry**— discusses the history and future of the energy industry in Montana.

**Transportation**— describes how people traveled in each era of Montana's development and why transportation has so influenced our history.

*(continued)*

# VIDEOS

**Capitol Restoration Video—** shows the history, art, and architecture of Montana's State Capitol prior to the 1999 restoration. Created by students at Capital High School in Helena.

**"I'll ride that horse!" Montana Women Bronc Riders—** Montana is the home of a rich tradition of women bronc riders who learned to rope, break, and ride wild horses. Their skill and daring as horsewomen easily led to riding broncs on rodeo circuits around the world. Listen to some to the fascinating women tell their inspiring stories.

**Montana: 1492—** Montana's Native Americans describe the lifeways of their early ancestors.

**People of the Hearth—** features the role of the hearth in the lives of southwestern Montana's Paleoindians.

**Russell and His Work—** depicts the life and art of Montana's cowboy artist, Charles M. Russell.

**The Sheepeaters: Keepers of the Past—** When the first white men visited Yellowstone in the early nineteenth century, a group of reclusive Shoshone-speaking Indians known as the Sheepeaters inhabited the Plateau. They had neither guns nor horses and lived a stone-age lifestyle, hunting Rocky Mountain Bighorn sheep for food and clothing. Modern archaeology and anthropology along with firsthand accounts of trappers and explorers help to tell the story of the Sheepeaters.

# Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.

MONTANA HISTORICAL SOCIETY

**See the examples below for insight into using these worksheets.**

---

## Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

## Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include: the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse, is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

*(continued)*

MONTANA HISTORICAL SOCIETY

## Documents

This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December of 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tell us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tell us about life in Montana in the 1860s are: there were lots of thieves in Virginia City and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

## Maps

This map is part of the map collection of the Library of Congress. Information that can be gathered from observing the map includes: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. The three things that are important about this map are: it shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River.

LIBRARY OF CONGRESS

# How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

**Artifact:** An object produced or shaped by human workmanship of archaeological or historical interest.

**1. What materials were used to make this artifact?**

| | | | |
|---|---|---|---|
| ☐ Bone | ☐ Wood | ☐ Glass | ☐ Cotton |
| ☐ Pottery | ☐ Stone | ☐ Paper | ☐ Plastic |
| ☐ Metal | ☐ Leather | ☐ Cardboard | ☐ Other_____ |

**2. Describe how it looks and feels:**

Shape _____

Color _____

Texture _____

Size _____

Weight _____

Moveable Parts _____

Anything written, printed, or stamped on it

_____

**Draw and color pictures of the object from the top, bottom, and side views.**

| Top | Bottom | Side |
|---|---|---|
| | | |

*(continued)*

## 3. Uses of the Artifacts.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

## 4. Sketch the object you listed in question 3.D.

## 5. Classroom Discussion

A. What does the artifact tell us about technology of the time in which it was made and used?

_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____

# How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

**Photograph:** an image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see? _____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects _____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____

# How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

**Document:** A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

**1. Type of document:**

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary

☐ Letter ☐ Map ☐ Advertisement ☐ Census Record

☐ Patent ☐ Telegram ☐ Other _____

**2. Which of the following is on the document:**

☐ Letterhead ☐ Typed Letters ☐ Stamps

☐ Handwriting ☐ Seal ☐ Other _____

**3. Date or dates of document:** _____

**4. Author or creator:** _____

**5. Who was supposed to read the document?** _____

_____

**6. List two things the author said that you think are important:**

**1.** _____

**2.** _____

**7. List two things this document tells you about life in Montana at the time it was written:**

**1.** _____

**2.** _____

**8. Write a question to the author left unanswered by the document:**

_____

_____

# How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

**Map:** A representation of a region of the earth or stars.

**1. What is the subject of the map?**

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

**2. Which of the following items is on the map?**

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

**3. Date of map:** _____

**4. Mapmaker:** _____

**5. Where was the map made:** _____

**6. List three things on this map that you think are important:** _____

_____

_____

_____

**7. Why do you think this map was drawn?** _____

_____

**8. Write a question to the mapmaker that is left unanswered by the map.**

_____

# Standards and Skills

### State 4th Grade Social Studies Standards

| **Lesson Number:** | **1** | **2** | **3** | **4** | **5** | **6** |
|---|---|---|---|---|---|---|
| Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. | ✔ | ✔ | ✔ | ✔ | ✔ | |
| Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. | ✔ | | ✔ | ✔ | | |
| Students apply geographic knowledge and skill (e.g., location, place, human/environment interactions, movement, and regions). | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. | ✔ | | ✔ | ✔ | ✔ | ✔ |
| Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

***(continued)***

## Skill Areas

| **Lesson Number:** | **1** | **2** | **3** | **4** | **5** | **6** |
|---|---|---|---|---|---|---|
| Using primary documents | ✔ | ✔ | ✔ | ✔ | | |
| Using objects | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Using photographs | ✔ | ✔ | ✔ | ✔ | ✔ | |
| Art | | ✔ | ✔ | | | ✔ |
| Science | | | | | | |
| Math | | | | ✔ | | ✔ |
| Reading/writing | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Map Skills | | | ✔ | | | |
| Drama, performance, re-creation | | | | | ✔ | ✔ |
| Group work | ✔ | ✔ | ✔ | ✔ | ✔ | |
| Research | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Music | | | | | ✔ | |
| Bodily/Kinesthetic | | ✔ | ✔ | | ✔ | ✔ |
| Field Trip | | | | | | |

# Historical Narrative for Fourth Graders

### First People

No one really knows who the first white people were to enter the area we now call Montana. We do know that lots of Indians already lived in the mountains and plains, hunting, gathering and raising families. Explorers from the East came looking for the long river about which Indians talked. They hoped to find a water route that would connect the eastern colonies with the west coast.

### Explorers of the West

Louis and Francois de La Verendrye may have been the first Europeans to explore parts of Montana. They came close to the Big Horn Mountains and visited with the Crow Indians in 1743. Sixty years later Americans acquired the Louisiana Purchase that included Montana and many other lands. Thomas Jefferson was anxious for the land to be explored and claimed for the United States. Jefferson hired Meriwether Lewis and William Clark to lead an expedition to this new country in 1804.

### Fur Trade

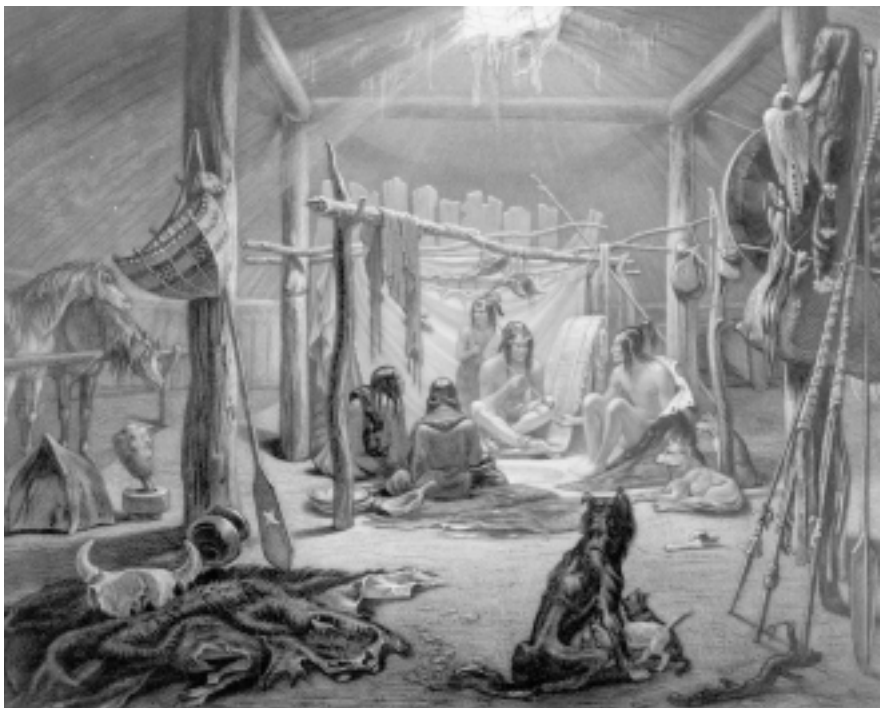
When Lewis and Clark returned to St. Louis in 1806, they had many wonderful stories to tell. Trappers and traders were excited to learn about the wealth of fur-bearing animals in the West. British traders also rushed to the area to hunt furs.

Why were the traders so interested in beaver? Fashion! In Europe and in the East, fashionable men wore beaver skin hats. They were not usually furry or fuzzy like a beaver; the hats were sleek and shiny. Furriers shaved the pelt, leaving a very soft, velvety layer.

### Trappers and Traders

Competing fur companies hired men to trap beaver and other animals. The men often worked by themselves, hiding traps in cold mountain streams, and returning later to collect the animals. Trappers skinned the animals, stretched and dried the pelts, and carried them on horseback to the nearest post.

For fun, to trade, and for companionship, trappers and traders gathered in the summer to "rendezvous" with other mountain men.



MONTANA HISTORICAL SOCIETY

*The Interior of the Hut of a Mandan Chief, Aquatint with engraving, Karl Bodmer, artist (1809-1893).*

*continued*

They talked, ate, danced, sang and shared information about the bounty and geography of the area.

## End of an Era

By 1840 the beaver hat was no longer popular. Sadly, the trapping of beaver was so successful that few beaver survived. The fur trade continued as trappers hunted buffalo. Many Europeans and Americans valued the skins of these large, woolly animals. Native people also depended upon the buffalo for food and other resources, not just the hides.

The Indians had reasons to mistrust the new people coming West. The white people introduced the Indians to liquor. Whites also brought deadly diseases to the tribes, killing thousands of native people. By 1860 Indians grew restless and angry with the large numbers of white people coming through their hunting lands. The end of the fur trade era was the beginning of many difficulties between whites and Montana's native people.

MONTANA HISTORICAL SOCIETY

*Beaver Hut on the Missouri, Karl Bodmer (1809-1893).*

# Historical Narrative for Instructors

The history of fur trade in Montana is a scant 50 years. And yet the period is loaded with fable, myth and gigantic stories of the incredible feats and deeds of extraordinary men, or so it seems. By now the stories of the rise in popularity of the beaver skin hat and the resultant feverish search for the beaver is well known. The trade brought men from far away to the Rocky Mountain West.

They came as early as the 1740's, looking at first for a major water route across the continent. Trappers and traders from Canada explored regions west of the continental divide. Framed in a wilderness setting, this was a highly competitive and extractive business with overtones of intense international rivalry. Lewis and Clark's expedition affirmed the need for American enterprise in the western fur business. And so it came about.

Trapping and trading methods varied according to the habits of the company. Some employed Indian trappers, or free trappers. They were usually solitary men who set traps and prepared skins to be traded at posts scattered throughout the West. The Rendezvous was a celebrative time when these mythic men could gather to exchange information, goods, and share food, drink and music. By 1840 the popularity of the beaver hat waned, and in its place grew an interest and demand for buffalo robes.

The fur trade era was extremely hard on the environment and on the native cultures that came into contact with these visitors. The beaver was nearly exterminated, and deadly diseases were brought unknowingly to the isolated Indian tribes. Alcohol found its way into the hands of many tribes as bartering tools, and the intoxicating effects lay Montana's first people in ruin. It is not a proud heritage.

The fur trade introduced white cultures to a new land. Not only did trappers and traders ply their craft, they mapped and trekked throughout the area, rediscovering trails and trade routes used for centuries by Indians.

River travel, necessitated by the transportation of buffalo robes and other furs in the 1850's, rehearsed a later adventure when white visitors returned, this time looking for gold. The exploitation and extraction of Montana's rich natural resources gets played again and again in the history of this area. Meanwhile the rest of the nation became very curious about all that had been reported from this mysterious place

# Outline for Classroom Presentation

## I. Early Fur Trade Era

A. What did Lewis and Clark notice during their expedition?
   1. Indian tribes
   2. many fur-bearing animals

B. Why was their interest in animals for their furs?
   1. fashion
   2. not used for meat

C. What animals did they look for?
   1. mostly beaver
   2. ermine, lynx, bobcat, mountain lion, buffalo

## II. Fur Trade Companies in Montana

A. Why did the Hudson's Bay Company come to Montana?
   1. search for the Northwest Passage
   2. mapping claim to land ownership
   3. search for furs

B. How did the North West Company form?
   1. disenchanted trappers and traders
   2. distant from Montreal

C. Were there any American companies?
   1. Rocky Mountain Fur Company and American Fur Company
   2. John Jacob Astor
      a. free trappers
      b. rendezvous

## III. The Mountain Man

A. Who wanted to be a Mountain Man?
   1. lonely life
   2. traveled and hunted in remote areas
   3. important to be friendly with Indians

B. What did they wear?
   1. Indian influences
   2. materials found naturally, rather than from stores

C. What tools and equipment were necessary?
   1. knives, traps and scents
   2. guns and pack animals
   3. water transportation

*(continued)*

## IV. Impact of the Fur Trade Era

A. What happened to the Mountain Men?
   1. fashion changed
   2. Indians were less cooperative
   3. diseases spread quickly through Indian camps
   4. nation became more familiar with vast western territories

B. After the interest in fur bearing animals ended, what brought more people west?
   1. buffalo trade and Indian policy
   2. discovery of gold

# Vocabulary List

**Beaver** – a large rodent that lives in and out of the water. The beaver has webbed hind feet and a large, flat tail and builds dams and underwater lodges. Fur trappers valued beaver pelts.

**Buffalo Robe** – a blanket made from the full hide of a buffalo, tanned with the hair still on it in order to give extra warmth.

**Canoe** – a long, light boat with curved sides usually paddled by hand.

**Furrier** – a person who makes, repairs, alters or cleans fur garments.

**Fur Trader** – a person whose business is buying furs and selling them to merchants at a higher price.

**Fur Trapper** – a person who catches fur-bearing animals with a trap; trappers usually do not shoot an animal because the arrow or bullet hole would damage the precious pelt.

**Hide** – the skin of an animal.

**Journal** – a written account of day-to-day events.

**Louisiana Purchase** – President Thomas Jefferson purchased land from France for $12 million; it included land from the Gulf of Mexico to the Rocky Mountains and the length of the Missouri River. Lewis and Clark explored the land within the Louisiana Purchase.

**Pelt** – the skin of an animal with the fur still on it.

**Rendezvous** – a place where trappers and traders would meet. They would exchange information and furs, talk, eat, dance and sing for a few days before returning to the mountains.

**Trap** – usually made of metal, a trap would capture an animal and spring shut very quickly. Trappers would bait the trap with good smelling oil or food that would attract the animal they wanted to capture.

**Water Route** – early explorers hoped to find a long river or series of rivers that could transport people from the east coast to the west coast by boat. The Rocky Mountains stand in the way of a river route.

# Amazing Montanans—Biographies

## Natawista Ixsana

MONTANA HISTORICAL SOCIETY

*Major and Mrs. Alexander Culbertson and son Joe, circa 1863.*

I am not famous like my husband, Alexander Culbertson. He worked for Pierre Chouteau, the fur trade businessman from St. Louis. Mr. Chouteau hired my husband to run the operation at Ft. Union. That was many miles from the big city of St. Louis. At Ft. Union, Indians, trappers and traders brought furs to the post. They were paid, and the furs went by boat south to the cities and finally into the hands of wealthy whites. My husband was very good at what he did. He made lots of money for his boss, Mr. Chouteau. My husband was smart and fair to all people, including my people - the Blackfeet Indians.

It was often the custom of fur trappers and traders to live with native peoples. White trappers married Indian women. Their children and their children's children were called "Metis", or mixed blood. These Indian and white marriages were often business deals: the Indian woman and her family could help the trapper learn the ways of the vast mountain regions. In exchange the trapper provided his new family with food, blankets and protection.

This was my situation. My Blackfeet family was helpful to Alexander, and we were partners. Alexander and I were also family and lived together for many years. I learned his language and customs, and I entertained his friends at the fort. We had children together. Later in life when we were older and found that the fur trade was too hard for us, we moved to Illinois and lived in a small house.

White people in the city were not always kind to me. They made fun of the way I looked and dressed. They told stories of how I would set a tipi in our front yard and sleep in it. It was true. I missed my Montana home.

Alexander and I were married for forty years. Near the end we returned to Montana. I joined my people in Canada, and Alexander went south to live with our daughter. I am buried where my life began, where the mountains rise to the moon, and the wolves bay at the light.

# Lesson 1: Trading with Traders

## Objectives

At the conclusion of this lesson students will be able to:

- describe how Indians worked for fur traders;
- read and decode a copy of a ledger kept by fur trade clerks in the nineteenth century;
- describe how Indian cultures influenced Euro-American traders and trappers.

## Time

15 minutes

## Materials

- Footlocker Materials: bead card, beaded bag, blanket, print of *Free Trapper*
- User Guide Materials: transparency of "List of Outstanding Indian Debts at Fort Shepherd"
- Teacher Provided Materials: equipment to project transparency

## Pre-Lesson Preparation

During the fur trade era in Montana, trappers and traders relied upon the expertise and guidance of native people. White men depended upon Indians for information about the land, water, friendly tribes and locations of fur bearing animals. In exchange for their knowledge and work, Indians received goods such as blankets, food, iron tools and utensils, beads and other decorative pieces. Some historians think that the trade was not equal, believing the Indians provided very valuable services for comparatively little compensation. The transparency provides details of an account written in 1869 by a Hudson's Bay Company clerk in Fort Shepherd (Canada). From it you will note the names of Indians working for the fort, the amount of money they owed, and some remarks about how the money was repaid.

## Procedure

1. Discuss with your students the role of Indians in the fur trade. Show some of the footlocker objects that illustrate the influence of native cultures.
2. Refer to the Russell painting of the "Free Trapper." Then project the image of the ledger. Help your students read the chart from left to right, noting names, amounts and remarks.

## Discussion Questions

1. Which of these names is most unusual to you? Which of these names is common? Why doesn't everyone have a last name?
2. Who owes the most money? After completing some work at Fort Shepherd in 1870, A. Louis paid $14.00. How much more did he owe?

## Further Exploration

- Research the Hudson's Bay Company. Locate Fort Shepherd. Be prepared to discuss why these Indians owed money to the company. What kinds of things did they purchase? How have prices for goods changed since 1869? A soldier earned approximately $50 a month in the U.S. Infantry in the 1860's. Based on that wage a debt of $143.50 would be difficult to repay. How could an Indian repay such a debt?

# Lesson 2: Mighty Medicine

## Objective

At the conclusion of this lesson students will be able to:

- reproduce a medicine bag like those carried by fur trappers;
- discuss the uses of the bag;
- discuss items valued for spiritual or medicinal power.

## Time

45 minutes

## Materials

- Footlocker Materials: beaded bag
- User Guide Materials: pattern of medicine bag
- Teacher Provided Materials: copies of medicine bag pattern; 8½" x 11" brown craft paper or other suitable material such as leather, brown oil cloth, contact paper with the backing intact; paper punch; tin cones (if available); colored beads; one 36-inch long lace per student; and one six-inch lace per student

## Pre-Lesson Preparation

Because fur trappers worked very closely with native people, they learned much about the land, animals and environment of the West from Indian partners. The trappers adapted many customs and clothing styles practiced or worn by Indians. Leather pants, fur hats and buffalo coats made a lot of sense when living and hunting in the mountains. Even items such as pouches, necklaces or footwear reflected Indian designs. Trappers also borrowed food ways, spiritual customs and medicines. The medicine bag may not have held actual medicine, but stones, bits of fur, feathers or other natural items that came to symbolize power or health or good hunting.

## Procedure

1. Make copies of the medicine bag pattern on heavy paper. Instruct your class to cut out the pattern and trace the design on materials provided.
2. If using paper, students may want to color a design on the flattened piece.
3. Using a paper punch, cut 16 holes as indicated on the pattern.
4. Fold the bag on the fold line, smooth side out. Be sure to line up the holes. There should be 8 holes showing.
5. Using the long lace make a knot about 4 inches up from one end only. Thread 1 cone and 4 beads, pulling the cone over the knot.
6. Beginning at the bottom of one side of the bag, thread the long end of the lace through all 8 holes, pulling lace through until the knot touches the bottom edge of the bag. Allow enough lace to go over your head and begin lacing the other side of the bag. When you have finished lacing the holes on the other side of the bag, the bottom length should also be 4 inches.
7. String 4 more colored beads onto the end of the lace adding the cone last. Tie a knot and slide the cone over the knot.
8. The 6-inch lace goes though the 2 holes in the front of the bag and then through the flap holes. Tie securely to keep the lucky medicine safe.

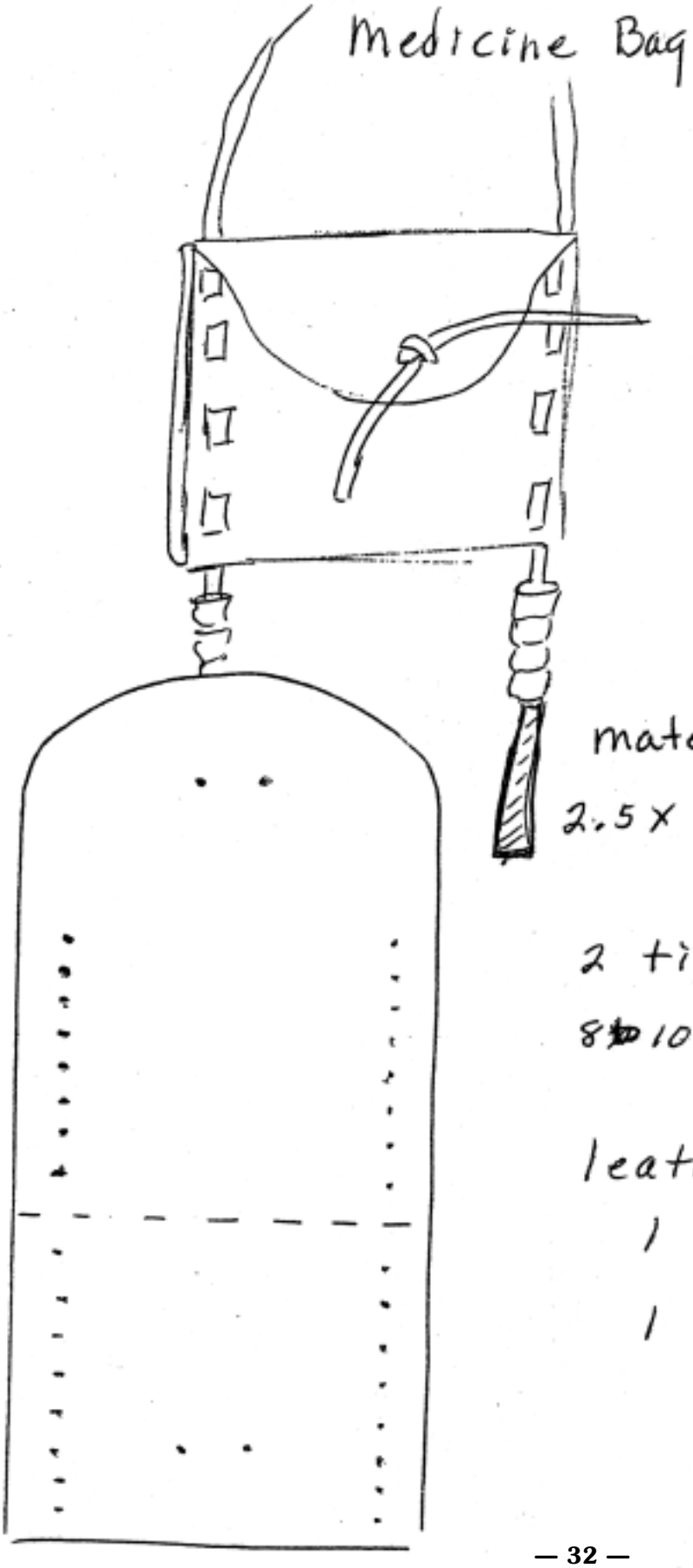
*(continued)*

## Discussion Questions:

1. If you were a trapper, what kinds of things would you place in your medicine bag? Describe how each item is special and how it came to be "big medicine" for you. If you were a warrior in your tribe, or a hunter, or a woman who gave birth to healthy babies, do you think you would tell others about your "big medicine"? Why or why not?

## Further Exploration

- When white people came to live among the Indians, they brought with them diseases that had not been known to the Indians before. Small pox, a deadly virus that was highly contagious, killed thousands of Indians and destroyed once mighty cultures. Research the causes of small pox. Find out what happened to people who were exposed to it. Discover if the disease is still common today. How has modern society controlled the virus? Is it something to worry about today?




materials needed:

2.5 x 1.25 scrap of leather

2 tin cones

8 to 10 colored pony beads

leather laces

1 36 in long

1 6 in long

# Lesson 3: Keeping Journals

### Objective

At the conclusion of this lesson students will be able to:

- interpret an historic journal kept during the fur trade era;
- create one of their own.

### Time

15 minutes each day for five days

### Materials

- Footlocker Materials: fur samples and trap
- User Guide Materials: journal excerpt from Ft. Edmonton, Alberta, 1856
- Teacher Provided Materials: copies of journal for each student and map of North America

### Pre-Lesson Preparation

The work of a clerk at an early fur trade post required good penmanship and careful attention to detail. The excerpt provided comes from a hand-written journal kept at Fort Edmonton (Alberta, Canada) in the winter, 1856. (A researcher later retyped the journal.) In it the nameless clerk keeps daily track of weather, tasks performed and occasionally an accounting of the trade items brought in to the post. A Hudson's Bay Company employee kept these records, and the original is preserved in their archives. The Montana Historical Society retains a copy of the typed translation.

### Procedure

1. Distribute copies of the journal to your students. Explain why the journal was retyped and where the notes were kept. Read together portions of the journal. Help your students become aware of the characteristics of a journal: dates, weather, short phrases.
2. Look at the map to locate Edmonton and its proximity to Montana. Once you have reviewed the questions below, ask your students to keep a journal for one week. Remind them to be concise, date their entries, note the weather, and add a few lines about what they did that day in school. Illustrations and covers will add to the project.
3. At the conclusion of one week of journaling, ask students to read aloud portions of their journal, and compare them one with another. They will probably notice that while there are similarities, there are also differences. The same is true with an archival document. Historians cannot always assume the information will be accurate because journaling is very subjective and personal.

### Discussion Questions

1. What is the date of this journal? What do you notice about the first sentence of each journal entry? Why would the clerk keep track of the weather?
2. How do the men at this post keep busy? What are some of the jobs that they do?

*(continued)*

3. What furs came from Ft. Assiniboine? How many furs were there altogether? Can you locate any of the same furs in the footlocker?
4. What happened to Mrs. Galehoe? What did the trappers do with horses?

## Further Exploration

- Find illustrations of the animals listed in the journal. Are any of these animals extinct? Look at the journals of Lewis and Clark. Why did they keep journals? How are they similar to the one kept by the Hudson's Bay clerk? How are they different? Illustrate your personal journal with careful drawings like Lewis and Clark. Select a common object, like a pencil, and draw it so that people hundreds of years from now will know something about an object that you used.

# Hudson's Bay Company Journal— Fort Edmonton, Alberta—January 1856

(Montana Historical Society Archives, Small Collection 878 )

***Sunday 20th***

Overcast rather cold. Wind north. Ward brought some more horses for the purpose of being sent to the plains for meat.

***Monday 21st***

No change in the weather. This morning Alexis Hault and 8 men with 36 horses were sent to the hunter's camp for meat. The two carpenters working at the boat. Short and son sawing boards. Harrold and Soudie sawing crooked timber. Blacksmith at his trade. Bourgard was sent for some birch wood. Beauchaine and Raymond hauling cordwood. Ross with an ox hauling hay. Olivier finishing the inside of the new store. Cooks and cattle keeper as usual. George Ward and sons looking after horses. Finlay Munro finished the large tubs.

***Tuesday 22nd***

Dense fog in the morning, cleared up towards noon. Bourgard and the two Shorts began to take up the ice for the ice house. The Blacksmith making a portable sheet iron stove for the light boat. Munro making wash tubs. Alexis Nault and William Ward returned late last night having come in quest of two of the horses which sneaked off the track as they were going out and found their way home. Took their departure early this morning to rejoin their partners. Calder arranging the furs in the store. The other men as yesterday.

***Wednesday 23rd***

Foggy weather in the morning. Began to snow towards noon. The people occupied as before. This afternoon Antoine Rennier accompanied by 3 men and with 7 horses arrived from Fort Assiniboine, bringing part of the returns of that place.

***Thursday 24th***

Cloudy weather --- cold --- wind N. West. Beauchain and Raymond hauling home the ice with 2 oxen. Munro assisting Olivier putting shelves in the upper end of the new store. Racette working in the store and arranging the furs received from Fort Assiniboine, consisting of the following skins, viz, -

| | |
|---|---|
| 27 Black Bears | 234 Musquash |
| 8 Grey do | 5 Otters |
| 5 Brown do | 1 Lynx |
| 503 Large Beaver | 9 Loons |
| 178 Small do | 3 Swans |
| 2 Fisher | 16 Minks |
| 1 Red Fox | 3 dressed skins |
| 325 Martens | ....lbs. castorum |

***Friday 25th***

Clear and cold weather. Racette and Munro arranging the ice in the ice house. Antoine Rennier and his men making preparations for taking their departure homeward in the morning. Martin the cattle keeper hauling hay. The others as usual. The wife of Michael Galehoe was safely delivered of a boy during last night.

# Lesson 4: Killing Buffalo

## Objective

At the conclusion of this lesson, students will be able to:

- read a photograph;
- identify the characteristics of a stereopticon;
- describe the complications of uncontrolled hunting.

## Time

20 minutes

## Materials

- Footlocker Materials: all photographs; sample of buffalo hide
- User Guide Materials: transparency of photograph
- Teacher Provided Materials: equipment necessary to project transparency; stereopticon (if available)

## Pre-Lesson Preparation

The hunt for beaver did not last long. By 1850, trappers and traders were primarily interested in buffalo. Buffalo herds stretched across the enormous Montana grasslands and plains. Students will have heard stories already of how the buffalo provided food, shelter, tools and clothing for Indian people. To control the mighty herds would be the same as controlling the Indians. In fact there were those in the military command who advocated the slaughter of buffalo for no particular reason except to control the Indians.

Thousands upon thousands of these animals were killed for sport, for fun; far fewer for their hides or meat. So many were slaughtered that the herds were very nearly extinct by 1900.

A stereopticon view consists of two, identical, side-by-side photographs. Cards were viewed through a stereopticon, a hand-held device that is similar to a Viewfinder. If you do not have one, perhaps the local museum or library may have one you can borrow. When viewed through such an aid, the photograph becomes three-dimensional. Many families at the turn of the century owned a stereopticon viewer and cards. It was a form of family entertainment.

## Procedure

1. Together as a class look at the transparency and examine the contents of the photograph. Explain to your students that the original stereopticon view is kept in the Photograph Archives at the Montana Historical Society. You are looking at a copy. Follow the questions below to help you examine the photograph.
2. When completed, circulate the other photographs and illustrations located in the footlocker and assign teams of students to examine each one. Request that the group recorder list the things visible in each photograph or illustration, just as you did as a class when looking at the transparency.
3. Discuss what you have learned and what you do not know for certain by looking at the photograph or illustration.

## Discussion Questions:

1. What do you see in this photograph? How many buffalo are lying on the ground? How do you think they were killed? What is your clue? Can you find an animal that is alive? What is the title of the photograph?
2. Who published the photograph? Where might this photograph been taken and when? What do you think it means "Northern Pacific Views"? What was the Northern Pacific?
3. How does this photograph make you feel? Do you think the photographer wanted you to feel this way?

## Further Exploration

- The Montana Historical Society possesses thousands of stereopticon images. Similar to regular format photographs, they are a treasure of information and an important primary resource for those learning about Montana history and other topics. Photographers marketed the stereopticon views to tourists or for those who wanted to see the wild west.
- Borrow a stereopticon viewer and some cards. Invite students to carefully view a card and describe how the image is transformed while looking through the viewer. Discuss the entertainment value of the stereopticon and compare it with the ways the family is entertained today.

# Lesson 5: Rendezvous

## Objective

At the conclusion of this lesson, students will be able to:

- describe what goes on at a rendezvous;
- converse through sign language;
- demonstrate their knowledge of the fur trade topic in conversation with their peers.

## Time

20 minutes plus time for a celebration rendezvous

## Materials

- Footlocker Materials: all artifacts and photographs
- User Guide Materials: sign language illustration
- Teacher Provided Material: provide space for campfire setting

## Pre-Lesson Preparation

Once or twice a year fur trappers, traders and Indians working with them gathered together to share information, exchange trade items, to celebrate through food, drink and dance. These large gatherings lasted several days. It was a way of meeting and talking with people, most of whom had been without company or conversation for many months.

Those involved in the fur trade came from many countries and cultures, all speaking different languages. Fur trappers, traders and Indians used sign language to communicate.

## Procedure:

1. Refer to the illustrations of common sign language terms. Demonstrate each one to your class, and encourage them to practice.
2. Try to construct a sentence with sign. You may want to try some of the suggestions below, or invent your own. Ask students to interpret what it is you have said.

## Discussion Questions

1. Through sign see if you can demonstrate the following sentences:

   You are my friend.

   Let us trade.

   I saw many beaver in the stream that runs nearby.

   I want to trade one buffalo hide for ten blankets.

   The trade is good.

## Further Exploration

- At the conclusion of your study of the Fur Trade, hold a "Rendezvous" in your classroom. Prepare open space for a campfire setting or spread a blanket. Invite other students or parents to attend, to view the class projects, to sit around the campfire and to discuss trade. You may want to have food, drink and music in keeping with the fur trade era.

## INDIAN SIGN LANGUAGE IN THE FUR TRADE

**Friend**
Raise right hand with pointer and middle finger together. Thumb on ring finger and pinky.

**Trade**
Cross index fingers in front of one another.

**Blanket**
Hold the closed hands at shoulder height, then cross them.

**Beaver**
Left hand flat out across the body. Then the right hand slaps the left from the bottom back striking up.

**Buffalo**
Closed hands bring them to top part of head. Pointer fingers are not closed, but pointing.

**Good**
Bring right hand flat across your body, going from left to right.

[1] Pictures come from the book, Indian Sign language- by W. Tompkins, Dover Pub. 1969.

# Lesson 6: Dressed for Success

## Objective

At the conclusion of this lesson, students will be able to:

- describe the characteristics of clothing worn by fur trappers;
- define the term "Metis";
- discuss the influences of Indian culture on the life-ways of Euro-Americans.

## Time

30 minutes

## Materials

- Footlocker Materials: capote, sash, fur cap, beaded bag
- User Guide Materials: template for making sash
- Teacher Provided Materials: brown craft paper or paper bags, yarn, color markers, straight edge and scissors, tape

## Pre-Lesson Preparation

Many Indians worked closely with trappers and traders. Trappers and traders recognized that their success depended on good relationships with the Indians. Some fur trappers married Indian women. From these relationships partnerships developed with whole families. The children born to these unions were called "Metis", or mixed blood. Their customs and traditions were partly European and partly Indian.

The fur trapper borrowed many traditions from the Indian people with whom he worked and adapted them to suit his needs. The fur cap kept him warm, repelled snow or rain, and blended in with the natural environment. The wool capote was warm and easy to make, and the Metis sash worked just as well as a belt.

Examine the clothing items in the footlocker and discuss each one with your students. Invite someone to model the clothes. Make a simplified Metis sash by following the directions provided.

## Procedure:

1. Distribute brown paper sacks to each student. Instruct them to cut the bag and lay it flat.
2. Measure and mark an eighteen by three-inch strip, then cut it out. Decorate the belt with bright colors, simulating the Metis sash found in the trunk.
3. Wrap the ends with several layers of clear tape, and punch a hole through the ends. Attach three strands of different colored yarn through the holes. Students may wear their Metis sash and adjust the size by tying the yarn.

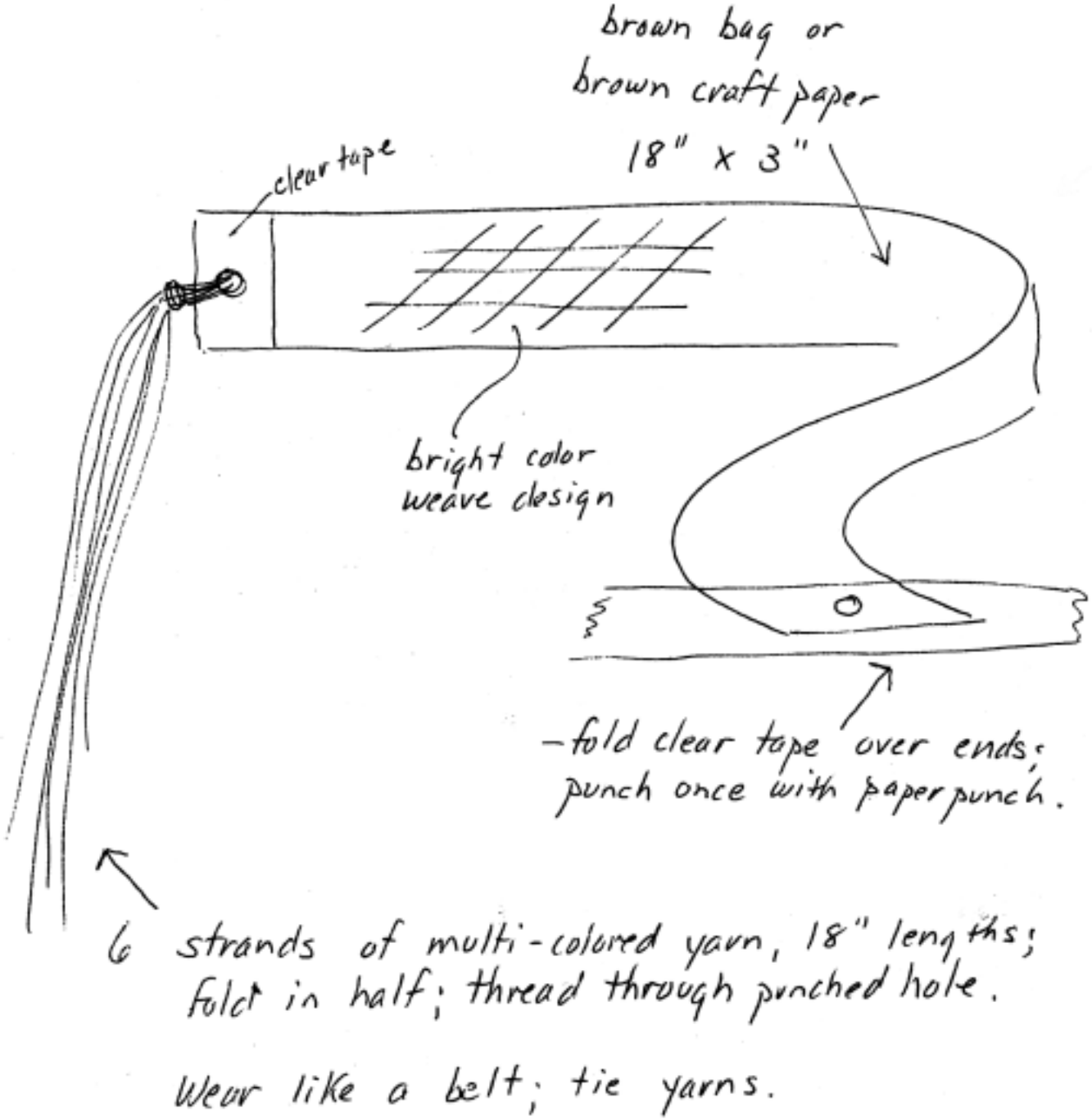
## Discussion Questions:

1. Tell me some ways that trappers and traders copied the Indians? Why are their clothes different from the ones worn by people in the city?
2. Why was it important to stay warm and dry? What happened if a trapper became ill in 1850?
3. Who were the Metis?

## Further Exploration

- Explore with your students the history of the Metis Rebellion and learn more about Louis Riel. Locate examples of Metis music. Find an illustration of a Red River cart.

# Dressed for Success—Metis Sash



# The Trapper

1. Do you know what I do? What are some of my day-to-day activities as a trapper?

_____

_____

_____

_____

_____

_____

_____

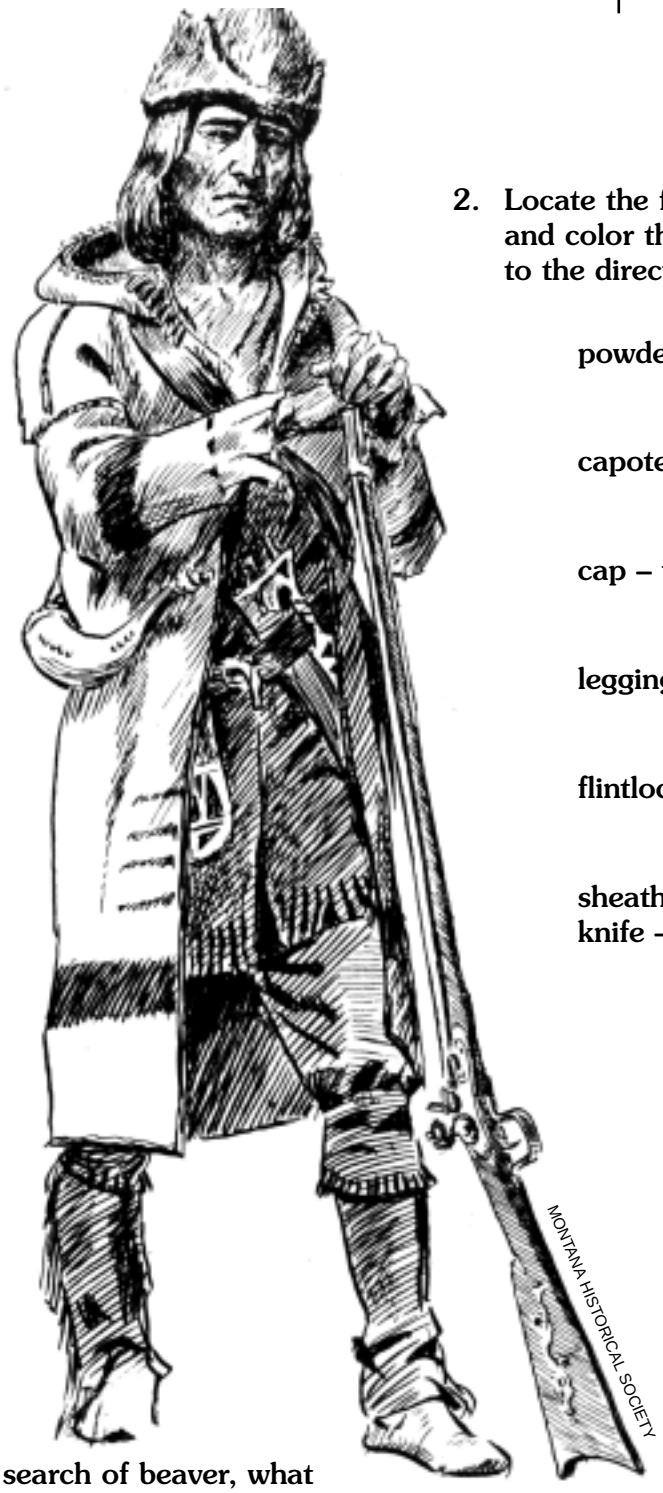
_____

_____

_____

_____

_____




*The Trapper*
by Charles M. Russell

2. Locate the following items and color them according to the directions:

powder horn – brown

capote – blue

cap – the color of fox

leggings – yellow

flintlock – gray

sheath for skinning knife – red

3. Before I leave the fur post in search of beaver, what things should I be sure to take with me?

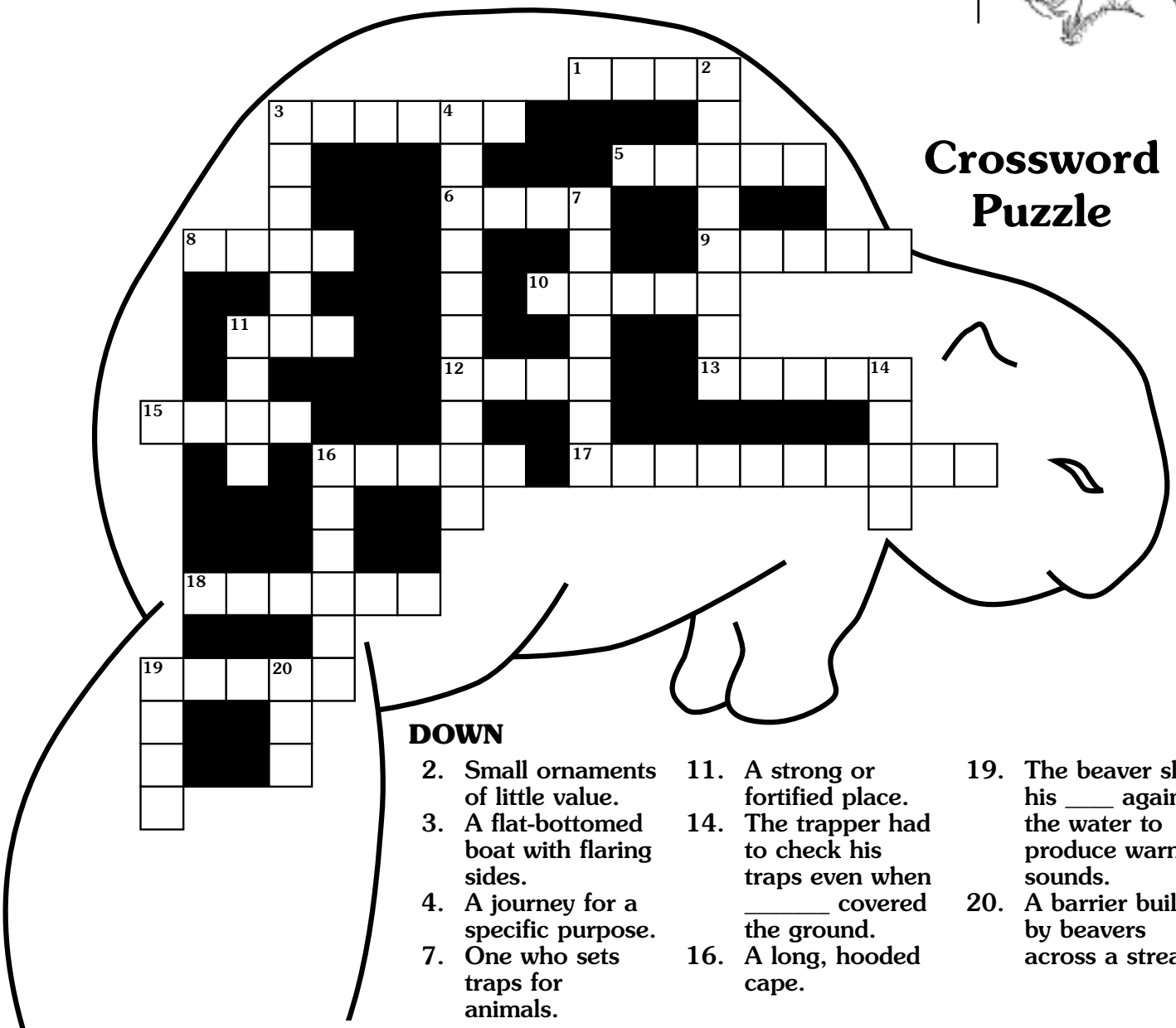
_____ _____

_____ _____

_____ _____

_____ _____

# Crossword Puzzle



## DOWN

2. Small ornaments of little value.
3. A flat-bottomed boat with flaring sides.
4. A journey for a specific purpose.
7. One who sets traps for animals.
11. A strong or fortified place.
14. The trapper had to check his traps even when _____ covered the ground.
16. A long, hooded cape.
19. The beaver slaps his ____ against the water to produce warning sounds.
20. A barrier built by beavers across a stream.

## ACROSS

1. Something used in luring an animal to a trap.
3. A small fur-bearing animal that lives in or near streams.
5. A hard stone used to strike fire with steel.
6. Undressed skin of an animal with its fur or hide.
8. A beaver pelt that has been stretched over a hoop.
9. A sharp implement used by the trapper for cutting and scraping.
10. A secure place of storage.
11. The soft, thick coat of an animal.
12. The iron or steel device used to ensnare an animal.
13. Another name for the hides of animals.
15. The trapper cooked his supper over a camp ____.
16. A long, narrow boat with sharp ends, paddled by hand.
17. An annual trading fair in the mountains, attended by trappers and Indians.
18. A boat made by hollowing out a large log.
19. The exchange of goods without the use of money.

# Crossword Puzzle—Answers

**DOWN**

2. trinkets
3. bateau
4. expedition
7. trapper
11. fort
14. snow
16. capote
19. tail
20. dam

**ACROSS**

1. bait
3. beaver
5. flint
6. pelt
8. plew
9. knife
10. cache
11. fur
12. trap
13. skins
15. fire
16. canoe
17. rendezvous
18. dugout
19. trade

# Fill in the Blanks

| | | |
|---|---|---|
| BEAVER | HATS | STORIES |
| DRINK | INDIANS | TRADE |
| HARD | MOUNTAINS | |

Fur traders, trappers, merchants and _____ gathered for a rendezvous once a year. It was a time for business and for fun. Those who gathered would tell _____, _____ furs and other valuable items, eat, _____ and learn the news. Trappers were looking for furs of all kinds but especially the _____.

Its skin was used to make gentlemen's _____ that were very popular on the east coast and in Europe. The Rendezvous would last several days or even weeks. At the end the merchants would return to the East, and the trappers would return to the _____to begin the fall hunt. The life of a trapper was very _____.

MONTANA HISTORICAL SOCIETY

*Fort Benton, unidentified photographer.*

# Make Your Own Canoe

Trappers and traders in search of furs often traveled Montana's rivers by canoe. Sometimes the canoes were made from hollowed logs; sometimes they were of birch bark. Native people living close to the lakes and rivers invented their own canoe style, and trappers copied their ideas.

Make you own canoe by following the directions provided. This drawing and activity came from the Glenbow Museum in Calgary, Alberta.

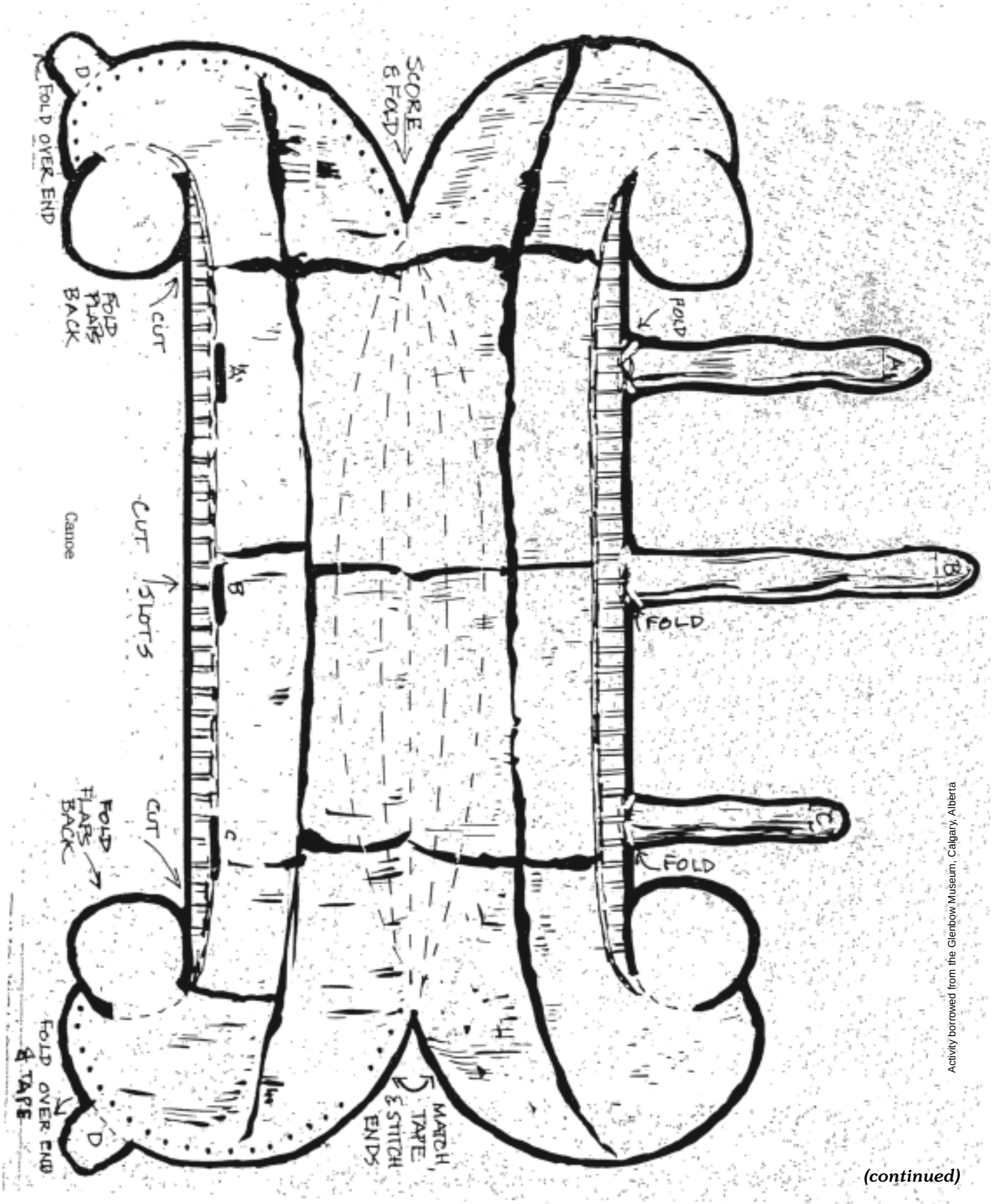
**Things you will need:**

- Scissors, tape, needle, heavy thread, colored pencils or markers

1. Color the canoe and trade goods with colored pencils or markers.
2. Cut out along heavy solid lines. Don't forget tabs and slots.
3. Fold or score along dotted lines.
4. Tape ends of canoe and stitch with needle and thread. Fold back flaps. Fold down seat bars across canoe, insert in slots, and tape.
5. Fold trade good bundles, fit tabs in slots, tape.
6. Roll handle of paddle and tape to secure and strengthen.
7. Fold in long sides of parfleche bag. Open out again and put in small message or "treasure" inside. Refold and fold over side flaps to form your native suitcase. Tie with thread to finish.
8. Now place all trade goods in your birch bark canoe and off you go on an adventure like the early traders.

*(continued)*

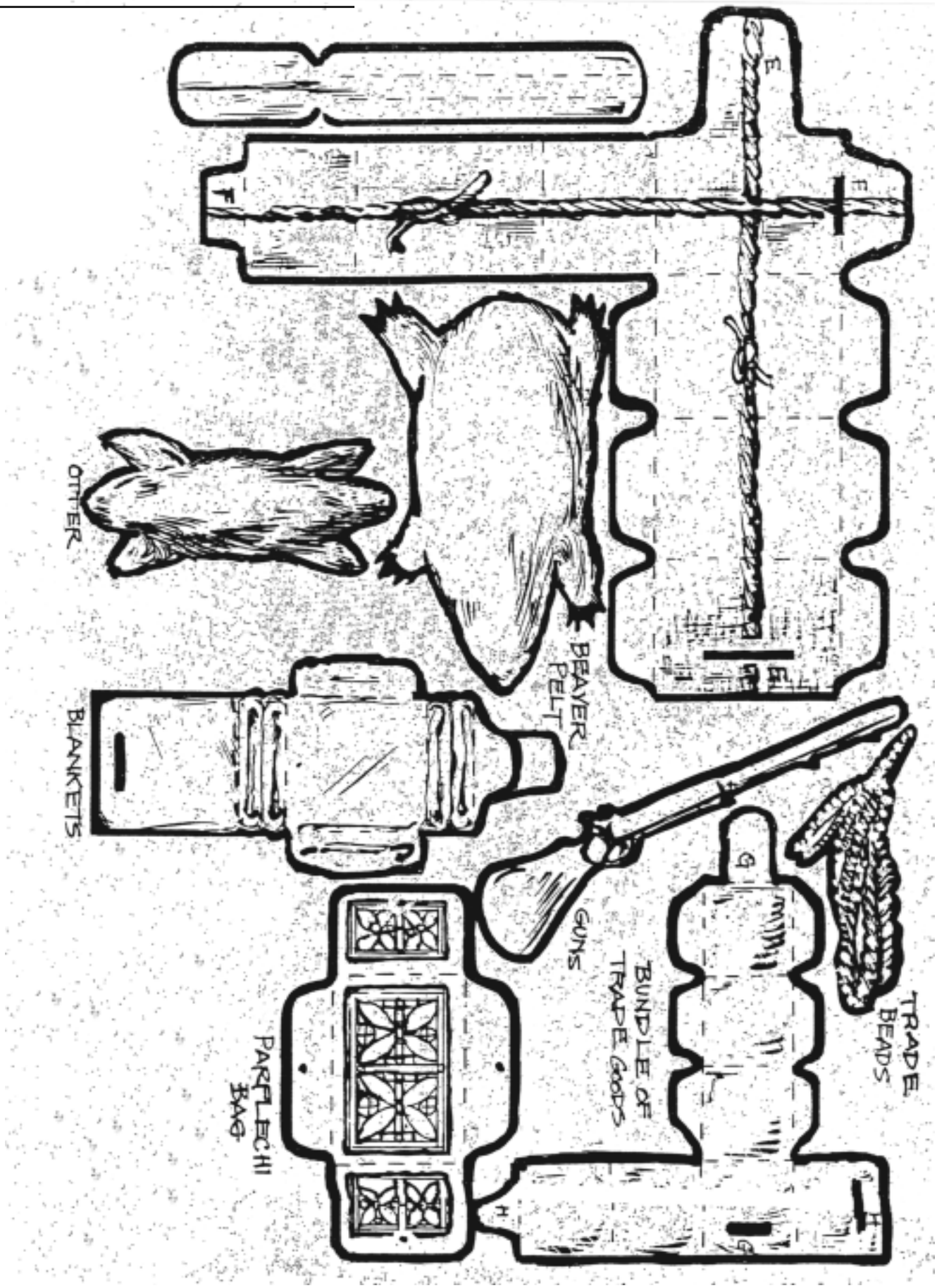
## Make Your own Canoe *(continued)*




Activity borrowed from the Glenbow Museum, Calgary, Alberta

*(continued)*

**Make Your own Canoe** *(continued)*



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