



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

THE FUR TRADE GAME

Teacher Information
Booklet



Program developed by Kawartha Pine Ridge District School Board

FUR TRADE GAME

A simulation game whereby the students take on the role of trading partners working for the North West Company. At the conclusion of the game, the students will be able to identify some of the consequences of the Aboriginal and European interaction resulting from the North American Exploration.

FUR TRADE GAME

Instructions:

This activity will increase the student's awareness and understanding of the difficult life of a fur trader in Canada in the late 1700's.

The students take on the role of a fur trader. Their objective is to become successful at trading and having the most furs at the end of the game.

Success in the game requires the students to have good navigation and decision-making skills and to be able to plan out strategies.

Naturalist's Role:

The role of the naturalist at the Outdoor Education Centre is to facilitate the game. It is important for the teacher to prepare the students for this game in order to have a successful day.

Teacher's Role:

Students should be aware of the following concepts and how they are significant to the fur trade:

Beavermeade, beaver hat, voyagers, barter, aboriginal encampment, trading company (e.g., Northwest Company, Hudson Bay Company)

Before the class arrives, the "Progress Reports" should be filled out with the names of the partner pairs. This will be used to "sign in" at the aboriginal trading post and the company store once an hour as the game proceeds. If a group fails to sign in, the naturalist will go and find them and give whatever assistance is necessary. The partners should be teacher assigned, rather than "peer

chosen" (boy/girl tends to work well). Teamwork is an important skill developed in this game.

Game Setup:

1. Students form partnerships (assigned). Each student is assigned the role of a specific fur trader working for the Northwest Company in the late 1700's.
2. Partners will be outfitted with a map, pencils and a package which includes a question sheet and fur values.
3. Partners, using their maps, must navigate themselves throughout the game area in search for the aboriginal encampments. This simulates the search for the aboriginal encampments where the fur traders would go for available furs.
4. Aboriginal encampments are represented by a marker outdoors. The marker will have the encampment number on it as well as the answer to the corresponding question located on the Aboriginal Encampment Question Sheet. There is a space on the sheet for the students to fill in the correct answer. The Aboriginal Encampment Question Sheet can be quickly referenced on the back of the Record of Trade Sheet.
5. The encampments must be visited to obtain the correct answers to the questions.
6. The encampments may be visited in any order.
7. The more encampments the partners visit, the greater the chances of higher fur values obtained. The farthest encampments specialize in the highest value furs.
8. When the students have visited a minimum of four "aboriginal encampments" they may come to the "Company Store" to purchase , on credit, trade items. They can then go to the main "aboriginal encampment" (the building) to begin trading.
9. To begin trading with the aboriginal (an adult role playing) the students must present the correct answer to the question on the Aboriginal Encampment Question Sheet that corresponds with the encampment number that they have visited. For example: If the students have visited encampment number one they will find the answer to question number one on the marker.
10. The "aboriginal" may offer a number of furs to the partners if they have the correct answer. The students must make their own decisions regarding the value of trade items they will offer the "aboriginal" for these furs. (The Beavermeade value for each trade item is located on the grey trading cards or can be referenced on the yellow Beavermeade Trading Values Sheet).
11. The partners should note that the quantity of furs at each aboriginal encampment decreases with the amount of students that visit. This simulates the depletion of furs when an area is over hunted. There is a possibility that there may not be any fur available at some encampments as they could run completely out.
12. Once the partners have completed trading for furs it is strongly suggested that they take a few minutes to convert their fur values into Beavermeade before they go to the Trading Post (Company Store).

13. Once at the Trading Post (Company Store) the students may “cash in” their furs to get a credit for the Furs that they have obtained. These transactions are recorded on the Record Sheet of Trade.
14. Students must know what they would like to purchase at the Company Store before they speak to the storekeeper (an adult role-playing).
15. The students find out about their initial outfitting supplies at the beginning of the game. These supplies will be debited to their account. They are expected to pay for these supplies with furs that may be credited to their account later in the game.
16. Students may trade among themselves.
17. The Trading Post (Company Store) could possibly run out of supplies.
18. If there are enough adults supervisors, an adult (teacher or naturalist preferably) will be Lord/Lady LUCK and travel the trails, giving students LUCK CARDS to read and record. This adult can also help lost/confused students.
19. At the signal of a whistle/air horn the students will return directly to the building. They will be given some time to finish up their trading and then the game will be ended.
20. The winner of the game will be determined by having the largest profit. Profit is determined by the students subtracting their total debits from their total credits.
21. **Under no circumstances shall any student leave the predetermined boundary.** If the students or teachers have any questions or concerns regarding the boundaries, they should ask the naturalist.

Beavermeade Values for Supplies and Furs

Supplies Available	Beavermeade Value
Axe Heads (5)	10B
Beaver Hat	5B
Blankets (2)	10B
Breeches	2B
Brandy (1 Gallon)	10B
Canoe Awls	1B
Coat	5B
Cloth (10 yards)	10B
Crooked Knife (5)	1B
Dried Peas	10B
Files	5B
Firesteels	1B
Fish Hooks (5)	1B
Flints (10)	1B
Flour (10lbs)	2B
Frying Pan	2B
Fur Scraper	1B
Glass Beads (10 lbs)	1B
Gun Flints (5)	1B
Gun Powder (3lbs)	1B
Gun Powder Horn	1B
Gun Shot (15 lbs)	5B
Hunting Knives (5)	1B
Ice Chisel	1B
Kettle	5B
Mirrors (2)	1B
Musket	12B
Rope (100ft)	10B
Salt (5lbs)	2B
Salt Pork (50lbs)	10B
Sewing Needles (12)	1B
Snare Wire (25 yard)	5B
Spear Heads (10)	5B
Sugar (10 lbs)	10B
Tobacco (2 lbs)	2B
Woolen Cloth (5 yards)	10B

Furs	Beavermeade Value
Prime Beaver	1B
Common Beaver	1/2B
Black Bear	2B
Black Bear Cub	1B
Bobcat	1B
Brown Bear	2B
Brown Bear Cub	1B
Coyote	1B
Deer	1/2B
Fisher	1B
Lynx	1B
Marten	1/4B
Mink	1/2B
Moose	2B
Mountain Lion (Cougar)	1B
Muskrat	1/4B
Otter	1B
Rabbit	1/4B
Red Fox	1/2B
Swan Skin	1B
Wolf	1B
Wolverine	2B

Fur Values for Trade (Practice Worksheet)

Fur Value	# of Pelts	Value	# of Pelts	Value	# of Pelts	Value	# of Pelts	Value
1 Prime Beaver = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Comm. Beaver = ½ B	__ x ½ B		__ x ½ B		__ x ½ B		__ x ½ B	
1 Black Bear = 2B	__ x 2B		__ x 2B		__ x 2B		__ x 2B	
1 Black Bear Cub = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Bobcat = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Brown Bear = 2B	__ x 2B		__ x 2B		__ x 2B		__ x 2B	
1 Brown Bear Cub = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Coyote = 1B	__ x ½ B		__ x ½ B		__ x ½ B		__ x ½ B	
1 Deer = ½ B	__ x ½ B		__ x ½ B		__ x ½ B		__ x ½ B	
1 Fisher = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Lynx = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Marten = 1/4 B	__ x 1/4 B		__ x 1/4 B		__ x 1/4 B		__ x 1/4 B	
1 Mink = ½ B	__ x ½ B		__ x ½ B		__ x ½ B		__ x ½ B	
1 Moose = 2B	__ x 2B		__ x 2B		__ x 2B		__ x 2B	
1 Mountain Lion = 2B	__ x 2B		__ x 2B		__ x 2B		__ x 2B	
1 Muskrat = 1/4 B	__ x 1/4 B		__ x 1/4 B		__ x 1/4 B		__ x 1/4 B	
1 Otter = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Rabbit = 1/4 B	__ x 1/4 B		__ x 1/4 B		__ x 1/4 B		__ x 1/4 B	
1 Red Fox = ½ B	__ x ½ B		__ x ½ B		__ x ½ B		__ x ½ B	
1 Swan Skin = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Wolf = 1B	__ x 1B		__ x 1B		__ x 1B		__ x 1B	
1 Wolverine = 2B	__ x 2B		__ x 2B		__ x 2B		__ x 2B	