

Lesson plans for Jimmy Goes Home.

The story Jimmy Goes Home, written by Susan Dobbie, follows a fictitious character, a young boy of mixed ancestry, as he and his family travel from a Hudson's Bay Company trading post in Northern BC to another in Southern BC. The story is based on the history of Hudson's Bay Company activities west of the Rocky Mountains in the 1850s, but much of the historical background of this story is applicable to the fur trade across North America.

The following lesson plans are designed to help students gain a better understanding of Aboriginal and European contributions to the development of Canada. Comprehension questions draw out some of the pertinent points of the story; a mapping exercise helps students with a spatial representation of the story, and a journal writing exercise gives students a chance to creatively empathize with the characters of the story. Additional activities contrast two different types of aboriginal housing as well as compare bartering to a monetary system of exchange. The story and lesson plans are aimed at grades 4 through 6 and can be used as an integrated unit that incorporates Language Arts, Math, and Social Studies.

For your convenience, maps, illustrations, and activity sheets for photocopying are included in this package. A general knowledge of Aboriginal peoples and the fur trade will help in teaching this unit. A general history can be found at this web site:

http://www.canadiana.org/hbc/intro_e.html

All other pertinent information relevant to the lessons is included within the historical fiction story.

Concepts:

- The fur trade was based on relationships between Aboriginal peoples and fur traders. Aboriginal people harvested furs and brought them to posts to trade for textiles, tools, guns, and other goods. The fur traders imported trade goods, mostly from Britain, and shipped furs back to Britain to be made into fashionable clothing.

Knowledge Objectives:

Students will know that:

- Aboriginal peoples played a critical role in the fur trade.
- Positive relations between fur traders and Aboriginal peoples were necessary for the success of the fur trade.
- Transportation of furs from various posts to depots, and from there to Britain was necessary in order to make a profit.
- Forts established for the fur trade have since developed into towns and cities.
- The system of bartering used during the fur trade can be compared to our present monetary system of exchange.

Skills/Abilities Objectives:

Students will:

- Access information using a variety of resources.
- Organize and present information in a variety of forms.
- Create a map that represents the route taken by the fur traders in the story.
- Demonstrate the practice of bartering in an in-class trading post.

Attitudes/Values Objectives:

Students will:

- Appreciate and value the cultures and traditions of various peoples.

Story and Comprehension Questions:

- These questions are to be used after having read Jimmy Goes Home. The questions can be modified or adapted to better serve the needs of your students. As well as general questions, they include vocabulary, math and higher thought questioning. Two sets of comprehension questions have been created to facilitate both oral and written formats.
- **Duration of the lesson** – 45 minutes. Students will need a copy of the story as well as the list of comprehension questions.

Suggested Approaches:

The first comprehension question list is intended for oral questioning. The condensed list of questions, on the other hand, is designed to be answered in written form. The vocabulary and math questions from within the first set of questions can be given to all students or added for those who may require supplementary work.

Assessment methods:

- For the first set of comprehension questions, assessment information can be gathered by informal teacher observations, noting which students are able to provide answers and who are actively participating in the lesson. An anecdotal record such as the following could be used.

Student – Kevin	Observer – Your name	Date
Today Kevin participated well in the discussion. He volunteered his answers and was able to draw information out of the text in order to do so.		

- The second set of comprehension questions can use a more formal approach of assessment where the students are given marks for correct answers, and if the exercise is used for language arts, marks could be given for complete sentences, expression, etc.

Comprehension Questions:

1. Where does the story begin?
2. What are moccasins? (p.1)
3. Who is Kuzi?
4. Who is the main character?
5. What is his mother's name? Where is she from?
6. Who is his father? Where is he from? What is his job?
7. Who is Daisy? How old is she?
8. When does the story take place?
9. What languages does Jimmy's family speak?
10. Where do his grandparents live?
11. What do the Aboriginal peoples bring to trade and what do they trade for?
12. How do the furs get to London?
13. Of all the types of furs, which one does the Hudson's Bay Company want the most and why?
14. Why are mixed marriage between the Aboriginal peoples and the white people considered to be good?
15. Describe Kuzi's family's pit house. How do you get into it?
16. What types of furs have the Aboriginal peoples brought? How did they transport them?
17. What is James' Kwantlen name?
18. What do the Voyageurs wear?
19. How do they protect the skins on the boats?
20. What do the men and women wear?
21. How many people leave in the boats and canoes? How did you figure this out?
22. On the Stuart River there are lots of salmon to eat. What will they have to eat in Fort Langley?
23. Why might Jimmy's grandparents give him another name when he visits?
24. Where will they stay in Fort Langley? Who will they be staying with? Describe the longhouse.
25. What do you suppose it means when a roof 'pitches gently'? (p.4)
26. What does it mean to be 'full of bravado'? (p.4)
27. Why doesn't Father worry about the wolves?
28. What does Jimmy play with during the stops?
29. Why does Father think Jimmy is brave when the bear enters their camp?
30. At Fort Alexandria, how many horses in total will they need for their journey? How did you figure this out?
31. How much weight is tied to each horse? How much weight is being carried in total on all the horses?
32. What is a precipice? (p.6)
33. Why do the horses slip?
34. When they reach Fort Kamloops, they have more furs to bring along the journey. How do they do this?
35. What are 'bateaux'? (p.7)
36. What does it mean to be 'awash with people'?
37. What was Jimmy's new name? Why do you suppose this name was chosen for him?
38. How long was their journey? Explain how you figured this out.

Answer key:

1. The story begins on the steps of a Fort St. James storehouse.
2. Moccasins are moose skin shoes.
3. Kuzi is a friend of his mother, Layhulette.
4. The main character is Jimmy/James.
5. His mother's name is Layhulette. She is from *Sqwàlets*, by Fort Langley.
6. His father is Hugh MacDonald. He is from Scotland. He is a Hudson's Bay Company clerk.
7. Daisy is Jimmy's sister. She is 8 years old.
8. This story takes place in April, 1851.
9. They speak English, some French, some *Halq'emeylem* with Mother, and Chinook, a mix of native and European languages everybody uses on the coast.
10. His grandparents live in *Sqwàlets*, the island by the fort in Fort Langley.
11. The Aboriginal peoples bring furs to trade for goods from the store – blankets, cloth, tools, tobacco, rope, guns and other items.
12. The furs get to London by brigades to the coast for shipping to London.
13. The Hudson's Bay Company wants beaver fur more than the other furs to make hats.
14. Mixed marriages are good for trade and provide the Hudson's Bay Company with a stable work force. It also helps maintain peaceful relations.
15. A pit house is made in a circle and built into the ground. You must climb down a ladder to get in.
16. The Aboriginal peoples have brought beaver, mink, marten, muskrat, fox, bear, lynx, wolverine and wolf. They transported them by dog sled.
17. James' Kwantlen name is Little One.
18. The Voyageurs wear moccasins, red caps and shirts, with pants tied below the knee and coloured garters to match their waist sashes.
19. They protect the skins on the boats by wrapping them and sprinkling them with tobacco juice, to keep the bugs away.
20. The men wear black trousers and jackets with stiff white collars, the ladies wear long skirts and cloaks.
21. Forty people left in the boats and canoes. There were eight to a boat, in five boats ($8 \times 5 = 40$)
22. In Fort Langley, they will eat meat from cattle and pigs, and vegetables and berries.
23. Jimmy's grandparents might give him another name when he visits because the Kwantlen give you one name as a child and another when you are grown that fits who you have become.
24. In Fort Langley, they will stay in the longhouse with the family. It is made of cedar planks, shaped like a shed, with a flat roof that pitches gently so rain will run off.
25. 'Pitches gently' means that it has a slight slope.
26. 'Full of bravado' means outwardly showing their excitement and courage.
27. Jimmy's father doesn't worry about the wolves because there were a lot of men and women and the wolves also wouldn't come near the fires.
28. Jimmy plays with his hide ball during the stops.
29. Jimmy father thinks he is brave when the bear enters their camp because he drew the bear's attention away from his mother and sister.
30. At Fort Alexandria, they will need 100 horses in total. "The fort has two hundred horses and we need half." ($200 \text{ divided by } 2 = 100$)

31. 170 lbs. is tied to each horse. Two 85 lb. packs tied to each horse. (85 lbs. x 2 packs = 170 lbs.). 17,000 lbs. are being carried in total on all the horses. (170 lbs. x 100 horses = 17,000 lbs.)
32. A precipice is a high vertical or overhanging face of rock.
33. The horses slip because of the snow.
34. In Fort Kamloops, forty Secwepemc natives are hired to carry the packs, walking behind the horses.
35. 'Bateaux' are large boats.
36. 'Awash with people' means that it was overcrowded with people.
37. Jimmy was re-named Quick on his Feet. This name was chosen for him because of his incident with the bear along the journey.
38. Their journey took about 2 months. It began in April and ended in June.

Condensed list of questions:

1. When does this story take place?

2. What languages do Jimmy and his family speak?

3. What do the Aboriginal peoples bring to trade?

4. Name three things that were given in exchange for the furs.

5. Of all the types of furs, which one does the Hudson's Bay Company want the most and why?

6. How do the furs get to London?

7. Why are mixed marriages between the Aboriginal peoples and the white people considered to be good?

8. Describe Kuzi's family pit house.

9. Who will Jimmy's family be staying with in Fort Langley?

10. Which modes of transportation did the brigade use to get from Fort St. James to Fort Langley?

11. Name three ways that life for Jimmy was different from your own.

12. Name two ways in which Aboriginal peoples and fur traders worked together to make life easier for each other.

Answer key for the condensed questions:

1. This story takes place between April and June, 1851.
2. They speak English with their father, *Halq'emeylem* with Mother, some French, and Chinook, a mix of native and European languages everybody uses West of the Rockies.
3. The Aboriginal peoples bring furs to trade.
4. In exchange for the furs, they receive goods from the store – blankets, cloth, tools, tobacco, rope, guns and other items.
5. The Hudson's Bay Company wants beaver fur more than the other furs – to sell to hat makers.
6. The furs get to London by brigade (boats, horseback) to the coast for shipping to London.
7. Mixed marriages are good for trade and provide the Hudson's Bay Company with a stable work force. It also helps maintain peaceful relations.
8. A pit house is made in a circle and built into the ground. You must climb down a ladder to get in.
9. In Fort Langley, they will stay in the longhouse with Layhulette's family.
10. They begin with birch bark canoes and boats from Fort St. James. At Fort Alexandria, they switched to horses, and traveled to Fort Kamloops. From Kamloops, the original party continued on horses (but the Secwepemc people traveled on foot) to Hope, where they switched back to boats (called bateaux) the rest of the way to Fort Langley.
11. Answers will vary. Students may mention diet, clothing, transportation, housing, etc.
12. Answers will vary. Aboriginal people provided furs for the HBC, which are used to make clothing. The HBC imported trade goods like textiles, tools, etc. Aboriginal people also provided spouses for employees, food (salmon and other foods), knowledge of the country, etc.

Mapping Activity:

- After having read Jimmy Goes Home, have the students make a list of the place names listed in the story (rivers and forts). Students can then locate the places on the attached map. Have the students mark the route taken by the brigade, beginning in Fort St. James and ending in Fort Langley, on the map. They can choose different colours to represent different modes of travel (boat and horse). These should be explained in a legend. Note that the map scale doesn't allow space to show all the details of the section between Fort Kamloops and Fort Hope (Sowaqua Creek, Peers Creek and the Coquihalla River).
Duration of the lesson: 30 minutes. The map can be photocopied for each student.

Additional activities:

- Have the students label some of the features that are not labeled on the map; Vancouver Island, Queen Charlotte Islands, the Rocky Mountains, the Oregon Territory (the American territory south of the border), Russian America (Alaska). Note that, though they are shown on the map for orientation purposes, the boundaries of British Columbia were not established until 1858 (for the southern two-thirds of the colony / province). Have the students colour the map (light colours, so they can still read the names), give it a title (perhaps Jimmy's Brigade Route, 1851), and add a compass rose.
- Point out the changes the fur trade brought about in British Columbia. Look at a modern map of BC and see how many of the posts became towns or cities. Have students use their maps to identify reasons why these trading posts were established. Usually proximity to a river (for transport by boats) was a main factor. Some of the fur trade routes have now become provincial highways. Also critical for post locations, but not shown on the map, is proximity to major aboriginal populations. This work can be done as part of a group discussion.

Assessment methods:

Try creating a list of criteria for the activity with the students. Put the list on chart paper where students can refer to it while they are working on their maps. For example:

Mapping Activity Criteria	
Is the map neat and easy to read?	/3
Does the map have a title?	/1
Were different colours used to show different modes of travel?	/1
Was a legend included?	/1
Was a compass included?	/1
Was the map coloured?	/2
Did you include your name?	/1
Total mark	/10



Hudson's Bay Company posts on the West coast, mid 1800s

Historical fiction journal:

- For this activity, students have the opportunity to write personal accounts in the first person perspective of Jimmy. Discuss with the class the meaning of “historical fiction”. The actual specific events and some of the names may be fictitious, but the story is set in the past and the events of the story could have taken place in that time period.
- Ask students to write three journal entries that demonstrate an understanding of events that take place in the story. The length of the entries may vary according to their abilities. Students should include information relevant to the fur trade; to the interactions between Aboriginal people and fur traders; to the difficulties of the journey; as well as to how Jimmy may have felt or reacted in certain situations. Students should understand that this is historical fiction and they need to respect the historical realities of the time period, e.g.; they can’t write about Jimmy hopping on a jet ski to beat the brigade to Fort Langley!
- Have the students illustrate a scene from each journal entry.
- **Duration of the lesson:** 60 minutes. Students will need a copy of the story in order to gather the factual information necessary to write the journal entries.

An outline is appended that will help the students gather and organize ideas needed to include historical facts.

Suggested Approaches:

Have the students complete the outlines prior to beginning their journal entries. This will help them organize the facts and their ideas. This can be done in point form or in full sentences. Students can then use the outline to help write their journal entry on a separate page or in a journal booklet. Have them leave space for an illustration, or attach the illustration on a separate page. Students can share their journal entries with other students if the time allows.

Assessment method:

This can be done in a checklist format. The following is an example of what items might be included.

- _____ 1. Is the student able to organize his/her ideas?
- _____ 2. Did the student make use of the outline when writing the journal entries?
- _____ 3. Did the student include historical facts from within the story in his/her writing?
- _____ 4. Did the student use complete sentences?
- _____ 5. Were the journal entries imaginative, interesting?
- _____ 6. Did the student illustrate his/her work?

Outline for Journal entries

Date: _____

Location: _____

How many days have you been traveling? _____

Events that have taken place since the brigade began:

Describe some interactions between Aboriginal people and fur traders.

Describe some of the difficulties of your journey.

Describe how you are feeling or how you have reacted to an event in this part of the journey.

What are you looking forward to?

What are the weather and surroundings like?

Two Aboriginal Houses:

- Using the story and the illustrations provided, describe the pit house and the longhouse. These are two different traditional aboriginal styles of housing. In what climate conditions would each work best? Have the students compare and contrast each type of housing.
- Have the students choose one type of house and prepare either an illustrated poster or a model of their chosen house. Ask them to look closely at the illustrations and observe how the artist has created the illusion of depth, through perspective, shading, etc. If they are drawing a house, ask them to try using these tools to create the same illusion.
- **Duration of the lesson:** 45 - 60 minutes for the poster version, extra time for models. Students will need the illustrations of the two houses and a copy of the story.

Suggested Approaches:

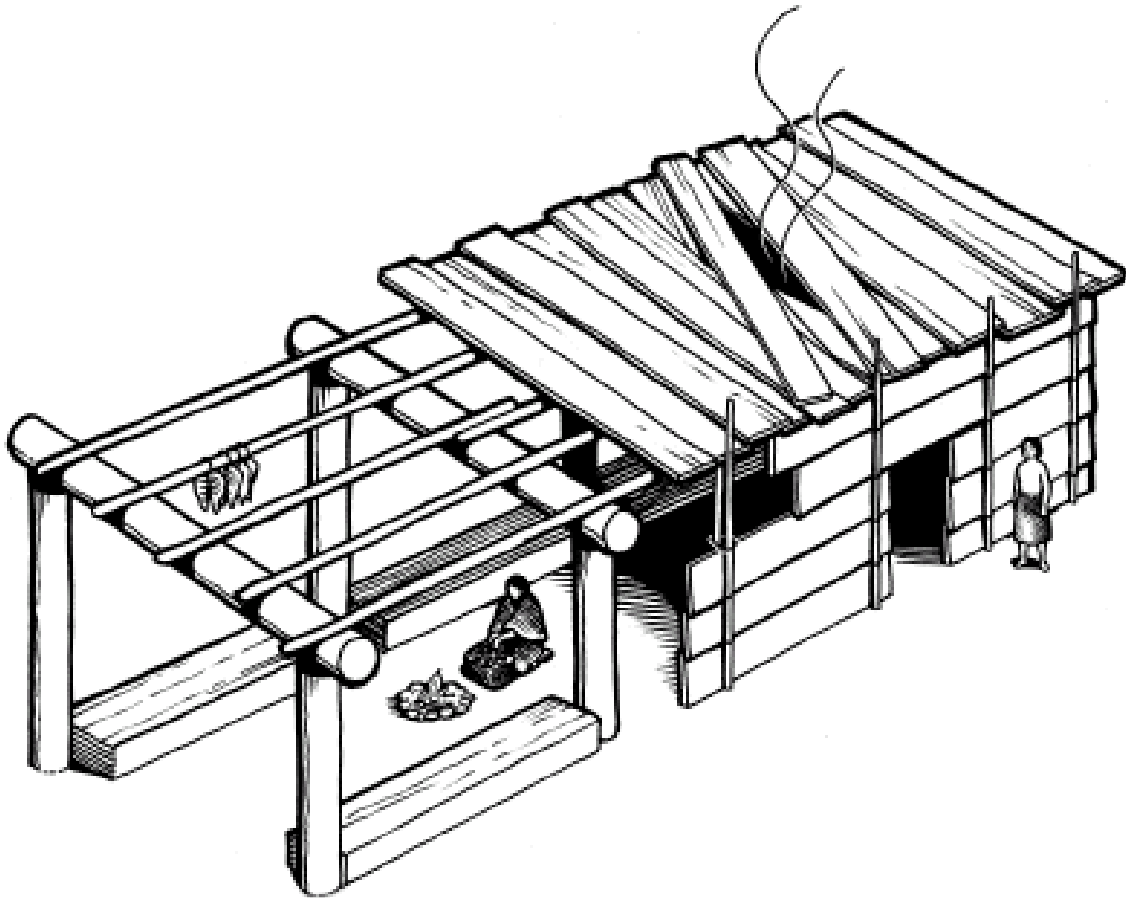
Have the students re-read the description of both a pit house and a longhouse from the story. Explain that aboriginal peoples use these two different types of housing for different purposes (The pit house was used in the interior and on the coast, especially during the winter months for protection from the elements. The longhouse was used on the coast, in the summer, or sometimes year-round in milder climates). Explain that in both types of housing, Aboriginal people would build a fire in the center for heat and that many family members would live together in the same home.

Assessment method:

- Prior to assigning this activity, outline your expectations as to how many descriptions for each type of housing should be used and what elements of the picture or model you will be looking for. A checklist similar to the journal activity could be used to assess student learning based upon their written work and their drawing or modeling.
- Another approach would be an informal assessment where the students verbally explain the differences between the two types of housing.



Pit House Artist: Nola Johnston, 2005



Longhouse Artist: Nola Johnston, 2005

Classroom Trade Post:

- Set up a trading post in the classroom and role-play the trading process. Students will be expected to show their understanding of items traded by the Aboriginal peoples and what items they bartered for. Information can be found in the story and below. Students can then compare bartering to a monetary system of exchange.
- **Duration of the lesson:** 60 minutes

Suggested Approaches:

Have students write the name of 1 lunch item on a piece of paper. Ask them to walk around the class and look for an item they think would be a fair trade for their item. Allow about 10 minutes, then discuss some of the trades (fair or not fair and reasons).

Then divide the class into 2 groups;

Half the class will play the role of Aboriginal traders. Have them draw pictures of various furs; beaver, lynx, raccoon, otter, etc. You may need to find a library book with pictures of various fur-bearing animals. The other half of the class will play the role of fur traders. Have them draw pictures of blankets, axes, knives, coils of rope, etc. If you like, they can all cut out the pictures.

Set up a trading post (a desk will do for this purpose), where the fur traders display their goods. Students can take turns being the clerk, who usually handled the trades for the (Hudson's Bay Company). You could also appoint a trading post captain, from either the traders or the Aboriginals, whose job it is to ensure fair trades.

The Aboriginal students take turns bringing their furs to trade at the trading post. They and the traders refer to the posted "Value of Furs" and "Value of Trade Goods" chart below.

One of the merchants can keep a record of the items traded and the names of the traders.

Assessment method:

As this activity is based upon performance tasks, a numerical rating scale may be used to assess student learning. For each behaviour, circle 4 if the student always performs the behaviour, 3 if the student usually performs the behaviour, 2 if the student seldom performs the behaviour, and 1 if the student never performs the behaviour. Tell students what behaviours are being assessed.

Is the student on task?	1	2	3	4
Is the student courteous to others?	1	2	3	4
Is the student following instructions?	1	2	3	4
Is the student able to make trades for items of similar values?	1	2	3	4
Do the student's actions show an understanding of the activity?	1	2	3	4

Value of Furs

1 Beaver = 2 Lynx = 2 Land Otters = 3 Raccoons = 4 Coyote

Value of Trade Goods

1 Blanket = 3 Beaver	12 fish hooks = 1/2 Beaver
1 file = 1/4 Beaver	100 m. rope = 1/4 Beaver
1 mirror = 1/4 Beaver	1 knife = 1/4 Beaver
1 tin pot = 1 Beaver	12 needles = 1/4 Beaver
1 kg. beads = 1 Beaver	1 axe = 1 Beaver

Extra Activities:

Helping relationships:

- Ask students to describe ways in which Aboriginal peoples and fur traders helped each other. Students can list the problems fur trader newcomers had to face in Canada. For example; finding plants and animals for food, hunting and cooking methods, clothing, shelter, transportation, and winter survival.
- **Duration of the lesson:** 60 minutes.
Independent students might benefit from further research on this subject using the library or Internet.

Suggested Approaches:

Have students brainstorm the many ways people helped each other during this time period. For example, the trading of furs as well as exploration expeditions would have been impossible without the assistance provided by Aboriginal men and women. In what kinds of ways did the Aboriginal peoples help the fur traders and explorers, and conversely, how did the fur traders and explorers enrich the lives of Aboriginal peoples?

- Extension activity: Have students do reflective writing about how they have helped and received help from others.

Compare and Contrast:

- For this activity, students will be asked to compare Jimmy's life to their own. The students should include aspects of clothing, housing, food, play activities, etc.
Duration of the lesson – 45 minutes. Students will need a copy of the story for this activity.

Suggested Approaches:

Have the students make a list of what Jimmy wore, where he lived (The story doesn't describe Jimmy's family apartment at Fort St. James; it would be a one room apartment, with an outhouse nearby.), what he ate, what he played with and what he did to help out his family and community. Have the students make another list describing the clothes that they wear, what their home is like, what they eat, what they do in their spare time as well as how they help out in their family and community. This could be put in a table format, like this:

	Jimmy	Me
Clothing		
House		
Food		
Play activities		