LIFE AT A FRENCH FUR TRADING POST

By Isobel Arvin

GRADE LEVEL: Elementary

	Prepared in partial fulfillment of requirements for
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8600 University Boulevard
Evansville, Indiana 47712
(812) 465-7014

LESSON PLANS

LIFE AT A FRENCH FUR TRADING POST

Isobel S. Arvin

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	INTRODUCTION
	The study of history can be an abstract and "boring"
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	the basis of the curriculum. The typical textbook designed
	to teach Indiana history, for example, is so condensed and
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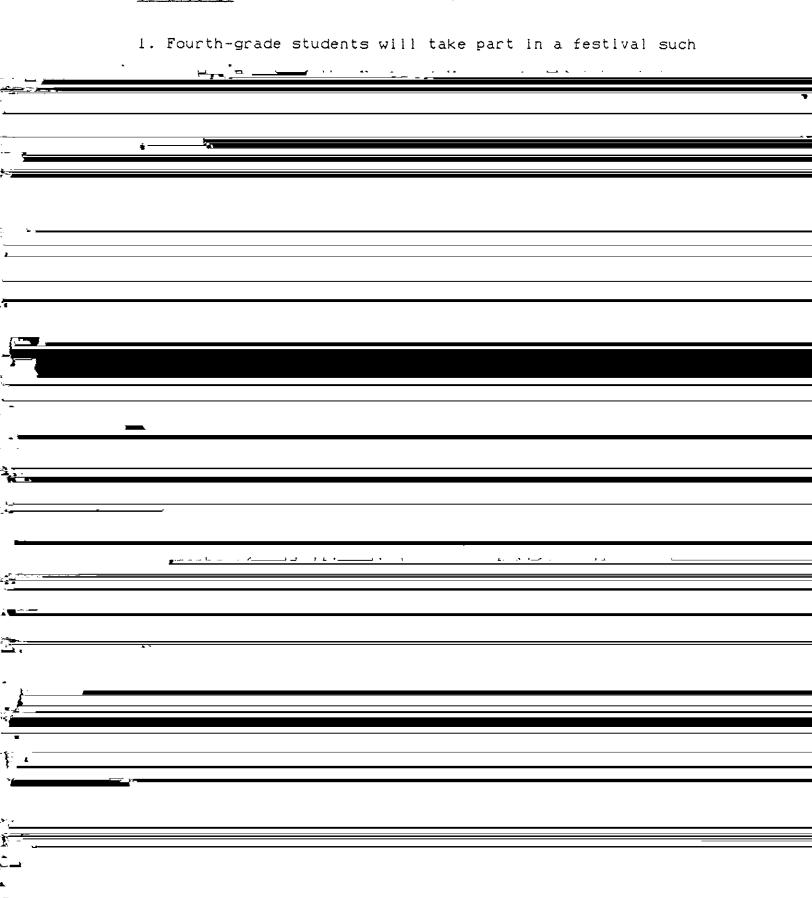
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small French trading and trapping settlement with a large Indian community nearby. A British agent occupied the post briefly in 1778, but abandonded the fort to George Rogers Clark's men. Governor Henry Hamilton stopped at the fort in

after the Revolutionary War, the fort remained a settlement for a small number of French. Indians met at Ouiatenon and actually used the fort as a staging ground for raids on Kentucky settlers. Inhabitants of the fort evacuated the post in 1786 for fear of their lives. Finally President

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<u>OBJECTIVES</u>



3. Students will listen actively as the teacher reads

A Totem for Ti-Jacques, a historical fiction

Wabash River to join his father at Fort Oulatenon.

4. Students will attend the Feast of the Hunters' Moon to experience life as it was in the 1700's.

Due to the size of the crowds at the Feast, students will go to the Feast with their parents. They will go either Saturday or Sunday, depending on their family's schedule. Arrangements will be made for any child who needs transportation.

5. Students and/or parents will photograph various aspects

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7. Students will write essays describing their experiences at the Feast.

STRATEGIES FOR TEACHING THE ESSAY WRITING

1. PRE-WRITING ACTIVITIES

After the follow-un discussion of the trin

students will brainstorm categories of words which will be listed on the chalk-board by the teacher. The list will include words about foods, crafts, demonstrations, and ceremonies. Two other lists will be generated—one list will include phrases describing the Festival in general, the other list will include phrases about the history of the fort.

These lists will recorded on the word processor. Students will be given copies of the lists to use for rough-draft writing.

2. ROUGH-DRAFT WRITING

Students will be instructed to write five paragraphs, each paragraph will contain a minimum of three sentences. The essay will consist of:

fort.

Paragraphs 3 and 4--Choose two categories,
such as food and crafts,
and write a threesentence paragraph about
each.

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Students will write paragraphs 1 and 2 the first day. Paragraphs 3 and 4 will be written the second day. The concluding paragraph will be written the third day.

3. WRITING CONFERENCE/REVISION

Small groups of students will meet with the teacher. Each student will read his/her

Students will arrange photo essays and written essays

on a bulletin board display and will take part in class discussions on various aspects of life at Fort Ouiatenon.

EVALUATION

- 1. The photo essays depicting life around a 1700 French fur trading post will be evaluated by the students and teacher together using criteria set up by the students and teacher.
- 2. The written essays will be evaluated for accurary of information and correct format by the teacher using professional judgment.
- 3. The bulletin board display will be evaluated by

Clifford, Eth. Kirk, Richard. Rogers. James. Living Indiana

Indianapolis, IN: David-Steward Publishing Co., 1973.

A textbook for teaching Indiana history. More detail is included in this text than found in most Indiana

history textbooks. No longer in print.

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