



# 1800-1849

## Fur Traders and Missionaries

Activities and lesson plan created by Michael Young, former History Department Chair, Omaha Burke High School. Edited by Lonnie Moore & Karen Graff.

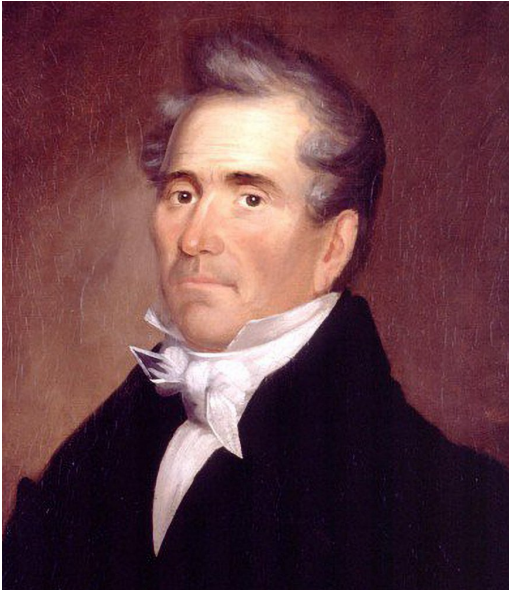
### activities

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## 1 Traders

Activity Grade Level

8



### ■ activity

## Discussion

Have students read the following sections in the 1800-1849 timeline of Nebraska Studies.

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-fur-traders/>

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/joshua-pilcher/>

Then have students answer the following questions:

1. Which of the four traders was the "best friend" of the Native Americans? What is your evidence?
2. What was the major motivation of someone to get into the fur trading business?
3. What are some positive outcomes for the Native Americans in making the trades?
4. What are some negative outcomes for the Native Americans in dealing with the fur traders?
5. What are some ways a trader could get the local Native Americans to see him as worthy of friendship and trustworthy?
6. What were some of the greatest problems facing fur traders?

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.2.5](#); [SS 8.4.1](#); [SS 8.4.4](#); [SS 8.4.5](#)

Language Arts: [LA 8.1.6 Comprehension](#); [LA 8.4.1 Information Fluency](#)

## 2 | Trading Post Artifacts

Activity Grade Level

8



### ■ activity

## Artifact Analysis

Have students read the following page on the 1800-1849 timeline of Nebraska Studies.

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/joshua-pilcher/>

Then, have students click on the photograph of typical trade goods of the period to enlarge it. Next, either hold a discussion using the questions below as a starting point or have students complete the Artifact Analysis Worksheet (adapted from the National Archives Artifact Analysis Worksheet) found in the Resources section.

1. What is an artifact?
2. What are each of the items in the photo starting at the left and moving to the right?
3. If you were a fur trader, which four of the items pictured do you think would be the best for trading purposes? Explain your answer.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.2.5](#); [SS 8.4.1](#); [SS 8.4.4](#); [SS 8.4.5](#)

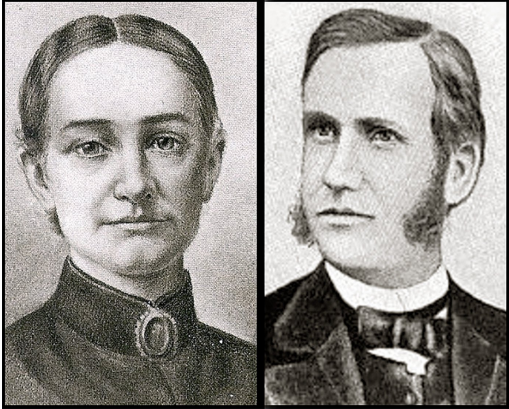
Language Arts: [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#)

Science: [SC 8.1.1](#); [SC 8.3.1](#); [SC 8.3.3](#)

### 3 Missionaries

Activity Grade Level

8



#### ■ activity

### Discussion

Have students read the Missionaries pages in the Fur Traders and Missionaries section on the 1800-1849 timeline of Nebraska Studies.

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-missionary-spirit/>

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/dunbar-allis/>

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-conversion-struggle/>

Then, lead a discussion that analyzes the purpose and effectiveness of missionary societies, including the following topics:

- Moses and Eliza Merrill
- John Dunbar and Samuel Allis
- Big Ax and Shah-re-tah-riche
- The disagreement in how to approach the work of the mission between Dunbar/Allis and their mission board
- The link between conversion to Christianity and being made "civilized"
- Native American reaction to the Christian religion

#### ■ Nebraska Department of Education Content Area Standards

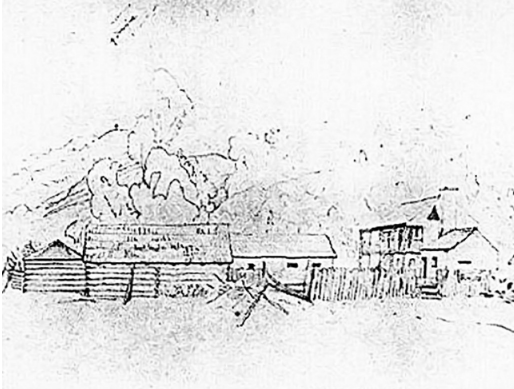
**Social Studies:** SS 8.2.5; SS 8.4.1; SS 8.4.4; SS 8.4.5

**Language Arts:** LA 8.1.6 Comprehension; LA 8.4.1 Information Fluency; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes

## 4 | The Fur Trade

Activity Grade Level

HS



### ■ activity

## Discussion

Have students read the following pages in the Fur Traders and Missionaries section in the 1800-1849 timeline of Nebraska Studies.

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-fur-traders/>

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/joshua-pilcher/>

1. Have students analyze the economic implications of the fur trade business from the perspective of the fur traders.
2. Have students analyze the implications of the fur trade business from the perspective of the fur buying consumer in Europe.
3. Have students evaluate how economic and geographic issues are interrelated.
4. Have students evaluate the fur trade from the perspective of Native Americans.
5. Have students consider the environmental impact of the fur trade.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.2.1; SS HS.2.10; SS HS.3.5; SS HS.4.1; SS HS.4.3; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

**Science:** SC 12.1.1; SC 12.3.3; SC 12.4.2

## 5 | Bodmer Painting

Activity Grade Level

HS



### ■ activity

## Photograph Analysis

Have students go to the following page within the Fur Traders and Missionaries section of the 1800-1849 timeline within Nebraska Studies:

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-missionary-spirit/>

Then have students use the Portrait Analysis Worksheet (adapted from the National Archives) below to analyze the Karl Bodmer painting of Ojibwa and Missouri Native Americans.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.2.1; SS HS.2.10; SS HS.3.5; SS HS.4.1; SS HS.4.3; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

**Science:** SC 12.1.1; SC 12.3.3; SC 12.4.2

## 6 | Platt Trading Post

Activity Grade Level

HS



### ■ activity

## Photograph Analysis

Have students read the following page within the Fur Traders and Missionaries section of the 1800-1849 timeline of Nebraska Studies:

<http://www.nebraskastudies.org/1800-1849/fur-traders-missionaries/the-conversion-struggle/>

Then, have students use the Photograph Analysis Worksheet found in the Resource section of this lesson plan to analyze the photograph of the trading post operated by Platts near the Pawnee Reservation.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.2.1; SS HS.2.10; SS HS.3.5; SS HS.4.1; SS HS.4.3; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

**Science:** SC 12.1.1; SC 12.3.3; SC 12.4.2



# 1800-1849

## Fur Traders and Missionaries

### resources

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Graphic Organizer for the Fur Traders	9
National Archives: Artifact Analysis Worksheet	10
Portrait Analysis Worksheet: Otoe and Missouri Native Americans	11
National Archives: Photograph Analysis Worksheet	12

Nebraska Department of Education Academic Standards  
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards  
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans <http://www.loc.gov/teachers/index.html>



Graphic Organizer for the Fur Traders

Name	Strengths	Weaknesses	Accomplishments
Lisa			
Pilcher			
Fontenelle			
Sarpy			

# Analyze an Artifact

## Meet the artifact.

Material (check all that apply):

- |                                  |                                  |                                |                                    |                                 |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone    | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood      | <input type="checkbox"/> Stone  |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass   | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other   |                                |                                    |                                 |

## Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

*Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.*

## Try to make sense of it.

*Answer as best you can.*

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

## Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



# Portrait Analysis Worksheet: Otoe and Missouri Native Americans

## Portrait Analysis Worksheet

### Step 1. Observation

Study the portrait for 1 minute. What is your initial impression of the portrait?

Next, study each individual separately to see what new details become visible.

Use the chart below to describe face, facial expression, hair and articles being worn, and physique.

MISSOURI

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OTOE

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CHIEF

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Which items being worn are the result of trade with someone like Fonenelle or Sarpy?

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this artwork.

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### Step 3. Questions

What questions does this artwork raise in your mind?

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Where could you find answers to them?

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# Analyze a Photograph

## Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait       Landscape       Aerial/Satellite       Action       Architectural  
 Event       Family       Panoramic       Posed       Candid  
 Documentary       Selfie       Other

Is there a caption?  yes  no

## Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

## Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

## Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



## Nebraska Department of Education Content Area Standards

### ■ Social Studies Standards

8

**SS 8.2.5** Illustrate how international trade impacts individuals, organizations, and nations

**SS 8.4.1** Analyze patterns of continuity and change over time in the United States history.

**SS 8.4.4** Evaluate and interpret sources for perspective and historical context.

**SS 8.4.5** Apply the inquiry process to construct and answer historical questions.

HS

**SS HS.2.1** Apply economic concepts that support rational decision making.

**SS HS.2.10** Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

**SS HS.3.5** Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

**SS HS.4.1** Analyze and evaluate patterns of continuity and change over time in history.

**SS HS.4.3** Examine historical events from the perspectives of marginalized and underrepresented groups.

**SS HS.4.5** Apply the inquiry process to construct and answer historical questions.

## Nebraska Department of Education Content Area Standards

### ■ Language Arts Standards

8

**LA 8.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 8.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 8.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 8.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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**LA 12.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 12.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 12.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

## Nebraska Department of Education Content Area Standards

### ■ Science Standards

8

**8.1.1** Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

**8.3.1** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. (Assessment does not include specific biochemical steps.)

**8.3.3** Students will describe populations and ecosystems.

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**12.1.1** Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

**12.3.3** Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

**12.4.2** Students will investigate the relationships among Earth's structure, systems, and processes.