



Saskatchewan
Archaeological
Society

Trappers and Traders
Teacher's Guide

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ISBN 978-1-9995308-0-8



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Revised March 6, 2019

Introduction

Thank you for taking the time to incorporate the Trappers and Traders Fur Trade Game into your classroom. The purpose of the game is to demonstrate elements of the fur trade era and the people involved in the fur trade in a fun and easy to learn way. The game showcases the material culture of the different key groups (First Nations, Métis and Euro-Canadian trading companies) involved in the fur trade. It is a collaborative, strategy-based game that requires the players to communicate their intentions as they interact both verbally and physically with the other groups. Members of each group have a shared sense of mission as they work together to plan tactics and assess outcomes. (*NOTE: First Nations refers to Indigenous groups in Canada who are not Métis or Inuit. To be inclusive of the many Indigenous groups across North America who participated in the fur trade, the Saskatchewan Archaeological Society preferred this name to describe one of the Indigenous trading parties.*)

One of the most important aspects of the Trappers and Traders Fur Trade Game is that it more accurately illustrates the active and important roles of First Nations and Métis people during the fur trade era. It shows how First Nation and Métis goods were a necessity for Euro-Canadian trading companies. The game can also be a catalyst for older students to discuss other aspects of the fur trade that were not equally beneficial to all groups. The game provides historical context to understand the relationships between First Nations, Métis and Euro-Canadian traders.

The following document outlines where the game can be linked to the Saskatchewan Curriculum for Grades Three through Nine. The history and background of South Branch House is provided to provide context for the SAS research and excavations at the site. Also included is a detailed description of each trade item. The appendices provide weblinks for further information on the trade items and the trading parties as well as the Standard of Trade. If you have any questions, comments or would like to provide us with feedback, please do so!

The Saskatchewan Archaeological Society also offers these resources:

- **Archaeokits** – these portable cases contain real and replica artifacts that students can handle, such as stone and bone tools, pottery, metal, wood and glass items, and a teaching manual; the kits are loaned free of charge to members (shipping costs may apply).
- **Educational Guides** – A Guide to Saskatchewan Archaeology – available for free download on our website.
- **Presentations** – we can speak to classrooms or other groups on a variety of topics (a mileage charge may apply).
- **ArchaeoCaravan Activities** – we can bring hands-on activities to the classroom; some activities include bison hunting, pottery making, ceramic re-construction, rock art, and flintknapping (a mileage charge may apply).
- **Field Schools** – there may be opportunities for teachers to bring their class to an active field school in the province, to learn why and how archaeologists excavate, and to experience the process of scientific discovery and recording.

Annual memberships run on the calendar year. Membership includes free use of our resources (shipping costs may apply), discounted event registrations, access to our library, four issues of Saskatchewan Archaeology Quarterly, and an opportunity to vote at our Annual General Meeting.

Part I – Trappers and Traders Linkages to Saskatchewan Curriculum

Area	Subject	Outcome	Indicators	
Grade Three				
Arts	Cultural/Historical	CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural)	a	Investigate many different kinds of arts expressions.
			d	Describe how an arts expression tells something about the community and culture in which it was created
English Language	Comprehend and Respond	CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written and multimedia that address: identity, community, social responsibly and make comparison with personal experiences.	b	Describe similarities between experiences and traditions encountered in daily life and those portrayed in various text including First Nations and Metis texts.
Math	Patterns and Relations	P3.2 Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity	a	Share, compare, and distinguish between understandings and the use of the word equal, including those represented in First Nations and Metis worldviews.
	Statistics and Probability	SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs and line plots (abstract pictographs) through: collecting, organizing and representing; solving situational questions	a	Observe and describe situations relevant to self, family, or community in which a particular type of data recording or organizing strategy might be used, including tally marks, charts, lists, and knots on a sash.
			i	Examine how various cultures past and present, including First Nations and Metis, collect, represent and use first hand data.
Science	Life Science: Plant Growth and Changes	PL3.2 Analyze the interdependence among plants, individuals, society and the environment.	b	Research traditional and contemporary uses of plants or parts of plants, such as food, beverages, medicine arts, seed banks, shade, wind breaks, erosion protection, cultural celebrations, and products like dyes, shelter and clothing.

Area	Subject	Outcome		Indicators	
Grade Three continued					
Social Studies	Interactions and Interdependence	IN3.1	Analyze daily life in a diversity of communities.	a	Describe characteristics of daily life in communities studied, and compare the ways in which needs are met by individuals in diverse communities.
				b	Give examples of how culture is reflected in daily life of various communities, and examine why these cultural elements are important (e.g. Language, stories, cultural traditions, religious traditions etc.)
		IN3.2	Analyze the cultures and traditions in the communities studied.	b	Give examples of traditions and practices that have endured over time in communities studied, and discuss why these are important.
		DR3.2	Access the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.	a	Identify the influences that geography has on societies (e.g., location of settlements, transportation of goods and peoples, types of industry etc.)
	Power and Authority	PA3.1	Compare how decisions are made in the local community and communities studied	a	Identify formal and informal types of leadership.
				d	Investigate decision-making processes in communities studied.
	Resources and Wealth	RW3.1	Appraise the ways communities meet their members' needs and wants.	b	Identify how individuals and communities meet needs and wants.
				d	Describe how and why communities exchange goods with other communities.
		RW3.2	Analyze the creation and distribution of wealth in communities studied.	a	Assess the role of work in communities, including the value of paid and unpaid work.
				b	Determine the term for natural resources, and differentiate between renewable and non-renewable resources
				d	Identify how wealth is divided and acquired in communities studied.
		RW3.3	Evaluate the ways in which technology have impacted daily life.	a	Recognize that technology includes more than electronics
	b			Give examples of technology in communities studied and categorize the influences of the application of the technology as positive or negative.	

Area	Subject	Outcome	Indicators	
Grade Four				
Arts	Creative/Productive	CP4.4	Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.	
English Language	Comprehend and Respond	CR4.1	a	Generate ideas for potential topics and dramatic contexts related to Saskatchewan sources such as local stories, personal experience, land and geography, observations and current or historical events.
			d	View, listen to, read and respond to a variety of texts that reflect diverse personal identities, worldviews and background including First Nations and Metis texts.
Health Education	Understanding, Skills and Confidences	USC4.3	Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.	
Physical Education		PE4.10	a	Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations.
			b	Solve problems cooperatively and respectfully with group members while participating in a variety of indoor and outdoor movement activities.
			c	Work productively and respectfully with others in achieving a common group goal while participating in movement activities.
			d	Work towards positive solutions in resolving disagreements that occur while participating in operative and competitive games.
			e	Demonstrate correct and respectful application of rules and procedures when participating in a variety of games and alternative environment activities.
			e	Express insights into why games have boundaries, time rules, and other restrictions, and how a game might change by varying one or more of these restrictions.

Area	Subject	Outcome		Indicators
Grade Four continued				
Physical Education		PE4.10	continued from previous page	j Express insights in response to questions such as "Should everyone have an opportunity to lead and/or make excisions that will affect other?" and "Who should make sure that we are safe from risks?".
Science	Life Science: Habitats and Communities	HC4.1	Investigate the interdependence of plants and animals, including humans, within habitats and communities.	a Identify the plants and animals which can be found in the communities in which students live
				j Conduct a simulation or role play to demonstrate the interdependence of plants and animals in a habitat or community.
Social Studies	Interactions and Interdependence	IN4.2	Describe the origins of the cultural diversity of Saskatchewan communities.	b Detail the ways in which First Nations people supported the survival of early European newcomers to Saskatchewan.
				c Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (. . . Fur traders . . .) and religious reasons.
				h Identify the significance of historic buildings and places associated with cultural diversity in the community and province.
				l Investigate the role of archaeology in understanding the origins of Saskatchewan communities.
	Dynamic Relationships	DR4.1	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	c Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps.
				e Identify the impact of geography on the architecture of Saskatchewan, including how styles, materials and cultural traditions have been affected by interaction with the land and other people in the province.
g Conduct an inquiry investigation how residents of Saskatchewan came to occupy the eland that is now our province.				
DR4.2	DR4.2	Explain the relationship of First Nations and Metis peoples with the land.	b Research traditional lifestyles of First Nation communities and peoples prior to European contact.	

Area	Subject		Outcome		Indicators
Grade 5					
English Language	Comprehend and Respond	CR5.1	Analyze and respond to a variety of grade-level texts that address; identity, community and social responsibility.	d	Compare the challenges and situations encountered in daily life with those experienced by people in other times, places and cultures as portrayed in a variety of texts including First Nations and Metis texts.
	Assess and Reflect on Language Abilities	AR5.1	Identify strengths in viewing, listening, reading, speaking, writing and other forms of representing.	a b	Consider the types of strategies to utilize and whether or not they will or do work for the task at hand. Determine what strategies are best for the task and what strategies will work best for self.
Science	Physical Science: Properties and Changes of Materials	MC5.3	Assess how the production, use and disposal of raw materials and manufactured products affects self, society and the environment	a	Differentiate between raw materials and manufactured goods.
	Physical Science: Forces and Simple Machines	FM5.3	Assess how natural and man-made forces and simple machines affect individuals, society and the environment.	g	Assess the impacts of machines, such as carts, boats, airplanes, logging equipment, and tractors on traditional lifestyles.
Social Studies	Interactions and Interdependence	IN5.1	Demonstrate an understanding of the Aboriginal heritage of Canada	d	Assess the coming together of First Nations peoples and the French and British explorers and settlers, including the effect of the fur trade on the First Nations and Metis in early Canada.
	Dynamic Relationships	DR5.3	Identify the European Influence on pre-confederation Canadian Society	e	show how trade influenced the establishment of the first communities in Canada
				f	Explore the relationship between the British, First Nations, and French in what is now Canada between 1760 and 1867, including the influence of culture, governance and the imperial relationship with Britain.
				g	Determine how the British Empire affected the lives of British settlers, French-Canadians, First Nations, Inuit and Metis in pre-Confederation Canadian Society
Resources and Wealth	RW5.1	Explain the importance of sustainable management of the environment to Canada's future.	a	Differentiate between renewable resources and non-renewable resources.	

Area	Subject	Outcome		Indicators
Grade 6				
Social Studies	Interactions and Interdependence	IN6.1	Evaluate and represent personal beliefs and values by determining how culture and place influence them.	d Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.
		IN6.2	Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.	b Research ways in which cultural traditions, celebrations, art, music, literature, drama and sport have influenced intercultural understanding.
				d Research and represent the historical and contemporary contributions to local communities by a variety of cultural groupings representative of Saskatchewan.
		IN6.4	Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth and how youth respond to cultural change.	a Delineate ways in which cultures might change over time.
	b Propose reasons for changes in cultures over time by referring to First Nations and Metis peoples and other peoples in Canada and a selection of countries bordering the Atlantic Ocean.			
	Dynamic Relationships	DR6.2	Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.	b Propose explanations for population distributions, densities, and growth rates in a selection of countries bordering the Atlantic Ocean, and compare this to population distributions, densities, and growth rates in Canada.
				c Identify the historical and contemporary factors that influence the migration of people (e.g., environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean.
		DR6.3	Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	e Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.

Area	Subject	Outcome		Indicators	
Grade 6 continued					
Social Studies	Dynamic Relationships	DR6.4	Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.	b	Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).
	Power and Authority	PA6.1	Examine the relationship between an individual's power and authority and the power and authority of others.	b	Give examples of the forms of power in the local community.
				c	Determine traits common to individuals who are perceived as effective leaders in a variety of context in the local, provincial, territorial, national or international arena.
	Resources and Wealth	RW6.1	Examine and analyze factors that contribute to quality of life, including material and non-material factors.	a	Explain the difference between needs and wants.
				c	Recognize the variation in value placed on quality of life indicators in varying locations, cultures and time periods.
				d	Investigate the indigenous concept of abundance as it relates to the western concept of wealth.
				j	Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean

Area	Subject	Outcome		Indicators	
Grade 7					
Science	Life Sciences: Interactions within Ecosystems	EI7.1	Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	a	Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment
				b	Examine key aspects of Indigenous knowledge and First Nations and Métis people's practices that contribute to understanding of ecosystems and the interactions of their components.
Social Studies	Dynamic Relationships	DR7.2	Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	e	Explore the Treaty relationship and the values and beliefs associated with sharing the land.
		DR7.3	Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.	c	Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).
				e	Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.
	Resources and Wealth	RW7.1	Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.	a	Role play the practices of barter, trade, and sharing used to obtain goods and services.
				b	Describe examples of barter, trade, and sharing in the local community.
				d	Question whether economies based on barter, trade, and sharing are sustainable.
		RW7.2	Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.	a	Formulate a definition of a natural resource, and differentiate between renewable and non-renewable resources.

Area	Subject	Outcome		Indicators	
Grade 8					
Social Studies	Interactions and Interdependence	IN8.1	Investigate the meaning of culture and the origins of Canadian cultural diversity.	d	Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.
	Dynamic Relationships	DR8.1	Develop an understanding of the significance of land on the evolution of Canadian identity.	b	Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.
				d	Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.
				e	Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples.
		DR8.3	Assess how historical events in Canada have affected the present Canadian identity	b	Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., ...the fur trade economy...)
Resources and Wealth	RW8.1	Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.	a	Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).	

Area	Subject	Outcome		Indicators	
Grade 9					
Social Studies	Interactions and Interdependence	IN9.4	Determine the influence of worldview on the choices, decisions, and interactions in a society.	b	Analyse the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.
	Dynamic Relationships	DR9.2	Synthesize the significance of key historical events in societies studied.	a	Represent in a timeline the key historical events in the societies studied.
				b	Relate the origins and the repercussions of an event in the history of the societies studied.
				c	Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.
		DR9.3	Assess the relationship of the natural environment in the development of a society.	a	Explain the influence of the major water systems, the topography, and the climate on the ways of life and worldviews in the societies studied.
				c	Give examples of ways in which the natural environment influenced technological development in the societies studied.
				d	Give examples of ways in which the development of societies studied impacted the natural environment.
g	Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.				

Part II: The Fur Trade and South Branch House

Brief History of the Fur Trade

The Canadian fur trade as we know it began in the 16th century when Europeans first came to fish off the coast of eastern Canada. They were soon met by First Nations groups, who were already participating in an extensive trade network spanning across North America. The First Nations bartered their furs for various goods of the Europeans. By the early 1600s, the fur trade became more established as the French demand increased for beaver pelts, which were used in the construction of hats. The English, facing competition along the St. Lawrence River Valley from French traders, eventually moved their trade to the Hudson Bay region, and started the Hudson's Bay Company (HBC) in 1670.

Because of fierce competition between France and England, the French began expanding their trade inland and the HBC responded. By the mid 1700s both groups were building forts in the interior, primarily along waterways in an attempt to be the closest post to First Nations. In 1779, a group of Montreal-based traders came together to form the North West Company (NWC) to compete more effectively with the HBC.

By the 1790s, competition intensified between the two companies and this period is marked by rapid inland expansion with fort-hopping as well as tension, hostilities and outright violence between the two. This ended in 1821 when the HBC absorbed the NWC, creating a single trading entity in Canada. By the late 1800s, the fur trade dwindled as changing fashion no longer required beaver pelts and as Canada promoted settlement of the western provinces.

Establishment of the HBC's South Branch House (1786-1794)

The HBC initially insisted First Nations bring their furs to HBC posts on the Hudson Bay. As the NWC trade moved inland, this resulted in fewer First Nations travelling to the Bay with their furs. In response, the HBC established what is known as its first inland trading post at Cumberland House in northeastern Saskatchewan in 1774. What followed was a westward expansion, primarily in the Athabasca Region along Lake Athabasca, but also along the Saskatchewan River. From the late 1760s to the mid-1780s over a dozen known posts were built along the northern branch of the Saskatchewan River. During this time, the south branch of the river (i.e. the South Saskatchewan River) was ignored on the pretense that it lacked the needed resources and was out of range of the desirable fur habitat.

In 1785, William Holmes of the NWC built the first known post on the South Saskatchewan River, about 40 miles up from the forks. In the winter of that year, independent trader Peter Pangman persuaded the Gregory and McLeod Company to build their own post, right next to Holmes, and collectively these are known as the Fort des Isles posts (Morton 1939: 336-337).

HBC employee William Tomison, responsible for the Company's inland expansion policy, was aware of this advance so he set out on March 18, 1786 with several men to find a suitable location on the south branch of the river for an HBC post. He picked a spot, "on a beautiful level with a hill in the background to the south. It stood at Gardepuys Crossing near the borders of the woods and the plains, and where an Indian track crossed the river; it was devised to cut the native traders off from the posts of Pangman and Holmes" [at Fort des Isles, some 20 miles or so downstream] (Morton 1939: 338). The name of the crossing probably derives from a later farmer, but the crossing was likely used by First Nations and explorer Matthew Cocking described meeting a "considerable groups of Indians" here in 1772 (Morton 1939: 337).

Construction of the HBC South Branch House began in the fall of that year when Mitchell Oman was sent from Cumberland House with men and supplies to the spot picked out by Tomison. However, over the summer, Pangman (Gregory and McLeod Company) and Holmes (NWC) abandoned their Fort des Isles posts and built new ones on the opposite river bank about 400 yards below (downriver) where the HBC post was to be built. It is unknown if Oman built on the original spot chosen by Tomison or if the building of the competitor posts made him pick an alternative spot. What is known, is that the following year, the Gregory and McLeod Company merged with the NWC so Pangman abandoned his post, leaving only the NWC (known as the NWC South Branch House) post in direct competition with the HBC South Branch House, which seems to have been later operated by Nicholas Montour.

Information about the HBC South Branch House comes primarily from the HBC post journals. Almost all HBC establishments were required to keep a daily account of the weather, visitors, employee activities and any other noteworthy occurrences. The available South Branch House Chief Factor journals (HBC B.205/a/1-6 and B.205/a/7-8) are housed at the Hudson's Bay Company Archives (HBCA) in Winnipeg, Manitoba. The HBCA acquires, preserves and maintains archival records of the HBC and related HBC history such as post journals, correspondence books, account books, servant lists, expenditure books, etc. Accounts of some of the South Branch House activities are found in other post journals or correspondence from that time. The following is a list of the Chief Factors and their employment periods during the occupation of South Branch House.

Mitchell Oman	09/1786 - 05/1787	William Walker	09/1791 - 10/1792
William Walker	05/1787 - 05 or 09/1789	James Sanderson	10/1792 - 05 or 09/1793
Mitchell Oman	05 or 09/1789 - 06/1790	James Bird	05 or 09/1793 - 05/1794
William Walker	06/1790 - 05/1791	Magnus Annel	05/1794 - 06/1794
David Knarston	05/1791 - 09/1791		

SAS volunteers have transcribed the South Branch House journals and our hope is to publish them in the future.

Mitchell Oman became the first Chief Factor of the post, although a young David Thompson clerked for Oman and wrote the post journal that first year. Shortly after their arrival to the site, Oman received correspondence from another HBC employee, Robert Longmoor, with instructions on how to build the fort. "The house you build let it be long. The stockades close to the backside and wide in the front for taking in the Natives for I suppose that will be the Canadian Way" (HBCA B.205/a/1: October 1, 1786). The main house was completed by December of that year but there are slight dimensions and layout discrepancies. The journal describes a 36 x 24 foot building with a master's room and guard room each measuring 12 x 24 feet. David Thompson later described a building measuring 36 x 20 feet with three separate rooms: guardroom (14 x 20), Indian Hall (10 x 20), and provision room (12 x 20 feet). The only mention of the men's cabins is that there are three of them, each measuring 12 x 8 feet, at the west end of the site, although one would expect them to be in a U shape pattern based on other post layouts.

The stockades surrounding the post went through a series of building phases starting in 1787 with initial construction. The next two years it was relocated because of garden expansion. In September of 1793, the palisade was again relocated after a new house was built. William Walker was the first to allude to building a new house in February of 1791 when he described bringing home timber in anticipation of a new building. Construction began in October of 1792 but no information about size, number of rooms, location or even if the first house was still being used was recorded. Other buildings at the post

included a victual shed, and the journals record men carrying ice from the river in the spring to preserve fresh meat. Between September and October of 1788, a cook room was constructed but there was no detail about size or location given. A few other small structures were recorded in the journals, such as the construction of a cabin for James Sanderson, but descriptions were not provided.

Activities at the HBC's South Branch House (1786-1794)

Each year, about mid-September, a dozen or so men with an unknown number of women and children would arrive at South Branch House loaded with trading goods. Before winter set in, men would perform various duties such as storing the canoes, collecting snowshoe material and re-establishing the river tracks. After the river froze, they would venture across to collect wood for horse and dog sleds as well as firewood. During the winter months when not engaged in trading activity, the occupants continued to collect firewood, make and repair snowshoes, repair guns, trap and hunt as well as undertake other sundry duties.

Come spring, men would continually be collecting materials like birch bark and wood for canoes, as new ones were required each spring and would need repair after only a few trips between posts. There is no mention of where this activity took place, but a canoe could be made in less than two days and about half a dozen were produced in a relatively short time period. After being built, the canoes were loaded with 90-pound bundles of fur that had been packed on wedge presses to be exported to other posts along the HBC fur trade route.

In addition to trading furs, South Branch House also contributed pemmican provisions to other posts. Local hunters, often assisted by HBC employees, would be hired to provide meat for the post employees as well producing a surplus for trade. The most common animals hunted were bison and elk, but the journals also mention moose, beaver, duck, geese, swan and other wildlife. There is little mention of fishing although the post is adjacent to the river and the Cumberland House journals record repairing fishing nets and catching fish. Pemmican was made and packed into 90-pound bundles for trade and about a dozen bundles were shipped to Cumberland House each year.

Most of the crew left in the spring with the fur and pemmican goods but a few would remain behind and undertake routine maintenance work as well as collecting canoe wood. One important duty was planting and maintaining the garden. Vegetables specifically mentioned in the journals were potatoes, cabbage and turnips, but one could assume that carrots, beets, parsnips and onions may have been grown. The location and size of the garden is unknown but there was reference to moving the stockade wall to accommodate the garden, suggesting that it was continually expanding. At other posts, the placement of the garden was usually near the cook room.

Correspondence letters to other HBC posts such as Cumberland House and Manchester House often consisted of requests for items in short supply such as tobacco, ammunition, liquor, birch bark and metal tools. Indigenous groups usually came to the posts over the winter to trade and in the first two years, the Chief Factor started a tab or loan for some traders, knowing that they would bring furs later in the season. Usually the Indigenous traders came to the post with the furs but there is the odd account where the HBC employees were requested to come to the trader. Many of the groups were bringing in furs but the main trade was provisional products such as dried meat and pemmican. The journals specifically mention the Southern (Cree), Stone (Assinoinne), and Fall (Gros Ventre) Indians although other groups would have likely been present.

The HBC employees at the post held various titles and duties. The Chief Factor was responsible for the post and the trade. Other positions included that of clerk or someone who kept the records. As already mentioned, David Thompson clerked for Mitchell Oman the first year, and the second time Oman was Chief Factor, Peter Fidler clerked for him until he was called away to learn how to survey. Other job titles included steersman, canoe-man, laborer and trader. Magnus Twatt was identified as the main carpenter during the construction of the post, and the following two years James Sanderson was called the lead carpenter. Tailors like Peter Sibeston were kept busy and often travelled between posts throughout the year. When mentioned in the journals, women and children were usually associated as the family member of one of the men or described doing a specific duty such as making snowshoes or collecting pitch.

Attack and Abandonment of the HBC and NWC South Branch House Posts

On June 24, 1794, a group of 150 to 200 Gros Ventre, reportedly led by L'Homme de Calumet, attacked the HBC South Branch House. After a short fight, they captured the post, pillaged it, and burned it to the ground. Three HBC employees, Magnus Annel, William Fea and Hugh Brough were killed as well as at least two women and two children, taking another two or three women with them. HBC employee John Cornelius Van Driel was in the post during the attack but hid in a cellar and then the meat house until long after the Gros Ventre left, eventually escaping by canoe. Another employee, James Gaddy, was absent because he was out collecting birch bark. Leaving the HBC post, the Gros Ventre turned their attention to the nearby NWC post. Upon approach, L'Homme de Calumet and several other Gros Ventre were shot and killed, essentially ending the attack. Within days, the NWC abandoned this post but it was recorded that their Chief Factor, Louis Chastellain, visited the remains of the HBC post. Eventually Van Driel, Gaddy and Chastellain met up at Nipowewin and travelled on to Cumberland House in July.

These events, while tragic, did not occur in a vacuum and illustrate the social, political and economic situations of the time. John S. Milloy's *The Plains Cree: Trade, Diplomacy and War, 1790 to 1870* is an excellent resource to better understand the inter-tribal relations as well as the relationships with and between Europeans, Euro-Canadians and Americans. Prior to the westward expansion of the fur trade, the Cree played a pivotal role. They inhabited areas abundant with the desirable furs and were able to trade these for a large amount of quality trade goods at the forts on Hudson Bay which they would then trade with other inland groups such as the Blackfoot. With the westward expansion, there was increased warfare as other First Nations participated more directly in the trade. The Cree would often align with the Assiniboine against the Gros Ventre, who were interested in acquiring quality European goods.

In the spring of 1793, an alliance of Cree, some of whom traded at South Branch House, and Assiniboine, killed a band of Gros Ventre who were camped near Moose Woods, south of Saskatoon. In retaliation, the Gros Ventre robbed Manchester House, a HBC post on Pine Island in October of that year. The unrest in the area impacted the trading posts as some, including South Branch House, were not able to secure hunters and were running low of provisions. The NWC was also building yet another post that was cutting off the trade to the HBC South Branch House. These factors led William Tomison to direct William Bird, then Chief Factor at South Branch House, to abandon the post come summer. Bird's journal ends on May 30th, 1794 which is normal because the HBC outfit year ran from June 1 – May 31. Archival records indicate that Bird then moved onto Nipowewin where he was Clerk in Charge, and Magnus Annel took charge of South Branch House. It is assumed that Annel's journal was destroyed in the fire.

Van Driel wrote the only first person account of the attack in a correspondence letter (HBCA A:117:163-165). Chastellain described the NWC experience in a letter to his superiors that was in turn recorded by fellow NWC employee Duncan M’Gillivray in his own journal. In 1800, on his way to establishing Chesterfield House, Peter Fidler recorded passing by the old South Branch House that was burnt down and plundered by the Fall Indians in June of 1794. Markowski (2009:90) provided evidence of a Cree oral tradition of the event. In the early 1900s, Reverend Edward Ahenakew described a story of an old and deaf Cree woman who was sleeping on the banks of the river during the raid. When she woke, she saw that the HBC post had been destroyed, and fearing for her safety, she sought shelter at the NWC post.

After abandoning these posts, eventually both the HBC and the NWC re-established new posts in the same general vicinity. To complicate matters, these were also called South Branch House. In fact, the name South Branch House was used to refer to several different fur trade-era establishments that operated along the South Saskatchewan River. Historian Dale Russell listed the South Branch House posts in the Atlas of Saskatchewan.

Name	Company	Occupation	Other Name
South Branch House I	HBC	1786-1794	
South Branch House I	NWC	1786-1794	
South Branch	Other-Thornburn	1786	
South Branch House II	NWC	1805-1810	
South Branch House II	HBC	1805-1810	Fort Carlton
South Branch III	NWC	1816	
Boucher	HBC	1889	

When Daniel Harmon was wintering at the ‘new’ NWC South Branch House (about one-third of a mile above the St. Laurent Ferry) in 1805 he recorded in his journal:

“South Branch Fort, Saturday, September 21st, 1805 - This fort was put up last summer. I am informed buffaloes are in plenty within half a day’s march from this. There are four tribes of Indians who come to trade at this establishment. They are the Crees, Assiniboins, Sauteux and Muscagoes [Swampy Cree].

In coming up this river (Saskatchewan), we saw many places where forts have stood, some of which were abandoned thirty years since, and some at a later period. One which was situated about six miles below this was abandoned fifteen years since on account of an attack from the Rapid Indians.”

The merger of the NWC with the HBC in 1821, and later the transfer of western HBC lands to Canada pushed the fur trade north into the Arctic region. The Government of Canada began signing the numbered Treaties with the First Nations to secure western lands for settlement and development. At the same time, bison populations were declining and on the verge of extinction, threatening the way of life for the Métis and the First Nations. This brought an end to the historic fur trade-era. It is important to recognize that there is still a commercial fur trade in Canada.

Locating and Identifying the HBC South Branch House (1786-1794)

Interest in Saskatchewan’s historical fur trade began almost as soon as the era ended. In the late 1800s geologist Joseph Tyrrell was searching for posts and in the early 1900s Campbell Innes, a principal in

Battleford, did the same. However, it is Arthur Silver Morton who made it his life work to study and publish on Western Canadian history, including the fur trade. His interest began when he joined the University of Saskatchewan as the head of the History Department and the University Library in 1914. Between the 1920s and his passing in 1945, he searched for and located over 30 of the estimated 380 posts in the province.

When researching sites associated with the 1885 Métis uprising, Morton became interested in the South Branch Houses. After reviewing Tyrrell's work of the area, looking at Fidler's journals and speaking with local informants such as priests and farmers, he visited a location on October 11th, 1929. They started with locating Gardepu's old farm and walking south along a field fence where they found two well-defined cellars and associated chimneys. One was in the wheat field and the other was in the wood. Some of the chimney stones exhibited evidence of fire and Morton would later call this the HBC South Branch House (1786-1794). He gave this identification before accessing the Hudson's Bay Company archives, then housed in London, England. Morton was the first historian to be given full access to the archives.

In addition to identifying sites, Morton was instrumental in establishing a process for protection. After trying unsuccessfully to have the Federal Historic Sites and Monuments Board recognize and protect Saskatchewan fur trade sites, he worked on convincing provincial officials to establish a Provincial Trust. The Trust, administered by the University of Saskatchewan and tasked with acquiring and protecting historical sites, had its first advisory committee meeting at South Branch House on July 19, 1938.

In 1944, the HBC South Branch House (1786-1794) became the first provincially recognized and protected site when the landowner, Adrian Legare, donated the land. A large white cross and two plaques were erected, and a wire fence was put up around the site. Neither the Trust nor the University did much more with this, or other sites, and in 1950s responsibility for historic sites was transferred to the Department of Natural Resources. In the 1960s the Saskatchewan Parks Branch was formed as the nation looked toward celebrating its 100th anniversary. As a means of bolstering national pride and creating a national narrative, fur trade posts were excavated to display artifacts and reconstruct the posts. Today, the uncultivated portion of the site is now under the jurisdiction of Saskatchewan Parks, and English and French plaques set in a stone cairn tell the story of the site.

Heritage Value

(Source: Canada's Historic Places)

The heritage value of the South Branch House Provincial Historic Site lies in its association with the Hudson's Bay Company and its late-eighteenth century inland expansion. After 100 years of operating from the shores of Hudson Bay, competitive pressure from Montreal-based traders compelled the company to construct inland posts to be nearer the First Nations that were supplying its furs. Initial expansion efforts focused on the main and north branches of the Saskatchewan River, with the first inland post built at Cumberland House in 1774. In 1786, the Company constructed South Branch House, its first post on the south branch of the Saskatchewan, a few kilometers upriver from two competitors' posts built a year earlier.

South Branch House, located near a traditional First Nations river ford later known as "Gardepu's Crossing," operated for six years, with its trade in bison products used for provisioning company operations, which was at least as important as its fur trade. In 1794, a group of Gros Ventres, disgruntled with the company for supplying firearms to their enemy, the Cree, attacked the poorly defended post. One company servant escaped. However, the post's other occupants, including three

Hudson's Bay Company employees, five or six women, and an unspecified number of children, were killed. The post was burned in the incident and was never rebuilt.

Heritage value also resides in the site's association with two later-to-be-famous Hudson's Bay Company employees. During its first season of operation, the post's journal was kept by a young David Thompson who would later become one of North America's foremost pioneering geographers. Another prominent explorer and cartographer, Peter Fidler, also performed clerical duties at the post for a time ca. 1789-90.

Archaeological Research

Initially recorded by Morton in 1929, the HBC South Branch House (1786-1794) essentially became the first protected archaeological site in 1944 when it was granted a Historical Site designation. Shortly after being hired in 1959 as Saskatchewan's Provincial Archaeologist, Thomas Kehoe completed an archaeological record form based on the Provincial Historic Site designation and assigned it the FfNm-1 Borden number. The Borden system is used throughout Canada to identify sites and their associated artifacts by giving each site a unique alpha-numerical identification.

In 2003, the SAS partnered with One Arrow First Nation on a project that would research and investigate the site for possible future reconstruction and public interpretation. Investigations began in 2003 when a University of Saskatchewan archaeology student was hired to undertake background archival research. Research outcomes included a report identifying activities and artifacts recorded in the journals and transcription of the handwritten journals. In 2005, initial field investigations created a detailed map of the site, recording all visible surface features like chimney mounds and cellar depressions (Figure 1).

The mapping exercise identified two separate feature clusters about 25 m apart. A feature is something used or created by humans but that is not portable. For example, a house is a feature, but a picture hanging on the wall is an artifact. Remnants of two chimney mounds, one small and one large as well as a deep depression, likely a cellar, were visible in the north part of the site. The southern features were similar, just smaller. The SAS interpreted both feature areas as being part of a single site. Perhaps the northern features were the Chief Factor's quarters with a living area, attached store room and trading house. The southern features were assumed to be the men's/family quarters and were therefore smaller.

Because the site was raided for its supplies, early excavations focused on the northern features where the store room was assumed to be. After two more field seasons of excavation in 2007 and 2008 there was still no evidence of burning or a stockade wall. In 2009, a Master of Arts thesis, *Tracking Down South Branch House: A Critical Look at the Identification of the Hudson's Bay Company's South Branch House (FfNm-1)* was produced by Michael Markowski. Markowski questioned Morton's site identification. While recognizing the volume of meticulous research undertaken by Morton, he did not have the benefits we do today of unfettered access to historical documents. Morton based his identification primarily on the general location of the post and burning of the chimney stones. He also relied heavily on Fidler's journal when he was establishing Manchester House in the 1800s. Problems arise with Fidler's journal because there are three versions of the journal and the versions contradict each other as to which side of the river the HBC South Branch House (1786-1794) post was located. When Fidler passed by the post in the 1800s, he recorded the latitude and longitude of the post but these do not quite match up with the location of FfNm-1. The presence of pipes usually found in NWC posts is also noted. To further complicate matters, there are other potential affiliations for this site. Markowski (2009:144-147) described the following possible scenarios:

1. The northern features represent structures no longer used by the HBC South Branch House (1786-1794) inhabitants because the journals record building a new house,
2. The site does represent the HBC South Branch House (1786-1794) but there is a lack of HBC artifacts and little evidence of burning,
3. There is slight possibility that the site is the Fort des Isles posts and the sites identified as the NWC South Branch House II and the HBC Carlton House II are actually the first South Branch Houses, but the historical documentation indicated that the Fort Des Isles posts were closer to the bend of the South Saskatchewan River,
4. Historical records have been misinterpreted and Fidler's journal version listing the HBC South Branch House on the west side of the river is actually correct, and FfNm-1 is actually the NWC post from 1816,
5. This is the site of a previously undocumented trading post that pre-dates the South Branch Houses, or,
6. The structure layout (i.e. two separate areas) suggests this is the remains of the Pangman and McLeod/Montour posts.

2009 was also the same year the archaeological investigations shifted to the southern features and remnants of a stockade wall were uncovered. Structural features such as timbers and artifacts like melted glass had obviously been burned. Fur trade era artifacts like pound/pony beads, copper tinkling cones, lead shot, gunflints, undecorated white clay pipe fragments and an assortment of metal fragments and iron nails were found.

Over the next five years (2010-2014), the SAS continued excavations at the site, working in both the northern and southern areas. More fur trade items were recovered, including:

- Over 1,000 trade beads (Figure 2)
- An elk scapula with circular holes removed from the blades (probably for button production) (Figure 3)
- Three HBC beaver buttons (Figure 4)
- 18th century serving utensil, a two-pronged fork (Figure 5)
- An assortment of cut nails (Figure 6)
- A mixture of lead shot (Figure 7)
- Metal projectile points (Figure 8)
- Bone snowshoe needle (Figure 9)
- A clay pipe bowl (Figure 10)
- A silicified wood drill (Figure 11)
- Butchered beaver, elk and bison bones in a refuse pit (Figure 12)
- Three broken rings (Figure 13)

Each year, the excavations were undertaken in attempts to address a specific research goal, such as finding the site boundaries, determining the age of the site, confirming the purpose of specific features, etc. Another goal of this project was to provide an opportunity for the public and students from local surrounding schools to take part in an archaeological excavation. Over the course of the program, almost 250 people participated in public excavations and over 1,000 students and their teachers took part (Figure 14)! As part of the school excavation program, the SAS created a prototype of the Trappers and Traders Fur Trade Game as an engaging way to learn about the fur trade.

Future Research Goals

Even after nine years of excavation and recovery of over 40,000 artifacts, research questions remain, as results usually lead to more questions! Although past research focused on trying to understand the relationship between the northern and southern site areas, this is still unknown. The artifacts found in both areas date to the same period, so it seems that they were likely occupied at the same time or very close to the same time. However, this does not address the issue of site identification because the alternative scenarios described by Markowski would also have artifacts from roughly this same period. Further excavation revealed a larger concentration of artifacts in the northern part of the site, although this could simply be a function of more excavation units in the northern part. HBC beaver buttons have been recovered from both areas of the site. This would suggest an HBC affiliation because these buttons were made specifically for the HBC, but because HBC and NWC traders would trade with each other when running low on goods, it is possible that they could be found in a NWC post. The southern features *could* represent the burned fort, given the presence of these buttons and the extensive burning, but the paucity of artifact recoveries is unexpected.

A comprehensive review and analysis of the excavated material would help finally answer some of these questions and in 2017, Daniel Szot began his Master of Arts program at the University of Saskatchewan. For his thesis he is looking at the distribution of artifacts across the site to determine activity areas and building locations. We look forward to his results and will update this resource guide when they become available!

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Figure 2: A variety of beads found at South Branch House.



Figure 3: Elk scapula fragment used for making buttons, found during 2012 excavations.



Figure 4: Hudson's Bay Company "Beaver Buttons" recovered in 2011, 2010 and 2009 (left to right).



Figure 5: Iron two-pronged fork recovered during 2012 excavations.



Figure 6: Cut nails found in 2011.



Figure 7: Mixture of lead shot found at South Branch House.



Figure 8: Metal projectile points found during 2013 excavations.



Figure 9: Bone snowshoe needle found in 2008.



Figure 10: Pipe bowl found in 2008. Of the 248 pipe stem fragments found, only one was the "WM" maker's mark.



Figure 11: Silicified wood drill found in 2011.



Figure 12: Bone bed found in northern portion of site in 2008.



Figure 13: Broken rings found at South Branch House in 2010 and 2013 (left to right).



Figure 14: Field school participants search through the screen for artifacts.

Part III: Trading Party Trade Item Descriptions

Métis Trade Items

Item Name - English	French	Cree	Michif
bison meat	la viande de bison	paskwâwi-mostosowiyâs	la vyaand di bufloo
Preparation / Construction / Use			
 <p>The bison was a complete supermarket for Indigenous people. While all parts of the animal were useful, one of the most important products was the meat. The meat would be eaten fresh or cut in strips and dried for later use. It would then be pounded into small pieces and mixed with dried saskatoon berries and animal fat to create pemmican, a calorie-rich source of nourishment during harsh winter months. People living at the trading posts constructed ice cellars or ice houses, or sometimes raised stages, to preserve meat in the winter months. Drying racks, such as in the image, would be used in the summer to dry the meat.</p>			
Importance or Relevance to the Fur Trade			
Bison meat, or its preserved version of jerky, and the production of pemmican, was extremely important, as European traders and employees stationed at the fur trade posts would have welcomed this food source when other meat was unavailable.			

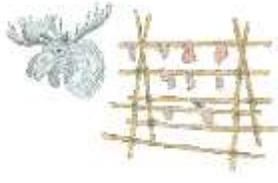
Item Name - English	French	Cree	Michif
fine herbs	fines herbes	maskihkîya	la michinn
Preparation / Construction / Use			
 <p>To the European traders, fine herbs would have been a welcome flavour addition to their sometimes-bland food, such as hardtack (a hard, long-lasting biscuit or cracker made of flour, water, and sometimes, salt). First Nations and Métis people knew when the ideal time was to harvest plant material, and what ailments the plants could help cure. Herbs were also used for spiritual and ceremonial purposes, and for veterinary purposes. Because this knowledge was culturally guarded, healing herbs were likely offered in their prepared rather than raw form.</p>			
Importance or Relevance to the Fur Trade			
For Indigenous and Métis people, herbs were their medicine, not only used to flavour food. Their vast knowledge of plants was invaluable to the fur trade, as they could assist the European traders in locating safe plant food sources and preparing medicine while out in the wilderness.			

Item Name - English	French	Cree	Michif
beaded bag	le sac décoré de perles	mîkisi-maskimot	lii rasaad aan saak
Preparation / Construction / Use			
	Women made and decorated leather and bark containers. The small glass seed beads would have been acquired through trade; sometimes, dyed porcupine quills could be used for decoration.		
Importance or Relevance to the Fur Trade			
These containers would be used for personal items, for food storage, as travel packs, and more. They could be both utilitarian and ceremonial. Leather is a very durable material, and could withstand daily use.			

Item Name - English	French	Cree	Michif
bone fish hooks	crochets de poissons osseux	kwâskwêpicikana	aen kroshay di aan zoo
Preparation / Construction / Use			
	Fish hooks were made from bone splinters or carved from larger bone fragments. They would have been secured to a fishing line made of grasses, roots or sinew made into cordage.		
Importance or Relevance to the Fur Trade			
Fur traders, traveling up and down the waterways, could catch fish for their meals with these small but effective hooks. Metal fish hooks from Europe were also used.			

Item Name - English	French	Cree	Michif
beaver pelt	la peau de castor	amiskwayân	la poo di kaastor
Preparation / Construction / Use			
	<p>“Beaver pelts were divided into two major categories in the fur trade: coat beaver and parchment. Coat beaver (<i>castor gras</i>) pelts had been processed and worn for a season by hunters — usually Aboriginal peoples — before being traded. The inner sides were scraped and rubbed with animal marrow; the pelts were then sewn into robes and worn with the fur side inward. After several months of wear, friction with the hunter’s skin loosened or removed the long guard hairs, and the hunter’s sweat oiled the beaver skins and made them pliable. The remaining under fur, or beaver wool (<i>duvet</i>), consisted of barbed hairs that formed a durable, luxurious felt. Hatters easily shaved the wool from the skins, which themselves yielded useful leather, and then processed the wool into felt. This felt was of prime Importance or Relevance to the European hat industry until the 1830s, when less expensive silk hats became more fashionable.</p> <p>Parchment (<i>castor sec</i>) pelts were sun dried immediately after skinning. Once in Europe, they required a specialized combing process to remove the guard hairs. Parchment pelts were less valuable than coat beaver but could be sold to traders more quickly than coat beaver.” https://www.thecanadianencyclopedia.ca/en/article/beaver-pelts</p> <p>Beaver hunted in the fall had thinner coats, while ones hunted in winter or early spring had denser coats and were thus more valuable. Animal pelts from beaver, moose, marten, fox, etc. were stacked and pressed into a 90 pound (about 41 kg) bale called a piece, in preparation for shipping back to England.</p> <p>(Also see http://digital.library.mcgill.ca/nwc/history/01.htm)</p>		
Importance or Relevance to the Fur Trade			
<p>The beaver pelt was the standard of trade. A pelt in prime condition was called a “Made Beaver”. The Standard of Trade from 1795 at Hudson House, documented by Peter Fidler, is in the appendices.</p> <p>European fashion in the late 1500s moved toward a preference for beaver hats, which led to the overhunting of beaver in Europe and Russia. North America became the next continent to be sourced for hat material, with beaver fur being the most preferred.</p>			

Item Name - English	French	Cree	Michif
elk meat	la viande d'élan	wâwâskêsiw wiyâs	la vyaand di bish
Preparation / Construction / Use			
	Elk live in a variety of habitats throughout North America. The top two canine teeth, called ivories, are prized by First Nations hunters.		
Importance or Relevance to the Fur Trade			
Elk was an alternative meat source, high in protein and iron, and leaner than bison. At South Branch House, antlers with the tines cut off, as well as a portion of an antler cut lengthwise, indicated these were possibly being modified to become tools or implement handles.			

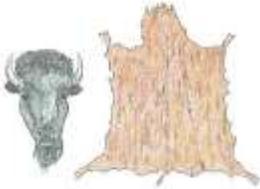
Item Name - English	French	Cree	Michif
moose meat	la viande d'original	môsowiyâs	la vyaand d'aariyaanl
Preparation / Construction / Use			
	Moose, given their size, provided large quantities of meat. The meat is lean, high in protein and lower in calories than beef.		
Importance or Relevance to the Fur Trade			
Moose was an alternative source of meat when other game was not available.			

Item Name - English	French	Cree	Michif
pemmican	le pemmican	pimîhkân	li tooroo
Preparation / Construction / Use			
	Pemmican was prepared by women. It was made using dried, pounded bison or other meat, and blended with fat and sometimes berries.		
Importance or Relevance to the Fur Trade			
Pemmican was an important food staple for both First Nations and European traders.			

Item Name - English	French	Cree	Michif
saskatoon berries	les poirettes	misâskwatômina	lii pwayr
Preparation / Construction / Use			
	Berries would ripen in late June or early July and were harvested fresh. If not eaten immediately, they were dried for future use, often mixed in with pulverized dried bison or other meat and animal fat to make pemmican.		
Importance or Relevance to the Fur Trade			
Eaten fresh or dried, the saskatoon berry provided important nutrition. The berry contains Vitamin C, iron, copper, magnesium and calcium, and is high in natural sugar and fibre. The bushes are found from British Columbia to the Prairies, in Alaska and the northwestern and north central United States.			

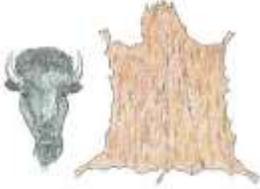
Item Name - English	French	Cree	Michif
beaded flower	la broderie de fleur en perles	mîkisi-wâpikwaniy	lii rasaad aan fleur
Preparation / Construction / Use			
	Beads made of bone, teeth, stone and shell have been made and utilized by First Nations for thousands of years to create jewelry and to decorate domestic and ceremonial items. The glass beads, most of which were made in Italy, provided colour and sparkle that the other types of beads couldn't. Flowers were a common Métis pattern, whereas linear and geometric patterns were a common Plains First Nations design.		
Importance or Relevance to the Fur Trade			
Beads were used for barter exchange. To the Europeans, the beads, cheaply produced in Italy, had little value, but to the First Nations and Métis, they were seen as unique. First Nations and Métis people saw the beads as a valuable commodity because of their beauty, portability and wide range of colours. They could take a raw material and create a value-added product which could in turn be gifted back to the European traders or traded for other goods.			

Item Name - English	French	Cree	Michif
sash	la ceinture flechée	pakwahtëhon	sayncheur flayshii
Preparation / Construction / Use			
	<p>The sash, finger-woven with brightly coloured threads (each colour has a meaning), was a multi-purpose item. The fringed ends could become emergency sewing kits, it could be tied in various ways to serve as a pouch, a tumpline, a saddle blanket, a towel, and more. It was also used as a belt to secure a capote (a wool blanket turned into a hooded coat).</p>		
Importance or Relevance to the Fur Trade			
<p>The sash became synonymous with Métis people, who have ties to the historic fur trade and were of mixed ancestry (often a French or Scottish father and a First Nations mother). Many voyageurs were Métis.</p>			

Item Name - English	French	Cree	Michif
bison hide	la peau de bison	pahkêkin	la poo di bufloo
Preparation / Construction / Use			
	<p>Tanning a bison hide was a very labour-intensive process but was necessary to create clothing or shelter from the finished product. It could be tanned with the hair left on or removed. There are different types of tanning; see http://www.native-art-in-canada.com/tanninghides.html for descriptions.</p> <p>An organization based in Regina, SK is teaching people the traditional methods of hide preparation: https://www.facebook.com/buffalopeopleartsinstitute/.</p>		
Importance or Relevance to the Fur Trade			
<p>A prepared hide could be used in many ways. With the hair left on, the hide could be constructed into a warm, heavy coat, or used as a rug. Removing the hair allowed for the resulting leather to be cut into smaller pieces for clothing, domestic items, or moccasins, or left as a large piece to be made into a tipi cover. The hide was nature's cloth.</p>			

First Nations Trade Items

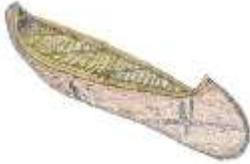
Item Name - English	French	Cree	Michif
beaver pelt	la peau de castor	amiskwayân	la poo di kaastor
Preparation / Construction / Use			
	<p>“Beaver pelts were divided into two major categories in the fur trade: coat beaver and parchment. Coat beaver (<i>castor gras</i>) pelts had been processed and worn for a season by hunters — usually Aboriginal peoples — before being traded. The inner sides were scraped and rubbed with animal marrow; the pelts were then sewn into robes and worn with the fur side inward. After several months of wear, friction with the hunter’s skin loosened or removed the long guard hairs, and the hunter’s sweat oiled the beaver skins and made them pliable. The remaining under fur, or beaver wool (<i>duvet</i>), consisted of barbed hairs that formed a durable, luxurious felt. Hatters easily shaved the wool from the skins, which themselves yielded useful leather, and then processed the wool into felt. This felt was of prime importance or relevance to the European hat industry until the 1830s, when less expensive silk hats became more fashionable.</p> <p>Parchment (<i>castor sec</i>) pelts were sun dried immediately after skinning. Once in Europe, they required a specialized combing process to remove the guard hairs. Parchment pelts were less valuable than coat beaver but could be sold to traders more quickly than coat beaver.”</p> <p>(https://www.thecanadianencyclopedia.ca/en/article/beaver-pelts)</p> <p>Beaver hunted in the fall had thinner coats, while ones hunted in winter or early spring had denser coats and were thus more valuable. Animal pelts from beaver, moose, marten, fox, etc. were stacked and pressed into a 90 pound (about 41 kg) bale called a piece, in preparation for shipping back to England.</p> <p>(Also see http://digital.library.mcgill.ca/nwc/history/01.htm)</p>		
Importance or Relevance to the Fur Trade			
<p>The beaver pelt was the standard of trade. A pelt in prime condition was called a “Made Beaver”. The Standard of Trade from 1795 at Hudson House, documented by Peter Fidler, is in the appendices.</p> <p>European fashion in the late 1500s moved toward a preference for beaver hats, which led to the overhunting of beaver in Europe and Russia. North America became the next continent to be sourced for hat material, with beaver fur being the most preferred.</p>			

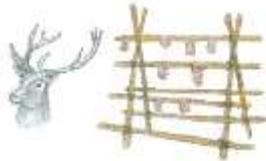
Item Name - English	French	Cree	Michif
bison hide	la peau de bison	pahkêkin	la poo di bufloo
Preparation / Construction / Use			
 <p>Tanning a bison hide was a very labour-intensive process but was necessary to create clothing or shelter from the finished product. It could be tanned with the hair left on or removed. There are different types of tanning; see http://www.native-art-in-canada.com/tanninghides.html for descriptions.</p> <p>An organization based in Regina, SK is teaching people the traditional methods of hide preparation: https://www.facebook.com/buffalopeopleartsinstitute/.</p>			
Importance or Relevance to the Fur Trade			
<p>A prepared hide could be used in many ways. With the hair left on, the hide could be constructed into a warm, heavy coat, or used as a rug. Removing the hair allowed for the resulting leather to be cut into smaller pieces for clothing, domestic items, or moccasins, or left as a large piece to be made into a tipi cover. The hide was nature's cloth.</p>			

Item Name - English	French	Cree	Michif
pemmican	le pemmican	pimîhkân	li tooroo
Preparation / Construction / Use			
 <p>Pemmican was prepared by women. It was made using dried, pounded bison or other meat, and blended with fat and sometimes berries.</p>			
Importance or Relevance to the Fur Trade			
<p>Pemmican was an important food staple for both First Nations and European traders.</p>			

Item Name - English	French	Cree	Michif
fine herbs	fines herbes	maskihkîya	la michinn
Preparation / Construction / Use			
 <p>To the European traders, fine herbs would have been a welcome flavour addition to their sometimes-bland food, such as hardtack (a hard, long-lasting biscuit or cracker made of flour, water, and sometimes, salt). First Nations and Métis people knew when the ideal time was to harvest plant material, and what ailments the plants could help cure. Herbs were also used for spiritual and ceremonial purposes, and for veterinary purposes. Because this knowledge was culturally guarded, healing herbs were likely offered in their prepared rather than raw form.</p>			
Importance or Relevance to the Fur Trade			
<p>For Indigenous and Métis people, herbs were their medicine, not only used to flavour food. Their vast knowledge of plants was invaluable to the fur trade, as they could assist the European traders in locating safe plant food sources and preparing medicine while out in the wilderness.</p>			

Item Name - English	French	Cree	Michif
bison meat	la viande de bison	paskwâwi-mostosowiyâs	la vyaand di bufloo
Preparation / Construction / Use			
 <p>The bison was a complete supermarket for Indigenous people. While all parts of the animal were useful, one of the most important products was the meat. The meat would be eaten fresh or cut in strips and dried for later use. It would then be pounded into small pieces and mixed with dried saskatoon berries and animal fat to create pemmican, a calorie-rich source of nourishment during harsh winter months. People living at the trading posts constructed ice cellars or ice houses, or sometimes raised stages, to preserve meat in the winter months. Drying racks, such as in the image, would be used in the summer to dry the meat.</p>			
Importance or Relevance to the Fur Trade			
<p>Bison meat, or its preserved version of pemmican, was extremely important, as European traders and employees stationed at the fur trade posts would have welcomed this food source when other meat was unavailable.</p>			

Item Name - English	French	Cree	Michif
birchbark canoe	le canot de bouleau	waskway-ôsi	aen kanoo di boloo
Preparation / Construction / Use			
	<p>Birchbark canoe frames were made by men, and the women would sew the birchbark sheets together and attach them to the frames using spruce roots. Bark was typically harvested in spring to early summer when the tree was actively growing. Bark could only be harvested from a tree once, so care was taken to remove it so as not to damage the tree. The “rind” was steamed and shaped for its intended use (the bark was also used for baskets, shingles for shelters, burial wraps, and food storage). Birchbark canoes were commonly built in three sizes: canot du maître (Montreal canoe) was up to 12 m long; canot du nord (north canoe) was 7 m long; and the canot léger (express canoe) was about 5 m long.</p>		
Importance or Relevance to the Fur Trade			
<p>Women were the ones to trade the canoes, also providing the necessary supplies for canoe repair, such as gum, birch bark and spruce roots. Each size carried different freight weights and a proportional number of paddlers. Canoes were the most efficient method of travel on the North American waterways; while not easily capsized, there was a never-ending risk of rocks cutting a gash in the bark bottom.</p>			

Item Name - English	French	Cree	Michif
deer meat	la viande de chevreuil	apisimôsoyiyâs	la vyaand shoovreu
Preparation / Construction / Use			
	<p>Deer meat, or venison, is high in protein but also high in cholesterol.</p>		
Importance or Relevance to the Fur Trade			
<p>Deer provided another protein source for people working in the fur trade.</p>			

Item Name - English	French	Cree	Michif
bone beads	des perles osseuses	oskanî-mîkîsak	lii rasaad di zoo
Preparation / Construction / Use			
	<p>Bone beads were made from hollow bird bones, snake vertebrae or other drilled or shaped bones (often deer and rabbit leg bones), horns and antlers. Often the bone beads were used in rituals https://www.harlequinbeads.com/history-of-bone-beads-article</p>		
	<p>The beads added decoration to clothing and other personal items or were strung into necklaces for adornment.</p>		
Importance or Relevance to the Fur Trade			
<p>Bone beads could be traded to the European trading companies in exchange for other goods. The popularity of coloured glass beads from Europe likely reduced the production and usage of bone beads in First Nations adornment.</p>			

Item Name - English	French	Cree	Michif
porcupine quill beads	des perles de porc-épic	tahpîsimîna	lii rasaad di portîpîk
Preparation / Construction / Use			
	<p>Porcupine quills were trimmed on both ends to remove the barbs, then washed and dried. They could then be soaked in a dye solution, using berries, barks or leaves to create various colours.</p>		
	<p>Quills from two to three inches long were best for embellishment. They would be flattened, folded, twisted or plaited and then stitched onto hides, basketry or clothing. They may have been left in their natural shape and threaded onto string for necklaces or earrings.</p>		
Importance or Relevance to the Fur Trade			
<p>The finished quillwork products could be traded and sold back into European markets.</p>			

Item Name - English	French	Cree	Michif
snowshoes	des raquettes à neige	asâmak	lii raachet
Preparation / Construction / Use			
	<p>Snowshoes were used for thousands of years, with different designs for different environments and conditions. While men made the basic snowshoe frame, women completed them. They were a valuable and clever product to allow people to travel through deep snow more easily. A bone snowshoe needle, used to create the sinew mesh pattern on the wooden frames, was found at South Branch House.</p>		
Importance or Relevance to the Fur Trade			
<p>Snowshoes made winter travel easier. Snowshoes were also imported from Europe, as noted in the Hudson's Bay Company journals.</p>			

Item Name - English	French	Cree	Michif
fish	le poisson	kinosêw	aen pwasoon
Preparation / Construction / Use			
	<p>All types of fish are healthy, high in protein, Vitamin D and omega-3 fatty acids. Freshwater fish, caught in rivers, streams, or lakes, could be eaten immediately with little preparation, or could be preserved in several ways. The fish could be packed in salt, where the tissues would be penetrated by the salt as the water evaporated. It could be placed on drying racks and dehydrated by the sun. Another option was to smoke the fish, where it would be cleaned, brined, dried and then smoked, giving it a pleasant flavour.</p>		
Importance or Relevance to the Fur Trade			
<p>Fish provided another source of protein for people in the fur trade.</p>			

Item Name - English	French	Cree	Michif
food container (animal bladder)	le sac de vessie	pimihkâniwat	aen saak di visii
Preparation / Construction / Use			
	Animal bladders were dried and tanned, which were then used to store liquids, or sometimes animal fat. Skin, bladders, stomachs and intestines could all be used as containers.		
Importance or Relevance to the Fur Trade			
The animal bladder food container made the preservation and transport of pemmican easier. Bladders could also be used for water.			

Item Name - English	French	Cree	Michif
toboggan	le toboggan	napakâhtik	trenn a gliiz
Preparation / Construction / Use			
	Toboggans and dogsleds were created by Eastern First Nations groups to help carry heavy loads over the snow. The curved front edge made it easier to glide on snow. They were made using bison ribs, wood, bark and/or rawhide.		
Importance or Relevance to the Fur Trade			
The toboggan was used by fur traders and other European settlers as a means of transport and for hauling goods in the winter.			

Item Name - English	French	Cree	Michif
mortar and pestle	mortar and pestle	yiwahike	aen affayr chi shikwaahikayhk
Preparation / Construction / Use			
	Often these were two rocks, one with a basin-like shape and the other rounded, used to grind or crush seeds, grains, dried meat and herbs. Depending on the type of rocks, the resultant product would often contain grit, which wasn't pleasant to encounter while eating.		
Importance or Relevance to the Fur Trade			
The mortar and pestle could be used to prepare pemmican for future use.			

Item Name - English	French	Cree	Michif
snow dart game	le jeu de dard de neige	sôsimân	jeu di niizh
Preparation / Construction / Use			
	<p>Snow darts, or ice gliders, were made of polished bone or antler and sometimes had feather fletching. Snow snakes were longer pieces of bone. The glider was thrown on snow or ice to see how far it traveled. The winner would be the one that traveled the farthest. Ice gliders have been found in archaeological sites from northern Nebraska to central Saskatchewan, and from central Montana to western Minnesota. Some ice glider remains have been dated to about AD 1450.</p>		
Importance or Relevance to the Fur Trade			
<p>Boredom would have been an issue for the employees of the posts during long winter months. Games were a welcome diversion.</p>			

Hudson's Bay Company Trade Items

Item Name - English	French	Cree	Michif
tea	le thé	maskihkîwâpoy	li tea
Preparation / Construction / Use			
		<p>Tins of tea from England (imported from China or British India) would have been a staple drink for many of the English and French traders. First Nations also made various teas from plant leaves, berries and roots, and it was often used for medicinal or ceremonial purposes.</p>	
Importance or Relevance to the Fur Trade			
Tea was shared at the beginning of trading ceremonies.			

Item Name - English	French	Cree	Michif
tobacco	le tabac	cistêmâw	li tabaa
Preparation / Construction / Use			
		<p>Tobacco would be packaged in bales (leaves) or in rolls. Native tobacco was replaced by colonial slave-produced tobacco from the southern US and West Indies. The leaves were spun into a rope (twist tobacco), or were compressed and flavoured with molasses, salt and anise, and wrapped in canvas and oil for shipping (plug tobacco). Tins allowed the tobacco to age, which produced a smoother flavour. Tin boxes began to be used for snuff in 1764, with ones for loose tobacco being manufactured by 1770 (http://tobaccocollectibles.co.uk/evolution_of_the_tobacco_tin.html). Pipe tobacco was less mild than cigarette tobacco, was cut coarser and was moister. The smoke is not usually inhaled but brought into the mouth and released.</p>	
Importance or Relevance to the Fur Trade			
Tobacco played an important role in the pre-trading ceremony, where a piece of tobacco was gifted, a pipe was passed around and conversations took place in advance any formal trading. It was part of a social ritual meant to establish relationships. First Nations people start many types of ceremonies with passing the pipe.			

Item Name - English	French	Cree	Michif
flour	la farine	aski-pahkwêsikan	la faarinn
Preparation / Construction / Use			
 <p>Flour was a food staple for the fur traders, as they could create a simple unleavened cake (bannock) from flour, lard, salt and water, during their brief rest stops as they traveled the waterways or trekked across the land with their trade goods. First Nations people made their own version of bannock using dried, starchy roots that were ground. Other products that can be ground into flour are acorns, nuts, grains, seeds, cattail roots, Indian breadroot and more.</p>			
Importance or Relevance to the Fur Trade			
Flour lasted a long time, and provided carbohydrates for nourishment of fur traders, voyageurs, and First Nations. It could quickly be made into a cake while travelling.			

Item Name - English	French	Cree	Michif
blanket	la couverture	akohp	koovaart
Preparation / Construction / Use			
 <p>The Hudson's Bay point blanket is probably the most iconic product of the fur trade. These blankets, made of wool, had a green, red, yellow and indigo stripe on a white background, and were made into several sizes (2.5, 3, 2.5 and 4 point). Points refer to the short black threads woven into the edge of the blanket just above the bottom set of stripes, indicating the blanket size, and would be visible even when the blanket was folded. The standard measurement for a pair of 1-point blankets was 81 cm wide by 2.4 m long and weighing 1.4 kg each. A 3.5-point blanket would cover a twin-size bed.</p>			
Importance or Relevance to the Fur Trade			
<p>Blankets were by far the most popular trade items, accounting for 60% of the trade goods by 1700 (http://www.hbcheritage.ca/things/fashion-pop/hbc-point-blanket). Both Métis and First Nations people would make the blankets into capotes (hooded coats). The striped blanket pattern was introduced in the late 1700s. In 1733, one woollen blanket could be traded for one beaver pelt (http://www.hbcheritage.ca/teacher-resources/TG-HBC-InternationalTrade-ENG.pdf).</p> <p>One area of discussion with students could be the use of blankets as a means of spreading small pox. As this disease was not endemic to North America, Indigenous people lacked immunity to it. A vaccine had been developed by 1796, and there were attempts by the Hudson's Bay Company to vaccinate people, but vaccine supplies were sporadic and there was no systematic vaccine program established. The increase in horse, train and water travel exposed thousands to the disease. Smallpox was a major factor in decimating Indigenous people throughout North America, with the 1837 epidemic resulting in over 100,000 deaths. See <i>Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life</i> by James Daschuk. Also, https://en.wikipedia.org/wiki/1837_Great_Plains_smallpox_epidemic</p>			

Item Name - English	French	Cree	Michif
metal arrow set	la trousse de flèche métallique	môhkomânatosâpiskwak	tet di flaysh aan tohl
Preparation / Construction / Use			
		<p>English factory-made metal arrowheads were being distributed in North America by the late 1600s. However, First Nations men soon realized they could make their own from barrel hoops, broken machinery, old knife blades and kettles that had sprung leaks. The benefit of metal was that the arrowheads could be re-sharpened or repaired if they broke, unlike most stone arrowheads. At Fort Union in Montana, blacksmiths were making metal arrowheads based on a bone template https://www.nps.gov/fous/learn/historyculture/arrows-guns-and-buffalo.htm.</p>	
Importance or Relevance to the Fur Trade			
<p>While the appeal of metal arrowheads took a while to develop, they did become more common in the later 1700s. The benefit of metal was that the arrowheads could be re-sharpened or repaired if they broke, unlike most stone arrowheads.</p>			

Item Name - English	French	Cree	Michif
knife	le couteau	môhkomân	aen kootoo
Preparation / Construction / Use			
		<p>Knives of many different styles were produced for trade. Pocket knives were versatile tools, as were knives designed for butchering animals.</p>	
Importance or Relevance to the Fur Trade			
<p>Knives provided the ability to butcher meat on site (as stone tools would have prior to European arrival).</p>			

Item Name - English	French	Cree	Michif
boots	les bottes	maskisina	lii buttchin
Preparation / Construction / Use			
 <p>Leather boots were not very common in the early fur trade. Trappers and traders preferred moccasins, as they were less likely to damage the inside of birch bark canoes, plus they could easily be replaced or repaired as needed. There is a record of English shoes, and likely boots, being available after 1843 in Fort Vancouver. With the gold rush in the mid-1800s, boots were available to gold miners passing through on their way to Alaska.</p> <p>http://nancymargueriteanderson.com/shoes/</p>			
Importance or Relevance to the Fur Trade			
Sturdy footwear was essential. Heavy leather protected the feet from sharp rocks and offered some resistance to moisture.			

Item Name - English	French	Cree	Michif
sugar	le sucre	sîwinikan	li seuk
Preparation / Construction / Use			
 <p>Sugar was sourced from the Caribbean and Brazil for trade. Sadly, it was often produced by African slaves; after emancipation in 1833, the British turned to Indian and Chinese labourers, who were treated as harshly as the Africans were.</p> <p>The best sugar was made from the first boiling of raw sugar. The product was poured into a conical mold to dry, to create what was called a sugarloaf. The size of the sugarloaf determined its quality – the smallest loaf was the best quality (and the most expensive) due to the lengthy process of refining it. A common size of sugarloaf was 14 pounds or 6.4 kg. It was exported in this format from the 17th to 19th centuries. To remove the sugar from the cone, sugar nippers were required. Granulated sugar was not common until the late 19th century, usually sold in bags.</p>			
Importance or Relevance to the Fur Trade			
Hudson's Bay Company employees or investors often had ties to both the fur trade and the sugar industry.			

Item Name - English	French	Cree	Michif
vinegar	le vinaigre	siwâkamiw	li vinaygr
Preparation / Construction / Use			
<p>Vinegar was used in food preservation, as well as for cleaning and medical purposes.</p>  <p>Some vinegars could be made from Manitoba maple sap: (https://www.canadashistory.ca/explore/environment/fractious-farming-at-the-fur-trade-posts)</p>			
Importance or Relevance to the Fur Trade			
Vinegar would have made food preservation possible.			

Item Name - English	French	Cree	Michif
cloth	le tissu	pakwayânêkin	laynzh
Preparation / Construction / Use			
 <p>Bolts of cloth as well as clothing such as shirts and trousers were available for trade in the posts. Some of the cloth types were cotton (broadcloth, corduroy, flannel, duck) and linen.</p>			
Importance or Relevance to the Fur Trade			
Cloth gave First Nations and Métis women more options for creating clothing, as it was ready to be cut and sewn. This meant a lot less work than preparing hides for clothes! Tailors were employed by the trading companies to make and mend employee clothing.			

Item Name - English	French	Cree	Michif
teapot	la théière	sîsîpaskihk	enn tichayr / chichayr
Preparation / Construction / Use			
 <p>While tea was an important beverage in the fur trade negotiation process, ceramic pots weren't commonly used, as they broke more easily than a tin teapot. However, these items, if they survived the travel, would be a connection to home for traders and post employees.</p>			
Importance or Relevance to the Fur Trade			
Tea ceremonies, or even the daily drinking of tea, would have been more pleasant in fancy teapots and cups, rather than in dull tin cups.			

Item Name - English	French	Cree	Michif
glass beads	les billes de verre	mîkidak	lii rasaad
Preparation / Construction / Use			
 <p>Christopher Columbus brought the first glass beads to North America in 1492 as trade items. Different First Nations and Native American groups had different preferences for the size and colour of beads. The Cornaline d'Aleppo or white heart bead, tubular with an outer red layer and an inner translucent green layer, became known as the Hudson's Bay bead. Shadow blue seed beads, less than 2 mm in diameter, are very common at South Branch House. The bead in the image, with the blue and red spots, called Kitty Fisher's Eyes, was found there, as was the blue wound bead. Other bead types, such as pony or pound beads ranged in size from 2-4 mm, and crow beads were 4-10 mm in diameter.</p>			
Importance or Relevance to the Fur Trade			
Some records indicate a made beaver could be exchanged for the following: six Hudson's Bay beads, or three light blue Padre (Crow) beads, or two larger transparent blue beads. Blue and white were the most popular colours. Strings of beads were offered as gifts to First Nations traders in advance of any trading.			

Item Name - English	French	Cree	Michif
sewing kit	la trousse de couture	kaskikwâsowiniwat	aen saak chikaashkikwaashoohk
Preparation / Construction / Use			
		<p>A sewing kit was an essential part of a voyageur's pack, as they could quickly repair torn or worn clothing during their travels.</p>	
Importance or Relevance to the Fur Trade			
<p>A simple sewing kit could extend the use of a piece of clothing until a trader or voyageur was able to replace his worn clothes at the next trading post.</p>			

Item Name - English	French	Cree	Michif
paper	le papier	masinahikanêkin	lii paapyii
Preparation / Construction / Use			
		<p>Prior to being produced from wood fibres (about 1850), paper was usually made of vellum. Vellum is a prepared calf skin. Parchment, often a lesser quality than vellum, is usually made from sheep or goat skin. A bundle of foolscap paper was called a quire (100 sheets). Foolscap was so named because it had a watermark of a fool's cap. It was eventually replaced with a slightly smaller size paper (A4). Quills, slate and graphite pencils were the writing instruments.</p>	
Importance or Relevance to the Fur Trade			
<p>Paper, either loose sheets or bound in book form, was what the chief factor would use to record transactions, and to document daily events at the trading post. Letter writing was the primary means of communication between trading posts and with the company heads, so a paper supply was essential.</p>			

Item Name - English	French	Cree	Michif
canned food	la nourriture en conserve	kaskâpiskisikana	maanzhii didaan lii kaann
Preparation / Construction / Use			
	<p>It was the French government in the late 1700s that offered a large financial prize to someone who could develop a food preservation method that would solve the military's food supply challenges. Nicolas Appert won the prize, awarded in 1809, with his wide-necked sealed glass containers and tin cans that were soldered shut. Louis Pasteur's discoveries of germ growth would only occur 50 years later.</p>		
Importance or Relevance to the Fur Trade			
<p>Familiar foods from home could be transported overseas and over land to the fur trade posts, where it could be enjoyed unspoiled. First Nations developed a taste for the foreign foods as well.</p>			

North West Company Trade Items

Item Name - English	French	Cree	Michif
vinegar	le vinaigre	siwâkamiw	li vinaygr
Preparation / Construction / Use			
 <p>Vinegar was used in food preservation, as well as for cleaning and medical purposes.</p> <p>Some vinegars could be made from Manitoba maple sap: https://www.canadashistory.ca/explore/environment/fractious-farming-at-the-fur-trade-posts)</p>			
Importance or Relevance to the Fur Trade			
Vinegar would have made food preservation possible.			

Item Name - English	French	Cree	Michif
sugar	le sucre	sîwinikan	li seuk
Preparation / Construction / Use			
 <p>Sugar was sourced from the Caribbean and Brazil for trade. Sadly, it was often produced by African slaves; after emancipation in 1833, the British turned to Indian and Chinese labourers, who were treated as harshly as the Africans were.</p> <p>The best sugar was made from the first boiling of raw sugar. The product was poured into a conical mold to dry, to create what was called a sugarloaf. The size of the sugarloaf determined its quality – the smallest loaf was the best quality (and the most expensive) due to the lengthy process of refining it. A common size of sugarloaf was 14 pounds or 6.4 kg. It was exported in this format from the 17th to 19th centuries. To remove the sugar from the cone, sugar nippers were required. Granulated sugar was not common until the late 19th century, usually sold in bags.</p>			
Importance or Relevance to the Fur Trade			
Hudson's Bay Company employees or investors often had ties to both the fur trade and the sugar industry.			

Item Name - English	French	Cree	Michif
ammunition/gun powder	les balles et la poudre	kaskitêw	lii kaartoosh aan poodr
Preparation / Construction / Use			
 <p>Three kinds of lead shot are listed in the inventory of Cumberland House, a post downriver from South Branch House: Bristol, duck, and low India. Bristol shot was made in Bristol, England. Low India shot was produced in India (likely acquired through the British owned East India Company). The types of shot found at South Branch House are birdshot (2-4 mm), swanshot (4.5-5 mm) and buckshot (6-9 mm), in addition to musket balls. The gun powder would have been stored in hollow bison horns, and sometimes plugged with carved antler pieces.</p>			
Importance or Relevance to the Fur Trade			
<p>The traders felt that guns were a better way of hunting mammals for the fur trade, so stocking ammunition in the form of shot and gunpowder was necessary to keep the supply of furs steady. However, it took First Nations and Métis people some time to switch from their traditional bow and arrow hunting methods, so the acceptance and use of guns was slow.</p>			

Item Name - English	French	Cree	Michif
axe	la hache	cíkahikan	enn haash
Preparation / Construction / Use			
 <p>Iron axe heads, manufactured in Europe, were shipped to North America. The European style axe was better for hewing trees than for felling them, and as time went on, Americans began producing modified versions better suited to the purpose.</p>			
Importance or Relevance to the Fur Trade			
<p>Axes were useful for cutting down trees and clearing trails. The axe heads were shipped to posts, where First Nations people would make and attach the wooden handles.</p>			

Item Name - English	French	Cree	Michif
copper kettle	la bouilloire en cuivre	osâwâpiskowaskihk	li kanaar
Preparation / Construction / Use			
	<p>Copper tea kettles in the 19th century had tinned insides and had a brass lid. They heated up more quickly than the big iron cauldrons hanging over a fire, and with a spout to allow steam to escape and to make pouring easier, the kettle was the utensil of choice for tea drinkers. Copper was inexpensive but durable; early kettles were hammered by hand.</p>		
Importance or Relevance to the Fur Trade			
<p>Kettles of brass or copper were popular trade items which replace the First Nations clay or bark vessels. When the kettles became too thin from use, the First Nations would repurpose the metal into metal arrowheads or tinkling cones for ceremonial dress.</p>			

Item Name - English	French	Cree	Michif
spokeshaves	la wastringue	môhkocikan	moohkochikun
Preparation / Construction / Use			
	<p>Spokeshaves are used for woodworking. The blade, sharpened on one edge, was often slightly curved, and the tool drawn toward the user, enabling the removal of a thin layer of wood. While its original use was to shape spokes for carriage wheels, it became a tool useful for other curved items such as chair and table legs and pegs for building construction.</p> <p>Spokeshaves were useful for straightening wood shafts for arrows (although First Nations people used curved stone blades prior to European contact). Metal files would be used to re-sharpen a dull blade. It is different from a draw knife.</p>		
Importance or Relevance to the Fur Trade			
<p>Early building construction fasteners were wooden pegs rather than iron nails, which could be made on site rather efficiently. Basic furniture could be made right at the trading posts, rather than transporting heavy, finished furniture great distances by boat.</p>			

Item Name - English	French	Cree	Michif
flint and steel	le silex et l'acier	cahkisêhikan	shushkayikun
Preparation / Construction / Use			
		<p>A strike-a-light steel was found at South Branch House; it was also listed in the Hudson's Bay Company journals as an item in short supply at one time. Striking the flint with the steel created sparks in which to start a fire. Cord, wood shavings or other flammable material acted as tinder.</p>	
Importance or Relevance to the Fur Trade			
<p>A fire kit in a box was a valuable tool, keeping the necessary supplies all in one place.</p>			

Item Name - English	French	Cree	Michif
hammers	les marteaus	pakamâkana	lii maartoo
Preparation / Construction / Use			
		<p>Metal hammers have existed for thousands of years. Bronze or copper head hammers were first made about 5,000 years ago in ancient Mesopotamia, and the Romans began making iron head hammers about 2,200 years ago. As trades began to specialize, so too did their tools. Iron, compressed by forging to produce a strong material, was the metal of choice for many tools until the Industrial Revolution (from about 1760 to the early-mid 1800s). Steel, an alloy of iron and carbon, became one of the more common hammer head materials.</p>	
Importance or Relevance to the Fur Trade			
<p>Hammers with metal heads were useful in the construction of buildings and furniture at the trading posts. They would have replaced some of the stone hammers used by First Nations groups, often being more effective and lightweight.</p>			

Item Name - English	French	Cree	Michif
lantern	la lanterne	wâsaskotênikan	fanaal
Preparation / Construction / Use			
	Lanterns or lamps of various shapes, sizes and construction have been used for millennia. Simple basins of rock or sea shells filled with animal oil and a fibrous wick were used at least 10,000 years ago. Candles were also used for lighting, which could be surrounded by a glass chimney to protect the flame from drafts. Lamps with a circular burner and a glass chimney were developed in the 1700s (thinned animal horn had been an option prior to glass). Doorway or post lanterns were found in American cities dating back to the early 1700s. These would be fueled with whale oil. Gas lights came into use in the early 1800s. Kerosene (coal oil) had an unpleasant smell and was replaced with paraffin oil as time went on.		
Importance or Relevance to the Fur Trade			
Artificial lighting was essential to doing bookwork during the cold dark evenings of winter.			

Item Name - English	French	Cree	Michif
medicine	les médicaments	maskihkîy	la michinn
Preparation / Construction / Use			
	Common European medical preparations were certainly more familiar to the English and French traders and post employees. The posts had medicine chests and books describing how to treat certain ailments. For a description of some of the medicines used and the ailments treated in the 1700s and 1800s, visit this website: http://www.northwestjournal.ca/VII2.htm .		
Importance or Relevance to the Fur Trade			
While few trading posts had a qualified doctor, the medicine chest would at least provide basic medical care until the doctor could be summoned. First Nations and Métis could also receive treatment at the posts.			

Item Name - English	French	Cree	Michif
metal hooks	le crochet en métal	kwâskwêpicikana	lii kroshay aan ferr
Preparation / Construction / Use			
		<p>Metal fish hooks, ice chisels and various gauges of wire were stocked at the trading posts. Metal was often more durable than bone shaped for the same purpose; however, it had the potential to break at a weakened point caused by rust (if made of iron).</p>	
Importance or Relevance to the Fur Trade			
<p>Metal hooks were useful tools, and could be adapted for many purposes, depending on the need and resourcefulness of the user.</p>			

Item Name - English	French	Cree	Michif
metal pot	la marmite	pîwâpiskwaskihk	aen pot aan ferr
Preparation / Construction / Use			
		<p>Metal pots or kettles were available in several sizes: 1, 1.5, 2, 2.5 and 3.5 gallon. They were usually made of cast iron, and likely produced by a business in Coalbrookdale, Shropshire, England. It was here that a new casting method using sand for a mould was patented in 1707, and where smelting with coke (a fuel derived from coal), rather than charcoal (from burning wood), would greatly affect the business's profits. https://en.wikipedia.org/wiki/Coalbrookdale#Industrial_Revolution</p>	
Importance or Relevance to the Fur Trade			
<p>Cast iron kettles or pots could retain heat for a long time, so many meals could be eaten from the same pot if the fire was tended to. Even though the pots were heavy, this also made them long-lasting.</p>			

Item Name - English	French	Cree	Michif
rifle	le fusil	pâskisikan	karobinn
Preparation / Construction / Use			
 <p>Guns were used at the onset of the North American fur trade in the 1760s. The North West gun was the most popular firearm traded (by both the Hudson’s Bay Company and the North West Company). It had a shorter barrel than some of the other styles, which required less lead and powder. The hunter could load a single lead ball or use shot, depending on what game was being hunted. Muzzle-loading rifles were also popular; in particular, the Lancaster and English rifles. They were flintlocks, meaning that “when the trigger was pulled, a spring action caused the frizzen (striker) to strike the flint, showering sparks onto the gunpowder in the priming pan; the ignited powder, in turn, fired the main charge in the bore, propelling the ball” (https://www.britannica.com/technology/flintlock). This type of rifle was phased out starting in the 1840s in favour of the percussion lock gun, which was packed with “potassium chlorate in the port in the breech of the gun through which the flash of the primer ordinarily travelled. When the compound was struck smartly by the hammer, it exploded with a strong flash that ignited the main charge in the barrel” (https://www.britannica.com/technology/percussion-lock). This type of gun could fire even when it was wet from rain.</p>			
Importance or Relevance to the Fur Trade			
<p>Rifles took some time to be accepted as a hunting weapon, because bow and arrow technology was more portable, quieter, didn’t rust, and didn’t need repairs. They had appeal to First Nations and Métis people because of the noise and the greater impact the lead balls could make over an arrowhead. However, arrows were still the favoured weapon during bison hunts, especially from horseback, where multiple arrows could be shot in short succession, unlike a single shot musket.</p> <p>It is mistakenly thought that to acquire a certain length of rifle, a stack of made beaver equivalent to the rifle’s length was needed.</p>			

Item Name - English	French	Cree	Michif
saw	la scie	kîskipocikan	enn syii
Preparation / Construction / Use			
 <p>Some of the types of saws were crosscut, hand saws and whip pit saws, primarily used in building construction or for cutting lengths of firewood.</p>			
Importance or Relevance to the Fur Trade			
<p>Saws of various types were expedient tools for cutting down trees and shaping them for building construction.</p>			

Item Name - English	French	Cree	Michif
ring	la bague	âhcanis	zhoon
Preparation / Construction / Use			
	<p>Three different types of rings are often found at fur trade sites in North America (Jesuit or iconographic, glass set and plain). The one pictured here was found at South Branch House, which is considered a decorative glass set ring. It has glass “stones” made from a paste that imitated gems, of which was used in all kinds of jewelry settings. The band is likely brass. It is thought that these ornate rings were less likely to be trade items but rather personal items belonging to those who lived and worked at the fort or trading post.</p>		
Importance or Relevance to the Fur Trade			
<p>These rings are listed in the Hudson’s Bay Company journals for the nearby Cumberland House inventory as stone rings. Both trading companies likely had similar goods. Rings would have been of interest to the women, both as adornment and as a possible wedding ring.</p>			

Trade Items Not Included in the Game and Why

Horses

The introduction of the horse to First Nations groups involved in the fur trade greatly changed their relationships with each other and with European traders and settlers. The horse, next to alcohol, was probably the largest item of impact on First Nations, in both good and bad ways. Hunting bison became more expedient, travel was easier, and larger quantities of goods could be transported more efficiently. But the horse also led to increased territorial disputes, changed the realm of collective possessions to individual possessions (concept of wealth) and changed the livelihoods and lifestyles of First Nations and Métis people forever.

The horse was a very valuable commodity, probably more so than any of the other trade items that were assigned to each trading party. To keep balance with the other valuable (i.e. luxury) items, the horse was not included.

Horses shipped to “New France” in the later 1660s by King Louis XIV established what was to become known as the Canadian horse. Some of these horses were sent to the west coast; they were valuable in packing goods through the mountainous regions of British Columbia and Washington state.

The Blackfoot, Crow, and Cree acquired Spanish horses by 1730, although the Blackfoot’s enemy, the Shoshoni, had had them since the 16th century. The gun prevented Shoshoni expansion into what is now Canada. The Sioux were known to trade for horses with the Shoshoni.

See http://www.mhs.mb.ca/docs/mb_history/20/plainscree.shtml for a very good explanation of the changing relationships between the Plains Cree, the Mandan, the Blackfoot and the Gros Ventre, and the horse’s role in affecting these relationships during the fur trade era and beyond. It was the Gros Ventre that attacked South Branch House in 1794.

Here is an excerpt from http://digital.scaa.sk.ca/ourlegacy/exhibit_metisculture (accessed October 30, 2018):

During the mid-eighteenth century, the horse was introduced which brought a new means of hunting buffalo and transporting goods. The Métis highly valued their horses, were expert marksmen on horseback, and loved to engage in horse-racing to increase their riding skills, and for the pure joy of it. As the fur trade pushed farther and farther to the western regions, trappers and traders needed a food supply that would not spoil. Dried buffalo meat mixed with fat and wild berries known as pemmican became a valuable commodity sold by First Nations and Métis Peoples to the fur trade companies⁶. Horses helped the Métis develop the local buffalo hunts and pemmican trade across Canada and the northern United States. While this was good commerce for the Métis, in 1814 Miles Macdonnell, the Governor of Assiniboia issued a proclamation prohibiting the Métis from selling their goods to the fur trade companies, and a second proclamation prohibiting the Métis from hunting buffalo on horseback. Growing animosity between the fur trade companies resulted in a terrible confrontation over pemmican in 1816 at Seven Oaks, in which twenty-one settlers and one Métis were killed⁷. It was the first time that the Métis flag was flown. The flag emblazes the *infinity* symbol, symbolizing two cultures together forever, and demonstrating a statement of nationhood.

A few other weblinks referring to the role of the horse in the fur trade:

http://firstpeoplesofcanada.com/fp_groups/fp_groups_travel.html

<https://opentextbc.ca/preconfederation/chapter/8-7-cultural-change-on-the-plains/>

Alcohol

While the devastating role that alcohol played in the fur trade cannot be overlooked, for the purposes of this game, focused on children typically between the ages of 8 and 15, this trade item was omitted. Late middle-years educators can hold class discussions about alcohol, and how it is still impacting the Indigenous community today.

Even in the early years of the fur trade, the devastation that alcohol caused was noted by the missionaries, who insisted the British government intercede. Despite their efforts, enforcement in the North American wilderness was virtually impossible. Traders found their way around laws and continued to use alcohol in their negotiations.

Transportation of alcohol was costly, so it was often shipped with a higher alcohol content, and then could be watered down at its destination. Other things such as tobacco, red pepper and molasses were added to the alcohol, earning it the name “firewater”.

Alcohol was offered as a gift at the start of trade negotiations, seen as an important part of the potential transactions to follow. Sadly, people under the influence of alcohol were vulnerable to deception, thus would often lose a great deal of furs for little in exchange.

Eventually the trapper’s family would have all the material goods they could possibly need or want, so alcohol became the product of choice. Alcohol was a consumable, meaning it could be used immediately upon acquisition, and not be taken back to the trapper’s family as other material goods were. In 1733, a made beaver could be exchanged for a gallon of brandy (<http://www.hbcheritage.ca/history/ventures/hbc-spirits>).

A few other weblinks referring to the role of alcohol in the fur trade:

<http://www.canadahistoryproject.ca/1500/1500-13-effects-fur-trade.html>

www.rsf.gsacrd.ab.ca/eteacher_download/1500/39686

Steel Traps

Steel traps, though effective, were a very cruel way to capture animals. It was for this reason that steel traps were not included as trade items of the North West and Hudson's Bay Company Trading Parties.

Leghold traps were first invented to keep poachers out of European estates in the 1600s. Blacksmiths made traps of iron in the early 1700s for trappers. By the 1800s companies began to manufacture steel leghold traps (<https://en.wikipedia.org/wiki/Trapping>).

Here is an excerpt from http://digital.scaa.sk.ca/ourlegacy/exhibit_trapping (accessed October 30, 2018):

While First Nations groups originally took their furs using devices made with local materials (sinew snares, arrows, deadfalls, etc.), the advent of European steel brought manufactured steel traps into use in the 1700s. These steel traps were effective but increased the cost of trapping. Traps had to be purchased and cached from year to year, maintained and kept in good working order. More than one trap size was needed, depending on the size and type of animal targeted.

Traps were set in strategic places on game trails, near dens or food sources. Bait or scent glands were often used to entice game into the traps, and each trapper tended to develop favourite 'recipes' for bait. Once traps were set, a trapper checked the trapline every few days, removing successful catches, resetting traps or snares that had been 'sprung,' tripped, or turned over, and taking the carcasses to camp to be turned into pelts for use or sale. As more pelts were processed, they were carefully stored to maintain quality until the trapper was ready to return to the local or regional center to sell the furs.

Comments on Other Trade Items

Both the Hudson's Bay Company and the North West Company had similar items to trade; each company changed some of the goods they offered over time, based on First Nations and Métis preferences and requests. As the game focuses on the late 1700s, an effort to depict items that would have been available commercially at that time was made. In fact, baking powder was initially selected as a trade item to be included; it was an historic archaeologist reviewing the game that pointed out that baking powder wasn't manufactured commercially until almost the mid-1800s. While there are certainly many other European goods that could have been included, most of the items depicted were selected because they have been found archaeologically or were referred to in the trading post journals from that period.

First Nations and Métis people's trade items would have included a larger variety of animal furs than were included in the game, and both groups had similar items to trade as well. Depending on geographic locations of where trade occurred, goods besides the furs would have varied.

APPENDIX A – Standard of Trade

http://www.furtradedstories.ca/details.cfm?content_id=244&cat_id=2

Peter Fidler's 1795 Standard of Trade for Hudson House ([HBCA](#) - [Archives of Manitoba](#))

Hudson Bay House 30 May 1795
Standard of Trade

	Qty	Pr		Qty	Pr
arrowblades no	12	1	Boxes Japan no	1	1/2
awl blades --	24	1	do B. & G. lap	1	1
Blades sword com.	1	1	Buckles --- pr	1	1/2
best	1	2	Brandy Eng ^l - Gal	1	4
Braze of colours 4 ^d	1	1	Buttons, Coat - Grop	1	1
Bayonets of sorts no	2	1	waistcoat	1	1
Beads china - #	1	4	Sleeve --- pr	12	1
v barleycorn	1	4	Breeches brown v	1	2
v Fine ---	1	2	blue v	1	2
common ---	3/4	1	corderoy v	1	4
Bells hawk - no	24	1	Broaches plated no	6	1
horse ---	12	1	Boots --- pr	1	6
Basons pewee 3 ^d	1	2	Caps leather v no	1	1
2 ^d	1	1 1/2	Coats great blue v	1	5
1. 2 & 3 pint	1	1	Callico printed 4 ^d	1	1
1/2 pt.	1	1/2	Chisels Ice --- no	2	1
Blankets 1	1	1	Cropes stone ---	6	1
1/2	1	1 1/2	plated #	2	1
2	1	2	Cannisters Den 2.3.4	1	1
2 1/2	1	2 1/2	1 #	1	1/2
3	1	3	Cloth --- 4 ^d	1	2
3 1/2	1	4	Aurora & Umb. 4 ^d	1	3
4	1	6	Collar wrap & white no	2	1
large striped	1	6	Combs of sorts ---	4	1
Bands arm plated no	1	1	Calt. 4 ^d	1	2
wrist do ---	2	1	Drawers of sorts v pr	1	1
Boxes Egg } wood no	12	1			
Barrel }					

	Qty	Pr		Qty	Pr
Duffle	40	3/4	1	Jacket red serge	1 1/4
Epaulets	no	1	1	white	1 1/2
Feathers ostrich	2	1	1	large lined	1 1/4
cock & hen fine	1	1	1	unlined	1 3
Tules	2	1	1	Knives of all sorts	8 1
Tilannee	40	1	1	Kettles brass (by weight)	1 1
Flints	no	20	1	di de camp coffee size	1 1 1/2
Frocks Duck	✓	1	1 1/2	4. by 5 in diam 2 in depth	2 1 2
Gartering	40	18	1	5. 1 - 5. 1	3 1 3
Gen English	40	1	1/2	6. 1 - 6. 1	4 1 4
Gloves lunnery	no	2	1	7. 3 - 7. 0	5 1 5
look. g	2	1	1	8. 4 - 8. 3	6 1 6
Oval gilt	1	1	1	9. 5 - 9. 1	7 1 7
Square	1	1	1		8 1 8
Guns of 4 ft	1	12	1	Tin D. 1. 2. 3. 4	4 1
3 1/2	1	11	1	5. 6	2 1
3	1	10	1	7. 8. 9	1 1
2 1/2	1	9	1	10. 11. 12	1 1
Hooks fish of Syria	20	1	1	Tin D. 13. 14	1 1 1/2
Handker silk col ^d	1	1	1	15. 16	1 2
Black	1	2	1	17. 18	1 2 1/2
Bandana	1	2	1	19. 20	1 3
Linnen	1	1	1	Lace silk covered	1/4 18 1
Poosee	1	1	1	Orice	6 1
Hat with large & small	2	1	1	wasted	18 1
with pipes	1	2	1	Lines net	no 2 1
Hats laced	1	1/2	1	Moose at turgans	6 1
plain	1	1	1	Medals brass	12 1
Band, eye & wh	1	1/2	1	plated	1 1
Horns powder	2	1	1	Needles	24 1
Jacket callis	1	3	1	Powder gun	1/2 1
blue serge	1	3	1	Printed linnen	40 1 1
				Panor Tin of seals	1 1

APPENDIX B - *Weblinks to Some Trade Items and Other Resources*

<http://whiteoakhistoricalsociety.org/historical-library/fur-trade>

- The beaver fur hat – how it's made
- The bourgeois
- The canoe
- What the fur traders ate
- Voyageurs
- Women in the fur trade

<http://www.hbcheritage.ca/classroom>

- Teacher resources
- Hudson's Bay Company history
- Beaver pelts
- Glass beads
- Point blanket
- The canoe
- Standard of trade

<http://www.northwestjournal.ca/PostCon.htm>

- Fur post construction
- David Thompson
- Beads
- Making a birchbark canoe
- Finger weaving a sash
- Material culture – items that have been found at the posts in archaeological excavations

<http://fwhp.ca/connect-with-fwhp/142-day-camp-education/school-programs/226-glossary-of-the-fur-trade>

- Definitions for different types of employees, geographical locations, First Nations groups, food, clothing, various trade goods

https://www.mheducation.ca/web_resources/sch/ShapingcanadaCH3.pdf

- Teaching lessons on various aspects of the fur trade

<http://faculty.econ.ucdavis.edu/faculty/gclark/Seminar/wp01-10.pdf>

- Agents of their Own Desires: Indian Consumers and the Hudson's Bay Company, 1700 – 1770
- Explains what commodities were brought to North America
- First Nations were selective in the commodities they wanted; HBC learned through trial and error what value was placed on their goods

APPENDIX C - *Weblinks for Additional Information on the Four Trading Parties*

Cree Links:

http://www.sicc.sk.ca/plains-cree_overview_history.html

<https://www.collectionscanada.gc.ca/settlement/kids/021013-2161.1-e.html>

http://firstpeoplesofcanada.com/fp_groups/fp_plains1.html

These two links below show both the syllabics and the English spelling of the words, and provide audio as well:

<http://www.creedictionary.com/>

<http://dictionary.plainscree.atlas-ling.ca/#/results>

Métis Links:

http://firstpeoplesofcanada.com/fp_metis/fp_metis_origins.html

<http://www.metisfamilyservices.ca/metis-culture/metis-history>

<http://www.metismuseum.ca/>

http://www.metismuseum.ca/michif_tools.php - there is an online dictionary where you can hear the pronunciation of the words.

North West Company Links:

Did you know they still exist? They operate Giant Tiger stores here in Saskatchewan!

<http://www.northwest.ca/about-us/history.php>

<https://www.thecanadianencyclopedia.ca/en/article/north-west-company>

<http://www.canadahistory.com/sections/eras/british%20america/Northwest.html>

http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade3.html

Hudson's Bay Company Links:

<http://www.hbcheritage.ca/history/company-stories/a-brief-history-of-hbc>

http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade3.html

APPENDIX D - *Trappers and Traders Fur Trade Card Game Instructions*

The Trappers and Traders Fur Trade Card Game is based on possible trade interactions between the four groups at South Branch House, an historic fur trade post in central Saskatchewan. South Branch House operated from 1786-1794. Explorers David Thompson and Peter Fidler worked at the post briefly during its operations. The site was designated a provincial historic site in 1986.

Plains Cree (“Y” dialect) has been used for the game, as this was the dialect spoken in central Saskatchewan at this time. We acknowledge that there may be variations in spelling and interpretation for all of the translations.

The Saskatchewan Archaeological Society conducted excavations at the site between 2005 and 2014, and some of the artifacts that were discovered have been included as trade items in the game (glass beads, metal arrows, birchbark, finger ring, lead shot, metal file, and buttons). The game was created as a supplementary activity for school groups visiting the site and participating in the excavations. The trading concepts of helping each other, working together, negotiating and being respectful are just as important now as they were over 200 years ago.

This activity consists of the following:

Four Trading Groups

- Hudson’s Bay Company Traders (red cards)
- North West Company Traders (yellow cards)
- First Nations Trading Party (green cards)
- Métis Trading Party (blue cards)

Divide the players into four even (or as even as possible) groups. Having one player per group is possible but four to five people is ideal.

Each trading group arrives with 21 trade items (picture cards). They need to trade with the other groups to acquire 19 items (checklist). A pencil or pen will need to be provided.

Allow the groups a few minutes to meet separately to look over the items that they have and the items that they need. This will give all groups equal opportunity to ask questions and ensure all players understand the trade items before beginning the trade. Each item is a picture on a card with a descriptive word (clockwise from top) in English, Cree, French and Michif.

- Not every item is worth trading one other item for. For example, a rifle would be a large item and the groups that start out with the rifles may barter for multiple items in exchange.
- Groups may choose one person to be the Chief or Chief Factor of the group – therefore the one who makes the final decision. This is not necessary, however.
- All groups must reveal the items they have available for trade (although they can keep their checklists secret until the end if they choose). If they end up trading for items that they do not need for their checklist, they can trade these other groups’ items as well (they can trade any colour of card in order to complete their checklist). They must trade to get their required items.
- Each group needs one “luxury item” that is not already on their list. A luxury item is anything that the group places value in but that isn’t necessary for their survival. Some of the provided “luxury items” include a teapot, a lantern, a toboggan, bone beads, and a ring (see the starred items on the reverse).

As long as the group can justify why they considered a trade good a “luxury item” then it will count. If they are leaving with something that is essentially the same as they have arrived with it will not count.

- On the checklists, there may be multiples of some items that need to be acquired (eg. 3 metal tools). While on some of the cards there is more than one item depicted, the groups need to acquire the actual number of cards representing the items. In total, the winning group should have at least 19 cards at the end of the game.

The first group to acquire all the items on their checklist wins.

For Educators

Other ways to use the game components and concepts:

- explore the history of each individual trading group
- learn about individual trading items – how they were made, acquired or what made them desirable to others
- look at how languages were used; similarities or differences between languages
- explore the challenges and benefits of negotiation
- consider what value means to different people

List of Each Group’s Trade Items and Checklists

Hudson’s Bay Company Trade Items (RED)

2 – Vinegar	2 – HBC Blanket	1 – Boots	1 – Metal Arrow Set
1 – Sewing Kit *	1 – Knife	2 – Canned Food	1 – Paper
1 – Cloth	2 – Sugar	1 – Teapot *	1 – Tobacco
2 – Flour	2 – Tea	1 – Glass Beads *	

Hudson’s Bay Company Traders Checklist

1 Cooking Vessel	1 Packet of Herbs	2 Pair Snowshoes
5 Animal Hides	1 Package of Deer Meat	1 Package of Moose Meat
3 Pemmican	2 Packages of Bison meat	1 Set of Fish Hooks
1 Mortar and Pestle	1 Luxury Item	

North West Company Trade Items (YELLOW)

2 – Ammunition/Gun Powder	1 – Axe	1 – Ring *	1 – Copper Kettle
1 – Draw Knives	1 – Flint and Steel *	1 – Hammers	1 – Lantern *
2 – Medicine	1 – Vinegar	1 – Metal Hooks	1 – Metal Pot
2 – Sugar	2 – Rifle	3 – Saw	

North West Company Traders Checklist

1 Quill Beads	1 Packet of Herbs	2 Packages of Fruit
4 Animal Hides	2 Pemmican	2 Packages of Bison meat
1 Package of Elk meat	1 Package of Deer meat	1 Canoe
1 Knife	1 Pair of Boots	1 Snow Dart Game
1 Luxury Item		

First Nations Trade Items (GREEN)

1 – Beaver Pelt	1 – Birchbark Canoe	1 – Bison Hide	3 – Bison Meat
1 – Bone Beads *	2 – Deer Meat	1 – Fine Herbs	1 – Food container (animal bladder)
3 – Pemmican	2 – Snowshoes	1 – Sturgeon	1 – Porcupine Quill Beads
1 – Toboggan *	1 – Mortar and Pestle	1 – Snow Dart Game	

First Nations Trading Party Checklist

1 Package of flour	1 Rifle	1 Set of Ammunition
1 Packet of Tobacco	1 Set of Fish Hooks	1 Medicine Jar
3 Metal Tools	1 Package of Tea	1 Metal Arrow Set
1 Blanket	4 Sugar	2 Saws
1 Luxury Item		

Métis Trade Items (BLUE)

5 – Beaver Pelt	1 – Bison Meat	2 – Bison Hide	1 – Beaded Bag *
1 – Bone Fish Hooks	1 – Elk Meat	1 – Fine Herbs	1 – Moose Meat
2 – Pemmican	4 – Fruit – Saskatoons	1 – Beaded Flower *	1 – Métis Sash *

Métis Trading Party Checklist

1 Teapot	1 Cooking Vessel	1 Rifle
1 Set of Ammunition	1 Package of Fish	1 Medicine Jar
3 Metal Tools	1 Cloth	1 Blanket
2 Canned Goods	2 Vinegar	1 Pack of Paper
1 Package of Tea	1 Food Container (animal bladder)	
1 Luxury Item		

*- Luxury Item

Acknowledgments

The Saskatchewan Archaeological Society would like to thank the following for their contributions to the Trappers and Traders Fur Trade Card Game:

- Talina Cyr-Steenkamp, former Executive Director, for the original game concept
- Sandra Walker, for the artwork
- many Saskatchewan teachers and students for playing the draft versions of the game and providing valuable feedback
- Dakota Dunes Community Development Corporation, for providing a production grant
- Individual donors
- French, Cree and Michif translators
- Globe Printers, for their expertise
- SaskCulture Inc., for operational funding through Sask Lotteries Trust Fund for Sport, Culture and Recreation

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APPENDIX E – *Discussion Questions and Game Variations*

Discussion Questions

What trade networks existed in the New World prior to contact?

How did the relationship dynamic between First Nations and Euro-Canadians change over time? What prompted these changes?

What were the social, political, and economic impacts on First Nations and Métis people when a market was created for items that did not previously exist (i.e., beaver pelts, pemmican, glass beads, ammunition, etc.)? How were the impacts different for the Euro-Canadians?

How did the introduction of the horse change Indigenous cultures?

What impact did Indigenous technologies such as the canoe, snowshoes and toboggan have on the fur trade?

Can you name other Indigenous contributions?

What role did alcohol play in the fur trade?

Did the fur trade reaffirm ideas of class and status for the Euro-Canadians? If so, how?

What motivated Euro-Canadians to participate in the fur trade? How did the Hudson's Bay Company and the North West Company approach trade? What other companies or groups were involved in the fur trade?

How did male Euro-Canadians influence our record of the fur trade? Why is this important?

What are some of the differences between Indigenous and western world views? What were some of the consequences of these differing world views regarding the fur trade?

How did the fur trade influence the establishment of the Treaties?

What was the significance of South Branch House (1786-1794) and why do you think it was the first protected site in the province of Saskatchewan?

How has archaeology been used to further colonialism and promote a nationalist narrative? How is archaeology changing?

Why is it important to protect and learn about archaeological sites such as South Branch House (1786-1794)?

Game Variations

Divide the group into four based on the colours of the cards. The goal is to make an item-for-item trade. The winner is the first group to trade all their cards for cards of another colour. This is ideal for younger students.

Play the game as instructed but create a language barrier by not allowing spoken or written words.

Play the game as instructed but single out a group who is not allowed to 'travel' (i.e., trade only occurs with this group when other groups 'visit' them).

Play the game as instructed except set a specific amount of time to allow for trade (i.e., 10 or 15 minutes). After the allotted time, have the groups reassemble and assess their progress. Give them 1-2 minutes to devise a trading strategy then give them an additional amount of time to trade (i.e., 3, 5 or 10 minutes). Have the groups share their strategies and discuss which ones were successful.

Play the game as instructed except set a specific amount of time to allow for trade (i.e., 10 or 15 minutes). After the allotted time, have the groups reassemble and introduce a shift in trade (examples might include, fashion in Europe has changed and beaver pelts are now almost worthless, OR the bison hides gain value because of increased demands for bison robes). Finish the game and have the groups discuss the impacts of the changed market.

Play the game as instructed except set a specific amount of time to allow for trade (i.e., 10 or 15 minutes). After the allotted time, have the groups reassemble and mimic the impact of disease on the First Nation and Métis trading groups. Remove $\frac{1}{2}$ - $\frac{3}{4}$ of their players. How did this impact their ability to trade?

Play the game as instructed except set a specific amount of time to allow for trade (i.e., 10 or 15 minutes). After the allotted time, have the groups reassemble and mimic the amalgamation of the HBC and NWC by having the two groups merge.