

Voyageur Life Grade 4

FIELD EXPERIENCE CURRICULUM

A Living Document: Growing and Changing as Our Knowledge Does



OUTDOOR & ECOLOGICAL LEARNING DEPARTMENT

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Introduction

The canoe is central to the story of Canada. We hope the Voyageur Life Grade 4 Curriculum Package provides a fun, educational experience for Grade 4 students across the Powell River School District. The Voyageur Life Field Experience will be offered at the Powell Lake Outdoor Learning Center (OLC) and is designed to be a high point in the school year for students in Grade 4. The Field Experience is ideally bookended by the Classroom Beginnings and Classroom Culminations curriculum packages. Through project-based learning and place-based, direct experience, students will develop a broad understanding of the role of the Voyageurs in the development of Canada. Students will be exposed to an inter-curricular learning platform including literature, social studies, language arts, natural science, mathematics, physical education, music and the arts.

How to Use this Resource

The Voyageur Life Grade 4 Curriculum Package has 3 Components:

Part 1. Classroom Beginnings: Recommended for use in the classroom prior to the Voyageur Life Field Experience.

Part 2. The Voyageur Life Field Experience Curriculum: A facilitated curricular experience for use at the OLC.

Part 3. Classroom Culminations: Recommended for use in the classroom following the Life Field Experience.

Voyageur Life Grade 4 Curricular Connections: BIG Ideas

Science	All living things and their environment are interconnected.
Social Studies	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.
Language Arts	Language and text can be a source of creativity and joy. Using language in creative and playful ways helps us understand how language works.
Mathematics	Number represents and describes quantity: Parts of wholes can be represented by fractions and decimals.
Arts Education	Creative expression is a means to explore and share identity within a community. Music is a unique language for creating and communicating.
Physical Education	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. Personal choices and environmental factors influence our health and well-being.
Career Education	Leadership requires listening to and respecting the ideas of others.

VOYAGEUR LIFE FIELD EXPERIENCE CURRICULUM

About the Voyageur Life Field Experience

During this day long field experience at the Powell Lake OLC, students will be welcomed to the Northwest Company as employees. Hard work, low pay, voyageur food, and thrilling adventure await students as they immerse themselves in the lives of the voyageurs of the late 1700s. Students will travel by land and canoe to trade for furs. Students will be challenged to find success and riches, or to weather a cold and hungry journey. Together Voyageurs and First Nations built this country – students will find out how firsthand!

OLC Teacher / Facilitator Notes

The following sequence of activities is intended to be delivered as an enthusiastic, role-play experience. To the best of their ability, teachers, facilitators, and students will be in character for the duration of the Field Experience. Teachers and facilitators will adorn a French name, a voyageur sash, and when possible, will infuse their role-play with French expressions and even an accent. This is intended to set-the stage for students to feel as if they've been transported to the 1700s and have become voyageurs.



Day at a Glance

9:45-10:00	Site Introduction
10:00-10:15	The Inaugural Voyageur Welcome Ceremony
10:15-11:00	Voyageur Games & Tipi Teachings
11:00-11:30	Voyageur Trading Simulation
11:30-12:00	Campfire Lunch: Bannock & Salmon Jerky
12:00-1:50	Stations: Canoeing & Crafting
1:50-2:00	Voyageur Salute: Maple Syrup Drinking

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

10:00-10:15 Activity 1: The Inaugural Welcome Ceremony

Purpose: This role-play activity is a depiction of history that will introduce students to the Northwest Company. It will ceremoniously welcome all students as voyageurs, providing them with information about traditional Voyageur clothing, work environments, and traditions including song and dance.

Key Components: Sashes, Moustaches, Contract Signing, Voyageur Chant, and Maple Syrup Salud

Location: OLC Heart

Supplies: 30 student sashes, 2 moustache pencils, 1 signed contract, 1 map of trade route, maple syrup, cups, top hat, a very heavy chest loaded with alcohol bottles, wool blankets, metal pots, gun, flint, hatchets, tobacco, pipes, etc.).

Example Script

Voyageur 1: *(You are a gruff, bossy voyageur whose name is your choosing).* “Bienvenue or Welcome to the Powell Lake Outdoor Learning Center. Today, the OLC is home to the Northwest Company Trading Post at Fort St. James. It is the enlightened year of 1806. You are here seeking employment and have come to the right place. As aspiring Voyageurs you will work hard, you will travel great distances, you will eat from the land, and you will hunt, trap, trade and adventure! Now, you do not look like Voyageurs. What can you do for me?”

“Can you sing? Show me. Can you do this: la, la, la, la? I’ll pay someone here more for a good voice.” *(When you find someone with a good singing voice, preferably an adult, throw them a sash.)*

“Are you strong? Show me your muscles. Pick me up. Pick him/her up. Your muscles feel like a wet noodle.” *(When you find someone sufficiently strong, throw them a sash.)*

“Are you smart? If you were, you wouldn’t want to be a voyageur.”

“You are all so short. I like short Voyageurs; they take up less room in the canoe.” *(When you find someone sufficiently short, throw them a sash.)*

“Bonjour Monsieur! I said, Bonjour! That means hello, now you say it back to me. Ah, tres bien, that means very good. Je m’appelle (insert name here). My name is _____. My new engages, welcome to the brigade! That means that you all now work for me. You are employees of the same fur trade company as me, and I am your gouvernais. That means I am your boss and you do what I say. We work for the best fur trade company in the world, the Northwest Company, *Vive les Voyageurs!* I can see you are a little tired today, so we’ll try it again. When I say “Northwest Company” you say, “*Vive les Voyageurs!*” Okay? We work for the most successful fur trade company in the world, the Northwest Company, *Vive les Voyageurs!* *(This time the kids shout with you).* And we hate the Hudson’s Bay Company, they are our rivals *(and you spit on the ground).* If you are going to be a Voyageur, you must act like one. We are loud and proud of our life and work as Voyageurs. We are Scottish, French, Iroquis, Cree, Ojibwe, or Mixed. We practice the Christian faith, we gamble, work like beavers and sing like larks! Later on, I will teach you one of my favourite songs about a lark, *Allouette.*”

“_____ *(Voyageur 2),* the sashes please!”

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

10:00-10:15 Activity 1: The Inaugural Welcome Ceremony (continued)

Voyageur 2: As voyageurs, each of you are given a sash to wear for the duration of your contract with the Northwest Company. What important uses do you think the sash has? (Answers: used for warmth, as a tumpline and a support on the portage, used to carry cargo, as an emergency rope, to prevent back injury, and as a mark of distinction and origin). This finger woven and wool sash is to be worn around your waist. It is one of your most valuable items on what will be a long and arduous canoe journey.” *Voyageur 2 will demonstrate how to adorn the sash. Sashes will then be handed out and tied by students.*

Voyageur 3: “Bonjour. Je m’apelle _____. Today you will begin your year long journey travelling from Fort St. James, heading east to our headquarters in Montreal. (*Show Map, Appendix 1*). Typically, this round-trip journey would take you upwards of 2 years to complete, but you appear to be a very efficient brigade. On your journey, you will be trading with First Nations for the best beaver pelts this vast continent can offer. These pelts will be shipped back to France and made into stylish top hats, like this one. (*Put a top hat on someone’s head*). A gentleman in France cannot go anywhere without his top hat.

Voyageur 1: Each day you will wake at 3 or 4 am to the shouts of “levez, levez!” “Get up!” You will load the canoe and paddle for 5 hours or so, then have breakfast at about 9am. You get back in the canoe, paddle all day, maybe portage, until sunset, when you have dinner *rubaroo* (i.e., boiled peas mixed with dried buffalo meat, lard, and berries). We usually skip lunch unless you have had a particularly challenging portage. To sleep, you will unload the canoe, overturn it on shore, and sleep underneath it. Tomorrow, you will get up and do the same thing.”

Voyageur 2: We will paddle and portage with cargo. *Focus the engages attention on the heavy chest, position where visible to all. Our cargo includes (and open the chest and show the items located) tobacco, alcohol, muskets, gunpowder, flint, spears, hatchet heads, knives, wool blankets, coloured cloth, awls, pipes, metal pots, glass beads. Some items are for trade, others are for our own survival. Assign two students the job of carrying the chest wherever the group goes for the entirety of the day. These two engages look to be strong, you will portage this chest with us wherever we go today!*

Voyageur 1: “Before we begin our long paddling journey, we must be clear that you have signed an employment agreement and are therefore committed to 3 years of service with the Northwest Company. As I invite your teacher to read aloud your commitment, *your brigade leaders* will come around with a moustache pencil for those of you who choose to adorn a voyageur moustache.” *Teacher reads aloud the pre-signed Voyageur Contract with all student names.”*

Once those who want a moustache, have one, then “It is time to get ready for our journey. We need to prepare to portage. We need 5 Voyageurs to lineup on either side of the canoe. On the count of 3, we will lift, and follow me. 1, 2, 3!”



VOYAGEUR LIFE FIELD EXPERIENCE CURRICULUM

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

10:15-10:40 Activity 2: Voyageur Games

Background: Voyageur games typically revolved around feats of strength and the practicing of skills relevant to voyageur life. Teachers and Facilitators at the OLC can choose from the games below.

Location: Open Field

Supplies: Vary (see below)

Arm Wrestling: Have students pair up and lie facing each other and arm wrestle. *(Supplies: None)*

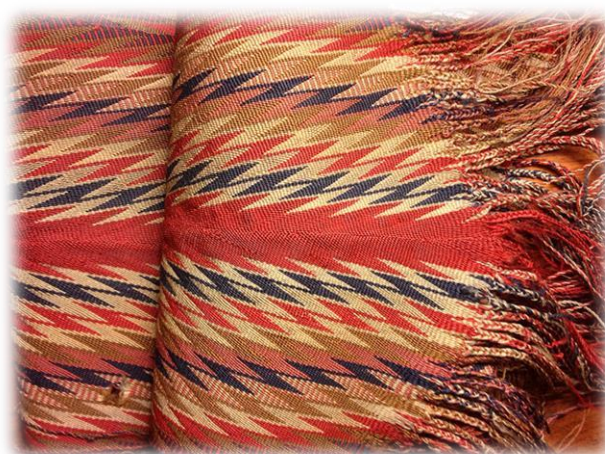
Leg Wrestling: Two kids lie down on their back beside each other facing in opposite directions. They count to three, lifting their inside leg for each count. On three, they lock legs and try to flip their opponent over. *(Supplies: None)*

Tug O' War: A traditional test of strength. *(Supplies: Tub O' War Rope and 2 Pylons)*

Sash Challenge: Divide the students into three groups. Provide them with a variety of loose objects: baskets, barrels, chests, etc. Divide these items into equal piles per team. Challenge the groups to transport their goods using their sashes from point A to point B. Encourage students to be creative and use their sashes in whatever way comes to mind. This activity can be set up as a race or it can be set-up as more of an exploratory.

Tappe la Galette: With a partner stand face to face. Position your feet so they are in line, toe to heel. Hold out one hand each like they are going to shake. One person must then try to hit the others hand to cause them to lose their balance, while the other person tries to move their hand out of the way. This game was played to improve balancing skills needed in the canoe. *(Supplies: None)*

Target Practice: Have your group divide up into teams, lay out the targets (hula hoops) and have each member of each group throw 3 bean bags, lawn darts, or other weighted items. Have each person keep track of how many they get in. After each group member has thrown, add up the number of darts that went in. The team with the most darts wins. *(Supplies: 90 Bean Bags and 6 Hula Hoops)*



Activity Breakdown: Curriculum for OLC Teachers & Facilitators

10:40-11:00

Tipi Teachers as shared by Heather Doherty

Tipis were homes that indigenous people of the plains lived in. Many different nations used tipis and there are many different teachings from each Nation. Today, I will share Cree tipi teachings with you or Mikiwahp kiskimwahamtowina which means tipi teachings in Cree.

As you can see the tipi frame is made up of poles. Each of these poles has a significant meaning which I will tell you more about when we are inside. These poles are covered in canvas but traditionally this cover would have been made out of animal hides.

Question: Remembering that tipis were used on the plains of North America, what type of hides do you think were used for the tipi?

When we look at the mikiwahp (tipi) from the outside we can see that it is a cone shape. Many Cree people saw this shape as a grandmother's skirt. The open flaps are like the welcoming arms of a grandmother. This is a loving and caring place for families and communities to come together.



Many Cree and indigenous groups believe that the tipi has so much power that it is actually a living being. It carries memories, teachings, safety, and love. It carries healing power as well. So we need to show our respect when we are close to and inside the tipi. In the morning I smudge the tipi inside and out with safe smoke. I thanked the tipi for being here with us today.

We will be going inside in a moment. I just want to share that we need to do this slowly and carefully. We need to be respectful of the mikiwahp (tipi) and everyone in the mikiwahp. We must be as quiet as possible and once inside we will have a bit of time to share our thoughts.

Everyone enters the tipi and sits around the outer edge.

Let's for a moment be silent and think about how we feel now that we are inside the tipi.

Questions and Comments:

Explain where the fire would be, where people would sleep and where food would be prepared.

The mikiwahp (tipi) has many great attributes that I want to share. First, it has the ability to stay cool in the summer. The cool air enters the bottom of the tipi and as it warms, it rises and escapes out of the smoke hole.

VOYAGEUR LIFE FIELD EXPERIENCE CURRICULUM

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

10:40-11:00 Tipi Teachers as shared by Heather Doherty (continued)

The tipi stays warm in the winter as well. The bottom flaps can be closed on rainy or gusty evenings. The fire keeps it warm and toasty inside.

The food would be cooked on the fire. The smell of the food rises into the air. Hungry bears would not be able to locate this tipi using smell because the smell rises and disperses.

This is a very important space for storytelling and family and guests to spend time together. This was also a sacred space to form relationships and alliances with other communities and nations.

Every part of the mikiwahp is very meaningful. Each pole represents a very important value in life. Love, respect, kinship, happiness, humility, sharing hope and strength are some of the values of the poles. All these important values rise and connect. These poles come together to form a very strong connection at the top. It is believed that if you possess all these values, you are a very strong person - just like the tipi.

Skirt teachings - The tipi is a powerful place to be, and it honours the strength and teachings of the grandmother. A mother or grandmother would share these important teachings orally- sitting around the fire. One important teaching of the grandmother is empathy- or kitimahkeyitowin.

Question- does anyone know what empathy means?

Now we are going to exit in the line going around the tipi clockwise. We must be quiet and move slowly as we do this. Next time we enter we will remember how to do this and how to be respectful while inside. While you leave you can quietly thank the tipi in your head if you wish - that is what I'll be doing as I leave.

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

11:00-11:30 Activity 3: Voyageur Trading Simulation

Purpose: Students will participate in a trade simulation and learn about trade between Voyageurs and First Nations.

Location: Open Field with possible Teepee Set-up

Supplies: 60 Trade Item Cards and 45 Fur Animal Cards (Templates on Pages 7 & 8)

Set-Up:

- Divide students in two equal groups: Voyageurs and First Nations.
- Distribute 4 “Trade Items” cards to each student in the Voyageur Group.
- Distribute 3 “Fur Animals” cards to each student in the new First Nations Group.
- Do not tell either group that there are less Fur Animal cards than trade item cards.
- Students who are “First Nations” will set up away from each other at the far end of the field in order to simulate distinct tribal groups. They will stay in the same place the entire time of the game.
- Voyageurs must travel from the Northwest Company (i.e. the opposite end of the field) to meet with a First Nations tribe / individual to trade.

Playing the Game:

- Students will trade animals for goods.
- Voyageurs can only trade one animal for one trade item.
- Trade is competitive.
- Voyageurs who made it to a tribe first often got the best animals.
- Each trade round will begin as soon as a whistle blows.
- Voyageurs are to run as fast as they can to meet with a First Nations Tribe / Individual, trade and run back.
- Each round begins with the whistle.
- Each round ends once all Voyageurs have returned to the Northwest Company.
- Once all animals have been traded for “trade items,” call the groups together.

Debrief (in the Teepee if available):

Ask students some of the following debriefing questions:

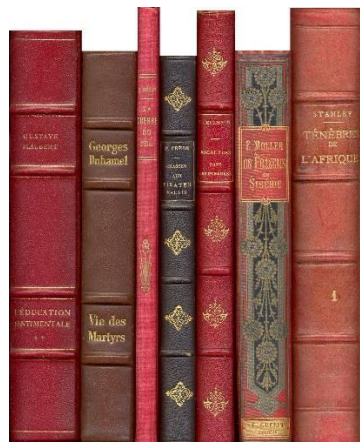
1. Why were there trade items left over and not enough animals to trade? (Answer: Extinction).
2. How would the local extinction of animals like the buffalo, fox, and beaver affect First Nations people?
3. Do you think all animals had the same trade value? (*See Appendix 2: The Value of Animal Fur*)
4. What skills would a voyageur and/or First Nations person need in order to make trade happen? (Answers: Language, Navigation, Hunting Skills etc.)
5. Do you think trade between the Voyageurs and First Nations was always fair?
6. What were some of the unintended outcomes of trade between Voyageurs and First Nations? (Answers: Disease, Marriage, Extinctions, Conflict, Colonization)

Voyageur Trading Simulation Cards Template

TRADE ITEMS CARDS



Wool Blanket



Voyageur Trading Simulation Cards Template

ANIMAL CARDS



Activity Breakdown: Curriculum for OLC Teachers & Facilitators

11:00-11:30

Activity 4: Bannock Making & Smoked Salmon

Purpose: This activity will provide students with the opportunity to follow a recipe, work as a team, and cook and eat a traditional voyageur lunch comprised of Bannock cooked over the fire and smoked salmon.

Location: OLC Main Lodge & Firepit

Supplies: Bannock Recipe Supplies, 8 mixing bowls, 8 wooden spoons, sticks for cooking over the fire, 8 sets of measuring cups, 8 sets of measuring spoons, 8 laminated copies of the bannock recipe, cinnamon and sugar, and jam.



Procedure:

1. Arrange up to 8 bannock making stations in the main lodge. These stations should include 1 copy of the laminated Bannock Recipe, all ingredients as well as mixing bowls, mixing spoons, and measuring cups.
2. Students enter the lodge and are told to wash their hands.
3. En masse, students are given instructions. They are introduced to their cooking materials and told to work in groups of up to 4 people per group, to follow their recipe and mix their dough.
4. Once their dough is mixed and an adult has verified it is ready for roasting, students clean up their station.
5. Each student is then given a roasting stick. They are to wind $\frac{1}{4}$ of their dough around the end of their stick and make their way to the fire.
6. A Voyageur teacher or facilitator will be at the fire demonstrating how to roast their bannock.
7. Once cooked, students will have the option to put cinnamon and sugar on their bannock.
8. Smoked Salmon will be handed out at the fire pit.

BANNOCK RECIPE

Ingredients

3 Cups of Flour

1½ Teaspoons Baking Powder

½ Teaspoon Salt

¼ Cup Butter

1 ¼ Cups Warm Water



Steps

- Mix all dry ingredients together.
- Make a hold in the middle and add butter.
- Pour water on the top of the butter.
- Blend the mixture together with your hands (make sure to wash your hands in advance)
- Divide the dough into 4 balls.
- Roll the balls into a thin snake the length of a ruler.
- Wrap the bannock around the end of your roasting stick.
- Roast your bannock slowly over an open fire.
- Season with cinnamon and sugar.

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

12:00-2:00 Activity 5: Stations Station 1: Canoe Journey (2, 1 Hour Stations)

Weather Note: If conditions are not appropriate for canoeing, the Spirit Eye/God's Eye Craft and the Beading Craft can be done as 1 hour rotations.

Take the group to the beach. Say to the voyageurs that in this enlightened year of 1762, since none of them can swim, they all are required to wear PFDs, or personal flotation devices. Give every student and adult an appropriately sized PFD. Afterwards, demonstrate the correct use of a paddle.

Rules for Paddlers:

- 1) The blade should never touch the ground. If they want to rest, they should place the blade on top of their foot.
- 2) When you hand them a paddle, they should respond "Merci beaucoup", or thank you very much.

Part A: Modern Canoe Paddling Experience

About Voyageur Canoes

Voyageurs learned of the canoe from the First Nations people who had been using this technology for centuries to navigate their territories. Without the passing along of this knowledge from First Nations to European settlers, Canada would not be the nation it is today. Traditional Voyageur canoes are made solely of materials found in the forest: the bark of yellow birch trees, cedar ribs for the frame of the canoe, pine logs for the gunwales. The birch bark was sewn together using wattape (the roots of the spruce tree), and the seams were sealed with pitch. Birch bark was the ideal material because it is waterproof and very lightweight. But canoes were notoriously easy to capsize. One bourgeois wrote after riding in one, "You really had to keep your tongue in the middle of your mouth; otherwise, the canoe would capsize." Canoes were so fragile that they were never loaded on land and were sometimes sunk to the bottom of lakes for the winter, to prevent the canoe from snapping in the cold winter air.

(Show students photos of Voyageur Canoes – See Appendix 3: Canot de Maitre and Canot du Nord)

Traditionally there were 2 commonly used canoes: The first was the Canot de Maitre or Montreal Canoe. It was 12 meters in length and 2 meters wide and capable of carrying 3600kg of cargo, that's about as much as 1 female African Elephant. There second type of canoe that was used for traveling shorter distances, was the Canot du Nord or North Canoe. The canot du nord was 7 meters long, but still capable of carrying 1 750 kg of cargo, which is about the weight of 3 moose or 1 rhinoceros.

About the Modern Canoe

The canoes you will be paddling today are smaller adaptations of traditional Voyageur canoes. They hold fewer passengers, less cargo, and are made from fiberglass which is a synthetic or human-made material, it is not harvested from nature. *More detail or dialogue can be added as deemed necessary by the facilitators.*

Land-Based Paddling Practice:

Have students practice either on shore or kneeling on a dock, the following commands and accompanying strokes:

En avant (on-ah-vohn) – paddle forward

Arretez (ah-reh-tay) – stick the paddle blade into the water, blade perpendicular to the canoe. This will stop or 'arrest' the canoe.

En arriere (ohn are-ree-air) – paddle backwards

Reposez (ray-poh-say) – rest or repose

Saluez (sal-you-aye) – give the voyageur salute (Paddle Blade in the Air) Raft-Up

– All canoes come together

12:00-2:00

Activity 5: Station 1, Canoe Journey (continued)

Loading the Modern Canoe

Ask students if they have ever paddled a canoe before. Those who are experienced will be in the stern and will steer the canoe. Each canoe will be loaded with 3 students. Have the person in the stern carefully lift the stern of their canoe and guide the canoe into the water. The person in the stern should then sit on the stern, straddling the canoe with their hands on the gunnels. The student sitting in the bow should get in first. Sliding their hands along the gunnels and keeping their bodies low, the student sitting in the bow enters the canoe and sits down on their seat. The middle student follows. Once the two front students are seated, the student in the stern slides the canoe a little further into the water and gently pushes the canoe off the bottom and carefully enters the stern of the canoe.

Quiz them on the commands. Practice turning the canoe. Raft-up and teach students the song *Alouette* (see Appendix 4 for Lyrics). Then head around the Island. Encourage the Avant to lead songs. Teach them a few of the French songs (see Appendix 5). Practice paddling to a cadence (one, two, stroke, one, two, stroke, etc.). Once in awhile, reposez and take out your pipe. Voyageurs could rest 10 minutes every hour to smoke a pipe. In addition to the cargo, voyageurs also carried a large oil cloth in the canoe.

Unloading the Modern Canoe:

Travelling at a slow and controlled speed, canoes should be gently guided to shore. Once ashore, the student in bow hops out and stabilizes the canoe by straddling the bow and putting their hands on the gunnels. The student in the middle then exits by maintaining a low center of gravity and sliding their hands along the gunnels until they are in the shallowest water and feel safe to step out of the canoe. The student in the stern then repeats this process.

12:00-1:50

Activity 5: Station 1, Canoe Journey (continued)

Part B: Voyageur Canoe Paddling Experience**About Voyageur Canoes**

Voyageurs learned of the canoe from the First Nations people who had been using this technology for centuries to navigate their territories. Without the passing along of this knowledge from First Nations to European settlers, Canada would not be the nation it is today. Traditional Voyageur canoes are made solely of materials found in the forest: the bark of yellow birch trees, cedar ribs for the frame of the canoe, pine logs for the gunwales. The birch bark was sewn together using wattape (the roots of the spruce tree), and the seams were sealed with pitch. Birch bark was the ideal material because it is waterproof and very lightweight. But canoes were notoriously easy to capsize. One bourgeois wrote after riding in one, “You really had to keep your tongue in the middle of your mouth; otherwise, the canoe would capsize.” Canoes were so fragile that they were never loaded on land and were sometimes sunk to the bottom of lakes for the winter, to prevent the canoe from snapping in the cold winter air.

Loading the Voyageur Canoe

Have all the students line up facing the canoe while you introduce it. Our canoe is a Canot de Maitre or Montreal Canoe. It is 12 meters in length and 2 meters wide and capable of carrying 3600kg of cargo, that’s about as much as 1 female African Elephant. There is another type of canoe that is sometimes used for traveling shorter distances, the Canot du Nord or North Canoe. That canoe is 7 meters long, but still capable of carrying 1 750 kg of cargo, which is about the weight of 3 moose or 1 rhinoceros.

Stress to the students that when entering the canoe, the following procedure must be used:

- 1) grasp the gouvernais’s forearm,
- 2) step onto the seat,
- 3) step onto the floor of the canoe,
- 4) sit and slide.

They should never sit or stand on the thwart of the canoe. It is not meant to bear weight and will break. In 1762 this canoe costs \$100 (about \$9,000 currently). Load the middle of the canoe first, then go to the ends and work toward the middle. The Avant sits in front and has special duties – they must lead the songs, set the paddling cadence, and watch for rocks, logs, and other hazards. The gouvernais sits in back and steers. Once all the students are seated, tell them that they must kiss the canoe. Then say, “You silly voyageurs, I knew you were not so smart! Don’t kiss the canoe with your lips, kiss with your hips!” Have the students slide to the edges of their seats so their hips are near the gunwales. Ask them which is the bow (front), stern (back), starboard (right), and port (left) on the canoe. Untie the ropes, hop in, and paddle away.

Paddling the Voyageur Canoe

Let students flounder for a short time, then teach them the following commands:

En avant (on-ah-vohn) – paddle forward

Arretez (ah-reh-tay) – stick the paddle blade into the water, blade perpendicular to the canoe. This will stop or ‘arrest’ the canoe.

En arriere (ohn are-ree-air) – paddle backwards

Reposez (ray-poh-say) – rest or repose

Saluez (sal-you-aye) – give the voyageur salute (Paddle Blade in the Air)

12:00-1:50

Activity 5: Station 1, Canoe Journey (continued)

Quiz them on the commands. Practice turning the canoe. Teach students the song *Alouette* (See Appendix 4: *Alouette Lyrics*). Then head around the Island. Encourage the Avant to lead songs. Teach them a few of the French additional songs (see Appendix). Practice paddling to a cadence (one, two, stroke, one, two, stroke, etc.). Once in awhile, reposez and take out your pipe. Voyageurs could rest 10 minutes every hour to smoke a pipe. In addition to the cargo, voyageurs also carried a large oil cloth in the canoe. In periods of high wind, the voyageurs would rig the oil cloth to form a sail, and shout, “Souffle, soufflé, la vieille (vee-aye)!” (Blow, blow old women of the wind). Use this time to point out natural features and allow them to ask questions about their lives as voyageurs.

Unloading the Voyageur Canoe:

The gouvernais should exit the canoe first, tie both ends, and assist the voyageurs in exiting the same way they entered. The students should then line-up out-side the aquatic storage building and hang up their own paddles on the rack and take off their PFD's.

Paddling Conclusion:

Once all PFD's are hung, gather the voyageurs one last time to read the voyageur quote and conclude class. To the Europeans and fur trading company managers the fur trade was a business; a chance to develop commerce in the wilderness. They lived in European capitals and Montreal and rarely ventured into the wilderness. To many the voyageur simply provided the transportation and the First Nations the pelts. To the voyageur and the First Nations it was something more. For the voyageur it was a lifestyle in which they took pride and found honor. To the First Nations, trading was an exchange of gifts and cultures that brought honor to both the giver and the receiver. Though, neither knew the changes that European settlement would eventually bring.

Ask the new recruits some questions and/or see if they have any final questions about their lives as voyageurs.

Common questions are:

- What is the life expectancy of a voyageur? (Usually only to mid-thirties to forties)
- Most common cause of death? (hernias, heart attacks, and drowning)
- Annual pay? (100-400 livres per year, equivalent to \$80-\$250/year)

Some questions for the Voyageurs are:

- Why was the life expectancy of a Voyageur so short?
- Why was the typical Voyageur so proud of the Voyageur life?
- What happened to the beaver populations in North America with so many getting killed for the fashion industry?
- Can they think of other examples of overuse or overharvesting of a resource that leads to its decline?
- What needed to be done between then and now to return beaver population levels back to normal?
- What is good about using a resource? Bad?

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

12:00-1:50

Station 2: Craft, Spoon Making (1 Hour)

Part A: Background

VOYAGEURS AND THE METIS NATION: The Voyageurs gave rise to the Métis Nation. The Métis Nation is comprised of descendants of people born of relations between First Nations women and European men. The initial children of these unions were of mixed ancestry. The genesis of a new Indigenous people called the Métis resulted from the subsequent intermarriage of these mixed ancestry individuals.

WOODEN SPOONS: Music played an important role in the lives of the Voyageurs and the Metis Nation. Voyageur and Métis music is influenced by fiddling from Ireland, Great Britain and France, and by the structures of First Nations' music. Music was and is unique to families, who may have their own styles, tunes, songs and dances. The fiddle was a common musical instrument played by the Voyageurs and remains a traditional instrument for the Métis people. It is an instrument within traditional Voyageur and Métis songs, such as the Red River Jig. The spoons often accompanied the fiddle music as it gave a clapping rhythm to songs. The beat of the music played with the spoons was similar to Celtic hand drumming, some of the same beats as the Scottish bagpipes, as well as First Nations Songs.

Part B: Making Wooden Spoons

Materials Needed:

- Metal spoons
- Wooden spoons and Plastic spoons
- Yarn: Red, Blue, Yellow, Green, and White
- Masking Tape
- Device to stream music



Step One:

In a circle, explain how music played an important role in the lives of the Voyageurs and the Metis. Play an example Voyageur and Métis music by searching for “Red River Jig” on YouTube. For an example of Métis spoon playing on Youtube, search for “Greg Sterling, Métis Spoon Player.”

Step Two:

Have each child create their own pair of musical spoons by doing the following:

- Place two plastic spoons back-to-back
- Cut 5 lengths of yarn at 100cm in length. Tie them together. Wrap the bottom of the spoons together.
- In order to create a gap between the spoons to make a clapping noise, roll a piece of masking tape into a small ball and place it between the two spoons.

Step Three:

- Teach the children how to play the spoons. Have fun practicing playing the spoons along with different traditional Voyageur songs including C'est L'Aviron, V'la Bon Vent (Appendix 5), as well as the Metis Red River Jig! Incorporate some step dancing including shuffle 1-2-3, R heel- L heel, R toe- L toe patterns, and R forward – L forward R side- L side.

Activity Breakdown: Curriculum for OLC Teachers & Facilitators

1:50-2:00

Voyageur Salute / Maple Syrup Drinking Ceremony

Facilitators invite the Voyageurs to gather together in a final circle. Small cups of maple syrup should be pre-poured.

Voyageur 1: “Les engages, you have survived your year-long journey west.”

Voyageur 2: “Please take a moment to share with us something you have learned through this trial-filled year.” The person holding this “pelt” is the speaker, the rest of us are listeners.

Go around the circle. Once all have spoken, continue with the toast.

Voyageur 3: “We hope you feel stronger than ever and are prepared to return for another year of trapping, trading, and hard work. I would like to invite 4 engages forward to help hand out a drink to all our hard workers. Please do not drink until everyone has one and you are directed to do so.”

Once everyone in the circle has a dixie cup with maple syrup in it:

Voyageur 1: “To fuel your fires for the long journey home, we would like to make a toast.”

Voyageur 2: “To you, to the Voyageurs, to the many First Nations, the birth of the Metis Nation, to the Northwest Company, and to History – I raise my glass and I say Salud! And now you all say it too: un, deux, trois, SALUD”
And everyone raises their glasses, and says SALUD boisterously. Collect sashes and send students away on their big yellow canoe / school bus.



Appendix 1: Map



Appendix 2: The Value of Animal Fur

The Value of Beaver Pelts in 1784

During the fur trade era people used different trading systems than we use today. Today most things are exchanged for money, which in turn can be used to buy almost anything. However, during the fur trade era a type of bartering system utilized the beaver pelt as the base unit. This meant the value of objects was calculated in beaver pelts. Therefore, the beaver pelt was today's dollar.



Examples of the Fur Trade Era Barter System

For 1 beaver belt, you could trade for the following pelts:

10 muskrat pelts	3 doe pelts	1 small bear pelt	2 wild cat pelts
5 racoon pelts	2 deer pelts	1 lynx pelt	3 red fox pelts
4 marten pelts	2 mink pelts		

For 2 beaver pelts, you could trade for the following pelts:

1 black bear pelt	1 moose pelt	1 otter pelt	1 bison pelt
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Trade 1 beaver pelt for any of the following:

24 sewing needles	12 dozen buttons	900 grams sugar	454 grams tobacco
20 fish hooks	9 arrowheads	2 ceinture flechees	4.5 liters brandy
20 flints	4 lead pieces	3 large knives	

Trade 2 beaver pelts for any of the following:

6 silver earrings	1 bracelet	1 shirt	1.5 kg gun powder
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More Expensive Goods:

3 beaver pelts = 1 large blanket or 15 small knives

4 beaver pelts = 1 pistol 12 beaver pelts = 1 musket

Appendix 3: Canot du Maitre and Canot du Nord

Canot du Maitre



Canot du Nord



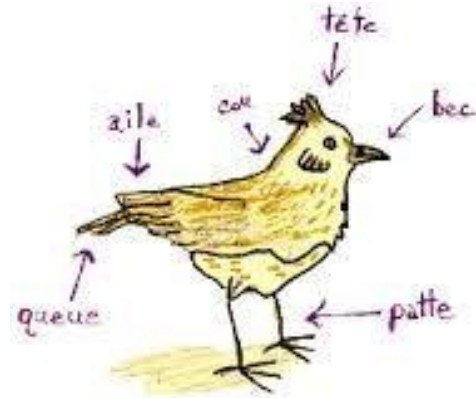
Appendix 4: Alouette Lyrics

Alouette, gentille Alouette
 Alouette je te plumerai
 Je te plumerai la tete
 Je te plumerai la tete
 Allouete, Allouette O-o-o-o-oh

Alouette, gentille Alouette Alouette je te plumerai
 Alouette, gentille Alouette
 Alouette je te plumerai

Je te plumerai le bec Je te plumerai le bec
 et la tete et la tete
 Alouette, Alouette
 O-o-o-o-oh

Alouette, gentille Alouette
 Alouette je te plumerai
 Alouette, gentille Alouette
 Alouette je te plumerai je
 te plumerai les yeux je te
 plumerai les yeux
 et le bec et le bec
 et la tete et la tete
 Alouette, Alouette
 O-o-o-o-oh



VOYAGUER LIFE FIELD EXPERIENCE CURRICULUM

Appendix 5: V'La Bon Vent Lyrics

The Story Behind the Song:

This song is over 300 years old and was sung by the Voyageurs as they travelled across pre-confederate Canada. Such songs raised Voyageur spirits as they paddled (and portaged) for up to 18 hours a day, and it also helped them to keep the oars working in rhythm, making everyone's work easier.

V'là l'bon vent, v'là l'joli vent
V'là l'bon vent m'ami m'appelle
V'là l'bon vent, v'là l'joli vent
V'là l'bon vent m'ami m'attend.

Derrière' chez-nous, y a-t-un étang
Derrière' chez-nous, y a-t-un étang
Trois beaux canards s'en vont baignant.

Trois beaux canards s'en vont baignant
Trois beaux canards s'en vont baignant
Le fils du roi s'en va chassant.

Le fils du roi s'en va chassant
Le fils du roi s'en va chassant
Avec son grand fusil d'argent.

Avec son grand fusil d'argent
Avec son grand fusil d'argent
Visa le noir, tua le blanc.

Visa le noir, tua le blanc
Visa le noir, tua le blanc
O fils du roi, tu es méchant.

O fils du roi, tu es méchant
O fils du roi, tu es méchant
D'avoir tué mon canard blanc.

D'avoir tué mon canard blanc
D'avoir tué mon canard blanc
Par dessous l'aile il perd son sang.

Par dessous l'aile il perd son sang
Par dessous l'aile il perd son sang
Par les yeux lui sort'nt des diamants.

Par les yeux lui sort'nt des diamants
Par les yeux lui sort'nt des diamants
Et par le bec, l'or et l'argent.

Et par le bec, l'or et l'argent
Et par le bec, l'or et l'argent
Toutes ses plumes s'en vont au vent.

Toutes ses plumes s'en vont au vent
Toutes ses plumes s'en vont au vent
Trois dames s'en vont les ramassant.

V'là l'bon vent, v'là l'joli vent
V'là l'bon vent m'ami m'appelle
V'là l'bon vent, v'là l'joli vent
V'là l'bon vent m'ami m'attend