

Senior High 2 - The Fur Trade: Then and Now

Outcomes

The students will be introduced to the history of the fur trade with emphasis on the decline of the fur trade in the 1970's and how this affected Inuit.

Background

In the early 1800's, whaling was the main catch being traded in the Kitikmeot region but this eventually led to the fur trade and the fox hunt. Stephen Angulalik, an independent fur trader prospered from the fur trade. Stephen was also a proficient sealer. When the "Stop the Seal Hunt" campaign began in the 1970's, the traditional economy of the Inuit was greatly affected, even though the campaign was directed towards the methods of Canada's Atlantic Coast, not Inuit seal hunters.

Residing in New Brunswick at the time, Brian Davies of the International Fund for Animal Welfare (IFAW) led an aggressive campaign with support from Greenpeace, the United Kingdom (UK) government and the famous French actress Bridget Bardot. Unfortunately, when the UK eventually banned the import of baby seal skins, it was difficult for the Inuit to educate foreigners on the difference between their hunting methods versus those of the Atlantic Coast, and their trade economy declined as a result. This did not only impact the sale of the seal but of all fur bearing animals including fox and wolverine, making Stephen Angulalik one of the last independent fur traders to prosper from the fur trade.

Teacher's Instructions	Materials
Opener: My Reaction	My Reaction Photo - Rifle Photo - Fox Fur Coat Photo - Toronto Photo - Leopard Skin Photo - Tundra Landscape Photo - Farm Landscape Photo - Harp Seal Pup
Connector: For or Against the Seal Hunt	https://www.cbc.ca/archives/topic/pelts-pups-and-protest-the-atlantic-seal-hunt Propoganda Techniques Sheet Plus, Minus, Interesting - Activity Sheet
Activity: Present Day Protests	Article - Nunavut Wary of the Anti-Sealing Campaign Worksheet - Nunavut Wary Solutions - Nunavut Wary Article - Lack of Understanding Worksheet - Lack of Understanding Solutions - Lack of Understanding Photo - Seal Protest

Follow Up: Fox Trapping Then and Now	Photo – Stone fox leg trap Photo – Leg hold trap Photo – Quick kill trap
Reflection: Maintaining a Healthy Community	Photo - Inukshuk
Accommodating Diversity	

Opener

In this activity give students approximately 5 seconds to view images. For each image the students must record their first reaction. Images selected should spark healthy dialogue. Please frontload the discussion with how to respect the diversity of viewpoints. To complete the activity, do the following:

1. Hand out the table called, *My Reaction* to each student in the class.
2. Print the photos on overhead sheets or use a computer to show the photos selected.
3. Tell your class that you will show each image for approximately five seconds and they should write down as many words or phrases that come to mind after seeing each image.
4. After all the images have been shown, ask your class to share their reactions to the images. Depending on the diversity of your class, you may have many different reactions or homogenous reactions.
5. When doing this activity with a wide variety of grade 11 students from across Canada we found that generally urban students were more likely to write down words that reflect animal rights issues and a possible rejection or disinterest of fur clothing. Urban students often said, 'ah, isn't that cute' when a picture came up of a baby animal. Whereas rural students were more likely to write down words that reflect an acceptance, interest or personal use of fur clothing and often wrote down words such as 'yummy' or 'warm' when an animal that is part of their diet was depicted. It is important to note that neither of these responses are right or wrong, simply different and beginning this conversation will help students view the following activities from another perspective.
6. Discuss why the students' reflections follow this pattern. This opener illustrates how the animal rights movement in the 1970's and the 1980's was supported in urban areas whereas the rural and northern communities felt betrayed and misunderstood.

Connector: For or Against the Seal Hunt?

After completing the Opener, your students should have a good understanding of Canadians diverse cultural perspectives and know that sometimes the views of one particular group are in conflict with another. In the case of the seal hunt, the ban on baby seal fur had a detrimental impact on Canadians that depended on trapping as a way of life.

Using the CBC Archives website, students will investigate radio and television footage of the debate over the Atlantic Seal Hunt of the 1970's. Coordinate a discussion about the Canadian and UK decision to ban the harvesting of seal pups using the following activity:

1. Hand out the worksheet titled '*PMI*' (Pluses, Minuses, and Interesting) to each student. Ask the students to investigate the website (<https://www.cbc.ca/archives/topic/pelts-pups-and-protest-the-atlantic-seal-hunt>) and to make sure they listen to the following two clips first which give perspectives from both sides of the issue:
 - 1 – "Defending the Hunt"
 - 2 – "Pro Seal-Hunt Media Campaign Escalates"
3. While the students are researching the clips, ask them to complete the *Plus, Minus and Interesting* activity sheet. This is a way to organize three different lists.

P (pluses) – list five positive points about the ban of the seal pup hunt.
M (minuses) – list five negative points about the ban of the seal pup hunt.
I (interesting) – list five interesting points about the ban of the seal pup hunt.
4. Ask the students to present their PMI's to each other in small groups of three or four. The students can add ideas that they missed.
5. When the class has had a chance to make their lists, lead a discussion about why the campaign was so successful and the types of propaganda methods that were used to persuade the masses. Handout the *Propaganda Techniques* worksheet for students. It describes five techniques of propaganda. Have your students find examples of these techniques in the campaign "Stop the Seal Hunt" by continuing to browse the CBC archives or by doing a search of the internet.

Activity: Present Day Protests

In the spring of 2005, an animal rights group held a protest at Parliament Hill in Ottawa. Students from Nunavut Sivaniksavut, a college program for Inuit youth, attended the protest. In the photo provided, Jess Mike (left) and Jessica Pearce of Iqaluit confront an anti-seal hunt protester. When they learned of the protest, they wanted to attend and show support of the seal hunt.

In this activity, students will learn about the reactions of northern Canadians to the most recent protest of the seal hunt. Two articles from northern newspapers (*NewsNorth* and *The Yellowknifer*) will provide students with examples of how subsistence hunting methods are often misunderstood and considered synonymously with commercial hunting methods.

1. Pair-Share: Divide your class into pairs. Hand each pair a copy of the two articles, '*Nunavut wary of the anti-sealing campaign*' and '*Lack of understanding*'. Have one person read and complete the activity questions for their assigned article and then share what they've learned with their partner.
2. Show the picture of Jess Mike and Jessica Pearce at the anti-seal hunt protest in Ottawa and ask your class why these students felt so strongly about protecting the seal hunt. Challenge your students to come up with their own clever slogan or sign that could be used in defense of the seal hunt and to explain how these decisions can affect entire economies in the Arctic.

Follow Up Activity: Fox Trapping Then and Now

Fox trapping techniques have changed over the years. Inuit are very adaptable and as new technologies become available, they readily use them to make life easier. To demonstrate the change in fox trapping over the years, show the students the three different pictures of fox trapping methods from the Kitikmeot region. Each picture depicts a different era (Traditional Times, Transitional Times and Modern Times). The stone fox trap was a box structure made of stone with a stone door which would fall over the opening when the fox disturbed the bait inside. In transitional times Inuit were supplied with leg hold traps that would grab the leg of a fox when the fox stepped on the trigger. Finally, the quick kill trap is modern technology that was developed to make trapping more humane.

Discuss the differences or similarities that you see across the three eras. What are reasons for the changes? What are reasons why some traditions and/or practices have continued?

OR

Both traditionally and in modern times, women have been involved in the fur industry. Ask your class what they think the role of women was and is. To help understand the role of women complete the following poem writing exercise:

1. Ask the students to choose a picture of a woman from the PI/KHS site.
2. Write down a colour. The colour cannot be just “red” but should incorporate an association. For example: blood red.
3. Write down a rhythm/movement. Again, be specific using an association. For example: tip-toed, baby footsteps.
4. Write down a texture (baby skin soft), a smell (sticky sweet) and a sound (snow crunch) using the same format of association.
5. The students should now have 5 statements based on one image. Ask the students to choose 1-2 of these statements or phrases to create three lines of a poem.
6. Students should show the beginnings of their poem to you before they move into the final stages of completing the poem.
7. Now the students are ready to complete the poem with as many lines as they want. They must include their initial three lines (in succession) in the poem.

To aid in the discussion use the following information about the role of women during the times of the fur trade:*

Women and Skills	Women and Relationships
<ul style="list-style-type: none">• women never stopped, they were always busy cooking, sewing or preparing skins, they are very hard workers• women built the shelter• women are taught to learn and try things on their own• women learned all skills from their mothers or mother in laws and• women were responsible to care for and make the clothing for her entire family, keep it dry, repair it• women told men to cut the skins in the shape that she needed in in order to make the clothing	<ul style="list-style-type: none">• women are raised to nurture• women are taught to keep the family together and to be aware of relationships• women are seen as good mothers and wives if their family has nice clothing• women followed the advice of any older females in their families• women followed specific customs if they were pregnant• women had to avoid conflict with the husband and had to obey him

*Inuuqatigiit. The Curriculum from the Inuit Perspective.

Reflection: Maintaining a Healthy Community

In the 1970's there was a huge reduction in the demand for fur products. Trappers from all over the north who had made a living off the land had to move into communities to find other work. This change of activity impacted their income and their culture. They had less country food and often couldn't afford to go out on the land (gas and snow-machines are expensive). The following activity will help visualize how the decline of the fur trade impacted the health of Inuit and communities.

1. Display a copy of the Inukshuk which represents a strong person. When one of the stones is removed, it impacts the rest of the Inukshuk. Keep this image visible throughout the activity as an analogy of how the loss of one of the stone pillars (trapping as a way of life) can impact overall health.
2. There are five dimensions to our health that are all inter-related (physical, mental, spiritual, emotional and social). When one dimension of our health is strong, the other four dimensions will feel the impact. If one of our dimensions of health is suffering, the other four dimensions will also feel the impact. Ask the students to reflect on how they think each dimension of health may have been impacted by the decline of the fur trade. Students can draw a pie graph containing five sections and label each section as a dimension of health. Use the pie graph to record and organize their thoughts.

Accommodating Diversity

1. In the “Connector” activity, students could prepare a debate where both sides of the seal pup hunting ban are represented. Students could also make posters convincing their audience of the pros and cons of the ban.
2. Using the “Connector” activity, select another campaign and use the worksheet again to reinforce how propaganda is often used to influence their opinions. Examples include smoking campaigns, drinking and driving or stay in school campaigns.
3. “Death on the Ice” by Cassie Brown is a book about the death of a group of Newfoundland seal hunters. It gives an in depth look at the inquest into these deaths, as well as the nature and methods of the Atlantic Coast seal hunt. It could help to make a comparison of the methods for hunting seal in the Arctic versus the methods used to hunt seal in the Atlantic.
4. Students could research the following numbers:
 - The annual numbers of foxes trapped in the Arctic.
 - The annual incoming profits of the fur industry.
 - The annual record of the rules and regulations of fox hunting since the early 1920’s.

Compare these numbers and look for patterns. (i.e. as the demand for furs increases, the rules/regulations of the fox hunt change to accommodate these demands). Statistics Canada (www.statscan.ca) offers information on the last five years of the fur industry, but beyond that, they will charge \$3.00 per table.