

Adult Learners 3 - The Fur Trade

Outcomes

The students will increase their understanding of Stephen Angulalik and how his contributions helped to develop the fur trade between the Kitikmeot Inuit and the outside world. The students will also 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

Stephen Angulalik was a remarkable person. His skills and knowledge as a hunter and leader were legendary among his people, the Inuit. Angulalik was the owner of a successful fur trade post at Perry River (Kuukyuak), and his influence and reputation were known far and wide. Images and stories of Angulalik were published in magazines and periodicals around the world.

Angulalik's success as a fur trader came in part, by being in the right place at the right time. Prior to the beginning of sustained contact with non-Inuit, the Inuit of the Kitikmeot region had already been part of Inuit trade networks stretching west to Alaska, south to Churchill, east to Hudson's Bay and perhaps beyond. In the early 20th century, as commercial whaling was becoming uneconomical in the western Arctic, former whalers took an avid interest in the fur trade. It was the efforts of their trading that resulted in the first sustained contact between Kitikmeot Inuit and the outside world.

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: Angulalik's Life | Connector: What's in a Name? Timeline - Teacher Timeline - Student Map of Community Names in the Kitikmeot Region |
| Connector: A Virtual Scavenger Hunt | www.kitikmeotheritage.ca Scavenger Hunt - Teacher Scavenger Hunt - Student www.kitikmeotheritage.ca/angulalik-scotty-gall www.kitikmeotheritage.ca/angulalik-red-pedersen |

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|----------------------------------|---|
| Activity: 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 |
| Follow Up: For or Against? | https://www.cbc.ca/archives/topic/pelts-pups-and-protest-the-atlantic-seal-hunt Propoganda Techniques Sheet Plus, Minus, Interesting - Activity Sheet |
| Reflection: 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 |
| Accommodating Diversity | |

Opener: Angulalik's Life through a Timeline

Stephen Angulalik was a remarkable person. His skills and knowledge as a hunter and leader were legendary among his people, the Inuit. In the following activity, students will gain an appreciation for Angulalik's life by making a timeline.

1. Gather the following materials:
 - clothes pins
 - string
 - scissors (one pair per group of 3-4 students)
 - time line cards (student copy)*
 - time line cards (instructor copy)*
 - map of the Kitikmeot Region (class set)*

* included in materials section
2. Photocopy a set of the time-line cards for each group of 3 or 4 students. The time-line cards, marked 'student copy', are mixed up. The 'instructor copy' has the cards in the correct order.
3. Hand out a copy of the time-line cards to each group. Have the students cut the cards. Ask them to lay out the cards in the order which they think the events described on each card occurred.
4. Hang a string in the classroom (like a clothes line) either along one wall or up high through the middle of the room. When they are finished, ask one group to hang their copy of the timeline cards in chronological order along the string. Ask the rest of the class if they agree on the order.
5. Once you have checked the order, hand out the cards that state what year each event occurred and how old Angulalik was when it happened. Only the instructor copy has these events dated. Keep this clothesline up to refer to in other activities.
6. Hand out a copy of the map of Nunavut and the Kitikmeot region to each student. Alternatively, put the map on an overhead projector or digital overhead projector, and mark where each place is as you go through the cards. For many students the names will be new and challenging to pronounce. Encourage the students to say the words out loud. As the proper pronunciation is not evident for some place names, students who want to say the words correctly can learn to do so by clicking on the hyperlinks in the attached map.
7. Extension: To learn more about the traditional place names complete the activity *What's in a Name?* found in the Adult Module 1.

Connector: What's in a name?

Traditionally, Inuit named places for many reasons. Place names contain cultural knowledge about a place such as a landmark or reference point, a source of wildlife, fish or other resources important to survival, a site of spiritual power, or the location of an historical event. The new comers, who first came to the north, often named places after expedition supporters, important political figures, friends, family and themselves. Recently northern communities have worked to reclaim their traditional names for places.

Note: Inuktitut has many dialects. In the Kitikmeot some Inuit speak a dialect called Inuinnaqtun. Stephen Angulalik, who was introduced briefly in the opener spoke Inuinnaqtun and Inuktitut and so the terms will be used interchangeably.

Traditional place names were first recorded either by non-Inuinnaqtun speakers or by missionaries who applied their own phonetic spelling systems to the names. Inuinnaqtun/Inuktitut is an oral language and standardized orthographies have been created and applied in recent times. Official community names are spelled in several different forms including old phonetic spellings, and different regionally applied standard orthographies. As this adds confusion a version of each word will be shown in the modern standard orthography adopted by the Department of Education in Nunavut. For example, the community name adopted for the community formerly called Coppermine is Kugluktuk. This word is taken from a waterfall that is some distance up a river from the community. In the modern standard spelling Kugluktuk is spelled Qurluqtuq and is a generic Inuinnaqtun/Inuktitut word for “waterfall”. As the proper pronunciation is not evident for some place names students who want to say the words correctly can learn to do so by clicking on the hyperlinks in the attached map.

In the next activity students will be given the opportunity to learn a little bit of Inuktitut, the language of the Inuit, to identify place names and their meanings. This will give context to the places Angulalik traveled, lived and ran his business.

2. Photocopy a class set of the table, *What's in a name?* for each student in your class. Give a copy to each student.
3. Read through the instructions with your class. In the chart provided, the Inuinnaqtun place names are not given as complete names. They are broken down into the parts of a word. For example, nuna means land and vut means our. When put together the territory Nunavut means ‘Our Land’.
4. The task for the students is to study the word lists and then ‘guess’ the meaning of the place names given in the list. A teacher answer key is given. All of the community names in the Kitikmeot plus Nunavut and its capital city, Iqaluit, are included in the list.

Connector: A Virtual Scavenger Hunt

The Pitquhirmikkut Ilihautiniq / Kitikmeot Heritage Society (PI/KHS) website has a great deal of information about Stephen Angulalik (www.kitikmeotheritage.ca/angulalik).

The goal of this activity is to encourage the students to explore the PI/KHS virtual exhibition to learn about the life of Stephen Angulalik and the contributions that he and others made to the Kitikmeot region and to Canada. To complete this activity, students will need access to a computer and the internet. They should complete the activity on their own or with a partner. Answers are provided for the instructors. Take the answers up as a class to find out what each of the students found interesting and learned about the site. Discuss the answers to the questions as well as those below.

For Discussion:

1. How do you think Angulalik made orders for imported goods without the ability to speak English? (Possible answers found on website are bulleted below.)

Direct the students to the website and click on Scotty Gall of the HBC

- *Scotty worked as the supplier for Angulalik's trading post and mentioned how he and Angulalik were able to communicate.*
- *When Scotty noticed that the post was low on something, he would order it for Angulalik.*
- *Scotty trusted Angulalik and said he was an honest man.*
- *When Angulalik made mistakes on his orders, Gall figured out what he needed.*
- *They each learned a bit of the others' language.*

2. How do you think Angulalik managed his finances?

Direct the students to the website and click on Red Pedersen of the HBC

- *Red did an annual visit to the Perry River trading post to assist Angulalik with the next year's ordering of merchandise.*
- *Red also completed a yearly inventory of the post and checked Angulalik's books.*

3. How do you think imported goods influenced the lives of the Inuit?

- *Change in cooking methods (knives, stoves, matches, pots, pans).*
- *Change in hunting methods (guns, ammunition).*
- *Inuit now spent their winter looking for arctic fox, which they would have only done occasionally before.*
- *Increased dependence on these new items meant a decrease in the numbers of Inuit living completely off the land.*
- *Change in clothing; the women who were incredible seamstresses included cloth in their patterns.*
- *Dependence on tobacco.*
- *Robbery of the trading posts occurred.*
- *Increased importance of oral tradition to preserve stories of those who once lived completely off the land.*
- *Things were made/completed faster; increase in production of skins, clothing, furs.*

Activity: My Reaction

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. When doing this activity with a wide variety of people from across Canada we found that generally urbanites were more likely to write down words that reflect animal rights issues and a possible rejection or disinterest of fur clothing. Urbanites often said, 'ah, isn't that cute' when a picture came up of a baby animal. Whereas people from rural areas 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.
5. 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.

Follow Up Activity: For or Against?

Your students should now 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 now 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:

- 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”

- 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.

- 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.
- 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.

Reflection: Present Day Protests

In the spring of 2005, an animal rights group held a protest at Parliament Hill in Ottawa. Students from Nunavut Sivaniqsavut, 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 reflection 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.

1. 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.
2. Alternatively, ask your students to write an essay defending either the Inuit protesters or the animal rights activists.

Accommodating Diversity

1. Ask students to complete the scavenger hunt or the reflection orally with you, instead of written. Ask students to add any new words to the vocabulary list.
2. For students who need a challenge have them research what was going on in other parts of Canada during Angulalik's life. Add more cards to the clothesline indicating other major events that were happening across Canada during and after the boom of the fur trade. Put these Canadian events in a different colour. Students should find examples of things taking place in the rest of Canada that interest them. Some examples could be:
 - 1914- World War I
 - 1923- Canadian National Railway completed.
 - 1939 –World War II
 - 1949 – Newfoundland joins confederation.
 - 1967 – Expo celebrated in Montreal. Canada is 100 years young.