



Lesson on Trade Networks

Curriculum connection: Characteristics of Trade Networks-names economic activities practiced by Native peoples: hunting, fishing, gathering, agriculture. Names products traded between Native groups (corn, shells, and rocks). The trade networks spanned the continent and were based on barter; there were many intermediaries and most were transported by water.

Level: Secondary 4 History

Items in exhibit to focus on: Archeology Wall, clay pots, the Colline Blanche rocks, & beaver pelt.

Class Time: 1-3 periods

Suggested materials: www.pathoftheelders.com , map of distribution of Mistassini Quartz

Introduction to Lesson: Look at the map of the trade area that the Colline Blanche rocks reached. Questions to start the conversation as a class: What does this tell us about the rocks? What are some of the items that might have been used to trade for it? How did the rocks from Colline Blanche end up as far south as the northern United States or Southern Ontario?

Student Centred: The rocks travelled through trade from one group to another, and by waterways. Have students find possible routes taken by the quartz to show how it travelled from Colline Blanche to the far reaching destinations over time.

Trade being highly important for acquiring new items and ones that were locally unavailable, have students create a price list for all items that would have been desired. Make a pamphlet for prices of goods that can be traded. Students could set up their own trading posts-highlight the water routes associated with travel to get to their trading post. Students should also create a brochure for their prices of items that might be traded for.

Concluding Activity:Once students have completed their pamphlets, post their pamphlets and brochures so that all students can view their competition. Have a class discussion on who would be traded with and who would not be traded with, and why. The focus should be on the prices and the brochures from each student.

