

Unit 1- Economics- *A Fur Trade Empire*

Rational- The basis for the economy of New France was the Fur Trade. The Fur Trade was also one of the largest industries in the British colonies as well. Participating in the Fur Trade required good relations with the Native Americans who desired trade goods from the Europeans. The French and Indian War is fought largely for dominion over the lands in which the Fur Trade is carried out.

NYS Standards

Social Studies (SS) Standard 1 (S-1) Key Idea 1 (KI-1)
SS S-1 KI-3, SS S-1 KI-4, SS S-2 KI-1, SS S-2 KI-4

Background- Read the “Soft Gold~A Fur Trade Empire” section of the Teacher Background section.

Key Ideas

- The Fur Trade played a major economic role in 18th Century North America
- A change in fashion created a huge demand for beaver hides and other pelts
- The Fur Trade not only builds profit, but is also essential in building a strong relationship with the Native Americans.
- The Native Americans have come to rely on European trade goods

Procedure

The Trading Game. Find instructions and Trading cards in the next section. Divide class into 4 groups. The Groups are as follows British Traders, French Traders (Commis), Two different Native groups.

Assessment

Once students have played the Trading game and tallied the score have the students write a letter from the perspective of the role they played in the game. Explain the challenges that you face in your trading venture. If you were part of the one of the native groups explain which groups of European traders that you would rather trade with.

The Trading game

Preparation

Print and cut out:

1 sheet of Cider barrel Trading cards	2 sheets of beaver trading cards
2 sheets of knives	1 sheet of red fox
2 sheets of muskets	1 sheets of coyote
1 sheet of silver broaches	1 sheets of mink
1 sheet of powder	1 sheet of otter
1 sheets of trade beads	1 sheet of castor gras
2 sheets of blankets	

Trading cards are divided as follows:

British traders	French Traders	Native groups
8 Cider barrel trading cards	8 knives	4 castor gras
8 knives	8 muskets	8 beaver
8 muskets	4 silver broaches	4 red fox
4 silver broaches	8 trade cloth	4 otter
8 trade cloths	8 blankets	4 coyote
8 blankets	4 powder	4 mink
4 powder	4 trade beads	
4 trade bead		

Rules:

The Seneca Trade with the French and the Mohawk trade with the British. Each group is given their Instructions below.

Once the trading has concluded, have the students stay in their groups. Using the scoring below score each group with the class.

Scoring

Pelts		Trade goods	
Castor Gras or Coat Beaver	= 400	Musket	= 150
Otter	= 100	Blanket	= 150
Beaver	= 50	Cider	= 100
Red Fox	= 25	Cloth	= 50
Coyote	= 25	Trade Beads	= 17
Mink	= 17	Silver Broach	= 17
		Knives	= 10

Intended findings:

French system was more confusing to the traders.

French system often lost money

French goods were more expensive

Many native groups chose to do business with the British who sold goods and a better price and were willing to sell cider.

Commis or French Trader

As the commis it is your job to make as much money as possible for the king. You do this by trading for items that are worth more then the trade items that you sell.

This how much money you will get for each pelt:

Beaver= 5 livre (dollars)

Otter= 10 livre

Coyote= 2.5 livre

Red fox= 2.5 livre

Mink=1 livre

Castor gras= 40 livre

This is how much money the trade goods cost you:

Musket = 10 livre

Silver broach= 2.5 livre

Trade beads 2 livre

Knives 1 livre

Blanket 9 livre

Powder = 11 livre

Cloth =5 livre

British Traders

The king has sent a standard price for all your goods the follow is the price list:

Beaver = 1 beaver

Otter = 2 beavers

2 Red fox = 1 beaver

3 mink = 1 beaver

2 coyote = 1 beaver

1 parchent beaver = 8 beavers

Trade goods

Musket=3 beavers

5 knives = 1 beaver

Trade cloth= 1 beaver

Blanket= 3 beavers

Powder= 2 beavers

3 strings of Trade beads = 1 beaver

Cider= 2 beavers

3 Silver broach= 1 beaver

Native Group 1- Seneca

In order to hunt and provide for your people over the winter you need to purchase at least:

- 4 muskets
- 2 barrels of powder
- 4 blankets
- 5 knives
- 2 bundles of trade cloth

Any additional trade goods that you have left over after trading for these core items can be used to purchase more supplies and or other non essential items ie. cider, silver, trade beads etc. Extra trade goods that you are able trade for can later be used to trade with other tribes therefore it is to your benefit to trade for as many trade goods as you can.

Native Group 2- Mohawk

In to hunt and provide for your people over the winter you need to purchase at least:

- 4 muskets
- 2 barrels of powder
- 4 blankets
- 5 knives
- 2 bundles of trade cloth

Any additional trade goods that you have left over after trading for these core items can be used to purchase more supplies and or other non essential items ie. cider, silver, trade beads etc. Extra trade goods that you are able trade for can later be used to trade with other tribes therefore it is to your benefit to trade for as many trade goods as you can.

Unit 2- Who's Who Introducing the Rivals for an Empire

Rational

Introduce students to the people who fought in the French and Indian War and explain the claims that each nation had to the contested land.

Background

Read the section entitled "Who's Who"

Key Ideas

- There were three nations that claimed the land of the Ohio country
- Explain the differing societies developed by all three neighboring rival nations
- View the different types of people who were drawn into the conflict.

Procedure

Read the Who's who section with the students. Then read on or more of the Biographic snap shot sections with the class.

Assessment

After the students have read one or more of the Biographic snap shots. Have the students write a journal entry from the point of view of on of either, Mme Douville, Daniel Chabert, or Christopher Yates.

OR

Have students complete the word search entitled "Who's Who Word Search"

Who's Who- Snap shots of a few of the People at the Siege of Niagara

Mme. Douville

Marie Coulon de Villiers Douville was born on a *seigneurie* at Vercheres, Quebec, the daughter of Nicolas-Antoine Coulon de Villers and Angelique Jarret de Vercheres. Her aunt was Madeleine de Vercheres, the heroine of Fort Vercheres who at the age of fourteen with her younger siblings and two elder soldiers managed to defend the Fort from an Iroquois attack.

Her family, on both sides, was of minor French nobility. Her family was very prominent in both the military and the fur trade. She married Alexandre-Rene Dagneau-Douville a Lt. in the *Companie Franche de la Marine* who had made most of his money in the fur trade. Her husband was actually with her father when her father was killed by a Fox warrior in present day Wisconsin. Her brothers and son were all officers in the French Marines. Her youngest brother, Joseph Coulon de Villiers Sieur de Jumonville was the Ensign sent out as an emissary to request that Washington and his Virginian militia men leave French Territory and was captured by Washington and then killed by Half King, an Iroquois sachem, while in Washington's care. Lt. Dagneau-Douville was stationed to command the Fort Rouille at present day Toronto. Marie accompanied her husband to Rouille. Douville sent her to Niagara for her own safety as Fort Rouille was facing an alarming increase in hostility from the Mississauga's (Ojibway). While Mme. Douville was at Fort Niagara her son was killed in the battle of La Belle Famille just outside the walls of the fort. During the siege Mme Douville led the ladies of the fort in sewing sandbags so that the walls of the fort could be repaired. After the Siege ended, she was sent along with the other French women and children to Montreal. One of the British officers described her as being an admirable woman who held order over the women and children with the party.

The *Seigneurial system* was a system of land ownership in the early Quebec society in which a single upper class family would own a large parcel of land (*a seigneurie*) which they would then lease out in parcels to tenant farmers known as *Habitant*.

Daniel-Marie Chabert de Joncaire de Clausson

Lt. Daniel Chabert de Joncaire de Clausson was a French Lieutenant of the *Companie Franche de la Marine*, Translator, Sachem (chief) among the Seneca, and Trader. He was born in 1716 the son of prominent trader and translator Louis-Thomas Chabert de Joncaire. Chabert, as he was generally referred to, followed in his father's footsteps to become one of the most prominent traders and translators of his time. In 1725 at the age of 9 years he was introduced by his father to the Seneca and left to live among them to learn the language of the Seneca. While among the Native Americans Chabert not only lived among the Seneca, but also among many of the neighboring tribes in order to learn the languages and customs of the Ojibway, Shawnee, and the Ottawa. During this time he was raised to the rank of sachem. His efforts during this time won him praise from many of his superiors.

Chabert took part in a campaign against the Chickasaws (a Native American tribe located in what is now the Southern United States) with the *Companie Franche de la*

Marine after which he was awarded the rank of Ensign. He was a guide and Translator for the Celeron Expedition which endeavored to demonstrate French control over the Ohio valley by burying lead plates bearing an inscription claiming the land for the King of France. After this he continued his service to the crown in the New York area as an interpreter and diplomat to the Iroquois. During this time he managed to foil several plots by different groups of native people, under influence of the British, intended to attack Fort Niagara. So successful were his efforts among the Iroquois that the British actually went so far as to put a price on his head in the hope that some of the native people would assassinate him for the bounty. Chabert was given control over the Portage trail around Niagara Falls and command Fort Du Portage which was a small fort and Trading post located at the end of the portage route close to Niagara Falls. From this base of operations Chabert traded with many different Native American peoples. He also gave gifts and attempted to build a good relationship between the French and the Native Americans.

The British Indian agent William Johnson gained significant influence among the Mohawk people and was becoming increasingly powerful in the New York area as he managed to gain the support of many of the Iroquois people. In 1759 Johnson and many of his native allies joined other British forces to attack Fort Niagara. During the ensuing siege, Daniel Chabert de Joncaire was at Fort Niagara. He, along with Seneca chief, Kaendae, managed to convince many of the Iroquois people who had joined forces with the British to sit out the fight and go to camp with their families at a place called La Belle Famille. However this was not enough to ensure a French victory. The British manage to lay ambush to the French relief forces who were attempting to fight their way through to the aid of Fort Niagara. Daniel Chabert de Joncaire de Clausson was one of the officers who signed the surrender documents that handed Fort Niagara over to the British. After this the French were loaded onto bateaux and eventually released to go back to France. Upon arriving in France Joncaire was imprisoned in the Bastille as a traitor in connection with the "Canada affair". Joncaire managed to win his freedom however he had lost of his riches in being forced to flee North America.

Capt. Christopher Yates

Christopher Yates was one of two children born to Joseph Yates. Christopher Yates was born and grew up on a large plantation worked by slaves near Schenectady in the province of New York. He was generally known by the nickname "Stoffle". Yates, at the age of 22 became a Lieutenant of the New York Provincial Regiment of one of the Schenectady regiments under the command of Col. Johnston. On June 1st his regiment began to travel up the Mohawk River in 300 whale boats. Lt. Yates was in charge of the Quarter guard each night of the trek. At Sir William Johnson's Hall the New York Provincial forces were joined by Sir William Johnson and his Mohawk warriors for the rest of the Journey to Niagara. Soon after this the combined forces joined the British soldiers of the 46th and 44th Regiments of Foot. Upon reaching Oswego half of the force of New York Provincials was left behind to aid in the rebuilding of the Fort at Oswego and the other half, along with the 44th, 46th, and 4/60th, regiments of foot continued on

toward Fort Niagara. At Sodus Bay Lt. Christopher Yates was promoted to the rank of Capitan and was given command over the rear guard. Upon reaching Niagara, Yates and his men set about making fascines for the cannon batteries. A fascine is a bundle of sticks between 6 and 12 feet long and about 16 inches around. At the same time many of his men set about using these fascines as they begin to entrench and advance the sap (trench) toward the Fort. For several days Yates and his men continued in this endeavor eventually establishing a cannon battery within 200 yards of the Forts outer defenses. On the 18th day of the siege the French relief force led by Capt. De Lignery was met in battle and promptly defeated by the British forces. Following this French defeat, Fort Niagara surrendered and was taken by the British.

The following is a transcript of the diary kept by Christopher Yates during the Niagara campaign.

DIARY OF LIEUT. CHRISTOPHER YATES.
IN THE EXPIDITION AGAINST FORT NIAGARA IN JULY 1759

(From the posthumous papers of Col. Yates, the)
(original in possession of Judge Yates, in Schenectady.)

"This diary contained in an old parchment surveyors field book, is crude in spelling, certainly as we spell now, and profuse in the use of capitals, as was the custom of the day. But Lieut. was then a mere boy. As a lad he was wounded at Ticonderoga and his entire youth was spent in soldier and frontier life. His later correspondence with Bebedict (sp. should be Benedict) Arnold, Gen. Schuyler, Governors Clinton and Morgan Lewis, shows him to have been an accomplished as well as brave officer in his later days. The historical accuracy of this diary is proof of its authenticity and scarcely needs the affidavit of its genuiness. It is given almost entire."

"A Diary of my proceedings from my fathers house in Schenectady, which I left in June first with the last party of our regiment, Commanded by Col. Johnson, consisting of about 300 men with whale boats. The first day we went to Class Vielies. Each night I had the Quarter Guard. The next day we went to Sir Williams (Sir William Johnson) and encamped there. and the next day we went over to the Little Falls, and carried over some whale boats. On the same evening came up the artillery bateaux, which went over the falls before us, putting our party in Great Confusion, The next day we were ordered to make fascines to mend the road, which was very bad, and were four or five days in getting over our boats and provisions.

"From thence we proceeded to Fort Herkimer where we encamped, and from whence we proceeded to Orisco, which was June 14th, during which time we had an alarm by the firing of some guns on the north side of the

river, and sent out a party of about eighty men, who made no discovery. The commanders of this party were Captain Bloomer, Lieut. Schuyler, and Lieut. Wemple. Proceeded to Fort Stanwix,

When we came there the 46th and 44th regiments were marched to Canada Creek, part of our regiment to Fort Bull. The next day we tarried at Fort Stanwix, then another part of our regiment went off, commanded by Major Rosebloom afterwards Colonial. See record above quoted) which was the 15th of June, and Sir William went off from the fort with a great party of Indians and it was a fine sight. The bands played upon the ramparts of the Fort when the General and Sir William went off with the Indians.

"Oswego, July 1st 1759. Upon a Sunday morning our army, commanded by General Prideaux, went off from Oswego to Niagara, and in and in that way until we came to a great cove--or harbor called Sodom (Sodus Bay), and we encamped there that night, and the next morning (July 2nd) went off from there. At night we came to another cove called Jerundequa, July 4th In the morning we set off and proceeded until about two or three in the afternoon, when we encamped by a mighty great one where the Geneva River comes out into the lake.

"July 5th. In the morning we went from there and proceeded along until we came to a narrow cove and creek, and there we encamped, and in the morning very early, about three or four o'clock we set off from there and proceeded very smartly until we came to a cove about three miles and there we landed. The same afternoon the Indians went and about three o'clock in the morning cannonaded and took three prisoners and six from almost under the Fort and the General. The whale boats went in order to catch the sloops, but the sloops laid under the fort so that they could not catch them. The fort shot several cannons at the boats, shot one man taking his leg right off.

"The next day, which was the 7th, we prepared our cannons, and the sloop played every hour of the lake, firing several cannons, and so they did all the next day, which was the 8th. Then we marched about a mile from the fort, and made gabions, etc., all that day. The next day we sent in a flag of truce, which was Monday, the 9th. Then we began to entrench, and I was

in the trenches all that night until till morning, and then they fired very smart all three cannons, but do not do any damage. Then Wednesday, the 11th, there went in a flag of truce from the Indians, and stayed in the fort a good while, and there was no further firing from us. Before then we entrenched like men, and soon as the Indians came there was hot work all that night. But we did not mind that much, We worked the attack like smoke, they wounded a few men very slightly with their small arms. That night we began to play with four or five howitzers. In the morning we brought a few cannons into the trench. The 12th, at night, I went in and they said that they saw a hot work there, there was one of our men killed and Indian Williams wounded very badly, Then at night we entrenched until within 200 yards of the fort, close by their gabions.

Saturday the 13th. We began the batteries but did not finish them.

Sunday the 14th. Went and was in all night, but it rained so hard that we could not work, that night we finished three batteries.

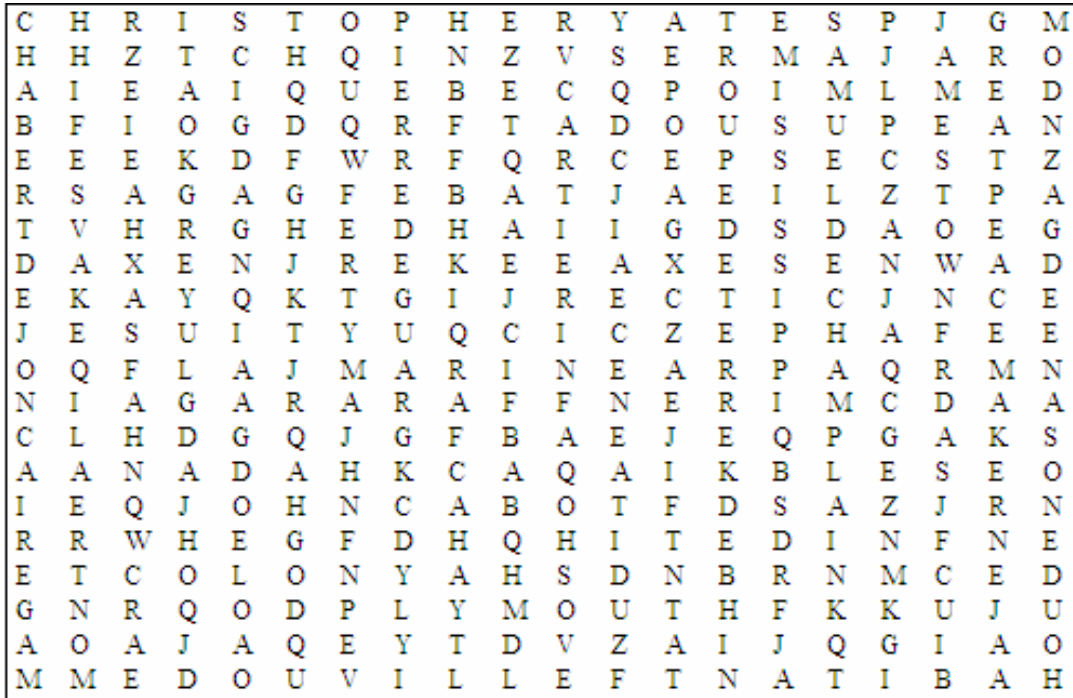
The 17th. In the morning the firing was pretty hot, all that day and the next day, the 18th, at night we entrenched.

The 19th. In the afternoon the schooner came form Garoqua. The same night we entrenched forty yards from their breastworks, but the schooner did not come to the fort.

20th. In the afternoon our Colonel was wounded through his leg by a musket shot, and Col. Johnson was killed by a musket ball as he was laying out the ground to entrench. That night and about ten o'clock the General was killed by one of our cowhorns (coehorn mortar) and Sir William Johnson took command. And so we marched and worked all night and day, until the 24th when we were attacked by about 1500 of the enemy, under the command of Mushur Delanquay, about 10 o'clock in the morning. But we soon gave them their breakfast, and on the 25th we took the fort.

Memorandum: On the July 1st of 1759 Lt. Christopher Yates had been promoted to the rank of Captain at Oswego and given command of the rear guard.

Who's Who Word Search



CHRISTOPHER YATES
BEARN
OHIO
QUEBEC
TROUPE DE TERRE
SAMUEL DE CHAMPLAIN
GREAT PEACEMAKER
HABITANT
COLONY
MME DOUVILLE
PLYMOUTH

CHABERT DE JONCAIRE
JESUIT
PIERRE DE GUA
CARTIER
MISSISSIPPI
JAMESTOWN
HOUDENOSANEE
JOHN CABOT
MONTREAL
NIAGARA

Unit 3- The Importance of Geography at Fort Niagara

Rational

Explain the geographic realities of the 18th century. Illustrate the influence geography had over, travel, defense and dominion in the 18th century.

Background

The watch the MS Power Point presentation entitled the “Importance of Geography at Fort Niagara.”

Key Ideas

- Waterways provided the most convenient mode of transportation in the 18th Century
- Controlling waterways and portage routes meant controlling the land and trade.
- Geography played a large role in creating defensive structures.

Procedure

View the MS Power point presentation with the class.

Assessment

Have students complete the work sheet entitled “Niagara Geography Worksheet”

Location, Location, Location- The Importance of Geography at Fort Niagara

Work Sheet

Fill in the Blank:

1. Europeans quickly adapted to the use of the very lightweight _____ made by the Native Americans for traveling by water.
2. _____ provided the most efficient means of transportation in the 18th century.
3. _____ were used to move around obstacles and to move between water bodies.

Short Answer:

A) Why didn't the French Traders, use airplanes, trains or cars to transport their goods?

B) Why didn't Traders paddle all the way up the Niagara River to Lake Erie and beyond?

C) How did Fort Niagara discourage Native American traders from trading with the British posts at Oswego and Albany?

D) Why are the defenses at Fort Niagara pointed in toward the land?

Unit 4- America's First World War- Prelude to the Siege of Old Fort Niagara

Rational

- Explain the origin of the French and Indian War and the lead up to the siege of Fort Niagara

Background

- Read the section entitled "America's First World War- Prelude to the Siege of Old Fort Niagara"

Key Ideas

- Despite the fact that the War did not officially start until May of 1756, The conflict in this case started in 1754.
- A young George Washington was sent out from Virginia to insist that the French leave the area in 1754.
- The struggle for Native American support played a large role in the French and Indian War and was ultimately the deciding factor.

Procedure

- Read with the students the section entitled "Prelude to a Siege"

Assessment

- Have students complete the Prelude to a Siege worksheet.

Unit 4- A Prelude to the Siege of Fort Niagara

Fill in the Blank

1. _____ at the age of 22 led an expedition of Virginian militiamen out into the Ohio country to demand that the French leave the area.
2. On the second expedition sent into the Ohio country from Virginia, the French, sent out a small group emissaries, to meet the Virginia forces and inform them that they had now entered French Territory and ask that they leave. The leader of the French emissaries was _____.
3. Jumonville, after having been captured by Washington and his men, was killed by Tanaghirisson, a Seneca sachem also known as _____.
4. The French and Indian War was not officially declared until the year _____.

Short Answer

1. Which British general led an attack on French Fort Duquesne and was resoundingly defeated in an ambush?

2. What nation won the vast majority of the battles early in the French and Indian War?

3. Why did the Native Americans begin to pull their support away from the French after the French victory at Fort William Henry?

Unit 6- The Siege of Fort Niagara

Rational- Explain to the intricacies of siege warfare and give light to the internal workings of the Siege at Fort Niagara.

Background- Read the section entitled “Siege at Fort Niagara”

Key Ideas- The lack of reliable intelligence cost the French forces dearly

- Maintaining good relations with the Native Americans was absolutely necessary for both the French and the British.
- Even in defeat the French Commander Pierre Pouchot fought for the good treatment for the people under his command including his Native American allies.

Procedure- Read with the students the “Siege at Niagara” section.

Assessment- Have students complete the Siege at Niagara worksheet.

OR

Have the student write up their own version of the Articles of Capitulation. Remember to have the students take into account the treat posed by the British allied Native Americans, the welfare of soldiers, women, support workers, and Native allies.

OR

Have the students complete the Siege at Niagara Crossword

Unit 5- Seeds of Discontent Worksheet

1. In the “Join, or Die” cartoon, Franklin was referring to the need for the colonies to join together under the _____.
2. The colonists had attempted to warn _____ of the dangers of forest warfare, but he had refused to listen.
3. The _____ set the official boundary of the Colonies at the Appalachian Mountains.
4. _____ was an Ottawa chief who put together the first pan-Native American movement geared toward removing the British sanctions against the Native Americans.

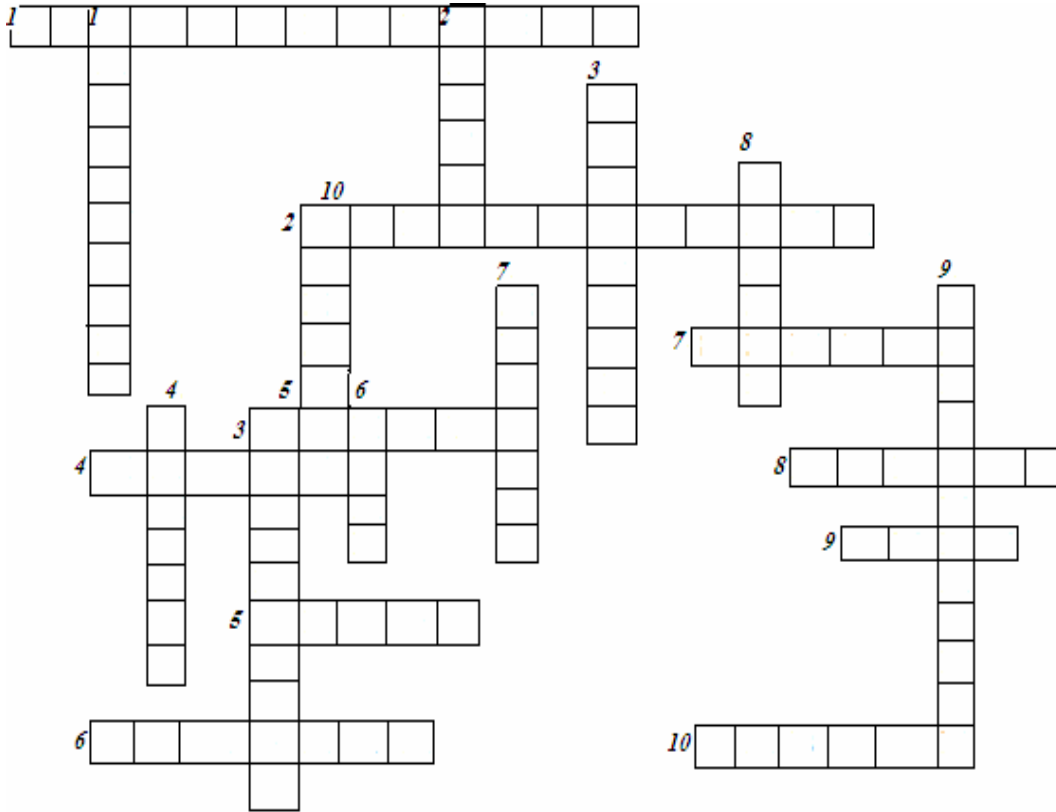
5. Look carefully at the picture to the right what do you see?



6. Why do you think this cartoon was not popular in the 1750s but became popular later on?

7. Name one thing that the colonists learned from the French and Indian war.

Siege of Fort Niagara Crossword



Across

- 1 French commander of Fort Niagara
- 2 British Commander from the beginning of the siege
- 3 The British traveled up this river, also a tribe
- 4 Compagnie Franche de la _____
- 5 The British laid _____ to Fort Niagara
- 6 Fort _____
- 7 Iroquois band closest to Fort Niagara
- 8 The Weapon that Killed John Prideaux
- 9 Month of the Siege
- 10 Woven basket filled with earth

Down

- 1 Pouchot designed this defensive feature made of dirt in front of the fort.
- 2 Large guns used to batter walls down
- 3 Commander of French Relief Force
- 4 The battle of La Belle _____
- 5 Ojibway Tribe that Pouchot has scout the site at Oswego
- 6 What Prideaux lost
- 7 Firearms used in the 18th century
- 8 A soldier who digs the trenches
- 9 Surrender document the Articles of _____
- 10 Took over command of the British forces after the death of Prideaux Sir William _____

Unit 6- The French & Indian War and the American Revolution- Seeds of Discontent

Rational- Explain to the students the ways in which the French and Indian war led directly to the American Revolution

Background- Read the section entitled “Seeds of Discontent”

Key Ideas- During the 1750s the idea of uniting the colonies was not very popular.

- The leniency with which the British treated the French allied Native Americans after both the French and Indian War and Pontiacs’ rebellion.
- The large debts incurred by the Crown during the French and Indian War lead to the higher taxes that the colonists find “Intolerable.”

Procedure- Display the Benjamin Franklin “Join, or Die” cartoon. Read with the students the “Seeds of Discontent” section.

Assessment- Have students complete the Seeds of Discontent worksheet.

Unit 6- Seeds of Discontent Worksheet

1. In the “Join, or Die” cartoon, Franklin was referring to the need for the colonies to join together under the _____.
2. The colonists had attempted to warn _____ of the dangers of forest warfare, but he had refused to listen.
3. The _____ set the official boundary of the Colonies at the Appalachian Mountains.
4. _____ was an Ottawa chief who put together the first pan-Native American movement geared toward removing the British sanctions against the Native Americans.

5. Look carefully at the picture to the right. What do you see?



6. Why do you think this cartoon was not popular in the 1750s but became popular later on?

7. Name one thing that the colonists learned from the French and Indian war.
