

# INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

## Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
  - My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	5
<b>Main Subject:</b>	Social Studies
<b>Big Idea:</b>	Fur Trade in Manitoba from the 1600s to late 1800s
<b>Title:</b>	LIFE DURING THE FUR TRADE ERA
<b>Cluster:</b>	Fur Trade
<b>Duration:</b>	3–4 weeks
<b>Materials:</b>	PowerPoint presentation <b>or</b> printed-out version, digital <b>or</b> print BLMs, access to Internet to view/research resources, <b>or</b> printed version of Kayak magazine and other student-friendly fur trade-related booklets/information, paper for presenting research by poster or puppets, materials for building a fur trade post or birchbark canoe (e.g., cardboard, twigs, popsicle sticks, paper, rocks, clay, dirt, grass, bark, toothpicks, markers, string, glue, tape), and ruler for the fur trade post project.
<b>Short Description:</b>	Students will explore life during the fur trade through a look at the people, their work, and their daily lives. Students will also have opportunity to design and build a fur trading post and/or a birchbark canoe, as well as analyze and compare life during the fur trade with life today. This project involves a combination of synchronous (real-time) instruction, teacher check-ins, and student independent (asynchronous) work. This project is best suited for students that have access to technology but may be adapted as a printable project.

## LEARNING OUTCOMES

Social Studies: [https://www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr7](https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr7)

5-KI-009, 5-KL-021, 5-KH-032, 5-KH-036, 5-KG-044, 5-KE-052, 5-VI-003

ELA: <https://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html>

Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design

Mathematics: [www.edu.gov.mb.ca/k12/cur/essentials/docs/glance\\_kto9\\_math.pdf](http://www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf)

5.SS.1

Visual Arts: <https://www.edu.gov.mb.ca/k12/cur/arts/index.html>

a-C1, a-C2, a-C3, DR-C1, DR-C2, DR-C3, M-C1, M-C3, DA-C1, DA-C2, DA-C3

## ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X	X	X				X	X	X

Original concept created by: K. Berezka and J. Fast

## LEARNING EXPERIENCES AND ASSESSMENT

Teacher's instructions:

The General Learning Outcomes for this project include economics, resources, power and authority, the land: people and places, and global interdependence. This project builds on the big idea of Life During the Fur Trade Era through the three inquiry questions that lead students to greater depths of understanding.

Follow the PowerPoint and see the BLMs and Assessment Rubrics for each of the three inquiry questions/activities in the Appendices. Activities may be adapted or rearranged to better suit your context. For example, the Birchbark Canoe could be the first or only option for the second inquiry question. Activities may also be completed in pairs or small group, and expectations may be amended up or down depending on student interests, skills, and availability. It may be necessary to have a discussion about quality resources if students choose to find their own resources.

If sending as a printed packet, print PowerPoint, Kayak magazine and other resources, BLMs, and rubrics to share with students/families as needed. [Kay2020WinHowFursBuiltCanada.pdf.aspx](http://Kay2020WinHowFursBuiltCanada.pdf.aspx) ([canadashistory.ca](http://canadashistory.ca))

*Virtual museum tours as supplemental resources guided by the teacher:*

[41689-MM-Virtual-Programs\\_2020-21-v12.pdf](http://41689-MM-Virtual-Programs_2020-21-v12.pdf) ([manitobamuseum.ca](http://manitobamuseum.ca)) (\$95.00 per 45 minute session re: Exploring the Fur Trade)

[Royal Ontario Museum, Toronto, Canada — Google Arts & Culture](http://RoyalOntarioMuseumTorontoCanada-GoogleArtsCulture)

*Related supplemental student activity booklets:*

[booklet\\_v2.pdf](http://booklet_v2.pdf) ([heho.ca](http://heho.ca))

[Colouring Book](http://ColouringBookmetis.ca) ([metis.ca](http://metis.ca))

[Festival du Voyageur](http://FestivalduVoyageurstf.sk.ca) ([stf.sk.ca](http://stf.sk.ca)) — \*\*This booklet offers an opportunity to cover some French Communication and Culture outcomes. \*\*

Step-by-step instructions for students:

Follow the prompts in the PowerPoint and teacher direction.

**Part 1: How were the fur trading posts or birchbark canoes designed to be useful to the people using them?**

Teacher's instructions:

As above.

Step-by-step instructions for students:

As above.

**Part 2: Was life during the fur trade easier or more difficult than life today?**

Teacher's instructions:

As above.

Step-by-step instructions for students:

As above.

**APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)**

Notetaking Organizer for my presentation on - What was life really like during the fur trade?  
My research focused on the following group(s) \_\_\_\_\_.  
(Indigenous/Métis, French, voyageurs, coureurs de bois, factors, women, Black, Scottish, British)

Research at least 3 of the following areas.

Resources I used:

What **work/tasks** did the people do?

-

-

-

-

-

-

-

What **tools/technology** did the people use?

-

-

-

-

-

-

-

-

What **transportation** did the people use?

-

-

-

-

-

-

-

-

What **food** did the people eat?

-

-

-

-

-

-

-

-

What **clothing** did the people wear?

-

-

-

-

-

-

-

-

What **houses/homes** did the people live in?

-

-

-

-

-

-

-

-

What **entertainment** did the people enjoy?

-

-

-

-

-

-

-

-

What **health/sickness** concerns did the people have?

-

-

-

-

-

-

-

-

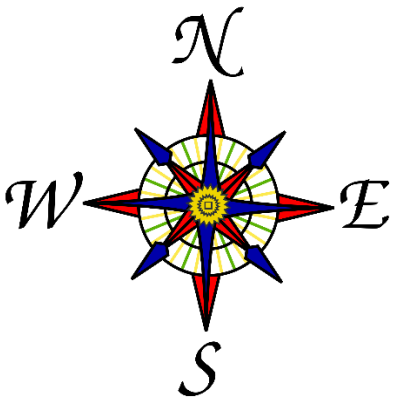
<div><div><b><u>Inquiry/Research Project and Presentation Rubric</u></b></div><div><i>What was life really like during the fur trade?</i></div></div>					
Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
<b>Social Studies— Knowledge and Understanding</b>	Student skillfully and objectively synthesizes, organizes, and represents the important and significant vocabulary and information about life during the fur trade, making connections across historical, cultural, and geographical contexts.	Student accurately synthesizes, organizes, and represents important vocabulary and information about life during the fur trade, making a few connections across historical, cultural, and geographical contexts.	Student requires occasional teacher or peer support to: <ul style="list-style-type: none"><li>determine relevant information</li><li>accurately synthesize, organize and represent appropriate information about life during the fur trade</li><li>make connections across historical, cultural, and geographical contexts</li></ul>	Student requires considerable, ongoing teacher support to: <ul style="list-style-type: none"><li>determine relevant information</li><li>accurately synthesize, organize and represent appropriate information about life during the fur trade</li><li>make connections across historical, cultural, and geographical contexts</li></ul>	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Research and Communication</b>	Student collects relevant and important information from various sources, and accurately and comprehensively records and organizes fur trade daily life information and ideas.  Student innovatively communicates ideas and information.	Student collects relevant information from sources, and accurately records and organizes fur trade daily life information and ideas.  Student clearly communicates ideas and information.	Student requires occasional teacher or peer support to: <ul style="list-style-type: none"><li>collect appropriate information about fur trade daily life</li><li>record information using the template</li><li>communicate ideas and information</li></ul>	Requires considerable, ongoing teacher support to <ul style="list-style-type: none"><li>collect appropriate information about fur trade daily life</li><li>record information using the template</li><li>communicate ideas and information</li></ul>	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Critical Thinking and Citizenship (during discussions and/or presentation)</b>	Student spontaneously expresses critical analysis and opinions about daily fur trade life related to social issues, fairness, or human rights.	Student recognizes and responds to critical analysis and opinions about daily fur trade life related to social issues, fairness, and human rights.	Student requires occasional teacher or peer support to recognize and respond to critical analysis and opinions about daily fur trade life related to social issues, fairness, and human rights.	Student requires considerable, ongoing teacher support to recognize and respond to critical analysis and opinions about daily fur trade life related to social issues, fairness, and human rights.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMP. Reading</b>	Student uses strategies and cues before, during and after reading to develop understanding of daily life during the fur trade.	Student uses strategies and cues with some prompting before, during and after reading to develop understanding of daily life during the fur trade.	Requires occasional teacher or peer support or modelling to use strategies and cues before, during and after reading to develop understanding of daily life during the fur trade.	Requires considerable, ongoing teacher support to use strategies and cues before, during and after reading to develop understanding of daily life during the fur trade.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMP. Listening and Viewing</b>	Student uses strategies and cues before, during and after listening and viewing to develop understanding of daily life during the fur trade.	Student uses strategies and cues with some prompting before, during and after listening and viewing to develop understanding of daily life during the fur trade.	Requires occasional teacher or peer support or modelling to use strategies and cues before, during and after listening & viewing to develop understanding of daily life during the fur trade.	Requires considerable, ongoing teacher support to use strategies and cues before, during and after listening and viewing to develop understanding of daily life during the fur trade.	Does not yet demonstrate the required understanding and application of concepts and skills.

<b>Language Arts— COMM. Writing</b>	Student uses strategies and cues to independently generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life with very few <b>convention</b> errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life with some <b>convention</b> errors.	Student requires occasional teacher or peer support to use strategies and cues to generate, communicate, revise, and <u>organize</u> thinking, <b>ideas, and information</b> about fur trade daily life and correct <u>convention</u> errors.	Student requires considerable, ongoing teacher support to use strategies and cues to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life and correct <b>convention</b> errors.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMM. Speaking and Representing</b>	Student uses strategies and cues to independently generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information about fur trade daily life through their speaking and presentation product.	Student uses strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information about fur trade daily life through their speaking and presentation product.	Requires occasional teacher or peer support to use strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information about fur trade daily life through their speaking and presentation product.	Requires considerable, ongoing teacher support to use strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information about fur trade daily life through their speaking and presentation product.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>*Arts Education— MUSIC (for Song or Rap option)</b>	Student creates an original, well-organized, pleasing to hear song or rap that includes several relevant facts about fur trade daily life.	Student creates an original song or rap that includes several relevant facts about fur trade daily life.	Requires occasional teacher or peer support to create an original song or rap that includes several relevant facts about fur trade daily life.	Requires considerable, ongoing teacher support to create an original song or rap that includes several relevant facts about fur trade daily life.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>*Arts Education— DRAMA (for Role Play or Puppet Show option)</b>	Student creates an original, well-organized, role play or puppet show that includes several relevant facts about fur trade daily life, that is enhanced with appropriate choices regarding costumes, props, sets, or staging (e.g., lights, sound effects).	Student creates a role play or puppet show that includes relevant facts about fur trade daily life, that is enhanced with some appropriate choices regarding costumes, props, sets, or staging (e.g., lights, sound effects).	Requires occasional teacher or peer support to create a role play or puppet show that includes relevant facts about fur trade daily life, that is enhanced with some appropriate choices regarding costumes, props, sets, or staging (e.g., lights, sound effects).	Requires considerable, ongoing teacher support to create a role play or puppet show that includes relevant facts about fur trade daily life, that is enhanced with some appropriate choices regarding costumes, props, sets, or staging (e.g., lights, sound effects).	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>*Arts Education— DANCE (for Dance presentation option)</b>	Student creates an original, well-organized, dance that represents several relevant facts about fur trade daily life and First Nation or Métis cultures of the fur trade era.	Student creates a dance that represents relevant facts about fur trade daily life and/or First Nation or Métis cultures of the fur trade era.	Requires occasional teacher or peer support to create a dance that represents relevant facts about fur trade daily life and/or First Nation or Métis cultures of the fur trade era.	Requires considerable, ongoing teacher support to create a dance that represents relevant facts about fur trade daily life and/or First Nation or Métis cultures of the fur trade era.	Does not yet demonstrate the required understanding and application of concepts and skills.

*Fur Trade Post Plan* (Complete as a good copy after revised rough drafts.)

Date completed - \_\_\_\_\_

Name of Fur Trade Post - \_\_\_\_\_



<https://pixy.org/493230/>

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*Measurements (mm, cm, m)*  
*of the largest rectangular*  
*shape in my plan:*

*Length* - \_\_\_\_\_

*Width* - \_\_\_\_\_

*Perimeter* - \_\_\_\_\_

Resources I used: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<div><div><b><u>Inquiry Plan, Design &amp; Build of Fur Trade Post or Birchbark Canoe Project Rubric</u></b></div><div><i>How were the fur trade posts or birchbark canoes built to be useful?</i></div></div>					
Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
<b>Social Studies— Knowledge and Understanding</b>	Student skillfully synthesizes and represents important and significant historical, cultural, and geographical details relevant to planning, designing, and building the fur trade post or birchbark canoe.	Student accurately represents important and significant historical, cultural, and/or geographical details relevant to planning, designing, and building the fur trade post or birchbark canoe.	Requires occasional teacher or peer support to represent important and significant historical, cultural, and/or geographical details relevant to planning, designing, and building the fur trade post or birchbark canoe.	Requires considerable, ongoing teacher support to represent important and significant historical, cultural, and/or geographical details relevant to planning, designing, and building the fur trade post or birchbark canoe.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Research and Communication</b>	Student collects relevant and important information from various sources and innovatively includes accurate and comprehensive details in the plan, design, and building of their fur trade post or birchbark canoe.	Student collects relevant information from sources and includes several accurate details in the plan, design, and building of their fur trade post or birchbark canoe.	Requires occasional teacher or peer support to collect relevant information from sources and include accurate details in the plan, design, and building of their fur trade post or birchbark canoe.	Requires considerable, ongoing teacher support to collect relevant information from sources and include some accurate details in the plan, design, and building of their fur trade post or birchbark canoe.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Critical Thinking and Citizenship (during discussions re: planning, designing, or building phases)</b>	Student spontaneously expresses critical analysis and opinions about human choices, diversity, commonality, social issues, fairness, or human rights that occurred during the fur trade era.	Student recognizes and responds to critical analysis and opinions about human choices, diversity, commonality, social issues, fairness, or human rights that occurred during the fur trade era.	Requires occasional teacher or peer support to recognize and/or respond to critical analysis and opinions about human choices, diversity, commonality, social issues, fairness, or human rights that occurred during the fur trade era.	Requires considerable, ongoing teacher support to recognize about human choices, diversity, commonality, social issues, fairness, or human rights that occurred during the fur trade era.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Mathematics— Knowledge and Understanding (fur trade post)</b>	Student chooses efficient strategies to accurately measure and determine the perimeter of the fur trade post and can explain how they determined the perimeter.	Student uses strategies to accurately determine the measurements and perimeter of the fur trade post.	Requires occasional teacher or peer support to determine the measurements and perimeter of the fur trade post.	Requires considerable, ongoing teacher support to determine the measurements and perimeter of the fur trade post.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Mathematics— Mental Math and Estimation</b>	Student efficiently and flexibly chooses and uses mental math strategies to determine the perimeter <b>and</b> area of their fur trade post.	Student accurately chooses and uses mental math strategies to determine the perimeter <b>and</b> area of their fur trade post.	Student requires occasional teacher or peer support to choose and use mental math strategies to determine the perimeter <u>or</u> area of their fur trade post.	Student requires considerable, ongoing teacher support and/or direction to choose and use mental math strategies to determine the perimeter <b>or</b> area of their fur trade post.	Does not yet demonstrate the required understanding and application of concepts and skills.



<b>Mathematics— Problem Solving</b>	Student provides clear and complete explanation of the accurate use of measurement and perimeter in the plan, design, and building of the fur trade post.	Student explains the use of measurement and perimeter in the plan, design, and building of the fur trade post.	Requires occasional teacher or peer support to explain the use of measurement and perimeter in the plan, design, and building of the fur trade post.	Requires considerable, ongoing teacher support to explain the use of measurement and perimeter in the plan, design, and building of the fur trade post.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMP. Reading</b>	Student uses strategies and cues before, during and after reading to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student uses strategies and cues with some prompting before, during and after reading to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during and after reading to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student requires considerable, ongoing teacher support to use strategies and cues before, during and after reading to develop understanding of important details and information about fur trade posts or birchbark canoes.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMP. Listening and Viewing</b>	Student uses strategies and cues before, during and after listening and viewing to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student uses strategies and cues with some prompting before, during and after listening and viewing to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during and after listening and viewing to develop understanding of important details and information about fur trade posts or birchbark canoes.	Student requires considerable, ongoing teacher support to use strategies and cues before, during and after listening and viewing to develop understanding of important details and information about fur trade posts or birchbark canoes.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMM. Writing (birchbark canoe “How-to Guide” and reflection)</b>	Student uses strategies and cues to independently generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about the birchbark canoe with very few <b>convention</b> errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about the birchbark canoe with some <b>convention</b> errors.	Student requires occasional teacher or peer support to use strategies and cues to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about the birchbark canoe and correct <b>convention</b> errors.	Requires considerable, ongoing teacher support to use strategies and cues to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about the birchbark canoe and correct <b>convention</b> errors.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMM. Speaking and Representing</b>	Student uses strategies and cues to independently generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information while presenting their fur trade post or birchbark canoe.	Student uses strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information while presenting their fur trade post or birchbark canoe.	Requires occasional teacher or peer support to use strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information while presenting their fur trade post or birchbark canoe.	Requires considerable, ongoing teacher support to use strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information while presenting their fur trade post or birchbark canoe.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Arts Education— VISUAL ARTS</b>	Student plans, designs, and builds an original, neatly made, fur trade post or birchbark canoe that includes several important and relevant historical, cultural, and geographical details.	Student plans, designs, and builds a fur trade post or birchbark canoe that includes relevant historical, cultural, or geographical details.	Requires occasional teacher or peer support to plan, design, and build a fur trade post or birchbark canoe that includes relevant historical, cultural, or geographical details.	Requires considerable, ongoing teacher support to plan, design, and build a fur trade post or birchbark canoe that includes relevant historical, cultural, or geographical details.	Does not yet demonstrate the required understanding and application of concepts and skills.

Compare daily life during the *fur trade* to life today by examining at least 3 of the following areas: work, tools/technology, transportation, food, clothing, housing, entertainment, health/sickness or other. When you have finished your comparison notes in the table, write a summary statement following the sentence starter at the bottom of the page.



"2016/366/120 Uber Canuck" by Edna Winti is licensed under CC BY 2.0

Area of Comparison	Someone living during the Fur Trade:	Someone living Today:

I think life was/is easier/harder during the fur trade/today because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Inquiry Comparing Fur Trade Daily Life with Life Today Project Rubric

*Was life easier or harder during the fur trade compared to today?*

Inquiry Comparing Fur Trade Daily Life with Life Today Project Rubric

*Was life easier or harder during the fur trade compared to today?*

Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
<b>Social Studies— Knowledge and Understanding</b>	Student critically synthesizes and compares relevant fur trade daily life and life today information to make insightful connections across historical, cultural, and geographic contexts.	Student summarizes and compares relevant fur trade daily life and life today information to and makes connections across historical, cultural, or geographic contexts.	Requires occasional teacher or peer support to summarize and compare relevant fur trade daily life and life today information to and makes connections across historical, cultural, or geographic contexts.	Requires considerable, ongoing teacher support to summarize and compare relevant fur trade daily life and life today information to and makes connections across historical, cultural, or geographic contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Research and Communication</b>	Student accurately and comprehensively organizes information and ideas about fur trade daily life compared to life today to make an argument founded in at least three areas (work, tools/technology, transportation, food, clothing, housing, entertainment, health).	Student accurately organizes information and ideas about fur trade daily life compared to life today to make an argument founded in at least 3 areas (work, tools/technology, transportation, food, clothing, housing, entertainment, health).	Requires occasional teacher or peer support to organize information and ideas about fur trade daily life compared to life today to make an argument founded in at least three areas.	Requires considerable, ongoing teacher support to organize information and ideas about fur trade daily life compared to life today to make an argument founded in at least three areas.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Critical Thinking and Citizenship</b>	Student critically analyzes social actions and decisions undertaken by fur trade people compared to people today to draw a conclusion.	Student analyzes social actions and decisions undertaken by fur trade people compared to people today to draw a conclusion.	Requires occasional teacher or peer support to analyze social actions and decisions undertaken by fur trade people compared to people today to draw a conclusion.	Requires considerable, ongoing teacher support to analyze social actions and decisions undertaken by fur trade people compared to people today to draw a conclusion.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— COMM. Writing</b>	Student uses strategies and cues to independently generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life and life today with very few <b>convention</b> errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life and life today with some <b>convention</b> errors.	Student requires occasional teacher or peer support to use strategies and cues to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life and life today, and correct <b>convention</b> errors.	Student requires considerable, ongoing teacher support to use strategies and cues to generate, communicate, revise, and <b>organize</b> thinking, <b>ideas, and information</b> about fur trade daily life and life today, and correct <b>convention</b> errors.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Language Arts— Critical Thinking</b>	Student insightfully interprets evidence, comprehensively analyzes viewpoints, and draws a conclusion about life today versus life during the fur trade.	Student interprets evidence, analyzes viewpoints, and draws a conclusion about life today versus life during the fur trade.	Requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and draw a conclusion about life today versus life during the fur trade.	Requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about life today versus life during the fur trade.	Does not yet demonstrate the required understanding and application of concepts and skills.