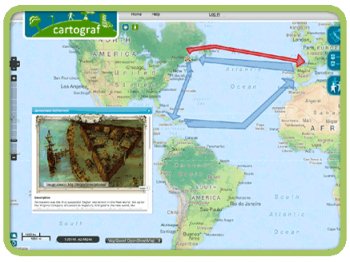
**Scenario Title: Mercantilism trade and key players**

A Cartograf mapping scenario at <http://cartograf.learnquebec.ca/PublicMercantilism>

**FOCUS QUESTION:**

***How were individuals and groups involved in the economic aspects of triangular trade and mercantilism?***

**Overview of scenario:**

In order to answer the guiding focus question, this learning scenario asks students to first examine two representative examples of trading posts and colonies in North America. Then they research and further establish relevant facts about Mercantilism & Triangular Trade which might help them identify key players during the New France regime period. Finally students will each identify a key player involved, mapping their location and detailing how those players or their products were involved in this economic system during the New France period

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| **Part A - Examine Trading Posts versus Colonies**  As a class discuss known examples of exploration that led to “trading settlements” and “colonies”.  Try to define differences between trading settlements and colonies.  Discuss who (what players) might be involved in each.  View "videos" on example trading posts and settlements, already placed inside marker points on this map:  1 - **Port Royal NS**. An example of an early trading settlement in French Regime  2 - **Jamestown, Virginia.**  just as example a lasting colony in English colonies to south | **IOs being developed/evaluated:**  Image |

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| **Part B - Mercantilism & Triangular Trade (Relevant facts)**    Keep the focus question in mind, to discover how individuals and groups were involved in the economic aspects of trade and colonization. Use an organizer like [Relevant Facts (via a Focus Question)](https://docs.google.com/drawings/d/1sXaX7PhyErj47RCCfqbZw7TjSRB8A_sAawKNHLv4_Vs/edit?usp=sharing) to note then glean relevant information.  Examine the map and read the texts within the arrow shapes, to find out more about each of the typical triangular trade routes that involved New France and its trading posts or colonies. (Note: Click on the arrow shapes)  Discuss and note the main "legs" of the route (France to New France, New France to West Indies, West Indies to France/Africa), the differences between legs in terms of direction and purpose.  Discuss and note what exactly was transported, from where and to where, and the different types (raw vs. fabricated) of products.  Discuss and note what types of people and organizations would have been involved on each leg of the route. | **IO being practice and/or evaluated:**    **IO sub-skill practiced:**  Identify and explain facts are “relevant” by referring to a focus question while reading and researching  **Scaffolding Tools:**  [Relevant Facts (via a Focus Question)](https://docs.google.com/drawings/d/1sXaX7PhyErj47RCCfqbZw7TjSRB8A_sAawKNHLv4_Vs/edit?usp=sharing) |

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| **Part C - Focus on players involved in French Regime**  Students, start by visiting some of the online sources below.  Research the various “players” involved in triangular trade during the New France era. A player could be a country, a king, merchants or a trading company, an important person, or even those native nations whom Europeans contacted for trade. (Note that a sample legend has been started that you can modify, add to or delete as needed.)  **Student Tasks:**  Place marker points on the map for each player you can find. (At least 2 players per group or individual). The point location should make sense and relate somehow to the player. (For example, to talk about the King you might place a marker in France, and even more specifically at the Palace location; for a merchant who traded in a product a marker might be place in a port or perhaps at a shop’ location.)  In description for each marker you should add texts that:   * Identify the player involved,  and what they traded or their role in the trading system at the time. * Explain how those players or the products they traded were characteristic of mercantilism and of a triangular trade system in action. | **IO being practice and/or evaluated:**  Image |

**Sample Evaluation grids for   
Mercantilism trade and key players**

(Note: Duplicate for each player placed on map and to be evaluated)

**Evaluation grid for Situate in Space: for each player placed on a Cartograf map**

|  |  |  |  |
| --- | --- | --- | --- |
| Intellectual operation | 2 mark | 1 mark | 0 marks |
| Situates in space and time | Student situates the player’s location accurately and appropriately on the map | Student situates the player’s location appropriately on the map | Student does not situate the player’s location either accurately or appropriately on the map |

**Evaluation grid for Establishing Facts: for each player identified**

Identify the player involved, and what they traded or their role in the trading system at the time

|  |  |  |  |
| --- | --- | --- | --- |
| Intellectual operation | 2 marks | 1 mark | 0 marks |
| Establishes facts | Student effectively identifies a player (and their product or role) in the economic system. | Student identifies either only a player or only their product/r role in the economic system. | Student does identify either a player or a product/role in the economic system. |

**Evaluation grid for Characterizing a Phenomenon, one for each player:**   
Explain how the first player or the products they traded were characteristic of mercantilism and of a triangular trade system in action.

|  |  |  |  |
| --- | --- | --- | --- |
| Intellectual operation | 2 marks | 1 mark | 0 marks |
| Characterize a phenomenon | Student effectively explains the how their player is involved in the economic system. | Student adequately explains the how their player is involved in the economic system. | Student does not explains the how their player is involved in the economic system. |

**Online Resources**

Fishing first brought Europeans

<http://www.heritage.nf.ca/exploration/basque.html>

Fur Trade established with between specific Europeans and Native groups

<http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade2.html>

Relationships established between groups and according to treaties

<http://www.canadiana.ca/citm/themes/aboriginals/aboriginals2_e.html>

French Colonial Expansion and Franco-Amerindian Alliances<http://tinyurl.com/mndxea2>

Mercantilism defined and referencing New France Regime players:

Canada in the Making: Compagnie des Cent-Associés:

<http://www.canadiana.ca/citm/glossaire/glossaire1_e.html#100>

Mercantilism

<http://www.thecanadianencyclopedia.com/articles/mercantilism>

Mercantilism, Settlement, New France

<http://people.upei.ca/rneill/canechist/topic_6.html>

Life aboard French tall ships

<http://tinyurl.com/osezx6q>

Various products involved:

Brandy, Indians, and Furs<http://www.chroniclesofamerica.com/french/brandy_indians_fur.htm>

Cod supplemented by wheat, livestock & lumber out of Louisbourg

<http://hdl.handle.net/10393/22613> (click PDF, see p. 7, p.16)

Economic Activities Fur Trade

<http://www.civilization.ca/virtual-museum-of-new-france/economic-activities/fur-trade/>

A Brief History of the Fur Trade

<http://www.whiteoak.org/historical-library/fur-trade/time-line-a-brief-history-of-the-fur-trade/>

Fur Trade at Canadian Encyclopedia<http://www.thecanadianencyclopedia.com/articles/fur-trade>