

# BC First Nations Studies 12

## Training Papers

### 2006/2007

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## **List of Possible Responses**

### **Question #1**

*Note to markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.*

*Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.*

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples. **(12 marks)**

**Some possible answers may include:**

- **Oral history explains the origins of the people and their spiritual relationship to the land, including the responsibility of stewardship to the land and resources. Governing systems that were developed ensured stewardship was maintained from generation to generation.**
- **Holistic education, children learned by observation and practice. The entire community was responsible for educating children. Children learned from “hands-on” experience. Special ceremonies and rites marked the transition from adolescence into adulthood. Children learned much about the land and resources by experience as they traveled with their families between seasonal camps.**
- **First Nations knowledge is passed from generation to generation by stories, narratives, songs, dances and ceremonies. (students can identify specific ceremonies)**
- **Potlatches**
- **Pictographs**
- **Many stories are now written down; i.e., recorded.**
- **Contemporary artists blend the past and the present to create art pieces that preserve the stories.**
- **Poets, artists, writers, musicians, actors**
- **Elders**
- **First Nations schools**
- **Cultural teachers and resources in schools**
- **Traditional camps**
- **Ecotourism, cultural museums, Aboriginal Peoples Television Network, TV shows, traditional games, BC Aboriginal Games, role models**

## Question 1 – Training Paper #1

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

Well First Nations have passed on lots of knowledge/traditions by elders also from fighting the government and battling for things like the potlatch.

even though it's been hard to pass on those traditions, First Nations have done an outstanding job. White man has been trying to assimilate their culture in many ways, like banning the potlatch, residential schools and other bank laws.

In conclusion FN people have done a good job passing down their knowledge to their young ones. and I'm surprised FN's even exist today.

## Question 1 – Training Paper #2

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

The way first nations pass knowledge is through oral history or By the children watching what they are doing.

The definition of oral is the passing of knowledge through story telling. This would occur mainly at potlachs.

The other way knowledge was passed down was by the children learning through watches like in the movie when the children learn how to make oolichan.

### Question 1 – Training Paper #3

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

The First Nations have passed on knowledge, traditional and culture over time. They have passed on knowledge by taking the children with them to any ceremonies such as, potlatches, feasts, marriages, becoming of age. They also taught them to live off of natural resources. The knowledge has been passed on many different ways.

First Nation people pass on traditional and cultural knowledge by teaching them their Native language at a young age, as they become older they teach them how to catch food, such as fish, or deer. The First Nations people were very intelligent on how to gather and collect the natural resources, it gets passed on from their parents, of family members. They are very brave people, they hung on to all their cultural and traditional rights when the Federal government tried to ban all First Nations rights. Their elders and ancestors suffered many different consequences for using their language and natural resources.

The First Nations people were very strong people, by holding on to their traditional and cultural knowledge over a long period of time

## Question 1 – Training Paper #4

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

The First Nations passed on the knowledge, to the young children by showing them, watch, listen, them do. The girl stayed with the women, making baskets, clean the fish and cook it, make clouse out of fur. When the boy where old enough they went with the men huntten, fi shing, and making tools for totem poles, cones, and thier homes. They pass on ther song and dance.

## Question 1 – Training Paper #5

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

The First Nations people used the smoke from fires, they had gatherings, and they told stories to pass knowledge, traditions and their culture over time.

The First Nations people would use the smoke from fires as a visual way of teaching their culture to others. They would get together and have everyone sit or stand around the fire while someone got up and say what they wanted to say about their culture and traditions.

They also had gatherings. They would get everyone together and people would tell others what they wanted to say or past things that happened to them or their ancestors. They would explain past experiences; or past traditions they had followed.

And last, they told stories. These stories could be made up, or could have happened. They would include such things as animals, people, trees or pretty much whatever they wanted to use in their stories to describe their knowledge, their traditions and their cultures to others.

The First Nations people passed on knowledge, traditions and culture by using the smoke from fire, gatherings and by telling stories to one another or large groups.

## Question 1 – Training Paper #6

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

First Nations people have always carried on and passed down their knowledge, traditions and culture, as it is very important to them. To keep these carrying on they would tell stories, have spiritual ceremonies and elders would teach the young ones.

Story telling is a huge thing for the first Nations people, it did everything told history/knowledge, was entertainment, it also taught kids about their traditions, culture, everything about them. Story telling still goes on for the First Nations people as it is and has been such a huge thing for their culture, and it is fun and an easy way to teach the children. Also earns elders even more respect, as elders usually told the stories.

Spiritual ceremonies were and still are very important to the First Nations. They were at one time taken away, when they were allowed to held them again first Nations took advantage of that, and held them regularly again which helped the First Nations people once again remember their culture, traditions, and spirituality.

Elders are the most respected people in First Nations communities, they help a lot with making sure that their, culture, tradition and knowledge will never be forgotten, they tell stories, have ceremonies. These people are the most important thing to them!

First Nations have been able to keep their knowledge, tradition and culture, even through all the times it was banned, but all of it just means too much to them to just let it disappear!

## Question 1 – Training Paper #7

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

First Nations have passed on knowledge, traditions and culture over time by way of oral history and complicated ceremonial dances that interpret such traditions and culture.

The First Nations culture and history has been passed on from generation to generation through ways such as oral history. It is hard to believe such culture could stay intact for thousands of years with only word of mouth since our own history has been written and recorded for so long. But to the First Nations youth listening to their elders and memorizing the stories told by them is the way they learn of such historically important events. Word of mouth is the way the elders pass on the knowledge they have accumulated over their lifetime as well.

Ceremonial Dances are another way the First Nations used to pass on their knowledge and traditions. Such dances would interpret or re-enact certain important events such as the creation of the world or how they came to be. And so doing this taught the younger First Nations the ways of their past and the days of their great great ancestors. Dances were also important way of the passing of traditions because all could participate in them.

So in conclusion I believe that First Nations have passed on knowledge, traditions and culture through oral history and ceremonial dances.

## Question 1 — Training Paper #8

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

Over time, knowledge, traditions, and culture have been passed on to younger generations by their elders. That younger generation then passes the information that they learned onto the generation after them. First Nations culture and knowledge have been passed down in this way for century's.

Knowledge was passed down from the elders through stories and lectures. They taught the kids how to do the things necessary to survive. They taught them how to hunt, fish, and gather fruit. The elders would tell the children stories of experiences that they have had in the past with hunting and fishing. Most of these stories ended with a good meal whereas some of them ended in disaster. The children were taught how to build canoes, and how to operate them. They were taught that the wood used for canoes must always be cedar, because it was the most ideal. Over time the children could use all the skills that their ancestors taught them.

Traditions were passed down through stories, legends, myths and ceremonies. Stories taught the children the traditions of their great ancestors. This was way their way of doing things has been the same for hundreds of years. Legends and myths taught the children ways that the universe and the world came to be. Myths talked of animals that aide in the creation of the earth. Ceremonies, like the potlatch have been a first nations tradition since the start of their existence. First Nations traditions were very important to how they did things and for what they believed in.

Culture, for the First Nations is a mix of the traditions and knowledge that they had. Culture was their overall way of living. They hunted for their food and built their own shelter. They had beliefs that were different than mainstream society which was one of the reasons that they tried to assimilate the First Nations. Their culture was seen in their buildings, their clothes and even their carving tools. First Nations culture has been passed down over time through the way the children watch their elders live.

Knowledge, traditions, and culture were of the utmost importance to the First Nations people. Because of this, they will continue to pass it down from generation to generation despite the efforts of the Europeans to assimilate them. First Nations values will never be forgotten to their people.

## Question 1 – Training Paper #9

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

First Nations have passed on knowledge, traditions and culture in many different ways. Mainly through song, stories (i.e. creation, trickster, transformer) and through oral history.

First Nations put much knowledge into their songs and dance. Whenever a song was sung it had to be exactly the same everytime so as to keep the tradition and culture of that song alive. Sometimes a certain song wasn't aloud to be sung without permission in fear of someone changing it. Stories, defeating another band/tribe, thanks and family history were all part of the First Nations songs to be passed on and kept alive in the younger generations that were to come.

First Nations also had many different ways to tell stories that contain the knowledge of learning and Aboriginal history and culture. There were trickster stories that taught young First Nations how to behave properly, told though acts of trickery and pranking. There were creation stories which told the ways of how things were created. Like how the Haida people emerged from a giant clamshell that Raven found on the beach. There were transformer stories that explain before the First Nations arrived the world was caos and full of monsters, but it all changed when the transformers changes and prepared the world for the First Nations to be able to live in happily.

First Nations also always had oral history passed down to them. They didn't feel the need to write down their history because all the Elders knew it and would teach it to the young First Nations, exactly

the same everytime to keep the same story going. A lot of non-Aboriginals tried to publish First Nations history but the First Nations protested it. They found it was a better and more personal way to teach their children if they taught it orally.

First Nations had many ways to pass on knowledge, traditions and culture. The three main ways were through song, stories and oral history. Today many First Nations books are published and there are groups that are still teaching orally.

## Question 1 – Training Paper #10

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

When the European settlers arrived First Nation culture, knowledge and traditions were ignored and even tried to be assimilated. The First Nations people faced many obstacles in trying to keep their culture alive. Our government set up residential schools, took their traditional land and created many documents (white paper, Indian art, ect.) to try and assimilate and control them. However, with the perserverance of the First Nation people they were able to keep their culture, knowledge, and traditions alive.

When the government made potlaching illegal it was an attempt to rid First Nations of their culture and traditions. The potlatch was and is a very important part of First Nation culture, it is a place to gather to achknowlege an event like a wedding or an anniversary of a death as well as it was a way to govern themselves. When it was made illegal the First Nation people were furious and were determined to not let this happen. Dan Cranmer along with several other First Nations decided to hold a potlatch despite the fact it was now illegal. Unfortuatly they were caught and arrested and to get out of jail give up their cerimonial masks and other items. Later the law was dropped and potlatching was legal again. Dan Cranmer and the other First Nations who held that potlatch showed that they were willing to risk arrest so their culture and traditions could still carry on.

With the creation of residential schools it was clear to the First Nation people that the government was trying to assimilate them. Residential schools forbide First Nation children from speaking or

writing their own language as well as participate in any of their traditions. Each day First Nation children were made to feel horrible about being First Nation, they were beaten and abused mentally and physicaly. Despite this many First Nation children contined to speak their language and participate in traditional cerimonies in secret. Due to this some First Nation languages weren't forgotten like so many others. These children risked beatings and other forms of punishment to ensure their languges would be kept alive.

One of the biggest ways First Nation people kept their culture, traditions and knowledge alive was through many First Nation authors. By re-telling events in our pasts First Nation authors give not only First Nation people but others another view (not just the white side of things). When authors such as Lee Maracle or Beatrice Culiton tell stories about how our system has failed the First Nation people it allows for better understanding and hopefully change. These authors continue to let their history, culture, knowledge and traditions to be passed down for generations.

It is amazing to see how much the First Nation people of Canada have accomplish after being pushed down for so long. They use many ways, techniques be it writing, protesting or other forms to ensure their culture, knowledge, and traditions will continue on.

## Question 1 – Training Paper #11

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

When the Europeans first made contact with the First Nations people, it was apparent that they would have to deal with them in a very different from any other culture; that is how unique the First Nations' traditional way of life is. The way they pass on that culture and lifestyle over time is not less different. The First Nations traditionally rely on the involvement of the community in sharing stories, knowledge, songs, and experiences, among other methods, to pass on their traditions and culture; even today, with more modern methods available, these seem to be much more effective.

One of the most common ways the First Nations pass on knowledge is through the used stories. These can come in many forms, depending on their purpose. Stories can be used to teach life lessons, proper protocol, how to do certain jobs, or share the origin and history of a particular family or group. These stories, as a rule, are never to altered and, therefore, can be incredibly accurate. Because of this, stories relating to the history of a people and the land, also known as oral histories, can even now be used in court as evidence when pursuing land claims. Although there is a risk, in these situations, of an oral history being altered to benefit the people, storytellers are generally taught to repeat their stories exactly as they hear them, going so far as using the same tone of voice, emphasis, and hand gestures.

Aside from stories that share history, there are also those that exist to teach lessons and proper behaviours. These can often involve a being known as Trickster, represented by different animals or objects

depending on the region. In these stories, Trickster teaches by showing behaviour which is inappropriate in society, thus teaching by example how one should not behave. For instance, in the story of flint, the rock is given life and is represented as a selfish person, only giving flint to those who can pay him a good deal of money. Because of this, he is confronted by Raven, who makes him cold and lifeless, allowing flint to whoever may need it. This story teaches that those who are selfish and do not give freely of themselves will live to regret it.

Along with stories, the First Nations also teach by example. Rather than just tell someone how a job is done, they will show them; the person will learn much more from the experience of actually doing the action than simply hearing about it. In order to ensure that a person will receive as much of this experience as possible, the entire community will make an effort to share with him or her from the time of their childhood and on, as they believe that the knowledge is cyclical and a person will never stop learning in their lifetime.

Now, in modern times, there are many ways First Nations history and culture can be recorded. Stories can be written in books, songs can be taped, and traditional dances and ceremonies recorded on film. Even so, these methods can be misinterpreted very easily without the storyteller's voice or the singer's movements. There are many methods the First Nations can use to pass on their knowledge, traditions, and culture. If they stay true to those ways, their culture could last many lifetimes.

## Question 1 – Training Paper #12

1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples.

The First Nations people of British Columbia have found many ways of passing on their knowledge, traditions and culture over time. In order to keep the culture alive, First Nations have used techniques such as storytelling, potlatching, speaking the language, talking to elders, and integrating First Nation culture into modern society.

First Nations were an oral society; they didn't have a writing system. Instead they passed down their knowledge, generation to generation, through spoken word. That is why the act of storytelling was so important to keeping the culture alive. In trickster stories, for example, the main character shows us how not to behave in society, teaching us good moral values. Creation stories tell us how everything came to be: the land, the animals and the people. One of the most famous creation stories is "How Raven stole the sun", it tells of how Raven, the trickster, stole the sun and lit up the once dark world. By retelling these stories, passing them on to the next generation, First Nations are able to keep a key part of their culture alive.

Holding potlatches is another way of keeping knowledge, culture, and tradition alive. The potlatch, to the First Nations people, was a bank, a school, and a library all in one. It was an extremely important part of First Nations culture. By bringing the potlatch back into modern society, First Nations are strengthening the culture. In today's potlatches, First Nations still hold such ceremonies as weddings, funerals, birth announcements, name giving, and the passing on of titles. Also present at potlatches are the numerous dances. Each dance

tells a story, great or small. It could tell of a fishing trip, or it could tell the story of the hamatza. By taking part in their traditional dancing, First Nations can ensure that they won't be forgotten and lost forever.

Speaking the traditional language helps to preserve the culture. Language, in every culture, is extremely important, it defines the people in a unique way. By speaking the language as often as possible, even at home, keeps the knowledge of it for future generations, and saves it from extinction.

Elders are an important source of traditional knowledge of First Nations culture. Many elders are fully aware of how traditions are supposed to be, for example, dances, songs, language, and protocol. By correcting us when we were error in tradition, Elders are helping First Nations to keep the culture alive and true.

Lastly, the act of integrating First Nation culture into modern society helps in raising awareness and knowledge of the culture. For example, starting a class like BC First Nations studies helps others to learn about our history and help preserve it.

In conclusion, we have learned that First Nations have a variety of ways to pass on their knowledge, traditions, and culture to the next generation. Through storytelling, potlatching, speaking the language, talking to elders, and integrating First Nations' culture into modern society, the First Nations people are preserving their culture today, and for generations to come.

# Rationales for Question 1

## Training Paper #1 – Mark: 1

- Full of errors
- The first sentence only (not anything else) fits with the question
- Position is incorrect
- Thesis inadequate
- No supporting details

## Training Paper #2 – Mark: 1

- Meets criteria

## Training Paper #3 – Mark: 2

- Meets criteria

## Training Paper #4 – Mark: 2

- Thesis inadequate
- Insufficient not deficient which makes it a 2

## Training Paper #5 – Mark: 3

- Some inaccuracies/assumptions/inaccurate portrayals
- Insufficient recall of factual content

## Training Paper #6 – Mark: 3

- Meets all criteria

## Training Paper #7 – Mark: 4

- Meets all criteria
- A low 4
- Weak conclusion

### **Training Paper #8 — Mark: 4**

- Lots of facts not in great depth
- Meets all criteria
- A high 4

### **Training Paper #9 — Mark: 5**

- Lacking effective conclusions but holistically it is more than a 4

### **Training Paper #10 — Mark: 5**

- Meets all criteria
- Solid 5
- Proficient recall, position supported with well developed details
- Effective conclusions are drawn

### **Training Paper #11 — Mark: 6**

- Well written
- Thesis is clearly stated
- Not broad in content/narrow in scope
- Excellent recall of factual content on stories
- Effective conclusions toward insightfulness

### **Training Paper #12 — Mark: 6**

- All criteria met
- Expression is clear
- Holistically expression/structure meets criteria
- Evidence of insight



## List of Possible Responses Question #2

*Note to Markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.*

*Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points*

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples. (12 marks)

**Some possible answers may include:**

### **HBC**

- First Nations went to the fur trading forts to trade goods
- Trade items were useful items that benefited the peoples – examples include iron, blankets, rifles, knives, cooking utensils, etc.

### **NWC**

- went inland to trade with the First Nations
- married into First Nations families, established trading partnerships based on trade
- trade items included “fire water”, “rot-gut” whiskey, alcohol, rifles, knives, iron and other household items.
- The fur trade slowly created a dependency for First Nations people on the fur trading forts and their people.
- First Nations people relied on the fur trading forts for food and resources. For example, First Nations people went to the forts for food and handouts; they got away from the traditional style of living – how to hunt and fish.
- First Nations people neglected to provide food for families and stopped preserving the food for the winter months.

### **Economy changed.**

- The fur trade brought in a market economy that places a dollar value on goods. Traditionally, First Nations economy was based on a barter system and none or very little money was exchanged. Wealth was based on holding potlatches. Traditional economy was based on hunting, fishing, food-gathering and trading between tribes.
- Europeans now introduced a monetary system based on a dollar value placed on extracted natural resources, but they processed these goods which led to exchange of money between countries for goods. For example, wood: built cabinets and ships; gold: gold rushes; iron ore: farm tools; timber: railroad ties; wheat: flour, etc. Goods were valued in dollars and most items had a fixed amount attached to them. This changed the way First Nations had to conduct business; therefore, it changed their lifestyle.

- **Service industries – working in factories producing goods from the extraction and processing of resources. As a result, First Nations were forced to enter a capitalist society that based wealth on personal goods and possessions.**

### **The Impact on Aboriginal Women:**

#### **Wives and Mothers**

- **marriages were alliances between high ranking families and the officers of a trading post which strengthened relationships and benefited the forts economically and politically.**
- **women often sacrificed the traditional bonds with their culture and risked much as they entered the world of the Europeans.**
- **provided companionship and a family environment**
- **some were able to bridge two cultures and share skills and knowledge**
- **children of Aboriginal women and fur trade employees brought their own distinctive Métis language and culture.**

#### **Work**

- **often women were left to provide for their families on their own while the men were away for extended periods of time.**
- **provided food: caught and preserved fish, snared small animals, grew vegetables**
- **provided clothing: prepared and provided tanned hides for clothing, produced and repaired clothing and essential footwear (moccasins and snowshoes)**
- **provided transportation: collected canoe-birch supplies, fixed and mended canoes**
- **other: worked as interpreters, guides and intermediaries**

## Question 2 - Training Paper #1

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

British Columbia First Nations lost their cultural identity through Residential schools loss of status, and trading. It made the First Nations lose sight of what's truly important, preserving their culture.

Residential schools took its toll on the survivors of residential school, and the generations to follow. In residential schools, the kids were not allowed to speak their own language, or anything traditional. Christianity's English language were forced upon the First Nations. Residential School taught by books, instead of traditional stories and legends. The children of residential school were taught that being First Nation was bad.

Whenever there was something to do with getting land, marrying a non-native, or even joining the army First Nations lost status. The loss of status meant that the government didn't think you were an aboriginal. My example would be a lady I know. Her mother was a First Nations who married a European. When the lady knew was born, she wasn't considered First Nations until Bill C-31.

All I wrote has been the everlasting effects of 1<sup>st</sup> contact and fur trade. Every 1<sup>st</sup> Nations issue does go back to fur trade and 1<sup>st</sup> contact.

## Question 2 - Training Paper #2

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The fur trade was a big impact on first nations people. And it was kind of a bad thing. When the europeans come over the first nations people relied on their goods. Then they lost their way of life.

## Question 2 - Training Paper #3

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact on First Nations was pretty ugly because there was not other way of getting there goods like Alcohol and smoke and other stuff like that beside the fur trade that is how it affected B.C. First Nations.

## Question 2 - Training Paper #4

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact of the fur trade on first nations was very large. It gave them a chance to receive more and different goods. It also gave them a chance to view other cultures.

One of the main impacts the fur trade had on first nations was this was their chance to gain more goods, and trade with the Europeans. This was a good step in their culture and history. By trading they had a chance to add to their resources and share resources with Europeans.

The fur trade helped build First nations culture. It was an economical help towards them as well. But overall the impacts were that they could gain resources and could view other cultures resources and share what the creator gave them, to share with the world.

## Question 2 - Training Paper #5

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact of the fur trade on BC First Nations was really hard. First Nations people would have to kill the animal and the Europeans would then buy them for Iron, Coppers, and Alcohol. Before they started trading with Europeans, First Nations were happy and crime free. European contact introduces Alcohol and When young kids were forced to go to residential schools, First Nations turned to Alcohol just as a pain reliever. That's why if Europeans didn't start trading furs then it wouldn't be such a big deal today.

## Question 2 - Training Paper #6

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact of the fur trade on First Nations was tremendous. Although it benefited the natives in some ways, most effects were negative.

When the Aboriginals first started trading, there was no rush or extinction of animals. But soon the ecosystem became out of balance. With so many sea otters being hunted and killed, the food in the ocean that is the otter's meal began rapidly growing out of control. The food chain became very unbalanced, very quickly. After the sea otter and many other creatures were hunted to the brink of extinction, the First Nations people who traded with other First Nation groups could no longer rely on certain trade items and had to start trading more with the settlers.

The First Nations who traded with the European settlers became more dependant on the foreign goods. They also became exposed to diseases for which they had no protection from. Many people died from sickness.

The First Nation people were impacted very greatly by the fur trade, and as proven above they would've been better off without it.

## Question 2 - Training Paper #7

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The fur trade greatly impacted First Nations peoples and how they lived their lives. The seasonal migration was changed, many daily activities and duties were altered to help the production of fur.

Before the fur trade First Nations peoples moved location according to seasons. Berry picking in the Summer, fishing in the fall, and hunting in spring. When the fur trade started First Nations people did the hunting and skinning and preparing of furs. Therefore they had to remain where the animals were. Destroying seasonal rounds.

Duties of all the people living in the community had been changed, everyone had to do their part to ensure the furs were ready to trade. The men all went hunting, fishing or other activities had to be put on hold. Women and children had to stop berry picking, cooking and other household duties to skin the animals and prepare for trading. Life was altered quite a bit.

The fur trade had a huge impact on the First Nations peoples of BC. It altered their ways of life entirely. They could no longer make the usual seasonal rounds for a need to stay where the animals were. The duties of everyone in the community change so that the furs could be ready for trade. Overall the fur trade caused First Nations lives to change completely.

## Question 2 - Training Paper #8

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The fur trade had a huge impact on BC First Nations. The introduction of alcohol, new diseases, and the mixing of the fur traders with the Aboriginal women are all ways in which the fur trade impacted the lives of the BC First Nations.

The introduction of alcohol had a negative effect on the traditional way of life for the First Nations of BC. Since the First Nations weren't used to consuming alcohol like Europeans were, they became dependent on alcohol quickly and didn't know how to resist it. Then, when their children were unjustly taken from them and plucked in residential schools the First Nations people didn't know how to cope. The responsibility of parenting had been taken away from them so they relied upon alcohol to remedy their pain. So when the Aboriginal children came home for the holidays their parents were irresponsible and unable to take care of them properly. This change greatly broke apart the First Nations social system. When the residential schools closed and the children were sent home to their unsuitable parents, social workers took them away in an event known as the "scoop up" and placed them in foster care. Evidently when the fur trade introduced alcohol to First Nations it greatly impacted them.

Another way that the fur trade impacted the First Nations of BC was with the introduction of foreign diseases. Diseases such as small pox were spread around so greatly because the First Nations People hadn't built up any resistance to the diseases. Then when the hunters got sick they were unable to provide enough food for their families, resulting in

weakness and starvation. Another reason why foreign diseases impacted the First Nations so harshly was that their traditional healing methods weren't effective. Also, some of the fur traders spread around unwashed, infected blankets that had been used to cover people with diseases and gave them to other people, increasing the spread of disease. As you can see the introduction of diseases greatly impacted the First Nations of BC.

The third way in which BC First Nations were impacted by the fur trade was when the fur traders had children with the Aboriginal women. Their children were Métis; half European and half Native. Thus, the formation of the Métis people and their culture had begun. Under the Indian Act First Nations women and their children lost their status when they married a non-status man. So the fur trade impacted the BC First Nations by starting the Métis.

There are many ways that the fur trade impacted the lives of BC First Nations. With the introduction of alcohol, foreign diseases, and the beginning of the Métis people, their lives were altered.

## Question 2 - Training Paper #9

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact of the fur trade on the B.C. First Nations is very evident. They were impacted through disease, Europeans and new trading items. The fur trade has changed the lives of the BC First Nations forever.

When Europeans first came to B.C. they brought with them diseases. When the Europeans came in contact with the First Nations through the fur trade they passed the main diseases on. Small pox and Tuberculosis were the main ones passed. The First Nations had no immunity to them whatsoever, causing a devastating population loss especially to the Stolo, killing two thirds of its population. Trading items such as fur, which were infested with the viruses, caused more death. Almost all elderly aboriginals died or became gravely ill. Since the elders carried the oral history and knowledge, the deaths threatened aboriginal tradition and culture. The aboriginal community were almost killed out, but luckily some survived. The First Nations population though will forever be smaller.

With the arrival of the Europeans and the fur trade, First Nations lives would never be the same again. The fur trade helped the Europeans to adapt to the weather and habitat, causing their population in the area the wildlife, such as buffalo, seals and salmon were threatened. The Europeans did not respect how much they hunted and did not care about using up the whole animal. This caused the decline in food for the aboriginals. Also how that the Europeans were growing they started to make up laws and government, and since the aboriginals population had

decreased from disease were a minority. They had little say in what was happen to their land. The Europeans banned aboriginal's potlaches, put them on reserves and tried to assimilate them into their society. The fur trade helped the Europeans to thrive and grow on aboriginal land, leading to a negative effect on the First Nations lives.

Finally with the fur trade the First Nations were introduced to new tools and supplies. Some tools such as guns, glass and metals had a positive effect of their way of life. Having guns made it easier to hunt, glass could make beautiful bead work and art and having metal made it much more easier to make things like tools. Some trade items such as alcohol had a negative effect. Since aboriginals didn't have any immunity to it, it hit them hard. It led to some becoming alcoholics to others having alcohol poisoning. Whether the trading items had a positive or negative effect they both impacted BC First Nations heavily.

The First Nations of BC will forever be impacted from the results of the fur trade. Whether it is from the result of disease, Europeans or new tools. Aboriginal lives will never be the same.

## Question 2 - Training Paper #10

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The impact of the fur trade on BC First Nations changed their lives dramatically. Trading posts made many First Nations people leave their villages, most of the time was spent getting furs and less on traditional seasonal activities and the devastating effect of disease all show this.

Trading posts being set up around BC either increased a First Nation groups status or made some villages disappear. These places were where all the action happened. If you had a post set up in your village your status went up making you higher ranked. Many first Nations groups wanted this because it meant more tools and guns. The fur trade made these extremely valuable taking away from the traditional made tools and weapons. First Nations people were very smart and they knew the fur traders needed them, so if they relocated to the trading posts a job would be awaiting them. These jobs came with tools and the guns they wanted.

The fur trading also affected their traditional practises. Each season had a different activity with it. Mostly surrounding gathering food and preserving it for the winter or catching fish during the fish run. With the fur trade, however, these practises were very interrupted. It became more important to trap as much furs as possible instead of hunting and gathering for the village. With trapping, it brought along the wealth of tools and guns which now were very important. The traditional practises became irrelevant and would only be done if there was enough time to do them.

The biggest impact on the fur trade was the devastation from diseases. Contact with the Europeans brought along many illnesses like small pox, measles, and tuberculosis, all unknown to First Nations people. These swept through villages, killing thousands and even wiping out some villages completely. The First Nations people had no idea what hit them. These deadly, new diseases could not be healed by First Nations medicine, which usually included rubbing oils on the wounds and groups of people surrounding the sick. This created a breeding ground for the diseases. With the elders and whole nations dying, depression and culture loss was imminent making it hard for many First Nations to survive.

The fur trade changed the way of BC First Nation life drastically. Culture loss resulted from deadly diseases and the fact that it was more important to trap than gather food. Many left their villages, abandoning everything they knew, just for the need for guns and European goods. The fur trade changed halted traditions and devastated First Nation life. The past ways were becoming trivial to the new European ways.

## Question 2 - Training Paper #11

2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples.

The fur trade had both a positive and negative impact on BC First Nations. It enabled a sense of modernization and a simpler way of living, however, it also was a cause of widespread disease and a death sentence to hundreds of First Nations people.

When the European traders first made contact with First Nations groups the impact wasn't majorly consequential. The First Nations people were trading pelts for copper, iron, sugar, alcohol, flour, fire arm (guns) and blankets. These trade items felt like a blessing at first as they made living much easier, but they resulted in a fairly negative outcome. The first Nations peoples were not used to a diet high in sugars. This evolved into a wide spread diabetes problem upon First Nations people. Also, the trading of alcohol left many people with addiction as they had never used a stimulant of the sort before and they had no tolerance for it. Another typical happening of First Nations groups was relocation. Due to a new dependency on European Trade goods many First Nations groups relocated to be closer to European trading posts.

Due to lack of immunity of European disease there was a widespread small pox epidemic in which the disease killed many First Nations peoples. Also Tuberculosis (TB) was another disease that killed many first nations people and children. Often diseases like smallpox and TB would come across the Atlantic ocean on a European trading ship and it only took one sailor to contaminate a whole tribe of First Nations people. Not only did the fur trade and European contact hurt First

Nations peoples on a physical level but it also effected them on a cultural or emotional level.

As European-First Nations trade occurred a loss of cultural identity was a result. The Europeans came to the Americas with an ethnocentric view of First Nations people. This lead to the Europeans obtaining a negative view of First Nations people and holding a sense of superiority over them. Assimilation was a result of this as residential schools and laws and regulations were implemented in Canada. This was devastating for First Nations culture as it resulted in the loss of land title, the loss of respect and the loss of cultural ties. Long-term results of the fur trade are still present in current day society. This is true due to stereotypes towards First Nations groups such as "savage and child-like behaviour". Also stereotype regarding First Nations people being alcoholics and not deserving of any land. It is unbelievable how the fur trade could result in such a negative impact on First Nation cultural identity, land title and death.

In conclusion, the fur trade had both a positive and negative impact on BC First Nations. The short-term effect was easier living, but the long term effects were almost devastating on an physical and emotional level.

## Rationales for Question 2

### Training Paper #1 — Mark: 0

- Failed to address the given topic

### Training Paper #2 — Mark: 1

- Meets all criteria

### Training Paper #3 — Mark: 1

- Meets all the criteria

### Training Paper #4 — Mark: 2

- Thesis attempted
- Insufficient recall, absence of supporting details
- Little or no relevant conclusion

### Training Paper #5 — Mark: 2

- Meets criteria
- Solid

### Training Paper #6 — Mark: 3

- Weak 3
- Solid criteria

### Training Paper #7 — Mark: 4

- Meets all criteria
- Solid 4

### Training Paper #8 — Mark: 4

- Meets criteria

**Training Paper #9 — Mark: 5**

- Well-developed details not thoroughly developed details
- Effective conclusion, but not insightful

**Training Paper #10 — Mark: 5**

- Meets criteria
- Solid

**Training Paper #11 — Mark: 6**

- Weak 6
- Insights found
- Weak expression