**Pitch Organizer**

Part 1:

1. Complete the chart below (Horizons – Chapter 4 – pages 126-128):

|  |  |  |
| --- | --- | --- |
|  | Hudson’s Bay Company | Northwest Company |
| How did it start? |  |  |
| Where does it operate? |  |  |
| What was it like working for the company? |  |  |
| What are the advantages this company had over the other?  Explain why these are advantages |  |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. What do Voyageurs do and what was their life like (Horizons – Chapter 4 – page 120)?

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Complete the chart (Horizons – Chapter 4 – page 132):

|  |  |
| --- | --- |
| How did Aboriginals contribute to the fur trade? |  |
| How did the fur trade affect Aboriginals? |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. In what ways were Aboriginal women vital to the fur trade? (Horizons – Chapter 4 – page 134)?

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Describe the Metis and their society. How did they contribute to the fur trade? (Horizons – Chapter 4 – pages 138-140)?

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Use the space below to start brainstorming a sequence of events that incorporates all of the above into a story. Think about how one character may encounter or interact with all of the above.

|  |
| --- |
|  |

1. Create a sketch or find images that illustrates at least one aspect in #6:

Part 2:

1. Describe the push and pull factors of Irish immigration to Canada in the 1800s:

|  |  |
| --- | --- |
| Push Factors (In Ireland) | Pull Factors (Canada) |
|  |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Describe the conditions on board coffin ships (Horizons – Chapter 2 – pages 57-58):

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. In what ways were the Irish accepted or not accepted in Canada?

|  |  |
| --- | --- |
| Accepted | Not Accepted |
|  |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Use the space below to start brainstorming a sequence of events that incorporates all of the above into a story. Think about how one character may encounter or interact with all of the above.

|  |
| --- |
|  |

1. Create a sketch or find images that illustrates at least one aspect in #4:

Part 3:

1. Describe the push and pull factors of American slaves immigrating to Canada in the 1800s (Horizons – Chapter 2 – pages 60):

|  |  |
| --- | --- |
| Push Factors (In America) | Pull Factors (Canada) |
|  |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Describe how slaves made it to Canada/free states (Horizons – Chapter 2 – pages 60-61):

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. What was the Fugitive Slave Act and how did that affect the Underground Railroad?

|  |
| --- |
|  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. In what ways were the Black immigrants accepted or not accepted in Canada?

|  |  |
| --- | --- |
| Accepted | Not Accepted |
|  |  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |
| How might this affect a character or a plot? |  |

1. Use the space below to start brainstorming a sequence of events that incorporates all of the above into a story. Think about how one character may encounter or interact with all of the above.

|  |
| --- |
|  |

1. Create a sketch or find images that illustrates at least one aspect in #4:

Part 4: Video Discussion

1. What modern day events share some parallels with the fur trade? Explain the similarities.
2. How vital were Aboriginals to the fur trade? Who is more significant to the creation of our Canada today, the Aboriginals or the European fur traders?
3. Are push (from anywhere) and pull factors (to Canada) generally the same today as it was in the 1800s? Explain why or why not with reference to the Great Migration and the Underground Railroad.
4. Is Canada more accepting of immigrants today than it was in the 1800s? Explain how you know with reference to the Great Migration and the Underground Railroad.
5. How did the fur trade and immigration in the 1800s contribute to our identity today?

Part 5 – getting the story for your pitch

Discuss the following with your partner:

1. Create an overall goal (theme) for your main character that drives the movie/game idea.

eg: revenge, love, freedom, learning a valuable lesson, finding the truth, proving yourself, etc.

1. How could the goal of your character end up with her/him interacting with all 3 settings (fur trade, slave states, Ireland)? What would be the sequence? Where will the story start and end?
2. What conflicts will get in the way of your character achieving her/his goal? Where will these happen? Could the historical research you’ve done provide any conflicts?
3. How does your character achieve his/her goal?
4. How can you make the ending exciting and impactful?
5. How can you incorporate all the checklist items into the story to make it plausible or realistic?

Part 6 – what to present:

1. Hook your audience with the concept of the film/game – what makes it special?
2. Give the general plot:
   1. Intro - How does the film/game start? How is your character’s goal set up?
   2. Rising Action – What conflicts get in the way of your character achieving his/her goal?
   3. Climax – How does the goal get achieved (or not)?
   4. Falling Action/ Conclusion – How will you wrap up the film/game?
3. Explain how each checklist term will be incorporated into your film/game.
   1. Provide images to help clarify your description
   2. Explain why you’ve incorporated the term the way you did (reference your primary evidence)
4. Conclude with reminding the audience what is special about your idea.

\*Remember, SELL your idea to the audience.