**Pitch Organizer**

Part 1:

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

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|  | Hudson’s Bay Company | Northwest Company |
| How did it start? | Grosselier and Radisson get proof of furs to get a charter from Charles II 1669 | Scottish and American businessmen consolidate a number of small trading businesses to compete against Hudson's Bay Company. |
| Where does it operate? | It operates in Ruperts land and all rivers that drain into Hudsons Bay. | Montreal to the Pacific around Rupert's land. |
| What was it like working for the company? | It would be very boring for the workers because of them being in the Canadian Shield Region and they wouldnt have anything to do in the winter. | They had tough Journeys on rivers and they would have to bring their boats from one river to another and do a lot of heavy lifting. |
| What are the advantages this company had over the other?Explain why these are advantages | The advantage is that they have a short turnaround time for their goods and they did trading ceremonies with the Aboriginals. | They traded directly with the Aboriginals allowing back to get the better furs. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Title: Hudson bay or everyday life in the wilds of North America during 6 years residence in the territories of the Hon. Hudson Bay company. Author: Ballantyne, R.M. Year: Published in 1879. URL:https://archive.org/details/cihm\_26409  |
| Quote/Image: | "In the year 1669 a company was formed in London under the direction of Prince Rupert for the purpose of prosecuting the fur trade in the regions surrounding Hudson Bay. this company obtained a charter from Charles II." |
| Interpretation: | This clearly explains that the Hudsons Bay Company did get a charter from Charles in 1669 the second and that they operate in Ruperts Land. |
| How might this affect a character or a plot? | If the Character worked in the Hudsons bay company then they would be affected because of what the workers do. |

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

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| Voyaguers transport goods to Aboriginals and trade for the Northwest company and these voyageurs were french-canadian and knew about remote areas that others did not know about. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Title: Hudson bay or everyday life in the wilds of North America during 6 years residence in the territories of the Hon. Hudson Bay company. Author: Ballantyne, R.M. Year: Published in 1879. URL:https://archive.org/details/cihm\_26409  |
| Quote/Image: | "The Portage la loche brigade usually numbers six or seven boats adapted for inland travelling where the navigation is obstructed by rapids waterfalls and cataracts to surmount which boats and cargo are carried overland by the crews." |
| Interpretation: | This explains how hard their journey would be and how they would have to move from river to river. |
| How might this affect a character or a plot? | This could affect the plot because if someone is travelling with a Voyaguer then they might have to help relocate the boat. |

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

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| --- | --- |
| How did Aboriginals contribute to the fur trade? | The Aboriginals were mainly the ones that trapped furs they taught the Europeans how to make canoes and they taught the Europeans about snowshoes. |
| How did the fur trade affect Aboriginals? | The European diseases decimated villages and it created competition among the Aboriginals their way of life was completely changed with them focusing on making profit. and the fur trade started to lose demand and the Aboriginals started to suffer economically and the Aboriginals were introduced to alchohol. From the fur trade therbecame a new "civilization" from the Voyageurs and the Aboriginals had children and they became the Metis wich means mixed. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Title: Hudson bay or everyday life in the wilds of North America during 6 years residence in the territories of the Hon. Hudson Bay company. Author: Ballantyne, R.M. Year: Published in 1879. URL:https://archive.org/details/cihm\_26409  |
| Quote/Image: | "Tanner describes his dealings with an unscrupulous North West Company post manager who won't give credit to Tanner or his fellow natives to help them survive the upcoming winter while they trap furs for him. Instead, Tanner makes a deal with an HBC man new in the area, but in spring when he brings the furs into town to pay off his HBC credit line." |
| Interpretation: | This shows very well that the Aboriginals were trapping animals for NWC and HBC and also it shows well that the aboriginals didnt get very much credit for their work. |
| How might this affect a character or a plot? | The story could involve an aboriginal trying to get credit for their work on trapping animals. |

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

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| They acted as guides they made traps snow shoes moccasins pemmican bags out of buffalo hide making pemmican gathered food they were married to the NWC traders to create trade ties. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Title: Hudson bay or everyday life in the wilds of North America during 6 years residence in the territories of the Hon. Hudson Bay company. Author: Ballantyne, R.M. Year: Published in 1879. URL:https://archive.org/details/cihm\_26409  |
| Quote/Image: | "And yet without them the men would be in a sad condition for they are the only tailors and washer women in the country, and make all the mittens, moccasins, fur caps and deer skin coats""He explained that he needed them to make, mend, knit snowshoes during the winter. in winter 1789 HBC Clerk and Surveyor Philip Turnor noted that women are as useful as men on the journeys." |
| Interpretation: | This to me explains that the aboriginal women were important during the fur trade because they made everything that the voyaguers and other workers need made.This one shows that they were vital to fur trade because they could make the things that people needed but that only they could make correctly and well. |
| How might this affect a character or a plot? | This could affect a character because if they are travelling with a voyeaguer then there could be a aboriginal women with their voyeaguer husband and talk with them about what they do in the fur trade. |

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

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| --- |
| The Metis were a mix between french canadians and the Aboriginals and they hunted buffalo to make pemmican wich helped the voyeaguers to survive in the harsh wilderness and they sometimes followed the buffalo when they migrated and sometimes they farmed for food. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Title: Hudson bay or everyday life in the wilds of North America during 6 years residence in the territories of the Hon. Hudson Bay company. Author: Ballantyne, R.M. Year: Published in 1879. URL:https://archive.org/details/cihm\_26409  |
| Quote/Image: | Conspicuous in importance amongst the annual events in the colony are the journeys made to the Plains by the Buffalo hunters at different periods of the year. The parties belonging to the summer hunt start about the beginning of June, and remain on the Plains until the beginning of August. They then return for a short time to the settlement for the purpose of trading their pemmican and dried meat.  |
| Interpretation: | To me this doesn't exactly explain that the Meti hunted Buffalo but it does explain about how the buffalo hunters were important to the fur trade because they were hunting the animal that was used to make Pemmican. |
| How might this affect a character or a plot? | This could affect the story because the character might observe a buffalo hunt in the process or might help in the process of hunting the buffalo. |

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.

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| One character may be a voyageur that works for one of the company's or there could be someone thats travelling with the voyeaguers being told about whats going on with the company's and how it all started. |

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) |
| The peasants were unable to grow potatoes and pay the landlords. they didint have enough space to grow their crops. the land was too small to support a family of peasants. The landlords started evicting people that paid their rent so that they can create land for grazing. The peasants started to hate the landlords. The potato famine wich caused their crops to die in 10 days. | The landlords offered a lot of tenants a deal to go to canada and then they would pay for the trip. Racism in Ireland wich might have been stressing out the Irish poor and peasants.  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Essay on consequences of Irish Immigration ( Author or year published isnt written) URL:http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf |
| Quote/Image: | "British colonies experienced the famine or felt its reprocussions in various ways. First they were amongst the destinations chosen by the famines stricken irish who opted to leave Ireland." |
| Interpretation: | It explains that the Famine in Ireland effected their land and caused them to move to other countries. |
| How might this affect a character or a plot? | Main character might have to leave Ireland to get away from the famine.  |

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

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| The Coffin ships for the poor people was horrible most of them died from diseases and being sick and their slee |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Author: Unknown Title: Essay on consequences of irish immigration year: unknown URL: http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf  |
| Quote/Image: | Before the emmigrant is weak at sea, he is and altered man how can it be otherwise hundreds of poor people men and woman and children of all ages. |
| Interpretation: | This to me explains that there were a lot of poor people on the ships and that the conditions were horrible for them. |
| How might this affect a character or a plot? | This might affect the plot because the character might have to travel in a coffin ship under the conditions. |

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

|  |  |
| --- | --- |
| Accepted | Not Accepted |
| A lot of Catholic Irish people were accepted in to lower canada by the french canadians. Almost all of the Protestant Irish that came to canada were accepted into Upper Canada.  | Most Catholic Irish were not allowed to move to Upper canada. Protestant irish that were allowed in Upper Canada were seen as in superior because the British believe that they are more advanced and they would probaly be Antagonised by the other people there. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Author: Father Mcgauran Title: The Force of Hope |
| Quote/Image: | "majority of Protestant Irish came to Canada with ample savings and a religious background that allowed them to fit in almost anywhere in British Canada. The Catholics, however, were socially and politically marginalized in Ireland, and came to Canada with few advantages other than a familiarity with the English language, British institutions, and the Catholic religion they shared with the French of Québec(14). That wasn't nearly enough." |
| Interpretation: | This explains that the Catholic Irish were mostly allowed by the French Canadians and that the Protestants fit in with the Upper class in Upper canada. |
| How might this affect a character or a plot? | If the Character comes to canada then if they are Protestant then they will most likely come to Upper canada because it is more Upper class then Lower Canada. |

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.

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| A character thats coming from Ireland they are looking for work and a home so their landlord wants them to leave so the landlord pays for them to leave on a coffin ship then in a long time they eventually make it to canada then because of them being catholic they easily are allowed in to Lower canada where they then get a job and land. |

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):

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| --- | --- |
| Push Factors (In America) | Pull Factors (Canada) |
| The slaves were treated badly and were beaten. they had no freedom and sometimes they had to work the whole day and the sleeping conditions for the slaves were also bad because they had to sleep one the floor with no beds. | For many of the black people they had to escape to canada because of the fugitive act that allowed slave hunters to bring back slaves that were in free states. Once Slaves were in canada they were no longer affected by the American laws against them. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Author: Fountain Hughes Title: Interview with Fountain Hughes Year: 1949 URL: http://myriverside.sd43.bc.ca/bchan/files/2013/10/Interview-with-Fountain-Hughes-o2p6ud.pdf  |
| Quote/Image: | coloured people didnt have no beds when they was slaves we always slept on the floor a pallet here a pallet there. |
| Interpretation: | This explains how the slaves were treated while they were slaves and how they slept on the floors on pallets. |
| How might this affect a character or a plot? | If the main character tries to help free slaves they might see them in these conditons. |

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

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|  Slaves made it to canada or free states usually with the help of the underground railroad who helped them get to safehouse to safehouse to get out of the country at the time.  |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) |  Author: Petite Eber Title:Sketches in the history of the Underground Railroad comprising many thrilling incidents of the escape of fugitives from slavery, and the perils of those who aided them Year: 1800 or 1801 URL:https://archive.org/details/sketchesinhistory00pett  |
| Quote/Image: | An incident that occured on the underground railroad not many months after brought vividly to my remembrance the kindhearted unselfish landlord of the city hotel in wheeling it was a bitter cold day in December that a sleigh was driven into Fredonia the driver had made some inquires and turned his team down to the creek in search of a depot.  |
| Interpretation: | This explains how the underground railroad helped the black people in the slave states of America. |
| How might this affect a character or a plot? | The main character might try and free the slaves in the slave states or they might hear about how there are safe houses to help the black slaves escape the slave states. |

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

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| --- |
| The fugitive slave act was created in 1850 and it allowed slave hunters to go into free states and bring slaves back and also it affected the underground railroad by forcing them to have to relocate slaves to canada instead of the America free states also slave hunters often took black people from America free states that werent even slaves. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Author: Albert Burke Title: henryburke1010.tripod Year 2015 URL: http://henryburke1010.tripod.com/id76.html  |
| Quote/Image: | And be it also enacted, That when a person held to labor in any of the United States, or in either of the Territories on the Northwest or South of the river Ohio, under the laws thereof, shall escape into any other part of the said States or Territory, the person to whom such labor or service may be due, his agent or attorney, is hereby empowered to seize or arrest such fugitive from labor, and to take him or her before any Judge of the Circuit or District Courts of the United States, residing or being within the State, or before any magistrate of a county, city, or town corporate, wherein such seizure or arrest shall be made, and upon proof to the satisfaction of such Judge or magistrate, either by oral testimony or affidavit taken before and certified by a magistrate of any such State or Territory, that the person so seized or arrested, doth, under the laws of the State or Territory from which he or she fled, owe service or labor to the person claiming him or her, it shall be the duty of such Judge or magistrate to give a certificate thereof to such claimant, his agent, or attorney, which shall be sufficient warrant for removing the said fugitive from labor to the State or Territory from which he or she fled. |
| Interpretation: | This explains how the slave act allowed slave hunters to take refugees and anyone they thought was a refugee. |
| How might this affect a character or a plot? | This might affect the character because they might have to travel from the north states to canada to try and get away from slave hunters. |

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

|  |  |
| --- | --- |
| Accepted | Not Accepted |
| As soon as they reached Canadian soil they would be freed. The black refugees were allowed into towns and there have been books written about how they are a good addition to the town. | Other countries critised Canadian government for allowing all of these black slaves from America. The slaveholders of America are saying that the Canadians shouldnt be helping escaped slaves. Money has been raised for the refugees but according to them they didnt het a cent. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:(author, title, year written/published, URL) | Author: Drew Benjamin Title: A North Side View of Slavery Year: 1856 URL: http://www.inmotionaame.org/texts/viewer.cfm?id=2\_031T&page=TITLE  |
| Quote/Image: | There are many good mechanic among them nearly all have comftorable homes and some occupy very neat comftorable homes. |
| Interpretation: | This explains to me that the person admired the refugees and admires that they are not poor and are able to keep there homes in good condition. |
| How might this affect a character or a plot? | The character might be settling or staying for a while at windsor and be treated kindly by others. |

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.

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| The character who is a slave escapes and with the help of the underground railroad he goes from safehouse to safehouse until he reaches one of the free states then he stays there for a few years until the slave act of 1850 which allows the slave hunters to go into the free states and take refugees from the free states and bring them back to the slave states so he takes a journey to try  |

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.