**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? | Explorers Pierre-Esprit Radisson and Medard Des Groseilliers convinced Charles II that with his help, they can help English become competitive in the fur trade. | A bunch of merchants formed the Northwest Company to stand a chance to the Hudson’s Bay Company. It was based in Montreal. |
| Where does it operate? | The First Nations would travel to the trading posts with their fur to trade for goods. | The Northwest Company went to the First Nation villages to trade with them and they would get the quality fur. |
| What was it like working for the company? | The trading post would be very busy in the spring and summer, but it would be really boring in the winter. You were also paid a salary no matter what. | You would be on a boat and traveling a lot to get to the First Nation villages, but the profit was shared equally with the workers. |
| What are the advantages this company had over the other?  Explain why these are advantages | The Hudson’s Bay Company collected fur more quickly and could send it back to England much quicker than the Northwest Company. | The Northwest Company got to the fur first so they could get the quality fur first. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Hudson Bay  Author: Robert Michael Ballantyne  Year: 1879  <http://archive.org/stream/cihm_26409#page/n53/mode/2up> |
| Quote/Image: | “The company, in that case, would build three forts in it-one at the Land’s End, one in Wales, and one in the Highlands.” |
| Interpretation: | The Hudson’s Bay company is gonna build three forts in Rupert’s Land. |
| How might this affect a character or a plot? | The main character could be working for the Hudson’s Bay company in one of the forts. |

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

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| Voyageurs would travel the region using big canoes and use the rivers and lakes. Sometimes they were forced to portage or carry both boats and cargo on land until the next part of the river. They would travel from Fort William to Montreal. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Hudson Bay  Author: Robert Michael Ballantyne  Year:1879  <http://archive.org/stream/cihm_26409#page/n103/mode/2up> |
| Quote/Image: | “The Portage la Loche brigade usually numbers six or seven boats, adapted for inland traveling where the navigation is obstructed by rapids, waterfalls, and cataracts, to surmount which, boats and cargo are carried overland by the crews” |
| Interpretation: | When there is something in the way, the crew has to pick up the boat and the cargo and move it by foot on land. |
| How might this affect a character or a plot? | The main character can be working for the Northwest Company as a crew member. So the main character can be carrying the cargo to another river. |

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

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| --- | --- |
| How did Aboriginals contribute to the fur trade? | The Aboriginals collected the fur from the animals and went to the trading posts to trade the fur for other goods. So then the Europeans can make the fur into hats. |
| How did the fur trade affect Aboriginals? | The Aboriginals chose to set aside their fishing, hunting, and preserving food because they would get supplies from the trading posts. Also, when the Aboriginals came in contact with the Europeans, it exposed the First Nations to illnesses. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Letters from Hudson Bay  Author: Thomas McCliesh  Year: 1965  <http://www.furtradestories.ca/details.cfm?content_id=93&cat_id=2&sub_cat_id=1> |
| Quote/Image: | “I sent eight men to lie out a marten catching as soon as the winter set in” |
| Interpretation: | It means that Thomas McCliesh sent out eight men to go catch martens for their fur. |
| How might this affect a character or a plot? | Your main character could be trying to catch some of the martens to help the Aboriginals. |

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

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| The Aboriginal women assisted collection, processing, and transportation of furs. They also provided food, medicine, clothing, and shelter. The First Nation women also traveled with explorers to act like gives, interpreters, and negotiators. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Women of the Fur Trade  Author: A. Gottfred  Year: N/A  <http://www.northwestjournal.ca/XIII2.htm> |
| Quote/Image: | “Women usually set up camp, dressed furs, made leather, cooked meals, gathered firewood, made moccasins, netted snowshoes, and many other things that were essential to daily life” |
| Interpretation: | Women had skills that Europeans didn't have so they were useful. |
| How might this affect a character or a plot? | The main character could be traveling with an Aboriginal women that helps him. |

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 French-Canadian and First Nation people were calling themselves Metis. Metis means mixed in French. They spoke Michif which had French nouns and Cree verbs. It brought diversity to Canada. The Metis people usually hunted buffaloes. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Red River  Author: Joseph James Hargrave  Year: 1871  <http://www.furtradestories.ca/details.cfm?content_id=65&cat_id=2&sub_cat_id=1> |
| 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.” |
| Interpretation: | The Buffalo hunters were important when the Europeans when on the journey. The Buffalo hunters supplied them with meat so the women can make pemmican. |
| How might this affect a character or a plot? | The main character could be hunting the Buffalo for the meat. Then he could give it to the Aboriginal women |

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 main character could be trying to find his long lost son and chooses to help the Northwest company because he gets to travel. He goes on a journey with the voyagers to help them out and searches for his son. One Aboriginal women goes along with them to help navigate places. The First Nations attack the voyagers and the main character escapes with the Aboriginal women. The main character needs to collect food, so he goes to hunt some Buffalo. |

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:

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| --- | --- |
| Push Factors (In Ireland) | Pull Factors (Canada) |
| -All the food the farmers produced were sold to Britain (cash crops).  -land lords were sub dividing lots, so they started to grow potatoes.  -Potato Famine made the potato inedible.  -social Darwinism | -The land lords paid for their trip.  -They think it’s a place of freedom and has a lot of food.  -They think Canada has a lot of land. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: La presse canadienne et la grande famine en Irlande  Author: Pauline COLLOMBIER-LAKEMAN  Year: N/A  <http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf> |
| Quote/Image: | “They were amongst the destinations chosen by the Famine-stricken Irish who opted to leave Ireland.” |
| Interpretation: | The Irish people who were affected by the potato famine left Ireland |
| How might this affect a character or a plot? | The main character could leave Ireland because he got ruined from the potato famine. |

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

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| They were checked for diseases. It was also very chaotic when they were boarding the ship. The people slept in bunks and a lot of people were sea sick. The boat was always rocking side to side and the food was cooked on the top of the boat. Some people on the boat would die from being sick. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: La presse canadienne et la grande famine en Irlande  Author: Pauline COLLOMBIER-LAKEMAN  Year: N/A  <http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf> |
| Quote/Image: | “Living without food or medicine except as administered by the hand of casual charity; dying without the voice of spiritual consolation, and buried in the deep without the rites of the church” |
| Interpretation: | It means that they are on the ship without food or medicine. They are only administered by the charity. |
| How might this affect a character or a plot? | The main character could be on a boat to Canada and he witnesses all these events and try's to help the sick people. |

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

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| --- | --- |
| Accepted | Not Accepted |
| The people in Quebec (French) accepted them because they had the same religion.  They helped the people from Ireland. | Upper Canada didn’t like the Irish people because they were catholic. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: La presse canadienne et la grande famine en Irlande  Author: Pauline COLLOMBIER-LAKEMAN  Year: N/A  <http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf> |
| Quote/Image: | “However emigration to Canada was not necessarily seen as a problem by all. On the contrary some welcomed it..” |
| Interpretation: | It means that some people didn’t think the Irish emigrating to Canada was a problem. Some people actually welcomed them. |
| How might this affect a character or a plot? | The main character could arrive to Ireland, then travel to Quebec. Once he gets to Quebec, he notices the french people are catholic and the french people welcome him. Then he could start going to Upper 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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| The main character works In a farm and the land lord owns the land. The land lord will try to get the farmers out of his land because he want to raise animals instead. The land lord buys all the farmers a ticket to Canada to make them get out. The main character is excited for his new life in Canada because he heard great things about it. He gets on the boat and heads off. In the middle of the trip one of the farmer he knows gets very sick so he has to ask everyone on the ship if they have medicine. He doesn’t find medicine and waits till he gets off the boat. All the people who were sick were left on an island so the doctors on the island could treat them. Once the main character gets off the boat, he heads for Quebec and there he meets a lot of nice french people. Then he goes to upper Canada because he couldn’t really communicate with the french. When he gets there, the people don’t really like him and he’s forced to get a job with the Irish people living there. |

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 black people were slaves in southern America  -The black people had no rights  -They were not allowed to go outside without a permission slip from their master  -They were whipped if they misbehaved | -They offered free land to those people who made it to Canada  -Canada was a free country and they were safe from slavery |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: Interview with Fountain Hughes  Author:N/A  Date: June 11, 1949  <http://myriverside.sd43.bc.ca/bchan/files/2013/10/Interview-with-Fountain-Hughes-o2p6ud.pdf> |
| Quote/Image: | “But I couldn’t just walk away like the people does now, you know” |
| Interpretation: | The black people/slaves couldn’t go anywhere like they can today. They needed permission from their owners with a slip. |
| How might this affect a character or a plot? | The main character could be a slave and hates the way he’s always trapped. He could be planning an escape. |

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

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| --- |
| The slaves used a network of secret routes and safe houses, it was called the Underground Railroad. The slaves traveled to Canada on foot and the people who helped them escape thought slavery with disguising. If the slaves were caught escaping, they were severely punished. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Author: Eber M. Pettit  Title: Sketches in the history of the Underground Railroad  Year:1879  <https://archive.org/stream/sketchesinhistory00pett#page/n21/mode/2up> |
| Quote/Image: | “That white man would feed him and help him on his way to freedom, when he could have $500 for less trouble and no risk, he had no supposed was possible” |
| Interpretation: | A white person helped him by feeding him and giving him a place to stay. He’s confused why he didn’t just turn him in for $500 for less trouble and no risk. |
| How might this affect a character or a plot? | The main character could faint on the street and then a conductor finds him and then gives him food and a place to stay for the night . |

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

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| The Fugitive Slave Act allowed people from the south to go to the non slave states to bring back their runaway slave. The Slave owners hired slave hunters to go find the runaway slaves. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Author: Eber M. Pettit  Title: Sketches in the history of the Underground Railroad  Year:1879  <https://archive.org/stream/sketchesinhistory00pett#page/n21/mode/2up> |
| Quote/Image: | “When he came to bring food he told Charley that he would have to stay a few days until the man that were looking for him were gone. |
| Interpretation: | The black child has to stay at the conductors place until the people who were searching for him goes away. |
| How might this affect a character or a plot? | The main character could be running to the next safe house, but a person catches him. The main character finds out the person is a conductor and lets him stay at his house. |

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

|  |  |
| --- | --- |
| Accepted | Not Accepted |
| -Once they got to Canada, they were given a plot of land to start their new life on.  -They got education | -Some black immigrants don’t feel good that they are getting help instead of handling it by themselves  - Some black immigrants think the white people are being unfair by making them have to clear and cultivate within 3 years. |

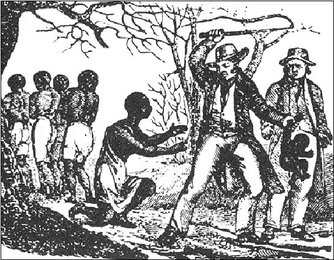
Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | Title: A North-Side View of Slavery  Author: John P.Jewett  Date: 1856  <http://www.inmotionaame.org/texts/viewer.cfm> |
| Quote/Image: | “If a man have aid furnished him, he does not have two much satisfaction in what he has, he feels dependent and beholden, and does not make out so well” |
| Interpretation: | If a man is given help, then he will feel dependent on other people and doesn’t feel satisfaction of doing something on their own. |
| How might this affect a character or a plot? | The main character could make it to Canada at long last and is given help. He feels mad that he was given help when he could of handled living in 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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| --- |
| The main character will start as a slave. His master would punish him constantly because he couldn’t do his work fast enough. Then he decided to run away to Canada. He was running away at night and then when he got far enough away, he was too tired to run anymore. He was so hungry that he went to a house and asked for food. Luckily the man was a conductor and he welcomed him inside. The next morning he gave him some food and told the main character the next safe house. After 5 months, he made it to Canada and the people there gives him land. |

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.

The theme will be freedom and proving yourself

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?

The main character will start as a black slave and he’s going to run up to one of the free states with his son because he’s tired of all the whipping, the passes, and the auctions. Then when the fugitive slave act comes in 1850, he gets captured. Then he meets a Canadian person and tells him he wants to leave, so the Canadian person tells him about the Underground Railroad and helps him escape.He runs to Canada using the safe houses with his child. He meets conductors and they supply him with food and water. He was often surprised these conductors would help him. While he was running to Canada, he lost track of his child and just keeps on running. Once he gets to Canada, he gets a plot of land and starts living in Canada and he was welcomed. He meets an Irish person and he talks about his life in Ireland as a potato farm and how he got to Canada in a coffin ship. The Irish person tells the main character about the Hudson’s bay company and the northwest company. He decides to work for the Hudson's bay company to see if his son shows up, then works for the Northwest company to go find him. He goes on journey as a voyager and meets the First Nation people. One of the First Nation villages had his child and was taking care of him. After he went home.

1. 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?

When he runs to the free state with his child, he’s safe there until 1850. Then he gets captured by a slave hunter and him and his son get taken back. They both get beaten and loses hope. Then he hears about Canada and decided to run away again. In the middle of it, he lost his son because he was going through a forest and he just keeps heading to Canada. Once he gets to Canada he meets the Irish family and they help him out. Then he joins the Irish person as a voyager and meets his son in a First Nation village.

1. How does your character achieve his/her goal?

He gets his freedom by getting to Canada and then finding his son in a First Nation village.

1. How can you make the ending exciting and impactful?

He finally meets his son and cries and feels happy. Then the Irish person meets an Aboriginal women and marries her. Then the family gets a son.

1. How can you incorporate all the checklist items into the story to make it plausible or realistic?

The black character uses the safe houses and the help of the conductors to escape America.

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.