**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? | Founded in the 1670s, the people convinced the king that they could become a competitive fur trading company. | In the mid-1700s, the fur traders from New France established trading posts along rivers in the Northwest. |
| Where does it operate? | Rupert’s Land, the land given by King Charles II. | Rivers along the Northwest. |
| What was it like working for the company? | The winters were boring, only Christmas was worth looking forwards to. They stay by the bay and travel a lot less | It was a lot harder to travel to the west side and back. |
| What are the advantages this company had over the other?  Explain why these are advantages | They travel a lot easier and able to transport a lot better than the Northwest Company. | They have a harder time traveling, but the First Nations trade more often with the Northwest Company since they don’t have to travel all the way to Hudson Bay to trade with HBC. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://archive.org/stream/cihm\_26409#page/n53/mode/2up |
| 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. |
| Interpretation: | This character works with the HBC but decided to switch to working with the Northwest Company. |
| How might this affect a character or a plot? | It can be one of the settings on how the company started. |

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

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| The voyagers travel on rivers, when the river isn’t going the same direction as they are travelling, the voyagers carries their stuff on land, boat and cargo. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://archive.org/stream/cihm\_26409#page/n103/mode/2up |
| Quote/Image: |  |
| Interpretation: | It shows how the voyagers travel on rivers. |
| How might this affect a character or a plot? | It can be one of the scenes where the fur traders trade with one of the companies. |

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

|  |  |
| --- | --- |
| How did Aboriginals contribute to the fur trade? | The aboriginals collect the fur, and trade them with the companies to get the goods they want. They showed the Europeans how to build canoes and navigate the environment. |
| How did the fur trade affect Aboriginals? | The European diseases affected the Aboriginals. Changed their ways of subsistence. Europeans introduced alcohol. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.furtradestories.ca/details.cfm?content\_id=94&cat\_id=2&sub\_cat\_id=1 |
| Quote/Image: | All those Indians that has traded with the French, nay all the Indians in general, desire that they may have such short guns as the French trades, they being handy and light for travelling in the woods. |
| Interpretation: | It shows that the Indians traded with the French and how the French has guns that helps the Indians travel the woods and hunting. |
| How might this affect a character or a plot? | It can show what the Indians want and how they play a role in the fur-trade. |

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

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| The women are acted as guides, and the Europeans were allowed to have 2 wives, one home and one in Canada. They made traps, snow shoes, moccasins, and made pemmican. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.northwestjournal.ca/XIII2.htm |
| Quote/Image: | By marrying a Native or Mixed-blood woman, fur traders strengthened trade ties with her Native relatives. The marriage also could help to improve relations with the rest of her nation, as the fur trader now had ready access to inside information on their language and culture. |
| Interpretation: | It shows the roles of the Aboriginal women and how they are involved in the fur trade. |
| How might this affect a character or a plot? | There can be an option for the character to marry a woman for better trading ties. |

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 can hunt buffalos and make pemmican to sell to the voyagers. The metis use guns to hunt. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.furtradestories.ca/details.cfm?content\_id=65&cat\_id=2&sub\_cat\_id=1 |
| Quote/Image: | The pemmican, which forms the staple article of produce from the summer hunt, is a species of food peculiar to Rupert’s Land. It is composed of buffalo meat, dried and pounded fine, and mixed with an amount of tallow or buffalo fat equal to itself in bulk |
| Interpretation: | It shows the metis are the ones making pemmican to the voyagers. |
| How might this affect a character or a plot? | The character may buy the pemmican from the metis while travelling to replenish energy. |

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.

|  |
| --- |
| -Part of the HBC  -Decides to be part of the Northwest Company for more adventure  -Becomes part of the voyagers  -needs to portage  -buys pemmican from the metis  -brings the goods to the aboriginals and trades it for fur  -meets an aboriginal woman and marries her  -The aboriginal woman acts as a guide and makes it back to europe |

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 potato famine, where the potatoes have a disease call blight and the irish people have little food. All the other crops were sold to the British. | People said that in Canada there would be land for them to farm, and the landowners would pay for them. They also wanted the freedom that they were promised. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf |
| Quote/Image: |  |
| Interpretation: | It shows how Canada is trying to help the Irish while they have the potato famine. |
| How might this affect a character or a plot? | One of the characters can be the one sending help from Canada to the Irish. |

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

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| The people lived in bunks inside the steerage, the space was cramped. There were no bathrooms so all the waste went to a bucket, and buckets often spilled so all the waste would be on the floor. These conditions created deadly diseases the killed a lot of people, which is why its named coffin ship. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.digitalhistory.uh.edu/disp\_textbook\_print.cfm?smtid=3&psid=1088 |
| Quote/Image: | As the boy who was unable to attend the muster still continued ill, and was reported to be feverish, the mistress and I reviewed the medicine chest. |
| Interpretation: | It shows how people gets sick on the coffin ship and can get all sorts of deadly diseases. |
| How might this affect a character or a plot? | The character can be on the coffin ship trying to travel to American and finds a lot of people sick and needs to treat them. |

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

|  |  |
| --- | --- |
| Accepted | Not Accepted |
| There are catholics that accepted them.  Some Canadians showed that they are human beings and treated them equally | The protestants didn’t like the Irish |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://myriverside.sd43.bc.ca/bchan/files/2016/11/Essay-on-Consequences-of-Irish-immigration-full-1qvm7o0.pdf |
| Quote/Image: | The Canadian press illustrates the solidarity of the Canadians can be attributed to various forms of sympathy felt for the Irish: they were pitied as fellow human beings, fellow Christians, fellow Catholics… |
| Interpretation: | It shows how the Canadians accepted them and treated them like human beings. |
| How might this affect a character or a plot? | The character may be Irish and goes to 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 potato famine made his family starve and they all die  -he is the only one in his family left  -his property was burnt down  -his landowner told him to go to Canada and the landowner would pay for his trip  -landowner told him that there would be free land in Canada for him  -he believed the landowner and went on his journey to Canada  -while in the coffin ship he discovers how bad the situation is, and he needs to treat the sick  -after making it to Canada he finds out there is no land for him  -he finds a group of irish and they help him out  -meets protestants that doesn’t like him |

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) |
| The black people were slaves in America. There are free states, but even when you are in free states, people will kidnap and take you back to the south. | Canadians don’t support slavery. Most of the Black Canadians were living there free. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.inmotionaame.org/migrations/topic.cfm;jsessionid=f830262871480014660386?migration=2&topic=9&tab=image&bhcp=1 |
| Quote/Image: | In 1837, Joseph Taper and his family fled from Frederick County, Virginia, "in consequence of bad usage." While staying in Pennsylvania, he read a runaway notice in a newspaper calling for his apprehension. Later, in Pittsburgh, he learned of the presence of a slave catcher. |
| Interpretation: | Is shows how the slave run from the families that treats them badly. |
| How might this affect a character or a plot? | The character may be a slave that belongs to a family that treated him badly. |

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

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| --- |
| The underground railway, where they used a network of secret routes and safe houses. If the slaves that are escaping gets caught, they get punished. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://spartacus-educational.com/USASbox.htm |
| Quote/Image: | One of these gentlemen called himself Henry Box Brown; the gentleman brought with him a panorama, by means of which he described places and incidents in his slave life, and also the means of his escape. He claimed that he had been boxed up in a large box in which were stowed an amount of provisions, the box having holes bored in the top for air, and marked, "this side up with care." This he was shipped to Philadelphia via the underground railroad, to friends there, and this was why he called himself Henry Box Brown. He was a very good speaker and his entertainment was very interesting. |
| Interpretation: | It shows how there are people that help for the underground railway. |
| How might this affect a character or a plot? | The protagonist might meet a person that is wanting to help him. |

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

|  |
| --- |
| The fugitive slave act allows the owners to capture the runaway slaves in the united states, and that rule also applied to the free states. This made people not wanting to run away because they might get severely punished. |

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 |
| They got land  They were free  They had jobs  They were treated more equally than other places. | There are still people that discriminated them. |

Find a quote/image that confirms any of the above

|  |  |
| --- | --- |
| Source:  (author, title, year written/published, URL) | http://www.inmotionaame.org/migrations/topic.cfm;jsessionid=f830262871480014660386?migration=2&topic=9&tab=image&bhcp=1 |
| Quote/Image: | The stage was set for the African-American migration into Canada in 1772, when England declared that any slave reaching Canadian soil was automatically free. |
| Interpretation: | Showing how Canada accepts the slaves and when they reach Canada they will have equal rights. |
| How might this affect a character or a plot? | The character runaway to 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.

|  |
| --- |
| -the owner treats the character poorly  -decides to runaway  -makes it to a free state  -gets kidnaped and returned to his master  -he finds out about Canada and decides to run there  -meets a family that helped him along the way  -makes it to Canada  -doesn’t know what to do |

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.