

Senior High 1 - Stephen Angulalik and the Fur Trade

Outcomes

The students will gain an understanding of one of Canada's most successful Inuk fur traders, Stephen Angulalik and how his contributions helped to develop the fur trade between the Kitikmeot Inuit and the outside world.

Background

Stephen Angulalik was a remarkable person. His skills and knowledge as a hunter and leader were legendary among his people, the Inuit. Angulalik was the owner of a successful fur trade post at Perry River (Kuukyuak), and his influence and reputation were known far and wide. Images and stories of Angulalik were published in magazines and periodicals around the world.

Angulalik's success as a fur trader came in part, by being in the right place at the right time. Prior to the beginning of sustained contact with non-Inuit, the Inuit of the Kitikmeot region had already been part of Inuit trade networks stretching west to Alaska, south to Churchill, east to Hudson's Bay and perhaps beyond. In the early 20th century, as commercial whaling was becoming uneconomical in the western Arctic, former whalers took an avid interest in the fur trade. It was the efforts of their trading that resulted in the first sustained contact between Kitikmeot Inuit and the outside world

Teacher's Instructions	Materials
Opener: A picture is worth 100 words	Angulalik shows off the results of his trading, Perry River, N.W.T. 1953. (J.C. Jackson/National Archives of Canada/PA102701)
Connector: Angulalik's life through a timeline	What's in a name? Timeline - Teacher Timeline - Student Map of Community Names in the Kitikmeot Region
Activity: A Virtual Scavenger Hunt	www.kitikmeotheritage.ca Scavenger Hunt - Teacher Scavenger Hunt - Student
Follow Up Activity: A Trading Post	Photo Holman Island, 1 May 1958 www.kitikmeotheritage.ca/angulalik-scotty-gall www.kitikmeotheritage.ca/angulalik-red-pedersen
Reflection: True Trader	Scotty Gall Sound Clip
Accommodating Diversity	

Opener: A picture is worth 100 words

A picture is worth a thousand words, or in this case, about 100. Hand out a copy of the photo of Stephen Angulalik in his trading post in Perry River (Angulalik shows off the results of his trading, Perry River, N.W.T. 1953. (J.C. Jackson/National Archives of Canada/PA102701). Don't tell your students anything about the picture, not even Angulalik's name. Ask the students to write a story based on what they see in this picture. Allow about 10 minutes to write down their story and then ask for volunteers to share what they have written. This short activity should pique their interest in the life of Angulalik.

Connector: Angulalik's Life through a Timeline

Stephen Angulalik was a remarkable person. His skills and knowledge as a hunter and leader were legendary among his people, the Inuit. In the following activity, students will gain an appreciation for Angulalik's life by making a timeline.

1. Gather the following materials:

- clothes pins
- string
- scissors (one pair per group of 3-4 students)
- time line cards (student copy)*
- time line cards (teacher copy)*
- map of the Kitikmeot (class set)

* included in materials section

2. Photocopy a set of the time-line cards for each group of 3 or 4 students. The time-line cards, marked 'student copy', are mixed up. The 'teacher copy' has the cards in the correct order.
3. Hand out a copy of the time-line cards to each group. Have the students cut the cards. Ask them to lay out the cards in the order which they think the events described on each card occurred.
4. Hang a string in the classroom (like a clothes line) either along one wall or up high through the middle of the room. When they are finished, ask one group to hang their copy of the timeline cards in chronological order along the string. Ask the rest of the class if they agree on the order.
5. Once you have checked the order, hand out the cards that state what year each event occurred and how old Angulalik was when it happened. Only the teacher copy has these events dated. Keep this clothesline up to refer to in other activities.
6. Hand out a copy of the map of Nunavut and the Kitikmeot region to each student. Alternatively, put the map on an overhead projector or digital overhead projector, and mark where each place is as you go through the cards. For many students the names will be new and challenging to pronounce. Encourage the students to say the words out loud. As the proper pronunciation is not evident for some place names, students who want to say the words correctly can learn to do so by clicking on the hyperlinks in the attached map.
7. Extension: To learn more about the traditional place names complete the activity *What's in a Name?* found in the Junior High Module.

Opener: What's in a name?

Traditionally, Inuit named places for many reasons. Place names contain cultural knowledge about a place such as a landmark or reference point, a source of wildlife, fish or other resources important to survival, a site of spiritual power, or the location of an historical event. The new comers, who first came to the north, often named places after expedition supporters, important political figures, friends, family and themselves. Recently northern communities have worked to reclaim their traditional names for places.

Note: Inuktitut has many dialects. In the Kitikmeot some Inuit speak a dialect called Inuinnaqtun. Stephen Angulalik, who you will be meeting later in this module, spoke Inuinnaqtun and Inuktitut and so the terms will be used interchangeably.

Traditional place names were first recorded either by non-Inuinnaqtun speakers or by missionaries who applied their own phonetic spelling systems to the names. Inuinnaqtun/Inuktitut is an oral language and standardized orthographies have been created and applied in recent times. Official community names are spelled in several different forms including old phonetic spellings, and different regionally applied standard orthographies. As this adds confusion a version of each word will be shown in the modern standard orthography adopted by the Department of Education in Nunavut. For example, the community name adopted for the community formerly called Coppermine is Kugluktuk. This word is taken from a waterfall that is some distance up a river from the community. In the modern standard spelling Kugluktuk is spelled Qurluqtuq and is a generic Inuinnaqtun/Inuktitut word for “waterfall”. As the proper pronunciation is not evident for some place names students who want to say the words correctly can learn to do so by clicking on the hyperlinks in the attached map.

In the next activity students will be given the opportunity to learn a little bit of Inuktitut, the language of the Inuit, to identify place names and their meanings.

1. Photocopy a class set of the table, *What's in a name?* for each student in your class. Give a copy to each student.
2. Read through the instructions with your class. In the chart provided, the Inuinnaqtun place names are not given as complete names. They are broken down into the parts of a word. For example, nuna means land and vut means our. When put together the territory Nunavut means ‘Our Land’.
3. The task for the students is to study the word lists and then ‘guess’ the meaning of the place names given in the list. A teacher answer key is given. All of the community names in the Kitikmeot plus Nunavut and its capital city, Iqaluit, are included in the list.

Activity: A Virtual Scavenger Hunt

The Kitikmeot Heritage Society (KHS) website has a great deal of information about Stephen Angulalik (www.kitikmeotheritage.ca/angulalik).

The goal of this activity is to encourage the students to explore the PI/KHS website to learn about the life of Stephen Angulalik and the contributions that he and others made to the Kitikmeot region and to Canada. To complete this activity, students will need access to a computer and the internet. They should complete the activity on their own or with a partner. Answers are provided for the teachers. Take the answers up as a class to find out what each of the students found interesting and learned about the site. Completing the virtual scavenger hunt will help with the next activities.

Follow Up Activity: A Trading Post

After learning about Angulalik from the *Scavenger Hunt* activity complete the following trading post activity in the classroom to help your students understand what life was like for Angulalik.

Angulalik set up a very successful and independently owned trading post in Perry River after the Canalska trading company and the Hudson Bay Company (HBC) were asked to leave by government order in 1928. Angulalik provided goods to the local Inuit and was sometimes known for ordering what seemed to be very strange items. For example: umbrellas. The umbrella, when covered in white cotton, was a great camouflaged shield used by the hunters to hide behind when approaching a sleeping seal. Angulalik operated the post until 1956 and continued to work there until it closed in 1967.

Trading between the Kitikmeot regional groups occurred well before the first European operated fur trading posts were established. These traditional trading groups and routes provided the basis for the beginning of the fur trade. In this activity students will set up a trading post in the classroom.

1. Gather the following materials:
 - 200 or more sticks or tokens (popsicle sticks, small poker chips or pennies)
 - 4-5 long tables
 - see the list of items below that students will need to bring from home
2. Ask each student to pick one item from each of the two lists below. Ensure all items are selected.

Inuk Trade Goods	HBC Goods
Arctic fox fur	Flour
Wolverine fur	Baking powder
Wolf fur	Pots
Fish	Pans
Skin clothing	Matches
Meat	Knives
	Axes
	Saws
	Needles
	Ice Chisels
	Nails
	Canned goods
	Tobacco
	Pipes
	Thread
	Material
	Tents
	Canoes
	Outboards
	Primus Stoves
	Lanterns
	Clothing
	Umbrella (white)
	Rifle
	Ammunition

3. Ask the students to make a representation of their two items. This could include drawings, cut-outs, models, etc. They will need to be creative. Their representation of the items should be attractive because that will determine how many tokens are given in exchange. The quantity of

their two items they bring in determines the number of tokens they will receive, so encourage the students to make their items of good quality AND quantity!

4. Explain to the students that they will be trading furs for imported goods. Imported trade goods go behind the counter. Students keep their Inuk trade items.
5. Discuss with the class what each item was used for and decide how many tokens it was worth.
6. Set up a few tables in the shape of the letter “U” which represent Angulalik’s trading post. Show the students pictures of what the trading post looked like inside. Point out that all the products were generally behind the counter, and the trading would happen between the store operator (Angulalik) and the customer (Inuk or HBC).
7. Ask all of the students to hold on to their Inuk items, and to put their HBC imported item in the store. Take some time to organize the store with the students.
8. Choose a student to act as Angulalik for a few ‘exchanges’. They will be the only person operating the trading post as the students come up one by one. Angulalik will decide how many tokens they should receive for their item(s). Once everyone has sold their Inuk items to the trader and received their tokens, the student may make a purchase with the tokens they are given or they can combine their tokens with others in order to make a bigger more expensive purchase. Allow the students to take turns playing the role of Angulalik!

For Discussion:

1. How do you think Angulalik made orders for imported goods without the ability to speak English? (Possible answers found on website are bulleted below.)

Direct the students to the website and click on Scotty Gall of the HBC

- *Scotty worked as the supplier for Angulalik’s trading post and mentioned how he and Angulalik were able to communicate.*
- *When Scotty noticed that the post was low on something, he would order it for Angulalik.*
- *Scotty trusted Angulalik and said he was an honest man.*
- *When Angulalik made mistakes on his orders, Gall figured out what he needed.*
- *They each learned a bit of the others’ language.*

2. How do you think Angulalik managed his finances?

Direct the students to the website and click on Red Pedersen of the HBC

- *Red did an annual visit to the Perry River trading post to assist Angulalik with the next year’s ordering of merchandise.*
- *Red also completed a yearly inventory of the post and checked Angulalik’s books.*

3. How do you think imported goods influenced the lives of the Inuit?

- *Change in cooking methods (knives, stoves, matches, pots, pans).*
- *Change in hunting methods (guns, ammunition).*
- *Inuit now spent their winter looking for arctic fox, which they would have only done occasionally before.*

- *Increased dependence on these new items meant a decrease in the numbers of Inuit living completely off the land.*
- *Change in clothing; the women who were incredible seamstresses included cloth in their patterns.*
- *Dependence on tobacco.*
- *Robbery of the trading posts occurred.*
- *Increased importance of oral tradition to preserve stories of those who once lived completely off the land.*
- *Things were made/completed faster; increase in production of skins, clothing, furs.*

Reflection: True Trader

Angulalik was a true trader.

Scotty Gall (HBC employee who supplied goods to Angulalik's trading post at Perry River)

Write this quote on the board and ask the students to reflect on why Angulalik was considered a "true trader". What exactly makes a fur trader a "true trader"?

You can listen to Scotty Gall on the site by going to:

www.kitikmeotheritage.ca/angulalik-scotty-gall

Here are some ideas:

- *He was very honest.*
- *He was Inuk.*
- *He had years of experience as a trapper himself.*
- *He was well respected by his community.*
- *He was a very good trader and business man.*
- *He continued to hunt and trap with his eldest wife, trusting someone else to manage the trading post (this was very rare for a trading post operator to do).*
- *He understood both perspectives of the business.*

Accommodating Diversity

1. Ask students to complete the scavenger hunt or the reflection orally with you, instead of written.
2. Display the following vocabulary in the classroom:

- Inuk – one person
- Inuit – more than one person
- Archaeological research – the study of human history through the artifacts and sites left behind by past peoples.
- Outboard – a motor that is connected to the outside of a boat (an inboard motor is inside the boat)
- Primus Stove – a small cooking stove that requires gas (Primus is a company that continues to make camp stoves and lanterns)

Ask students to add any new words to the vocabulary list.

3. For students who need a challenge have them research what was going on in other parts of Canada during Angulalik's life. Add more cards to the clothesline indicating other major events that were happening across Canada during and after the boom of the fur trade. Put these Canadian events in a different colour. Students should find examples of things taking place in the rest of Canada that interest them. Some examples could be:
 - 1914- World War I
 - 1923- Canadian National Railway completed.
 - 1939 –World War II
 - 1949 – Newfoundland joins confederation.
 - 1967 – Expo celebrated in Montreal. Canada is 100 years young.
4. Ask the students to make a diorama of the Perry River Trading Post. Red Pederson of the HBC describes all of the buildings on the website including the store, oil shed, warehouse, and Angulalik's house.