

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - The Hudson's Bay Company'
Issue May/June 2020



Time:

90 Minutes

Developed by:

Canadian Geographic Education

Overview/focus question:

What is the Hudson's Bay Company? How was the Hudson's Bay Company founded? What was it like living in New France throughout the development of the Hudson's Bay Company? What was it like for Indigenous people during this time?

Subject/topic:

The Hudson's Bay Company

Grade level:

Grade 6 - 10

Learning Goals

- Students will learn about the origin of the Hudson's Bay Company.
- Students will examine important dates that are associated with the creation of the Hudson's Bay Company.
- Students will understand the complexity of the Hudson's Bay Company's transnational connections.
- Students will understand the importance of physical geography to history and the development of The Hudson's Bay Company.

Materials Needed

- Print or online copies of "[The untold story of the Hudson's Bay Company](#)" by Melissa Gismondi in the May/June 2020 edition of *Canadian Geographic* (pages 32-42)
- "The untold story of the Hudson's Bay Company" Worksheet
- [Map of New France in 1645](#)
- [Map of New France](#)

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Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Spatial significance
- Patterns and trends
- Interrelationships
- Geographic perspective

Inquiry Process

- Ask geographic questions
- Interpret and analyze
- Communication
- Reflect and respond

Geospatial Skills

- Foundational elements
- Spatial representations

Lesson Description

Minds on:

The class will discuss what they know about the Hudson's Bay Company (HBC), its distinguishing elements in the present day, and what they know about the history of the HBC. The students will look at a map of New France in 1645 and identify places they recognize. Before reading the Canadian Geographic article, students will brainstorm what they thought it was like living in New France throughout the time the HBC was developing.

Action: Students will read "The untold story of the Hudson's Bay Company" by Melissa Gismondi in the May/June 2020 edition of Canadian Geographic (pages 32-43). While they read, they will answer comprehension questions. They will create a timeline to display important dates relating to the HBC.

Conclusion: Students will present their timelines. They will add new information about what it was like living in New France, and students will write a reflective paragraph from the perspective of an Indigenous person on how the Hudson's Bay Company development would have changed their life.

Lesson Implementation

Minds on

Ask your students to raise their hands if they have been to a Hudson's Bay Company store. Ask them to describe what it is like in the present day to visit an HBC store. What are the distinguishing elements of the Hudson's Bay Company?

Explain that the HBC has a long and complex history that began very differently than what it is like now. Display the [map of New France](#) from 1645. Ask students to take a look at it, and after they've had a couple of minutes, ask them what they have observed.

Explain that the map they are looking at is from the 1600s, around the same time the HBC was founded and that it was from before the Dominion of Canada was created. This map displays New France before the HBC transformed the geography of this region.

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Give the students 10 minutes to brainstorm some ideas on what it might have been like to live in the time period between 1650-1850. Encourage students to brainstorm ideas on what they think the physical geography was like, what the people inhabiting these lands were like and what cultures were present in the area during this time.

Action

Have your students read “The untold story of the Hudson’s Bay Company” by Melissa Gismondi in the May/June 2020 edition of *Canadian Geographic* (pages 32-42). While they read, keep them engaged by having them fill out the “The untold story of the Hudson’s Bay Company” worksheet.

Instruct the students to take note of important dates as they are reading the text. While they are reading, they can also look at [Canadian Geographic's Historic Maps of Canada](#) to observe how New France evolved throughout the years and how the maps reflected the development of the HBC.

Once students have finished reading the text and answering the questions, they are going to create a timeline of important events from the reading. The timeline has to have a minimum of 10 dates, with a description of what happened on each date.

Conclusion and Consolidation

After students have finished their timelines, they can share them with a small group or share them with the class.

Now that students have more knowledge of what it was like living in New France and Canada when the HBC was developing, they are going to add what they've learned to the list that they made at the beginning of the lesson. To wrap up the activity, have students write a paragraph from the perspective of an Indigenous person during the time of the development of the HBC.

Extend your geographical thinking

- This lesson could be extended into a research project on any of the following topics:
 - ▷ The Indigenous fur trade and what it was like for Indigenous communities
 - ▷ The traditions and cultures of Indigenous communities from the past and in the present day
 - ▷ The impact of physical geography on the fur trade
- The development of Canada and how this affected Indigenous communities
- Continue this lesson by talking about the physical geography specifically and how this would have affected the HBC.
- Students could create a presentation using the information they gathered and the timeline.

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Modifications

- While reading the text, students can use [maps](#) of the area from the different years to watch the development of New France and the Dominion of Canada.
- Students can fill out the worksheet using an electronic device.
- The reading of the text can be done as a class.
- Students can answer the questions in a group.
- Timelines can be created online, on a device or done as a poster. Here are some programs you can use:
 - ▷ [Office Timeline](#)
 - ▷ [time.graphics](#) (requires you to sign up)
 - ▷ [Adobe Spark](#) (requires you to sign up)
- The reflection paragraph can be used as an exit slip at the end of a class.
- Questions can be modified and some questions could be removed.
- If some students require more reading time, assign the article the night before.

Assessment Opportunities

- Assess students' learning based on their participation in conversation throughout the lesson.
- Assess students' learning through the worksheets and the completion of the questions.
- If students present their timelines to a group or to the class, assess students' recognition of important dates.
- Students' learning can be assessed through the reflection paragraph.

Sources and Additional resources

- Map of New France 1645 Source: [edmaps.com](#)

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“THE UNTOLD STORY OF THE HUDSON’S BAY COMPANY” WORKSHEET

	Before reading the article	After reading the article
Physical Geography		
Culture		
People		

- Who is Charles II?

- Complete this sentence: Upon his return to England, in October 1669, he confirmed what they had suspected, and Charles II's papers reported: "_____ is plenty."

- Who was Rupert's Land named after?

- Rupert's Land already had names to Indigenous Communities prior to the renaming. What were some of the names?

- What did the Indigenous trappers trade their furs for?

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6. What was the name of the currency that was used within the Hudson's Bay Company while exchanging products? Explain how the currency worked.

7. What was significant about Samuel Hearne's trip

8. How many kilometres did he travel in total during the trip?

9. What happened to the people of the Basquia and Pegogamaw Cree communities?

10. How did the Hudson's Bay Company react to the spread of disease and why?

11. What led to the development of the Métis community?

12. In today's currency, how much did the Hudson's Bay Company total in imports from Rupert's Land to England?

13. What were the first four provinces when the Dominion of Canada was created?

14. What did Chief Paskwa of the Pasqua say in the 1874 ceremony of the signing of treaty 4?

15. What three posts from the Hudson's Bay Company became provincial capitals?

16. How many years has it been since Charles II signed the Hudson's Bay Company into existence?
