

# The Adventurer

1660–1720

## Learning Expectations

- students will use a variety of strategies to read non-fiction material (e.g., predicting, skimming, charting, summarizing, examining text structure)
- students will demonstrate their understanding of the material in a variety of ways (e.g., identifying the main point, illustrating, answering higher order thinking questions)
- students will develop a better understanding of life and exploration in the 1600s and 1700s

## Resources

copies of *Adventurers* text for student use, copies of worksheets, art materials and 11 x 17 paper for activity 1.2

## Time

Activity 1.1

approx. 40 minutes for reading and worksheet and 40 minutes for discussion and debrief

Activity 1.2

approx. 80 minutes

Activity 1.3

approx. 40 minutes for reading and worksheet and 40 minutes for discussion and debrief

## Teaching Strategies for Activity 1.1

### • Text Structure Charting Activity

- A good first step is to “skim” the entire chapter and enjoy the photos, drawings and maps first. Invite the students to scan the visual content and make predictions about the text.
- Reproduce the worksheet for each student and have them use the chart as a guide for reading. It is important to note that the main chapter heading, “The Adventurer” is found on page two, but the section carries through right to page 9. Students may have difficulty summarizing such a large section, so encourage them to read the entire piece without looking at the “sidebars”

or illustrations. A helpful technique is to give students a few sticky notes which they can use to summarize sections of the chapter and stick right on the text.

- Next, have students work in pairs or small groups to answer the clarifying questions at the bottom of the worksheet. The first answer should be “The Adventurer”, but the answer to the second question could vary as long as students can justify their stance. The final question will help students to understand that non-fiction material gains richness and depth with the addition of “sidebar” or extraneous information. The book is telling a story, and every element in the chapter helps to immerse the reader in the history.
- Assessment and Evaluation strategies could include: peer evaluation of worksheet 1.1; participation in group discussion and/or teacher evaluation of students’ ability to identify headings, accurately and concisely summarize information, use the structure of the text to gain meaning.

## Teaching Strategies for Activity 1.2

### • Create a Comic Strip

- This activity gives students an opportunity to show their understanding of the information presented in the chapter by creating a comic style summary of the voyage of the *Nonsuch*. Encourage students to highlight key events from the text and keep them in order to ensure a smooth storyline.
- Encourage students to use worksheet 1.2 as a “draft” where they can focus on content rather than the drawings or artistic merit.
- To create their finished product, have students use larger 11 x 17 inch paper, folded to create the number of desired cells. Encourage students to explore the use of thought and speech bubbles as well as narrative text to help move the plot forward.
- Assessment and Evaluation strategies could include: self and peer assessment of the finished product, focusing on the clarity of the summary rather than the quality

of the artwork; teacher assessment, focusing of the student's ability to accurately and creatively summarize the voyage of *Nonsuch*, to use colour and design elements to enhance his/her presentation, and to develop characters and plot in comic strip style.

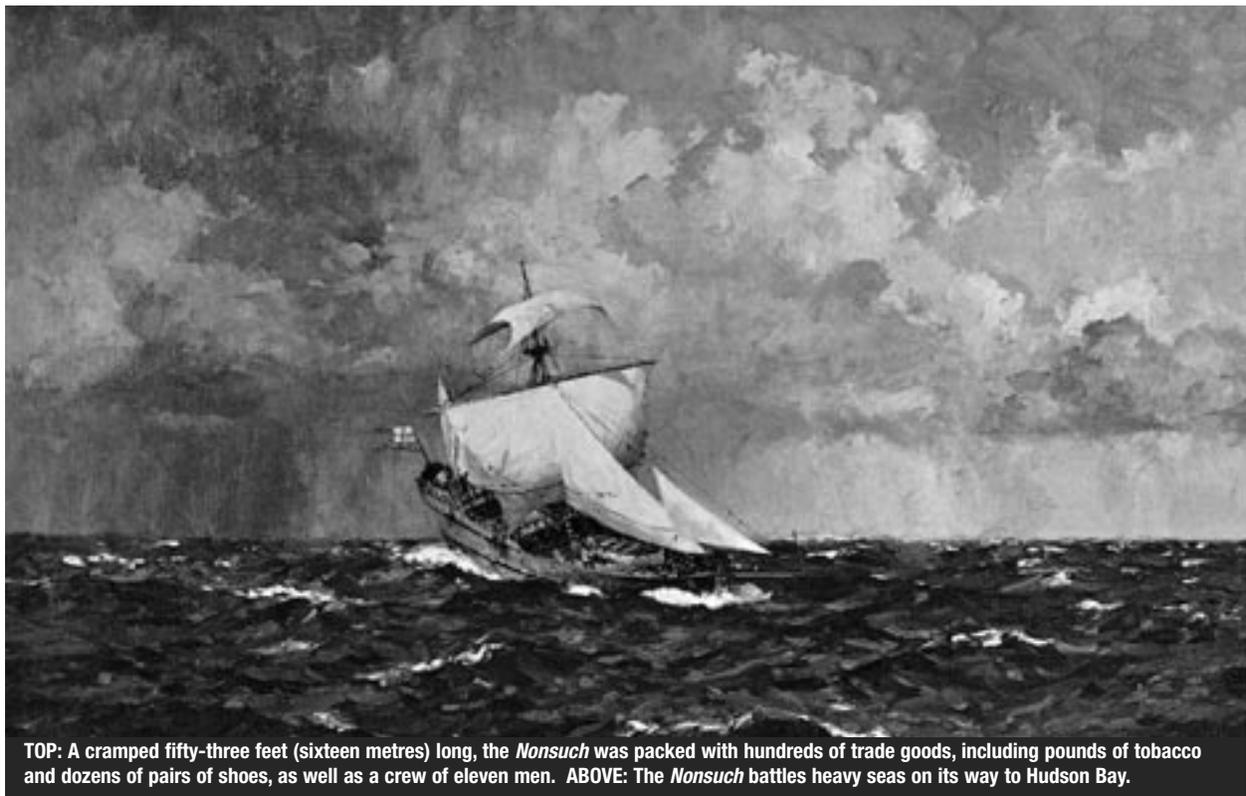
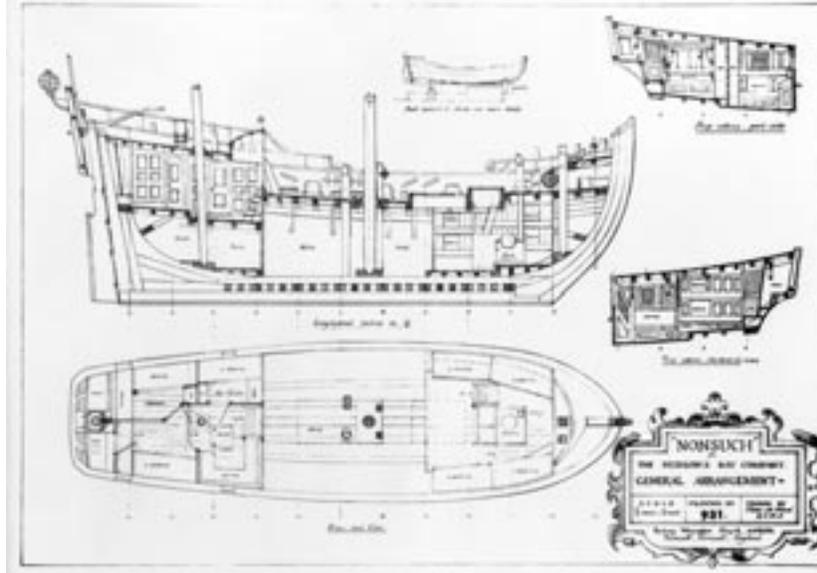
### Teaching Strategies for Activity 1.3

#### • Voyage of Discovery

- Begin by asking students to imagine what exploring the globe would have been like back in the late 1600s and early 1700s. Armed with only a compass and stories of uncharted waters and lands, early explorers didn't always have correct information.
- Reproduce a worksheet for each student. Invite them to re-read the selected sections looking specifically for "misinformation" and consider how the early explorers could have helped to clarify understanding and ensure that correct information could be shared.
- Encourage students to orally share their answers to the last question, making reference to the decision of des Groseilliers and Radisson to continue with the fur trade once the Company of Adventurers became more established.
- Assessment and Evaluation strategies could include evaluation of: students' ability to comprehend specified areas in the text and accurately answer questions; ability to make inferences about the time period and early exploration; and ability to draw conclusions based on information presented in the text.

### Extending the Learning

- Using a school board approved internet search engine such as "Ask Jeeves", have students search for further information about the *Nonsuch*, Radisson or des Groseilliers. Have students share their new discoveries and make connections to the information presented in the text.
- Research the East India Company (page 7) and compare to the early days of Hudson's Bay Company.



**TOP:** A cramped fifty-three feet (sixteen metres) long, the *Nonsuch* was packed with hundreds of trade goods, including pounds of tobacco and dozens of pairs of shoes, as well as a crew of eleven men. **ABOVE:** The *Nonsuch* battles heavy seas on its way to Hudson Bay.

# The Long Struggle with Montreal

1713–1821

## Learning Expectations

- students will use a variety of strategies to read non-fiction material (e.g., summarizing, discussing, recording and reporting)
- students will demonstrate their understanding of the material in a variety of ways (e.g., identifying the main point, letter writing, persuasive writing)
- students will develop a better understanding of the features of non-fiction materials, particularly the importance of illustrations

## Resources

copies of *Adventurers* text for student use; copies of worksheets, computer access & tea bags (Activity 2.2)

## Time

Activity 2.1

approx. 40 minutes for Expert and Home Group sharing and 20 minutes for discussion and debrief

Activity 2.2

approx. 40 minutes for draft writing and peer editing

and additional time for writing the good copy and reading them aloud

Activity 2.3

approx. 50 minutes

## Teaching Strategies for Activity 2.1

### • Text Structure Jigsaw Activity

- Explain the concept of a “Jigsaw Activity” by drawing the following illustration on a chart or on the board: (Illustration of puzzle pieces labeled A, B, C, & D fitting together in a square, followed by all As together, Bs together, etc. and then an arrow back to the ABCD puzzle.)
- Divide students into “Home Groups” of 4, either randomly or by creating mixed ability groupings. Distribute copies of worksheet 2.1 to each student. Have students in Home Groups select a different letter and then move into their “Expert Groups”. It is best to further subdivide all the As, Bs, etc. into groups of 3 or 4 to ensure maximum participation. In this Expert Group, have students complete the top part of worksheet 2.1.
- When all Expert Groups have had the opportunity to



An illustration of a voyageur encampment by Frances Anne Hopkins.

read and summarize their section, students return to their Home Groups and take turns, in alpha order, reporting on their section of the chapter. As they report, the other students take notes on the lower half of worksheet 2.1. When each expert is done, students should have an accurate summary of the entire chapter.

- Assessment and Evaluation strategies could include: use of a standard group work evaluation rubric; individual participation; and teacher evaluation of worksheet 2.1 for accuracy of information.

### Teaching Strategies for Activity 2.2

#### • Writing a Letter

- In this activity, students demonstrate their understanding of the information presented in the chapter by writing a letter in role as a character from the text. Begin by re-reading the section on page 12 entitled “Asleep by the Frozen Sea”. As a class, discuss the ways in which communication by letter would provide comfort and relay information to friends and family at home.
- Provide students with copies of worksheet 2.2 to create a draft letter home to England or France describing their adventures in Canada. Encourage students to focus on content information within the first and second chapters which can be woven into their letter to ensure that it provides a glimpse into the times (e.g., describing interactions with the Cree, information about the fur trade, description of pemmican diet, etc.).
- Next, have a peer edit this copy not only for grammar, spelling and punctuation, but also to make suggestions regarding content, word choice, and letter style.
- Have students use a blank sheet of paper and their best handwriting to create a “good copy” of their letter. Alternatively, their letter could be typed using a unique “script font” to create an old letter feel. A few moistened tea bags can help students create an aged looking paper: Just brush the tea bag over the finished letter for a brownish hue.
- Have students read their letters to the class upon com-

pletion and post them for others to read and enjoy.

- Assessment and Evaluation strategies could include: peer evaluation of the first draft and the final product; peer evaluation of oral presentation; and teacher evaluation of letter style, content and creativity.

### Teaching Strategies for Activity 2.3

#### • Picture It

- Invite students to take a second look at Chapter 2, focusing specifically on the illustrations. The pictures, sketches, maps and other illustrations really enhance and support the text.
- Distribute copies of worksheet 2.3 and read through the instructions together. Encourage students to select a favourite illustration for each example and complete the questions provided.
- Before students begin their final paragraph, review the characteristics of good persuasive writing. Remind the students that they have all the “arguments” they need in the examples on the page, which now only need structure and organization. Have students share their paragraphs in small groups.
- Assessment and Evaluation strategies could include evaluation of: students’ ability to accurately select illustrations of each type and describe their significance; ability to write a strong persuasive argument; and ability to use the conventions of language (grammar, spelling and punctuation).

### Extending the Learning

- Using vocabulary from Chapter 2, have students make crossword puzzles and then exchange them with classmates to solve. If you have computers available, there are some cool online crossword puzzle makers to help with this.
- Using a map of the world, mark all the countries and cities mentioned in chapters 1 & 2 so far.



Birchbark canoes on display at the Canadian Canoe Museum in Peterborough, Ontario.

# Give Us Good Measure

1821–1870

## Learning Expectations

- students will use a variety of strategies to read non-fiction material (e.g., identifying the main point, summarizing and discussion)
- students will demonstrate their understanding of the material in a variety of ways (e.g., charting, discussion, map reading, comparison, examining point of view, debate)
- students will develop a better understanding of life and exploration in the 1800s and the relationship between Europeans and First Nations

## Resources

copies of *Adventurers* text for student use; copies of worksheets, atlases or access to a current map of Canada

## Time

Activity 3.1:

approx. 40 minutes for reading and worksheet and 20 minutes for discussion and debrief

Activity 3.2:

approx. 40 minutes for map activity and 20 minutes for discussion and debrief

Activity 3.3:

approx. 40 minutes for reading and worksheet and 40 minutes for discussion and debrief/debate

## Teaching Strategies for Activity 3.1

### • Identifying the Main Point

- In Chapter 1, students had the opportunity to look for “main points” using headings and sub-headings as a guide. This time, they will be challenged to read pages 18 - 25 and find six main ideas on their own. It will be a challenge to narrow down these pages of information to only six points, so you may wish to work together to find the first idea (e.g., George Simpson, the governor of Rupert’s Land, travels to the trading posts for regular inspections).

- Reproduce the worksheet for each student and have them use the chart to record their ideas. A helpful technique is to give students a few sticky notes which they can use to summarize sections of the chapter and stick right on the text.
- Next, have students work in pairs or small groups to answer the clarifying questions at the bottom of the worksheet. Most likely they will produce similar answers to question one, but the interesting discoveries will come as a result of questions two and three. Encourage children to not worry about “being wrong” but rather to refine their answers as they discuss.
- Assessment and Evaluation strategies could include: accuracy and relevance of main points; participation in group discussion and/or teacher evaluation of students’ ability to modify and improve chart as a result of discussion with peers.

## Teaching Strategies for Activity 3.2

### • Canada Then and Now

- Ask students to open *Adventurers* to pages 24 and 25 and look at the map of Canada as it was in the early days of the fur trade. Highlight the Legend on the upper right corner of the page and demonstrate use of this key to interpret lines and shading on the map.
- Provide students with a current map of Canada, found in an atlas or on the internet. Using worksheet 3.2, have pairs of students compare and contrast these two views of our country. They should be looking especially for the unique similarities that existed both then and now (e.g. major cities in the same locations but with different names).
- Once they have completed their comparison, have them consider the questions at the bottom of the worksheet, and use these as a basis for class discussion. Students may be surprised to see how trade routes and trading posts became a foundation for much of the structure of our modern Canadian landscape.
- Assessment and Evaluation strategies could include:

assessment of map reading skills; ability to find similarities and differences between two maps; peer evaluation of participation in the activity; and evaluation of answers to questions and contribution to discussion.

### Teaching Strategies for Activity 3.3

#### • A Different Point of View

- Begin by asking students to think of a time when they disagreed with a friend or family member but it worked out happily in the end. Have them describe the conflict and the way in which they solved the problem. It is likely that they reached a compromise that ensured that both parties involved were happy.
- Distribute copies of worksheet 3.3 and talk briefly about the changes in the relationship between the Baymen and the First Nations. Have students consult *Adventurers* and record reasons for these changes and their potential for conflict between the two groups. Once they have isolated the issues, have them work in small groups to consider possible solutions and record their observations in the space provided.
- Upon completion of the worksheet, consider following up with a class debate. Half of the students could take on the perspective of the Baymen and the other half the First Nations. In role as the neutral judge, the teacher can moderate the discussion and have students take turns expressing their ideas for solving the issues that existed between the two groups. An interesting closing discussion could revolve around the final question and issues of monopoly, money and control.
- Assessment and Evaluation strategies could include evaluation of: students' ability to comprehend specified areas in the text and accurately identify the perspectives

of the Baymen and the First Nations; ability to identify plausible compromises; ability to make inferences about the time period and why such compromises were not used; and debating skills.

### Extending the Learning

- Research different types of boats used in the fur trade (e.g., canoes, York boats, paddle-wheel steamer, ice-breaker,) to discover why they were used and what their advantages were. A good resource for this can be found on the Hbc Heritage website at <http://www.hbc.com/hbcheritage/history/transportation>.
- Create an advertising flyer for a trading post, listing prices in number of "made" beaver, otter skins, and moose skin (as per page 20).



**TOP:** On isolated northern rivers, the Company carried goods by steamboat.  
**ABOVE:** On the plains, convoys of Red River carts carried goods from Lower Fort Garry.

# Becoming a Business

## 1870 and Beyond

### Learning Expectations

- students will use a variety of strategies to read non-fiction material (e.g., skimming, charting, timeline)
- students will demonstrate their understanding of the material in a variety of ways (e.g., identifying the key events, illustrating, collaborating, defending, selecting)
- students will develop a better understanding of life and societal development in the 1800s and beyond

### Resources

copies of *Adventurers* text for student use, copies of worksheets, art materials, metre sticks and chart or butcher paper for activity 4.1, Hbc store flyers, 11 x 17 paper, glue for activity 4.3

### Time

Activity 4.1 approx. 80 minutes

Activity 4.2 approx. 80 minutes

Activity 4.3 approx. 80 minutes

### Teaching Strategies for Activity 4.1

#### • Make a Timeline

- *Adventurers* contains many dates and events that lead students through centuries of Hudson's Bay Company history. To assist the students in comprehending the content of the fourth chapter, distribute worksheet 4.1 as a reading guide. Have pairs of students read the chapter listing dates and significant events on the chart provided in chronological order.
- Next, working in pairs or groups of 3 or 4, provide students with large pieces of butcher or chart paper, metre sticks and art materials to create a timeline of events. Encourage students to begin with the "straight horizontal line" of time, and mark 10 year intervals every 10 centimetres. This will allow them to more easily plot events along the line. As they record events, encourage them to write a brief description above or below the date. If desired, students could also draw small pictures beside each event to help add visual appeal.

- You may wish to have students record other historic events along the line so that they can better understand the passage of time (e.g., Confederation, Neil Armstrong walks on the moon 1969, the year they were born, etc.).



Between 1960 and 1999 the Company expanded its reach by acquiring stores all across Canada. Among these were Morgans, a Montreal retailer since Victorian times, and Simpson's, whose flagship Toronto store had long been a city landmark.

- Assessment and Evaluation strategies could include: peer evaluation of worksheet 4.1; participation in group discussion and/or teacher evaluation of students' ability to identify significant events, accurately and concisely record and summarize information; and ability to create an accurate and creative timeline.

### Teaching Strategies for Activity 4.2

#### • Create a Time Capsule

- Introduce the activity by talking to students about time capsules and the reason why people create them: to inform future generations about life in the present day.
- With worksheet 4.2 in hand, invite students to take advantage of the "ultimate time machine" which will allow them to travel back in time throughout the history of the Hudson's Bay Company to collect artifacts for a special time capsule which will be opened for the company's 350th anniversary in 2020. Using all four chapters of the text as their guide, students can select 20 objects to bring to the future which would best help people to understand the evolution of the company. Encourage them to think not only about the distant past, but all the time periods in between (a sampling from each century).
- When they have completed their first list, have students pick a partner with whom to compare lists. Challenge each pair to create one list together, but this time with only 15 items. Encourage students to talk to each other about the significance of each item.
- Next, combine pairs of students into groups of 4 and have them compare lists. The challenge this time is to create one list of 10 items upon which they can all agree. Once again, encourage lots of respectful conver-



For people who lived far from its modern stores, a Hudson's Bay Company mail-order catalogue was created. These illustrations of women's fashions from an early catalogue would have matched anything found in the ladies' department of the Company's stores.

sation and a focus on making the best list possible rather than "being right". Have each group report to the whole class sharing their 10 items and note similarities and interesting differences.

- Assessment and Evaluation strategies could include: anecdotal observation of the quality of rationale provided for selected items; a standard group work rubric; and evaluation of worksheet 4.2 for creativity, balance and evidence of the ideas evolving.

### Teaching Strategies for Activity 4.3

#### • Examining Advertising

- In the weeks prior to this activity, collect Hudson's Bay Company store flyers from at least two of Zellers, The Bay, Fields and Home Outfitters. You may wish to ask a few parents to collect them for you as well. These flyers are also available online from the hbc.com website. Each individual banner subsite has a "view flyer" option, e.g. <http://director.flyerservices.com/HBC3/postalcode.aspx?sessionID=1azpu255uhgphe55hthzv55&banner=HBAY&language=EN>. Each flyer page can be printed.
- Provide pairs of students with several flyers to browse and an 11 x 17 sheet of paper. Ask them to fold the page in half, and create a collage of items on the left which would have been available 80 years ago. Encourage them to ignore style changes or details, but to think more about the nature and function of the item (e.g., a blouse, a bowl, etc.).
- On the other half, have students create a collage of items which would not have been available 80 years ago. This would include many electronic and electric items, but encourage them to use the internet if they are uncertain as to whether or not the item would have been around at that time.
- Have students use worksheet 4.3 as a tool for reflection. You may wish to have them answer the questions alone, and then compare their responses in partners or small groups. As a class, have a discussion about the collages, noting similarities and differences or even errors in selection.
- Assessment and Evaluation strategies could include: evaluation of students understanding of time and use of information presented in the text to make selections for their collage; peer evaluation of reflection; teacher evaluation of depth of thought in worksheet 4.3

### Extending the Learning

- Have the students add to their timeline with events from the previous chapters in the text. Also, students could research on the internet to add other recent events in Hbc history.
- Compare the photos of Hudson's Bay Company stores in the early 1900s with those of today. What is the same? What is different?