Tales from the Bay: True Stories from the Archives of the Hudson’s Bay Company
Teacher’s Guide

INTRODUCTION

Tales from the Bay: True Stories from the Archives of the Hudson’s Bay Company is a teaching/learning resource for Canadian students in grades 7 to 11. The full package contains this teacher’s guide and a class set of 30 comic books. Three stories are featured, each highlighting a different time period and a main character who contributed to Canadian history in a unique fashion.

TABLE OF CONTENTS

The Hudson’s Bay Company: Historical Background .......................... 4
The Hudson’s Bay Company Archives ........................................... 6
Curriculum Fit ............................................................................... 7
Time Allocation ............................................................................ 8
Supplemental Resources and Support Activities ............................... 8
Overview of the Three Stories .......................................................... 9
Themes and Ideas to Consider .......................................................... 10
Can You Judge a Book by its Cover?
Guided Questions Regarding the Comic Book Cover ....................... 11
Thanadelthur: a Quest for Peace
Background Information ................................................................. 13-15
Environmental Conditions in Thanadelthur’s Time ........................... 16
Teaching Suggestions:
  Aligned Archival Materials and Web Links ................................. 17
  Themes to Consider ................................................................ 20
  Activities ............................................................................... 20
  Assessment .......................................................................... 23
The Transit of William Wales
Background Information ................................................................. 25-29
Food and Weather .................................................................... 30
Teaching Suggestions:
  Aligned Archival Materials and Web Links ................................. 31
  Themes to Consider ................................................................ 33
  Activities ............................................................................... 33
  Assessment .......................................................................... 35
The Birchbark Emperor
Background Information ................................................................. 37-39
Teaching Suggestions:
  Aligned Archival Materials and Web Links ................................. 40
  Themes to Consider ................................................................ 43
  Activities ............................................................................... 43
  Assessment .......................................................................... 45
Excerpts from George Simpson’s Character Book ............................ 46
From The Diary of Frances Simpson ............................................. 47
Culminating Projects ................................................................... 48
Comic Book Notes: Answers ......................................................... 49
Hudson's Bay Company was chartered on May 2, 1670 and is the oldest continuously operating merchandising company in the world. Originally headquartered in London, it moved to Winnipeg in 1970 and subsequently relocated to Toronto. Today, Hbc is Canada's largest diversified general merchandise retailer, present in every province, with more than 580 retail outlets and nearly 70,000 associates.

Two centuries before Confederation, a pair of resourceful Frenchmen named Pierre-Esprit Radisson and Médard Chouart, Sieur des Groseilliers discovered a wealth of fur in the interior of the continent — north and west of the Great Lakes. They proposed a fur-trading company that could reach the interior by way of Hudson Bay. When French and American interests would not back them, the two travelled to England in 1665 where it took the vision and connections of Prince Rupert, cousin of King Charles II, to assemble a group of financial backers. In 1668, the first ship, the Nonsuch, was sent to Hudson Bay. The success of her voyage led to the Royal Charter of May 2nd, 1670, which granted the lands of the Hudson Bay watershed to “the Governor and Company of Adventurers of England trading into Hudson Bay.”

The Charter gave the Company wide legal and trading powers — in theory, a monopoly — over all trade in the area, which was called Rupert's Land. The Company also exercised complete administrative control over the district, even dispensing justice when necessary. The Company's organization was unusual for its time: it was a joint-stock company. At an annual General Court, shareholders elected a Governor and Committee to run the business: to hire men, order and ship trade goods, and to organize fur auctions. They also appointed an overseas governor to represent them in North America. The London Committee set all of the policies, based on the extensive reports sent from the posts — annual reports, account books and post journals — which now comprise the Hudson’s Bay Company Archives, part of the Archives of Manitoba. These reports and journals are invaluable historical resources.

Its first century of operation found Hbc firmly ensconced in a few forts and posts around the shores of James and Hudson Bays. Natives brought furs annually to these locations to barter for manufactured goods such as knives, kettles, beads, needles, and blankets. In the early years, there was constant conflict between the Company and the French. With the Treaty of Utrecht in 1713, the French acknowledged the English claim to the Bay area. By the late 18th century competition, primarily from the North West Company (NWC), controlled by Scottish and French traders based in Montreal, forced Hbc to expand into the interior. A string of posts grew up along the great river networks of the West, foreshadowing the modern cities that would succeed them: Winnipeg, Calgary, Edmonton.

In 1821, after years of escalating conflict and violence, Hbc merged with the North West Company. The resulting commercial enterprise now...
spanned the continent — all the way to the Pacific Northwest (modern-day Oregon, Washington, and British Columbia) and the North (Alaska, the Yukon, Northwest Territories and Nunavut). The Company was reorganized into trading departments and subdivided into districts. During Sir George Simpson’s time (1820–1860) post managers met annually at a council meeting in North America to make local regulations and to deploy staff. Managers had a special interest in the Company because they now shared in the profits. But while they had input in many local decisions, Simpson and the London Committee could still overrule them.

As time went on, the Company became more and more involved with settlers, particularly in Red River and on Vancouver Island. At Red River a large colony had grown up as a result of the settlers brought in by Lord Selkirk, then the Company’s largest shareholder, in 1811. The Company’s influence in British Columbia was equally significant, to the extent that Hbc Chief Factor James Douglas eventually became the Governor of the colony of British Columbia.

By the end of the 19th century, changing fashion tastes contributed to the decline of the fur trade. Western settlement and the Gold Rush quickly introduced a new type of client — one that shopped with cash and not with skins. In 1870, following the Deed of Surrender, Hbc’s former territories became part of Canada. The Company’s focus began to shift as it concentrated on transforming trading posts into saleshops, stocked with a wider variety of goods than ever before. The retail era had begun.

In 1912, following advice from one of its directors who was with Harrods department store in London, Hbc began an aggressive modernization program. The resulting “original six” Hudson’s Bay Company department stores, in Victoria, Vancouver, Edmonton, Calgary, Saskatoon, and Winnipeg, are the living legacy of this period.

The growth of retail spurred Hbc into a wide variety of commercial pursuits. Liquor, canned salmon, coffee, tea, and tobacco were all lines that supplemented traditional fur and retail trade and helped to establish a thriving wholesale business. Large holdings of land negotiated as part of the Deed of Surrender took the Company into real estate. The sale of homesteads to newly arrived settlers would later evolve into a full-scale interest in commercial property holdings and development. Shipping and natural resources, particularly oil and gas, were other important sidelines.

The economic downturn of the 1980s caused Hbc to rethink its priorities and, like many other firms, return to its core business. Non-retail businesses were sold off. The pace of retail acquisition increased with takeovers of Zellers (1978), Simpson’s (1978), Fields (1978), Robinson’s (1979), Towers/Bonimart (1990), Woodwards (1993), and K-Mart Canada (1998), following in the tradition of Cairns (1921), Morgan’s (1960), and Freiman’s (1972).

The 21st century finds Hbc well into its fourth century of retailing in Canada. Its major retail channels — the Bay, Zellers, Home Outfitters, Designer Depot and Fields — together provide more than two-thirds of the retail needs of Canadians. Proof positive, if any were needed, of the aptness of Hbc’s proud claim: Canada’s Merchants Since 1670.
THE HUDSON’S BAY COMPANY ARCHIVES

The Hudson’s Bay Company Archives (HBCA) contain the world’s largest and most reliable source of information on the early days of European occupation in Western Canada and provide a great deal of information about the history of Canada in general. These extensive records of the Company’s operations over the last three centuries comprise 11,250 linear feet or 3,425 metres of documents.

Not only historians and other academics use the HBCA. Genealogists, teachers, students, authors, publishers, film and video producers, exhibit designers, aboriginal groups, lawyers, and commercial businesses do as well.

Fortunately, the Company insisted on meticulous record keeping and kept most of these records in its possession. The records include books, letters, ledgers, ships’ logs, pictures, maps, and reports. Minute books from the Governor and Committee exist from 1670 to the present, with only four years missing. Company employees kept daily records of activities at the various posts, including what each employee was doing, what prices and wages were, what the weather was like, and how many Aboriginal people came to trade. The records were originally written quite roughly but then were carefully recopied into vellum-covered journals. All of this careful record keeping is amazing when we consider that only a few early Company servants were literate, that they frequently worked under difficult conditions and did not always have adequate supplies of pens, paper, and ink. Contracts and employee diaries and journals provide further information about everyday life. The shipping records from the Company’s world-wide trading empire also make fascinating reading.

Many of the Hudson’s Bay Company’s employees were the first Europeans to explore and map large parts of this country. These maps are carefully, even painstakingly, drawn and some utilize Aboriginal knowledge. In addition to all of the written records, there are about 12,000 maps and architectural drawings, 140,000 photographs and paintings, some by professionals, others by amateurs, including HBC staff, in attempts to record what employees and others saw.

For some years, the storage of the records in several different buildings in London was rather haphazard but the records began to be systematically organized in 1928 and were opened to researchers in 1931. They were moved from London to Winnipeg in 1974 and opened to the public for use the following year. In 1994 the records were formally donated by the Company to the Province of Manitoba. Today they are stored in special climate-controlled vaults at the Archives of Manitoba. Much of the collection has been microfilmed and is available through inter-library loan.

In 2007 the HBC Archives records, 1670-1920, were inscribed on the UNESCO Memory of the World Registry, which recognizes the most significant documentary heritage collections in the world.

For more information, please visit the Archives online at http://www.gov.mb.ca/chc/archives/hbca.

The Company’s museum collection of artefacts was donated at the same time to the Manitoba Museum.

For more information, please visit the museum online at http://www.manitobamuseum.ca/mu_hudson_bay.html.
**CURRICULUM FIT**

Tales from the Bay is based on material from the Hudson’s Bay Company Archives and is appropriate for several aspects of the social studies and geography curriculum in provinces and territories across Canada. The resource is intended for intermediate and senior grade students but can be adjusted for elementary classes. The actual grade level and subject area will differ with curriculum variations across Canada. What follows are provincial curriculum fits as of 2007.

### ALBERTA, THE YUKON, AND NUNAVUT

<table>
<thead>
<tr>
<th>GRADE 5</th>
<th>Canada: The Land, Histories, and Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 6</td>
<td>Historical Models of Democracy, Ancient Athens and the Iroquois Confederacy</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>Canada: Origins, Histories, and Movement of Peoples, – A Historical Look at Canada pre- and post-Confederation</td>
</tr>
<tr>
<td>GRADE 11</td>
<td>20-1 Perspectives on Nationalism, 20-2 Understandings of Nationalism</td>
</tr>
<tr>
<td>GRADE 12</td>
<td>30-1 Perspectives on Ideology, 30-2 Understandings of Ideologies</td>
</tr>
</tbody>
</table>

### ATLANTIC CANADA SOCIAL STUDIES FOUNDATION

(includes New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador)

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>Heritage: Native Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 4</td>
<td>Explorations Past and Present</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>Canadian Identity</td>
</tr>
<tr>
<td>GRADES 7, 8, 9</td>
<td>Time, Continuity, and Change: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future; Cultural Diversity: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. Further, students will be expected to • value their society’s heritage • appreciate that there are varying perspectives on any historical issue • recognize the contributions of the past to present-day society</td>
</tr>
</tbody>
</table>

### BRITISH COLUMBIA

<table>
<thead>
<tr>
<th>GRADE 4</th>
<th>Contributions of Aboriginal Peoples: Exploration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 7</td>
<td>Interpretation of Historical Maps</td>
</tr>
<tr>
<td>GRADE 10</td>
<td>The Northwest to 1870</td>
</tr>
<tr>
<td>GRADE 12</td>
<td>First Nations Studies</td>
</tr>
</tbody>
</table>
In order to take advantage of the resource it is suggested that one to two periods (using 40-50 minutes as a period) be spent on each story, depending on the class, their interests, as well as background experience.

**Supplemental Resources and Support Activities**

For information concerning the Hudson's Bay Company Archives, Archives of Manitoba, visit them online at http://www.gov.mb.ca/chc/archives/hbca or contact them directly at hbca@gov.mb.ca.
Telephone (204) 945 4949

For additional information, articles, timelines, FAQs, etc. about Hbc history, visit http://www.hbcheritage.ca.

Aligned Archival Materials, Articles, Film and, Web Links
A list of resources is included within each unit.
Field Trips
Visits to provincial archives, a local museum, or other historical sites can enhance student understanding of the information contained in the stories.

Guest Speakers
Various historical or community groups may be aware of individuals willing to come into classrooms to share their knowledge and experiences. Local archivists are a source of invaluable information and can guide students toward meaningful research resources. In addition, students may also have links to speakers who can provide insight into some of the topics covered in the comic and guide.

Books, Magazines and Library Materials
There are a number of books and periodical articles that are recommended if students want to learn more about particular topics related to the three stories.

OVERVIEW OF THE THREE STORIES

Each of the three stories is from a different period of the Hudson’s Bay Company’s history.

The first, “Thanadelthur: A Quest for Peace”, is about a Chipewyan woman whose strength and determination made it possible for the Cree and the Chipewyan to make peace, and for the Company to gain more business. This story is from the early period of the Company’s history (early 1700s) and took place in the Barren Lands and at York Factory. For the most part, the story comes from the journal of James Knight.

The second story, “The Transit of William Wales”, comes from a slightly later period and took place in England and Fort Prince of Wales during 1768–69. The main character in the story is William Wales, an astronomer, who was sent by the Royal Society to measure the transit of Venus from Fort Prince of Wales. The transit of Venus took place during a day in June 1769 but Wales had to journey reluctantly to Rupert’s Land the previous summer so that he would be on hand to witness it. Faulty equipment made his observations less than successful but he did take instrumental readings of the climate of Rupert’s Land and kept a journal about the place. The story comes from Company papers, including the journal of John Fowler, the factor of York Factory at the time.

The third story, “The Birchbark Emperor”, features Sir George Simpson, one of the most powerful officials of the Company and ruler of a vast territory from 1820–1860. The story begins near the time of his death and is told as an encounter between Simpson and his long-dead cousin, Thomas. Thomas forces Simpson to take stock of his life and questions some of his decisions. Like Simpson himself, the story roves all over Rupert’s Land and touches on other places in the world. The story comes from the Company’s papers, personal letters, and the public record.
THEMES AND IDEAS TO CONSIDER

The Interdependence of People and the Environment
A major theme throughout the stories is the interdependence of people and the environment. In the early years, there is the balance between Indigenous peoples and their environment; later the Europeans come with an intent to measure, map and control this environment; then there is the ‘ownership and control’ of the environment and the people. Throughout, there is also the awareness that people in Rupert’s Land must be wary and respectful of the physical environment if they hope to survive.

The Number of Extraordinary People in our History
All of the heroes of these stories are extraordinary people. They may not all be likeable, but their talent, determination, and will to succeed should be respected.

The Position of Aboriginal People
A study of the fur trade also shows us the changes in the relative position of Aboriginal people. In the beginning they were powerful but as more Europeans came and the character of the fur trade changed, they became less necessary in the economic spectrum and therefore less powerful. Today Aboriginal people who still depend upon the fur trade are finding present day very difficult and are having to make even more adjustments in their lives.

The Pervasiveness of the Hudson’s Bay Company in the History and Life of Canada
The Company — its employees and its interests — is ever-present in the exploration and development of the country, the business of the fur trade and later retail, the relationships between races and individuals, and the power politics of Canada and the Empire. It ruled an enormous territory where it operated its own administrative systems in a way that few other business enterprises ever have.

The Fur Trade — its Economic and Political Power
Canada was built on the exploitation of its natural resources such as fish, furs, lumber and wheat. Fish has the longest history as an exportable Canadian staple, but over five centuries, the fur trade involved much greater territory and larger numbers of people.

Decisions that People Make Have Consequences — for Themselves and Others — Long into the Future
All of the people in these stories have to make important decisions about their own lives and subsequently about the lives of others. Their decisions may affect many people, as those of Thanadelthur and Sir George Simpson did, or they may affect relatively few people as did the decisions of William Wales. What people decide at crucial times in their lives and the ways in which they carry out their decisions is important.
CAN YOU JUDGE A BOOK BY ITS COVER?

GUIDED QUESTIONS REGARDING THE COMIC BOOK COVER

Use both the front and back covers, as they are part of the same illustration.

Pre-reading Activity to Activate Prior Knowledge

1) Initial Impression
   What is your first reaction to the cover? Explain.
   What topics, themes, or ideas may be contained in the comic?
   What is the purpose of the cover?
   Who do the three males on the cover represent?
   What individuals are missing and why?

2) Layout and Graphics
   Evaluate the choice of colours, layout, symbols, and lettering.
   What mood and tone are suggested by the format?
   Why did the editor select a comic book format?

3) Setting and Character Development
   Describe the setting. Include historical references.
   What is the relevance both literally and symbolically of the fire?
   What can one learn by examining the details used to depict the characters?
In fact, this story is unusual because most of what we know about Thanadelthur is from the reports of a Hudson's Bay Company man, Chief Factor James Knight. Almost everything we know about Thanadelthur is included in this story.

Her story is told as her way of carrying out the wishes of the spirit world that she had learned in a vision quest. Some young Aboriginal people would go on a vision quest as part of their change from childhood to adulthood. It was a time for the young person to think and to listen to the spirits. We do not know if Thanadelthur undertook a vision quest as a teenager, but if she did, her quest might have been to find out what special things she needed to do in life.

Likewise we do not know when Thanadelthur was born, although it was probably around 1690.

She died in York Factory on February 5, 1717, which means she was approximately 27 years old at the time of her death. When you read the details of her life, you wonder how she lived as long as she did! At that time life was hard for most people but few endured as many hardships as she did. She must have been a person of great determination because not many people would have been able to do as much as she did.

Thanadelthur was a young Chipewyan woman. In the Cree language, Chipewyan means people with pointed skins. The 'skins' probably referred to the hoods on the Chipewyan parkas, which were pointed. Today the Chipewyan are referred to as the Dene, meaning people in the Dene language group. Thanadelthur's Chipewyan name means "shaking marten."

The story is told by a grandfather. Such stories would have been told in winter, as part of the education of the children. It reminds us that there are many ways to learn history and that long ago Aboriginal children did not go to school as we do but learned from others in their community, especially the elders. Storytellers such as this grandfather had great memories and passed on the history of their people to the children through storytelling during the long winter evenings.
She was part of a group of Chipewyan people captured and taken as slaves by the Cree in the spring of 1713. She is called the Slave Woman in the Hudson’s Bay records because of this experience. After more than a year in captivity, she escaped with another woman and they set out to find their own people. We do not know if her companion was one of the women with Thanadelthur when she was captured, but it seems likely.

Finding their people was not easy. Bands usually went to the same areas each season but they often changed their routes or the times they travelled, depending on the food supply or if there was danger. It was difficult for the women to know exactly where their people would be. People often divided into smaller groups for more efficient food gathering. Sometimes the women and children would move ahead or lag behind to carry out specific activities. For example, at certain times of the year they would move slowly because they were gathering dry moss, a most useful commodity. All of these factors would have made it difficult for Thanadelthur and her companion to find their group.

After a year of searching, they were near York Factory. Her companion died just five days before Thanadelthur stumbled into a hunting camp at Ten Shilling Creek. The HBC men there brought the young woman to York Factory and left her with the Aboriginal people at the plantation there. Thanadelthur was welcomed by Governor James Knight because she was ill and needed help, but also because he needed someone who could speak and understand the language of the Chipewyan. He wanted to trade with the Chipewyan for two reasons. The first reason was that they had rich furs. The more important reason was that they often spoke of minerals, both copper and what they described as “yellow mettle,” which Knight took to mean gold. Europeans were always interested in finding gold.

Thanadelthur was half starved when she arrived and her Cree language was not good at first but she impressed Knight with her strong personality and he pleased him by giving him a great deal of information about the Chipewyan. He was also very much interested in the stories of yellow minerals.

In order to pursue any further trade or minerals, Knight knew that there had to be peace between the Cree and the Chipewyan. The Cree, who had been trading with the Hudson’s Bay Company first, owned prized trading goods such as guns and may have been afraid that the Chipewyan would try to obtain the same kinds of weapons. The guns gave the Cree an advantage in hunting and in fighting their enemies. The guns gave the Cree an advantage in hunting and in fighting their enemies. The guns gave the Cree an advantage in hunting and in fighting their enemies.

Thanadelthur was half starved when she arrived and her Cree language was not good at first but she impressed Knight with her strong personality and he pleased him by giving him a great deal of information about the Chipewyan. He was also very much interested in the stories of yellow minerals.

The guns gave the Cree an advantage in hunting and in fighting their enemies. The guns gave the Cree an advantage in hunting and in fighting their enemies. The guns gave the Cree an advantage in hunting and in fighting their enemies.
In early June, Knight gave a feast for his ‘Home’ Cree and persuaded them to send a peace delegation to the Chipewyan, accompanied by William Stuart and Thanadelthur. Other bands of Cree were encouraged to join the group when they left. Thanadelthur was to act as interpreter. An indication of her importance is the fact that Stuart was given special instructions to protect her. She was also given gifts to distribute among her people to show the advantages of trading with the English. She was to tell her people that the English would build a fort on the Churchill River in the fall of 1716. Thanadelthur became the dominant personality of the expedition.

Very soon the expedition ran into trouble. Slowed by sickness and threatened with starvation, the large party had to break up to survive. Most of the groups turned back but Thanadelthur, Stuart, the Cree leader, and about a dozen Cree carried on. During their search for the Chipewyan, they found the bodies of nine Chipewyan, apparently killed by a splinter group of Cree. The Cree who had accompanied Thanadelthur wanted to leave because they feared the Chipewyan would take revenge on them. Thanadelthur persuaded them (and Stuart) to stay at the site while she went in search of the Chipewyan. She found a group of about 400 of her people, bent on revenge. By “her perpetual talking,” she persuaded the Chipewyan to go with her to make peace.

The Chipewyan saw this as an opportunity to start trading with the Hudson’s Bay Company and gain access to new goods, such as guns. This would restore the power balance between the two neighbouring nations of the Cree and Chipewyan.

On the tenth day the Chipewyan returned with her and, after much negotiation, a pipe of peace was smoked. Some of the Chipewyan went with Stuart and Thanadelthur to York Factory where they were introduced to the Company’s traders and trade goods.

Knight was delighted and planned to send Thanadelthur out again the next year across the tundra (or Barren Lands) to bring more Chipewyan in to trade and to acquaint them with the plan to build a new fort at the mouth of the Churchill, on Hudson Bay.

Thanadelthur was never able to make the trip and the building of the fort was delayed. She spent the next year at York Factory and during the winter of 1717 she fell ill, and seven weeks later died on February 5. Her illness was probably aggravated by the hardships she had endured over the previous couple of years.

The story is significant because it tells of the determined pursuit of peace by a young woman who had endured many hardships.

Governor Knight wrote that “She was one of a very high Spirit and of the Firmest Resolution that ever I see in any Body in my Days and of great Courage & forecast…” (Van Kirk, 1974)
Between approximately 1500 and 1850 the world experienced a much colder climate than today, a period that is now known as the Little Ice Age. At present the global annual average temperature is approximately 15 degrees C but during the Little Ice Age it was at least 1.5 degrees C colder. (During the global ice age it was four degrees C cooler).

The weather conditions during the whole Little Ice Age had a great effect upon the lives of human beings but the coldest periods — from 1680 to 1720 and from 1760 to 1800 — were especially important to our study of history. These colder temperatures had a major impact on the fur trade. Not only did they result in richer, more luxurious furs, but also extreme cold and ice conditions made winters, and especially Arctic exploration, extremely difficult.

The period of Thanadelthur's life was one of the coolest periods of the Little Ice Age and extremely cold in comparison to today. A painting of London done by Jan Griffier in 1683 shows the Thames River frozen over (the ice was reported to be two feet or 61 cm thick). Thanadelthur lived in a harsh climate that would have been even colder than usual.

Some people might argue that colder winters in Canada would not make much difference but the difference between -25°C and -35°C for example, will make a significant difference in the rate that the body loses heat and that rate is critical to survival. Humans produce heat from food, so any reduction in the food supply or increase in the cold causes serious problems. In Canada, colder temperatures would mean less food available and a faster rate of body heat loss. Thanadelthur's survival when she and her companions were in the bush was remarkable, especially when several of her companions died.

We know that Thanadelthur and her companions were suffering from hunger, malnutrition, and the cold. The journals record that they were hungry and starving. This sounds obvious unless you know that starving was used in the 18th century to describe a human suffering from cold. In part of northern England today, people still say 'it is starvation outside.'

Life was very harsh at the best of times and people worked together to survive, especially in winter. The general pattern of food gathering was that the men hunted for big game such as deer or moose while the women and children trapped small animals such as rabbits, and caught fish. They also gathered fruit, berries, and other plants. Big game provided additional food that made life much easier but it was not always available. When the big game disappeared, times were a little more difficult but people could survive. It was a totally different story when the small animals disappeared. Studies of the Ojibway show that when the rabbits disappeared (as they did on a cyclical basis) then starvation was sure to follow. The journals of Thanadelthur's time are full of comments about hunger and hardship among both the Aboriginal and European people.

Among the Chipewyan, about forty people made up a band, a size that is believed to be an ideal number to be self-supporting. Large groups met occasionally, such as when Thanadelthur spoke to her people (the Chipewyan) about making peace. It was also a large group that Thanadelthur and Stuart led out of York Factory but when the weather became severe and food was scarce, they split up — a common survival technique.

Life was short for most Aboriginal people in Thanadelthur's time. Starvation, malnutrition, and hunger were common as they were among the people in Europe. In fact, one reason men signed on with the Hudson's Bay Company was because they were guaranteed a meal a day, something that was not assured in Europe in the 18th and 19th centuries.
Teaching Suggestions for
THANADELTHUR: A QUEST FOR PEACE

ALIGNED ARCHIVAL MATERIALS AND WEB LINKS

Learning can be enhanced through the following resources and primary source documents.

AMBASSADRESS OF PEACE BY GEORGE FRANKLIN ARBUCKLE C. 1952, 1953 HBC CALENDAR.
HUNSON'S BAY COMPANY CORPORATE COLLECTION.
HTTP://WWW.HBC.COM/HBCHERITAGE/COLLECTIONS/ART/CALENDARLIST/, OR
HTTP://WWW.HISTORYSOCIETY.CA/BEAVER/INDEX/CHIT/SECTION/HOME.PA_DSP_PUBLICATIONBIBLIOGRAPHY?2193
Sketch of rivers between Fort Prince of Wales and the northernmost copper mine, given Indian names by James Knight, post 1719.
Articles Available through The Beaver Index

Go to TheBeaver.ca/furtrade

The Beaver
CANADA'S HISTORY MAGAZINE


Pincott, K.E. "What Churchill Owes to a Woman." The Beaver 12 (September 1932): 100-103.


Audio Visual Resources

Cree Hunters of the Mistassini.
http://www.nfb.ca/collection/films/fiche/?id=10505

Doctor, Lawyer, Indian Chief.
The film profiles several First Nations women across Canada, including Yukon's first Aboriginal cabinet minister, a deck hand on a fishing boat, a teacher, a lawyer, and a band chief.
http://www.nfb.ca/collection/films/fiche/?id=16442

Mother of Many Children.
First Nations, Métis, and Inuit women of all ages talk about the struggle to retain their traditional matriarchal pride and position to instill cultural pride in their children.
http://www.nfb.ca/collection/films/fiche/?id=13471

Our Dear Sisters.
Features Alanis Obomsawin, traditional singer, filmmaker, and mother. She is interviewed about her life, her people, and her experience as a single parent.
http://www.nfb.ca/collection/films/fiche/?id=11160

Ready for Take Off.
A video on present-day entrepreneurs in Canada. Order # V2676.

Articles Available Through Other Sources

Library and Archives Canada.
"Knight, Stuart and Thanadelthur, the Native Woman Guide."
http://www.collectionscanada.ca/2/24/h24-1520-e.html

"Thanadelthur," Malachite's Big Hole.
http://home.att.net/~mman/Thanadelthur.htm

Journal Excerpts

• Transcript of James Knight's journal. York Factory 1716–1717.
HBCA B.239/A/3 F0 23p
HBCA B.239/A/3 F0 24
HUDSON'S BAY COMPANY ARCHIVES, ARCHIVES OF MANITOBA

• Transcribt of James Knight's journal.

Extracts from James Knight's Journal, York Factory 1716–1717.
HBCA B.239/A/3 F0 23p
HBCA B.239/A/3 F0 24
Hudson's Bay Company Archives, Archives of Manitoba

• Transcript of James Knight's journal.
THemes to consider in this story

a) The interaction between people and the environment. In this story the environment is often Thanadelthur’s major antagonist.

b) The power of an Aboriginal woman;

c) The power of Aboriginal people in the early days of the fur trade

Activities

IntroduCtory Activities

Ask students to do the following activities and answer the related questions:

1. THE FUR TRADE

Web what you know about the fur trade. After a minute or two, share your work with a partner and add to the content on their page. Finally, create a composite list of knowledge on the fur trade with the whole class.

2. SURVIVAL

Using words and drawings, suggest items and skills that Thanadelthur might require to survive a two-year trek in a harsh northern climate both during her time in history and today. How has technology changed? Create a comparison chart.

3. MAPPING

These skills were an essential part of living during the fur trade. Why is this?

4. CHARACTER TRAITS

Select three of Thanadelthur’s key character traits and provide examples of behaviour that support the traits selected. Or, create a poster that illustrates Thanadelthur’s character.

5. MAKING CONNECTIONS TO THE LAND

For students who do not live in the north: what might it be like to live in a northern part of the world for a year? Describe the environment and the difficulties in meeting your basic needs. For those students familiar with the climate and landscape of the North: comment on the accuracy of conditions described in the comic book. For all: identify the advantages and disadvantages to living in the North.

6. RITE OF PASSAGE

The story begins with a mention of a vision quest and Thanadelthur’s mission in life. Is there a similar rite of passage for young people today?
To ensure student understanding, ask them to Web the who, what, when, where, why and how of the story. If required, they could follow the Web activity by writing a summary of the story or retelling it to a partner.

Everyone in the story has something to gain from peace between the Cree and the Chipewyan. Ask students to fill in a box such as the one below to explain why each group might agree to work for peace.

<table>
<thead>
<tr>
<th>thanadelthur</th>
<th>knight and the hudson's bay company</th>
</tr>
</thead>
<tbody>
<tr>
<td>the cree</td>
<td>the chipewyan</td>
</tr>
</tbody>
</table>

a) It was not typical for European women of Thanadelthur's time to be leaders in peace and trade the way Thanadelthur was. We do not know much about the way in which Chipewyan women acted and were treated at that time. Why do you think Thanadelthur was so powerful and respected?

b) At the beginning of trade with the Hudson's Bay Company, Aboriginal people were in a much more powerful position than the Europeans were. Provide reasons for this situation.

c) Many early Europeans would not have lived through their first winter in our country if the Aboriginal people had not helped them. List some Aboriginal inventions or knowledge that are used to travel and survive in winter.

d) Most Canadian history has been written by non-Aboriginal people. When you read Thanadelthur's story, whose version of the story do you think you are hearing? Explain. Check the notes to learn the source of the information.

e) Aboriginal people traditionally kept oral histories and passed stories on through elders and storytellers. What are the advantages and disadvantages of having people memorize and tell history as stories?

Ask students to create a newspaper article telling the story of Thanadelthur. The writing should follow the format and style of typical newspaper writing — use the inverted pyramid. Before beginning, students should decide if their point of view is a European one or Thanadelthur's.

Our knowledge of Thanadelthur comes from the reports of James Knight, the Hudson's Bay Company official in charge at York Factory. He was a European man of about 60, so that is the viewpoint we get. Ask students to put themselves in Thanadelthur's place — an Aboriginal woman in her early twenties — and in a diary or a journal format write about four of her experiences. Suggested events:

- after she has been captured and is living in the Cree camp
- just after she and her companion escape from the Cree
- after her companion dies and Thanadelthur is ill and alone
- after the Hbc men at the hunting grounds bring her to York Factory
- the night before she leaves with
Stuart on the peace mission
• the night of the peace ceremony

6. MAPPING
Ask students to compare the modern map in the comic book with the copy of the Aboriginal map on page 18 of this guide. Ask them to consider the following and complete the activity.

a) How do the two maps differ? Why?

Look at the Aboriginal map again. This is inaccurate for direction and distance yet it is still a very useable instrument. People draw maps that reflect their needs. For example, early Phoenician maps were accurate for direction but not for distance. As traders sailing the Mediterranean and the Atlantic, they needed to get where they were going but had little control over how long it took. They were at the mercy of the wind and tides, thus distance was essentially irrelevant.

b) Moses Norton’s map shows the west coast of Hudson Bay as essentially a straight line interrupted by rivers and their estuaries. A journey was measured by the number of rivers that had to be crossed since this presented the greatest obstacle to travel. Lewis and Clark on their famous expedition to the source of the Missouri River used a similar technique. The Mandan Indians told them how many tributaries they would cross. We call these types of maps mental or cognitive maps because they do not depict the real world, but only how we think about the world.

Create a map that could be used to get from the school to the nearest store or other significant building. Try creating two versions — a real map and a cognitive one.

7. WOMEN
Students could conduct a research report on Aboriginal women. Some suggestions include, but are not exclusive of the following: Molly (Mary) Brant; Shawnadithit; E. Pauline Johnson (Tekahionwake); Kateri Tekahionkwa; Anahareo; Kate Carmack or modern women such as Susan Aglukark; Vicki Crowchild; Kahn-Tineti Miller, and Alice French.

8. INDIGENOUS PEOPLE
After reading about the contributions made by indigenous peoples of North America, ask students to write a book report or create a brochure about their efforts. If you have more than one copy, these books would lend themselves to a group report. Each student or pair of students could do a chapter. Two books that could be used as references are Warren Lowes’s Indian Giver: A Legacy of North American Native Peoples and Jack Weatherford’s Native Roots: How the Indians Enriched America.

9. CHARACTER EDUCATION
To reinforce Thandelthur’s unique character, have students do one of the following:

a) As James Knight, write an obituary for Thandelthur on February 5, 1717 summarizing her achievements.

b) As a Chipewyan, write an obituary of Thandelthur on February 5, 1717 summarizing her achievements.

c) Write a poem about Thandelthur as a tribute to an extraordinary woman.
Plans for assessment will depend upon many factors, including the grade level, type of students, the time spent on this story, and the objectives that you had when you began the study. Many of the following suggestions could be done individually, in pairs or as small groups. The form of assessment could be written, oral report, role play, or debate. Rubrics that assess content, organization, and mechanics may be effective tools for assessment purposes.
The transit of Venus is the passage of Venus across the face of the Sun. It occurs when the orbit of the planet Venus passes between the Earth and the Sun. By measuring the time it takes for the transit and knowing the speed of Venus, an astronomer should be able to calculate the size of the Sun and its distance from Earth.

A previous transit had occurred in 1761 but the results had not been satisfactory so it was important to do a careful observation of the next transit, which was to occur in June 1769. There would not be another one for 150 years. This was the scientific opportunity of a lifetime and it was politically important for England to do well because the French astronomers had done better than the English during the transit of 1761.

George II, who was himself a scientist, got involved and offered £4,000 to finance the project. Two locations for observation in English territories were chosen by the Royal Society: Churchill, in what is now known as Manitoba, and a spot near Tahiti in the Pacific Ocean. These two locations formed the baseline of a triangle from which scientists could make calculations. In addition to these observations would be taken from hundreds of other points worldwide.

Despite all of the money and publicity for the event, the Royal...
The Royal Society for scientific investigation was formed in 1660. Many famous scientists have belonged to it. Two of its original members were Sir Christopher Wren, architect of St. Paul’s Cathedral, and physicist Robert Boyle, discoverer of Boyle’s Law and inventor of the air pump. Both were also shareholders in HBC.

The Royal Society could not get any of the famous astronomers at Oxford or Cambridge to participate.

Astronomers refused for a variety of reasons including: the hardships involved in travelling to remote locations, the lack of accurate timepieces to measure the transit, the desire not to make fools of themselves.

When the Royal Society approached William Wales, he was almost their last choice. For two years they had been trying to get someone to go to Rupert’s Land. Wales was a very capable teacher of mathematics and navigation, a calm and dignified man who seemed to know a lot about the world around him. He was a talented astronomer but he was not very famous. At first he, too, turned down the offer because he was aware of the difficulties of doing the job with inadequate equipment and because he did not want to be part of a failed project. Time was running out and the Royal Society was desperate, so they doubled their initial offer and provided financial security for Wales’s family if anything were to happen to him on the journey to Rupert’s Land.

Fort Prince of Wales in Rupert’s Land had been chosen to be one of the observation posts. The Hudson’s Bay Company had a long association with the Royal Society and had participated in other expeditions as well.

On May 29, 1768, a full year before the transit was due, Wales and another astronomer, Joseph Dymond, boarded the Prince Rupert in east-end London. British customs officials came on board and confiscated all of the winter clothing, mostly furs, that the Company had provided for the astronomer and his assistant. No one knows why.

From London, they sailed north to the Orkney Islands off the north-east coast of Scotland. This was the usual Hudson’s Bay route because the capital, Stromness, was the last opportunity to pick up fresh food and water for the 40 to 50 day journey. They also picked up several young Orcadians who were to work for the Company on five year contracts.

An additional difficulty for Wales was the fact that the Astronomer Royal, Sir Nevil Maskelyne, used the opportunity to get rid of his much-disliked assistant, Joseph Dymond by sending him off to Rupert’s Land. The factor at Fort Prince of Wales reported that Dymond was a difficult and unpleasant person.

Wales was a dedicated scientist so he used the time on the ship to read and make observations of the climate, natural surroundings, and...
celestial events. Wales and Dymond were also supposed to measure and record latitude and longitude whenever possible.

Before his departure, Wales had read a book by David Crantz called History of Greenland. He was particularly interested in sea ice. Was it formed of fresh or salty water? His diary records his constant wonder and interest as the ship passed icebergs drifting down from the massive Greenland glacier or the dramatic cliffs of Baffin Island. He also tested the accuracy of the clock he was to use, one that had been specially built to withstand the extreme temperatures. He was very upset to discover that the clock was not accurate and was gaining approximately 9½ minutes a day.

Wales and Dymond experienced many dangers. One of the major problems for any ship was finding a safe passage through Hudson Strait and then locating a harbour. The most important landfall in northern North America was Resolution Island off the southeast tip of Baffin Island.

If two or more Company ships were crossing the Atlantic, they would plan to meet here before entering the dangerous Hudson Strait. If one ship did not show after a prearranged time it was assumed the ship was lost and the other ship proceeded toward the Bay. If you look at a map of the area, you would think that the southern shore of Hudson Strait would be the safest route but that is not the case. The winds usually blow from the northwest and, as a result, the ice is blown away from the north shore toward the south. From Hudson Strait, a ship would enter Hudson Bay, frequently passing between Mansell and Coats Islands. After entering the Bay ships usually charted a course in the centre because there were shallow waters and shoals on all sides. Wales’s ship followed this route and then moved to the west toward what is now Churchill.

William Wales arrived at Fort Prince of Wales on August 10, 1768. Fort Prince of Wales was a very imposing sight. Its design was based on the popular European “star” configuration with four protruding bastions, but its massive size and small construction crew made for slow progress; begun in 1732, it took almost 40 years to complete. The fort was deliberately built with a low profile so it would not be visible from the Bay. Entrance to the Churchill River is even more difficult to find because the point on which the fort sits angles across, thus hiding the estuary. Company ships fired a cannon to notify the fort of their presence and used the sound of the shore reply to locate the entrance. Once in the estuary the fort’s gun batteries dominated the entrance. Cape Merry, on the opposite shore, provided crossfire. All of this was designed to make it hard for enemy ships to enter and attack the fort.
Wales would have watched with interest and concern as the instruments and the prefabricated observatory were taken ashore. Wales and Dymond wasted little time in erecting the observatory in the southeast bastion and starting scientific observations. They had brought thermometers and barometers with them and recorded the first temperature and air pressure readings in what is now Western Canada. They apparently took turns doing these readings throughout the entire 13-month period. They recorded scientific information 24 hours a day.

Wales was fascinated by everything, including the vegetable garden grown by the Company employees. He was amazed at the size and the speed of growth of the radishes. He made many trips into the surrounding countryside to decide whether it would be possible to set up successful farms there. He obtained a large piece of limestone from along the Hudson Bay coast close to Owl River and he carved the stone into a unique sundial. It is possible that he intended to use the sundial to improve the measurement of time. A well-made sundial would have been more accurate than the timepiece they brought with them.

In some excavations at the fort in 1952, a large stone sundial was found, along with a carefully crafted iron stand. The only other like it was found in New France. It is likely that the 1952 find is the sundial made by William Wales. He is probably the only visitor to the area who had the skill and knowledge to build one. A sundial is constructed for the latitude at which it is to be used; interestingly enough the sundial found at Churchill is inaccurate by 11 minutes of latitude. Wales’s estimate of the latitude of Fort Prince of Wales was also out by 11 minutes.

Wales and Dymond arrived in August of 1768 and had to wait until June 3 of the next year before they could observe the transit. We do not know much about Dymond. Our only information comes from the comments of others about his conflicts with people at the fort.

Dymond refused to attend prayers, even on Sunday, and the factor told him he was setting a bad example. Finally, the factor said that if Dymond would not pray with the others he would not eat with them. For the rest of the time he was at Churchill, Dymond took his meals alone in the stone hut he shared with Wales.

The day of the observations arrived and, although some clouds came by, the sky was clear at the critical period when Venus first touched the sun, crossed the sun’s face, and finally left the other edge. The two astronomers dutifully maintained a watch during the entire period and recorded the times and all other information. They were fortunate to get seven hours of clear sunny weather. Churchill is not known for sunshine in the summer. They also saw Halley’s Comet while there.

Because of its northern location, Churchill has long hours of sunlight – as long as 20 hours a day during the short summer. Modern gardeners are still experimenting with special greenhouses at Churchill. The problems are a short summer and strong winds blowing in from the bay.
Wales believed his results were totally unsatisfactory. Wales and Dymond spent the rest of their time at Fort Prince of Wales making further scientific observations. When the ship arrived from England, they were ready to embark, leaving behind the observatory, the thermometers and barometers. It was a quick and relatively uneventful passage home, although, on arrival, the customs office again took the fur clothing articles Wales and Dymond had been given by the Hudson's Bay Company. The Company sent letters of protest on their behalf, but to no avail. There was never any explanation for the action.

Wales was embarrassed by the poor results. In a letter to the Society, Wales wrote that he believed the results were so inadequate that they were not worth submitting. He did send all of his other observations, including the climatic data. The Society ordered that the results be submitted anyway and he appeared before them to explain that they were as good as possible, considering the instruments.

Wales wrote a 50-page manuscript titled, Journal of a Voyage Made By Order of the Royal Society to Churchill River on the Northwest Coast Of Hudson's Bay; of Thirteen Months Residence in that Country; and of the Voyage Back to England in the Years 1768 and 1769. This included all of the climatic, botanical, and scientific information he obtained. His observations of climate are extremely useful today because they allow us to determine how different the climate was at that time. If we are to understand the mechanisms of global warming and cooling, it is essential to know how much the climate varies without being affected by human activity.

Wales returned to his teaching job at Christ's Hospital, a position he held for the rest of his life. Within a year of returning he was selected to serve as astronomer and navigator with Captain James Cook on the epic journey of the European discovery of Australia. It was the first of two voyages with Cook and these voyages were the highlights of an illustrious career. He returned to the school where he was well known by all of the students. Writers Samuel Taylor Coleridge and Charles Lamb were students while Wales was teaching (although not students of his). They both commented upon his personality, saying that he was cheerful, had a friendly disposition, and a quick wit.

Joseph Dymond left the ship and disappeared into oblivion. There is no record of him after his participation in this scientific adventure but we do know that he did not go back to work for the Astronomer Royal.
William Wales was at Churchill for only 13 months (August 1768 to 1769) and during that time he was only allowed to go away from the post a few times. Most of his meals were with the factor who was the head man at the post. Eating at the factor’s table meant that he would eat as well as anybody in the region.

We know precisely what the weather was like during Wales’s visit because he brought the first thermometer to the region. He also kept detailed weather and astronomical records during the whole visit. He was at Fort Prince of Wales during a cold spell in the Little Ice Age but he was also there at a time when the weather patterns were changing. Between 1760 and the end of the century, conditions were very difficult for all life in this harsh region of the world. Snowfall varied a great deal from winter to winter and even varied during one winter, so it was difficult for people to predict or plan. The only thing worse than too much snow is too little snow; both conditions occurred during this time.

The references to starvation in the journals of the Hbc officials increased dramatically, particularly after 1780. The smallpox epidemic of 1782 was especially serious because people were so weak. Joseph Colen estimated that two-thirds of the Aboriginal people around Hudson Bay died in the epidemic. There were fewer furs traded to the Company at this time partly because there were fewer trappers but mostly because the bad weather had reduced the number of animals. A particularly poignant entry in the journal for this time says, ‘O Lord bring us better times.’

We have another source of information for this time. Between 1768 and 1772 Samuel Hearne tried to journey overland to the Arctic coast. He was supposed to locate the copper deposits around the mouth of the Coppermine River. His first three attempts failed but the fourth trip was successful thanks to Matonabbee, a Chipewyan born and raised at Churchill. Hearne drew a beautifully detailed map that is now in the Hudson’s Bay Company Archives in Winnipeg. It shows the position of the treeline in 1772 and it is much further south than at present. In some places the treeline has moved 300 kms in approximately 200 years.
Teaching Suggestions for
THE TRANSIT OF WILLIAM WALES

ALIGNED ARCHIVAL MATERIALS AND WEB LINKS

Learning can be enhanced through the following resources and primary source documents.

STONE SUN-DIAL [T], EIGHTEENTH CENTURY. FROM FORT PRINCE OF WALES, CHURCHILL. PHOTOGRAPHER: JOHN STRICKLAND, 1864
HBCA 1987/363-F-48/165
Hudson's Bay Company Archives, Archives of Manitoba

SEXTANT MADE BY NEGRETTI AND ZAMBRA DATED 3 MAY 1864
HBCA 1955/1165
Hudson's Bay Company Museum Collection, The Manitoba Museum
HTTP://WWW.MANITOBAMUSEUM.CA/MU_HUDSON_BAY.HTML
Articles Available through The Beaver Index.

Go to TheBeaver.ca/furtrade


Articles Available Through Other Sources

THemes TO CONSIDer
IN THIS STORY

a) The role of the Hudson’s Bay Company in supporting scientific exploration;

b) The influence of various people in England who were Company directors;

c) The difficulties of scientific observation in remote locations and using equipment that is inadequate for the job;

d) The courage and fortitude required by early scientific explorers;

e) The importance of integrity in reporting scientific successes and failures.

ACTIVITIES

INTRODUCTORY ACTIVITIES

Ask students to answer the following questions:

1) What techniques — puns, slang or other — does the author use to create humour and mood?

2) Brainstorm current astronomical events as a class. What can we learn from studying astronomy?

3) Check an atlas to see where the story is located. Why would Wales elect to go to Fort Prince of Wales? Compare the two transit locations mentioned in the story.

4) As Wales, write a letter to your son describing your experiences in Fort Prince of Wales.

5) What items were removed by British customs? Why?

6) Why do you think that the Hudson’s Bay Company supported Wales’s trip? What was in it for the Company?

ACTIVITIES THAT DEMONSTRATE OR APPLY KNOWLEDGE

1) Ask students to reflect on the following and answer the questions:

   a) The background to the Wales expedition is very important. Think about the reasons for Wales’s trip and his reluctance to come. Was Wales’s trip a success or a failure?

   b) Summarize the Wales story under the headings of WHO? WHAT? WHEN? WHERE? WHY? HOW?

2) Select several of the following topics to use for classroom discussions:

   a) What was Wales’s mission and when did it take place? How did the time when he lived in history affect his success?

   b) How did Wales impact the fur trade?

3) Research Activity

   This could be done by a small group of students or in pairs. The purpose is to provide students with the information about instruments and the challenges connected to navigation. Ask students to do the following:

   a) Locate relevant information on the following objects and or individuals. Write a brief report
on the historical background, the purpose of the item and the contribution of the individual to navigation.

i) astrolabe
ii) backstaff
iii) sundial
iv) gyroscope
v) chronometer
vi) celestial navigation
vii) dead reckoning
viii) Greenwich time
ix) Prince Henry the Navigator
x) John Harrison
xi) compass
xii) sextant

OR

b) The modern community of Churchill stands across the river from the ruins of Fort Prince of Wales. Churchill also has been used for various scientific projects. Find out about some of the past experiments there and look for information about future plans.

4) Ask students to do the following activities:

a) There were no souvenir picture postcards sold on board ship or at Fort Prince of Wales in Wales’s time. Design some for him and write the messages he might have written home, describing his feelings on the journey and at Fort Prince of Wales. Draw or use photos to show the picture and write the messages for three postcards — one from the journey and two from Fort Prince of Wales. They may be funny or serious.

b) Using the story, articles published in The Beaver www.TheBeaver.ca/furtrade and any relevant research material prepare an interview with Wales as he steps ashore in England. It could be done in the style of a radio or TV interview, although the technology did not exist during his time.

c) Packing for a long journey and a year’s stay at Fort Prince of Wales was a demanding task. Working with a partner, make a list of the personal items (cosmetics, clothing, entertainment, etc.) you might have needed to pack in your trunks if you had gone on the expedition with Wales. Check to see that all of the things you have listed had been invented by that time. (Do not include food; it was supplied by the Hudson's Bay Company.) Make a separate list of the things that you would have to obtain from the Aboriginal people when you arrived.

d) How would a person have gone about figuring out the distance between Venus and Earth using the diagram in the comic book?

e) Create a sundial and use it to obtain measurements. After several weeks of measurements, what observations can be made and what predictions would you make for the future? Find a quiet, undisturbed location in the school ground, on the roof of the school, or even at home and place a stick in the ground. Make sure it is vertical. Each day at the same time, preferably noon, go out and with small sticks mark the position of the shadow. You can also note how many days there is no sun. On a graph you can plot the changing angle and the changing length of the shadow.

f) Create a poster, brochure, or pamphlet on the transit.
ASSESSMENT

Plans for assessment will depend upon many factors, including the grade level, type of students, the time spent on this story and curricular objectives. Many of the following suggestions could be done individually, in pairs or as small groups. The form of assessment could be written, oral report, role play, or debate. Rubrics that assess content, organization, and mechanics may be effective tools for assessment purposes.
The story begins as Simpson, recently retired Governor of Rupert's Land for nearly 40 years, was confidently awaiting the arrival of the Prince of Wales. This was a great event in Simpson's life, the peak of a long and successful career in business. By this time Simpson was one of the most important people in British North America and entertaining the Prince was an honour that showed Simpson's importance.

He had arranged a "fur trade welcome" for the Prince with the sort of careful attention to detail he had always shown in his business career.

The welcome began with voyageur songs and large, colourful groups paddling in formation to make a grand spectacle. Predictably, the Prince of Wales was impressed. He brought greetings from his mother, Queen Victoria, who had knighted Simpson in the early days of her reign. During the Prince's visit, Simpson was ill, but he refused to admit it and went on with the festivities. Four days later, the stress caught up with the old man and he was confined to bed where he drifted in and out of consciousness for six days before he died. During this time, the comic book suggests that he saw the ghost of his long dead cousin, Thomas Simpson.

Simpson's life sounds like one of the popular novels of the time in which a poor boy worked hard and gained fame and fortune. He was born out of wedlock, about the year 1787. There is no historical account of...
who his mother was, and his father was the wayward son of a Scottish Presbyterian minister. Taken in by his aunt, Thomas’s mother, he was brought up in the Scottish town of Dingwall by his father’s family.

He attended the local school where he received a good basic education and, when he showed promise, his uncle, Geddes Simpson, put him to work in the sugar business in London. George did well in the business and worked in the counting house of Graham, Simpson, and Wedderburn on Tower Street in London for 12 years.

When Simpson was about 30, his talents were noticed by Mr. Andrew Colvile. The Colvile family had made a great deal of money in the sugar business in the West Indies and Andrew was now a major shareholder in the Hudson’s Bay Company. Colvile introduced Simpson to the Hudson’s Bay Company in 1820, recommending him for the position of acting Governor-in-Chief of Rupert’s Land despite the fact that Simpson had no knowledge or experience in the fur trade.

Five days after the appointment, Simpson left England to cross the Atlantic, travelling from Liverpool to New York. He was in a hurry but the crossing took 31 days and was apparently quite rough since he noted that most of the women on board suffered from sea sickness and spent the time in their cabins. He spent his time carefully observing his fellow passengers and making extensive notes about them. This notetaking was a lifelong habit and shows up again in his Character Book which contained his private opinions of the Hudson’s Bay Company employees. Some of his later decisions may have been influenced by these observations.

On his trip from New York to Montreal, he established a pattern of travel that was to become his trademark. On this trip he rented an open cart and sometimes drove 19 hours a day, flying past other travellers who were struggling with the poor road conditions of spring. He made the trip in seven days. He was to drive others throughout his life as he drove himself. He was always in a hurry.

When Simpson took his position in the Company in 1820, it was in turmoil and conflict. The Hudson’s Bay Company and North West Company were fighting a great battle over the fur trade of western North America. When Simpson arrived, he went to Norway House to meet with Governor Williams from whom he took over control of the Athabasca district. Simpson soon left, leading a brigade of 15 canoes to Fort Chipewyan where he confronted the North West Company employees.

In 1821 an agreement was signed, amalgamating both companies under the name Hudson’s Bay Company. Simpson took immediate control and ruthlessly downsized, cutting half the North American workforce and then cutting the remaining employees’ pay by 50%. He built the Company into a great business
empire, with stores in Hawaii and Alaska in addition to those in North America. It was a powerful company, run almost like an independent country, with its own currency, and power of punishment over its employees.

Simpson controlled more land than most kings. Only two other people in history — George III and Catherine the Great — had controlled a greater area of land.

He adopted the lifestyle of the fur trade and did what was necessary to be successful. He also took a country wife, one of three he was to be associated with prior to his "English" marriage. It is estimated that he fathered 75 children during his travels across North America, although this number comes from gossip among his acquaintances. When he decided to marry in England, he married off his country wives to other men and later kept his previous wives and children out of the sight of his wife lest she recognize that the children were his.

When he did go back to England in 1830 to marry, it was to benefit his career. He believed it was important to his position in society and business to have a well-bred English wife. Accordingly, he chose his 18-year-old cousin Frances, a young woman approximately 26 years younger than he was. They returned to Canada where they lived first in Montreal and then in the Governor's House in Lower Fort Garry. Frances was never happy in either place and was particularly unhappy at Fort Garry where their first child died.

Simpson travelled constantly, both in Rupert's Land and around the world. A special team of Mohawk paddlers from Kahnawake took him through his vast territory. He drove them mercilessly, often for 16 hours a day. He would sometimes pretend to sleep and trail his fingers in the water to see if the paddlers slackened the pace. When they did, he would "awaken" and berate them. One man became so enraged with the Governor he threw Simpson in the river but immediately pulled him out.

On these voyages, Simpson still kept meticulous records of his own, helped by his secretary Edward Hopkins. Hopkins had to struggle to make notes in the canoe as it was rapidly being paddled.

Simpson also travelled to other parts of the world — Russia, for example — to represent the Queen in a dispute between Britain and Russia over the boundary of what is now Alaska. This may be one reason why he was knighted by Queen Victoria, although the reason given for the knighthood was his backing of a successful Arctic expedition.

George Simpson died in 1860.
Learning can be enhanced through the following resources and primary source documents.
5.

Entries in George Simpson's "Character Book," 1832
HBCA A-34/2 PC 82 DESCRIPTIONS OF POST MASTERS
Hudson's Bay Company Archives, Archives of Manitoba

6.

Governor of Rupert's Land on a tour of inspection [Governor George Simpson]. HBC's 1926 calendar from a painting by L.L. Fitzgerald (from a photo of a painting by Cyrus C. Cuneo
HBCA P-390
Hudson's Bay Company Archives, Archives of Manitoba

7.

Photograph of a miniature portrait of Frances, wife of Governor George Simpson*, undated
HBCA album 10/12
Hudson's Bay Company Archives, Archives of Manitoba
http://www.hbc.com/hbcheritage/history/people/builders/simpson.asp


Audio Visual Resources

Mistress Madeleine. Toronto: National Film Board, 1986. Film. Set in Red River in the 1860s, this is the story of Madeleine who is Métis but has been educated by nuns and cut off from the problems of her own people. She is happily married “à la façon du pays” to a European trader until he brings a “legal” wife back from England. This event causes Madeleine confusion and unhappiness but it helps her to understand the political issues for her people. This film shows the way in which many country wives are unknown by their descendants.

http://www.nfb.ca/collection/films/fiche/?id=16807


http://www.nfb.ca/collection/films/fiche/?id=11139


http://archives.cbc.ca/DC-1-73-545-2740-11/politics_economy/hudsons_bay_fur_trade/


http://www.nfb.ca/collection/films/fiche/?id=10483

Diary Entries

Transcribed page from Frances Simpson’s Diary, May 30, 1830 describing travel with her husband.

http://www.lib.unb.ca//Texts/Poetry/WmWriters/bin/view_poem.cgi?tag=simpson

Fur Trade Stories

A unique presentation of primary and secondary resources found in the collections of Canada’s National History Society, HBCA - Archives of Manitoba, The Manitoba Museum, Parks Canada and several First Nations communities.

http://www.furtradestories.ca/

Hbc Heritage website

http://www.hbcheritage.ca for articles on Thanadelthur, James Knight, Simpson, Samuel Hearne; timelines; etc.

selected bibliographic entries

http://www.hbc.com/hbcheritage/learning/bibliography/

online e-book versions (.pdf and .html formats) of Tales from the Bay:

http://www.hbc.com/hbcheritage/learning/ebooks/
THEMES TO CONSIDER
IN THIS STORY

a) Deciding what kind of person you will be and what you will do for success.
b) Interaction between people varies with a change in the social, economic, or political situation.
c) The power of business and the concept of profit.
d) The life of women during Simpson’s time.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. GROUP DISCUSSION
Divide the class into small groups of two or three. Ask students to read this statement.

“In February next, I shall have completed forty years service with the Company. During that very long period of time I have never been off duty for a week at a time, nor have I ever allowed family ties and personal convenience to come in competition with the claims I considered the Company to have on me . . . it is high time, however, I rested from incessant labour. Moreover, I am unwilling to hold an appointment when I cannot discharge its duties to my own satisfaction.”

(George Simpson quoted as per Peter C. Newman, 1987)

Ask students to discuss the following questions in their groups and report back to the class.

a) Would you personally want to follow this successful business person’s example?
b) Would you hire a person with this philosophy?
c) How does Simpson define the description of “company man”?

2. ILLUSTRATIONS
Have students flip through the Simpson story and comment on the illustrations. Are the illustrations attractive? Do they draw you into the story? Students could decide on their appropriateness after they have studied the story. How do the illustrations reinforce mood and tone?

3. TITLE
What does the title suggest to you what the story will be about? Write a couple of predictions and check later to see how close you were. After the story has been studied students could comment on the title and suggest alternates.

4. MAPPING
Check the maps on page 29 of the comic book to discuss and record how they illustrate the success of George Simpson.
1. Simpson had a long and active life. Ask students to do the following activities:

a) Make a summary (or a timeline) of the events of Simpson's life to help keep the information organized. You may need to do some research to find out more details about his life.

OR

b) Summarize Simpson's story in comic book format.

2. Select several of the following topics to use for classroom discussions.

a) Many people judged George Simpson to be a cruel and driven man. Do you agree or disagree? Provide justification for your choice.

b) Simpson was knighted by Queen Victoria. Knighthoods are usually given to people who are outstanding in some particular field. Did Simpson deserve his?

c) How would you judge Simpson if you were an employee? a shareholder?

d) Peter C. Newman (1987) says that Simpson was “the right man in exactly the right place at precisely the right time.” Do you agree?

e) Would George Simpson be an effective leader of the modern Hudson’s Bay Company? How has business changed since Simpson’s time?

3. Ask students to do the following activities:

a) Simpson had a reputation for being a fast and legendary traveller. Using the information in the story and the section from Frances Simpson’s diary, write a short newspaper article for the people back in London. You could call it “Travelling with Sir George” or some similar title. To determine how critical (or sarcastic) the article will be, decide whether you are an employee of Simpson's who will still need a job or a reporter who is just travelling through the country.

b) Read all of the entries from George Simpson’s Character Book in this guide and decide what qualities and talents he most liked in his employees. Study modern want ads and write a want ad for an Hbc employee, using Simpson’s requirements.

c) Read the Character Book entries in the archival support section and then write an entry for George Simpson.

d) Imagine that you are one of Simpson’s children. Write a description of your father.

e) Create a mural or an illustrated map of Simpson’s life and travels.

f) Where in the World is George Simpson? Game. Have students research all the places Simpson visited in his extensive travels. Students should list clues describing the place and then have the class guess the location.

h) Write a paragraph explaining the rationale for including Sir George Simpson in this comic book. How did he contribute to the development of the country?
ASSESSMENT

Plans for assessment will depend upon many factors, including the grade level, type of students, the time spent on this story and the curricular objectives. Many of the following suggestions could be done individually, in pairs, or as small groups. The form of assessment could be written, oral report, role play or debate. Rubrics that assess content, organization, and mechanics may be effective tools for assessment purposes.
EXCERPTS FROM GEORGE SIMPSON’S CHARACTER BOOK

NO. 16
Deschambault George. A Canadian about 27 Years of Age, has been 13 Years in the Service. A well meaning, well disposed, heavy dull slovenly man, who is deficient in Education and can never be particularly useful. Understands a few Words of Cree, has charge of a small Post and does his best to manage it well, which does not require much talent otherwise it would not have been placed in his hands. Can have no pretensions to look forward to advancement. Stationed in English River Deptmt.

NO. 17
Douglas James. A Scotch West Indian: About 33 Years of Age, has been 13 Years in the Service. A stout powerful active Man of good conduct and respectable abilities; tolerably well Educated, expresses himself clearly on paper, understands our Counting House business and is an excellent Trader. Well qualified for any Service requiring bodily, firmness of mind and the exercise of Sound Judgement, but man to a fill a place at our Council board in course of time. Stationed in Columbia Deptmt.

NO. 18
Dears Thomas. A Londoner. About 38 Years of Age, has been 15 years in the Service. A Flippant, superficial trifling creature—who lies more frequently than he speaks the truth, can take a Glass of Grog and I strongly suspect is given to pilfering; altogether a low scampish fellow, but active, can make himself useful at a Trading Post or Depot and has a facility in acquiring a smattering of the Indian Languages. Was picked up in Canada during the opposition when character was not much enquired into and I suspect him a Gentleman’s Servant ‘out of place’. Attached to the New Caledonia Department, does not afford satisfaction, has been repeatedly on the retiring list but could not be conveniently parted with, will however be dismissed [from] the Service this season or as we sometimes express it permitted to retire. Stationed at New Caledonia.

NO. 19
Davies William. A half breed from the Southern Department. About 24 Years of Age, has been 7 years in the Service; neither a good Clerk nor Trader, trifling, superficial and does not confine himself to the truth. Not a man of any promise and can have no expectation of material advancement. Stationed at Mingan.

NO. 40
Hargrave James. A Scotchman about 32 Years of Age, has been 12 years in the Service. A Man of good Education and of highly correct conduct and character and very useful. Expresses himself well either Verbally or on paper, is clear headed and possesses a better Knowledge of general business that might be expected from the advantages he has had. Equal to the management of York Depot and better qualified for a Seat in Council than 9 out of 10 of our present Chief Factors. Has every reason to calculate on early promotion and may in due time reach the board of Green Cloth if he goes on as he promises; he has not however any experience in the Indian Trade, can speak none of the Native Languages, his health is not very good and his temper is rather Sour. Stationed at York Factory.
FROM THE DIARY
OF FRANCES SIMPSON

MAY 30TH

. . . soaked into our clothes, that it was necessary to sit up till 11 P.M., dry-
ing them before the fire, when we laid ourselves down, but I had scarcely
closed my eyes when I was roused by the well known and (to me) unwel-
come signal of "Lève Lève Lève," and found on enquiry the time to be a few
minutes after 12.

Embarked, and had just fallen asleep again, when we were obliged to start
up for the purpose of crossing a very bad Portage; the dry parts slippery,
from the frost of the former night, and covered with fallen Timber, and the
miry portions (which were not a few) almost impassable.

Over this rough & disagreeable road we groped our way in the dark, and
found Mr. Christie & his party fast asleep at the farther end. I could not
help thinking it the height of cruelty, to awake them at such an hour, hav-
ing a strong fellow-feeling for, as it was with the greatest difficulty I man-
aged to keep my eyes open, and more than once fell on the slippery &
uneven ground -not much ceremony was however observed, and in a very
short time we were all again afloat.

Got to another Portage at day-break, where, out of charity to me, a fire
was lighted, and Breakfast prepared, the most seasonable and welcome
meal, I ever sat down to.

Transcribed page from Frances Simpson's Diary, May 30, 1830
Poetry/WmWriters/bin/view_poem.cgi?tag=simpson1
Culminating Projects

The following suggestions enrich the learning experience for students and bring together all three stories found in the comic, Tales from the Bay.

1. The Fur Trade and Animal Rights

Research, prepare, and participate in a debate on the following topic: "Be it resolved that the fur trade in Canada be abolished."

There are a number of relevant resources available on this topic on-line from First Nations groups, the Canadian Government, the fur business, and animal rights activists.

2. We could argue that Aboriginal people including Thanadelthur were wrong to cooperate with the European fur traders because their cooperation eventually brought about a drastic change in the way of life of Aboriginal people. Put forward the pros and cons for this argument.

3. Design a board game to follow the careers and travels of Thanadelthur, Wales, or Simpson. It could be a simple Snakes-and-Ladders format or could be set up like Trivial Pursuit, with questions to be answered before the player progresses.

4. Create a multimedia presentation that highlights the history of the Hudson’s Bay Company.

5. After reading all three stories, list and identify as many life lessons as possible. Use one of the lessons and create a slogan to live by.

6. Using graphics, words, and illustrations, demonstrate the relevance of interdependence of individuals and groups depicted in the comic.

7. Create a survival kit that would be useful for all the characters from the stories.

8. The environment and the harsh conditions are frequently mentioned in the stories. Compare conditions during the time periods mentioned in the comic and today, then create a report or pamphlet on "global warming."

9. Create an advertisement for the Hudson’s Bay Company of the 1700s and the 1800s. The advertisement could be in print, television, or radio format.

10. Using your understanding of the elements involved in editorial cartooning, create several cartoons that reflect the various viewpoints of characters found in Tales from the Bay as they relate to fur trade, interdependence, and/or the Hudson’s Bay Company.
**Comic Book Notes: Answers**

**THANADELTHUR: A QUEST FOR PEACE**

**NOTE 1:**
What does Chipewyan mean in the Cree language?
Answer: people with pointed skins

**NOTE 2:**
What does Thanadelthur's Chipewyan name mean?
Answer: marten shaking

**NOTE 3:**
What type of trading goods did the Chipewyan want from the Hbc?
Answer: guns

**NOTE 4:**
What does smoking the peace pipe symbolize?
Answer: The initial visible smoke carries the words and messages to the invisible world.

**NOTE 5:**
How old was Thanadelthur when she died?
Answer: She was in her late 20s.

**THE BIRCHBARK EMPEROR**

**NOTE 1:**
What were "country wives"?
Answer: Country wives were Aboriginal women, who married European men according to their native customs.

**THE TRANSIT OF WILLIAM WALES**

**NOTE 1:**
What was Wales's job before he took this one?
Answer: a teacher of mathematics and navigation

**NOTE 2:**
What exactly did the customs officials take from Wales, and what did they leave him?
Answer: They took a beaver cap, foxskin scarf, moose hide shoes, woollen mitts and socks, and a beaver skin cape. They left him his snowshoes.

**NOTE 3:**
How accurate was the sundial Wales constructed?
Answer: The sundial was inaccurate by 11 minutes of latitude

**NOTE 4:**
What does "muschettos" mean?
Answer: mosquitoes

**NOTE 5:**
How many times did Wales serve as astronomer and navigator for Capt. James Cook?
Answer: twice
The following individuals and organizations have cooperated in the development of Tales from the Bay: True Stories from the Archives of the Hudson’s Bay Company by providing direction and advice. Any errors or omissions, however, are strictly the responsibility of CoEd Communications Inc.

**ARCHIVAL MATERIALS**
- Hudson’s Bay Company Archives, Archives of Manitoba
- HBC Corporate Collection
- The Manitoba Museum

**SPECIAL THANKS TO**
- The Beaver
- Peter C. Newman
- Sylvia Van Kirk

**SPONSORED BY**
- Hudson’s Bay Company

**PUBLISHED AND DISTRIBUTED BY**
- CoEd Communications Inc.
  66 George Street, 3rd Floor
  Toronto, ON, M5A 4K8
  www.4edu.ca/tors/hbctales info@4edu.ca

**EXECUTIVE DIRECTOR:** Lisa Kelly
**PROJECT DIRECTOR:** Jamie Piekarz
**COPY EDITOR:** Lisa Kelly & Jamie Piekarz
**TEACHER’S GUIDE REVISIONS:** Linda McDowell, Dr. Tim Ball & Renée Fossett

**HISTORICAL CONSULTANT:** Renée Fossett
**STORY CONCEPTION/HISTORICAL WRITER:** Dr. Tim Ball
**RESEARCH & RESOURCE HELP:** Dr. Tim Ball, Renée Fossett, David McDowell 3rd Edition, Kathryn Exner

**COMIC BOOK EDITOR:** Ron Boyd
**COMIC BOOK WRITER:** Jim Waley
**COMIC BOOK LETTERER:** Ron Kasman

**TEACHER’S GUIDE 3RD EDITION:**
- **PROJECT DIRECTOR:** Jane Whittington
- **TEACHER’S GUIDE REVISIONS:** Jackie Underhill
- **HISTORICAL FACT CHECKING:** Joan Murray, Hudson’s Bay Company
- **COPY EDITOR:** Kathryn Exner
- **DESIGN:** Jairo Arango, Arango Communications Inc.