

# For Teachers

The timeline is a digital resource that includes interesting information and artefacts, engaging texts and visuals, and interactive components that connect the story of the Hudson's Bay Company to key concepts studied in a variety of subjects.

As a living resource, the timeline makes available newly developed resources that are relevant, current, and reflective of best practices in teaching and learning. For example, throughout the timeline, questions are posed to stimulate and promote critical and creative thinking as students engage with the information.

Included in this resource are suggested tasks for students to apply and extend their learning and to demonstrate their understanding of the concepts.

## Business Studies

The timeline contains a wealth of information about the Hudson's Bay Company's evolution as a sustainable business and its role in Canada's economic development. It also provides key information about HBC's retail and brand history in Canada spanning 100 years. This information has relevance for a number of concepts in Business Studies courses across Canada, (e.g., business management, entrepreneurship, economics, international trade, marketing). Critical thinking questions indicated by **B** connect the information to Business Studies topics. See pages 2 - 5.

## Geography

The story of the Hudson's Bay Company supports learning about the human and physical aspects of Canadian geography. The information in the timeline connects key events in the development of the Company to Canada's vast and varied terrain and to the settlement patterns that fostered the growth of our nation. Critical thinking questions indicated by **G** connect information to Geography concepts. See pages 6 - 8.

## Native Studies

As a result of the fur trade, contact between Aboriginal Peoples and the Hudson's Bay Company had a long lasting impact on both groups. The information on the timeline offers examples of how contact affected the lives and work of both groups in North America. Critical thinking questions indicated by **N** connect information to Native Studies topics. See pages 9 - 10.

## History

The contributions made by the men and women associated with the Hudson's Bay Company can provide insight into the Company's growth and the development of Canada. The information on the timeline connects the people to the historical events from early days to present. Critical thinking questions indicated by **H** connect information to History concepts (e.g. historical significance, cause and consequence, continuity and change and historical perspective). See pages 11 - 12.

## Career Studies

HBC has provided people with employment for over 300 years. The timeline contains information on aspects of the careers of many people associated with HBC including personal attributes, competencies and opportunities presented through changed circumstances. Critical thinking questions indicated by **C** connect information to Career Studies concepts. See pages 13 - 14.

## IMPLEMENTATION PLAN

Teachers are encouraged to use this resource as it fits with their implementation plans to engage students in learning concepts in a variety of business courses.

The curriculum connections and critical thinking questions identified below are an example of how this resource can support teaching/learning in business-related courses.

### Economics

The economics-related materials are focused on the concept of supply and demand and its relation to the development of Canada's resource based business history.

#### KEY CONCEPTS

##### Economics

*These concepts are commonly identified in economics-related courses in curriculum across Canada.*

- Basic economic theory/or thinking and its application (e.g., supply and demand, creation of wealth, factors of production, business strategies)
- The economy of Canada and regional economies (e.g., economy of a developing nation, roles of individuals, institutions, and government)

#### Critical question related to key concepts

#### **How did the fur trade and growth of settlements affect Canada's early economic development?**

In exploring this question, consider the effect of supply and demand in a resource-based economy, roles of individuals, government, and institutions.

#### Questions included on the timeline to direct students' thinking

- 1600** Think about how this situation is related to 'supply and demand.'
- 1668** What are some obstacles these early entrepreneurs are willing to face in order to establish the Hudson Bay fur trade as a viable business?
- 1673** What is the significance of establishing these trading posts as part of the English fur trade in North America?
- 1728** Why does this inland trading impact on the British fur trade?
- 1774** What motivates HBC to move inland from Hudson's Bay?
- 1780** Why does the Point Blanket become a major trading item?
- 1815** What are the economic aspects that result from the ban of pemmican sales?
- 1821** How might Simpson's foresight impact on the Company's survival and growth?
- 1825** How and why did the function of Fort Vancouver change for HBC?
- 1849** How does the arrival of steamships affect HBC's business?
- 1881** To what extent does the Company's diversification recognize the current realities in a resource-based economy?
- 1885** How do Donald Smith's various business interests influence HBC's growth as a company?

#### Tasks

Students view selected areas of the HBC website including links to other sites for information about the effect of supply and demand in a resource-based economy, roles of individuals, government, and institutions.

Students decide how to communicate and share the information. They could:

- present an argument about the economic effects of HBC establishing a fur trading business around Hudson Bay.
- create a profile that illustrates how George Simpson contributed to the restructuring and diversification of the Hudson's Bay Company.

**Critical question** related to key concepts

**How was the development of the Hudson's Bay Company as a major business from 1900 onward impacted by economic realities in a fast changing Canadian society?**

In exploring this question, consider regional economies, acquisitions, and other business enterprises.

**Questions** included on the timeline to direct students' thinking

- 1910** Why is it strategic for the Company to enter into land sales and wholesaling?
- 1953** How does this business venture benefit both HBC and regional economies in the north? (*Inuit crafts*)
- 1960** To what extent does this acquisition make sense given HBC's current business development strategy? (*Morgan's*)
- 1970** Why does HBC become a Canadian company?
- 1973** How would this acquisition advance HBC's retail business? (*real estate*) How does each of the companies contribute to the partnership? (*natural resources*)
- 1974** Why do you think that HBC locates its head office in Toronto? Explain your reasoning.
- 1993** How does this acquisition contribute to HBC's market presence in Western Canada? (*Woodward's*)
- 2000** How is online shopping advantageous to both the Company and the consumer?
- 2005** What are the benefits of this partnership? (*Canadian Olympic Committee*)
- 2012** What are the economic benefits of a company going public?

**Tasks**

Students view selected areas of the HBC website including links to other sites for information about regional economies, acquisitions, and other business enterprises.

Students decide how to communicate and share the information. They could:

- chart the highlights in the development of HBC as a company from 1900 to the present. For each point, explain what happened, why it happened, and what effect it had upon the development of HBC and the growth of Canada.
- describe business strategies that HBC used during the period from 1900 to 2000. Explain how these strategies led to a variety of business enterprises.

## Marketing

These materials focus on marketing concepts by looking at two distinct time periods – pre- and post-World War II. In the first time period, the development of HBC department stores is examined in the context of product, place, and promotion. In the second time period, there is a focus on acquisitions that supported and extended the HBC brand.

### KEY CONCEPTS Marketing

*These concepts are commonly identified in marketing-related courses in curriculum across Canada.*

- The marketing mix and its application in managing the direction of a company providing a product and /or service
- The development of a brand definition and its relation to selecting target markets.

### Critical question related to key concepts

#### **How did HBC address product, place, and promotion in the development of stores in time period from Confederation to World War II?**

In exploring this question, consider the effect increasing population and settlement of areas in Canada had on companies providing goods and services.

### Questions included on the timeline to direct students' thinking

- 1845** What is the location strategy used in the planning and running of the store?
- 1866** What does the product strategy change have to do with population growth in Montreal?
- 1872** How are product, place, and promotion considered in the opening of Simpsons in Toronto?
- 1881** Why would HBC operate both retail stores and mail order?
- 1884** How does place or location factor into the new Calgary store?
- 1889** How did product and place differentiate Morgan's from other vendors?
- 1913** What marketing strategies did HBC use to promote sales in the new Calgary store?
- 1922** How does the acquisition of the J.F. Cairns Limited Department Store support HBC's plans for locating its department stores throughout western Canada?
- 1926** Identify how product, place, and promotion are reflected in the new Winnipeg store.
- 1929** Describe how the Arcadian Court supports Simpsons marketing strategies for the existing Toronto store.

### Tasks

Students view selected areas of the HBC website including links to other sites for information about product, place, and promotion, and store development up to World War II.

Students decide how to communicate and share the information. They could:

- choose *product*, *place*, or *promotion* and summarize how it was used as part of a marketing strategy in HBC store development from 1845 till 1945.
- compare the use of *place* and *promotion* in the 1913 Calgary store and the Arcadian Court in 1929. Then, they could add how *place* and *promotion* are used in a department store in or near their community.
- produce an advertisement for a HBC department store in the early twentieth century. They research and include prices for several key items sold, and highlight store features such as restaurants used to draw customers.

**Critical question** related to key concepts

**How did HBC define and develop a brand through the development of its retail business?**

In exploring this question, consider the changes in the retail environment in Canada.

**Questions** included on the timeline to direct students' thinking

- 1910** Why is it strategic for the Company to enter into retailing and wholesaling?
- 1950** How is the term "target market" related to a shopping centre?
- 1952** Why is an effective mail order service important for marketing in Canada at this time?
- 1965** How does a national brand improve marketing efforts?
- 1978** How does the acquisition of Zellers, Fields, and Simpsons expand HBC's target markets?
- 1981** Why is it important that an anchor store have strong brand recognition?
- 1982** How does the Shop-Rite customer experience compare to purchasing online?
- 1990** What stores operating in Canada today serve the same target market?
- 1998** How does the acquisition of Kmart strengthen the Zellers brand?
- 2001** How does a rewards program help to build brand loyalty among customers?
- 2011** How does selling Zellers' leases reflect HBC's business direction?
- 2013** How does the 2013 rebranding connect HBC's history to its directions for the future?

**Tasks**

Students view selected areas of the HBC website including links to other sites for information about branding and related target markets in the time from World War II to the present.

Students decide how to communicate and share the information. They could:

- describe the target market for each HBC retail company in 1950, 1975, 2000, and today and relate that information to the overall HBC brand.
- create a company name, a description of main products offered, a definition of the target market, and an explanation of how this new company fits with the current branding of HBC.
- show how HBC used mail-order sales, catalogue stores, and online sales to serve the needs of its customers and to promote its brand.

## IMPLEMENTATION PLAN

Teachers are encouraged to use this resource as it fits with their implementation plans to engage students in learning concepts in Canadian geography courses.

The curriculum connections and critical thinking questions identified below are examples of how this resource can support teaching/learning in physical and human geography courses and focuses on the relationship between the environment and the people who live in it.

### Physical Geography

The materials focus on how Canada’s physical environment impacted on HBC’s exploration and trade initiatives.

#### KEY CONCEPTS Physical Geography

*These concepts are commonly identified in Canadian geography courses in curriculum across Canada.*

- Drainage basins, ecozones, landform regions, climate regions, weather and resource use.

#### Critical question related to key concepts

#### **How were exploration and the fur trade affected and determined by Canada’s diverse physical geography?**

When considering the question, explore the physical characteristics that impacted HBC’s choice of locations for forts and trading posts.

#### Questions included on the timeline to direct students’ thinking

- 1668** How did climate and weather play a key role in the first voyage of the *Nonsuch*?
- 1684** Why is York Factory well situated for the transport of goods?
- 1690** Trace Kelsey’s journeys on behalf of HBC and describe the information he gathered about western Canada.
- 1771** What does Samuel Hearne learn during his expeditions to the Arctic? How do these findings influence his recommendations to HBC?
- 1774** What benefit do these river networks provide for inland trading?
- 1779** How do the transportation routes used by HBC and the North West Company differ, and as a result, how does that affect each company’s “business cycle”?
- 1782** What causes HBC to relocate York Factory? How do they choose the new location?
- 1795** What factors make the relocation of Fort Edmonton necessary?
- 1813** How do the physical characteristics of the Red River area suit the river-lot settlement system?
- 1821** Why does Simpson choose the canoe to travel to the posts?
- 1825** Explain why Fort Vancouver’s location is critical to HBC’s fur trade. How and why did the function of Fort Vancouver change for HBC?
- 1831** Why does the location of Fort Garry change?
- 1840** Why is Fort Nisqually area a suitable location for the Puget Sound Agricultural Company?
- 1843** Why is Camosack ideal for a new HBC Fort?
- 1854** Do you think Rae’s decision to abandon further exploration in the Arctic was a good one? Explain your reasoning.

## Tasks

Students view selected areas of the HBC website including links to other sites for information about the physical characteristics of the HBC lands.

Students decide how to communicate and share the information. They could:

- in a group of three, mark on a blank map of Canada each HBC fort and trading post mentioned in the timeline. Create a chart that identifies the positive and negative characteristics of each location, using drainage basin, climate and ecozone information.
- write a 1-2 page report detailing how HBC exploration was affected by weather, climate, and physical characteristics of the land.

## Human Geography

The information and materials related to the HBC can be used as a focus to examine the relationship between human activities and the environment.

### KEY CONCEPTS Human Geography

*These concepts are commonly identified in Canadian geography courses in curriculum across Canada.*

- settlement patterns, survey systems, land use, transportation, immigration

### Critical questions related to key concepts

**How did HBC's presence in western and northern Canada affect settlement patterns and encourage immigration?**

**How were transportation methods used by HBC vital to the development of Canadian provinces and territories?**

When considering the question, explore the physical characteristics that impacted HBC's choice of locations for forts and trading posts.

### Questions included on the timeline to direct students' thinking

- 1684** Why is York Factory well situated for the transport of goods?
- 1813** How do the physical characteristics of the Red River area suit the river-lot settlement system?
- 1821** Why does Simpson choose the canoe to travel to the posts?
- 1836** Describe the advantages of a steamship over a sailing ship.
- 1840** Why is Fort Nisqually area a suitable location for the Puget Sound Agricultural Company?
- 1870** What benefits does HBC receive by signing the Deed of Surrender?
- 1872** What do you think HBC would do with the land that they received under the Dominion Lands Act?
- 1889** Why is the railway an important mode of transportation for settling western Canada?
- 1906** What are the effects of keeping sub-surface mineral rights on HBC and on land purchasers?
- 1909** What possible impacts does the opening of the north have on the development of Canada?
- 1911** Describe the functions the *Nascopeie* performs and tell how these contribute to Canada's identity.
- 1930** Why is preservation of the beaver critical to Canada?
- 1932** What are other impacts of air travel to the north?

### Tasks

Students view selected areas of the HBC website including links to other sites for information about settlement patterns, transportation, and resources.

Students decide how to communicate and share the information. They could:

- illustrate and describe the survey systems used on HBC land after the establishment of 1811 Red River Settlement and the Deed of Surrender.
- tell the story of how location of HBC's forts increased population density in western and pacific Canada. They could indicate which of these locations resulted in major urban centres.
- select one transportation mode used by HBC and defend its importance in the development of western and northern Canadian regions.
- identify causes and impacts of the collapse of the beaver population, and the solutions implemented in the early 1900s.

## IMPLEMENTATION PLAN

Teachers are encouraged to use this resource as it fits with their implementation plans to engage students in learning concepts in Native Studies courses.

The curriculum connections and critical thinking questions identified below are examples of how this resource can support teaching/learning in Native Studies courses.

The Native Studies-related materials focus on how contact affected HBC and Aboriginal Peoples.

### KEY CONCEPTS Native Studies

*This concept is commonly identified in Native Studies courses in curriculum across Canada.*

- The contact between Aboriginal and Europeans and its effect on both groups.

### Critical questions related to key concepts

**How did HBC's relationship with Aboriginal Peoples help HBC successfully enter the fur trade in Canada?**

**How did the lives of Aboriginal Peoples change after contact with HBC?**

### Questions included on the timeline to direct students' thinking

These questions will guide students as they investigate the benefits to HBC from contact with Aboriginal Peoples:

- 1659** How do the relationships that Radisson and Groseilliers establish with Aboriginal Peoples benefit both parties?
- 1660** How do the European traders benefit from Aboriginal Peoples knowledge of the North American terrain?
- 1690** What do the Kelsey journals tell us about Aboriginal Peoples?
- 1715** Why is Thanadelthur's involvement important to the development of HBC?
- 1754** How is the assistance of the Cree important to Henday's travels?
- 1768** How does the trading practice of the Montreal "pedlars" differ from HBC's approach to trading with Aboriginal Peoples?
- 1909** What strategies did Parsons use in establishing HBC's trading relationship with the Inuit?
- 1930** How does the decline of the beaver population change the relationship between HBC and the Cree?
- 1953** How do the Inuit share their culture through art?

**Questions** included on the timeline to direct students' thinking

These questions will guide students as they investigate the impact of HBC on Aboriginal Peoples:

- 1659** How do the relationships that Radisson and Groseilliers establish with Aboriginal Peoples benefit both parties?
- 1715** Why is Thanadelthur's involvement important to the development of HBC?
- 1768** How does the trading practice of the Montreal "pedlars" differ from HBC's approach to trading with Aboriginal Peoples?
- 1813** Why are the Métis settled in the Red River area?
- 1909** What strategies did Parsons use in establishing HBC's trading relationship with the Inuit?
- 1930** How does the decline of the beaver population change the relationship between HBC and the Cree?
- 1953** How do the Inuit share their culture through art?

## **Tasks**

Students view selected areas of the HBC website for information about how contact affected both HBC and Aboriginal Peoples. They decide how to communicate and share the information.

Students could:

- investigate and describe what people associated with HBC learned from an Aboriginal group of their choosing and how HBC benefited from that relationship.
- OR
- investigate and describe the relationship between HBC and Aboriginal Peoples and the effects of this contact on Aboriginal life.

They can share their findings and identify benefits and effects that were common to both groups.

## IMPLEMENTATION PLAN

Teachers are encouraged to use this resource as it fits with their implementation plans to engage students in learning concepts in Canadian history-related courses.

The curriculum connections and critical thinking questions identified below are examples of how this resource can support teaching/learning in history courses.

### KEY CONCEPTS

#### History

*These concepts are commonly identified in Canadian history courses in curriculum across Canada.*

- Historical significance (i.e. importance of actions or events)
- Cause and consequence (i.e. what actions, circumstances and beliefs led to particular results)
- Continuity and change (i.e. understanding history as a mixture of static and change rather than a list of events)
- Historical perspective (i.e. that point of view varies depending on factors such as beliefs, social position, position in time etc.)

**Critical question** related to key concepts

**How did people associated with HBC have an impact on the Company and the development of Canada?**

In exploring this question, consider the diversity and qualities of people associated with HBC and the Company's involvement in historical events.

**Questions** included on the timeline to direct students' thinking

- 1610** How do the explorations of Frobisher and Hudson change European interest in the New World?
- 1660** How do Radisson and des Groseilliers meet the challenges imposed on them by New France?
- 1665** Why do Prince Rupert's accomplishments make him a good choice as HBC's first governor?
- 1670** Why is having a governor living in Rupert's Land, in addition to one in England, important for HBC operations?
- 1690** Why are Kelsey's travels critical to the success of HBC?
- 1715** Why is Thanadelthur's involvement important to the development of HBC?
- 1719** How does Knight's disappearance affect HBC's development?
- 1754** What insight does Heday provide HBC about the western territory?
- 1756** How does the Seven Years War change the fur trade?
- 1784** Why is Thompson's work important to the development of the western regions?
- 1813** What issues arise from Selkirk's decision to start a colony at the Red River site?
- 1821** What effect does Simpson's leadership have on the development of the west?
- 1822** As Governor of HBC, how does Pelly influence the Company's growth?
- 1854** Why is Rae successful as an explorer?
- 1870** How does the Deed of Surrender impact Canada and HBC?
- 1872** How does Smith's foresight enable HBC's continued success in newly formed Canada?
- 1909** What is the impact of HBC's decision to begin trading with the Inuit?
- 1914** Why is HBC's contribution important to the war effort?
- 1930** What challenges does Maud Watt face in helping to preserve the beaver population?
- 1939** How does HBC demonstrate responsible corporate citizenship during World War II?

## Task

Students view selected areas of the HBC website for information about the contributions of the people associated with HBC. They decide how to communicate and share the information.

Students could:

- create a profile about a person or group associated with HBC outlining their accomplishments and importance in Canadian history. The profile could include information on successes they had, challenges they faced, and why their contributions were unique or significant.

## IMPLEMENTATION PLAN

Teachers are encouraged to use this resource as it fits with their implementation plans to engage students in learning concepts in a variety of career studies courses.

The curriculum connections and critical thinking questions identified below are an example of how this resource can support teaching/learning in career studies courses.

### KEY CONCEPTS Career Studies

*These concepts are commonly identified in career-related courses in curriculum across Canada.*

- Personal attributes and competencies as factors in the selection and development of a career area
- Recognition and exploration of opportunity and changed circumstances as components of career development

### Critical question related to key concepts

#### **How does personal profile affect people in their career development path?**

In exploring this question, consider the influence personal attributes and competencies have on career selection and development of people associated with HBC.

### Questions included on the timeline to direct students' thinking

- 1673** What personal attributes do the men from the Orkney Islands have that make them good HBC employees?
- 1715** What skills and attributes does Thanadelthur demonstrate?
- 1806** What attributes does Isobel Gunn possess that contributed to her success as an HBC employee?
- 1838** What accomplishments make Smith a valuable employee during his 75-year career with HBC?
- 1885** What role does family play in Donald Smith's career?
- 1903** What knowledge, skills and personal qualities do you think a person would need to start farming on the Canadian plains in 1903?
- 1913** What types of jobs would be available in the 1913 Calgary store?
- 1929** What careers would be available in the Hudson's Bay Oil and Gas Company?
- 1946** How does Margery Steele distinguish herself as a Company employee?
- 1965** What types of careers would be involved with running "The Bay" head office?
- 2014** What knowledge, skills and personal qualities would people like Bonnie Brooks, Liz Rodbell and Marigay McKee need to have to be successful?

### Task

Students view selected areas of the HBC website to gather information about the influence of competencies and personal attributes on career selection and development. They decide how to communicate and share the information.

Students could:

- visit <http://www3.hbc.com/careers/>. Select the HBC icon and then Search and Apply. Select a career category that interests them and research the qualifications needed and responsibilities, using postings on the HBC site.

**Critical question** related to key concepts

**How does the changing focus of a developing company provide new career opportunities?**

In exploring this question, consider the relationship between the various transitions of HBC over time and the resulting opportunities for its employees.

**Questions** included on the timeline to direct students' thinking

- 1784** What events impacted David Thompson's career?
- 1838** What accomplishments make Smith a valuable employee during his 75-year career with HBC?
- 1885** What role does family play in Donald Smith's career?
- 1913** What types of jobs would be available in the 1913 Calgary store?
- 1929** What careers would be available in the Hudson's Bay Oil and Gas Company?
- 1939** What effect does the war have on employment for women?
- 1946** How does Margery Steele distinguish herself as a Company employee?
- 1965** What types of careers would be involved with running "The Bay" head office?
- 2000** What career opportunities are available with providing online shopping?
- 2014** What knowledge, skills and personal qualities would people like Bonnie Brooks, Liz Rodbell and Marigay McKee need to have to be successful?

## Tasks

Students view selected areas of the HBC website for information about the relationship between opportunity and transition to career selection and development. They decide how to communicate and share the information.

Students could:

- examine the role opportunity played in the career paths of two people featured in the timeline. For each person, research and compare how opportunity and changed circumstances played a role in their career paths.
- select one of the women featured in the timeline and develop a profile to share. They could include experience and education, skills demonstrated in her career, and personal attributes that helped make the woman successful.