



## Building a Trading Post: How to Choose a Site

An Activity for the *Exploration, the Fur Trade and Hudson's Bay Company Site*

In this lesson, students develop, then compare and contrast various criteria for choosing the site of fur trading posts. They select suitable sites on a map, justify their choices, and produce a two- or three-dimensional artistic representation of the post. Much information, including maps, is available from the *Exploration, the Fur Trade and Hudson's Bay Company* site.

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### Subject/Ages

Subject: Social Studies (History, Geography), Ages 10 to 13

### Overview

The first portion of the activity involves brainstorming various criteria for selecting a site for a trading post, and what considerations might have to be made when building such a post.

The second portion involves small group work, to select a site for a post and determine what the post will be equipped with.

The third portion involves the creation of a two- or three-dimensional artistic representation of the post and the preparation of a presentation about the post.

### Outcomes (WCP, APEF)

#### Expectations (ON)

#### Objectives (QC)

#### Social Studies Outcomes (History and Geography)

By the end of these activities, students should be able to:

- Analyze, classify, and interpret information
- Use the five themes of geography (location/place, environment, region, interaction, movement) to focus their inquiries

#### Fine Arts Outcomes (Visual Arts)

- Produce two- and three-dimensional works of art that communicate a range of ideas for specific purposes and to specific audiences, using a variety of familiar art tools, materials and techniques

#### Language Arts Outcomes

##### (R) Reading:

- Read non-fiction materials for a variety of purposes

##### (O/V) Oral and Visual Communication

- Express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- Contribute and work constructively in groups

**These Language Arts Outcomes correspond to:**

- WCP GO – **R:** 3.2; **O/V:** 5.2, 5.1
- Quebec objectives – 2 (**Reading**); 2, 1 (**Oral**)
- APEF CGO – **R:** 4; **O/V:** 1, 2.1

**Materials/Resources  
Required**

Computers with access to the Internet  
 Various materials for student-selected means of expression  
 (painting, drawing, collage)  
 Student Handout  
 Assessment Criteria Sheet

**Links**

Early Canadiana Online: *Exploration, the Fur Trade and Hudson's Bay Company*  
 URL: <http://www.canadiana.org/eco/hbc/index.htm>  
 Hudson's Bay Company History Page  
 URL: [http://www.hbc.com/hbc/e\\_hi/default.htm](http://www.hbc.com/hbc/e_hi/default.htm) (English)  
 URL: [http://www.hbc.com/hbc/f\\_hi/default.htm](http://www.hbc.com/hbc/f_hi/default.htm) (français)  
 The National Library of Canada: *Pathfinders and Passageways*  
 URL: <http://www.nlc-bnc.ca/explorers>  
 The Virtual Museum of New France  
 URL: [http://www.vmnf.civilization.ca/explor/explcd\\_e.html](http://www.vmnf.civilization.ca/explor/explcd_e.html)  
 Musée Virtuel de la Nouvelle-France  
 URL: [http://www.vmnf.civilization.ca/explor/explor\\_f.html](http://www.vmnf.civilization.ca/explor/explor_f.html)  
 Natural Resources Canada *National Atlas of Canada*  
 URL: <http://www.atlas.gc.ca/>

**Previous Knowledge**

Students will need an understanding of Web navigation symbols, tools and terminology, particularly the tools used in *Exploration, the Fur Trade and Hudson's Bay Company* site.

**Lesson Opener**

Begin the lesson with a map of Canada. Ask students to place push pins (or some other marking device) on the map in places that they think would make a good site for a fur trading post.

**Procedure**

**Large Group Work**

Discuss the types of locations that students chose. Compare and contrast the different sites. Look at the differences and similarities between the sites. Some key questions:

- Where do they think furs from Canada were obtained?
- What would be the easiest way to transport those furs for different regions (especially the interior) to Europe?
- Using a standard map of the world, discuss what the easiest routes would be for the transportation of furs.

Brainstorm what kinds considerations might have to be made when building a trading post. Some suggestions:

- Weather
- Materials available
- Defense
- Storage space for goods
- Living areas

Retain the results of the discussions in a prominent place so that students may refer to them in their small group work.

### **Small Group Work**

Students are invited to brainstorm criteria that should be considering in choosing a site. Criteria might include weather, transportation, competition, neighbours and access to supplies.

Using these criteria and a map of Canada with rivers and lakes, students decide, as if they were an Hudson's Bay Co. official in the 18<sup>th</sup> or 19<sup>th</sup> century, **where would they build 5 trading posts.**

- For each of these, they should **make a list of reasons** they chose that location.
- They must also make a list of reasons that that location might not be perfect.

### **Small Group or Individual Work**

Students are invited to create an artistic representation of what their trading post would look like (two- or three- dimensional). The creation should reflect the geography and climate of the location, and other factors previously discussed in large group work. The post should be presented to the class with:

- A name for the post
- A list of the advantages and disadvantages of the location
- A list of stores, equipment and trading supplies that would be in the post. (They will be able to obtain this information from the *Exploration, the Fur Trade and Hudson's Bay Company* site, and may choose extra supplies).
- They are encouraged to present the information in a manner that evokes the spirit of the period (i.e. weather paper using tea bags, weather edges, use calligraphy, etc.)

Source: *A list of trading goods in Albany Fort America, 1706*

URL: [http://www.canadiana.org/eco/english/hbc/popups/albany\\_e.htm](http://www.canadiana.org/eco/english/hbc/popups/albany_e.htm)

## **Summary**

As a class, discuss different locations that were chosen. What were the major criteria in making the decisions?

Visit the maps on the *Exploration, the Fur Trade and Hudson's Bay Company* Web site.

- Where were HBC posts located?
- Were their choices the same or different?

## **Evaluation**

See the Assessment Sheet. Educators may also wish to use student-developed rubrics.

## **Homework/Extension**

Students could use their notes and artistic representation to create a fictional story about a personality at the post. Some suggestions:

- The Chief Factor, who has to protect his post from an attack by the French
- An fur trader who feels he has been cheated
- A European woman who has just arrived at the (almost entirely male) fort
- An Aboriginal women working at the fort (Aboriginal women did many of the menial tasks, and were also often taken as “country wives” by traders and explorers)
- A dog used to pull sleds in the far north.



## Building a Trading Post Student Handout

In this lesson, you will have the chance to choose the site of fur trading posts. You will then be able to select suitable sites on a map, justify your choices, and produce an artistic representation of the post. Much information, including maps, is available from the Early Canadiana Online *Exploration, the Fur Trade and Hudson's Bay Company* site.

**Part 1:** Using the criteria discussed as a class, and the map of Canada below, decide **where you would build 5 trading posts**. Make a list of pros and cons for each site.



© 2001. Government of Canada with permission from Natural Resources Canada

This map is also available on the Natural Resources Canada *National Atlas of Canada* site, on the *Quick Maps* page.

URL: <http://www.atlas.gc.ca/>

URL: [http://www.atlas.gc.ca/english/quick\\_maps/index\\_quickmaps.htm](http://www.atlas.gc.ca/english/quick_maps/index_quickmaps.htm) (English)

URL: [http://www.atlas.gc.ca/francais/cartes-eclair/index\\_quickmaps.htm](http://www.atlas.gc.ca/francais/cartes-eclair/index_quickmaps.htm) (français)

**Part 2:** You are invited to create an artistic representation of what your trading post would look like. The creation should reflect the geography and climate of the location, and other factors previously discussed in large group work. Your final presentation to the class should include:

- A name for the post
- A list of the advantages and disadvantages (pros and cons) of the location
- A list of stores, equipment and trading supplies that would be in the post. You can find this information on the *Exploration, the Fur Trade and Hudson's Bay Company* site:  
Source: *A list of trading goods in Albany Fort America, 1706*  
URL: [http://www.canadiana.org/eco/english/hbc/\\_popups/albany\\_e.htm](http://www.canadiana.org/eco/english/hbc/_popups/albany_e.htm)
- You may add extra supplies you think are necessary.

You are encouraged to present the information in a manner that evokes the spirit of the period (i.e. weather paper using tea bags, weather edges, use calligraphy, etc.)

### **Possible Sources of Information**

Early Canadiana Online: *Exploration, the Fur Trade and Hudson's Bay Company*

URL: <http://www.canadiana.org/>

Hudson's Bay Company History Page

URL: [http://www.hbc.com/hbc/e\\_hi/default.htm](http://www.hbc.com/hbc/e_hi/default.htm) (English)

URL: [http://www.hbc.com/hbc/f\\_hi/default.htm](http://www.hbc.com/hbc/f_hi/default.htm) (français)

The National Library of Canada: *Pathfinders and Passageways*

URL: <http://www.nlc-bnc.ca/explorers>

Natural Resources Canada *National Atlas of Canada* site

URL: <http://www.atlas.gc.ca/>

Natural Resources Canada *National Atlas of Canada* site, *Quick Maps* page.

URL: [http://www.atlas.gc.ca/english/quick\\_maps/index\\_quickmaps.htm](http://www.atlas.gc.ca/english/quick_maps/index_quickmaps.htm) (English)

URL: [http://www.atlas.gc.ca/francais/cartes-eclair/index\\_quickmaps.htm](http://www.atlas.gc.ca/francais/cartes-eclair/index_quickmaps.htm) (français)



## Building a Trading Post Assessment Criteria

In this lesson, you will have the chance to choose the site of fur trading posts. You will then be able to select suitable sites on a map, justify your choices, and produce an artistic representation of the post. Much information, including maps, is available from the Early Canadiana Online *Exploration, the Fur Trade and Hudson's Bay Company* site.

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**Program Area:** Social Studies (History)

**Criterion:** Historical Information

**Attainment Descriptor:**

- Contributes to the successful selection of trading post sites
- Accurately identifies the advantages and disadvantages of trading post sites
- Creates an artistic representation that accurately reflects the geography and climate of the setting, as well as considerations such as defense, materials available, storage space for goods, and living areas
- Creates an appropriate list of equipment and supplies for the trading post

**Program Area:** Language, Reading

**Criterion:** Reading of Non-fiction Materials

**Attainment Descriptor:**

- Selects, reads and communicates information from Web site source
- Applies information from reading to the completion of tasks (equipment for trading post, two-dimensional artwork)

**Program Area:** Fine arts, Visual Arts

**Criterion:** Creative Work

**Attainment Descriptor:**

- Combines elements of artistic representation into a work that communicates the shape, materials used, layout and surrounding landscape of a trading post in a specific setting

**Program Area:** Language, Oral and Visual Communication

**Criterion:** Cooperative Group Work

**Attainment Descriptor:**

- Listens attentively to organize and classify information and to clarify thinking