



Renewing a Contract with HBC

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

In this lesson, students will research occupations in the fur trade and draw up a contract for the work as if they were the worker or the owners of Hudson's Bay Company.

Subject/Ages

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

Overview

The first portion of the activity involves an introduction to the concept and language of contracts.

The second portion involves a small-group research of different occupations in the fur trade.

The third portion involves negotiating a contract between different groups.

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
- Identify some of the consequences of Aboriginal and European interaction

Language Arts Outcomes

(R) Reading:

- Read non-fiction materials for a variety of purposes

(W) Writing

- Produce pieces of writing using a variety of forms (e.g. contracts), techniques and resources appropriate to form and purpose
- Communicate ideas and information for a variety of purposes and to specific audiences

(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; **W:** 3.2; **O/V:** 5.2, 5.1
- Quebec objectives – 2 (**Reading**); 1 (**Writing**); 2, 1 (**Oral**)
- APEF CGO – **R:** 4; **W:** 5; **O/V:** 1, 2.1

Materials/Resources Required

Computers with access to the Internet
 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 (English)
 URL: 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
 Musée Virtuel de la Nouvelle-France
 URL: http://www.vmnf.civilization.ca/explor/explor_f.html

Previous Knowledge

Students should have:

- Knowledge of basic writing style and language conventions appropriate to grade level.
- Some basic knowledge of Canadian history
- 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

Create/review a class contract for behaviour and teaching.
 Examine the obligations of both sides and the language used.
 Key questions:

- What is a contract?
- What are the reasons for contracts?

Procedure

Small Group Work

Students are invited to use the ECO *Exploration, the Fur Trade and Hudson's Bay Company*, as well as other sources identified, to complete a table (see Student Handout) of words and phrases that describe the duties, responsibilities and conditions that face one of several different occupations:

- Coureurs de bois
- First Nations fur traders
- Women working in the forts

Groups are then asked to divide into two groups, representing:

- Hudson's Bay Company management
- The workers

Each group then has to identify which of the items on the list are most important to them.

Management will need a list of

- Things they want the workers to do or accept to make their company do better
- Things they will not give up
- Things they think they can give without hurting the company

Workers will need a list of

- Things they currently do that they hate, in order of importance
- Things they would like to make their job better
- These must be put together into a list of demands.
- They should also make a list of things they are willing to keep doing or give to management

Once both groups are finished, they should exchange lists and negotiate. This is done by going through each item on each list. If an agreement is made on a certain point, it should be put onto a list as part of the draft contract.

They should be willing to give some things up to gain some things.

When they have finished negotiation, they should draft a contract and present it to the class. Contracts can be displayed in a manner that suits the resources of the class.

Summary

Key questions:

- Do you think the contract was fair?
- What did you like/dislike about it?
- Can you live with the agreement?
- What have you learned about negotiations?

Evaluation

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

Homework/Extension

- Students may want to compare the effects of a monopoly versus competition on a business. A list of advantages and disadvantages of both can be created.
- Students can research the business of starting the fur trade. What was involved? How much did it cost? How to evaluate the cost of business versus the potential profit?



Renewing a Contract with HBC Student Handout

In this activity, you will have the chance to research occupations in the fur trade and draw up a contract for the work as if you were a worker or an owner of Hudson's Bay Company.

Part 1:

Complete a table (see Student Handout) of words and phrases that describe the duties, responsibilities and conditions that face one of these occupations in the fur trade:

Coueurs de bois
First Nations fur traders
Women working in the forts

Use the sources below to help you find this information.

Group: _____

Pleasant or Attractive Duties, Responsibilities and Conditions	Unpleasant or Unattractive Duties, Responsibilities and Conditions

Possible Sources

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 (English)

URL: http://www.hbc.com/hbcf/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

Musée Virtuel de la Nouvelle-France

URL: http://www.vmnf.civilization.ca/explor/explor_f.html

Part 2:

Management will need a list of

- Things management want the workers to do or accept to make the company better
- Things management will not give up
- Things they think management can give without hurting the company

Workers will need a list of

- Things workers currently do that you hate, in order or importance
- Things they would like to make the job better
- These must be put together into a list of demands
- You should also make a list of things you are willing to keep doing or give to management

When negotiating, remember that you may have to give things up to gain other things you want.



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Assessment Criteria

Program Area: Social Studies (History)

Criterion: Understanding of Concepts

Attainment Descriptor:

- Accurately described the work required by different groups in the fur trade, including dangers faced, approximate amount of compensation, tasks involved.
- Demonstrates an understanding, verbally or in writing, of how various groups participated in the building of Canada through their work.

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 (writing of demands and contract)

Program Area: Language, Writing

Criterion: Produce pieces of writing using a variety of forms

Attainment Descriptor:

- Produced a list of demands and a draft contract

Program Area: Oral and Visual Communication

Criterion: Conventions

Attainment Descriptor:

- Speaks clearly and uses appropriate variety in volume, rate, tone and pitch, pause, stress and emphasis, inflection, fluency.
- Negotiates constructively (listens to others, expresses viewpoint clearly, concedes some points to gain on others)

Program Area: Language, Oral and Visual Communication

Criterion: Cooperative Group Work

Attainment Descriptor:

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