



Report and Presentation Ideas

For use with the *Exploration, the Fur Trade and Hudson's Bay Company* Site and the Early Canadiana Online database of early Canadian texts.

Subject/Ages

Subject: Social Studies (History), Ages 14+

Overview

This documents provides a number of report/presentation ideas. Students will be able to use the *Exploration, the Fur Trade and Hudson's Bay Company* site to begin research, and then turn to other sources to support themes and arguments. There are four report/presentation ideas:

1. Rise of HBC
2. Aboriginals and the Fur Trade
3. Rivalry with the North West Company
4. Exceptional people

Note that sources on the ECO database can be read online, or printed and copied for use off-line.

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 early explorers and describe their impact on the development of Canada (e.g. fur trade explorers)
- Identify some of the consequences of Aboriginal and European interactions

Language Arts Outcomes

(R) Reading:

- Read and demonstrate an understanding of non-fiction materials from different periods, with an emphasis on analyzing and assessing information, ideas and themes

(W) Writing

- Produce pieces of writing using a variety of forms, techniques and resources appropriate to form and purpose
- Revise and edit their work, independently and collaboratively

O/V (Oral and Visual Communication):

- Listen to and communicate connected ideas and opinions clearly, concisely and appropriately
- Contribute and work constructively in groups

These Language Arts Outcomes correspond to:

- WCP GO – **R:** 3.2; **W:** 4; **O/V:** 4.4, 5.1
- Quebec objectives – 2 (**Reading**); 1, 2 (**Writing**); 4, 1 (**Oral**)
- APEF CGO – **R:** 4; **W:** 10; **O/V:** 2, 2.1

**Materials/Resources
Required**

Computers with access to the Internet
Student Handout
Assessment Criteria Sheet

Links

For more links, see the Student Handout.
Early Canadiana Online
URL: <http://www.canadiana.org/>
Early Canadiana Online: *Exploration, the Fur Trade and Hudson's Bay Company*
URL: <http://www.canadiana.org/eco/hbc/index.htm>

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

Lesson Opener

Watch a video about early New France, BNA or Canada (16th, 17th or 18th C). Discuss what life would have been like at that time for different groups (women, Aboriginals, coureurs de bois, pioneers, etc.). How did things change over this period?

Procedure

Students are invited to use the ECO *Exploration, the Fur Trade and Hudson's Bay Company*, the ECO database, as well as other sources identified to develop a report or presentation on some aspect of Hudson's Bay Company and life in what would one day become Canada.

For presentations, students are invited to use multi-media methods to enhance their work.

Summary

Discuss how their impressions of early Canada changed as a result of their research.

Evaluation

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



Reports and Presentations Student Handout

This learning activity will give you the opportunity to view primary source materials online and learn about aspects of life in early Canada.

Possible Sources

Early Canadiana Online

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

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

General Sources

The Canadian Encyclopedia Online

URL: <http://www.thecanadianencyclopedia.com/>

Timeline of Canadian History

URL: <http://web.securennet.net/members/chastie/Hisintro.html>

Canadian History

URL: <http://www.tedigna.com/history/>

Discoverers Web

URL: <http://www.win.tue.nl/~engels/discovery/>

Topic 1

The Rise of HBC

Prepare a presentation or report on the origins of Hudson's Bay Company, beginning with Cartier's first act of trade and ending with the approval of HBC Charter by British parliament in 1690.

Try to connect the events in a cause-and-effect chain. For example:

Cartier discovered that there were valuable furs in the New World. He also discovered that it was very cold in the winter. Because of this, people began to trade furs, but it was not until Champlain that anyone tried to stay again.

If you are writing a report, it should include:

- A title page with title, your name, course name, teacher name and date submitted
- An interesting introduction that tells what the report is about
- A body with proper footnotes or endnotes, as decided by your teacher
- A conclusion that follows logically from ideas developed in the body

Date due: _____ **Length of report/presentation:** _____

Use sources available on the first page, and any others you find that you feel are useful.

Topic 2

Aboriginals and the Fur Trade

Prepare a presentation or report on the interaction between Europeans and Aboriginals in the fur trade. Comment on:

- How contact with Europeans affected Aboriginals (health, trade)
- How Aboriginals helped Europeans survive
- How Aboriginals fit into the fur trade
- How the fur trade changed the lives of Aboriginal peoples

Try to see good and bad effects for all these points. For your conclusion, decide and explain why you think Aboriginal peoples would have been better or worse off without having met Europeans in the way they did. Consider: How could it have been different?

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- An interesting introduction that tells what the report is about
- A body with proper footnotes or endnotes, as decided by your teacher
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Date due: _____ **Length of report/presentation:** _____

Use sources available on the first page, and any others you find that you feel are useful.

Topic 3

Shootout: Rivalry with the North West Company

Prepare a presentation or report on conflict between Hudson's Bay Company and the North West Company. Comment on:

- How the North West Company began, and where its people had worked before
- Why the two companies fought
- The worst event of the rivalry
- What caused the North West Company to decide to make peace
- Who were the winners in the end

For your conclusion, decide and explain why you think it was a good or bad settlement. Who deserved to win, and why?

If you are writing a report, it should include:

- A title page with title, your name, course name, teacher name and date submitted
- An interesting introduction that tells what the report is about
- A body with proper footnotes or endnotes, as decided by your teacher
- A conclusion that follows logically from ideas developed in the body

Date due: _____ **Length of report/presentation:** _____

Use sources available on the first page, and any others you find that you feel are useful.

If you wish, you can also use this source from Early Canadiana Online:

An Act for regulating the fur trade, and establishing a criminal and civil jurisdiction within certain parts of North America (9 pages)

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=4c87af4237&doc=47766>

This is a copy of the act that joined HBC and the North West Company.

Topic 4

Exceptional People

Prepare a presentation or report on a person or group involved with the fur trade or Hudson's Bay Company. Comment on:

- His/her/their personal information as appropriate (birth date, education, life before becoming involved in the fur trade, life after becoming involved in the fur trade)
- What made them special
- What his/her/their great contributions were (places discovered, inventions, work done)
- How those contributions affected others

For your conclusion, explain how this person made our world a better or worse place today because of things he/she/they did.

If you are writing a report, it should include:

- A title page with title, your name, course name, teacher name and date submitted
- An interesting introduction that tells what the report is about
- A body with proper footnotes or endnotes, as decided by your teacher
- A conclusion that follows logically from ideas developed in the body

Date due: _____ **Length of report/presentation:** _____

Use sources available on the first page, and any others you find that you feel are useful.

If you wish, you can also use sources from Early Canadiana Online. For example, this is Samuel Hearne's journal:

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=93902> (vol 1) (français)

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=93903> (vol 2) (français)

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=35434> (English)



Reports and Presentations

Assessment Criteria

Program Area: Social Studies (History)

Criterion: Analysis of Historical Information

Attainment Descriptor:

- Reads and interprets primary source materials, drawing on information and ideas in these materials to formulate and support their work
- Demonstrates an understanding of the required historical elements that form the basis of the essay (conditions of treatment of aboriginals, conditions of life on fur trade route, etc.)

Program Area: Language, Reading

Criterion: Read and demonstrate an understanding of non-fiction materials

Attainment Descriptor:

- Analyzes and interprets information from a variety of primary and secondary sources
- Compares own ideas, values, and perspectives with those in a text

Program Area: Language, Writing

Criterion: Select and use appropriate writing forms with a focus on essays

Attainment Descriptor:

- Selected and used the level of language and voice appropriate to the specific purpose and intended audience
- Applied knowledge of report structure to organize a short essay, including an introduction, a body and a conclusion

Program Area: Language, Writing

Criterion: Preparing a presentation

Attainment Descriptor:

- Student presentation is well scripted and prepared
- Required information conveyed effectively
- Good use of furniture, props, decorations and/or multi-media

Program Area: Oral and Visual Communication

Criterion: Listen to and communicate connected ideas and opinions

Attainment Descriptor:

- Speaks clearly and uses appropriate variety in volume, rate, tone and pitch, pause, stress and emphasis, inflection, fluency.

Program Area: Fine Arts, Drama

Criterion: Creative Work

Attainment Descriptor:

- Use of body: controls and coordinates body, uses gestures and facial expressions
- Focus: concentrates and stays involved and in character
- Social skills: works cooperatively within groups, listens and responds to others