



## Essay and WebQuest 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.

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### Subject/Ages

Subject: Social Studies (History), Ages 16+

### Overview

This document provides a number of essay/WebQuest ideas. Students will be able to use the site to begin research, and then turn to primary source documents to support themes and arguments.

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 (primary and secondary sources) from different periods, with an emphasis on analyzing and assessing information, ideas and themes

##### **(W) Writing**

- Select and use appropriate writing forms with a focus on essays
- Revise and edit their work, independently and collaboratively

#### **These Language Arts Outcomes correspond to:**

- WCP GO – **R:** 3.2; **W:** 4
- Quebec objectives – 2 (**Reading**); 1, 2 (**Writing**)
- APEF CGO – **R:** 4; **W:** 10

### 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>

Essay Writing Sources:

Early Canadiana Online *Essay Writing Unit*

<http://www.canadiana.org/eco/english/tablecontent.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 (16<sup>th</sup>, 17<sup>th</sup> or 18<sup>th</sup> 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 complete an essay or report on some aspect of Hudson's Bay Company and life in what would one day become Canada.

## 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.



## Essays and WebQuests Student Handout

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

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Choose one of the topics below to develop into an essay. Your essay should include:

- A title page with title, your name, course name, teacher name and date submitted
- A clear introduction with a thesis statement
- A body with proper citation (footnotes/endnotes or APA/MLA style, as determined by your instructor)
- A conclusion that follows logically from the thesis and ideas developed in the body and makes a thoughtful generalization

**Date due:** \_\_\_\_\_ **Length of paper:** \_\_\_\_\_

Some sources are available after the topics. You may also use other sources. The Early Canadiana Online database contains many early Canadian texts – both primary and secondary sources – on exploration, the fur trade and HBC. Use the organized list on the *Exploration, the Fur Trade and Hudson's Bay Company* Web site or conduct a search on your own using any of these phrases in the subject search:

- Exploration
- Fur trade
- Hudson's Bay Company
- North West Company

### Topics:

#### Essay 1:

In the beginning of the 19<sup>th</sup> century, the fur trade was in crisis. Comment on the causes and reasons for this situation and make a reasoned statement about whether the situation was resolved to the benefit of all the people involved and to future Canadians. If not, how could it have ended differently?

#### Essay 2:

Statement: Hudson's Bay Company brought peace and stability to the Aboriginal peoples with which it dealt.

- Agree or disagree with this statement, using evidence from different sources.

### Essay 3:

Statement: The fur trade acted as a brake on the westward expansion of European settlement.

- Agree or disagree with this statement, using evidence from different sources.

### Essay 4:

Compare two short documents, both written in the 19<sup>th</sup> century, about the northwest and Hudson's Bay Company:

*Speeches on the Indian difficulties in the North-West*

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=42625>

*Canada West and the Hudson's-Bay Company: a political and humane question...*

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=22598>

In particular focus and comment on:

- Similarities/differences in bias
- Similarities/differences in attitudes toward HBC
- Similarities/differences in the description of the conditions in the North-West for
  - Settlers
  - Aboriginals
  - Fur Traders
- Similarities/differences in attitudes toward Aboriginals
- Similarities/differences in attitudes on westward expansion of European settlement
- The reasons for these differences/similarities

### Essay 5:

Read the biography of one of these people (or another) employed by Hudson's Bay Company:

Robert M. Ballantyne

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=63456>

Samuel Hearne

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)

J. Long

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=36367> (English)

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=37543> (français)

John Horden

URL: <http://www.canadiana.org/cgi-bin/ECO/mtq?id=62a8e0af15&doc=91125>

In particular, comment and focus 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

**Essay 6:**

Aboriginals and the Fur Trade: Prepare an essay 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?

## Some 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](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)

## General Sources

The Canadian Encyclopedia Online

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

Timeline of Canadian History

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

Canadian History

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

Discoverers Web

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

## Essay Writing Sources

About's guide to guides

URL: <http://7-12educators.tqn.com/education/7-12educators/msub57litsourcesessays.htm>

Bowdoin College History Department

URL: <http://academic.bowdoin.edu/history/WritingGuides/>

Capital Community College

URL: <http://webster.commnet.edu/mla.htm>

URL: <http://ccc.commnet.edu/grammar/>



## Essays and WebQuests Assessment Criteria

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**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
- Selects and uses specific and relevant evidence from a close reading of texts to support interpretations, analyses, and arguments
- Compares own ideas, values, and perspectives with those in a text
- Explains the influence of social and historical values and perspectives on texts

**Program Area:** Language, Writing

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

**Attainment Descriptor:**

- Formulated and refined a thesis, using information and ideas from prior knowledge and research
- Selected and used the level of language and voice appropriate to the specific purpose and intended audience
- Applied knowledge of essay structure to organize a short essay, including an introduction, a body and a conclusion

**Program Area:** Language, Writing

**Criterion:** Revise and edit their work, independently and collaboratively

**Attainment Descriptor:**

- Cited researched information, ideas and quotations according to acceptable research methodology
- Edited and proofread their work, identifying and correcting errors according to grade/age-appropriate requirements for grammar, usage, spelling, and punctuation.

## Possible Rubric

### Achievement Level

	<b>Below Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Total Marks	0-25	25-29	30-34	35-39	40-50

### Application of Conventions (Mechanics) (Language Arts)

Uses correct spelling, grammar and punctuation 0 1 2 3 4 5 6 7

Follows format of a formal essay (title page, double-spaced, etc.) 0 1 2 3 4 5

### Organization of Ideas (Language Arts)

Has a clear and captivating introduction with a thesis statement 0 1 2 3

Logical organization 0 1 2 3 4 5

Has proper annotation and bibliography 0 1 2 3 4 5

### Communication of Knowledge (Social Studies/History)

#### Communication (Language Arts)

Examines topic from perspective chosen, and stays on topic 0 1 2 3 4 5

Supports argument well using different sources 0 1 2 3 4 5

Demonstrates an understanding of the issues 0 1 2 3 4 5 6 7 8 9 10

### Understanding of Concepts (Social Studies/History)

#### Reasoning (Language Arts)

Has a clear and logical conclusion that makes a reasoned statement about topic 0 1 2 3 4 5

Essay Total: /50