

An open wooden hamper with a rope handle and brass hardware. The hamper is made of dark-stained wood with a prominent grain. The lid is propped open, revealing the interior. A brass hinge is visible along the edge of the lid, and a brass latch is on the front panel. A thick, light-colored rope handle is attached to the side. The text "The HBC Hamper" and "Teacher Resource" is printed in white on the inside of the lid.

The HBC Hamper
Teacher Resource

HBC Hamper

Beaver Pelts

HBC Point Blanket

HBC Flag

Glass Beads

The Waters of Rupert's Land

Calendar Portfolio

Canoe Poster

HBC Royal Charter

The Hamper - An Educational Experience

Using artefacts from this digital hamper, teachers and students can explore the many contributions that Hudson's Bay Company made during the early years of Canada's history. Teacher resource materials include Information about the artefacts that is complemented by interesting and relevant tasks to enhance instruction and to engage students in learning more about Canada's story.

About Hudson's Bay Company

Hudson's Bay Company has had an active presence in Canada for over three hundred years. Some of the greatest, most populous cities in Canada today began as Hudson's Bay Company trading posts.

Beaver was the most valuable and sought after fur. In fact, it was the rich resource of beaver that attracted the Europeans to Canada. At the time Europeans were absolutely enamoured of the beaver hat; in the seventeenth century anyone of style simply had to have one. The felt produced from the dense fur of the undercoat made a luxurious hat with an incredible sheen. Hats were so precious that a man might leave one to his son in his will.

It was two Frenchmen who sparked the idea of trade into the Hudson Bay region. Pierre Esprit Radisson and Médard Chouart, Sieur des Groseilliers, discovered a wealth of fur in the interior of the continent - north and west of the Great Lakes - accessible via the great inland sea that is Hudson Bay. Despite their success French and American interests would not back them. It took the vision and connections of Prince Rupert, cousin of King Charles II, to acquire the Royal Charter which, on May 2, 1670, granted the lands of the Hudson Bay watershed to "the Governor and Company of Adventurers of England trading into Hudson Bay."

Its first century of operation found HBC firmly ensconced in a few forts and posts around the shores of James and Hudson Bays. Natives brought furs annually to these locations to barter for manufactured goods such as **knives, kettles, beads, needles, and blankets**. By the late 18th century, competition forced HBC to expand into the interior. A string of posts grew up along the great river networks of the west of the interior.

In 1821 HBC merged with its most successful rival, the North West Company based in Montreal. The resulting commercial enterprise now spanned the continent - all the way to the Pacific Northwest (Oregon, Washington and British Columbia) and the North (Alaska, the Yukon, Northwest Territories and Nunavut). The merger also set the pattern of the Company's growth, being the first in a series of notable acquisitions. In 1870 HBC yielded sovereignty over its lands to the Canadian government and began to focus on developing the retail business we are familiar with today.



A short animation about beaver pelts and the fur trade serves as a context for further investigation and study of how HBC, through its trade with Canada's First Nations, was a major contributor to Canada's story.

Information about Beaver Pelts

History

- The beaver was the most valuable pelt sought by the European traders. Seventeenth century European fashion demanded that anyone of style simply had to have a beaver hat.
- Hudson's Bay Company's Coat of Arms features four beavers, emphasizing the importance of the beaver trade to the Company.
- Marc Lescarbot (1570 - 1629), a historian who lived in early New France, wrote this description of how the First Nations trapped Beaver:

"When they wish to catch the beaver, [the First Nations] break the ice of a frozen lake. Then one thrusts his arm into the hole, waiting for the beaver, while another goes out on the ice and beats it with a stick to frighten the beaver back to his lodging. Then one must be nimble to seize him by the neck."

Characteristics

- Thanks to the dense fur of the undercoat, the felt produced from the beaver pelt made a luxurious hat, waterproof, with an incredible sheen. The hats were so precious that a man might leave one to his son in his will.
- Two grades of pelt were recognized. "Castor gras" or "coat beaver" were pelts taken by the First Nations when prime, trimmed into rectangular shape, 5 to 8 of them sewn together and worn with the fur next to the body for 12 to 18 months. Constant friction of the fur reversed against the skin gradually loosened the outer guard hairs and sweat added a glossy sheen. As such, the skin became well greased, pliable and yellow in colour.
- "Castor sec" or "parchment beaver," on the other hand, designated the beaver pelt that has been stretched flat, dried, and brought in immediately by the First Nations. Castor sec still had the guard hair and lacked the thickness and quality of "castor gras."
- Castoreum from the beaver's scent glands (a natural source of acetylsalicylic acid - aspirin) was medically used for treating aches and pains.

Beaver Hats

- Hats were an important item of clothing and denoted an individual's social status and occupation.
- Originally centred in France, the hat-making industry was to a great degree the preserve of Huguenots (French Protestants). Over 10,000 hatters emigrated to England after the Edict of Nantes, which had allowed them the freedom to practise their religion, was revoked in 1685. France's hat-making industry collapsed while England became the centre of production.
- Beaver produced the best felt and thus the highest quality hats.
- Beaver hats were water-repellent. This fact, coupled with the fact that many hats had wide brims, may help explain their popularity in a rainy climate prior to the invention of the umbrella.
- Legends abounded that wearing a beaver hat made you smarter.
- Beaver felt declined in the mid-nineteenth century when silk velour was found to be less expensive yet just as stylish. Prince Albert, consort to Queen Victoria, popularized the wearing of silk hats.

HBC Web Resources

Beaver Pelt Animation

Picture Boards

A Fur Press
 Carrying Cargo
 Measuring a Beaver Skin
 HBC Trade Goods
 Trading Ceremony
 Fashion in Beaver Hats
 Inventory of Beaver Hats

Standard of Trade

Beaver Hats

People

Radisson and des Groseilliers
 Maude Watt
 James Watt

Learning Centre Timeline - 1600's to 1800's

HBC E-Books Adventurers

The Adventurer 1660 to 1720
 The Long Struggle with Montreal 1713 to 1821
 Give Us Good Measure 1821 to 1870
 Teacher's Guide

Learning Centre Videos

Canoe Poster

HBC Image Gallery

Beaver Hat - Trade and Retail - Image #2
 Beaver Skin - Trade and Retail - Image #16

External Websites

Aboriginal Affairs and Northern Development
 Canada

Province of Manitoba Archives, HBC Fur Trade
 Tokens

The Beaver and Other Pelts, McGill University
 Rethinking the Beaver, *Canadian Geographic*
 The Crees of Waskaganish First Nation

IMPLEMENTATION PLAN

Big Idea

The demand for beaver pelts for hat-making established a viable trading process between the Europeans and the First Nations.

Critical Questions

- Why was the beaver pelt so valuable to Europeans?
- Why was the fur trade valuable to the First Nations?
- How did the fur trade lead to the formation of the Hudson's Bay Company?

Curriculum Connection *Intermediate Grades*

Trade between First Nations and Europeans in early Canada

Getting Started

The animated story can serve as a way to generate students' interest in learning more about why the beaver pelt was a valued trade commodity in Europe.

After students view the animation, they share their thoughts by responding to questions such as:

- What did you learn from the story of the beaver pelt?
- What did you find most interesting?
- What surprised you?
- What more would you like to find out about beaver pelts?

Following the discussion, students identify an investigation they would like to conduct, decide where they will get the information and how they will share it with the class. Students might be interested in learning more about topics such as trapping of the beaver, preparation of the beaver pelts, and transportation of beaver pelts to Europe.

Concept Benefit of the Trading Process

The fur trade for the beaver in Canada benefited the First Nations and the Europeans.

Task

Students view selected areas of the HBC website for information about the development of the fur trade in Canada and benefits to both First Nations and Europeans

Questions to Guide Students' Thinking

- Why were the beaver pelts in such demand in Europe?
- How did the demand for beaver pelts in Europe encourage adventurers to investigate what is now Canada?
- Why were the trade goods listed on the Standard of Trade valuable to the First Nations?
- Why was the Standard of Trade created?
- What was the trade ceremony? Why do you think it was important for the trading process?
- What might have happened between tribes as one tribe traded with HBC before another?
- What were the stages of preparation and storage of the pelts for the journey to England?
- How did the actions of the Northwest Company force the HBC to change its strategy for locating trading posts?

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

- select a trade item from the Standard of Trade listing, research why it was valuable to the First Nations and contribute their information to a class montage.
- plan and act out a trading ceremony that started a session of the trading process.
- use a graphic organizer to show the stages of pelt preparation before sending them to England through Hudson Bay.

Concept Fur Trade and the Development of the Hudson's Bay Company

The demand for the beaver pelt led to numerous trade routes being used in North America and to the founding of the Hudson's Bay Company.

Task

Students search selected areas of the HBC website for connections between development of the fur trade and the founding and activities of the Hudson's Bay Company.

Questions to Guide Students' Thinking

- Why did Radisson and des Groseilliers seek a northern route into North America?
- What forts on Hudson Bay were built between the years 1670 and 1680? Why?
- How did the opening of the forts indicate that the fur trade had been successful for the Europeans?
- Which groups of Europeans competed in the fur trade and where did each group tend to trade for furs?
- What was the effect on the First Nations of the merger between the Northwest Company and the Hudson's Bay Company?
- How did George Simpson improve the operations of HBC?

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

- mark on a map of Canada the location of HBC forts or trading posts, the year they were founded and in an information bubble include a brief description of the purpose of each location.
- compose and present a speech that Radisson or des Groseilliers might have given in England to convince investors that sailing into Hudson Bay to trade for beaver pelts in North America was a solid business idea.
- write a letter from George Simpson back to the HBC Head Office in England that describes what he has done in his visits to the trading posts.

Suggestions for expanding and extending students' learning

Students choose a topic to investigate and share their learning in a creative and interesting product.

- Investigate and report on beaver hat manufacture in England.
- Use a graphic organizer to display information on current day beaver populations in each province.
- Research alternate products used by First Nations before they had access to items listed on the Standard of Trade and display on posters with explanations for how the items were made and used.



A short animation about the HBC blanket serves as a context for further investigation and study of how HBC, through its trade with Canada's First Nations, was a major contributor to Canada's story.

Information about the Point Blanket

History

- Hudson's Bay Company had woollen blankets available for trade from its inception in 1670. By 1780 the Company formally adopted the point blanket as a staple of trade. HBC still sells point blankets today.
- Short lines were often woven or sewn into a corner of the blanket's central field. These lines, or "points", identify the size, and thus the value, of the blanket. In 1780, for example, a two-point blanket (with each point representing about a yard of finished cloth) was valued at 2 1/2 beaver pelts at Fort Albany.

Characteristics

- Pointed blankets are made of 100% wool and have always been manufactured in a range of colours and basic patterns.
- To the First Nations the blanket represented a large piece of ready-to-use fabric, which was easier to procure than traditional blankets made of animal hide or plant fibres.
- The wool of the HBC point blanket was weather-hardy and offered good insulation from harsh weather conditions.

Colour

- The white HBC point blankets were effective camouflage for hunting during the winter months.
- The multi-coloured HBC blankets (striped in green, red, yellow and indigo) appealed to the First Nations sense of colour and pattern.

Uses

- A point blanket could be worn/used as is or: shaped into a robe, a capote - long, hooded wrap coat - or a vest; cut up to make breeches or leggings; formed into boot tops, liners, or even socks; used as a door for a cabin, a roof for a lean-to, a sail for a canoe, or as bedding on a dog sled.
- The woollen blanket became an essential item of clothing for the First Nations. It was worn in all kinds of ways as a means of expressing their individuality, sometimes off the shoulder, wrapped about the waist or draped over the head.

HBC Web Resources

Blanket Animation

Standard of Trade

HBC Point Blanket

HBC Our History Timeline (1780)

HBC Image Gallery

HBC point blanket coat - Fashion Images #7

HBC point blankets in Kwakiutl Indian house at Fort Rupert - Historical Images #3

HBC store, Temagami, Ontario, Bear Island - Trade and Retail Images #13

HBC point blanket capote - Art Images #5

HBC point blanket capote - Art Images #10

External Websites

Aboriginal Affairs and Northern Development Canada

The Point Blanket Site

IMPLEMENTATION PLAN

Big Idea

The HBC point blanket was a valued commodity in the early days of Canada's history and was an important trade item between First Nations and Europeans.

Critical Questions

- What characteristics of the point blanket made it such a valued item among First Nations and Europeans?
- How did the point blanket encourage trade between the First Nations and Europeans?

Curriculum Connection *Intermediate Grades*

Trade between First Nations and Europeans in early Canada

Getting Started

The animated story can serve as a way to generate students' interest in learning more about why the HBC point blanket was an important trade commodity.

After students view the animation, engage them in discussion by posing questions such as:

- What did you learn from the story of the point blanket?
- What did you find most interesting?
- What more would you like to find out about the point blanket?

Following the discussion, have students identify an investigation they would like to conduct and decide where they will get the information and how they will share it with the class. Students might be interested in learning more about topics such as blanket manufacture, colours preferred by other aboriginal groups, or how the blanket was made into other articles of clothing.

Concept Benefit of the Trading Process

The HBC point blanket was valued by both the First Nations and Europeans as it was well suited to the Canadian climate and could be used for many purposes.

Task

Students view selected areas of the HBC website for information on how the point blanket was important to the First Nations and to the Europeans in Canada. They record information either related to the First Nations or to the Europeans.

Questions to Guide Students' Thinking

- Why did the aboriginal people (or Europeans) value the point blanket?
- How was the point blanket a flexible product?
- What properties did the point blanket have that made it useful for many purposes?
- Which use for the blanket do you think was most creative? Why?
- Why was a white blanket useful for some aboriginal groups?
- What other types of clothing and outerwear did aboriginal people use for warmth? (In responding to this question, students can find information at <http://www.aadnc-aandc.gc.ca/>)
- What type of clothing did the Europeans wear to keep warm during the Canadian winters?

Students decide how to communicate and share the information as it relates to the use of the point blanket. They could:

- create a storyboard that shows the various uses of the point blanket by aboriginal people (or Europeans) and tell why it was valuable for each use.
- use a graphic organizer to describe materials that First Nations (or Europeans) used against the cold climate of Canada.

Concept Benefits of Trading Process

The point blanket was an important trade commodity between the First Nations and the Europeans.

Task

Students use information from the HBC website to verify this statement, giving examples to explain their reasoning.

Questions to Guide Students' Thinking

- Why was the blanket an important commodity for trade?
- Thinking about the trading process, how was the value of the point blanket determined in beaver pelts?
- Were the “points” on the HBC blanket a fair way of assigning value? Why or why not?
- Why did the point blanket represent the highest percentage of goods traded?

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

- create a drama showing the Europeans and First Nations involved in the trading process.
- present an argument for why the point blanket represented the highest percentage of goods traded.
- write a letter that a European trader would send home describing how the blanket was important to the success of his trading with the First Nations.

Suggestions for expanding and extending students' learning

Students choose a topic to investigate and share their learning in a creative and interesting product.

- Investigate why England excelled in the manufacture of woolen goods and produce an illustrated story.
- Using a graphic organizer, compare current methods of producing woolen blankets with the method used 200 years ago.
- Conduct a scientific inquiry to examine the insulating properties of wool. Report the results.



The HBC flag is used as a starting point for activities designed to support understanding of HBC's role in the expansion of Canada into the north and west. The activities guide students in exploring the factors contributing to expansion, the ways in which early trade and commerce were conducted, and the impact of commercial opportunities on Canada's development.

Information about the Flag

The HBC flag is essentially the Red Ensign of the British Royal Navy with some modification. The flag features a red field with the Union Jack in the upper left-hand corner. In the lower right hand of the central field are the letters HBC in white. The "H" and "B" are joined together as a single device. Prince Rupert, the first Governor of HBC, and an Admiral of the Royal Navy, arranged for HBC ships to fly the HBC flag when they were at sea. Eventually, the flag was flown on many of the smaller inland vessels as well. The flag was in evidence on the Company's forts and posts, during ceremonies, and on explorers' expeditions.

HBC Web Resources

Moose Factory

Fort Albany

York Factory

Fort Garry

Fort Vancouver

Canoes

The S.S. Beaver

York boat

The Prince Albert

The Prince Rupert

IMPLEMENTATION PLAN

Big Idea

The flag is a symbol of HBC's participation in Canada's history. It can be seen in many images of major events in HBC's story.

Critical Questions

- How did HBC's activities act as a major force in expanding the settlement of Canada's northern and western regions?
- How was HBC a major contributor in establishing economic relations between Europe and early Canada?

Curriculum Connection *Intermediate Grades*

Factors contributing to the settlement and development of Canada

Concept Expansion

The HBC flag was prominently flown at the various establishments which were founded as the Company expanded its trading business.

Task

Students choose one of the prominent HBC trading establishments and find out details.

Moose Factory

Fort Albany

York Factory

Fort Garry

Fort Vancouver

Questions to Guide Students' Thinking

- When was the establishment built?
- Why was it built?
- How important a role did it play in growing HBC's business and in contributing to the settlement of Canada? Explain your thinking.
- If you went to the location today, what would you see?
- What more do you want to find out?

Students decide how to communicate and share the information as it relates to business development and settlement in one of these locations. They could:

- write a factor's report describing daily life. The report could include visuals and digital elements.
- create a storyboard outlining what life was like at the peak of operation.
- plan an interview with a factor of one of HBC's establishments, preparing questions and anticipated responses about life in and around the establishment.

Concept Movement of Goods

The HBC flag was prominently flown on vessels carrying goods for the trading process.

Task

The HBC vessels that flew the flag ranged from canoes to ocean-going ships.

Students find information about the various kinds of vessels and how each vessel was used.

Canoes

The S.S. Beaver

York boat

The Prince Albert

The Prince Rupert

Questions to Guide Students' Thinking

- Why do you think the flag was flown on these various vessels?
- How was the design of the vessels appropriate for how and where they were used?
- How important were the vessels to Canada's economy? Explain your thinking.

Students decide how to communicate and share the merits of one of the vessels.

They could:

- design a brochure to advertise the sale of one of the vessels.
- compare the features of each vessel using a graphic organizer.
- create a 2-D or 3-D model of one of the vessels and label the features.

FOR TEACHERS



A small collection of images of beads and beadwork serves as a context for further investigation and study of how HBC, through its trade with First Nations, was a major contributor to Canada's story.

Information about Glass Beads

- Beading is a craft that has been practised by almost every culture in the world.
- Glass beads were highly valued by the First Nations because they were durable and came in a wide variety of colours.
- Before glass beads arrived on the scene, the First Nations were accustomed to using pieces of bone, shell or rock to adorn their clothing. Quillwork using dyed porcupine quills was also popular.
- HBC sourced beads from Europe specifically for the trade. They introduced glass beads from Venice, the Czech Republic, the Netherlands, and Germany to the First Nations in exchange for provisions or simply to gain their goodwill.
- Beads were a staple of the trade right up to the modern period. Seed beads were the most popular over time.
- The First Nations incorporated the beads into a well-established tradition of craft, custom and beliefs.
- Beads became common items to offer in gift exchanges when alliances and treaties were formed.
- The First Nations adapted European materials to their traditional ways of making clothing and accessories, substituting cloth for hide, beads for quillwork, and silk ribbon appliqué for painted designs.
- Native beading became something of a commodity in the Victorian period. First Nations began a craft tradition of making beaded items for commercial sale back to non-natives
- Starting in the early 1800s, the First Nations developed beaded souvenirs. They sold standard items of native apparel such as moccasins and pouches in addition to a host of remarkable new objects that catered to the Victorian taste for novelty and the exotic. They made things such as watch pockets, picture frames, miniature canoes, dolls, boot-shaped pincushions, smoking caps and beaded drawstring pouches that were very popular gifts for young Victorian girls. This tradition of beaded craftwork continues today.
- The fort "**patches**" are examples of the traditional native art being modified to modern commercial purposes.

HBC Web Resources

Standard of Trade

External Websites

The History of Beads, Saskatchewan Indian Cultural Centre

The Bead, Textile Museum of Canada

The Wolf Den

Native Canadian Crafts

Prairie Edge Trading Company and Galleries

Iskwew Beadworks

Métis Beading and Embroidery

IMPLEMENTATION PLAN

Big Idea

Glass beads were a valuable trade item in the fur trade.

Critical Questions

- Why did glass beads become a valued trading commodity to the First Nations?
- How did glass beads develop into an industry for the First Nations?

Curriculum Connection *Intermediate Grades*

Glass beads from Europe were a valued trade commodity.

Concept Benefit of the Trading Process

Glass beads from Europe were a valued trade commodity.

Task

Students view selected areas of the HBC website and other sites for information about the trade and use of glass beads by the First Nations.

Questions to Guide Students' Thinking

- Where were beads used other than in North America? How?
- What did First Nations use for decoration on their clothing before contact with the Europeans?
- Why did the First Nations value the glass beads?
- How did the use of the beads reflect the characteristics of the various groups?

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

- use a graphic organizer to present information about how First Nations decorated clothing and accessories before and after contact with Europeans.
- on a world map, trace the journey that glass beads made from European countries to North America and back to Europe.

Concept Benefit of the Trading Process

Decorating with glass beads continues to be an important industry for First Nations in Canada.

Task

Students collect information regarding how beads are an important element in First Nations crafts.

Questions to Guide Students' Thinking

- How are beads used by First Nations in crafts today?
- Why do you think crafting with beads has remained popular from the early trading days until present day?
- What beaded article would you like to have for yourself? Tell why.

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

- create a visual display of beading images that show the bead styles of First Nations crafters.
- write a promotional piece for one beaded article highlighting the intricacy of the design and its other merits.



The Waters of Rupert's Land (music selections)

In 1995 Hudson's Bay Company commissioned Manitoba folk group *Simpson's Folly* to record an album of music to celebrate the Company's 325th anniversary. *The Waters of Rupert's Land* is the result. A collection of instrumental versions of pieces popular in the 19th century, many of the selections are traditional ones that would have been well-known to the settlers and traders at Red River. Four selections are presented here:

- **Arran Boat Song:** aka "Queen Mary's Escape from Lochleven", c. 1774. Some versions have words, but this is more often performed as an instrumental piece.
- **Jock O'Hazeldean:** a version of a traditional Scots ballad by Sir Walter Scott (1814) that tells the story of a maiden's stubborn refusal to give up her true love.
- **Lord Franklin:** aka "Lady Franklin's Lament" or "The Sailor's Dream" is a ballad commemorating the loss of Sir John Franklin's British Arctic Expedition of 1845. Author unknown, c. 1852.
- **Southwind Waltz:** 18th c.

Simpson's Folly is a Winnipeg-based folk group which plays period music of the late 18th to mid 19th centuries. The group's name is taken from the one given by the inhabitants of Red River to the large 'stone fort' - Lower Fort Garry - built by HBC Inland Governor Sir George Simpson in 1830. Located thirty-two kilometres north of Winnipeg, Manitoba, site of the original (Upper) Fort Garry, the stone fort was built to avoid the period floods that beset the first fort's site at the forks of the Red and Assiniboine Rivers. Sir George expected that the new fort would draw business away from the old, and that a new settlement there would surpass the original. He was wrong - which is why the locals dubbed Lower Fort Garry "Simpson's Folly".

IMPLEMENTATION PLAN

Concept Personal and Analytical Responses to Music

Task

Students listen to Simpson's Folly's version of two traditional ballads, Jock (John) O'Hazeldean, and Lord Franklin. In a class discussion after each piece, students share their responses.

Questions to Guide Students' Thinking

- What do you think of when you hear this music?
- What instruments could you hear? Why do you think these instruments were chosen?
- Have you heard this type of music before? If so, where?

In pairs, students choose one of the pieces discussed in class and research online two renditions with accompanying lyrics (Both these ballads have been recorded by several artists).

Questions to Guide Students' Thinking

- What are the lyrics about?
- How are the pieces you have selected the same?
- How are they different?
- What emotions does each piece evoke?
- Which piece do you prefer?

Students decide how to communicate and share the comparison they have made. They could:

- use a graphic organizer.
- conduct an interview with their partner.
- prepare and read a musical commentary for TV, analyzing the pieces.
- play the role of judges at a competition who must decide which piece is of the best quality.

Concept Elements of Music

Task

Students listen to all four pieces of music. As a class, students identify the rhythm in the piece after it is played.

Questions to Guide Students' Thinking

- What piece of music does the rhythm in this piece remind you of?
- If you were a conductor, how would direct musicians to play this piece?

In groups of four, students choose one of the pieces to accompany in some rhythmical fashion. They could:

- use instruments they have available.
- use found objects.
- use their voices, feet, or hands.

Jock o' Hazeldean

'Why weep ye by the tide, ladie,
Why weep ye by the tide?
I'll wed ye to my youngest son,
And ye shall be his bride:
And ye shall be his bride, ladie
Sae comely to be seen' -
But aye she loot the tears down la'
For Jock o' Hazeldean.

'A chain of gold ye shall not lack,
Nor braid to bind you hair,
Nor mettled hound, nor managed hawk,
Nor palfrey fresh and fair.
And you, the fairest of them a'
Shall ride our forest queen.'
But aye she loot the tears down la'
For Jock o' Hazeldean.

'Now let this wilfu' grief be done,
And dry that cheek so pale;
Young Frank is chief of Errington,
And lord of Langley-dale;
His step is first in peaceful ha',
His sword is battle keen' -
But aye she loot the tears down fa'
Foe Jock of Hazeldean.

The kirk was deck'd at morning tide,
The tapers glimmer'd fair.
The priest and bridegroom wait the bride,
And dame and knight are there.
They sought her baith by bower and ha'
The ladie was not seen.
She's o'er the border and awa',
Wi' Jock o' Hazeldean!

Meaning of unusual words:

aye=always

loot=let

Lord Franklin *(Traditional)*

It was homeward bound one night on the deep
Swinging in my hammock I fell asleep
I dreamed the dream and I thought it true
Concerning Franklin and his gallant crew

With a hundred seamen he sailed away
The frozen ocean in the month of May
To seek a passage around the pole
Where we poor seamen do sometimes go

Through cruel hardships they vainly strove
Their ship on mountains with ice was drove
Only the Eskimo in his skin canoe
Was the only one that ever came through

In Baffin Bay where the whalefish blow
The fate of Franklin no man may know
The fate of Franklin no tongue can tell
Lord Franklin along with his sailors do dwell

And now my burden it gives me pain
For my long lost Franklin I'd cross the main
Ten thousand guineas would I freely give
To say on earth that my Franklin do live

Each of the paintings in this portfolio includes a description about what the scene depicts. These images and the descriptions can be used as a focus for an investigation into HBC activities and how they are related to Canada's history.

Information about the Paintings

The Hudson's Bay Company commissioned renowned artists to produce original paintings illustrating notable events drawn from its rich and dynamic past. These images created a unique documentary and artistic record of the Company's history. The paintings graced HBC's annual calendars from 1913 to 1970. Information and images for the entire collection are available at <http://www.hbcheritage.ca/hbcheritage/collections/art/calendar/>.



1. Hudson's Bay Company York Boats at Norway House
Walter J. Phillips, 1928



2. The Prince Albert and the Prince Rupert in Hudson Bay, 1845
John Robert Charles Spurling, 1926



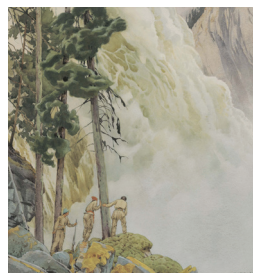
3. Chief Factor Barnston and R.M. Ballantyne at Tadoussac, 1846
Charles Fraser Comfort, 1941



4. Last Dog Train Leaving Lower Fort Garry, 1909
Charles Fraser Comfort, 1927



5. Fort Prince of Wales, 1734
A.H. Hider, 1921



6. John McLean at Grand Falls (The Discovery of Grand Falls), 1839
Walter J. Phillips, 1934



7. Governor Douglas Leaving Fort Langley, 1858
George Franklin Arbuckle, 1957



8. S.S. Beaver Anchored off Fort Victoria, 1846
Adam Sherriff Scott, 1932

IMPLEMENTATION PLAN

- As part of a larger study, these paintings or a selection from them could initiate interest and help students make connections with the geography of Canada, the fur trade, and HBC's role in opening exploration into our country.

In a class discussion, use the paintings and the descriptions to support the students as they make these connections. As a class, create questions for further investigation and reflection.

Working in pairs or small groups, students choose one painting to learn more about the early days of Canada and the fur trade.

- As a starting point for their study, they use the **Think About and Respond** questions and add other questions they have about the scene.

They decide on a creative way for sharing their information and thinking, (e.g., a vignette, a visual presentation, a re-creation, diagrams, maps, etc.)



1. **Hudson's Bay Company York Boats at Norway House,**

Walter J. Phillips, 1928

For over a century the York boat was the main mode of transportation between the inland trading posts and York Factory, on the shores of Hudson Bay. Named for their ultimate destination, York boats could carry more than 3 tons of goods, about three times the payload of the largest birch bark canoe. First introduced in the 1740s, the York boat was based on an old Orkney design that in turn, derived from the Viking long ship. Flat-bottomed, its pointed bow and stern angled upwards at forty-five degrees, which made it easy to beach or backwater off a sandbar. It was propelled by six or eight oarsmen working twenty-foot oars. For open water, the York boat was equipped with a large square sail, which also served as a tent at night. The painting depicts the arrival of a York Boat brigade at Norway House, at the northern end of Lake Winnipeg, around the year 1867.

Think About and Respond

The canoe was designed for river travel and large ships for ocean travel. Why do you think the York Boat was a suitable vessel for use in the fur trade? Give 3 reasons to support your thinking.



2. The Prince Albert and the Prince Rupert in Hudson Bay, 1845

John Robert Charles Spurling, 1926

The barques *Prince Albert* and *Prince Rupert* fly the Company's colours while parting company off Mansel Island at the northern end of Hudson Bay. Every year the vessels sailed in tandem from England on a voyage of re-supply. At Mansel Island the *Prince Albert* departed for Moose Factory and the *Prince Rupert* set off for York Factory, carrying goods and supplies for the Hudson Bay forts. Their cargoes included the staples of the fur trade - guns, ironmongery, earthenware, combs, feathers, stationery, vinegar, kettles, potatoes, tobacco, beads and other articles. In 1845, the *Prince Albert* endured a very difficult journey onward to Moose Factory. Her log constantly

records ice, which caused long delays. In the end, it took her 37 days to reach Moose Factory, about 800 miles south of Mansel Island, while it took only 10 days for the *Prince Rupert* to travel the 600 miles southwest to York Factory.

Think About and Respond

What does each of the following words mean when talking about the fur trading process?

- barques
- re-supply
- staples
- log

Categorize the staples listed into those that the HBC factors would use for trading and those they would use for living at the posts. Which ones did you put in both categories? Why?



3. Chief Factor Barnston and R.M. Ballantyne at Tadoussac, 1846

Charles Fraser Comfort, 1941

Winter was the favoured season for staff movements, making travelling much easier because of the down time. This painting depicts three traders arriving at the Hudson's Bay Company trading post of Tadoussac, their new assignment. The central figure is Chief Factor George Barnston. R. M. Ballantyne is the figure on the left carrying the copper kettle and green blanket. In the last period of his employment with HBC, Ballantyne started to write a journal. Although his Intent was to describe his experiences to his mother, "The Record", as it was called, ultimately led Ballantyne to what would become his life's work. His novel,

Hudson's Bay or The Life in the Wilds of North America, which recounts his youth and adventures during his seven-year employment with HBC was published in 1848.

Think About and Respond

Ballantyne titled his novel, "The Life in the Wilds of North America." What types of adventures do you think he might include?

If you were living in England during this time and hearing stories about the fur trade in Canada, what images do you think you might have of North America?



4. Last Dog Train Leaving Lower Fort Garry, 1909

Charles Fraser Comfort, 1927

Lower Fort Garry was built in 1831 by Rupert’s Land Governor George Simpson to avoid the periodic devastating floods that occurred at Upper Fort Garry. Known as the “Stone Fort”, its walls were constructed of limestone 3 feet thick, about 7.5 feet high and encompassed over 4.5 acres. The main role of dog sleds was to carry goods, furs, meat, and messages to forts in the winter. Dogs were less expensive than horses, so every man could afford two or three to pull a sled. Drivers vied with one another in the smart appearance, speed, and stamina of their huskies. Dog trains usually comprised several sleds, travelling in file

one after the other. By the early 20th c. other modes of transportation - primarily rail - were starting to penetrate areas previously accessible only by traditional means. In 1910 work began on a rail line from The Pas to Churchill, Manitoba.

Think About and Respond

Why do you think dog-driven sleds were used to transport the trading goods inland?

Find out more about the journey that dog trains made in transporting trading goods. Identify some of the goods and tell why each item would be included.



5. Fort Prince of Wales, 1734

A.H. Hider, 1921

A trapper arriving at Fort Prince of Wales was a common sight during the dreary winters along the Hudson Bay shore. Soon after the treaty of Utrecht in 1713 it became clear that a new fort was needed at the mouth of the Churchill River to protect the Company’s assets in the event of a new war. Construction began in 1732. Intended to replace the earlier fort that had been built on the opposite shore, its design was based on the popular European ‘star’ configuration with four protruding bastions, but its massive size and small construction crew made for slow progress: the fort took almost forty years to complete. Fort Prince of Wales saw action only once, in 1782, when Chief Factor Samuel Hearne, the famous explorer, surrendered it to the French admiral de la Pérouse

without firing a shot. After the victorious French spiked the guns and blew up the magazines HBC abandoned the fort forever.

Think About and Respond

Learn about the European ‘star’ architecture. What materials would be used in constructing this type of building at the mouth of the Churchill River in the 1800s?

What challenges other than the size of the fort and lack of workers would contribute to the many years it took to complete the construction?



6. **John McLean at Grand Falls (The Discovery of Grand Falls), 1839**

Walter J. Phillips, 1934

The Grand Falls on the Hamilton River in Labrador were discovered in 1839 by Hudson's Bay Company Clerk, John McLean. In charge at Fort Chimo on Ungava Bay (modern Kuujjuak, QC), McLean journeyed overland to the Labrador coast. He was looking for an overland annual supply route via Hamilton Inlet, or Esquimaux Bay as it was then called, which would be safer and more reliable than the sea route into Ungava Bay. McLean recorded his impressions in his journal: "... one evening, the roar of a mighty cataract burst upon our ears, warning us that danger was at hand. We soon reached the spot, which presented to us

one of the grandest spectacles in the world, but put an end to all hopes of success in our enterprise." The following season McLean learned from natives of an alternate route via a chain of lakes that bypassed the mighty falls; this other route was eventually developed for the annual brigades. Grand Falls was re-christened Churchill Falls in 1965.

Think About and Respond

What were the environmental challenges that the traders faced in finding an overland route? Why do you think the natives' alternate route was a good solution?

On a map, trace a possible route that the traders could take.



7. **Governor Douglas Leaving Fort Langley, 1858**

George Franklin Arbuckle, 1957

On November 19th, 1858 the proclamation of the new mainland Colony of British Columbia was held at Fort Langley. Originally planned to be held out of doors, driving rain all day long forced the ceremony inside into the "big house" of the Fort. James Douglas, already Governor of the Vancouver Island colony and HBC's Chief Factor at Fort Victoria, was sworn in by Matthew Baillie Begbie, Chief Justice of the island colony. The following day the official party sailed back to Fort Victoria.

The painting depicts the departure from the Fort Langley dock. Chief Justice Begbie as well as Admiral Baynes and Capt. J.M. Grant look on as Douglas shakes hands with a native chieftain.

Think About and Respond

What clues in the painting suggest that this was an important event? Who was involved? What role did these people have? Explain your thinking.



8. **S.S. Beaver Anchored off Fort Victoria, 1846**

Adam Sherriff Scott, 1932

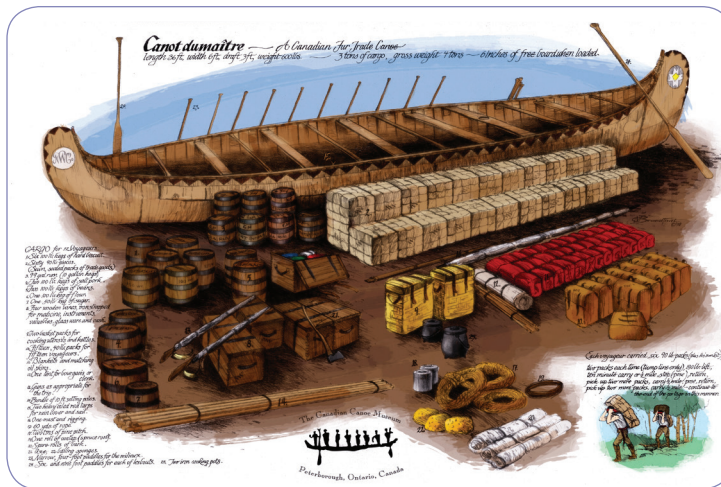
The S.S. *Beaver* lies off of Fort Victoria in the summer of 1846, three years after the fort's founding. One of the most famous Hudson's Bay Company ships, S.S. *Beaver* was the first steamship in the Pacific Northwest. She was launched on the 2nd of May 1835, the 165th anniversary of Hudson's Bay Company. Though designed for steam, *Beaver* made the transatlantic crossing via Cape Horn under sail. She had not the room to carry sufficient coal for the entire crossing, and instead carried her engines with her to be installed upon reaching her destination. During her heyday the *Beaver* regularly sailed between

the southern and northern B.C. coasts, as far as Fort Simpson on the Nass River (near modern Prince Rupert). She typically made four round trips in a year, stopping at native communities and trading directly with the local inhabitants. Over time Victoria became her home port.

Think About and Respond

Why do you think the S.S. Beaver was a suitable vessel for trading along the B.C. coast? Give reasons.

Do you think having the S.S. Beaver stop at native communities to trade was a wise decision? Explain your thinking.



Learn facts about the contents of the canoe, using the mouse to scroll over the different items.

Canoe Poster

The voyageurs travelled in large canoes called *Canots du maître* on their fur trading expeditions to Lake Superior. The entire journey took many months and the voyageurs met numerous challenges along the way. The canoe contained mostly everything they needed for trading for furs and for their long expedition.

Examining a Voyageur's Canoe

- The voyageurs used the items in the canoe for trading and as supplies needed for their journey.
 - With a partner, make a list of the items.
 - Think about how to group the items according to their use.
 - Decide on 3 categories and record each item under one or more of the categories.
 - Share and explain your chart with another pair.
- Examine the poster to see how much weight the canoe will hold. The weights for some of the cargo are provided. For items where there is no weight indicated, estimate the weight. Using these amounts, calculate the estimated weight of the cargo. How close is your estimation to the cargo weight that the canoe will hold?
- The canoe hits a rock and springs a leak! Identify the items that the voyageurs would use to repair the canoe and tell how each would be used.
- For one voyage, a family of three (father, mother, and young child) are passengers. Decide which items would be left behind to make room. Consider the following:
 - Weight
 - Purpose of the items
 - Time of the year
 - Space needed
- After the trading, the voyageurs make the return trip to Montreal. The cargo is different. What would the new items be? What items from the original cargo would be needed? Explain your choices.

