



Activity 1.1 ~ Text Structure Charting Activity

Name: _____

In Chapter 1, "The Adventurer", you'll read about the early voyages and explorations that led to the creation of the Hudson's Bay Company. As you read, use the table below to record the main point (key information) for each section. Then look over the information and complete the third column of the table coding items as "significant" (i.e., those things that are necessary to understand the story) or "interest only" (i.e., those things that make the story more interesting, but you could still understand the story without it).

Heading/Subheading	Main Points	Significant or Interest Only
The Adventurer (page 2)		
The Voyageurs Radisson and des Groseilliers (page 4)		
For Want of a Hat (page 6)		
Prince Rupert (page 7)		
The Discoverer of Hudson Bay (page 8)		
Pierre Le Moyne, Sieur d'Iberville (page 9)		

Which is the most important heading/subheading in the chapter and why?

Which is one of the least important headings/subheadings in the chapter and why?

How does the addition of "Interest Only" sections make the story more exciting or interesting?



Activity 1.2 ~ Create a Comic Strip

Name: _____

In Chapter 1, we learn about the epic voyage of the *Nonsuch*: a wonderful tale of adventure. Using the information about people, places, challenges and other historical elements, create a comic strip that captures the essence of the voyage. Be sure to include a clear beginning, middle with a conflict or problem, and end.

The six frames below can help you draft and organize your ideas. Create your “good copy” on a clean sheet of paper, folded to give you the number and size of sections you require.



Activity 1.3 ~ Voyage of Discovery

Name: _____

In 1660, people exploring the new world were really “flying blind” without satellite imagery, aerial photos, accurate maps or even first hand information from others who had made the journey. In the first chapter of *Adventurers*, there are several references to the lack of information held by the people in the 1600s. Re-read the sections described below and consider the impact of early exploration as you answer the questions.

1. On page 4, read the caption (italicized print) under the illustration of the beaver and their home. What was the misunderstanding?

How could this misunderstanding have been clarified as a result of early exploration?

2. On page 7, read the paragraph about King Charles' Charter. What information did King Charles not have when he granted the Charter?

Did this lack of accurate information affect how Hudson's Bay Company operated? Did early exploration correct this misunderstanding?

3. On page 8, read the section about “The Discoverer of Hudson Bay”. What was the misunderstanding?

What was the result of this misinformation?

4. Why was “misinformation” so common in these early years of exploration?

5. Would you have wanted to be an explorer in the 1600s? Why or why not?



Activity 2.1 ~ Text Structure Jigsaw Activity

Name: _____

You're about to become an expert about the Hudson's Bay Company in the time period 1713 – 1821. In your Home Groups, have each person select one letter:

- A - pages 10 - 11
- B - pages 12 - 13
- C - pages 14 - 15
- D - pages 16 - 17

In the space below, summarize your section of the text with the help of your "Expert Group".

Section ____

Back in your "Home Group" take turns sharing a summary of each section beginning with A and ending with D. Record the most relevant and significant points in the spaces below.

A
B
C
D



Activity 2.3 - Picture It

Name: _____

It is said that 'a picture is worth a thousand words'. Take a close look at Chapter 2 and note the portraits, paintings, sketches, photos, and maps. There's a lot to read in this chapter, but there's also a lot to look at. Choose one example of each type of illustration and describe its significance in the chapter in helping students like you to understand the information presented.

Portrait

Page: _____

Description: _____

How is this illustration important in the chapter?

Painting

Page: _____

Description: _____

How is this illustration important in the chapter?

Sketch

Page: _____

Description: _____

How is this illustration important in the chapter?

Photo

Page: _____

Description: _____

How is this illustration important in the chapter?

Map

Page: _____

Description: _____

How is this illustration important in the chapter?

Imagine that the editors of the *Adventurers* text were considering taking out all of the illustrations in Chapter 2. Write a persuasive paragraph on the reverse of this worksheet which will convince them to leave in all the photos, pictures, maps, etc. Be sure to explain how they enhance the text and help you to learn!



Activity 3.1 - Identifying the Main Point

Name: _____

In Chapter 3 there are eight pages of information and illustrations. Lots to read and look at ... but what are the main points? Re-read the chapter, and pick six main ideas that you think summarize the information in the chapter best. Record them in the chart below. When you are done, compare your six points with your classmates and talk about what you chose and why.

Main Point	Page #	Why is this important?
1.		
2.		
3.		
4.		
5.		
6.		

Which points did you and your classmates agree upon?

Give an example of a main point that a classmate selected that was not on your chart.

Would you agree that this is important?

If so, which of your points would you remove to make room for this one and why?



Activity 3.2 - Canada Then and Now

Name: _____

Using a map of Canada from the internet or an atlas, compare our modern day Canada with the map on pages 24 and 25. Use the Legends of both maps to help you understand the geographic areas shown.

Empire of the Bay Map 1610 - 1870
Both Maps (similarities)
Modern Map of Canada

What are the most significant changes you see that have occurred in Canada since 1870?

How does the Legend help you to understand the map?



Activity 3.3 - A Different Point of View

Name: _____

In Chapter 3 we learn that the Baymen and the First Nations grew to have very different approaches to the fur trade and didn't always agree. Take another look at the text to see if you can discover their unique perspectives and come up with possible solutions that would make everyone happy.

Here's how the First Nations felt about the fur trade:

Here's how the Baymen felt about the fur trade:

What are some things that the Baymen and/or First Nations could do to ensure fair trade (e.g. compromises that make both groups happy)?

Why do you think the Baymen and First Nations didn't find these types of compromises after 1821?



Activity 4.2 - Create a Time Capsule

Name: _____

A time capsule is a wonderful way to help history come alive for future generations. Imagine that you could go back in time and collect artifacts from 1668 to the present day that could be placed into a Hudson's Bay Company time capsule. What would you put in that would be truly significant or symbolic to help people understand the history of the company?

1. On your own, skim through all four chapters of the text again and select 20 items that you think would be the best things to place in the time capsule (e.g., a beaver pelt). Record your items below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. With a partner, compare your lists. Together, select the 15 best items that you would include in the time capsule. Record your items below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. In groups of 4, compare your lists. Together, select the 10 best items that you would include in the time capsule. Record your items below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Activity 4.3 - Examining Advertising

Name: _____

Look at the catalogue illustrations and notice to housewives on page 29 in the *Adventurers* text. A lot has changed in advertising in the past 100 years, but perhaps some things have stayed the same, too. Using current flyers from Hudson's Bay Company stores, cut out any items that may have also been sold 80 years ago in a catalogue or retail store. Don't worry about stylistic differences, but focus on the general types of products which were available both then and now. Paste these pictures on one half of an 11 x 17 sheet of paper as a collage. Next, do the same for some items that would not have been available and paste them on the other half. Then answer the questions below.

What are some examples of items that you believe would have been sold 80 years ago and are still available today?

Pick four of these items and explain how they have changed or "evolved" over time.

What are some examples of items that are sold today that would not have been sold back then?

Pick four of these items and explain why they were not available for sale 80 years ago.

How do you think the world of shopping has changed over the past 80 years? Give 3 specific examples.
