Colonial companies

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Educational Adaptation of an Entrepreneurial Tool

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Challenge

The history of colonization taught in college generally tells the stories of actors who discover and/or colonize, and relates **the effects** of colonization.

The rise of commercial capital (14th to 18th century): a historically complex phenomenon. It is more difficult to teach colonization from the point of view of **its sponsors**.

Activity Concept

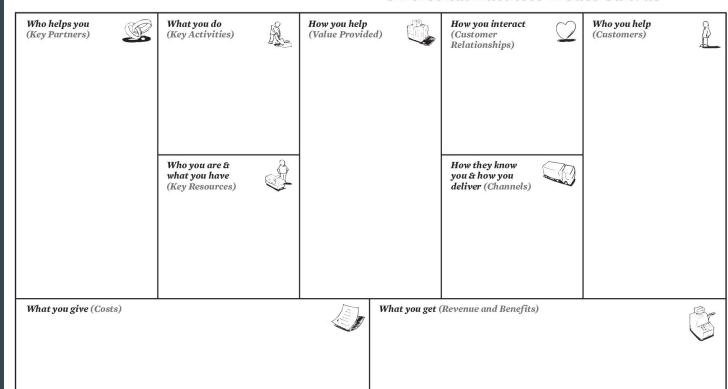
Hypothesis: yesterday's colonizer and today's entrepreneurs hold a similar social function: to open new markets.

Idea: adapt a tool used by entrepreneurs to create their business models for the historical study of colonial companies.

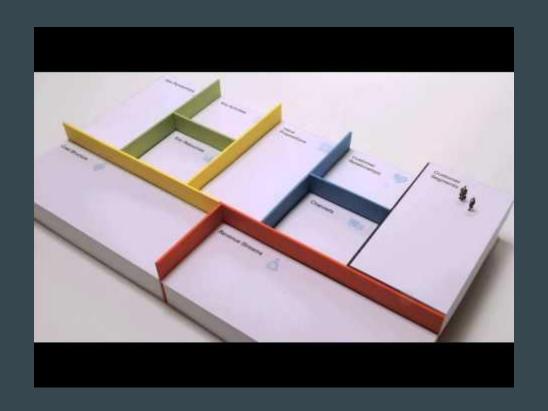
Inspiration...

Business **M**odel **C**anvas

Name: 's Personal Business Model Canvas



Video: Introduction to the Business Model Canvas



Educational Adaptation

Objective: Provide students with a tool to conduct a case study, to prepare them for a developmental question in an exam.

Skill: understanding the *raison-d'être* and the operation of a colonial company.

Colonial Company: (Adapted BMC)

Partners	Key activities	New markets	Risks	Sources of
Who are our key partners? Who are our main suppliers? What activities will these partners carry out in connection with our project?	What are our company's main activities?	What markets do we create from our core business? What new types of products or services do we offer to our customers and partners?	What are the main risks to this project? How can we protect ourselves against these risks, to minimize losses?	Wealth What are our main sources of wealth that we hope to exploit? What forms will these riches take?
	Key resources What resources are needed to run our business?		Communication Pathways What communication channels are vital to the success of our business ?	

Costs

What are the most expensive key resources?

What are the most expensive main activities?

Sources of Income

How much does each source of income contribute to all revenues?

Activity Format

"One, two, everyone" activity, over two periods:

- 1. Individual preparation of the student (reading filling out form).
- 2. Team class activity (with adapted canvas).
- 3. Teacher's feedback on the work assigned to the next period.

Activity Schedule

- 1. Individual form, related to preparatory readings (30 min)
- 2. Classroom activity (20 min):
- a) Pooling response elements from individual work.
- b) Delivery of the template filled and initiated by the students.
- 3. Teacher review of corrected templates (10 min)

Materials

Form (matrix questions) for individual work.

Template (adapted business canvas) for teamwork.

Taxonomic Level - Evaluation

Taxonomic level: **application**.

- Apply the concept of market capital in a case study
- Use a tool to analyze a chartered company's business model
- Demonstrate the operation of a chartered company.

Summative evaluation:

60% individual (form), 40% group (matrix)

Possible versions

Famous Explorers (15th and 15th century)

Colonial Companies (16th and 17th centuries)

Merchant Monopolies (17th to 19th century)

Thirteen Colonies (17th century)

Example: Virginia Company (1606-1624)

Partners Major Investors The Crown	Key Activities Exploration Prospecting Colonization Key resources Marine Fleet Contract labour Prospecting and colonization personnel	The tobacco market in elsewhere on the Eur (smuggling). The Headright System market for arable later colonial labour market system.	opean continent n: and	Risks Sea travel Unknown territories and peoples Climate of the colonies Communication Pathways North Atlantic Seaway Bristol-London	Sources of Wealth Gold and Silver? Tobacco cultivation? Corn & other crops?
Costs			Sources of Income		

Merchant Fleet

General costs: settlement, maintenance & stipends.

Selling agricultural products to metropolitan factories

Sale / lease of indenture contracts

Small investors