

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 Model Canvas

Name: _____

's Personal Business Model Canvas

Who helps you (Key Partners) 	What you do (Key Activities) 	How you help (Value Provided) 	How you interact (Customer Relationships) 	Who you help (Customers) 
	Who you are & what you have (Key Resources) 		How they know you & how you deliver (Channels) 	
What you give (Costs) 			What you get (Revenue and Benefits) 	

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)

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

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)

<p><i>Partners</i></p> <p>Major Investors</p> <p>The Crown</p>	<p><i>Key Activities</i></p> <p>Exploration</p> <p>Prospecting</p> <p>Colonization</p> <p><i>Key resources</i></p> <p>Marine Fleet</p> <p>Contract labour</p> <p>Prospecting and colonization personnel</p>	<p><i>New Markets</i></p> <p>The tobacco market in England, and elsewhere on the European continent (smuggling).</p> <p>The Headright System:</p> <ul style="list-style-type: none"> • market for arable land • colonial labour market (a precursor to mass slavery). 	<p><i>Risks</i></p> <p>Sea travel</p> <p>Unknown territories and peoples</p> <p>Climate of the colonies</p> <p><i>Communication Pathways</i></p> <p>North Atlantic Seaway</p> <p>Bristol-London</p>	<p><i>Sources of Wealth</i></p> <p>Gold and Silver?</p> <p>Tobacco cultivation?</p> <p>Corn & other crops?</p>
<p><i>Costs</i></p> <p>Merchant Fleet</p> <p>General costs: settlement, maintenance & stipends.</p>	<p><i>Sources of Income</i></p> <p>Selling agricultural products to metropolitan factories</p> <p>Sale / lease of indenture contracts</p> <p>Small investors</p>			