

# EARLY WEST COAST EXPLORATION

PRE AND POST PROGRAM  
MATERIALS

## PROGRAM DESCRIPTION

Grade Level: 4, 5, 6

Curriculum: Social Studies, History

Presented as an explorer in the age of discovery, students will explore the questions: What was the motivation for exploration and discovery of the Northwest Coast? How did interactions between First Nations and the explorers impact and shape the development and history of BC and Canada? What were key innovations in navigation, technology and seafaring? Students will interact with knot tying and artifact exploration activities. Remember to have some rope on hand for this one!

## LEARNING OUTCOMES

During this program, students will:

- Assess the significance of early explorers to the development of the west coast, including their relationship and reliance on Indigenous communities.
- Sequence events, and determine what has changed and what has stayed the same between different time periods or places.
- Construct narratives that capture the attitudes, values, and worldviews commonly held by early explorers such as their motivations for exploration.

## PRE-PROGRAMMING ACTIVITIES

Before participating in our program, we encourage you to consider the following activities.

- Get your students excited about history and museums. Engage with them in a discussion about what they think of when they think museums. Talk about what museums they have been to and what it was like. Discuss the purpose of museums and why they matter.
- If you are not in British Columbia, familiarize your students with where British Columbia and the City of Victoria are.
- Have students do some research on explorers. Where were many of the early explorers from? Why were they exploring? What skills did these explorers possess?

## POST-PROGRAM ACTIVITIES

Here are some activities you can do with your class as follow ups to our program.

- Have students pretend that they are an explorer being sent into an unexplored and unmapped frontier - space! What new territory did they discover there? Have them write an e-mail home to a family member or friend about their explorations.
  - Students could then use their art skills to create an image to represent their exploration using different mediums like paint, pastels, collage, or crafting.
- Do a research project on your local area. Which explorers are best known in your community? Look into why they came there and what their experience with the local Indigenous community was.
- Have students create short skits of what life aboard an early exploration vessel might have been like. Use the attached list of vocabulary and early sailing vessels roles to help plan the skits.

## RESOURCES FOR CONTINUED LEARNING

Passageways: True Tales of Adventure for Young Explorers -

<https://www.canadashistory.ca/education/classroom-resources/passageways-true-tales-of-adventure-for-young-explorers>

Learn about Astrogeology and the future of exploration (National Film Board) -

[https://www.nfb.ca/film/nfb\\_space\\_school\\_astrogeology\\_lesson\\_1\\_chapter\\_1/](https://www.nfb.ca/film/nfb_space_school_astrogeology_lesson_1_chapter_1/)

Virtual Museum of Canada online content: The Explorers and the First Nations, Their Lands and Their Lives - [http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?](http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?method=preview&lang=EN&id=19565)

[method=preview&lang=EN&id=19565](http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?method=preview&lang=EN&id=19565)

Ages of Exploration Resources and Games (some require Flash) -

<https://exploration.marinersmuseum.org/resources/>

## VOCABULARY

- Navigation** Being able to accurately find your location and planning how to get from there to somewhere else.
- Age of Discovery** A time in European history when overseas exploration was a large part of European culture.
- Compass** An instrument to determine directions, with a magnetized needle that points towards magnetic north.
- Lead Line** A rope with a lead on the end, used by lowering into the water to measure the depth of the water beneath a ship.
- Sextant** An instrument used to measure angles, specifically between objects in the sky and the horizon to find out location.
- Cannon Shot** Similar to a cannon ball, except much smaller so many could be fired from a cannon at once.
- Hardtack** A biscuit made from flour, water and salt. It lasts a long time and was very common on long sea voyages.
- Sauerkraut** Raw, fermented cabbage. It lasts a long time and is full of Vitamin C.
- Animal Pelt** An animal's skin, including fur. They were traded by Indigenous people for goods brought to Canada from Europe.
- Nootka Sound** Called Mowichat by the Nuu-chah-nulth people, it is in their territory on the North West end of Vancouver Island.

## JOBS ON EARLY SAILING VESSELS

### Officers

<b>The Captain</b>	Responsible for the safety of the ship, the crew, and the cargo. Has ultimate command of the vessel.
<b>Lieutenant</b>	Ranked immediately under the Captain, lieutenants would carry out the captain's orders.
<b>Sailing Master</b>	Responsible for the navigation of the vessel.
<b>Purser</b>	Responsible for caring for and giving out supplies like food, clothings, and candles. Pursers also supervised ship repairs.
<b>Surgeon</b>	The medical officer on the ship, they were well-trained and good at their job.
<b>Chaplain</b>	Led the ship's religious services.

### Petty Officers

<b>Gunner</b>	Responsible for the naval gunnery and weapons.
<b>Boatswain</b>	Pronounced "Bosun". Responsible for planning the day's work and tasks, and making sure they were done well.
<b>Carpenter</b>	Responsible for maintaining and repairing the wooden parts of the ship.
<b>Ropemaker</b>	Responsible for making, maintaining, and repairing the rope on the ship.
<b>Sailmaker</b>	Responsible for making, maintaining, and repairing the sails on the ship.
<b>Master at Arms</b>	Responsible for discipline on board the ship.