Lesson Plan: Voyaging through the Northwest Passage

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Description:
This lesson meets the Oregon 5th Grade and 8th Grade Social Science Standards and serves to review 5th grade Oregon curriculum as well as introduce students to new information about the Northwest Passage while developing their historical inquiry skills. The lesson helps students gain insight and understanding of the historical quest for the Northwest Passage and its importance to the world today.

Grade Level(s):
Grade 8

Subject(s):
Social Studies

Duration:
2 – 50 minute class periods

Goal:
The goal of this lesson plan is to use historical inquiry to consider the role of the Northwest Passage in a context of Arctic and North American exploration and to appreciate how this era was a pivotal time in history.

Objectives:
Students will:

• Be introduced to loc.gov and other useful resource sites for historical research
• Be able to use primary and secondary sources to analyze exploration of the Arctic and North America, with focus on the Northwest Passage; and
• Be able to identify various explorers of the Northwest Passage and discuss their contributions.

Standards:
• This lesson meets the following Oregon State Standards:
  o Oregon 5th Grade: U.S. History 1492-1786
    • 5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
  o Oregon 5th Grade: Historical Thinking
    • 5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.
5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

- **8th Grade U.S. History, 1765-Reconstruction**
- **8th Grade U.S. History: Historical Thinking**
  - 8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
  - 8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.
  - 8.8. Evaluate information from a variety of sources and perspectives.
  - 8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

This lesson meets the following National Council for the Social Studies Standards:

- **Time, Continuity and Change:**
  - Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
  - Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;

This lesson meets the following Oregon Common Core Literacy Standards:

- **Reading and Writing**
  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Background Information:**

This lesson reviews material from Oregon’s Grade 5 social studies curriculum while also introducing new aspects of historical inquiry considered in Grade 8.

**Primary Source Documents/Resources**

- Library of Congress Catalog Record. (n.d.). *A Journal of Captain Cook’s Last Voyage to the Pacific Ocean, and in Quest of a North-West Passage, Between Asia & America, Performed in the Years 1776, 1777, 1778, and 1779.* Retrieved August 6, 2013, from http://lccn.loc.gov/05039321
Primary Source Documents/Resources (Continued)

- Library of Congress. (1849). *Explanation and answer to Mr. John Braithwaite’s Supplement to Captain John Ross’s Narrative of a second voyage in the Victory*. Retrieved August 18, 2013, from http://catalog.loc.gov/cgi-bin/Pwebrecon.cgi?v1=1&ti=1,1&Search%5FArg=Explanation%20and%20answer%20to%20John%20Braithwaite&Search%5FCode=GKEY%5E%2A&CNT=100&type=quick&PID=eH_wNZ5HxrKNm--bBq7dQ88FL&SEQ=20130820215309&SID=1

Materials:

- Student textbook, *American Republic to 1877* (pages 60-61)
- Stan Rogers: *Northwest Passage*, 1981 (Song) http://www.youtube.com/watch?v=VOW1gVW2S5w
- Union Jack Flag (3’x5’)
- 5-6 8x10 pages with pictures of Northwest Passage explorers with the explorer name underneath + 5-6 pages with 2-3 descriptive sentences about each explorer (no names on them).
- Song: *Northwest Passage* by Stan Rogers (1981): http://www.youtube.com/watch?v=VOW1gVW2S5w

Procedure – Day 1:

1) Daily Opener: What is the Northwest Passage?
   - In a process familiar to students in my classroom, when students enter the room, they will notice the question above displayed on an overhead screen. Students will quietly be seated, write it on their daily opener sheet, and then answer the question.
   - As a class, we will then go over the question which will serve as a review from the previous lesson (and 5th grade studies) and also be an introduction to the day’s lesson.

2) Map Activity: Using a map of the Northwest Passage - http://www.athropolis.com/map9.htm - show students the area that encompassed the Passage and then point out the various routes explorers took in their search. (Hint – these would also be good hints to put on the matching activity listed at #4 of the Day 1 lesson plan).

3) Music Appreciation: *Northwest Passage* by Stan Rogers (1981): www.youtube.com/watch?v=VOW1gVW2S5w
4) **Matching Activity:**
   - Select 5-6 photos of explorers of the Northwest Passage. Make sure the explorers name is visible under the photo. Tape these to 1 side of the chalk/white board. Then, on 5-6 sheets of paper, type a description of each explorer, making sure not to put their name on the page. Tape these to the other side of the chalk/white board.
     - Select a student to come up and read 1 of the descriptions and try to match it to the correct explorer – they can draw a line with a piece of chalk or a white board marker between the explorer and their answer.
     - Repeat until all 5-6 are correctly matched.

5) **In-Class Activity:**
   - Using the journals located at the Library of Congress (Captain Cook and William Edward Parry – see above), have students get in groups of 1-3, read the journal and respond using the National Archives Written Document Analysis Worksheet - [http://www.archives.gov/education/lessons/worksheets/document.html](http://www.archives.gov/education/lessons/worksheets/document.html)
   - Students will share their responses with the class.

6) **Closure:** *Northwest Passage Tic-Tac-Toe.*
   1) Divide the class into two teams. Assign one side to be the X’s and one the O’s.
   2) Using trivia and questions related to the Northwest Passage, ask questions to the class.
   3) The side that answers correctly gets to place their X or O on the board.
   4) The first team to get three in a row wins.

**Procedure – Day 2:**

1. **Daily Opener:** *Who was Captain James Cook?*
   - As before, when students come into the classroom, the daily opener question will be displayed on the overhead screen. Students will write it on their daily opener sheet and then answer the question.
   - As a class, we will then go over the question which will serve as a review from the previous lesson and also be an introduction to the day’s lesson.

   - Synopsis: Cook’s obsession with discovery continues as he searches for the mythic North West Passage but is it a journey too far? Now retired and promoted to Post Captain, James Cook is bored. He jumps at the chance to take on a third great voyage: to find a fast route to China to secure Britain's place in the lucrative tea trade.

3. **Trivia:** Using PPT, create 10 slides with multiple choice questions and clip art on slides 1, 3, 5, 7, 9. On the even number slides, put the answer along with clip art to illustrate the answer. Answers can also be used as review and to have a brief discussion between questions.

4. **In-Class Activity:**
   a. In small groups (2-3 students), students will compile a list of 20 items they believe explorers would have needed in their search for the Northwest Passage. Additionally, each item will be accompanied by 1-2 sentences explaining why they believe this item was needed for the trip.
   b. Groups will share their lists with the class.


**Evaluation/Assessment:**

1. Have students select from the following options:
   a. Create a poster-board of one of the explorers of the Northwest Passage. Be sure to include:
      i. Cover Page – placed on the back of the board
      ii. Explorer’s Name
      iii. Explorer’s Home Country
      iv. Route Taken
      v. What were their contributions to finding the Northwest Passage
vi. 10 other interesting facts
vii. Bibliography with at least 3 sources, 2 of which are primary sources – placed on back of the board

b. Create a video on one of the explorers who traveled in search of the Northwest Passage (3-5 minutes). Be sure to include:
   i. Cover Page – to be handed in with video
   ii. Explorer’s Name
   iii. Explorer’s Home Country
   iv. Route Taken
   v. What were their contributions to finding the Northwest Passage
   vi. 10 other interesting facts
   vii. Bibliography with at least 3 sources, 2 of which are primary sources – to be handed in with video

c. Write a journal as if you were one of the explorers. Your journal should include at least 10 passages of at least six complete sentences. Be creative and include factual information. You must also include:
   i. Cover Page
   ii. Bibliography with at least 3 sources – 2 of which are primary sources

2. Chapter quiz to be given at a determined date.
3. Chapter Test to be given at a determined date.

Possible Extension:
2. Request and use “Inuit Culture Box” from World Affairs Council of Oregon - http://worldoregon.org/education/classroom-resources/culture-boxes

Additional Notes:
1. Lesson can be divided into three days if needed.
2. Additional days may also be added for students to work on and complete their evaluation/assessment project, and to allow for student presentations.

Recommended Resources:


Sir John Franklin’s journals and correspondence: the first Arctic land expedition, 1819-1822, Volume 1.

Sir John Franklin’s journals and correspondence: the second Arctic land expedition, 1825-1827.

