

CHANGING PERSPECTIVES
Teacher's Guide for
Theme 2: Vancouver's Story
Video "What did Vancouver's expedition achieve?"

Overview:

This video introduces Captain Vancouver and his expedition (1791 - 1795) on the Pacific Northwest Coast. His goal was to survey the coast, locate the Northwest Passage, and carry out the agreements of a peace treaty between Spain and Britain over territory in Yuquot. Building off of the background information in the video "What attracted the Europeans to the Pacific Northwest Coast?", this closer look at Vancouver's expedition identifies Britain's goals and motivations for the trip and questions what Vancouver achieved.

This guide gives suggestions suitable for Grades 4-12 Social Studies students (see the BC Curriculum Connections Chart for further details. Teachers are invited to review and customize these suggestions based on curriculum guidelines, grade level, and student needs.

Resources:

- Video "[What did Vancouver's expedition achieve?](#)"
- Review questions worksheet for students

Thematic Question:

- What were the cause and consequences of Captain Vancouver's expedition?

Learning Objectives:

- Describe Britain's goals in the Pacific Northwest.
- Investigate how local and global forces influenced Vancouver's expedition.
- Consider how European attitudes and worldviews influenced the history of Yuquot.
- Evaluate some consequences of Vancouver's expedition.
- Describe the role of map making (cartography) in the exploration of the northwest coast.

Key Terms:

- **Captain George Vancouver:** c. 1757-1798; British officer and explorer. George Vancouver's career began as a midshipman (junior officer) on Captain Cook's expeditions in the Pacific. Afterwards he served as a lieutenant in the Caribbean. Upon returning to England, Vancouver was promoted to Captain

and appointed to lead his own expedition of the ships *HMS Discovery* and *HMS Chatham* to the Pacific Northwest Coast (1791-1795). He died shortly after returning to England, and his expedition journals were later completed and published by his brother.

- **HMS Discovery:** the lead ship on Captain George Vancouver's 1791-1795 expedition to the Pacific Northwest Coast. The ship was named after one of the ships on Captain Cook's voyage. The ship is 100 feet long (about the length of a basketball court) and 28 feet wide (about half the width of a basketball court), and had a crew of 100.
- **HMS Chatham:** a smaller survey brig that accompanied the *HMS Discovery* on Captain George Vancouver's 1791-1795 expedition to the Pacific Northwest coast.
- **Cartography:** the practice of drawing maps
- **Frigate:** a warship
- **Nootka Sound Conventions:** a series of agreements between the British and Spanish, signed in the 1790s. These agreements were intended to settle disputes about European control of the Pacific Northwest. Captain Vancouver and Captain Bodega y Quadra were sent to the Pacific Northwest to carry out the conventions. However, the two could not agree on the meaning of the conventions. In the third Nootka Convention settled in Europe, the two empires agreed that neither would establish a permanent settlement at Yuquot, but both could use the settlement for trading and temporary structures. The issue of where exactly Spanish territory ended was left vague.
- **Northwest Passage:** A theoretical shorter sea route connecting Europe to Asia. However, it proved difficult to find and packed sea ice made it difficult to navigate the Arctic. It wasn't until 1906 that the first successful crossing of the Northwest Passage was made. As sea ice declines, the waterways have become more passable.

Sample Lesson Plan

Part 1: Activate Prior Knowledge

Intended audience: Grades 4-12

Use any of the following questions for group discussion or as think-pair-share.

Students could draw a mind map to keep track of words and ideas.

- Who was Vancouver Island/the city of Vancouver named after? What do you know about this person?
- Watch the video “What Attracted the Europeans to the Pacific Northwest Coast?”
 - Ask students to recall primary reasons why Europeans were in the Pacific Northwest of Canada in the late 1700s.
 - The video ends with the question “how would the British respond to the offenses in Yuquot during the Nootka Crisis”? How do you think the British did respond?

Part 2: Watch *Changing Perspectives* Video

Intended audience: Grades 4-12

Watch the video “What did Vancouver's expedition achieve?”

as a class: <https://changing-perspectives.grmdgs.com/en/expedition/>

Part 3: Review Questions

Intended audience: Grades 4-12

Resource: accompanying review questions worksheet

Ask students to answer the following questions, as written answers using the worksheet or as think-pair-share. These questions build from direct recall to active critical thinking.

Possible answers in red.

1. Describe why Vancouver was chosen to lead the British voyage to the Pacific Northwest Coast.
 - He had served on Captain Cook's voyages to the Pacific and had many years of overseas sailing experience by the time he joined the *HMS Discovery*.
2. Before Captain Vancouver's departure, the mission for Britain's *HMS Discovery* changed multiple times. Summarize why the mission kept changing.
 - The *HMS Discovery's* mission changed as the conflict between Spain and Britain over territory on the Pacific Northwest Coast evolved from a state of preparing for war to the eventual signing of a peace treaty.

3. With war between Britain and Spain avoided, Captain Vancouver's expedition left England on April 1, 1791 with their finalized goals. What did Britain order Captain Vancouver to accomplish in the Pacific Northwest region?
 - Complete a detailed survey of the coast from 30° to 60° latitude along the Pacific Northwest Coast.
 - Carry out terms of the Spanish-British peace agreement (the Nootka Sound Conventions) in Yuquot
 - Find the entrance to the Northwest passage
4. a) What were the expedition challenges?
 - Could not find the Northwest Passage.
 - Surveying the coast took longer and was harder than expected.
 - Captain Vancouver and Captain Bodega y Quadra could not agree on the details of the Nootka Sound Convention.b) From the British perspective, what were the expedition successes?
 - Created extremely accurate maps of the region.
 - Applied 400 British place names giving the impression the region was a British territory (put the "British" in British Columbia).
 - Confirmed there was no Northwest Passage south of the Arctic.
 - Collaborated with Spanish surveyors to draw maps and became friendly with Captain Bodega y Quadra.
5. Who was included in the Nootka Sound Conventions? Who was left out?
 - No Indigenous communities were invited to participate.
 - Spain and Britain were included in the conventions.
6. What did the British and Spanish agree on in the Nootka Conventions?
 - Yuquot was to be open to both nations, but wouldn't be settled by either.

Part 4: Analysis Prompts

Intended audience: Grades 8-12

These additional prompts expand on the review questions above, and ask students to further analyze what they've learned from the video, either as written responses or discussion. These questions ask students to reflect on the practice of history and incorporate evidence to justify their claims. In some cases, students may benefit from further resources to explore these questions. Expansion ideas might include asking students to debate opposing views, think/pair/share, or write in-depth essays.

1. At the end of the video, the narrator says that Vancouver's mapping and naming of places "made the colonial occupation and exploitation of the region much easier in the decades to come." Why do you think the narrator says this? Do you agree that Captain Vancouver's voyage had this significance?
2. Reflecting on this video and the others you have watched, what worldviews are represented in how Europeans make decisions about land in North America?

3. What does focusing on the "firsts" in the study of history leave out? What role do unnamed people play in history?
4. Vancouver's legacy includes creating very detailed maps of the Northwest Coast (as shown at timestamp 6:10 in the video). What kinds of information did these maps convey to people back in Britain? What did Vancouver's maps not show about these lands?
5. After watching this lesson's video and the video "What Attracted the Europeans to the Pacific Northwest Coast?", evaluate how British and Spanish disagreement over Yuquot impacted events in Europe, and how European politics impacted events at Yuquot.
6. Do you think other groups present on the Northwest Coast also considered Captain Vancouver's voyage a success? Taking different historical perspectives, think about whether the Spanish explorers or Mowachaht/Muchalaht people may have perceived Captain Vancouver's actions. Would they also have celebrated his crew's accomplishments?

Part 5: Wrap Up Discussion

Intended audience: Grades 4-12

Wrap up your lesson with a reflective discussion. Ask students to give answers to the following questions, either as a class, in small groups, or as an independent writing exercise.

- In your opinion, do you think Captain Vancouver's expedition was a success?
- Would you consider this expedition a defining feature of Canadian history?

Further Learning Activities (Beyond the Video)

Creative Discussion Questions

Explore the following creative discussion questions with your students, either as written answers, group discussion, or creative projects:

- Make a map for someone who has never been to your town/neighbourhood. What would you include? Choose an audience: a friend, a tourist, a king, etc. What would you not include, why? Consider what would be of interest to your audience. Now, compare your map with classmates who took on a different audience.
- If you could invite one person from the past or present to join Captain Vancouver's expedition, who would it be and why?

Inquiry Projects

Expand on learning with an inquiry-based project, such as:

- In a group, brainstorm some ways you can see the impacts of Captain Vancouver's expedition or the impact of other European explorers in your community today. Choose one expedition/explorer to research the history and legacy of. Do you think they should be commemorated today?
- As a class, brainstorm what other primary and secondary sources might exist to learn about Vancouver's expedition. Divide the class into groups, and provide each group with an additional resource (examples below). Ask the students to discuss what this resource contributes to their understanding in relation to the video. Have each group present their findings to the class, either as a presentation, short video, or jigsaw teaching technique.
 - Another video or artifact from the *Changing Perspectives* exhibit.
 - Original Captain Vancouver documents in the [Vancouver Archives'](#) collections.
 - Engravings based on sketches by artists on Captain Vancouver's expedition, pictured in [Vancouver's \(1798\) Voyage of Discovery to the North Pacific Ocean, and Round the World available on UBC's Open Collections](#). An engraving of Friendly Cove (Yuquot) on pg. 30.
 - Maps from Vancouver's expedition, many of which are in [Vancouver's \(1798\) Voyage of Discovery to the North Pacific Ocean, and Round the World available on UBC's Open Collections](#), including one charting Vancouver Island on pg. 18. The same map is digitized in the [City of Vancouver Archives' collection \(Map 669\)](#).
 - Other virtual exhibits, such as the Maritime Museum of British Columbia's exhibit [The Explorers featuring Captain Vancouver](#).
 - Ship Reconstructions, such as the one at the [Royal BC Museum](#).
 - Library books, some of which are suggested in the Unit Overview.