

CHANGING PERSPECTIVES

Teacher's Guide for

Theme 4: European Sailing Technology

Artifacts of Navigation

Close Looking Activity

Intended audience: Grades 4-12

In this close looking activity inspired by Visual Thinking Strategies, students will have the opportunity to examine primary sources in the form of artifacts up-close. Guided by observation and interpretation questions, students will create meaning, think critically, and practice visual literacy. There are no right or wrong responses, everyone is invited to form and share their own observations and analysis.

Curricular Connections:

By modifying questions and selecting different objects, teachers can adjust this activity to their content goals. Some BC Curricular Competencies that this activity addresses are:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)

Resources:

- Artifacts of Exploration:
<https://changing-perspectives.grmdgs.com/en/technologies/>

Sample Instructions

Either follow this activity together as a class or break into groups and assign an artifact to each group. For either option, assign someone to be the facilitator to ask the questions and respectfully acknowledge and paraphrase each response.

Part 1: Observe, Wonder, Think

1. Take some time to look at one of the artifacts in silence. The focus will be on the artifact's image, but reading the descriptive label can provide some extra insight
2. Begin observing the artifact by asking questions:
 - a) **"What do you observe about the artifact?"**
 - b) **Paraphrase** what is said. Encourage someone to expand on their observations by asking **"What do you see that makes you say that?"**
 - c) If the conversation slows, ask **"What more can we find?"**

Possible prompt questions:

- How is it decorated?
- What material(s) is it made of?
- Does this object have a sound?
- Does it have moving parts?
- Is there evidence of use or wear?
- Is there evidence of who made it?
- Is there evidence of breakage or repair?
- Do you think this is a unique item? Or do you think there are many copies?
- What does the object tell you about the maker's skill?

Part 2: Artifact Analysis

After close looking, split into pairs or groups to further interpret one of the artifacts with deeper context. In this part of the activity, students consider what they observed about the artifact as well as their knowledge about the historical period it was used in.

- Who used it? What did they use it for? Why do you think they valued this object?
- What can this object tell us about Captain Vancouver and his crew? What can the object tell us about the English at the time (the late 1700s)?
- How does the object contribute to your knowledge of this time period?
- How does this object compare to similar objects from other cultures and time periods?
- Are there any similar modern objects you can think of that are used in Canada? How are they similar or different in how they look and are used?
- How has this object's importance changed over time?