

CHANGING PERSPECTIVES

Teacher's Guide for

Theme 1: The Story Before Vancouver

Video “How were the Europeans changing global trade?”

Overview:

This video analyzes the causes and motivations for European exploration of the Americas. This historical context sets the stage for a more in-depth discussion of one specific voyage: Captain George Vancouver's journey to the Pacific Northwest Coast from 1791-1795.

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 “[How were the Europeans changing global trade?](#)”
- Review questions worksheet for students

Thematic Question:

- What were the motivations behind European overseas journeys to the Americas?

Learning Objectives:

- Sequence European exploration events leading up to expeditions in the late 1700s.
- Identify factors and worldviews that motivated Europeans to journey to the Americas.
- Critique the language and narrative modern interpreters use to talk about the past.
- Consider and compare multiple perspectives of the same colonization event.

Key Terms and Figures:

- **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.

- **Captain James Cook:** c. 1728 - 1779; British navigator, explorer, cartographer, and navy captain. Captain Cook's voyages are associated with the first British maps of many areas of the world, including the Pacific Northwest of Canada, Eastern Canada, Hawaii, and New Zealand.
- **Atlantic trading triangle:** A trade route roughly connecting ports in England, West Africa, and the Caribbean, sometimes also including the eastern coast of the United States. Goods from Europe were brought to West Africa to be sold or exchanged for slaves. The slaves were brought on a perilous journey to the Americas, where survivors would be sold to colonies in the Caribbean and the eastern U.S. Slaves provided a main source of labour for the cultivation of crops, which were then exported back to Europe. The Atlantic slave triangle was fueled by both economic motivations as well as sociopolitical beliefs.

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.

- What does it mean to explore a place?
- Would you say you've ever explored somewhere? Why or why not?
- When thinking of explorers, what or who comes to mind?

Extension: To expand on this question, ask each student to bring a picture and short write-up of who they consider being an explorer. Post them around the class and have students engage in a gallery walk, looking at all the examples. What's similar amongst the explorers? Who's present in the examples, and who is missing?

Extension: Can you think of any current explorers?

- What was the world like in the 1700s? What do you think Europeans knew about the world in the 1700s? Make an educated guess.

Part 2: Watch *Changing Perspectives* Video

Intended audience: Grades 4-12

Watch the video "How were the Europeans changing global trade?"

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

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. What major overland trade route connected Asia, Africa, and Europe? What goods were traded?
 - Silk Road: vast land (and some sea) routes connecting trade networks from China to the Middle East and the Mediterranean. Traded animals, spices, tea, cloth (ex. silk), ideas, and diseases.
2. What were the Europeans hoping to gain from their overseas explorations?
 - Trade goods and new trade routes
 - Land and resources

- Economic profit
- 3. What goods were exchanged in the Atlantic Trading Triangle?
 - Sugar, slaves, hides.... etc
- 4. What beliefs and worldviews motivated Europeans to explore and expand?
 - Profit
 - Religious views
 - Competition among the European states
 - The pursuit of knowledge.
- 5. What were the Europeans' attitudes towards the places and people they met on their overseas expeditions?
 - Treating it like it's empty.
 - Attitudes of superiority over other cultures.
 - "Bringing civilization" to "primitive" peoples.
- 6. Who was Captain James Cook? What did the British want him to find?
 - An explorer, navigator, and cartographer.
 - First to map Australia.
 - Goal was to find the Northwest Passage.
- 7. Were there examples of cooperation and conflict during this historical period?
 - Cooperation: treaties, peaceful trade, support from religion and monarchy
 - Conflict: war, unfair trade, unfair labour, land displacement of indigenous peoples, unfair treaties
- 8. Are peace treaties always peaceful? Does it depend on whose perspective we take?
 - Many responses possible.
 - Sometimes peace treaties favour one side over the other, and could lead to further resentment and conflict.
- 9. Based on this video, list three European countries involved in the Age of Exploration. Out of this list, which countries do you think had a lasting influence on present-day Canada? What evidence do you have to support your argument?
 - English (evidence: official language, won Seven Years' War, names of places.)
 - French (evidence: official language, place names)
 - Spanish (evidence: place names on west coast (ex. Quadra Island))

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. This video covers nearly three hundred years of western European overseas exploration and expansion, from the late 1400s to late 1700s. Was this period of history a time of progress or decline?
 - a. Explain why or why not from your perspective.
 - b. Thinking historically, would anyone from this time period have disagreed with your perspective? Why? (e.g. European explorer, enslaved African, Indigenous peoples).
 - c. As a different question, you could ask: Did this period of history bring more harm than good?
2. Is it fair to say that Captain Cook made "discoveries"? Why or why not? Think about what the word "discovery" suggests, the assumptions behind it, and if there is another word that could be used instead.
3. What is the relationship between the movement of goods and the movement of people?
4. How do global networks of this period compare to contemporary global networks? Are the motivations behind the creation of these networks similar or different?
5. In your opinion, were European explorers heroes, or villains, or somewhere in between? Explain why. Who do you think may have a different opinion to your own?
 - Extension: For an English connection, introduce the concepts of "anti-hero" and "anti-villain" using examples from contemporary literature.
6. Compare a map of the world before and after the Age of Exploration. What's the same, what's different? What's missing?
 - For example, take a look at Picturing Places from the British Library:
<https://www.bl.uk/picturing-places/articles/maps-of-the-15th-century>

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.

- What did you learn that surprised you?
- Do you understand the Europeans' choices?
- What did we learn that made you see the world differently?

Further Learning Activities (Beyond the Video)

Creative Activities

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

- If you were to give one piece of advice to an explorer, what would it be?
- The period of history described in this video (1400s - 1800s) is sometimes called the “Age of Discovery” or the “Age of Exploration”. Do you think these names are appropriate? What bias and opinions do they carry? Do we currently live in an Age of Exploration? You might consider creating a word-web or brainstorming a list of associations for words like "discovery" and "exploration" as a class or in small groups.
- What do you think the age we’re in would be called in the future? What do you think people in the 1400s-1700s called their age then?

Inquiry Projects

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

- Provide a list of monuments/street/place names local to your community. Research the origins of this name. Provide an argument for why or why not it should be named this? What historical weight does this name carry? If you wanted to rename it, what would you choose and why? How do you think people would react?
- Create a mural or collage reflecting the Americas during the 15th-18th century from your present-day point of view. Include a written paragraph explaining your picture choices.
- Students research a particular European country and look more deeply into that country's particular motivations for their overseas explorations.