

CHANGING PERSPECTIVES
Teacher's Guide for
Theme 4: European Sailing Technology
Video 4: “Come on board a sailing brig from Captain Vancouver’s time”

Overview:

Students will learn more about the vessels that Captain Vancouver and his crew used to sail to the Pacific Northwest Coast. This lesson introduces students to some nautical terms and key elements of a ship's design.

This lesson plan is suitable for Grades 4-6 Social Studies (see the BC Curriculum Connections Chart for further details) and makes connections to Physical and Health Education and Arts Education. Teachers are invited to review and customize the suggested lesson plan based on curriculum, grade and student needs.

Resources:

- Video “[Come on board a sailing brig from Captain Vancouver’s time.](#)”
- “Colour the Ship” worksheet

Thematic Question:

- Why do crews have their own nautical slang?

Learning Objectives:

- Identify and recall nautical terminology, including parts of a brig and crew tasks.
- Demonstrate crew tasks individually and with others by actively listening to instructions.
- Reflect on why crew have their own nautical terms and language to communicate with one another aboard a ship.

Key terms:

- **Brig:** a ship with two square-rigged masts commonly used in the late 1700s for overseas explorations. Captain Vancouver’s *HMS Discovery* is one example.

Sample Lesson Plan

Part 1: Activate Prior Knowledge

Intended audience: Grades 4-6

Reflect on how communities develop their own slang and speech patterns:

- 1) Brainstorm in small groups a list of words or phrases that you think only students from your school would know. The words and phrases may be about tasks, items, activities, or locations specific to your school. Would a stranger know what you were talking about if you said this?
- 2) Compare lists with another group. Were there any different words between the two lists? As a group, why do you think your school uses these unique words to communicate with one another? Share your thoughts with the class.

Just like how your school has its own language, so did the crew of Captain Vancouver's and other ships.

Part 2: Watch *Changing Perspectives* Video

Intended audience: Grades 4-6

Watch the video "Come on board a sailing brig from Captain Vancouver's time" as a class:

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

Part 3: Colour the Ship Activity

Intended audience: Grades 4-6

Use the "Colour the Ship" worksheet. Ask students to colour the worksheet and/or label.

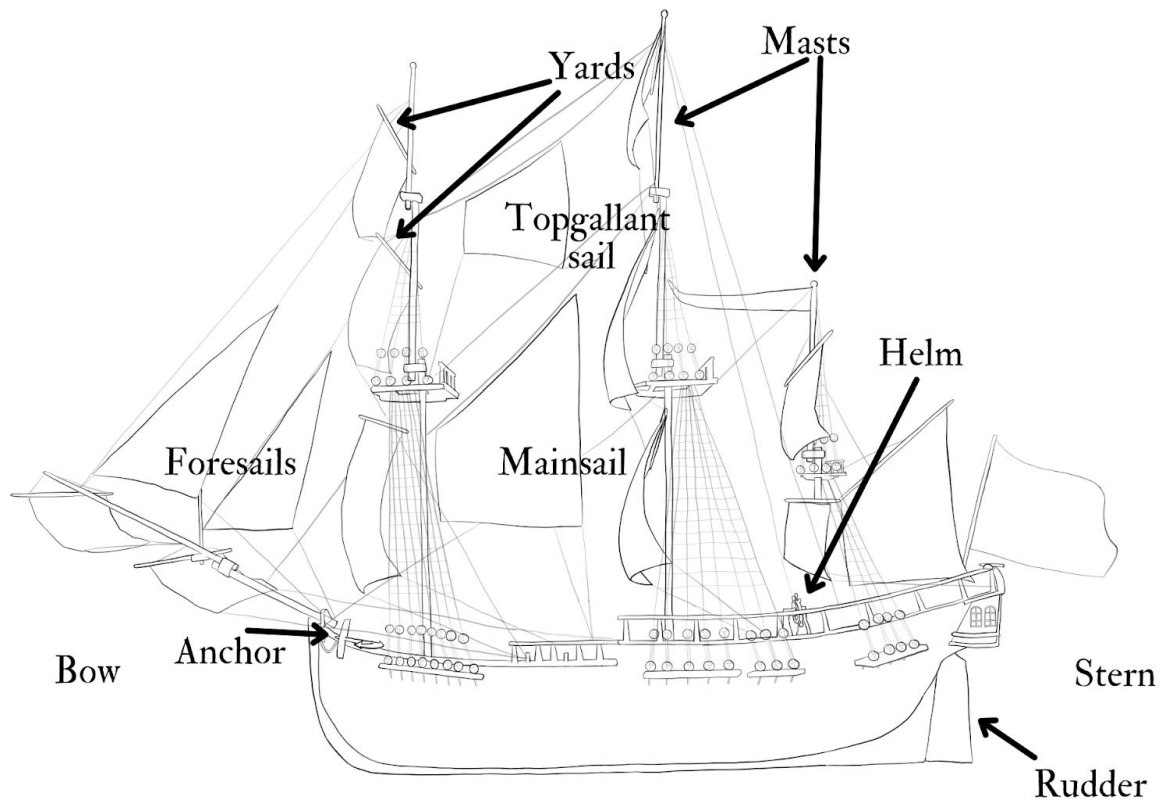
Below are sample instructions for this activity.

1. Based on the video, label the following with arrows or a colour legend:

○ Bow	○ Topgallant sails
○ Stern	○ Foresail
○ Masts	○ Rudder
○ Yard	○ Helm
○ Topsails	○ Anchor
2. Draw a captain and crew.
3. Draw in the background an environment this ship might have sailed through.

For a bonus, fill in the flag and the ship's name:

- Creative option: invent a name and create your own flag, or
- Historical option: Use one of Vancouver's ships' names and reference the flags in the video.



Part 4: "Captain Says" Game

Intended audience: Grades 4-6

In this game, students will practice their listening skills and become familiar with nautical terms introduced in the *Changing Perspectives* video. Who will be the last sailor on the ship?

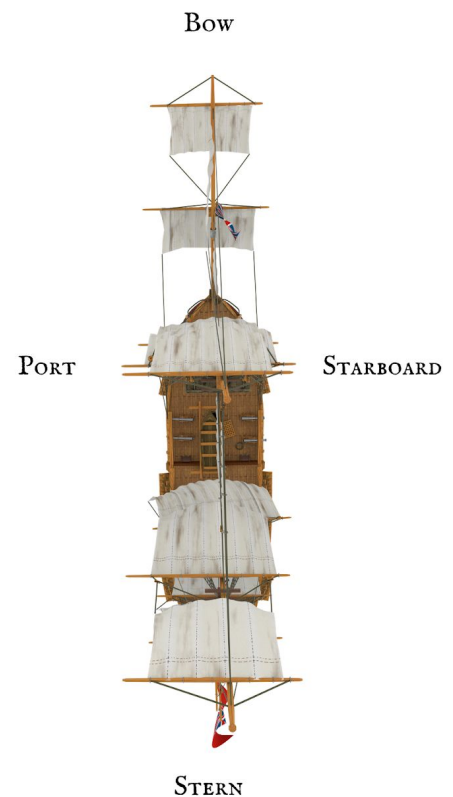
Fun fact: Your play area is probably larger than the *HMS Discovery*, which was only about the length of a basketball court (100 feet long) and about half the width of a basketball court (28 feet wide)

Materials

- A large open space to run around with 4 defined borders. This could be a gymnasium, a field with defined edges, or tarmac with chalk marking the four sides.
- A captain to call out directions

How to play

1. Pretend you are all crew on a ship. Identify the four borders of the play area as the sides of the ship – bow (front), stern (back), port (left), and starboard (right).
2. Review the game's commands and demonstrate their association actions before beginning the game. Choose your favourites from the list of example commands.
3. Assign one person to be the "Captain" to call out actions for the sailors to complete. The Captain could be a teacher or a student.
4. The Captain will call out actions for sailors to quickly perform. If sailors are not fast enough or do not perform the correct action, they are out. The game continues until one player is left on the ship.



Example Commands and Actions

Here are some examples of actions and commands for the crew to perform when the Captain calls out:

- **Bow** – Run to the front of the ship
- **Stern** – Run to the back of the ship
- **Port** – Run to the left side of the ship
- **Starboard** – Run to the right side of the ship
- **Scrub the deck** – All students down on their hands and knees pretending to scrub the floor
- **Captain's Coming** – Stand at attention, and stay saluting until the Captain says "at ease!". If a sailor breaks from attention or laughs, they are dismissed.
- **Rowboat** – Quickly find a partner (2 students total), sit back-to-back on the ground and pretend to row the boat.
- **"Hand to halyard. Haul away Halyard!"** – Quickly form a group of 3, form a line, and pretend to pull a rope to hoist up the yard opening the sail. Continuing pulling on the rope until the Captain says "That's well halyard!"

Part 5: Wrap Up Discussion

Intended audience: Grades 4-6

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 do you think makes a ship's crew a good team?
- Invite students to share their ship designs with each other.