

Inquiry Learning activities

Tuning in

What is an explorer?

Curriculum links*

ACHHS082, ACHHS083,
ACHHS087, NSW2,
AusVELS1, CCT

Have a whole class discussion.

Ask students: *What is an explorer*

and what do explorers do? Students may respond with ideas such as a discoverer, a person who finds something new or a traveller. Write their responses on the board or on chart paper. Ask: *What makes a good explorer?* Student suggestions may include: persistence, good navigational skills and someone who is able to record their findings accurately. Record their responses.

After the discussion, have students complete **Worksheet 1**. Ask a number of students to share their responses and explain the pictures they have drawn of themselves as explorers.

Ask students to consider the similarities between being an explorer and being a school student. Students might say: finding out about new things, recording discoveries in workbooks, having adventures in the playground, facing challenges or persevering with something new.

Exploring by sea

Curriculum links*

ACHHS082, ACHHS083,
ACHHS087, NSW1, NSW2,
AusVELS1, L, CCT

In a whole class discussion, ask students what they think it would be like to explore by sea. Ask students: *How would you feel?* Student answers may include: scared, excited and nervous. Write their responses on the board or on chart paper.

Then, ask students what they might see, hear and smell. Students may suggest things such as water, waves, dolphins and whales; waves crashing and people yelling orders; salty sea, fish and food. Record their responses.

Ask students what they know about Cook's voyage on the HMB *Endeavour*. Some students may know a great deal, others nothing at all. In the latter case, give a brief outline of Cook's voyage:

- In 1768, Cook set sail from England to Tahiti and made astronomical observations.
- Cook was supposed to look for and chart the unknown southern land. For centuries, people had known there was a mysterious land in the south, but no one had found it. The English also knew that the Dutch had started charting the west coast of a land called New Holland, but they did not believe that this was the fabled unknown southern land.
- Cook sailed to New Holland and charted its east coast. He also charted New Zealand. He didn't find any 'unknown southern land'.

You could find images of Cook and his voyages on the internet or in textbooks and show these to students.

Tell them that when they are older, they might like to sail on the HMB *Endeavour* replica. Consider watching the short film extract *Endeavour* (listed in the Resources section on page 5), a 3.5 minute film about sailing on the HMB *Endeavour* replica.

Have a whole class discussion. Ask questions such as:

- *What did you notice about the ship?*
- *How is it different from modern ships?*
- *What were the people doing on the ship?*
- *What else did you notice?*

Have students complete **Worksheet 2** and ask a number of students to share their responses with the class.

Finding out

What was it like to travel by sea?

Curriculum links*

ACHHS082, ACHHS084,
NSW1, HT2-3, HT2-5,
AusVELS1, L, ICT

Preparation

- Organise student access to ICT resources.
- Ensure students have their completed copies of Worksheet 2.

On **Worksheet 2**, students will have recorded what they would like to know about exploring by sea; ask them to share their questions with the class. Record these on the board or on chart paper.

Ask students: *How can you find out the answers to these questions? What sort of resources could you use?* Write their responses on the board or on chart paper.

As a starting point, direct students to the Australian National Maritime Museum's *Endeavour* interactive website (listed in the Resources section on page 5). Explain that they can use it to find out what it was like to be on the HMB *Endeavour* in 1770. Students can explore the stations on the ship. Alternatively, if your school is near Sydney, you could arrange an excursion to the Maritime Museum's *Endeavour* replica (see the Excursions section on page 5).

As a whole class, brainstorm what students have learned about life on the HMB *Endeavour*. Note the different parts of the ship and the people on board. Then, ask students to complete **Worksheet 3**. Have a number of students share their responses with the class.

Who were the world explorers?

Curriculum links*

ACHHS081, ACHHS082,
ACHHS083, ACHHS084, NSW1,
HT2-3, AusVELS1, L, N

Ask the whole class if they know of any explorers who travelled by sea. *What were their names? What did they discover?* Write students' responses on the board or on chart paper.

Assessment: The voyages of James Cook

1 Choose an activity that interests you.

- ☐ Create a diorama of a scene from James Cook's exploration.
- ☐ Create a map showing the paths of Cook's three voyages, including details of the dates of each voyage and what he achieved on each voyage.
- ☐ Make a model of Cook's ship, the HMB *Endeavour*.

2 Write a procedure to tell how you made your diorama, map or model.

Complete this checklist before handing in your assessment.

Checklist	Place tick here!
I have collected all the resources I need to make my diorama, map or model.	
I have made my diorama, map or model.	
I have written a procedure to explain how I made my diorama, map or model.	
I have written my name on all parts of my assessment.	

This is how your assessment will be marked.

	Outstanding	Great job	Pass	Needs more work	Mark
Diorama	Your diorama is well presented, with wide-ranging attention to historical detail.	Your diorama is well presented, with much attention to historical detail.	Your diorama is mainly well presented, with some attention to historical detail.	Your diorama needed more thought and preparation.	
Map	Your map contains accurate and detailed information about Cook's three voyages.	Your map contains good information about Cook's three voyages.	Your map contains some information about some of Cook's voyages.	Your map does not feature Cook's three voyages.	
Model	Your model is well presented, with wide-ranging attention to historical detail.	Your model is well presented, with much attention to historical detail.	Your model is mainly well presented, with some attention to historical detail.	Your model needed more thought and preparation.	
Procedure	Your procedure was of an outstanding quality and all spelling was correct.	Your procedure was mainly well written and well structured, but had some spelling errors.	Your procedure was mainly well written and the structure was mostly correct but there were a few spelling errors.	Your procedure needed more thought and attention to structure and spelling.	

Exploration and science

Some exploration voyages were made to further science, rather than to trade with faraway lands. In 1768, the British Admiralty (the people in charge of the Royal Navy) decided they wanted to learn more about **astronomy**. They particularly wanted someone to sail to Tahiti to observe the transit of Venus (where the planet Venus could be seen crossing the face of the sun).

The British Admiralty wanted to learn more about the plants and animals of the southern hemisphere too. They needed a **botanist** to travel to the southern hemisphere to record the species of plant life there.

The British Admiralty also had a secret mission—they wanted to find the large unknown land in the southern hemisphere before anyone else did. This land was then called *Terra Australis Incognita*, which means, ‘unknown southern land’.

The Admiralty chose a young man named James Cook to captain the ship for this expedition. Cook was a great **navigator** and had experience in astronomy. He was also good at drawing maps of new lands. They also chose an astronomer named Charles Green and a botanist named Joseph Banks to go with Cook on his great voyage.

Glossary

astronomy: the study of the stars and planets

botanist: a person who studies plants

navigator: a person who decides in which direction a ship should travel