

Faces of the Franklin Expeditions

Learning objectives

- Students will distinguish between the historical and geographical significance of events.
- Students will review and investigate the people involved in the 1845 British Arctic and 2014 Victoria Strait expeditions.
- Students will explore the roles of participants on the 1845 British Arctic Expedition and 2014 Victoria Strait Expedition.

Time required

50-70 minutes

Grades

4-8

Materials

- Long rope and year cards
- Tape
- Access to Internet
- “Franklin Expedition: Then & Now” work sheets
- Problem solving worksheets (“Think Like a Scientist,” “Think Like a Historian” and “Think Like a Geographer”)
- Copies of pages 37-47 the December 2014 issue of *Canadian Geographic*

Set-up

Either affix a long rope to the classroom wall (it should be four or five metres long), or access an online timeline maker such as timeglider.com. Above the rope, or online, place the following years as historical points: 1845, 1847, 1848, 1850, 1852, 1854, 1857 and 2014.

Links to the Canadian National Standards for Geography

Essential Element 2: Places and Regions

- Political and historical characteristics of regions
- Changes in places and regions over time

Essential Element 5: Environment and Society

- Limits and opportunities of the physical environment for human activities

Introduction

Ask your students to describe what historians and geographers study. Record their answers in a T-chart on the board:

HISTORY	GEOGRAPHY
---------	-----------

Explain that both historians and geographers are concerned with *significance*, meaning that they are interested in ascertaining how important something was/is and the scope of its influence. As part of the process of their study to determine significance, both historians and geographers ask questions.

Ask students the following questions in random order. Using the T-chart just made, instruct them to determine which column each question best fits.

Historical Significance	Geographical Significance
How were they important in their own time?	Where is it located?
Did this importance continue throughout the generations?	Why is it there?
How did this change things that followed?	What is the significance of the location?
How did following generations continue or discontinue the tradition?	
Did we learn anything from it?	
How has this influenced today?	

Development

Have your students visit Canadian Geographic’s 2014 Victoria Strait Expedition: The Search for Franklin’s Lost Ships website at cgeducation.ca/franklin. Be sure they focus on the two searches and the interactive timeline. Using the questions of historical and geographical significance on the board as a guide, have half of your students answer the questions as they pertain to the 1845 British Arctic Expedition and the other half explore the 2014 Victoria Strait Expedition.

Once your students have had time to review each expedition, ask each group to identify the key roles of people on each expedition (scientist, historian, technology specialist, etc.). Engage the class in a discussion: What types of people were involved in the 1845 British Arctic Expedition and later searches? What types of people were involved in the 2014 expedition?

Faces of the Franklin Expeditions

Essential Element 6: The Uses of Geography

- Influences of physical and human features on historical events
- Effects of physical and human geographic factors in major historic events

Conclusion

Assign a person or organization involved in either expedition to each student. Make sure that all are assigned:

1845: British Expedition and subsequent searches	2014: Victoria Strait Expedition
Sir John Franklin	Parks Canada
Lady Jane Franklin	The Royal Canadian Geographical Society
John Rae	The W. Garfield Weston Foundation
Francis Crozier	Arctic Research Foundation
Harry Goodsir	Royal Canadian Navy
James Clark Ross	Canadian Coast Guard
James Fitzjames	One Ocean Expeditions
Sir John Barrow	Government of Nunavut
Edward Belcher	Fisheries and Oceans Canada
John Torrington	Canadian Ice Service
Francis Leopold McClintock	

Hand out a “Franklin Expedition: Then & Now” sheet to each pupil and have the problem-solving worksheets available at the front of the class. Using the internet and *Canadian Geographic* magazine, instruct students to complete the biography worksheet first followed by the correct problem solving worksheet (i.e. if their personality was a scientist, complete the Think like a Scientist worksheet). Guide and assist as necessary.

Once completed, attach the biography sheets to the rope timeline in your class, or create your own online timeline, using the interactive timeline on cgeducation.ca/franklin as a guide. The personalities and organizations should be ordered in time based on their role in the 1845 British Arctic and the 2014 Victoria Strait expeditions. Using the problem-solving worksheets, discuss how the different people and organizations involved in the expeditions would approach the situation and how their personal expertise would have helped in the discovery of HMS *Erebus*.

Extend your geographical thinking

Have your students explore the concept of geographical importance by exploring the local, national and international media coverage of the 2014 Victoria Strait Expedition. Many of the stories can be found at www.rcgs.org. Instruct your students to collect news articles about the event and have them answer: How profound was the influence of the find? How widespread was the media coverage? How long-lasting were the after-effects of the find? What is the historical and geographical significance?

For more information about the search for Franklin's lost ships, please visit www.pc.gc.ca/eng/culture/franklin/index.aspx

Faces of the Franklin Expeditions

Franklin Expedition: Then & Now

BIOGRAPHY

A biography is a history of a person's life.

PERSON/ORGANIZATION'S NAME: _____

PERSON/ORGANIZATION'S ROLE: _____

PERSONAL LIFE/ORGANIZATION GOALS: _____

ROLE IN FRANKLIN EXPEDITION: _____

Faces of the Franklin Expeditions

Think like a **scientist** and help solve the mystery of the 1845 British Arctic Expedition!

The question: Where is Franklin's missing ship, the *Terror*?

Background research: What do you know about the 1845 British Arctic Expedition?

Hypothesis: Where do you think the missing ship is located?

Experiment: How will you test your hypothesis? Create a step-by-step procedure and conduct an "experiment" that tests your hypothesis.

Collect data: What kinds of methods will you use to keep track of your findings? (notes, journal entries, photos, charts and graphs)

Observations: Describe the observations you made during your experiment. Include information that could have affected your results, such as errors, environmental factors and unexpected surprises.

Conclusions: Use your analysis to answer your original question. Do the results of your experiment support or oppose your hypothesis?

Communication: Present your findings! Write a paragraph detailing what you learned about the 1845 British Arctic Expedition.

Faces of the Franklin Expeditions

Think like a geographer and help solve the mystery of the 1845 British Arctic Expedition!

The question: Where?

Gather and analyze historical sources: Where can I find information about the 1845 Franklin Expedition? What are the different types of sources available?

Differentiate between primary and secondary source: Primary sources include letters, diaries maps, newspapers, public records, artifacts; they are “eye-witness” accounts and testimonies to the events. Secondary sources, like textbooks and encyclopedia articles, were written about the event.

Find patterns in the information gathered: What story is being told by your sources? What have you learned?

Present explanations or arguments that answer the key question: Present your findings. Write a paragraph detailing what you learned about the 1845 Franklin Expedition.

Faces of the Franklin Expeditions

Think like a geographer and help solve the mystery of the 1845 British Arctic Expedition!

The question: Where is Franklin's missing ship, the *Terror*?

Gather geographic resources: What data and information will you need to answer your question about the 1845 Franklin Expedition?

Explore geographic data: Carefully study your information. Create a map or graph. What patterns and relationships do you see?

Analyze geographic information: Determine how the patterns and relationships can help you answer your question.

Act on geographic knowledge: Use the results of your work to answer your question. Share your findings by writing a paragraph detailing what you learned about the British Expedition.