



# VANCOUVER MARITIME MUSEUM

**BC CURRICULUM CONNECTIONS**

Explore the Museum with guided school programs and self-guided visits or borrow one of our education kits to bring into your classroom!

#### BOOKING INFORMATION

The Vancouver Maritime Museum offers a variety of curriculum-based programs for school groups of all ages. Trained staff and education volunteers lead small groups of students through hands-on and participatory activities designed to stimulate creative and critical thinking. Our guided school programs support the core competencies and connect with big ideas in Social Studies and Science curriculum. For more information on how our programs meet BC's learning standards, please visit our website.

#### What you need to know:

- Advanced booking is required for both guided and self-guided programs. Pre-visit packages are available upon request.
- All K-12 programs have a minimum of 15 students and a maximum of 30 students. For Preschool programs, the maximum is 20 students.
- Please arrive 15 minutes prior to the program start time.
- Chaperones, supplied by the group, must accompany in a ratio of one adult per 10 students. One adult free with every 5 students, additional adults will be charged at the student rate. Parking is free for drivers of school groups.
- Lunch space is available on request.



## SELF GUIDED MUSEUM VISITS

Suitable for all ages \$5.25 per student

Visit the museum on your own or add a self-guided visit to one of our guided school programs. There is a lot to discover! Worksheets are available to support and enhance your self-directed exploration and can be emailed to teachers upon request. Self-guided museum visits can be scheduled anytime but must be booked at least one week in advance to receive the discounted rate.

## GUIDED SCHOOL PROGRAMS

### Preschool to Grade 12

\$6.25 per student for all 60 minute programs (Preschool-Kindergarten)  
\$7.25 per student for all 90 minute programs (Grade 1-12)

Dates: September 26 – December 14, 2019, January 6 – March 16, 2020 and March 30 – June 5, 2020.  
Times: 10-11 am or 1-2 pm; 10-11:30 am or 12:30-2 pm

Your class may visit the rest of the Museum after your program for an additional charge and must be booked in advance (see Self-Guided Museum Visits). Please note: All groups will be billed for a no-show and a \$50 charge will be applied for cancellations made less than one week before the reserved date.

#### EDUCATION KITS

\$50 for a 3 week rental

Bring the museum to your classroom with our new inquiry-based education kits! Each kit contains activities, worksheets, crafts, and artefacts that support core competencies and connect with big ideas in the BC curriculum.

#### SCIENCE OF NAVIGATION

Gr. 8 to 9

Navigation skills can be taught anywhere! Teach your students how sailors in the past found their way using mathematics, science, and basic observations with this new education kit.

For more information and to book, please EMAIL [programs@vanmaritime.com](mailto:programs@vanmaritime.com) or CALL 604-257-8304.

# TUGS FOR TYKES

## Preschool to Kindergarten

60 minutes

Tugboats may be small but their role in the harbour is big. Discover how these mighty tugboats keep the harbour moving, then construct a wooden model tugboat to take home with you!

*This program is made possible through a generous contribution from Robert Allan Ltd.*

## BIG IDEAS

- K** Rights, roles and responsibilities shape our identity and help us build healthy relationships with others.
- K** The motion of objects depend on their properties.

## CURRICULAR COMPETENCIES

### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Explain the significance of personal or local events, objects, people or places (significance).
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective).

### *Science*

- Demonstrate curiosity and a sense of wonder about the world (questioning and predicting).
- Safely manipulate materials (planning and conducting).
- Discuss observations (processing and analyzing data and information).
- Transfer and apply learning to new situations (applying and innovating).
- Share observations and ideas orally (communicating).



## CONTENT

### *Social Studies*

- Rights, roles, and responsibilities of individuals and groups.
- Peoples, places, and events in the local community.

### *Science*

- Properties of familiar materials.
- Effects of pushes / pulls on movement.
- Effects of size, shape, and materials on movement.

# AMAZING ARCTIC ANIMALS

## Preschool to Kindergarten

60 minutes

Learn the keys to survival in the Arctic! Look for clues and examine skulls, furs and photos to discover how Arctic animals adapt to life in Canada's most extreme ecosystem.

### BIG IDEAS

- K Our communities are diverse and made up of individuals who have a lot in common.
- K Plants and animals have observable features.
- K Daily and seasonal changes affect all living things.

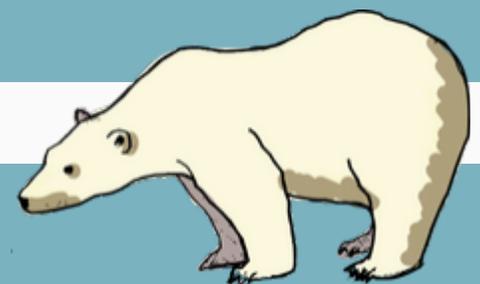
### CURRICULAR COMPETENCIES

#### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Explain the significance of personal or local events, objects, people or places (significance).

#### *Science*

- Demonstrate curiosity and a sense of wonder about the world (questioning and predicting).
- Making exploratory observations using their senses (planning and conducting). Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge (processing and analyzing data and information).
- Transfer and apply learning to new situations (applying and innovating).
- Share observations and ideas orally (communicating).



### CONTENT

#### *Social Studies*

- Needs and wants of individuals and families.
- Rights, roles, and responsibilities of individuals and groups.

#### *Science*

- Basic needs of plants and animals.
- Adaptations of plants and animals.
- Living things make changes to accommodate daily and seasonal change.
- First Peoples uses of plants and animals.

# PIRATES!

## Preschool to Grade 3

60 or 90 minutes

There is more to a pirate's life than you see in the theatre or read in books! Learn what life was like aboard a pirate ship as you uncover the stories of some of the most infamous early seafarers.

## BIG IDEAS

- K** Rights, roles and responsibilities shape our identity and help us build healthy relationships with others.
- 1** Our rights, roles, and responsibilities are important for building strong communities.
- 2** Individuals have rights and responsibilities as global citizens.
- 3** People from diverse cultures and societies share some common experiences and aspects of life.

## CURRICULAR COMPETENCIES

### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change).
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).



## CONTENT

### *Social Studies*

- K Needs and wants of individuals and families.
- K Rights, roles, and responsibilities of individuals and groups.
- K Relationships between a community and its environment.
- 1 Diverse cultures, backgrounds, and perspectives within the local and other communities.
- 1 Relationships between a community and its environment.
- 2 Diverse characteristics of communities and cultures in Canada and around the world.
- 2 How people's needs and wants are met in communities.
- 3 Aspects of life shared by and common to peoples and cultures.
- 3 Relationships between humans and their environment.

# MOUNTIE SAILORS + ARCTIC COMMUNITIES

Grade 1 to 3

90 minutes

Discover how skills and teamwork were essential in the development of Canada's northern communities. Explore the relationships between the Mounties, the Inuit and the animals of the Arctic. Gain a deeper understanding of the roles and responsibilities that enabled their survival in the harsh northern climate.

## BIG IDEAS

- 1 Our rights, roles, and responsibilities are important for building strong communities.
- 1 Healthy communities recognize and respect the diversity of individuals and care for the local environment.
- 2 Canada is made up of many diverse regions and communities.
- 3 People from diverse cultures share some common experiences and aspects of life.

## CURRICULAR COMPETENCIES

### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Explain why people, events, or places are significant to various individuals and groups (significance).
- Explain different perspectives on people, places, issues, or events (perspective).

## CONTENT

### *Social Studies*

- 1 Characteristics of the local community that provide organization and meet the needs of the community.
- 1 Relationships between a community and its environment.
- 1 Roles, rights, and responsibilities in the local community.
- 2 Diverse characteristics of communities and cultures in Canada
- 2 How people's needs and wants are met in communities.
- 2 Relationships between people and the environment in different communities.
- 2 Diverse features of the environment in other parts of Canada.
- 3 Aspects of life shared by and common to peoples and cultures.
- 3 Oral history, traditional stories, and artefacts as evidence about past First Peoples cultures.
- 3 Relationship between humans and their environment.

# MAN THE OARS & CHART THE COAST

Grade 4 to 5

90 minutes

Experience what life at sea would have been like over 200 years ago! Step back in time with a visit to the fo'c'sle of an eighteenth century tall ship. Discover the significance of Captain George Vancouver's voyage, then put your navigational skills to the test in the museum's Heritage Harbour.

## BIG IDEAS

- 4 The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.
- 5 Natural resources continue to shape the economy and identity of different regions of Canada.

## CURRICULAR COMPETENCIES

### *Social Studies*

- 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).
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective).

## CONTENT

### *Social Studies*

- 4 Early contact, trade, co-operation, and conflict between First Peoples and European people.
- 5 Physiological features and natural resources of Canada.
- 5 Resources and economic development in different regions of Canada.



# ARCTIC EXPLORERS

Grade 4 to 5

90 minutes

Do you have what it takes to become a successful Arctic explorer? Hear fascinating stories of seafarers who succeeded (and those who failed). Learn how the traditional knowledge and lifestyle of the Inuit could improve your chance of survival in the unique and challenging Arctic environment. Then climb aboard the famous RCMP vessel St. Roch to discuss the experiences of Captain Henry Larsen and his crew. *This program is made possible through a generous contribution from TD Bank Group.*

## BIG IDEAS

- 4 The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.
- 5 Natural resources continue to shape the economy and identity of different regions of Canada.

## CURRICULAR COMPETENCIES

### *Social Studies*

- 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).
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change).

## CONTENT

### *Social Studies*

- 4 Early contact, trade, co- operation, and conflict between First Peoples and European people.
- 4 Physiological features and natural resources of Canada.
- 5 Resources and economic development in different regions of Canada.
- 5 Resources and economic development in different regions of Canada.



# EXTREME ENVIRONMENTS



Grade 5 to 7  
90 minutes

Discover what it takes to be an extreme explorer in one of the last unexplored frontiers on earth! Learn about the history of deep ocean exploration and how technology can be used to overcome challenging conditions, then use your newfound knowledge to design a submersible inspired by your visit to the *PX-15 Ben Franklin*.

## BIG IDEAS

- 5 Natural resources continue to shape the economy and identity of different regions of Canada.
- 5 Machines are devices that transfer force and energy.
- 6 The solar system is part of the Milky Way, which is one of billions of galaxies.
- 7 Evolution by natural selection provides an explanation for the diversity and survival of living things.
- 7 Geographic conditions shaped the emergence of civilizations.

## CURRICULAR COMPETENCIES

### *Social Studies*

- 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).
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).

### *Science*

- Identify questions to answer or problems to solve through scientific inquiry (questioning and predicting).
- Experience and interpret the local environment (processing and analyzing data and information).
- Co-operatively design projects; transfer and apply learning to new situations (applying and innovating).
- Communicate ideas, explanations, and processes in a variety of ways (communicating).

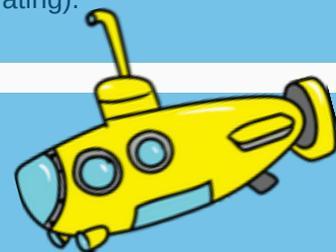
## CONTENT

### *Social Studies*

- 5 Resources and economic development in different regions of Canada
- 7 Human responses to geographic challenges and opportunities, including climates, landforms, and natural resources.
- 7 Scientific, philosophical, and technological development.

### *Science*

- 5 Properties of simple machines and their force effects.
- 6 The position, motion, and components of our solar system in our galaxy, including extreme environments (Contributions of Canadians to exploration technologies).
- 7 Survival needs of organisms.



# SCIENCE OF NAVIGATION

Grade 8 to 9  
90 minutes

Ever wonder what it would be like to navigate the open ocean with GPS? Come and learn how sailors in the past found their way using mathematics, science, and basic observations. *Not able to visit the museum? This program is also available as an education kit!*

## BIG IDEAS

- 8 Exploration, expansion and colonization had varying consequences for different groups.
- 8 Computational fluency and flexibility extend to operations with fractions.
- 9 Emerging ideas profoundly influence societies and events.
- 9 The principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analyzed.
- 9 Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

## CURRICULAR COMPETENCIES

### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence).

### *Mathematics*

- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities.
- Acting it out, using concrete materials (e.g., manipulatives), drawing pictures or diagrams, building, and programming. Use logic and patterns to solve puzzles and play games.
- Use reasoning and logic to explore, analyze, and apply mathematical ideas.
- Estimate reasonably.
- Demonstrate and apply mental math strategies.



## CONTENT

### *Social Studies*

- 8 Exploration, expansion, and colonization.
- 8 Scientific and technological innovations (Cartography and navigation).
- 9 Political, social, economic, and technological revolutions (Advances in science and technology; New methods of transportation, including the railway, steamships, cars, and aircraft).

### *Mathematics*

- 8 Pythagorean theorem (Constructing canoe paths and landings given current on a river; First Peoples constellations).
- 9 Spatial proportional reasoning
- 9 Two-variable linear relations (Graphing relation and analyzing).

# WE'RE (NOT) ALL IN THE SAME BOAT: MIGRANTS, CONTEMPORARY ART & SOCIAL PROTEST

Grade 5, 6, 9 and 10

90 minutes

Explore social and political issues around migration and refugees in this new program led by professional artist Toni Latour. Discuss religious and racial discrimination, cultural appropriation, and our histories of migration and immigration as you visit the Vancouver Biennale's art installation in Vanier Park, Paradise Has Many Gates and examine artefacts at the museum, including the sail from the Greenpeace vessel MV Moby Dick and the model of the ocean liner RMS Empress of Japan. Then respond to the ideas and perspectives you have learned as you participate in a hands-on art workshop. This program is presented in partnership with the Vancouver Biennale.

## BIG IDEAS

- 5 Canada's policies and treatment of minority peoples have negative and positive legacies.
- 6 Systems of government vary in their respect for human rights and freedoms.
- 9 Disparities in power alter the balance of relationships between individuals and between societies.
- 10 Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

## CURRICULAR COMPETENCIES

### *Social Studies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Make ethical judgements about events, decisions or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement).
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).



## CONTENT

### *Social Studies*

- |   |   |
|---|---|
| 5 The changing nature of Canadian immigration over time.                      | 9 Global demographic shifts, including patterns of migration and population growth. |
| 5 Past discriminatory government policies and actions.                        | 9 Discriminatory policies and injustices in Canada and the world.                   |
| 5 Human rights and responses to discrimination in Canadian society.           | 10 Environmental, political and economic policies.                                  |
| 6 Global poverty and inequality issues, including class structure and gender. | 10 Canadian identities (Immigration and refugee policies and practices)             |
| 6 International co-operation and responses to global issues.                  | 10 Discriminatory policies and injustices in Canada and the world.                  |

# WHAT IS WAR GOOD FOR?

Grade 10 to 12

90 minutes

Gain a new perspective as you see the war through the eyes of Canadians who lived through internment, occupation and battle. Learn about the changing nature of warfare and the development of new technologies as you discover Canada's naval contributions to World War II and the importance of the *St. Roch* to Canadian sovereignty and the war effort.

## BIG IDEAS

- 10 Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- 11 The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities.
- 12 The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.

## CURRICULAR COMPETENCIES

### *Social Studies*

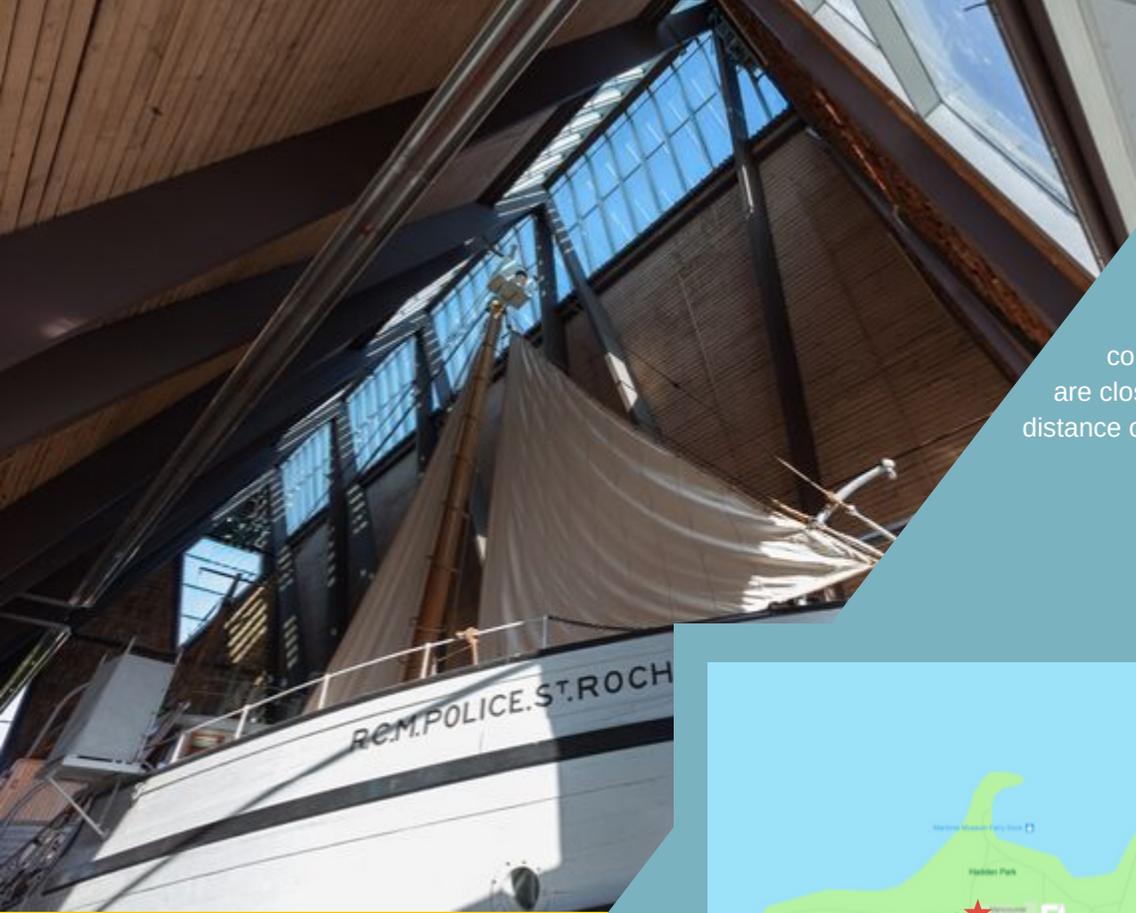
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).
- Make reasoned ethical judgements about actions in the past, and assess appropriate ways to remember and respond (ethical judgement).

## CONTENT

### *Social Studies*

- 10 Canadian autonomy.
- 10 Canadian identities
- 10 Discriminatory policies and injustices in Canada and the world (World War II internments).
- 10 International conflicts and cooperation (Global armed conflicts and Canada's role in them).
- 11 Social, cultural or technological innovations and developments in the 20th century.
- 12 Global conflicts, including World War II.
- 12 Communication and transportation technologies.

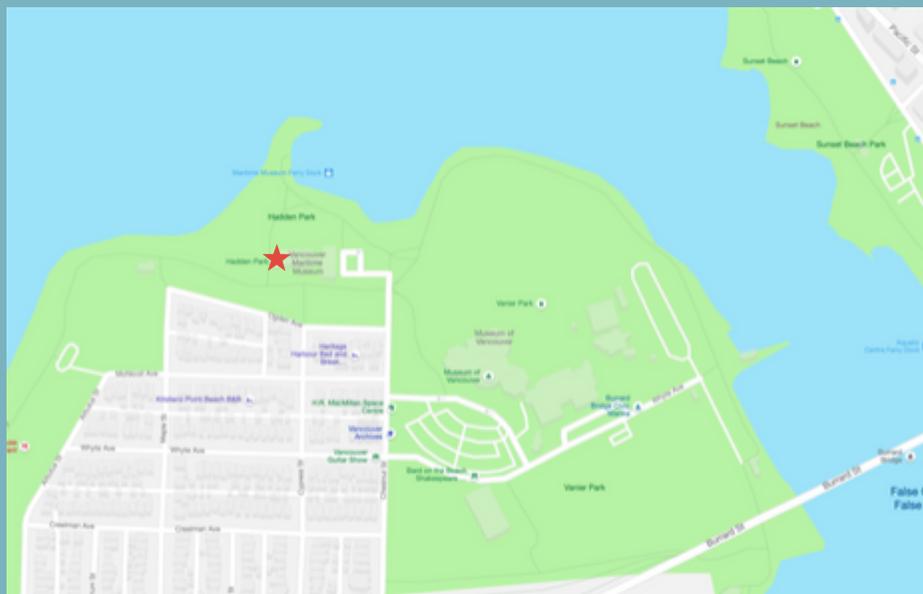




1905 Ogden Ave.  
Vancouver, BC

The Vancouver Maritime Museum is conveniently located and easy to find. We are close to Granville Island and within walking distance of Kitsilano Beach, HR MacMillan Space Centre and the Museum of Vancouver.

604-257-8304  
programs@vanmaritime.com



### RBC FOUNDATION BRIDGE PROGRAM

Field trip bursaries are available for classes to visit the Vancouver Maritime Museum. Classes demonstrating need may be eligible to receive a bursary to cover part of the cost of their museum visit. Funding is limited and available on a first come first served basis.



RBC Foundation<sup>®</sup>

### Our education programs are supported by:



We gratefully acknowledge the financial support from the Province of British Columbia.

*The Vancouver Maritime Museum Society is a registered non-profit.*