

## **VANCOUVER MARITIME MUSEUM - SCHOOL PROGRAMS – 2018-2019**

### **BC CURRICULUM CONNECTIONS**



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The Vancouver Maritime Museum offers school programs for classes from Preschool to Secondary School. Programming is based on the Ministry of Education's Social Studies and Science curriculum and supports the core competencies, essential learning, and literacy and numeracy foundations for each grade. Trained education volunteers lead small groups of students through hands-on and participatory activities designed to stimulate creative and critical thinking.

**TUGS FOR TYKES - Preschool to K**

Wed 1:00 – 2:00; Fri 10:00 – 11:00

Tugboats are small but their role in the harbour is big. In this program, students will discover how these small but mighty vessels keep the harbour moving. This interactive program introduces students to the role of the tugboat, basic maritime terminology (parts of a boat) and roles and responsibilities of the crew. Students will construct a wooden model tugboat to take home.

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

**Connections to BC Curriculum Learning Standards**

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
K	<ul style="list-style-type: none"> <li>□ Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>□ Rights, roles, and responsibilities of individuals and groups</li> <li>□ Peoples, places, and events in the local community</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Explain the significance of personal or local events, objects, people or places (significance)</li> <li>□ Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> </ul>

Science			
Grade	Big Ideas	Content	Curricular Competencies
K	<ul style="list-style-type: none"> <li>□ The motion of objects depends on their properties.</li> </ul>	<ul style="list-style-type: none"> <li>□ Properties of familiar materials</li> <li>□ Effects of pushes / pulls on movement</li> <li>□ Effects of size, shape, and materials on movement</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Science inquiry processes and skills</li> <li>□ Questioning and predicting</li> <li>□ Planning and conducting</li> <li>□ Processing and analyzing data and information</li> <li>□ Applying and innovating</li> <li>□ Communicating</li> </ul>

## AMAZING ARCTIC ANIMALS - *Preschool to K*

Wed 10:00 – 11:00; Fri 1:00 – 2:00

Discover the keys to survival in the Arctic by examining how some animals have adapted to the harsh conditions. Students will examine skulls, furs and photos of several Arctic animals to look for clues of how they have adapted. A short story and a simple craft will be used to reinforce the learning.

### Connections to BC Curriculum Learning Standards

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
K	<ul style="list-style-type: none"> <li>□ Our communities are diverse and made up of individuals who have a lot in common.</li> </ul>	<ul style="list-style-type: none"> <li>□ Needs and wants of individuals and families</li> <li>□ Rights, roles, and responsibilities of individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Explain the significance of personal or local events, objects, people, or places (significance)</li> </ul>

Science			
Grade	Big Ideas	Content	Curricular Competencies
K	<ul style="list-style-type: none"> <li>□ Plants and animals have observable features.</li> <li>□ Daily and seasonal changes affect all living things.</li> </ul>	<ul style="list-style-type: none"> <li>□ Basic needs of plants and animals</li> <li>□ Adaptations of plants and animals</li> <li>□ First Peoples uses of plants and animals</li> <li>□ Living things make changes to accommodate daily and seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Science inquiry processes and skills</li> <li>□ Questioning and predicting</li> <li>□ Planning and conducting</li> <li>□ Processing and analyzing data and information</li> <li>□ Applying and innovating</li> <li>□ Communicating</li> </ul>

**PIRATES!** - *Preschool to Gr. 3*

Mon 10:00 – 11:00 / 10:00 – 11:30; Fri 1:00 – 2:00 / 12:30 – 2:00

There is more to a pirate's life than you see in the theatre or read in books. This fun program introduces students to these early seafarers and will touch on living conditions, skills and duties, tools of the trade, famous pirates and the rules they live by. (Program is 1 hour for preschool - kindergarten; 1.5 hours for grades 1-3).

**Connections to BC Curriculum Learning Standards**

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
<b>K</b>	<ul style="list-style-type: none"> <li>□ Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>□ Needs and wants of individuals and families</li> <li>□ Rights, roles, and responsibilities of individuals and groups</li> <li>□ Relationships between a community and its environment</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)</li> <li>□ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>□ Our rights, roles, and responsibilities are important for building strong communities.</li> </ul>	<ul style="list-style-type: none"> <li>□ Diverse cultures, backgrounds, and perspectives within the local and other communities</li> <li>□ Relationships between a community and its environment</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>□ Individuals have rights and responsibilities as global citizens</li> </ul>	<ul style="list-style-type: none"> <li>□ Diverse characteristics of communities and cultures in Canada and around the world</li> <li>□ How people's needs and wants are met in communities</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>□ People from diverse cultures and societies share some common experiences and aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>□ Aspects of life shared by and common to peoples and cultures</li> <li>□ Relationships between humans and their environment</li> </ul>	

## MOUNTIE SAILORS AND ARCTIC COMMUNITIES – Gr. 1 to 3

Mon 10:00 – 11:30; Fri 10:00 – 11:30

From 1928 to 1948, the RCMP vessel *St. Roch* spent much its time in the Arctic acting as a floating police station visiting remote Inuit communities. This famous vessel and her crew of Mounties were successful in their mission because of the skills, teamwork and relationships with the Inuit. While exploring the fully restored *St. Roch*, students will analyze the relationships between the Mounties, the Inuit and the animals in the Arctic that led to their successful voyage and their famous accomplishments.

### Connections to BC Curriculum Learning Standards

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
1	<ul style="list-style-type: none"> <li>□ Our rights, roles, and responsibilities are important for building strong communities.</li> <li>□ Healthy communities recognise and respect the diversity of individuals and care for the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>□ Characteristics of the local community that provide organization and meet the needs of the community</li> <li>□ Relationships between a community and its environment</li> <li>□ Roles, rights, and responsibilities in the local community</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>□ Explain different perspectives on people, places, issues, or events (perspective)</li> </ul>
2	<ul style="list-style-type: none"> <li>□ Canada is made up of many diverse regions and communities.</li> </ul>	<ul style="list-style-type: none"> <li>□ Diverse characteristics of communities and cultures in Canada</li> <li>□ How people's needs and wants are met in communities</li> <li>□ Relationships between people and the environment in different communities</li> <li>□ Diverse features of the environment in other parts of Canada</li> </ul>	
3	<ul style="list-style-type: none"> <li>□ People from diverse cultures and societies share some common experiences and aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>□ Aspects of life shared by and common to peoples and cultures</li> <li>□ Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</li> <li>□ Relationship between humans and their Environment</li> </ul>	

## MAN THE OARS AND CHART THE COAST – Gr. 4 to 5

Tues 10:00 – 11:30; Thurs 12:30 – 2:00

George Vancouver's exploration of the Pacific Northwest coast from 1791-1795 led to the creation of the first detailed and accurate charts of the region. Students will learn about the significance of his voyage, experience the life of his crew and learn about the skills of seamanship, exploration and navigation. Activities include visiting a simulated fo'c'sle of an eighteenth century tall ship and charting the museum's harbour.

### Connections to BC Curriculum Learning Standards

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
4	<ul style="list-style-type: none"> <li>□ The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</li> </ul>	<ul style="list-style-type: none"> <li>□ Early contact, trade, co-operation, and conflict between First Peoples and European people</li> <li>□ Physiological features and natural resources of Canada</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Construct arguments defending the significance of individuals / groups, places, events, or developments (significance)</li> <li>□ Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)</li> </ul>
5	<ul style="list-style-type: none"> <li>□ Natural resources continue to shape the economy and identity of different regions of Canada</li> </ul>	<ul style="list-style-type: none"> <li>□ Resources and economic development in different regions of Canada</li> </ul>	

**ARCTIC EXPLORERS – Gr. 4 to 5**

Tues 12:30 – 2:00; Thurs 10:00 – 11:30

Could you be a successful Arctic explorer? Discover what it takes to become a successful Arctic explorer by examining explorers who were not successful and comparing them to those who succeeded. Examine the experiences of Captain Henry Larsen and his crew aboard the famous RCMP vessel *St. Roch*. Learn how the traditional knowledge and lifestyle of the Inuit could improve your chance of survival in the Arctic.

*This program made possible through a generous contribution from TD Canada Trust.*

**Connections to BC Curriculum Learning Standards**

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
<b>4</b>	<ul style="list-style-type: none"> <li>□ The pursuit of natural resources has played a key role in changing the land, people, and communities of Canada.</li> </ul>	<ul style="list-style-type: none"> <li>□ Early contact, trade, co-operation, and conflict between First Peoples and European peoples</li> <li>□ Physiological features and natural resources of Canada</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Construct arguments defending the significance of individuals / groups, places, events, or developments (significance)</li> <li>□ Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>□ Natural resources continue to shape the economy and identity of different regions of Canada.</li> </ul>	<ul style="list-style-type: none"> <li>□ The development and evolution of Canadian identity over time</li> <li>□ Resources and economic development in different regions of Canada</li> </ul>	

## EXTREME ENVIRONMENTS – Gr. 5 to 7

Tues 10:00 – 11:30; 12:30 – 2:00

Like space exploration, deep ocean exploration requires specific skills, technology and teamwork to survive. In this workshop, students will learn about the history of deep ocean exploration, why the deep ocean is considered an extreme environment and how technology can be used to overcome the conditions faced by deep ocean explorers. Students will begin the process of designing a submersible for deep ocean exploration by learning about the basics of buoyancy, ballast, pressure hull design and providing a safe, comfortable environment for the explorers. An examination of the submersible PX-15 *Ben Franklin* will be used to highlight some of the technologies and design principles.

### Connections to BC Curriculum Learning Standards

Social Studies			
Grade	Big Ideas	Content	Curricular Competencies
5	<ul style="list-style-type: none"> <li>□ Natural resources continue to shape the economy and identity of different regions of Canada.</li> </ul>	<ul style="list-style-type: none"> <li>□ Resources and economic development in different regions of Canada</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</li> <li>□ Construct arguments defending the significance of individuals / groups, places, events, or developments (significance)</li> <li>□ Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</li> </ul>
7	<ul style="list-style-type: none"> <li>□ Geographic conditions shaped the emergence of civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>□ Human responses to geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>□ Scientific, philosophical, and technological developments</li> </ul>	

Science			
Grade	Big Ideas	Content	Curricular Competencies
5	<ul style="list-style-type: none"> <li>□ Machines are devices that transfer force and energy.</li> </ul>	<ul style="list-style-type: none"> <li>□ Properties of simple machines and their force effects.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use Science inquiry processes and skills</li> <li>□ Identify questions to answer or problems to solve through scientific inquiry (questioning and predicting)</li> <li>□ Experience and interpret</li> </ul>
6	<ul style="list-style-type: none"> <li>□ The solar system is part of the Milky Way, which is one</li> </ul>	<ul style="list-style-type: none"> <li>□ The position, motion, and components of our solar system in our galaxy,</li> </ul>	



	of the billions of galaxies.	including extreme environments and contributions of Canadians to exploration technologies	the local environment (processing and analyzing data and information)
<b>7</b>	<ul style="list-style-type: none"> <li>□ Evolution by natural selection provides an explanation for the diversity and survival of living things.</li> </ul>	<ul style="list-style-type: none"> <li>□ Survival needs of organisms</li> </ul>	<ul style="list-style-type: none"> <li>□ Co-operatively design projects; transfer and apply learning to new situations (applying and innovating)</li> <li>□ Communicate ideas, explanations, and processes in a variety of ways (communicating)</li> </ul>

**WHAT IS WAR GOOD FOR? – Gr. 10 to 12 (90 min.)**

Canada is nicknamed by some as “the peaceful nation.” In 1939, Canada had a small but growing military force. By the end of WWII, Canada had become the fourth largest contributor to the Allied forces after the USSR, the USA and the UK. In this program, students will gain an understanding of Canada’s involvement in WW II. Main themes of the program include: the history of the Royal Canadian Navy, *St. Roch’s* secret wartime mission, living in an occupied country, and how technological advances changed the Battle of the Atlantic.

**Connections to BC Curriculum Learning Standards**

Social Studies			
Grade	Big Ideas / Key Elements	Content / PLOs	Curricular Competencies / Achievement Indicators
10	<ul style="list-style-type: none"> <li>□ Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> </ul>	<ul style="list-style-type: none"> <li>□ Changing conceptions of identity in Canada</li> <li>□ International conflict and co-operation</li> <li>□ Economic development and Canada’s role in a global economy</li> </ul>	<ul style="list-style-type: none"> <li>□ Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>□ Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>□ Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement)</li> </ul>
11	<ul style="list-style-type: none"> <li>□ Autonomy and International Involvement: Impact of WW II and Canada’s role; Canada’s development as an autonomous nation</li> <li>□ Society and Identity: What it means to be Canadian</li> </ul>	<ul style="list-style-type: none"> <li>□ Assess Canada’s role in World War II and the war’s impact on Canada</li> <li>□ Represent what it means to be Canadian with reference to important Canadian cultural and scientific achievements</li> </ul>	<ul style="list-style-type: none"> <li>□ A1 – Analyze primary and secondary sources (historical evidence) with reference to: reliability, bias and point of view, and corroborating and conflicting evidence</li> <li>□ A2 – Assess significant historical events in relation to social, political, economic, technological, cultural, and demographic factors</li> <li>□ A3 - Demonstrate historical empathy</li> </ul>
12	<p>D3 – Explain the significance of key developments in World War II, including: military battles, campaigns, total war and technological advances.</p>	<ul style="list-style-type: none"> <li>□ Explain the importance of key WW II military events</li> <li>□ Relate military strategies used in WW I to advances in technology.</li> </ul>	

## BOOKING INFORMATION

**TO BOOK A PROGRAM, EMAIL [programs@vanmaritime.com](mailto:programs@vanmaritime.com) or CALL 604-257-8306**

Please refer to the Schedule at a Glance.

### **GUIDED SCHOOL PROGRAMS**

All Preschool- Kindergarten programs are one hour and cost \$6.25 per student. All Grade 1-12 programs are 1.5 hours and cost \$7.25 per student (except where noted). One adult free with every five students, additional adults will be charged at student rate. Your class may visit the rest of the Museum after your program for an additional charge (see Self-Guided Museum Visits). Advanced booking is required. Parking is free for drivers of school groups.

Please note: all groups will be billed for a no-show and for cancellations made less than two weeks before the reserved date.

For the safety and comfort of all participants, please note that class sizes must be adhered to:

- Preschool class maximum 20 students.
- Kindergarten class maximum 22 students.
- Grades 1-3 class maximum 24 students.
- Grades 4-12 class maximum 30 students.
- All programs minimum 15 students.

### **SELF GUIDED MUSEUM VISITS**

#### **Suitable for all ages**

Visit the museum on your own or add a self-guided visit to one of our regular school programs. There is a lot to discover! Cost \$5.25 per student, one adult free for every five students, additional adults will be charged at student rate.

### **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 a portion of the cost of their visit to the Museum. Funding is limited and available on a first come first served basis.

**LOCATION** – 1905 Ogden Ave, Vancouver, BC, V6J 1A3

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.

# SCHEDULE AT A GLANCE

2018: Oct 9 - Dec 14  
2019: Jan 14 - June 7

Please use this tool for planning your visit to the Museum. If our schedule does not meet your needs, please let us know. Self-guided Museum visits can be scheduled anytime but must be booked in advance.

PROGRAM	GRADES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TUGS FOR TYKES	Pre - K			1:00 - 2:00		10:00 - 11:00
AMAZING ARCTIC ANIMALS	Pre - K			10:00 - 11:00		1:00 - 2:00
PIRATES	Pre - K	10:00 - 11:00				1:00 - 2:00
	1 - 3	10:00 - 11:30				12:30 - 2:00
MOUNTIE SAILORS AND ARCTIC COMMUNITIES	1 - 3	10:00 - 11:30				10:00 - 11:30
MAN THE OARS AND CHART THE COAST	4 - 5		10:00 - 11:30	10:00 - 11:30	12:30 - 2:00	
ARCTIC EXPLORERS	4 - 5		12:30 - 2:00	12:30 - 2:00	10:00 - 11:30	
EXTREME ENVIRONMENTS	5 - 7		10:00 - 11:30		10:00 - 11:30 12:30 - 2:00	
WHAT IS WAR GOOD FOR?	10 - 12	Call To Book				
SELF-GUIDED MUSEUM VISIT	ALL	Call To Book				

TO BOOK YOUR CLASS: PLEASE EMAIL [PROGRAMS@VANMARITIME.COM](mailto:PROGRAMS@VANMARITIME.COM) OR CALL 604.257.8306

## OUR EDUCATIONAL PROGRAMS ARE SUPPORTED BY:



**ROBERT ALLAN LTD.**  
NAVAL ARCHITECTS AND MARINE ENGINEERS

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

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