



Aye Aye Captain!

Major Quest

Skilful Compare and Contrast

Scenario

Two famous names in exploration are Captain James Cook of the Endeavour and Captain William Bligh of the Bounty. They are important figures in world history but does this mean they are 'great' people? We need to ask ourselves how well do we really know these explorers? What were they really like as people? Were they ruthless, or compassionate and humane? Using skilful compare and contrast, who would you wish to sail with, Cook or Bligh?



Exploratory Environment

INTRODUCTION

'Aye Aye Captain,' asks our students to explore the attributes of leadership. They look closely at James Cook and William Bligh to decide which Captain they would sail with but in doing so they should be engaged in a wide ranging investigation into how leadership is acquired and exercised. There is no one right answer here, only informed decision making.

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill. Talk together about what they already know about Cook and Bligh.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

2 Constructing Relevant Questions

As you discuss the scenario begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation. As much as possible these should be co-constructed:

What are the attributes of a good sea Captain?
Are there differences in the attributes of a good sea Captain in the 19th Century compared to the 21st Century?
What were James Cook's attributes?
What were William Bligh's attributes?
Which quality or trait proved most troubling and difficult?
Which quality or trait was most beneficial?
What is skilful compare and contrast?

Introduce Skilful Compare and Contrast.

Co-construct with your class the Thinking Map for Skilful Compare and Contrast.

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the assessment rubric.

4 Discovering Relevant Information

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser.

Use the Quest's CD to locate information on the two Captains. Many of the resources are primary source material from logs and journals.

5 Constructing Knowledge

Have your students reflect on the Thinking Steps and their notes including their graphic organisers.

6 New Insights and Understandings

Have your students share their new insights and understandings.

PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL SCIENCES



Title: Aye Aye Captain!

Term: 3

Weeks: 6

Achievement Objective Focus – Identity, Culture and Organisation: How leadership of groups is acquired and exercised

Thinking Skills Focus - Compare and Contrast

Scenario

Two famous names in exploration are Captain James Cook of the Endeavour and Captain William Bligh of the Bounty. They are important figures in world history but does this mean they are 'great' people? We need to ask ourselves how well do we really know these explorers? What were they really like as people? Were they ruthless, or compassionate and humane? Using skilful compare and contrast, who would you wish to sail with, Cook or Bligh?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes
<p>1 Authenticating the Learning Introduce the scenario and its problem-making links to the focus achievement objective & key concepts.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p>Strengthening Prior Knowledge</p> <p><input checked="" type="checkbox"/> Front Loading Activities - Introduce and describe the 16 Habits of Mind. Begin discussion on leadership attributes and the hierarchical nature of leadership/captaincy.</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Explain concepts of leadership and leadership attributes using immediate settings e.g. class captain. • Describe the hierarchical nature of leadership/captaincy and specific unique rights captains of ships of past and present have. 	<ul style="list-style-type: none"> • Organise data projector. • Book a computer pod. • Collect books on Cook & Bligh from school library and National Library. • View DVDs 'Captain James Cook' and 'The Bounty.' <p>Warning These DVDs marked PG are not to be viewed by students without the Principal's agreement.</p> <p>Warning The movie view of Bligh is not correct.</p>
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Explain the steps in skilful compare and contrast. 	<p>If interested, read 'The Bounty: The True Story of the Mutiny of the Bounty' by Caroline Alexander.</p>
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 	<ul style="list-style-type: none"> • Check out and bookmark these sites:
<p>4 Discovering Relevant Information Locating and selecting.</p> <p><input type="checkbox"/> teleconference <input type="checkbox"/> fax exchange <input type="checkbox"/> e-mail exchange <input checked="" type="checkbox"/> bookmarked www sites <input type="checkbox"/> intranet site <input checked="" type="checkbox"/> school library books <input checked="" type="checkbox"/> National Library books <input type="checkbox"/> magazines <input checked="" type="checkbox"/> DVDs, videos <input checked="" type="checkbox"/> Internet search <input type="checkbox"/> articles, magazines <input type="checkbox"/> school journals <input type="checkbox"/> visitor <input type="checkbox"/> EOTC experience <input type="checkbox"/> pictures, posters <input type="checkbox"/> interviews, surveys <input type="checkbox"/> found objects <input type="checkbox"/> software, CD ROMs <input checked="" type="checkbox"/> thinking tools <input type="checkbox"/> demonstration <input checked="" type="checkbox"/> Quest CD</p> <p><input checked="" type="checkbox"/> Teacher directed activities. Discuss and model use of attached graphic organisers.</p>	<ul style="list-style-type: none"> • Identify the attributes of a good sea captain. • Compare these attributes to the '16 Habits of Mind' and how they compare specifically to Cook and Bligh (use attached organiser). • Identify the strengths and weaknesses of Cook. • Identify the strengths and weaknesses of Bligh. • Discuss the implications on our knowledge of historical figures and events when using a limited range of information sources esp. movies. 	<p>http://library.puc.edu/pitcairn/bounty/index.shtml</p> <p>http://www.plantexplorers.com/Explorers/Biographics/Captain/Bligh.html</p> <ul style="list-style-type: none"> • Cook <p>http://www.mariner.org/age/cook.html</p> <p>http://www.captaincooksociety.com/</p> <p>http://www.greenwichuk.com/Endeavour/</p>
<p>5 Constructing the Knowledge Forming and applying.</p> <p><input type="checkbox"/> Teacher directed activities.</p>	<ul style="list-style-type: none"> • Decide using the 'compare and contrast' graphic organisers which captain you would sail with and why. 	<p>Assessment Task/s</p>
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present the solution to scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. 	<ul style="list-style-type: none"> • Assess the depth and quality of the evidence in their convincing argument using the rubric.

Unit Evaluation Implications for next unit

ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
IDENTITY, CULTURE AND ORGANISATION
AYE AYE CAPTAIN!



Key Achievement Objective: How leadership of groups is acquired and exercised.

The scenario is: Two famous names in exploration are Captain James Cook of the Endeavour and Captain William Bligh of the Bounty. They are important figures in world history but does this mean they are 'great' people? We need to ask ourselves how well do we really know these explorers? What were they really like as people? Were they ruthless, or compassionate and humane? Using skilful compare and contrast, who would you wish to sail with, Cook or Bligh?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	You listed only 1 or 2 attributes as reasons for decision. Attributes were not clearly explained or relevant. Attributes were not clearly linked to specific events.	You listed 3 – 4 attributes as reasons for decision. Attributes were explained and generally relevant. Attributes were linked to specific events.	You listed 5 or more attributes as reasons for decision. Attributes were explained in detail and highly relevant. Attributes were clearly linked to specific events.	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	You only explained what kind of thinking you did but not how you did it. You explained only how it connected with your thinking, the things you already knew about the attributes of a good leader.	You explained what kind of thinking you did and how you did it. You also explained how it extended your thinking, how your thinking went in new directions around the attributes of a good leader.	You extended this by saying why this way of thinking helped you, including how you would do it next time. You also explained how your thinking was challenged, the questions you still have about the attributes of a good leader.	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

Discuss with your class why skilful comparing and contrasting is needed.

'Comparing and contrasting is helpful to gain a deeper understanding of the things compared in order to make well-considered decisions or to clear up confusion.'

'We compare and contrast for a variety of purposes. Many everyday decisions, like shopping or choosing a route to work, involve comparing and contrasting. A manufacturer might compare and contrast his firm with more successful firms to get ideas about improving productivity.'

'We compare and contrast with varying degrees of thoroughness. Sometimes we attend only to surface characteristics, like how things look, when other factors are more relevant.'

'Our goal in comparing and contrasting is to gain insight and understanding.'

Robert J. Swartz and Sandra Parks

**Common Defaults in the way we
Compare and Contrast**

1. We identify only a few similarities and differences.
2. We identify only superficial similarities and differences.
3. We make rough and imprecise judgments of similarity and difference.
4. We don't draw out the implications of the similarities and differences we have identified.

Develop with your class the thinking steps for skilful comparing and contrasting.

Skilful Compare and Contrast

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What conclusions can you make from the significant similarities and differences?

For more detail see Chapter 4 - Comparing and Contrasting in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6

COMPARE AND CONTRAST

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HOW ALIKE?



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HOW DIFFERENT?



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SIGNIFICANT SIMILARITIES AND DIFFERENCES:

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CONCLUSION OR INTERPRETATION:

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HABITS OF MIND

The following organiser is designed to help you compare each Captain against a modern measure of positive attributes – the 16 Habits of Mind - Art Costa.

CAPTAIN COOK What was the event where it was demonstrated?	THE 16 HABITS OF MIND	CAPTAIN BLIGH What was the event where it was demonstrated?
	Persisting	
	Managing impulsivity	
	Listening to others with empathy and understanding	
	Thinking flexibly	
	Thinking about our thinking	
	Striving for accuracy and perfection	
	Questioning and posing problems	
	Applying past knowledge to new situations	
	Thinking and communicating with clarity and precision	
	Gathering data through all senses	
	Creating, imagining, innovating	
	Responding with wonderment and awe	
	Taking responsible risks	
	Finding humour	
	Thinking interdependently	
	Learning continuously	

Additional Scaffolding Suggestions

- Use a data projector to introduce the exploratory environment of the 'Captain's Cabin.'
- Bligh will probably be unknown to your students.

If the discussion, brainstorming and mind mapping produced show little knowledge, show the video 'The Real Captain Bligh' available on our server.

Encourage capable readers to read 'Sea of Mutiny' by Ken Catran, a fictional tale told through the eyes of a 16-year-old midshipman. The teenager is one of the crew loyal to Captain Bligh and abandoned by the mutineers in a small boat in the Pacific Ocean. It offers a deeper view of Bligh than the one dimensional tyrant of Hollywood.

- There is a DVD from Warner Video of the black and white movie 'Mutiny on the Bounty' with Clark Gable. This wrongly portrays Bligh as a tyrant. Do not use this video unless you clearly explain how Hollywood has distorted history for the sake of a good story. You may like to use it as the starter for a discussion on the difference between a documentary and a movie for entertainment.
- Book a computer pod as this Quest suits research in cooperative groups of two with access to their own computer.
- We tried where possible to use primary source material as this often needs interpreting thereby encouraging higher order thinking. It has been difficult in 'Aye Aye Captain!' as the English of 200+ years ago adds a reading comprehension barrier e.g. "...Oree and I were profess'd friends in all the forms customary among them..." Cook's Journal 1768 - 71.

Spelling was not standardized as it is today and so names appear with a variety of different spellings e.g. Cook - Cooke. They also used an *f* called a long 's' where we would use an *s*, e.g. 'For paying to the order of Captain William Bligh the *fum* of one thousand guineas.' Jamaican newspaper cutting 1793.

Some place names have also changed e.g. the island of Otaheite (Tahiti).

Reference books sometimes contradict each other. Be prepared to use the 'teachable moment' when students come across such contradictions.

The main difficulty with this unit is the myth about Bligh that is found in the movies, popular culture and small insets in books about Cook's third voyage. You will need to be well informed to counter this.

To help your understanding you might like to read 'The Bounty: The True Story of the Mutiny on The Bounty' by Caroline Alexander and 'The Trial of the Cannibal Dog - Captain Cook in the South Seas' by Anne Salmond. Both are available from our Teachers' Library.

- Do not allow any e-mail, fax, video conferencing or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.
- If using the Cook and/or Bligh web sites remember to check any FAQs before

sending e-mails.

- The maps showing Bligh's journey are from the polar aspect. A globe from the resource room would be useful when comparing these with the more familiar maps of Cook's voyages.
- Library Display - we have a collection of ships models and commemorative medals.
- The two portraits of Cook can be used to generate a good discussion. The one by William Hodges shows a self-made man without any signs of power or success, Nathaniel Dance shows him as a learned man with his books and maps.
- Additional web sites (not on the exploratory environment):

William Bligh

<http://www.janesoceania.com/captbligh/>

<http://www.janesoceania.com/captbligh1/index.htm>

James Cook

<http://www.janesoceania.com/captcook2/index.htm>

<http://www.janeresture.com/captcook/index.htm>

- Measuring the Endeavour

To give the students an idea of the size of the ship 'Endeavour', take them outside to measure it out. The 'Endeavour' was 33.3m long and 8.89m wide. Measure out this space (the whole syndicate could be used to represent the 100+ crew on board). Remember to discuss with the students what else would have been on the deck (e.g. ropes, longboat etc.). The students need to realise that it seems like quite a large space, but that would be all the space they would have for months or even years. This discussion could be directed towards keeping discipline in such a small space.

Exploratory Environment

Journal

Part 1 William Bligh
12 text files various
1 jpg
5 text files Bligh's log
12 text files The Mutiny

Part 2 - James Cook
16 jpgs Cook's Monuments
6 text files various
12 text files Cook's Journal

William Bligh

Scene 1 Filthy Ship
Scene 2 Set Adrift
Scene 3 Raw Meat
All 2 minute clips
William Bligh web sites

James Cook

Scene 1 Sauerkraut
Scene 2 Desertion
Scene 3 Frightened
All 2 minute clips
James Cook web sites
Cook's cottage video

What makes a good Captain?

8 x 2 minute Quicktime videos
2jpgs



Maps
4 pdfs - maps of voyages

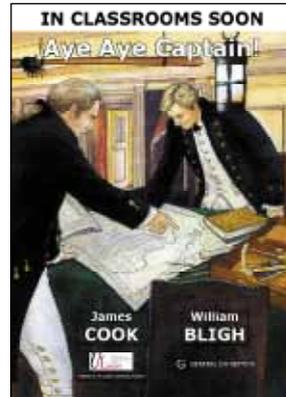
Navigation
1 text file

Quest
Files as with other
Quests
Copyright
Curriculum
Scenario
Steps 1 - 6
Assessment

A Seaman's Manual
Life on Board
10 x 2 minute Quicktime
videos,
3 text files



Flags placed in the playground during the Quest.

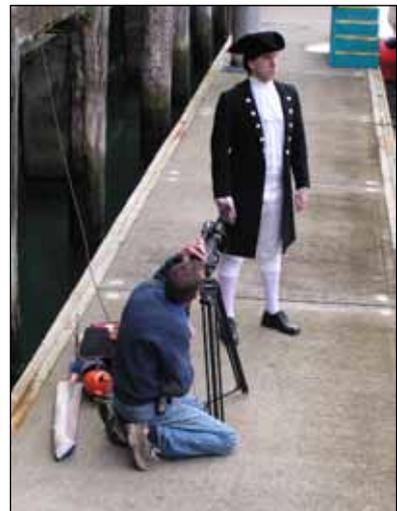


Posters placed in the corridors two weeks before the Quest begins.

The movie clips re-enacting parts of the lives of James Cook and William Bligh were filmed by Birkdale Intermediate. Robyn Donnelly from Thespianage wrote the script and chose the actors, Jane Giles was the producer and researcher and Rex Wilmshurst the film maker. The New Zealand National Maritime Museum gave permission to film on board 'The Breeze.' The volunteer crew of the 'Breeze' gave their time so we could film the sea scenes off Rangitoto Island and around the Hauraki Gulf. The Captain Cook cabin scene was filmed at the Royal New Zealand Navy Museum, Devonport. The Captain Bligh cutter scene was filmed off Beach Haven Wharf with the help of the Beach Haven Scouts.



Filming the Captain Bligh cutter scene at Beach Haven Wharf.



Filming a Captain Cook scene at the New Zealand National Maritime Museum.