

# Suggested Curriculum Study

## The Explorations of Captain Robert Gray

### 4<sup>th</sup> Grade

#### ***Rationale:***

Studying and learning about Oregon history is a 4<sup>th</sup> grade standard. Learning about the Pacific Northwest sea explorers is fundamental as an introduction into the history, exploration and settling of Oregon. The expeditions of Captain Robert Gray was not only important in Oregon's history but in the history of Tillamook County. While studying and researching Gray and his exploits, Tillamook students will learn about the geography, peoples and the historical importance of their own area.

This document illustrates how studying about the sea explorers and Captain Robert Gray can appropriately fit into any 4<sup>th</sup> grade curriculum as it relates to Oregon statewide benchmarks. It also documents how activities can fit into all subject areas. Using some or all of the activities will provide a thorough coverage of this topic and can prepare students to illustrate knowledge throughout all content areas. There are also many suggested writing activities that can be used for the Maritime History Incentive Program sponsored by the Captain Robert Gray Memorial Fund and the Garibaldi Museum.

Outcomes & Indicators: Oregon State Common Curriculum Goals [www.ode.state.or.us](http://www.ode.state.or.us)

## ***How does this study fit into Oregon Standards and Benchmarks?***

### ***Social Studies***

#### **Civics & Government**

- Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts in the United States can affect other peoples and nations.
- Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.

#### **Economics**

- Understand that limited resources make economic choices necessary
- Recognize examples of how nations interact economically
- Recognize that nations interact through trade
- Distinguish between “barter” and “money” and how they facilitate the exchange of goods
- Understand that prices rise and fall depending on supply and demand

#### **Geography**

- Identify major physical features and describe how they are represented on maps, globes, and other tools
- Identify how physical geography affects the routes, flow, and destinations of migration
- Know and use basic map elements to answer geographic questions or display geographic information by using maps and charts

## **History**

- Interpret data and chronological relationships presented in timelines and narratives
- Order events found in historical narratives
- Identify cause and effect relationships in a sequence of events
- Understand how history can be organized using themes, geography, or chronology
- Understand the impact of early European exploration on Native Americans and on the land
- Understand how individuals issues, and events changed or significantly influenced the course of U.S. history
- Understand how individuals changed or significantly influence the course of Oregon state history
- Identify significant people in the history of Oregon from pre-history through the period of the American Revolution
- Understand how individuals changed or significantly influence the course of local history
- Understand and interpret the history of the state of Oregon

## **Social Science Analysis**

- Examine an event or problem through inquiry and research
- Gather, use, and document information from multiple resources
- Identify characteristics of an event, issue, or problem, suggesting possible causes and results
- Identify and study two or more points of view of an event, issue, or problem

## ***Science***

### **Life Science**

- Identify conditions that might cause a species to become endangered or extinct

### **Earth Sciences**

- Identify and trace the movement of objects in the sky

### **Scientific Inquiry**

- Forming the Question/Hypothesis
- Designing the Investigation
- Collecting and Presenting Data
- Analyzing and Interpreting Results

## ***The Arts***

- Express ideas, moods and feelings through the arts
- Evaluate one's own work, orally and in writing

## ***Health***

- Identify that alcohol and tobacco are harmful to one's health
- Demonstrate ability to analyze valid health and safety related information

## ***Math***

- Calculations and Estimations
- Statistics and Probability
- Measurement
- Mathematical Problem Solving

## ***Language Arts***

### **Reading**

- Analyzing and increasing word knowledge
- Making connections with literature
- Applying comprehension strategies

### **Writing**

- Communicate supported ideas across subject areas
- Pre-write, draft, revise, edit and publish across subject areas
- Write narrative, expository and persuasive texts

### **Investigate topics of interest and importance across subject areas**

- Speaking/Listening
- Communicate supported ideas using oral, visual, and multimedia forms
- Listen critically and respond appropriately across the subject areas

# Activity Suggestions

## Social Studies (Civics & Government/ Economics/ Geography/ History/ Social Science Analysis)

1. The activities of the Northwest sea explorers had a huge impact on trade with Native Americans, other nations and countries. Students should discuss how the trading of beaver/ otter pelts, coins, beads and other items affected the citizens of the United States and of the other nations at that time.
2. Students can compare and contrast how they trade, make treaties and keep agreements in their daily lives with how the explorers during the time of Captain Robert Gray used these activities for their own gain.
3. Have the students set up their own barter system in the classroom.
4. Discuss money denominations in the United States and in other countries. How do they compare? What is the value of the American dollar in other countries?
5. Explain how supply and demand works in the world today as it did during Captain Gray's time.
6. On blank world maps, have students chart the routes of the ships, the Columbia and Lady Washington.
7. Have students complete maps by coloring continents, oceans, adding compass rose and legends for displayable maps.
8. After studying explorations of Captain Gray and his crew, students can plot events on timelines to illustrate chronological nature of voyages.
9. Students can discuss the significance and impact of Captain Gray's voyages on the history of the United States. How do the actions of one person affect so many? How do their actions change the behaviors of others?
10. Students can study and discuss how the Native Americans of the Pacific Northwest were impacted by the visits of Captain Gray's ships.
11. How did Captain Gray's adventures affect local history? Can students see any specific changes in Tillamook County? Can they pinpoint names of local areas that can be found in this study? (i.e. Tillamook, Meares, Gray's Harbor, Columbia River) Where can they get more information about Captain Gray?

12. Discuss the Columbia River? Why was it important to the United States in 1792? Why is it important today?
13. What might have happened if the United States (represented by Captain Gray) had not been the first country to come to this area? What if the Russians had come here first? What if the Spanish had come here first? What if the British or the French had come here first? Have students research and role play these possibilities.

### **Science**

1. The voyages of Captain Robert Gray and Captain John Kendrick lead to American trading of the sea otter. Students can research the environment of sea otters. Where were sea otters primarily found at the time of Captain Gray? Where are they found now? What happens when too many animals are taken from their environment? Are otters plentiful now?
2. Sea explorers used stars, moon and the oceans to map their voyages. Discuss constellations and have students map out the sky at the time of study.
3. As a class, complete a science inquiry project that can later be used as a sample for individual production of inquiry projects.

### **The Arts**

1. At the end of Sea Explorer study, create a pictorial transcript of Captain Gray's journey. Give each student a numbered page that will have a sentence that describes a part of Captain Gray's journey. Have each student illustrate the individual page. Criteria can be adjusted but suggestions are:
  - i. Fill the page
  - ii. Use crayons, colored pencils, markers or watercolors
  - iii. Add dialogue that shows understanding of the journey

Display pictures in number sequence or put together in a class book. This should be a nice overview of the entire voyage.

### **Health**

1. Food products used on the ships included alcohol, tobacco and caffeine. Students should research, discuss and share benefits and uses of these products.
2. First aid products on the ships were minimal. Have students discuss and decide what items were necessary then and what would be necessary now.
3. Scurvy was a disease common during long voyages. What vitamin deficiency causes scurvy and what other diseases might be caused by too much or too little vitamins?

### **Math**

1. Using the supply chart available by the museum; create math problems suitable for class ability.
2. Have students determine mileage of routes.
3. Give students information regarding measurement of 'knots' and let them determine speed of ships
4. Allow students state problem solving opportunities by allowing them to use individual methods to solve mathematical questions.

## Language Arts

### (Reading/ Writing/ Speaking & Listening)

1. Reading such books as Captain Gray: The Great American Sea Captain, use context clues to discuss different words used in book. Students should find the word in the book – use the context to determine the meaning and then check their definitions with a dictionary. They should then use the word in sentences showing understanding of the meaning.

Possible vocabulary words:

Vessels	pelts	artifacts	expedition
Sloop	anchored	mirth	over-stowed
Ensued	calking	scurvy	warped
Bartering	endorsement	economically	musket
Keel	sovereignty	epidemic	museum

2. Have students write essays assessing the characters of Captain Robert Gray and Captain John Kendrick. What kind of persons were they? Were they confident? Were they good leaders? What are some questions students might like to ask of these captains?
3. Ask students to write essays in narrative format as sailors on the ships? What are they feeling? How are they reacting to things that happen on the voyage? Do they agree with the decisions of the captains? Students can also write letters back home describing journey OR keep diary entries writing about the exploration and their experiences.
4. Ask students to write essays as Native Americans. What do they think of these explorers? Is the trading fair? What do they think the future will bring for them?
5. Students can write and perform skits illustrating understanding certain parts of Captain Gray's and Captain Kendrick's adventures. Skits can be video graphed for self-evaluation.