

Teachers' Notes

What was the real motivation of the Franklin Expedition?

This MysteryQuest investigates which motivation behind the Franklin Expedition was the most influential.

*A critical thinking challenge to accompany
Great Unsolved Mysteries in Canadian History
The Franklin Mystery: Life and Death in the Arctic*

<http://www.mysteryquests.ca/quests/43/indexen.html>

Author: James Miles

Editors: Warren Woytuck, Ruth Sandwell

Series Editor: Roland Case

*based on an approach developed by The Critical Thinking Consortium (TC²)
www.tc2.ca*

Ages

16–18

Courses

Canadian history, social studies

Key topics

- history of Canada
- exploration of northern Canada
- perspective of Inuit peoples

Critical Challenges

- Assess the motivations of various participants involved in the Franklin expedition.
- Draw sound conclusions about the real motivations behind the expedition.

Broad understanding

- Students will learn about the motivations of those involved in the Franklin Expedition, including Franklin, crew members, and the British government and Admiralty.

Requisite tools

Background knowledge

- aware of the various suggested motivations behind the expedition
- knowledge of the Franklin expedition and its ultimate fate

- knowledge of the perspectives of Inuit peoples

Criteria for judgment

- criteria for a plausible theory about motivations (for example, alignment with needs, wants, actions, words, values, beliefs)

Critical thinking vocabulary

- inference
- perspectives

Thinking strategies

- data charts
- ranking

Habits of mind

- attention to detail

Independent study

This lesson can be used as a self-directed activity by having students work through the guided instructions and support material individually or in pairs that can be found at [MysteryQuest 43](#).

Whole class activities

On the following pages are suggested modifications of the self-guided procedures found on the MysteryQuest website for use with a class of students. For convenience, each piece of support material and set of procedures are linked next to the relevant suggestions for whole class instruction.

Suggested activities

Consider motivations for exploration

- Invite students to consider plausible motivations why a person might want to go on a dangerous expedition to an unknown and perhaps dangerous location (for example, an expedition to Mars).
- As a class, create a list of plausible motivations and arrange the ideas into categories (such as, personal fame, national prestige, adventure, acquiring knowledge).

Introduce and discuss the challenge

- Display the following painting for the class:
[HMS Erebus in Ice, Francois Musin, Nineteenth century](#)
- Invite students to consider what might have motivated people from Great Britain to explore the Arctic region of Canada in the 1840s.
- As a class, create and organize a list of plausible motivations for an expedition to the Arctic region of Canada in the 1840s. Examples might include fame, scientific understanding, geographical understanding, adventure, national pride, imperialism, find valuable resources, and so on.

- Using [The task](#) as a guide, inform students that they will be investigating the Franklin Expedition and their challenge is to determine the real motivation behind the expedition.

Learn about the expedition

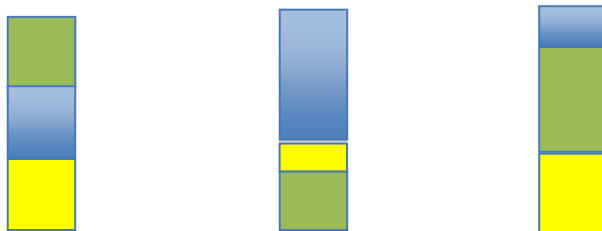
- Using [Step One: Learn about the Franklin Expedition](#) as a guide, describe the context and fate of the Franklin expedition and its enduring interest for people today.
- Direct students to read the four articles in the secondary sources section of [Evidence for the case](#) to learn more about the expedition. Alternatively, use the information in the articles as teacher background notes for a brief oral overview of the expedition, its participants, its purpose and its fate.

Discuss perspective taking and plausible motivations

- Distribute to students copies of [Exploring motivations \(Activity Sheet 3\)](#). Using [Step 2: Look for evidence of motivations](#) as a guide, direct students to find evidence that reveals the motivations of the three participants: Captain Sir John Franklin, Commander James Fitzjames and the British government and Admiralty.
- Remind students to draw upon the [Evidence for the case](#), as well as the secondary sources in the support materials 1 and 2.
- Encourage students to consider the following factors when identifying what might have motivated each of the participants.
 - Alignment with needs and want: does the motivation match what the participant may have wanted or needed?
 - Alignment with actions and words: does the motivation match the actions and words of the participant?
 - Alignment with values and beliefs: does the motivation match the values and beliefs of the participant?

Rank the motivations using a bar graph

- Distribute to students copies of the activity sheet [Ranking motivations \(Activity Sheet 4\)](#). Use [Step 3: Ranking motivations](#) to guide students in creating bar graphs to represent what they consider to be the importance of the motivations for each participant. Remind students that it is unlikely that each party would have a single motivation. Each bar graph represents a different participant, and each color is a different motivation. For example:



- After each bar graph has been created, invite students to provide a brief justification for each of the participants' motivations.
- Invite students to share their rankings with other students in the class, explaining how they made their decisions and exploring any differences that may emerge among the rankings.

Identify the real motivation of the expedition

- Using [Step 4: Identify the real motivation of the Franklin expedition](#), guide students in identifying the real motivation of the Franklin Expedition. Encourage students to consider the following factors when creating the final bar graph:
 - Which participant was in a position to advance his or their motivations?
 - Which motivation played the greatest role in the daily activities of the expedition?
 - Which motivation was successful or achieved?

- Invite students to share their decisions and justifications to the class, again exploring any differences that may emerge among in rankings.

Write a newspaper editorial

- Distribute copies of [Planning a newspaper editorial \(Activity Sheet 5\)](#). Using [Step 5: Defend your conclusions](#), invite students to write a newspaper editorial that uses the evidence they considered during the MysteryQuest.

Evaluation

- Use the evaluation rubric, [Assessing the rankings](#) to evaluate the ranking of motivations.
- Use the rubric, [Assessing the evidence and conclusions](#) to evaluate how well students were able to identify relevant evidence from the documents and draw plausible conclusions about the strength of various motivations behind the Franklin Expedition.

Extensions

- Invite students to work individually or in groups to complete the activities listed in [Extension](#).

Support materials

[Activity Sheet 1: Introducing the participants](#)

[Activity Sheet 2: Exploring the motivations behind Franklin's last voyage](#)

[Activity Sheet 3: Exploring motivations](#)

[Activity Sheet 4: Ranking motivations](#)

[Activity Sheet 5: Planning a newspaper editorial](#)

[Assessment Rubric 1: Assessing the rankings](#)

[Assessment Rubric 2: Assessing the evidence and conclusions](#)

The evidence in the case

Primary sources

[HMS Erebus in Ice, Francois Musin, Nineteenth century](#)

[Instructions addressed to Captain Sir John Franklin, 5 May 1845](#)

[Departure of the Erebus and Terror on the Arctic expedition, London News, 1845](#)

[Sir John Franklin opinion to Lord Haddington, 1845](#)

[Sir John Ross opinion to Lord Haddington, 1845](#)

[Sir Edward Parry opinion to Lord Haddington, 1845](#)

[James Fitzjames to Edward Sabine, 3 June 1845](#)

[James Fitzjames to Edward Sabine, 11 July 1845](#)

[Sir John Richardson's letter to the *Times*, 1855](#)

[The Fate of John Franklin, John Rae, 1854](#)

[The Arctic Expedition \(Initial Account of Dr. Rae's Findings\), 1854](#)

[British Adventure, *Illustrated London News*, 1849](#)

Secondary sources

[Timeline](#)

[The Mysteries of Franklin's Last Voyage](#)

[Northwest Passage](#)

[Franklin's Voyage from England to the Arctic](#)