**Activity 8: Maritime Museum**

**Collection Areas:** Port Museum and Maritime Building, numbers 20 and 21 on the map.

**Curriculum Links:**

* ***Mathematics and Statistics****:* Position and Orientation.
* ***English****:* Listening, Reading, and Viewing.
* ***Social Sciences.***
* ***Technology:*** Technological Knowledge, Nature of Technology.

**Topics/Themes:** History, maths, ships, transportation.

**Resources Kit:** Treasure hunt direction, compasses, copy of “Why do ships use port & starboard”, copy of the Delaware story by Linda Kelly, Clip boards, paper, pencils, Questions for Viewing, Guide for Teachers / Helpers

**Time estimation:** 30mins

**Goals**

Students will be able to:

* Understand the use of a compass to specify and find directions
* Follow the directions given in ship directions e.g. starboard, port.
* Know the vocabulary and language of using and describing cardinal directions.
* Make visual connections to the transportation of early settlers and explorers.

**Guide for teachers/helpers. What to do at this activity:**

1. Explore the Maritime building and the Port Museum.
2. Within this area, there are a variety of different activities to choose from (before students do the treasure hunt with the compass), depending on the available time and student’s needs. Possibilities include looking for the Compasses within the displays and have a discussion about what a compass is, who might use it, and when and why they use it. Students can discuss the differences between the ships they can see in the display versus their knowledge of ships currently. Students might like to choose a ship they like and sketch it. Discuss the Delaware story, and read **‘***Hūria Mātenga Hero of Whakatū* by Lindy Kelly’. Read NZ Journal stories related to maritime.
3. While looking around the two buildings, use the questions for viewing to get the students thinking and prepared for the compass directional activity.
4. You will need to ensure students know how to use the compass, before doing the treasure hunt and understand what North, South, East, West mean.
5. Outside the buildings, introduce the compass directional activity, ensuring students know port, starboard, and how to use the compass.
6. Give each pair a compass and a set of laminated instructions from the box, and set them off on their hunt for the treasure.
7. Set the scene for them, getting them to pretend they are on a ship, thinking about how long they could be on that ship for travelling to other lands. Getting them to think about the types of food they would have on board e.g. no fresh items such as fruit or vegetables.
8. Students need to follow the set of instructions and end up at the greenhouse. They will come back to you to let you know where they ended up, if they didn’t make it to the greenhouse they need to try again from the start.

**Questions for viewing:**

* Take a moment to look at all the displays, looking at how different the boats and ships looked.
* Discuss port, starboard, stern, bow - Why do sailors use these terms? (Port=Left hand-side, Starboard=Right hand-side, Stern=The rear, Bow=The front). Use resource labelled ‘*Why do ships use port and starboard?*’ to gain understanding.
* How many compasses can you find in the Maritime Building? (There is 3, one is tricky to find).
* How do you think the ships ended up inside the bottles? This might be something to research post Founders visit.
* Think back to the general store visit (if visited), remember how the food was transported from overseas to New Zealand? These are the sorts of ships that would have transported this cargo.

**Key Instructions for teacher before treasure hunt:**

You will need to give clear instructions for this activity such as;

* walking and staying together as a group (get them to pretend they are on a ship together so they need to stay close and work as a team)
* walking not running
* making sure to keep looking at the compass to follow the direction
* get them to read the instructions through all the way to the end before starting
* in the instructions they need to walk north until they reach the train tracks, make sure they are being aware of the train if it is running and stop before they reach the tracks to check the coast is clear.

**Note:** The treasure the students will find is the greenhouse growing tomatoes and herbs. After this treasure hunt, have a discussion with students about why this would have been ‘treasure’ for the sailors, and what sorts of food they may have had or not had on their sailing ship. Ask the students about what food they would miss if they were on a sailing ship, and what food they think are important to stay healthy while sailing. This activity can lead to further discussion and inquiry about trade, nutrition, and the types of food that may have been on board early settlers ships.

**Treasure Hunt Activity:**

Following the instructions on the sheet in the box, students will work in pairs to find the endpoint. They will need the instructions and a compass. While the students are undertaking the activity, you could also get them to notice what is on their port (left-hand side) and starboard (right-hand side), and report back to the teacher some things they saw on their journey. Once they have followed the instructions and got the endpoint, they need to report back to the teacher/caregiver in the group and find out if they ended up at the right spot! If not, they need to try again.

**Instructions for treasure hunt:**

1. Start on the concrete path next to the large anchor, outside the port museum.
2. The anchor should be on your right hand side, and your feet should be just behind the crack in the concrete.
3. Using your compass, find South-East and staying together as a group, take 20 steps South-East then **stop**.
4. Find North on the compass and without moving from where you are standing, turn as a group to directly face North.
5. Walk North with your group, until you get to the rail tracks and **stop** when you reach them.
6. Once you have stopped at the rail tracks, look both ways. Cross the tracks when it is safe and **stop** on the other side.
7. Find East, turn as a group and take 36 steps then **stop**.
8. Find and turn South-East. Take 60 steps.
9. You have arrived at the treasure! What is the treasure? (**Hint**: read the sign to find out what is growing…)

Think about: This may be an unexpected treasure for you, but as a Sailor why might this be treasure?

1. Go back to your adult and tell them what the treasure was that you found.
2. Return your compass and instruction sheet to the box!

**Activity: Teacher to read to the students ‘***Hūria Mātenga Hero of Whakatū* by Lindy Kelly’.

There is a small portrait by Gottfried Lindauer of Hūria Mātenga in the Port Museum. This activity can potentially lead to a post-visit inquiry about the influential artist Gottfried Lindauer.

**Link to the story of the Delaware:** <https://ako.ac.nz/assets/Knowledge-centre/ALNACC-Resources/Reading-Collection-3/82a14b2e6d/COLLECTIONS-BOOK-3-A-Big-Impression.pdf>

**Link to the Painting of Hūria Mātenga:** <https://www.aucklandartgallery.com/explore-art-and-ideas/artwork/286/huria-matenga-ngarongoa-julia-martin>

**Pre or post-activity:**

Ideas of literature to read within NZ School Journals. Teachers might like to bring a story to read inside the Maritime display to set the scene, or to pre-read before the class arrives.

Gavin Bishop also has great books that can be used as resources and are relevant to this display such as *Aotearoa*, *The House that Jack Built*, and *Cook’s Cook*.

**Year 5:  Part 03 No. 3:  2000: Pgs 24-29**

*Close Call at Tristan da Cunha* by John MacGibbon. This story is about a sailing ship that was bought from Scotland to Otago in 1849 and is a recount of an old man’s memories from when he was on board the ship as a 10year boy.

**Year 6:  Part 03 No. 3:  2002: Pgs 22-27**

*Any Old Sea Will Do* by Sharyn Tasker. A play with 6 characters; Captain, First Mate, Sailor One, Sailor Two, Cook and Harbour Master.

**Year 6:  Part 04 No. 03:  2009: 18-23**

*Te Taki* by Ben Brown. A story about a ship that comes to Aotearoa. Māori people are on the shore watching the ship come in. Tūtama challenges them when they come to shore. The story ends with “So Tūtama issues his challenge…”.

**Year 7:  Part 04 No. 1:  2003: Pgs 19-24**

*New Zealand’s Treasure Island* by Gordon Campbell. A story about a ship that was washed into a cave. The survivors jump into lifeboats, but lots of people are swept away. 15 people survived and were castaways for months. After 18months a ship finally found the remaining survivors. The ship that sunk had lots of gold, people went looking for it and died. The treasure has still never been found.

**Year 5:  Part 02 No. 3:  2003: Pgs 12-17**

*Sailing the Pacific* by Maria Samuela. Talks about Kupe and how Pacific navigators found land by looking for signs such as clouds, birds, stars and ocean swells.

**Year 4:  Part 01 No. 03:  2009: 24-25**

*Sailing by Starlight* by Trish Harris. A poem.

**Year 4:  Part 03 No. 3:  2003: Pgs 23-26**

*Hūria Mātenga Hero of Whakatū* by Lindy Kelly. This is a great story that relates to the local place in the Marlborough Sounds. Is about Delaware, a ship, which is in a big storm. Hūria and her friends risked their lives to go into the ocean and drag sailors out.

More information about this can be found at: <https://nzhistory.govt.nz/keyword/delaware-bay>

**Year 4:  Part 03 No. 01:  2005: Pgs 14-17**

*Southern Lights (a traditional story retold)* by Moira Wairama. A Māori story about a boy who builds a waka and goes looking for the southern lights.

**Other Post Visit Classroom Activity options:**

1. **Mathematics:** Make their own map or instructions using cardinal directions. This could be a great opportunity to teach a math unit on Position and Orientation.

<https://nzmaths.co.nz/position-and-orientation-units-work>

1. **History:** This display provides a great starting point for a NZ History unit. It can also be used to promote a discussion about methods of transport and trade for both Māori and European explorers. How Māori arrived in New Zealand settlers arrived in New Zealand, what they brought on their boats, and what the impacts were on Māori.

**Note: Why do ships use ‘port and starboard?’** <https://oceanservice.noaa.gov/facts/port-starboard.html>