

# BLUENOSE - RESURRECTING A LEGEND

## Time

35 mins or one class period

## Developed by:

Canadian Geographic Education

## Overview

Students will learn about the history of the Bluenose and how the Bluenose II helped to resurrect the legend of the Bluenose. Students will outline a timeline of the Bluenose and discuss its importance as a symbol in Canadian history.

## Subject

History, social studies, geography

## Grade Level

This lesson can be adapted for all ages but is best suited for grades 5-12.

## Learning Goals

Students will:

- Discuss the Bluenose as an important Canadian symbol.
- Watch a video about the creation of the Bluenose II.
- Create a timeline of the Bluenose.
- Discuss how symbols like the Bluenose are represented in society.

## Lesson Description

### Minds on:

Students will examine Canada's currency and discuss how Canada's history is represented.

### Action:

Students will watch the *Resurrecting A Legend* video on the *Bluenose 100 website Video Porthole* and discuss how the Bluenose was "brought back to life". Students will create a timeline of the Bluenose and highlight important dates in its life.

### Conclusion:

Students will discuss how to best preserve and protect the memory and symbol of the Bluenose for future generations and discuss how history can be preserved.

## Lesson Implementation

### Minds on

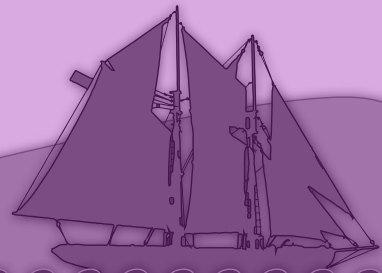
As a group, discuss with students what a symbol is and where they might see them in their daily lives. Display or print out several images of Canadian currency (coins and/or bills) and stamps for students to examine and explore. Have students write down symbols they see, such as people and scenery, as well as comment on how each is designed. Ask students to select their favourite image and write about why they chose this image.

Bring students together in a class discussion and ask the following questions:

- *Why do you think these symbols are used on Canada's money?*
- *Why is it important to display these symbols, people and events in such a way?*
- *What symbols or events do you think are missing?*
- *What other ways are famous Canadians, events or symbols represented in the present day? (E.g., stamps, statues, park names)*
- *Why might symbols be revisited and changed on things like currency or in public spaces?*
- *If you could design a coin or dollar bill to represent a famous Canadian or recent event, what would it be and why?*

### Action

Display the dime on the board and ask students if they know the name of the boat displayed on this coin. Explain that this boat is called the Bluenose and is a famous Canadian symbol with an interesting history. Inform students that they will be learning about the Bluenose and its history.



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## Materials Needed

- Pictures of Canadian coins or stamps (not included)
- Electronic device with internet access
- Access to the Bluenose website ([bluenose100.ca](http://bluenose100.ca))
- Access to the video: *Resurrecting A Legend* ([bluenose100.ca/video-porthole](http://bluenose100.ca/video-porthole))
- Bluenose Timeline Template (attached)

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- Interrelationships
- Geographic perspective

### Inquiry Process

- Gather and organize
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

### Geospatial Skills

- Foundational elements

Play the video *Resurrecting a Legend* on the [Bluenose 100 Video Porthole](#). Ask students to write down three interesting facts as they watch the video. After watching the video, allow time for students to share their facts with a partner or with the class.

Use the following questions to check for understanding:

- *Where did the original Bluenose sink? (Off the coast of Haiti)*
- *Why did they want to recreate the Bluenose? (It would be a great tourist attraction.)*
- *Who funded the building of the Bluenose II? (Oland Brewery in Halifax)*
- *Who sailed on the Bluenose II's maiden voyage (The original Bluenose captain)*
- *What is the significance of the Bluenose II to Nova Scotians? (Answers may vary, e.g., she represents the spirit of the original Bluenose.)*
- *What are some interesting facts about the Bluenose II? (Answers may vary.)*

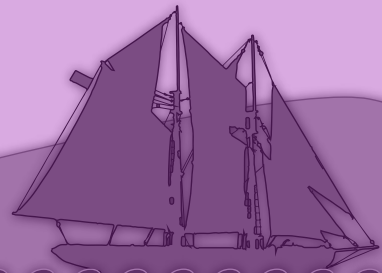
Now that students have learned a little bit about the history of the Bluenose, inform students that they are going to outline the history of the Bluenose (Bluenose I and Bluenose II) by making a timeline of it. Divide students into pairs or small groups and ensure each group has a device with internet access as well as the Bluenose Timeline Template (attached). Have students go to the [Bluenose100.ca](http://Bluenose100.ca) website and allow time for them to explore the content on the website. Ask students to identify five key events that happened in the Bluenose's lifetime by highlighting the dates in their timeline and providing a brief synopsis of the events. Make sure students highlight at least one key date mentioned in the *Resurrecting a Legend* video. Encourage students to draw pictures related to the events around the timeline to make it more visual.

### Conclusion and Consolidation

When students have completed their timelines, allow time for each group to share and present their timeline to the class, identifying at least one event that they feel was very important and having them explain why they chose it.

When each group has presented, bring the class discussion back to the beginning of this lesson about how people, symbols and events are represented in the present day. Ask students to think about how the history of their own community is represented and to draw a symbol of their community that they feel best represents it. An alternative would be for students to make up their own symbol.

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## Extend your geographical thinking

The Bluenose 100 website has a wealth of information about the past 100 years of this iconic legend. Allow time for students to explore the website. Highlight the Captain's Log and encourage students to review the adventures of the Bluenose II in the summer of 2021, written by Captain Watson, detailing where the ship travelled and the challenges they faced along the way. If time allows, have students write a letter to Captain Watson asking him questions about his adventure.

## Modifications

- Teachers can choose to display Canadian currency examples on the board, bring in physical examples, or print out paper copies. Past and present Canadian currency examples are encouraged.
- Students can work independently or as a group when completing the timeline and exploring the Bluenose 100 website.
- Teachers can give the discussion questions to students prior to them watching the *Resurrection of the Bluenose* video.
- Students are encouraged to venture away from the timeline template to make a more visual timeline.
- When students are exploring how history is represented in their hometown, students can use a local map, Google Earth, or go on a physical walk around their community to create their map.

## Assessment Opportunities

- Teachers can assess students on how they participate in class discussions.
- Students can assess each other based on participation in their groups.
- Students can submit their timeline for assessment.

## Sources and Additional Resources

- [Bluenose 100 website](#)
- [Bluenose 100 Video Porthole](#)
- [Bluenose 100 Captain's Log](#)
- Canadian currency images - [Bank of Canada](#)
- [Google Earth](#)
- Learn more about the Bluenose in the lesson plan [Commemorate Canada – Bluenose](#)

# BLUENOSE - RESURRECTING A LEGEND



## BLUENOSE TIMELINE TEMPLATE

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