

**Teachers' Notes**

## **Redrawing the Franklin Expedition**

*This MysteryQuest investigates artists' representations of the Franklin Expedition. Students recreate an image to include additional evidence and perspectives.*

*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/41/indexen.html>

Author: Ruth Sandwell  
Editors: Warren Woytuck, Ruth Sandwell  
Series Editor: Roland Case

*based on an approach developed by The Critical Thinking Consortium (TC<sup>2</sup>)*

[www.tc2.ca](http://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**

- Identify the explicit meanings and implied attitudes found in an artist's representation of the Franklin Expedition.
- Redraw the illustration to include Inuit perspectives on both the character traits of the men involved in the Franklin Expedition and the qualities of the environment.

## **Broad understanding**

- Students will learn that an artist's representation of a place and/or event not only reveals their idea of "what happened," but contains important, though often hidden, clues about the artist's attitudes towards the people, places and events depicted.
- Students will learn about various perspectives on the Franklin Expedition and attitudes towards the events, people and places.

## **Requisite tools**

### **Background knowledge**

- nineteenth-century Inuit life, British exploration and Arctic environments

### **Criteria for judgment**

- criteria for plausible interpretation of explicit meanings and implied attitudes

### **Critical thinking vocabulary**

- inference and evidence
- explicit messages versus implied attitudes
- historical perspective

### **Thinking strategies**

- charting W5 questions
- charting evidence

### **Habits of mind**

- historical empathy
- attention to detail

## **Independent study**

This lesson can be used as a self-directed activity by having students work individually or in pairs through the guided instructions and support material found at [MysteryQuest 41](#).

## **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

### Introduce and discuss the challenge

- Explain that the challenge is to redraw an illustration of the Franklin Expedition that appeared in *Harper's Weekly* in 1859 in a way that includes Inuit perspectives on Franklin's men and the Arctic environment. After identifying explicit messages and implicit attitudes, students will read testimony from both McClintock (which he published soon after his discovery) and Inuit eyewitnesses (whose words were recorded by members of search expeditions led by Charles Hall in 1869 and Frederick Schwatka in 1879). Students will use the Inuit evidence to redraw the illustration to better represent Inuit attitudes towards Franklin's men and the Arctic environment.

### Background

- Discuss with students the idea that Columbus “discovered” North America when it was already occupied by a number of different peoples and cultures. Why was Columbus credited with “discovering” America?
- Introduce the fact that the Inuit have lived in a vast area in the Arctic for thousands of years. Invite students to explore ancient and modern Inuit culture by browsing through the website section on the Natsilingmiut:  
[Arctic Homeland](#)
- Discuss ways in which traditional Nunavut food, transportation and technologies differ from our own.
- European explorers began visiting the area in the early nineteenth century. Introduce students to what they were doing there by inviting them to read the introduction to the Franklin Expedition and the timeline of the events:  
[The Mysteries of Franklin's Last Voyage Timeline](#)
- Explore more of the British contexts of the Franklin Expedition's search for the Northwest Passage by reading some of these selections:  
[Northwest Passage](#)  
[Franklin's Voyage from England to the Arctic](#)
- Conclude this introductory section by asking students to summarize and explain what the expedition was doing and why it was there in 1845.

### Identify explicit meanings

- Distribute the chart [Deciphering the explicit messages \(Activity Sheet 1\)](#) and direct students to work in small groups to identify the explicit meanings of [Discovery of the](#)

[\*Franklin Expedition Boat of King William's Land by Lieutenant Hobson\*](#), 1859, by “J. Mcn.”, *Harper's Weekly*, Volume 3, 1859, 696–7:

- Guide students in completing columns 1 and 2 of the chart. More information on identifying explicit meanings can be found in [Step 2 of MysteryQuest 40](#).
- Use [Step 3 of MysteryQuest 40](#) to introduce the criteria of a plausible interpretation. Invite students to work in pairs to assess the plausibility of each other's inferences on a scale from 10 (highly plausible) to 1 (unlikely) by completing column 3. Encourage students to revise their inferences to better meet the criteria.
- Invite students to share their inferences regarding the explicit meanings of the illustration.

### Uncover implied attitudes

- Distribute the chart [\*Deciphering the artist's implied attitudes \(Activity Sheet 2\)\*](#). Guide students in exploring the [implied attitudes contained in the drawing](#) and then direct students to complete columns 1 and 2 of the chart.
- Direct students to enter words or phrases in the final column that sum up the artist's implied attitudes towards Franklin's men, the environment and the expedition
- Invite students to work in pairs to assess the plausibility of each other's inferences on a scale from 10 (highly plausible) to 1 (unlikely) by completing column 3. Ask them students to revise their inferences to better meet the criteria.
- Invite students to share their inferences regarding the implicit attitudes.

### Compare the evidence

- Distribute the chart [\*Comparing the evidence \(Activity Sheet 3\)\*](#).
- Guide students in reading the document about McClintock's discoveries (document 2a), and at least four other *Core documents* found in [Evidence in the case](#), being sure to select one document from each group.
- Encourage students to use the chart to note any evidence the documents provide about the event or Inuit perspectives, remembering to search for evidence that could guide redrawing of the illustration.

### Plan to revise the image

- Distribute [\*Revising the image \(Activity Sheet 4\)\*](#).
- Guide students in using the chart to record key details about the explicit meanings and implicit messages of the illustration in the left-hand column. Next, tell them to use the

second column to describe how these messages might be changed given the new evidence and Inuit perspectives discovered in the previous step.

- Ask students to record the evidence supporting their findings and suggestions in the third column.
- Discuss how each of the design elements (spatial composition, visual techniques and profiled features) might be used to convey explicit meanings and implicit attitudes. Work through one example using the bottom of the chart before encouraging students to complete planning for their own drawings.

### **Redraw the illustration**

- Inform students that their final task is to redraw the illustration to include the additional evidence and Inuit perspectives they have discovered, using the design elements to convey explicit meanings and implicit attitudes. Provide students with a copy of the illustration [Discovery of the Franklin Expedition Boat of King William's Land by Lieutenant Hobson](#) to enter their proposed changes.

### **Evaluation**

- Rubric 1, [Assessing the evidence and inferences](#), may be used to assess the plausibility of inferences for both the explicit meanings and implied attitudes.
- Rubric 2, [Assessing the reinterpretation](#), may be used to assess the plausibility of the recreated image.

### **Extensions**

- Invite students to compare the evidence provided by Inuit informants: *In-nook-poo-zhe-jook*, (Hall, 3a, 3c) *Poo-yet-ta* (Hall, 3a) *Tooktoocheer*, widow of *Poo-yet-ah* (Schwatka, 4c), *Ogzenekjenwoek*, an aruketkoo “medicine man,” son of *Tooktoocheer*, widow of *Pooyetah* (Schwatka 4b, 4c). How do their accounts differ? What is the same? What is the most important piece of evidence they provide about the fate of the Franklin Expedition and about Inuit life?
- Examine the following maps and locate exactly where McClintock and Hobson found the five bodies (look for Point Victory, Erebus Bay, Washington Bay, Cape Crozier and Cape Hershell, Pfeffer River, Point Richardson and the Todd Islands):

#### [Line of Retreat of the Franklin Expedition](#)

(Created by: Richard Julius Cyriax; Archive: Library and Archives Canada Collection: Richard Julius Cyriax Collection Reference number: R7626-0-5-E)

[Map of a Portion of the Arctic Shores of America to Accompany Captn. McClintock's Narrative](#) (Created by John Arrowsmith; Archive: Library and Archives Canada; Microfiche, Reference Number: NMC6112)

## Support materials

[Activity Sheet 1: Deciphering the explicit meanings](#)

[Activity Sheet 2: Deciphering the artist's implied attitudes](#)

[Activity Sheet 3: Comparing the evidence](#)

[Activity Sheet 4: Revising the image](#)

[Assessment Rubric 1: Assessing the evidence and inferences](#)

[Assessment Rubric 2: Assessing the reinterpretation](#)

## The evidence in the case

### *Background readings*

[Arctic Homeland](#)

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

[Timeline](#)

[Northwest Passage](#)

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

### *Maps*

[Line of Retreat of the Franklin Expedition](#)

[Map of a Portion of the Arctic Shores of America to Accompany Captn. McClintock's Narrative](#)

The *Harper's Weekly* Illustration that students will be redrawing:

[Discovery of the Franklin Expedition Boat of King William's Land by Lieutenant Hobson](#)

### *Core documents*

#### **Group 1**

##### **Dr. John Rae's findings**

1a) Dr. Rae: The first signs of the expedition, 1852

[Recent Explorations along the South and East Coast of Victoria Land](#)

Source: Dr. John Rae, "Recent Explorations along the South and East Coast of Victoria Land," *Journal of the Royal Geographical Society of London*, 1852.

1b) Dr. Rae: Dreadful rumours

[Proceedings of Dr. Rae \[Relating to His Arctic Expeditions, 1853-54\]](#)

Source: "Rae Proceedings 1854," Further papers relative to the recent arctic expeditions in search of Sir John Franklin and the crews of HMS *Erebus* and *Terror*, Great Britain. House of Commons. Sessional Papers, Accounts and papers (January 1855), 1854–55, v. 35, no. 1898, pages 835–844.

#### **Group 2**

##### **McClintock's discoveries, 1859**

2a) The cairn, and first-hand evidence of the expedition's fate:

[McClintock on the Fate of the Franklin Expedition](#)

*Source:* Francis Leopold McClintock, *The voyage of the “Fox” in the Arctic Seas, a narrative of the discovery of the fate of Sir John Franklin and his companions* (London, 1860), pp. 255–271.

2b) Read the message in the cairn

[Last Record of Sir John Franklin's Expedition](#)

*Source:* Message found by the McClintock Expedition near Point Victory, northwest coast of King William Island, detailing the fate of the Franklin Expedition, April 25, 1848, Object ID no PAF0263, National Maritime Museum, England.

2c) See an artist’s representation of that momentous event

[Opening of the Cairn on Point Victory which Contained the Record of Crozier and Fitzjames](#)

*Source:* *Illustrated London News*, 15 October 1859, p. 366.

### **Group 3**

#### **C.F. Hall’s narrative and interviews with the Inuit (conducted 1869, published 1879)**

3a) Hall’s arrival on King William Island; overview of his findings

[Testimony of Innookpoozhejook, Teekeeta and Other Inuits](#)

*Source:* Charles Francis Hall, *Narrative of the Second Arctic Expedition Made by Charles F. Hall* (Washington, 1879), pp. 395–415.

3b) Hall’s Interviews—May 8, 11, 14, 1869; Inuit evidence that Crozier met with Inuit; remains of five bodies found

[C.F. Hall Conversations with Innuits](#)

*Source:* interviews from May 8, 11, 14, 1869; Charles Francis Hall, *Narrative of the Second Arctic Expedition Made by Charles F. Hall* (Washington, 1879), pp. 606–608.

3c) Hall—July 2, 1869; supplements information about boat with bodies found by McClintock

[Hall's Interview with In-nook-poo-zhee-jook](#)

*Source:* interview from July 2, 1869; Charles Francis Hall, *Narrative of the Second Arctic Expedition Made by Charles F. Hall* (Washington, 1879), pp. 418–21.

### **Group 4**

#### **Frederick Schwatka’s interviews; conducted 1878–80, published 1882**

4a) More Inuit testimony about the five bodies:

[Ahlangyah's Testimony to Schwatka](#)

*Source:* Frederick Schwatka, *The Search for Franklin: A Narrative of the American Expedition under Lieutenant Schwatka, 1878 to 1880* (Edinburgh: T. Nelson and Sons, 1882), pp. 35-38.

4b) More Inuit testimony about the five bodies:

[Adekok and C.F. Hall's Cairn at Pfeffer River](#)

*Source:* Frederick Schwatka, *The Search for Franklin: A Narrative of the American Expedition under Lieutenant Schwatka, 1878 to 1880* (Edinburgh: T. Nelson and Sons, 1882)

4c) Excerpts—more Inuit testimony about the five bodies:

[Tooktocheer and Ogzeuckjeuwock's Testimony to Schwatka \[Reported by Gilder\]](#)

Source: W.H. Gilder, *The Search for Franklin: A Narrative of the American Expedition under Lieutenant Schwatka, 1878 to 1880* (Edinburgh: T. Nelson and Sons, 1882) from pp. 103–09.

4d) Excerpt from Admiral Richards, in a letter to *The Times* (October 20, 1880) re: cannibalism:  
[Adlekok and C.F. Hall's Cairn at Pfeffer River](#)

Source: Frederick Schwatka, *The Search for Franklin: A Narrative of the American Expedition under Lieutenant Schwatka, 1878 to 1880* (Edinburgh: T. Nelson and Sons, 1882), p. 109.