**Different perspectives**

The Board of Longitude employed William Gooch, a 21-year-old astronomer, to make maps of the north-west coast of America. William recorded his experiences of different cultures in lively first-hand accounts.

William wrote about his arrival in the Marquesas and his encounters with local people in his journal. But we don’t have any record of what the Marquesans thought about the event. In this activity, pupils write imaginative historical accounts of the event from a Marquesan point-of-view.

**Introduction**

As a whole class, read the overview of William’s journey and look at the map of his journey. You might want to discuss the class’s initial thoughts or come up with questions about William’s experience together.

William’s descriptions of weevils, maggots and seasickness provide a starting point for a further discussion around living conditions on a long voyage.

**Activity 1** Comprehension

Hand out the extracts from William’s journal where he describes his encounters with Marquesans. Depending on ability, you may want the class to answer the questions in groups or independently.

**Activity 2** Write an historical account from a different perspective

Ask the class to imagine themselves as a Marquesan and write an account of what it was like to meet William and the crew of the *Daedalus*. They could focus on visual description or thoughts and feelings.

**Extensions and adaptations**

**Portraiture**

After pupils have read the overview of William Gooch and studied the primary sources, they could draw an imagined portrait of him.

**Alphabet bingo**

One of the ways that palaeographers decipher handwriting is by drawing an alphabet of the handwriting they are reading. Using the alphabet bingo sheets and primary extracts, see who can find and copy the letters of the alphabet in William’s handwriting the quickest.

**Learning outcomes**

Pupils will be able to

* find information from primary sources
* write an imaginative historical account

**Curriculum links**

En2 Reading: understanding texts

2a. Pupils should be taught to use inference and deduction

En3 Writing: composition

1. Pupils should be taught to use and adapt the features of a form of writing, drawing on their reading