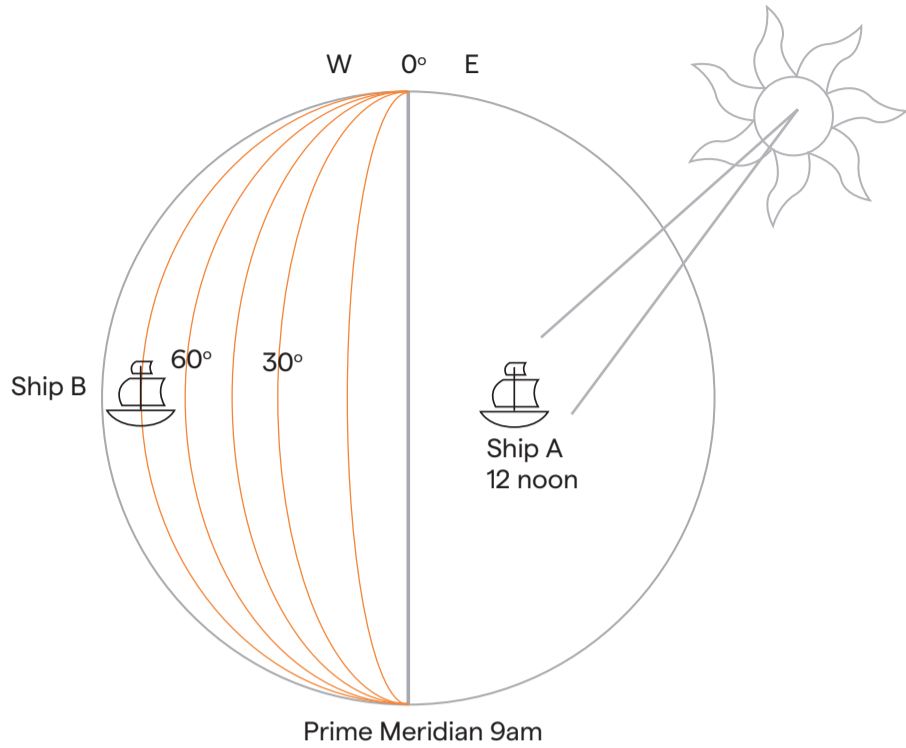




### Activity 5: Marine Chronometer

A marine chronometer is a very precise clock used to calculate longitude.

Before leaving port, a marine chronometer is set to Greenwich Mean Time (London local time). At sea, mariners would check the marine chronometer when the sun was at its zenith (midday). Every one hour of time difference between the ship (midday) and the marine chronometer equals 15° of longitude.



#### 1. Calculating longitude:

It is midday at Ship A and the time on the marine chronometer is 9am. What is the longitude of Ship A? Remember, 1 hour = 15° of longitude.

#### 2. Calculating time:

It is 9am at the Prime Meridian, what time is it at Ship B?

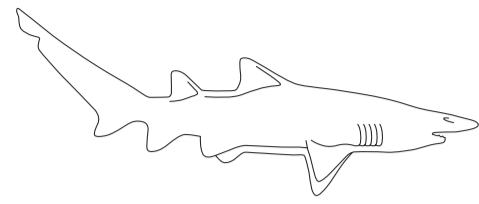


A third ship is located at 90°E. The time at that location is 2:30am. What is the time on the marine chronometer on board this ship?



### Activity 6: Swimming shark sculpture

1. Look at the **Swimming shark sculpture**. The marine organisms which make up the shark's body are all part of the shark's food chain. Using this artwork, create an ocean food web.



2. Sharks are threatened by overfishing, bycatch and shark finning. Shark finning is the removal of a shark's fins for cooking or medicine. A shark will die if it is returned to the water without its fins.

**Imagine sharks were to become extinct.** Predict what you think would happen to this food web if sharks were removed.

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3. There are two children balancing on the shark's tail. Why did the artist do this? **What is the message behind this artwork?**

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The *Swimming shark sculpture* is about protecting the health of the ocean. **Create your own artwork** to promote caring for the ocean.

**MUSEUM**  
AUSTRALIAN NATIONAL MARITIME MUSEUM

# High Tides and Good Vibes

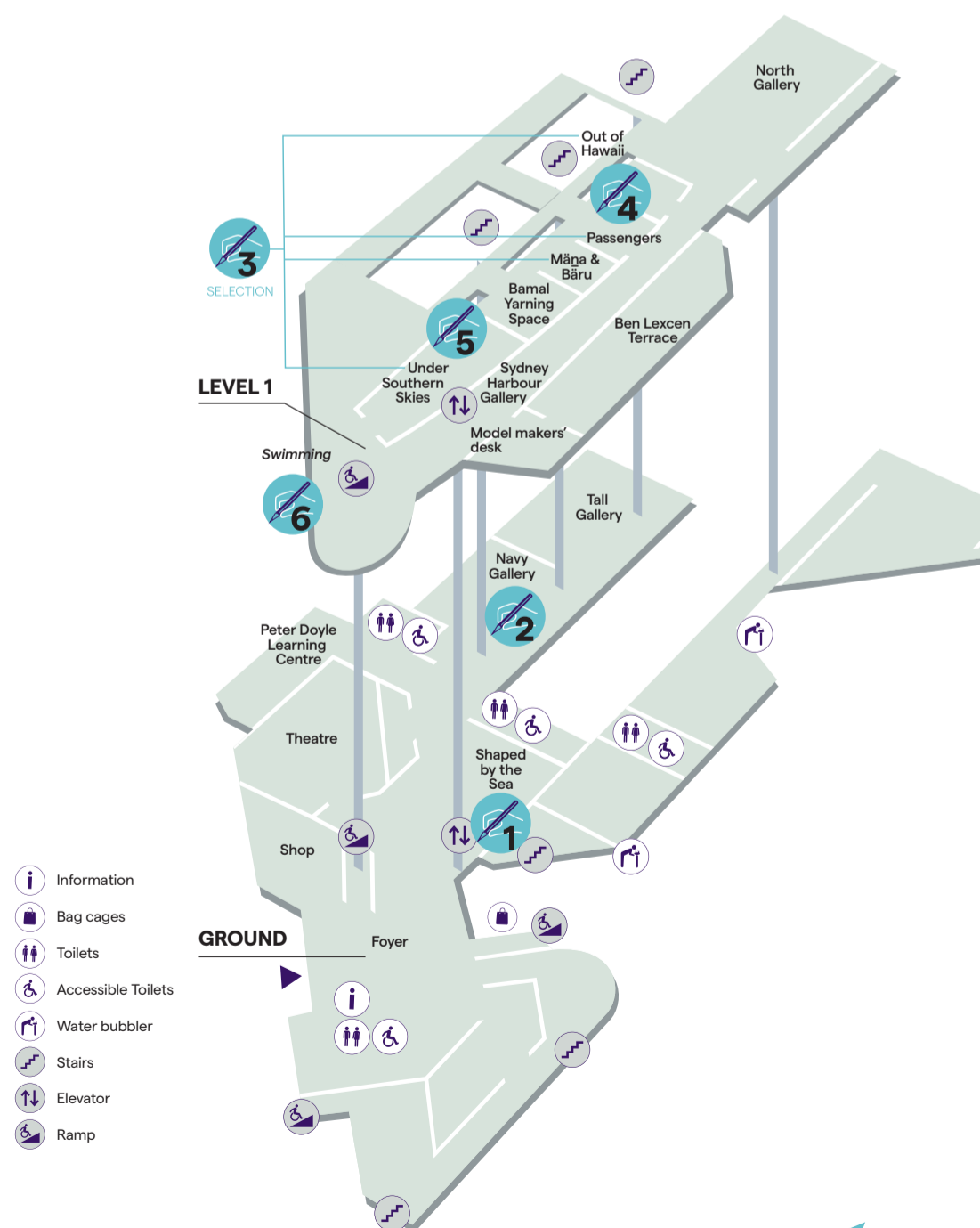
Secondary school self-guided worksheet

**How to use this guide**  
Using the map, explore the museum, find the displays and complete the activities.



Name: \_\_\_\_\_

School: \_\_\_\_\_



Flip up

Improvement: \_\_\_\_\_

Negative: \_\_\_\_\_

Positive: \_\_\_\_\_

**Overall evaluation:** Reflect on your experience in the exhibition. Write down one positive feature, one negative feature and a suggested improvement.

**Accessibility and inclusion:**  
Who is the target audience? Can this exhibition be enjoyed by everyone?  
Think about specific sensory preferences.

**Interpretation:** the information panels which explain the displays.  
Is the information easy to understand and interesting?  
What is the take-home message?

**Displays:**  
How are the objects displayed? (In cases, on plinths or hanging up?)  
How do the colours reflect the themes of the exhibition?

**Activity 3: Exhibition evaluation**  
Select an exhibition and evaluate it using the scaffolding questions below.  
● *Out of Hawaii – Surfing goes global*  
● *Māna and Bāru*  
● *Under Southern Skies*  
● *Passengers*



Flip up \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Each migrant has a special object** that they brought with them to Australia. If you were leaving your home country, what special object would you take with you and why?



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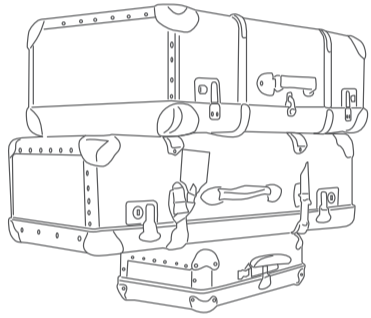
**Imagine you are this person and you have recently arrived in Australia.** Write a letter to a family member you left behind. Describe the journey. What happened to you when you arrived in Australia? Do you feel welcome in Australia? Do you have any family or connections in Australia?

Factor (please circle):      Push      Pull      Both

Date: \_\_\_\_\_

Name: \_\_\_\_\_

- Activity 4: Passengers**  
Select one of the migrant stories below and answer the questions.
- Forced Migration: Mall Karp
  - Forced Migration: Thi Nguyen
  - Assisted Migration: Jim Stone
  - Departure from Genoa: Lena Gustin



**3. What is cultural revitalisation and why is it important?**



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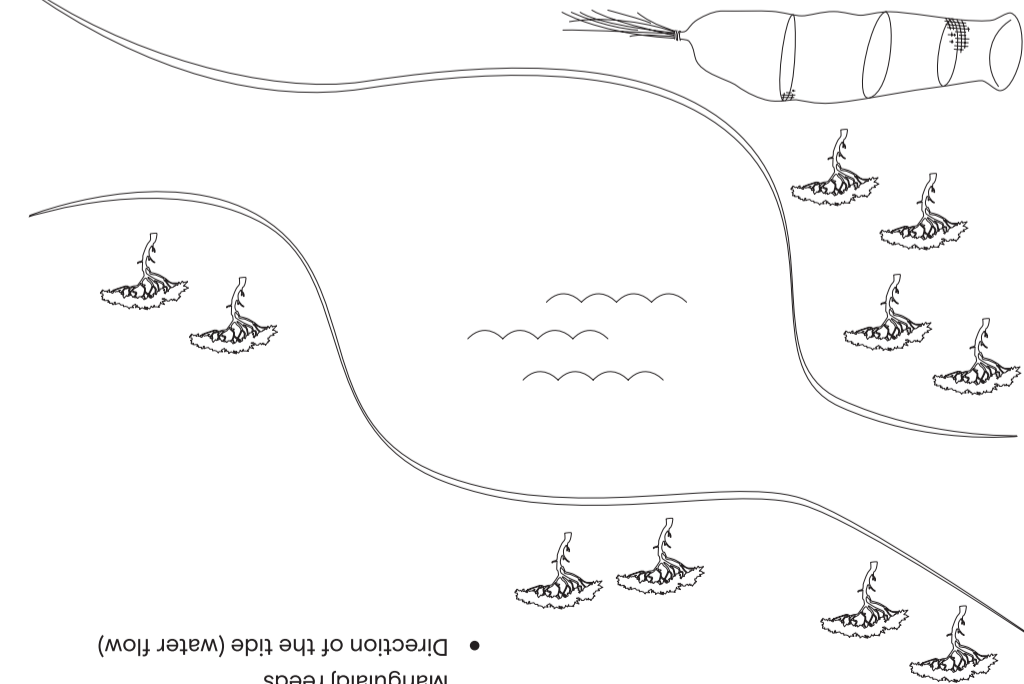
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**2. Explain why using a mandjabu (barramundi fish trap) is an example of sustainable harvesting.**

Mandjabu (Barramundi Fish Trap) by Anchor Galunba, 1985. © Anchor Galunba. Reproduced courtesy of Anchor Galunba.



- Fish
- In the narrow part of the river: (barramundi fish trap)
- In between the grasses: mandjabu
- Grasses or reeds
- Upstream of the mandjabu: Manglaidj reeds
- Direction of the tide (water flow)

**Activity 1: Mandjabu (Barramundi fish trap)**  
1. Find the mandjabu. Draw these features on the river and label your diagram.



**In the WWII display case, find Object 9 – a WWII gas mask.** During WWII, civilians were given gas masks to wear in case of an air raid. What are the similarities and differences between this WWII gas mask and the N95 masks used during Covid-19?



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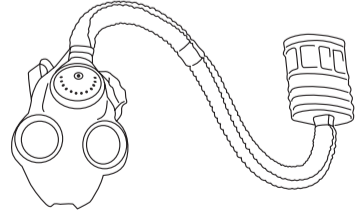
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**2. Select one of the effects from your answer to question 1. How would this effect have changed your life? Imagine you were living in Australia during WWII.** Hint: Consider positive and negative impacts, e.g. before WWII women could not work after marriage. During WWII women were allowed to work in factories, offices and farms.



**Activity 2: World War II (WWII) and the Australian home front.**  
1. Using the WWII display, list three effects of WWII on the Australian home front.



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