

# Old *Pride* to New *Pride*: Combating the Dangers at Sea

## Teacher's Guide

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### Objectives:

After working through this lesson, students will:

- Identify the dangers at sea that have impacted maritime travel throughout history.
- Identify the technological advances that have made maritime travel safer.
- Evaluate the necessity of today's technology for maritime safety.

### Maryland Learning Outcomes:

#### Social Studies Skills

*Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.*

- Find, apply, and organize information specific to social studies disciplines by reading, asking questions, and observing.

#### Economics:

*Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.*

- Explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy.

### Worksheet:

Combating the Dangers at Sea Worksheet

### Key Web Sites Referenced in this Lesson:

- Pride of Baltimore, Inc. web site on the loss of the original *Pride of Baltimore* :  
<http://www.intandem.com/NewPrideSite/Pride1/P1Tragedy.html>
- Shipwreck links from *Great Shipwrecks: Tragedies from Life and Legend*:  
<http://www.greatshipwrecks.com/>

- Maritime technology links:
  - Nautical chart: <http://www.waterproofcharts.com/chart2e.htm>
  - Buoy: <http://www.uscg.mil/hq/rtc/atonbl/win99/minor/buoy/buoy%2D1098/index.htm>
  - GPS satellite: <http://www.utexas.edu/depts/grg/gcraft/notes/gps/gif/orbits.gif>
  - EPIRB, PFDs, life rafts: <http://www.airseasafety.com/>
- Pride of Baltimore, Inc.'s web site on the building of *Pride of Baltimore II* :  
<http://www.intandem.com/NewPrideSite/Pride2/P2Begin.html>

### Teacher Background:

This lesson presents a basic overview of the dangers that exist for ships at sea. The lesson then introduces different technological advances that have improved maritime safety. The lesson is intended to help students realize the modern advantages of technology, and to realize the importance of safety.

### Introduction/Motivation:

Before having students work through this lesson, conduct a discussion on the purposes of maritime travel throughout history. Discuss why ships are important means of transportation. Help the students realize the importance of maritime travel.

Although **passenger travel** by ship is now only a small portion of trans-oceanic traveling (flying is now the primary mode), up until the mid-1900's it was basically the only means of trans-oceanic travel. But there is still a great deal of maritime travel today with ferries, cruise ships, and small boating.

Maritime transportation is by far the largest means for transporting **goods** across the oceans in today's world, much as it has always been since man has moved across the oceans.

Anyone who enjoys eating **fish or shellfish** should appreciate the role of ships in this industry. Fishing is one of the most dangerous of the maritime jobs, even today.

This lesson does not introduce the acts of war as a danger at sea (even though some of the shipwrecks students examine were sunk as acts of war). Rather, this lesson focuses on the dangers presented by the maritime environment itself. However, **national defense** is a large part of the reason that ships cruise the waters. These ships, too, face the dangers of the sea.

There may be vocabulary words that you and your students will need to know. Here is a link for an online maritime dictionary. You may want to print it for reference.

*BoatTalk Nautical Dictionary*: <http://www.boatinginformation.com/dictionary/index.htm>

In addition, it will be helpful if you review reading strategies prior to using some of the web sites for this lesson, as they are written primarily for an adult audience. Remind students of pre-reading, context vocabulary clues, and adjusting their reading rate to help them navigate the more difficult sites.

## Lesson Development:

This lesson can be completed either independently, in small groups, or as a whole class activity. If done independently, or in small groups, check for vocabulary that may need to be defined beforehand. Monitor for clarification throughout the lesson.

## Thoughtful Application:

As a final activity for this lesson, students are asked to choose one of the shipwrecks they examined in Activity #1 on the web site, *Great Shipwrecks: Tragedies from Life and Legend*. They are directed to examine the technologies they studied in Activity #2 on their Today's Technologies Worksheet. They are then asked to explain which modern technologies might have helped save the ship they chose, and which technologies might have helped save lives in that shipwreck.

## Scoring Tool:

Students will receive:	
3 Points	If several technologies for saving the ship and several technologies for saving lives are properly identified and explained.
2 Points	If at least one technology for saving the ship and one technology for saving lives is properly identified and explained.
1 Point	If at least one technology for saving the ship and one technology for saving lives is properly identified.

## Extensions:

If you would like to do more to build on the activities within the lesson, or to modify the lesson for a higher grade level, here are some possible activities and suggestions:

1. Research other shipwreck web sites to find out when and how they sank:
  - [http://www.ihr.org/jhr/v17/v17n2p22\\_Weber.html](http://www.ihr.org/jhr/v17/v17n2p22_Weber.html)
  - [http://members.xoom.com/\\_XMCM/porthole/gus/pending1.htm](http://members.xoom.com/_XMCM/porthole/gus/pending1.htm)
  - <http://compunews.com/~jsav/gus/menu.htm>
  - <http://landow.stg.brown.edu/victorian/art/crisis/crisis2a.html>
2. Collect newspaper weather forecasts and daily weather information. Track the accuracy of your weather reporters.
3. Brainstorm a list of all the items you would want or need in a life raft. Calculate how much food and water you would need. Gather the food, water, and other items, and see how much space they would take up.

4. Check out some real nautical charts on the web sites below. You can order some charts for the classroom (there are shipping and handling charges, though.)
  - <http://www.usboating.com/ss.asp>
  - <http://www.maptech.com/marine/samples.html>
  - <http://www.uscharts.com/free.htm>
5. Check out a nautical dictionary if you don't understand some of the ship terms you have encountered in this lesson.
  - BoatTalk: <http://www.boatinginformation.com/dictionary/index.htm>
6. Check out all of the different types of buoys there are! See if you can think of anything else that the Coast Guard could think of to mark.
  - <http://www.uscg.mil/hq/rct/atonblt/win99/minor/buoy/buoy%2D1098/index.htm>

### **Children's Literature/Book References**

- *Pride of Baltimore: The Story of the Baltimore Clippers*, by Thomas C. Gillmer. International Marine, Camden, Maine, 1992.
- *Beating the Odds on the North Atlantic: A Guide to Fishing Safety*, edited by Susan Clark Jensen. Alaska Sea Grant College Program, Fairbanks, Alaska, 1992.
- *Undersea Treasures: A National Geographic Action Book*, by Emory Kristof, Peter Fiore, and Tor Lokvig. National Geographic Society, 1995.
- *The History of Shipwrecks*, by David & Susan Spence. Barron's Educational Series, Inc., 1999.