

"HOW TO" MANUAL

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Fond du Lac, Wisconsin

In co-operation with The Propeller Club of The United States Fairfax, VA

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INTRODUCTION

Greetings and Congratulations! As participants in the Adopt-A-Ship Program, you and your students are about to embark on an exciting and enlightening odyssey aboard your assigned vessel.

This manual is prepared to help Adopt-A-Ship teachers challenge their students in ways that will captivate their interests, open their minds to the world beyond their school-yard and educate them - and you - on the myriad of cultures, economics, geographies, industries, climates, and people on the ship's itinerary.

By corresponding with the master of your vessel, you will be able to glean valuable information from his or her letters about our important shipping industry and about the ports of call that can be used in many academic areas of instruction.

The following directives are merely suggestions.

Students seem to enjoy the excitement of their vessel when they have the necessary tools to follow the footsteps of the Captain. The possibility of enjoying the program is limited only by the teacher's creativity.

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I. GETTING ACQUAINTED

A. The Master of the vessel will respond to the teacher's letter of introduction. The teacher's cover letter will summarize the students' questions about the vessel. Some questions might include the size of the vessel, kinds of cargo it carries, and its destination. The Master will be happy to share this information.

The shipmates ashore will learn an exciting new vocabulary.

1. Bridge
2. Deck
3. Channel
4. Dock
5. Anchor
6. Port
7. Starboard

8. Propeller

9. Hold

10. Stern

11. Booms/Derricks

12. Gangway

B. The above list suggests a new and exciting dimension, the building of a maritime vocabulary. As the correspondence continues the Master's letters will provide the teacher with the material to develop a nautical dictionary with and for his or her students.

By consulting the school library and catalog, the teacher will find books on sailing that will interest the students. e.g. Looking for a Ship by John McPhee, and The Black Tanker by Howard Pease.

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II. ON THE VESSEL

A. Captain's correspondence will answer all questions about life on the vessel. He or she will describe the duties assigned to each crewmember. The Captain will also talk about the cargo your vessel carries, and the ports of call he or she will make.

B. A few vocabulary terms the Master may include in his correspondence:

1. Mate

2. Engineer

3. Radio Officer

4. Deck Hand

5. Watch

The shipmates might also like to ask the Master questions about their ship's history. Who is it named for? Inquiries about any unusual incidents, fires, sea rescues, emergencies, or any exciting things that might have happened in a port are also possible questions.

D. This list is by no means exhaustive. Most Masters have experienced many exciting adventures. They are willing to share them if they are asked.

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III. A FLOAT

A. The Master's letters will talk about the weather the vessel encounters while navigating inland lakes, rivers, seas, and oceans. A science lesson can be developed very easily as the students follow the vessel on the map.

Some things the students can study:

1. Weather systems

2. Weather currents

3. Storms

a. hurricanes

b. monsoons

c. typhoons

4. Special Things

a. reef

b. sand bars

c. bank

d. gulf

e. shoals

f. tides

g .green flash

SUGGESTION TO THE TEACHER:

The shipmates concern for the safety of their adopted vessel is the best catalyst for the study of geography and natural science.

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IV. AT A PORT OF CALL

A. In his or her letter, the Master will usually tell the shipmates a little about the cargo and the port that the vessel is calling at. The Captain will generally answer the questions the shipmates asked in their earlier letters. From Captain's comments, interesting social studies lessons are easily developed.

1. Location
2. Climate
3. Topography
4. Government
5. Industry (farming, mining, manufacturing)
6. Economy
7. Education
8. Cultural Centers, Museums
9. Important cities and their history
10. Imports and exports
11. Tourists attractions

B. A geography lesson can also be developed by using various types of maps and assigning students to select one of the topics in the above outline and research it using maps, encyclopedias, and library resource texts, and report back to the class via written or oral reports. Even the most reluctant shipmate, will want to share his or her discovery about the vessel's port of call with the ship's Master.

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V. IN THE HOLD

A. The Captain will write about the cargo the vessel is carrying. The letters will tell whether the cargo is domestic, or a mixture of imports and exports. An interesting unit of study on imports and exports can be developed from this information. One or more of the commodities can be traced through the manufacturing process. Tours of these manufacturing plants might be arranged and/or company speakers could be invited to visit school and address the class on the topic under study.

Some interesting units of study might include:

1. Rice
2. Flour
3. Cotton
4. Coal
5. Taconite
6. Machinery (tractors, trucks)

B. Commodities transported on the inland waterways might be traced from raw materials, like iron ore, to its finished steel, to the railroad track or crane that will be sold at home or abroad.

Some additional units of study might include:

1. Building Materials
2. Military Cargo
3. Animals

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VI. IN THE CLASSROOM

A. Other related disciplines that can enrich the student's sense of adventure and participation include:

1. Music - learning sea chanteys
2. Literature - reading nautical poetry, novels on the sea
3. Economics
 - a. Money exchange
 - b. The value of imports and exports
 - c. Industries involved in importing and exporting
4. History
 - a. The story of the Merchant Marine
 - b. Great Maritime heroes
 - c. Cities and the impact of riverboat traffic on them
5. Career Education
 - a. Merchant Marine
 - b. The Coast Guard
 - c. Longshoreman
 - d. Warehousing
 - e. Transportation
 - f. Shipping Industry
6. Journalism - Study newspapers from other areas/countries
7. Language Arts
 - a. Letter writing to Captain and passengers

- b. Compose nautical poetry and plays with information gleaned from Captain's letters and research.
- c. Write directions for games to be played with nautical information.

8. Enrichment Activities

- a. Compose Maritime Trivia Game
- b. Prepare Maritime and Geographical Quiz
- c. Construct navigation instruments
- d. Write and present travelogues on your vessel's itinerary.
- e. Involve local news media in your Adopt-A-Ship activities. e.g. newspapers, radio, TV stations
- f. Videotape classroom Adopt-A-Ship activities to share with local TV stations, along with the Master of your vessel and Company Public Affairs Person.
- g. Invite Maritime personnel to address the shipmates when possible; e.g. Ship's Master, Company Representatives, area Propeller Club Members etc.

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CONCLUDING REMARKS:

The outlines are very general. They are purposely kept general so that the shipmates will have the thrill of discovering, with the Captain, the enchantment of the sea, the ship, and the waterways of the world. May every letter from your Captain produce super-excited shipmates ashore.

Please appreciate the efforts of the Captain, officers, and passengers who write to you. The Captain of your vessel is an extremely busy person and is giving his free time to participate with you. Please respond to each correspondence promptly and appreciatively. Mail plays an important role to the ship's morale when at sea. Please post your correspondence so that it arrives at the ship's port of call, prior to the ship's arrival. Please request the ship's itinerary from the Captain, so that you can stay ahead of the vessel with mail. Teachers should also proof all students' letters and eliminate duplicate questions.

"Captains like questions. It makes his letters with the answers more interesting. I have found by giving a name with each answer, the shipmates look forward to seeing their name in the reply letter. This I think also makes the questions better, as I will always give a better reply to the better question. Passengers should be shown the school's letters to the ship. Some will write to the shipmates and their observations

are usually good." -Captain J.J. Robinson

Best Wishes for a fabulous year with your assigned vessel, her Captain, and her crew ashore and afloat.

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