

## Promote Your Laker!!

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Topic: Investigate Great Lakes ships

Grade: 6<sup>th</sup> grade, Social Studies/Economics, Technology

Lesson Overview: In this lesson students will cooperatively work in groups of 2-3 to create a power point presentation describing one of the 70 Great Lakes “Lakers” to attract potential companies (the class) to use their ship for transporting their products. The students will find information on their ship using a variety of resources: internet, articles, and books. A rubric will be provided for their power point. Students will be assessed by their group work, power point content, and their presentation to the class. This lesson connects to our curriculum by using technology, doing a research project, working cooperatively, speaking to a group, and examining economics.

### Objectives:

- ❖ Students will be able to work cooperatively in a group
- ❖ Students will create a power point presentation on a Great Lakes Laker and present it to the class
- ❖ Students will actively engage in researching a G.L. ship using internet, articles, and books
- ❖ Students will be able to locate/identify important aspects of using G.L. ships (ports, cargo, routes, ballast, economic value, time efficiency)

### Michigan Content Standards <great!>

SS 25- Locate and describe major economic activities and occupations of the Western Hemisphere regions and explain the reasons for their locations

SS 27- Describe how and why people, goods, services, and information move within the Western Hemisphere

SS 28- Describe the major economic/political connections between U.S. and Western Hemisphere regions and explain their causes and consequences

LA 42- Plan a focused and coherent oral presentation using an informational text

LA 43- Students will respond to, evaluate, and analyze speeches/presentations of peers

### Materials:

- ◆ Powerpoint rubric
- ◆ U.S. Flag Shipping on the Great Lakes by Lake Carriers Association(30 copies – request from [www.lcaships.com](http://www.lcaships.com)),
- ◆ Books on G.L. ships – **please list specific books**
- ◆ [Know Your Ships 2007: Guide to Boats and Boat-Watching.](#)
- ◆ [Great Lakes & St. Lawrence Seaway](#) by Lake Carriers Association (10 copies)

Room Arrangement: Schedule the use of the computer lab for a week.

### New Vocabulary Words:

Cargo- items a ship carries for transport

Laker- a ship on the Great Lakes

Saltie - a ship on the ocean  
Taconite- a pellet containing 30% iron ore

Background Information: ??

Pre-Assessment: For the pre-assessment I would do a modified KWL. I would use large chart paper and label the first sheet with a “K”- what do you Know about “Lakers”. The students would come up to the paper and fill it out with what they know. The second sheet of chart paper would be labeled with an “N”- What do we Need to know about “Lakers”. The students will give suggestions on what companies would need to know about Lakers when choosing a ship to transport goods. This will lead right into the focus questions.

Focus Questions:

- ❖ What do we need to know about Lakers?
- ❖ How fast can different Lakers load/unload cargo?
- ❖ What makes the different Lakers better than others-points of interest?
- ❖ What are the different routes the Lakers take on the Great Lakes?
- ❖ What is the economical advantage to using a Laker vs. other means of transportation?
- ❖ How much cargo can different Lakers hold?
- ❖ How much does it cost to run a Laker/how much do they make?
- ❖ What types of security/safety do the different Lakers have?

Attention Getter: I would give the students different pictures of large items, such as the Empire State Building, The Great Pyramid, an elephant, The Statue of Liberty, The Eiffel Tower, Mount Rushmore, etc. and ask them which one most closely resembles the size of a ship on the Great Lakes.

## **PROCEDURE**

Introduction: Detroit is a major port in Michigan. Let’s investigate the ships that deliver goods to Detroit and transport goods from Detroit to other cities in the Great Lakes.

1. Take students outside to approximate the length of a Laker (see “Whale of a Tail” in Project Wild book that has students approximate the size of a whale in the school parking lot; could use this for a laker. Since a laker is 1000’, could have students measure 1000 paces.).
2. Now that we have seen just how huge these Great Lakes ships are, how many tons of cargo do you think a Laker can hold? What types of cargo do Great Lakes ships commonly carry?
3. Discuss the economical advantage to using a Laker vs. other means of transportation, of course focusing on the monetary issue of it because students like to deal with the thought of money-and if they can make some!
4. Organize students into groups of 3-4, and have them pick the name of a Great Lake “Laker” to be the subject of their research project <where did you get these ship names? Please provide list of ships for another teacher to be able to use.
5. Tell students their mission is to research their ship and “find its major points of interest that make it special.” to persuade them that their ship has the best economical/environmental advantage, and that industries/companies should want to use the Laker for transport.

**\*\*Explain how to compare one ship to another, comparing economical and environmental characteristics. Alternatively, compare whether to move their cargo by ship, train or truck?**

**Provide students with a list of 5-10 good websites or books to use to research their laker:**

- a. "Lake Freighter" [http://en.wikipedia.org/wiki/Lake\\_freighter](http://en.wikipedia.org/wiki/Lake_freighter). (13 pages with pictures). The text is easy enough for a 6<sup>th</sup> grade level. It gives good information on all aspects of shipping on the Great Lakes.
  - b. American Shipping Company <http://aishipping.com/>
  - c. *American Steamship Co.* <http://www.americansteamship.com/routes.html>  
Shows maps of trade routes on the Great Lakes for iron pellets, coal and limestone.
6. Once students have all the information required on the rubric (see attached page), they will create a power point presentation about their ship.
7. Students present power point presentation to the class

Safety Considerations: NA

Assessment: The students will be assessed in different ways. Teacher observations is the first way they will be assessed-are they on task and working well together. Another way the students will be assessed is by their own input on their group work. Each student will fill out an evaluation on their own group and grade themselves. This gives them a chance to reflect on their own actions/participation. The last assessment will be their power point presentation. Points will be given as directed on the rubric (see attached page).

Extension: Take the students on a field trip to the Dossin Great Lakes Museum on Belle Isle, another maritime museum. The Dossin is a great museum, close to our school, and a lot of students have never visited it before! – Great Idea!

Resources (provide complete reference)

**Internet Source**

Author's last name, author's first name. Title of document. Name of organization that posted the document.  
Retrieved on <date> from <website address>.

- ❖ [www.detroithistorical.org](http://www.detroithistorical.org)
- ❖ [www.glmi.org](http://www.glmi.org) (Great Lakes Maritime Institute)
- ❖ [www.great-lakes.net/teach/business/ship/ship\\_2.html](http://www.great-lakes.net/teach/business/ship/ship_2.html)
- ❖ [www.lcaships.com/newpub.html](http://www.lcaships.com/newpub.html) (Lake Carrier's Association)
- ❖ [http://en.wikipedia.org/wiki/Lake\\_freighter](http://en.wikipedia.org/wiki/Lake_freighter)



# Promote Your Laker Rubric

Congratulations!! You are now the proud owner of a Great Lakes “Laker!” Once you have the name of your vessel, it is your job to promote your Laker to get business, the main way to do that is to advertise. Your group is to create a power point presentation that you will show potential companies (the class) so that they will become interested in using your ship. Follow the rubric below to create your power point! Your grade will be assessed by the points earned below! Total points possible: 100 points! You will have one week to do your research and design your power point, then your group will make a 5-minute presentation to the class!

Please include the following Group members’ names, date, and name of your ship (5 pts.)

1. Name of the country and company that owns your Laker (10 pts.)
2. What the ship can transport, how much it can hold, how fast it travels (10 pts.)
3. Loading and unloading time. (10 pts.)
4. Routes the vessel takes (10 pts.) – do they have to include a map from the *American Steamship Company* <http://www.americansteamship.com/routes.html>

Shows maps of trade routes on the Great Lakes for iron pellets, eastern coal, western coal, and limestone.

5. What/Where are the major ports that it stops at is this info available for specific ships? (10 pts.)
6. Ballasting information/does it have special features for what? (10 pts.)
7. Crew Life (5 pts.) – is this pay? Time off? Is life pretty much the same on all ships?
8. Cleaning and Care of the Laker (5 pts.) – the Chief Engineer cares for the engine; what are you looking for here?
9. Include at least 2 maps of the Great Lake area, ones that your vessel would use (10 pts.)
- 10.** Include at least 10 photos that would aid in the understanding of your presentation (10 pts.)
- 11. Use correct grammar, spelling, and site your resources!** (5pts.)