

PARDON, DO YOU HAVE THE CORRECT TIME?

By Karen Wordell kjwordel@lakefield.net
First German Evangelical Lutheran School, Manitowoc, WI

Target Grade: Combined Classroom of Grades 3 & 4

Subject: Social Studies, Language Arts (Optional Extension: Art)

Lesson Overview:

This lesson is intended for use with the study of Wisconsin State History. Part of that unit of study also includes a study of our local (Manitowoc, WI) history. The students will make connections between our local and our state history.

In this lesson, students will practice gathering information from printed text by reading brief, non-fiction, description pages about the roles that boats have played in the Great Lakes maritime history of northeastern Wisconsin. The students will also gather information by reading other non-fiction information pages about events that have affected our local history. Then, students will construct a timeline by placing the sheets they have read in the correct chronological order. Through a variety of group discussions, students will review and learn new information about how boats and their movement on waterways have been an important part of the economy and history of the area and how they still remain an important part today.

Sources Consulted:

Textor, John. (2006). *Phoenix The Fateful Journey*. Sheboygan, WI: Sanderling Press.

Wenstadt, Tom. (2007). *Freighters of Manitowoc*. Bloomington, IN: AuthorHouse.

Stonehouse, Frederick. (2002). *Final Passage True Shipwreck Adventures*. Gwinn, MI: Avery Color Studios, Inc.

Maslone, Bobbie, Ph.D. Wisconsin Historical Society Office of School Services. (2001). *Working with Water Wisconsin Waterways*. Madison, WI: Wisconsin Historical Society Press.

Pennington, Rochelle M. (2002). *The Christmas Tree Ship*. Woodruff, WI: The Guest Cottage, Inc. dba Amherst Press.

Pferdehirt, Julia. (2003). *They Came to Wisconsin*. Madison, WI: Wisconsin Historical Society Press.

Leichtle, Kurt. (2004). *The Wisconsin Journey*. Salt Lake City, UT: Gibbs-Smith Publisher.

Wisconsin Historical Society Library and Archives Worst Marine Tragedy in History of Manitowoc
<http://www.wisconsinhistory.org/wlhba>

Great Lakes Fleet Page Vessel Feature-Edward L. Ryerson www.boatnerd.com/pictures/fleet/elr.htm

Burger Boat - Company Story
http://www.burgerboat.com/index.php?option=com_content&task=view&id=6&Itemid=8

Manitowoc Shipbuilding, Manitowoc, WI
<http://shipbuildinghistory.com/history/shipyards/2large/inactive/manitowoc.htm>

S.S. Badger: A Little History, A Lot of Fun! <http://www.ssbadger.com/content.aspx?Page=Facts&field=111221>

Wisconsin Historical Collections Marine Disasters on Lake Michigan
<http://www.wisconsinhistory.org/whc/>

National Archives Prologue Magazine Winter 2006, Vol. 38, No. 4: The Christmas Tree Ship: Captain Herman E. Schuenemann and the Schooner Rouse Simmons by Glenn V. Longacre
<http://www.archives.gov/publications/prologue/2006/winter/christmas-tree.html>

Learning Objectives:

At the end of this lesson, students will be able to:

1. Listen to other students' thoughts and opinions about the text under consideration.
2. Ask appropriate questions about the text and thoughts of other students.
3. Clearly explain their understanding of the text.
4. Place boats in the correct chronological order according to Wisconsin maritime history.
5. Cite specific examples in the text to explain their decision making process.

State of Wisconsin Standards Addressed:

English Language Arts Standards:

Reading: Informational Texts Grade 3 and Grade 4

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Speaking and Listening Grade 3 and Grade 4

Comprehension and Collaboration

SL.3.1 & S.L. 4.1

Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Language Grade 3 and Grade 4

Knowledge of Language

L.3.3 & L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Social Studies Standards:

Geography: People, Places, and Environments

Content Standard: Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Performance Standards: By the end of grade four, students will:

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design shelters.

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.

History: Time, Continuity, and Change

Content Standard: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective,

explain historical relationships, and analyze issues that affect the present and the future.

Performance Standards: By the end of grade four, students will:

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history.

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.

Economics: Production, Distribution, Exchange, Consumption

Content Standard: Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

Performance Standards: By the end of grade four, students will:

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.

D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.

See Art Standards listed after Optional Extension Activity.

List of Materials Needed:

Classroom Map of the USA

Highlighter marker, one per child

Glue stick, one per child

Pencil, one per child

Timeline pages, one set per child, each set should be out of chronological order (see pages at the end of this plan)

Markers, crayons, colored pencils for each child (optional)

Computer to research pictures of boats, computer station could be shared (optional)

Books listed in “Sources Consulted” for boat pictures, single copies of books could be shared (optional)

Background:

Students will have completed their textbook study of *The Wisconsin Journey*, chapters 1-9, before beginning this project. It is at this point of our Wisconsin History study that we take time to focus on ties to our local Manitowoc history and economy. This time line project will lead into *The Wisconsin Journey*, chapter 11 titled “Making a Living in Wisconsin”.

New Vocabulary:

Circa: at, in, or of approximately—used especially with dates

Cargo: the goods or products carried in a ship

Schooner: a sailing ship, usually with 2 masts

Steamship: a ship propelled by steam

20th Century: the years of the 1900’s

Dry Dock: a dock that can be kept dry for use in repairing or building ships

Half Mast: when a flag is flown about halfway down from the top of the sailing mast

Focus Question:

The teacher will ask a series of review questions leading the students into the construction of the timeline.

How did the Native people of Wisconsin travel over great distances? (canoes on waterways)

How did the first French explorers to Wisconsin travel through the area? (canoes on waterways)

What was the first business that the French carried out in Wisconsin? (fur trade)

How were furs transported back to larger French settlements on the eastern end of the Great Lakes?
(Voyageur canoes)

Have a student trace a pathway from Green Bay to Montreal on a classroom map or map on the SmartBoard.

When miners, farmers, and other early settlers began moving into Wisconsin, what form of transportation was the easiest to use for these long journeys? (travel on waterways, sailing ships)
Have a student trace a pathway from New York City, up the Hudson River, to the Erie Canal, and through the Great Lakes to the eastern shore of WI.

Think about the questions I have just asked you. What was a common factor in most of the answers? (boats and/or waterways)

Are the Great Lakes still used for travel today? (Students indicate yes/no by using a thumb up/down signal. Teacher will accept either answer at this point of the lesson.)

Are any products still shipped on the Great Lakes today? (Students indicate yes/no by using a thumb up/down signal. Teacher will accept either answer at this point of the lesson.)

Classroom Activities:

Teacher will tell students that they will be working with assigned partners to read nonfiction information about a variety of boats and their uses. Some of the information will be a review of WI history that they have already studied. Some of the information they will read about will be new information that hasn't been covered in class yet. Discuss with students which reading speed they should use when reading nonfiction information, and they remind them that they may need to reread information.

Students will be assigned to work in groups of 2 or 3. Each student will be given a packet of information sheets that are not in the correct order to arrange. Instruct students to work cooperatively to read the information sheets and use highlighter markers to mark information they feel might be clues to consider when arranging the timeline sheets in correct chronological order. Students will work on the floor of the classroom or hallway. Teacher will circulate around the groups and monitor discussions between students. Textbooks or other reference books will not be in use at this point.

When students have had time to read and discuss each sheet, each student will spread their sheets out in a long line to create a chronological order of events. Teacher will walk around and check each lineup as the students finish. Once the "ok" has been given, then each of the students will glue their set of sheets edge to edge to create a timeline. When the glue is dry, students should accordion fold their timelines to save display space.

(The following discussion activity will be used in the next class period.)

The class will meet together as a whole group. All students should have their timeline assembled and in front of themselves. The teacher will ask students to share the specific highlighted information on each sheet that helped them to understand the time order sequence. Students should also explain how that information aided their thinking process in the sequencing activity. Students should be encouraged to react to others' thoughts. At this time, more exact dates will be written on each information sheet where dates were missing and are now needed. Exact dates will be provided by the teacher. Through questioning of the printed text, the thoughts will also be developed that people still use the Great Lakes for travel today, and that shipping of goods still occurs on the Great Lakes.

Assessment:

Teacher will assess each student's ability to put the boats in the correct chronological order based on the timeline they create. Also, students will be able to self-check their work by comparing it with their partner's work. Teacher will evaluate student responses in small group and whole group discussions when assessing Language Arts Skills: Did the student participate in discussions? Was the student able to clearly explain their own thought process? Did the student listen well and show consideration to other speakers? Did the student react with appropriate thoughts and opinions for others? Did the student communicate at an appropriate volume level when speaking with partners and when speaking to the whole group?

Optional Extension Activity:

Students may use textbooks, websites, and books cited in the “Sources Consulted” section of this lesson plan to find illustrations or photographs of the boats. Students may use pencils, crayons etc. to put illustrations on their timeline. This work could be done in the following days when other daily assignments are completed and the other grade in the room is having a class, or for early arriving students before the regular school day begins.

Wisconsin’s Model Academic Standards for Art and Design Education

Visual Communication and Expression

Content Standard: Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Performance Standard: By the end of grade 4 students will:
E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Art and Design Criticism

Content Standard: Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

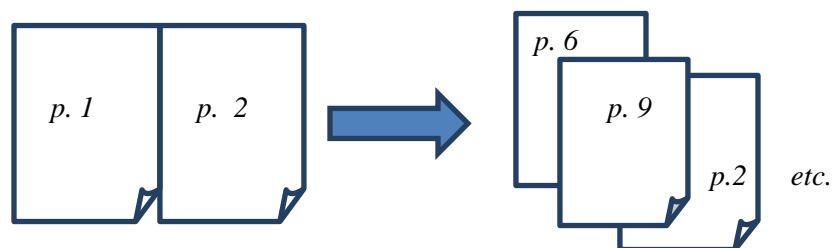
Performance Standard: By the end of grade 4 students will:
G.4.1 Know that art communicates ideas.

Making Connections

Content Standard: Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Performance Standard: By the end of grade 4 students will:
K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology.

Following is the set of information sheets each child will receive to construct their timeline. When preparing the sheets for student use, the teacher should cut each printed sheet in half to create 2 separate information pages. (There are 16 half sheets total for each child.) As given here, the sheets are in the correct order. However, the teacher should be sure the order is out of sequence when handing out materials to the students.



There is also an answer key that includes the correct dates for each page. In the whole group discussion session, the teacher will share the missing dates with the students so that they are able to add the correct years to sections of their timelines. Any boat or event that is listed inside of a box will need a date added on the timeline pages.

Answer Key:

10,000 B.C. CANOES

1634 French explorer, Jean Nicolet, arrived in Wisconsin.

circa ~1673 MONTREAL CANOES & NORD CANOES

1679 THE GRIFFON

1764 The first English settlement was built at Green Bay.

1776 American colonies declared independence from Great Britain.

1783 Wisconsin became part of the Northwest Territory.

1836 Wisconsin Territory was created.

1847 THE PHOENIX

1847 *THE CITIZEN* was the first freight carrying vessel built in Manitowoc.

1848 Wisconsin became a state.

1861 The Civil War began, and it lasted for 4 years.

1863 BURGER SHIPYARD OPENS IN MANITOWOC.

1902 Near the beginning of the twentieth century, *Manitowoc Dry Dock Company* was formed when John West, Elias Gunnell, and William Geer purchased the *Burger and Burger Shipyard* from Henry Burger. The new business would become known as the *Manitowoc Company* and later be the world's largest builder of cranes and ice making machines.

1912 THE ROUSE SIMMONS

1914-1918 World War I

1939 World War II began.

1941 Pearl Harbor was attacked. The USA entered the war and began four years of fighting.

1942-1945 SUBMARINES ARE BUILT IN MANITOWOC

1960 THE EDWARD L. RYERSON

1962-1968 The Poe Lock was built at Sault Ste. Marie, Michigan. The lock measured 1200 feet long. Much larger Lakers could now sail between Lake Superior and Lake Huron. *Manitowoc Company* needed a different location where it would be able to build larger Lakers, and have those ships move easily through the water. The company moved most of its equipment and workers to Sturgeon Bay, WI. It became known as *Bay Shipbuilding Corporation*.

1990 & 1991 THE BADGER CARFERRY TRADITION ENDS & BEGINS AGAIN

1990 & 1993 BURGER BOAT COMPANY CLOSSES AND REOPENS.

CANOES

1634

Wisconsin's Native people used canoes for spearing fish and gathering rice. Canoes were used for travel and as an easy way to transport supplies. The Native people of Wisconsin had used canoes for thousands of years.

Two basic kinds of canoes were used. A dugout canoe was hollowed out from a large tree trunk. To hollow the log, fire was used. The charred wood was easy to dig out of the log. A birchbark canoe was made of bark from birch trees. Birch trees were common in the Wisconsin area. Canoes made from wooden frames and birchbark were lighter, faster, and easier to use than the dugout canoes.

Native people traveled on Wisconsin's many lakes and rivers in order to trade goods with each other. It was easier to travel 300 miles on water than 30 miles on land.

**French explorer, Jean Nicolet,
arrived in Wisconsin.**

MONTREAL CANOES & NORD CANOES

Father Marquette and Louis Joliet claimed all of the land on both sides of the Mississippi River for France. The French controlled the land around the Great Lakes and south along the Mississippi River to the Gulf of Mexico.

Wisconsin was thick with forests and had many rivers. It was home to mink, wildcats, bears, deer, muskrats, beavers, lynx and otters. The French realized there was much money to be made in the fur trade.

The voyageurs, French-Canadian boatmen, needed large canoes to deliver trade goods such as beads, rifles, and iron pots to the Wisconsin area. Once the trade goods were unloaded, the large canoes would be reloaded with animal pelts to be taken back to major trading centers on the eastern end of the Great Lakes.

The largest canoes used in the fur trade were called *Montreal* canoes. They could carry 3 to 4 tons of goods. These canoes were used between Montreal and the west end of Lake Superior.

Nord canoes were smaller and could travel on the smaller rivers and streams leading deeper into the Wisconsin area. Nord canoes were about 25 feet long and could carry half the cargo of a Montreal canoe.

Both canoes were made of birch bark.

THE GRIFFON

The *Griffon* was the first ship to sail on the Great Lakes. It was also the first shipwreck! Today, there are more than 9000 shipwrecks in the Great Lakes.

The high demand for furs in Europe caused the fur trade in the Wisconsin area to grow. More trading goods and furs needed to be transported. A wealthy fur trader named Rene' Robert Cavalier, Sieur de la Salle (Re nay Ro Bear Cav al yay, Sur de la Sal) built a sailing ship on the Niagara River above the Falls. He named it the *Griffon*. A griffon is a mythical creature that has a lion's body, and an eagle's head and wings.

The *Griffon* sailed through Lake Erie, Lake Huron, and into the Bay of Green Bay on Lake Michigan. The Griffon's cargo of trade goods was unloaded. A shipment of furs was then put onto the ship. The *Griffon* was last seen as it left the Bay of Green Bay. Somewhere between Green Bay and Niagara, the ship sank during a bad storm. The location of the shipwreck has never been found. It remains an unsolved mystery.

1764

**The first English settlement
was built in Green Bay.**

1776

**American colonies declared
independence from Great Britain.**

1783

**Wisconsin became part of the
Northwest Territory.**

1836

**The Wisconsin Territory
was created.**

Life was hard in Holland. The king treated his people poorly. Crops hadn't grown well for several years. Many of the Dutch people heard about a better life in America, and decided to leave Holland. They hoped for religious freedom, and hoped to earn a better living in a faraway place along the shores of Lake Michigan called the Wisconsin Territory.

The anxious Dutch immigrants left Holland in late August. They arrived in New York by late October. Once they had passed a health examination and met with the immigration agent, they continued their journey up the Hudson River and through the Erie Canal, which had opened in 1825. On the shores of Lake Erie, the group boarded a wooden steamship named the *Phoenix*. Along with the group of Dutch immigrants, Captain Benjamin Sweet welcomed 2 sisters that had attended school in Buffalo, New York. They were homesick and wanted to return to their parents in Sheboygan, WI. Most of the Dutch immigrants were also headed to the Sheboygan area of the Wisconsin Territory. The ship set out early in November. Captain Sweet planned to sail 1000 miles through the Great Lakes and reach Chicago in about one week. It was a stormy time of year for sailing. The trip took longer than expected. The *Phoenix* reached Manitowoc, WI on November 20, as a storm raged.

The captain was behind schedule. He wanted to make up for lost time and decided to set sail as soon as the storm began to ease. Many of the crew had been spending time in a Manitowoc saloon and were not sober when they returned to the ship. The order was given for full power, so the crew shoved logs into the ship's boiler furnace. While sailing between Manitowoc and Sheboygan, the wooden ship caught on fire. There were only 3 lifeboats on the *Phoenix*. One of the lifeboats sank, two of the boats made it to shore. Only 46 people were saved. Over 250 people died on the burning ship or in the icy cold water of Lake Michigan.

1847

The *CITIZEN* was the first freight carrying vessel built in Manitowoc.

1848

Wisconsin became a state.

1861

**The Civil War began,
and it lasted for 4 years.**

BURGER SHIPYARD OPENED IN MANITOWOC.

In 1846, Simon and Margaret Brauburger left their home in Germany and came to the United States with their five children. The youngest child was Henry, age 7. In America, the family shortened their last name to Burger. The family settled in Milwaukee, WI. As a young adult, Henry began to learn the skill of ship building. At the age of 24, Henry married Mary Esslinger from Manitowoc. He and his new bride settled in Manitowoc. During the middle of the Civil War, Henry began building wooden boats about 20'-30' long for the Manitowoc fishermen. About seven years later, Henry Burger took a business partner. The shipyard was known as the *Greene Rand, Burger Shipyard*. They began to build larger wooden sailing ships called schooners.

When Greene Rand passed away, Henry Burger invited his nephew, George B. Burger to join the business. The Manitowoc shipyard was then known as the *Burger and Burger Shipyard*. Shortly before the beginning of the 20th century, *Burger and Burger* launched the last full-rigged schooner to be built on the Great Lakes. A year later, they launched a 201' long passenger steamship for the Goodrich Transportation Company. The Burger family shipyard was very successful building new ships and repairing older ships. In thirty years of time, the Burger brand name appeared on almost 100 ships. The Burger family shipyard built steamers, tugs, schooners, and barges.

1902

Near the beginning of the twentieth century, Manitowoc Dry Dock Company was formed when John West and 2 business partners purchase the *Burger and Burger Shipyard* from Henry Burger. The new business would become known as the *Manitowoc Company*. Later it would be the world's largest builder of cranes and ice making machines.

**THE ROUSE SIMMONS
The Christmas Tree Ship Vanishes!**

The *Rouse Simmons* was a sturdy schooner, built to haul heavy loads. On Lake Michigan, most schooners carried lumber from Upper Michigan and Northern Wisconsin. The lumber was delivered and sold in the growing cities of Milwaukee and Chicago, which were located farther south on the lake.

The German tradition of placing a decorated evergreen tree in the home for Christmas was becoming very popular in the early 20th century. There was a high demand for trees in the big city of Chicago. Captain Schuenemann joined many other captains in bringing loads of evergreen trees from the north on their last runs of the sailing season each November. Captain Schuenemann was given the nickname "Captain Santa" because he often gave free Christmas trees to needy families.

One November, the *Rouse Simmons* was heavily loaded with more than 4000 Christmas trees. Some eyewitnesses reported that the ship looked like a floating forest as it left Thompson, Michigan. A terrible winter storm was beginning out on the lake. As the ship passed the Kewaunee Life Saving Station, it was flying its flag at half-mast, a sign of distress. The Kewaunee crew could not reach the *Rouse Simmons*, and called ahead to the Two Rivers station. That station's powerboat was launched, but the darkness, snow, and mist made it hard to find the schooner. It had vanished.

The shipwreck of the *Rouse Simmons* was the beginning of the end for schooners hauling Christmas trees to Chicago. By 1920, the tradition had ended. In 1971, a scuba diver discovered the wreck of the *Rouse Simmons* in about 170 feet of water off the shoreline of Two Rivers, WI. It had been undiscovered for nearly 60 years.

SUBMARINES WERE BUILT IN MANITOWOC.

1914-1918

World War I

1939

World War II began.

1941

Pearl Harbor is attacked.

The USA entered World War II and began four years of fighting.

While World War II was starting in Germany and across Europe, the United States government was increasing the size of our military force. *Manitowoc Shipbuilding* (earlier known as *Manitowoc Dry Dock Company*) was hired by the Navy to build 28 submarines during the World War II years.

Over 6000 people worked to build these submarines. Extra workers were bussed in from Sheboygan, Green Bay, and Appleton. In the city of Manitowoc, 400 homes were built to help house some of the new workers. This area of town came to be known as Custerdale. It was located in an area between what is now Schuette Park, Fleet Farm, and Hobby Lobby. Many small, one story houses still exist in this area of town. Many of the streets are named after the submarines that were built in Manitowoc. When you drive through that area of the city, look for names like Peto, Rasher, Raton, Ray, Mero, Kete, and Rabalo.

Navy sailors were stationed in Manitowoc while they trained on the subs. *Manitowoc Shipbuilding* side-launched the finished submarines into the Manitowoc River. From here they traveled on Lake Michigan, to Chicago, to inland waterways, to New Orleans and the Gulf of Mexico. *Manitowoc Shipbuilding* also produced LCT vessels (Landing Craft for Tanks). Practice “invasions” were held on Lake Michigan beaches in Manitowoc County. Hollywood celebrities even came to Manitowoc to encourage everyone to help in the war effort.

THE EDWARD L. RYERSON

1962-1968

During the 15 years that followed the WWII submarine building in Manitowoc, the *Manitowoc Shipbuilding Company* changed its name to the *Manitowoc Company*. At this time, it began to build large ships called “Lakers”. These large freight carrying ships would haul such cargo as iron ore or grain on the Great Lakes. (Ships that sail on the oceans are known as “Salties”.)

The Manitowoc Co. built 5 Lakers at their shipyard on the Manitowoc River. The 5 Lakers were:

John G. Munson – 666’ long

John J. Boland – 639’ long

Detroit Edison – 606’ long

Adam E. Cornelius – 666’ long

Edward L. Ryerson – 730’ long

The *Ryerson* was the largest of the Lakers built in Manitowoc. Its engine had 9,900 maximum horsepower. The propeller weight 6686 pounds and was 20’ in diameter. The maximum possible cargo it could haul was 26,930 tons. On its maiden voyage it sailed from Manitowoc, WI to Escanaba, MI to load iron ore for Indiana Harbor, IN. However, due to its large size it was very hard to maneuver the *Ryerson* out of the Manitowoc River and into Lake Michigan. Some of the river shoreline had to be dug away so that the ship could make it through the final turn in the river.

The Poe Lock was built at Sault Ste. Marie, Michigan. The lock measured 1200 feet long. Much larger Lakers could now sail between Lake Superior and Lake Huron. *Manitowoc Company* needed a different location where it would be able to build larger Lakers, and have those ships move easily through the water. The company moved most of its equipment and workers to Sturgeon Bay, WI. It became known as *Bay Shipbuilding Corporation*.

THE BADGER CARFERRY TRADITION ENDS & BEGINS AGAIN

The *S.S. Badger* began sailing in 1953. It is the largest car ferry to ever sail Lake Michigan. It measures 410' in length. It is a coal-fired steamship. It was built to sail in the rough conditions of Lake Michigan. In its early years, it was mostly used to transport railroad cars across Lake Michigan. However, because it had wonderful passenger service, it became known as "Queen of the Lakes" during the 1950's. The Fifties were the peak of popularity for car ferry services.

During the Seventies, many car ferries were being scrapped. However the *Badger* kept sailing until November of 1990. It was tied up in Ludington, Michigan. Many people were sad to see the last car ferry on Lake Michigan end its sailing history.

Surprisingly, one year later, a business man named Charles Conrad bought the *Badger* and formed a company to sail her again. Now the *Badger* sails between Manitowoc, Wisconsin and Ludington, Michigan from May through September each year.

BURGER BOAT COMPANY CLOSES AND REOPENS

Back in 1902, the first *Burger Shipyard* was sold to John West and his partners. However, that was not the end of Burger Boats in Manitowoc, WI. There was another shipbuilder, a relative of Henry Burger, who also had a ship building business in Manitowoc. His name was also Henry Burger. So, as not to confuse the men, the first Henry Burger was called "Senior," and this second man was known as "Junior". They were not father and son, they were uncle and nephew.

In 1892, Junior started his own shipyard right across the river from his uncle. It is on this site that the *Burger Boat Company* that you see in Manitowoc today continues in business. You see the large Burger Boat sign near Holy Family Hospital, as you cross the Manitowoc River.

This *Burger Boat Company* made small sailing and fishing vessels at first. Soon, they were making boats with gas powered engines. The engines were made in Two Rivers by Kahlenberg Brothers, which is still in business today. During World War II, *Burger Boat Company* built wooden minesweepers for the Navy. However, yachts, boats used for pleasure, have been the main kind of boats the company continued to build through the years.

In 1986, after four generations of the Burger family running the business, it was sold. Ownership changed a couple of times in the next few years, and the company was shut down in November of 1990. After 3 years, Dave Ross and Jim Ruffolo reopened *Burger Boats*. It is still in business today. After more than 115 years, *Burger Boat Company* is still building yachts at their shipyard on the Manitowoc River.