

PEN PALS WITH A GREAT LAKES SHIP

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Subject/Grade: Social Studies and English/Language Arts, Grade 1

Lesson Overview:

Students will write a friendly letter to a Great Lake Ship's crew. They will use a map of the Great Lakes to locate the current position of the ship and follow its journey.

Resources

Bergel, Colin. *Mail by the Pail*. Wayne State university Press, Detroit, MI 48201. 2000.

http://owensville.k12.mo.us/~smart_lessons. Teacher: Randee Schatz-2nd grade, Communication Arts, Lesson: Friendly Letter

<http://www.boatnerd.com/pictures/fleet/mesabi.htm>

Wendy Lutzke, wlutze@wisconsinmaritime.org (provided me with information on which ships would be good to correspond with)

Learning Objectives:

After this lesson, students will be able to

1. Name the 5 parts of a friendly letter.
2. Write a friendly letter using complete sentences and correct punctuation.
3. Learn the names and locations of the Great Lakes.
4. Follow the ship Mesabi Miner by charting its location over time.

Standards: Michigan Grade Level Content Expectations (GLCEs) Addressed:

Grade 1 Social Studies:

G1.0.2 Give examples of places that have absolute locations.

G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

C5.0.1 Describe some responsibilities people have at home and at school (e.g. taking care of oneself, respect for the rights of others, following rules, getting along with others).

C.5.0.2 Identify situations in which people act as good citizens in the school community (e.g. thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

P4.2.2 Participate in projects to help or inform others.

Grade 1 Listening:

L.CN.01.03 Listen to or view knowledgeable while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large

group setting; listen to the comments of a peer and respond on topic adding a connected idea.

L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

Grade 1 Reading

R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.NT.01.03 Identify: problem/solution, sequence of events, sense of story (beginning, middle, end).

R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now and finally to indicate a sequence of events and sense of story.

Grade 1 Writing

GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names and the pronoun I.

HW.01.01 Write upper and lower case manuscript letters legibly.

PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.

PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience.

PR.01.04 Attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class developed checklist, both individually and in groups.

SP.01.01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly.

SP.01.02 In the context of writing, correctly spell less frequently encountered words using structural cues and environmental sources.

Background:

First grade students are just beginning to write complete sentences and are practicing memorizing their addresses. They spell using the sounds they hear and/or draw pictures to show what they are trying to write. This will be a writing assignment that will take place over the course of a few days.

Materials Needed:

per class:

1. *Mail by the Pail* by Colin Bergel
2. Friendly letter powerpoint
3. Sample friendly letters
4. chart paper
5. J. W. Westcott II photos
6. Mesabi Miner photos and information
7. ELMO (projector and computer equipment)
8. overhead
9. overhead transparency
10. map of Great Lakes
11. push pins and yarn
12. large envelope

per student:

1. pencil
2. paper
3. crayons//markers

Room Arrangement:

floor area for students to hear story and discuss lesson
table/desk space for students to work

Vocabulary:

friendly letter - a letter you write to a friend or relative that is filled with information about you and asks questions about how the friend/relative is doing

heading - writer's address and the date

greeting - means "hello"

body - contains the message of the letter

closing - means "goodbye"

signature - author of the letter

HOMES - Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior

Mesabi Miner - Great Lakes ship name

J.W.Westcott II - mailboat

Lake Freighter - very large boat that sails on the Great Lakes

cargo - materials carried on a ship

Focus Question: How do ships that spend many weeks/months on the Great Lakes receive mail?

Classroom Activities: (Day 1)

1. Brainstorm with students answers to the focus question. Write their answers on chart paper.
2. Introduce book: *Mail by the Pail*. Preview cover and make predictions about story with class.
3. Read book to class and discuss.
4. Use a map of the Great Lakes to show where Manistee, MI on Lake Michigan is in relation to Ewen-Trout Creek Elementary School.
5. Show photos of J.W. Westcott II in action.
6. Show photos of Mesabi Miner and share relevant information about the ship. Explain that we will be writing friendly letters to the crew aboard this Great Lakes ship.
7. Using boatnerd to locate current position of Mesabi Miner. Place push pin on the map to show its location.

(Day 2)

7. Show the powerpoint presentation on the Friendly Letter.
8. Practice parts of Friendly Letter by using slide 7 of power point.
9. Write a class friendly letter together on the overhead.
10. Each student will write an individual friendly letter to a crew member. (rough draft of body, edit and revise, final draft of body, practice writing address, put it all together in the form of a friendly letter following sample we did together and sample friendly letters on display in class - the timeline for this will depend on individual classes and the amount of time the teacher sets aside each day to complete activities.)
11. The teacher will address a large envelope and include all letters and send them to:
Mesabi Miner
Marine Post Office
Detroit, MI 48222
12. Periodically check out the location of Mesabi Miner and track its travels on the map using pushpins and connecting them with yarn.

Assessment

The final draft of the friendly letter will be used to assess students' accomplishment of the objective. (see Rubric)

J.W.



Westcott
J. W. Westcott



Mesabi Miner

The new self-unloading bulk carrier was launched February 14, 1977 as the Mesabi Miner. The Mesabi Miner sailed on her maiden voyage June 7, 1977 from Lorain to load iron ore at Superior, WI.

The Mesabi Miner was named to honor the people of the Mesabi Iron Range who had encouraged the development of the mining industry in Minnesota.

The vessel has a rated service speed of 15.5 m.p.h.

The Mesabi Miner has been involved in very few major reportable incidents while sailing the Great Lakes. On March 27, 1989, she ran aground in the St. Marys River while downbound with iron ore. She was freed on March 29 but not until after ice pressure on the hull caused a small hole in her bow. After leaving her lay-up port of Sturgeon Bay, WI, the self-unloader was damaged by ice again; this time while transiting the Straits of Mackinac on March 24, 2004. She returned to Sturgeon Bay to have a resulting 6' (1.83m) crack in her starboard hull plating at the # 3 hatch just a few inches above the water line repaired.

The Mesabi Miner continues to sail the Great Lakes under the Interlake Steamship Co. flag in the coal and iron ore (taconite pellet) trades much as she has since her launch in 1977.

Overall Dimensions (metric)	
Length	1004' 00" (306.02m)
Beam	105' 00" (32.00m)
Depth	50' 00" (15.24m)
Capacity (mid-summer)	63,300 tons (64,317 mt) at draft of 29'01" (8.86m)
Power (diesel)	16,000 b.h.p. (11,936 kW)

Grading Rubric (Circle one description in each column.)

4 - Advanced	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Basic	1 <input type="checkbox"/> Below Basic
included the five parts of a friendly letter	included at least 4 of 5 parts of a friendly letter	included the greeting, body, signature	3 of the 5 parts of friendly letter are missing
letter give details about a topic that interests writer including feelings	tells about a topic that interests writer	tells about a topic that interests writer	included a few sentences about a topic that interests the writer
letter includes questions for the reader	includes at least one question for the reader	did not include a question for the reader	

Total Score _____
(12 possible points)

- 12 points = O Outstanding**
- 11 points = S+ Satisfactory Plus**
- 9-10 points = S Satisfactory**
- 8 points = S- Satisfactory Minus**
- < 8 points = NI Needs Improvement**