

**Title: I SEE THE LIGHT**

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**Manitowoc, WI**

**Target Grade Level:** Combined Classroom of Grades 3 & 4

**Subjects:** Language Arts, Social Studies, Art

**Lesson Overview:**

This lesson will chart comparisons between lighthouses of the past with present day practices. The students will practice writing skills by taking on the personality of a lighthouse keeper from the past and writing a journal entry about that time period. The students will then create another journal entry by taking on the personality of a US Coast Guard member serving at a lighthouse station today. Students will meet the harbor master and hear information about what changes have occurred over time in the Manitowoc harbor, and to its lighthouse. The students will also sketch a simple map of the harbor - breakwater area, and they will sketch and paint watercolor pictures of the lighthouse in Manitowoc.

**Sources Consulted:**

Gibbons, Gail. (1990) *Beacons of Light Lighthouses*. New York: Morrow Junior Books

Roop, Peter & Connie. (1985) *Keep the Lights Burning, Abbie*. Minneapolis, Minnesota: CAROLRHODA BOOKS, INC.

Reading Rainbow Series DVD. GPN/WNED-TV (2003) *Keep the Lights Burning, Abbie*. video segment: "Tour a Lighthouse"

Mielke, Phyl. (1995) *Eagle Bluff Journal 1895*. (No publisher, Library of Congress Information, or ISBN listed) Book is for sale in the Eagle Bluff Lighthouse Gift Shop. On the back cover of the book: Author: Phyl Mielke 920-854-2311

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

*Seeing the Light*, written and researched by Terry Pepper

<http://www.terrypepper.com/lights/index.htm>

City of Manitowoc, Department of Public Works, Docks & Harbor. <http://www.manitowoc.org/>

Rogers Street Historical Fishing Village, Two Rivers, WI. <http://www.rogersstreet.com/>

US Coast Guard Station, Two Rivers, WI. <http://www.uscg.mil/d9/sectlakemichigan/STANTTwoRivers.asp>

**Learning Objectives:**

At the end of this lesson, students will be able to orally and in written language describe what life was like for lighthouse keepers long ago, and what it is like to presently serve at a lighthouse station as a member of the US Coast Guard. Students will produce original sketches and watercolor paintings of a local lighthouse. Students will produce a simple sketched map of the local harbor - breakwater area.

## WI State Standards Addressed:

### English Language Arts

#### Reading: Literature – Grade 3

RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.

### English Language Arts

#### Reading: Literature – Grade 4

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Writing – Grade 3&4

W3.3 & W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Social Studies

#### 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.

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 of shelters

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

#### 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.

By the end of grade four, students will:

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

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

#### Economics: Production, Distribution, Exchange, Consumption

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

By the end of grade four, students will:

D.4.5 Distinguish between private goods and services and public goods and services. (*Manitowoc lighthouse ownership transfer from public to private*)

### Art and Design Education

#### Visual Design and Production

Content Standard Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, designs, videos, and computer images.

graphic

By the end of grade four, students will:

C.4.5 Look at nature and works of art as visual resources

C.4.6 Use sketching to develop ideas for their artwork

C.4.7 Develop basic skills to produce quality art

## List of Materials Needed:

Per student:

Pencil & Eraser  
Writing paper  
Sketching pad  
Watercolor paint set  
Watercolor paper & Brush  
Water dishes & Paper Towel

For the class:

DVD player, projector, and screen  
Keep the Lights Burning, Abbie – DVD  
Children’s Books (See Sources Consulted listing)  
*Keep the Lights Burning, Abbie*  
*Eagle Bluff Journal 1895*  
*Final Passage True Shipwreck Adventures*  
*Beacons of Light – Lighthouses*  
Large sheet of chart paper

## New Vocabulary:

**Fresnel lens:** modern lighthouse lens invented by Frenchman Augustin Fresnel, who found a way to increase the light by using prisms

**Coastie:** a member of the United States Coast Guard

**Breakwater:** an offshore structure protecting a harbor or beach from the force of waves

**Harbor:** a part of a body of water protected and deep enough to furnish anchorage

**Focus Question:** What do you know about lighthouses? What do you want to know about lighthouse?

Have the students write as many responses to each question as they can quickly think of about lighthouses. Give students a couple of minutes to write. Ask willing students to share their ideas with the class. Tell students in the next couple of weeks, that they will be learning about lighthouses of the past and present. The class will be reading books, watching a video, and taking field trips to learn more about lighthouses.

## Classroom/Field Activities:

Period One:

- Read aloud the books: *Final Passage True Shipwreck Adventures*(with the class note dangers to ships, note the style of narration using the first person point of view); *Keep the Lights Burning Abbie* (with the class note daily life in a lighthouse of the past: this Atlantic Ocean lighthouse would have been similar to a Great Lakes lighthouse in the past, note the narration using the third person point of view, and note the Appleton, Wisconsin authors); and *Beacons of Light, Lighthouses*(note present day information about lighthouses)
- View the DVD segment Reading Rainbow recording, *Keep the Lights Burning, Abbie-Tour of a Lighthouse* (fog signal and how a Fresnel lens works)
- As a group, compare and contrast the similarities and differences noticed between Abbie’s lighthouse and the modern lighthouses in the texts and video. Write group ideas on a large sheet of chart paper.

Period Two:

- Read aloud the following sections of *Eagle Bluff Journal 1895* tell the children to note the author’s use of pronouns I and me: Jan. 1- intro to 12 yr. old, Walter Duclon and his journal; Jan. 3 – Papa puts out the light until Spring; Jan. 8 – Papa puts the lantern room in order and information about the light; Jan. 19 – Walter’s chores; Jan. 20 – Family generations of lighthouse service; Jan. 31 – Plum Island getting a fog signal; Feb. 16 – Family’s love of music; Mar. 16– Ice breaking apart, people stranded; Mar. 27 – Lighthouse keeper’s uniform; Apr. 2 – Spring cleaning in the living quarters and the lantern room; Apr. 9 – Dangers for ships to avoid; Apr. 13 – Lighting the lantern for the first time of the season; May 15- Inspector’s visit; May 16 – More about the visit; Jun. 1 – Sturgeon Bay shipping canal; Jul. 20 – Tree

trimming near the light; Aug. 5 – building a separate oil house for kerosene; Aug. 28 – Supply boat and requisition; Nov. 3 – Pulling buoys off; Nov. 30 & Dec. 7 – end of the season for the light;

- **Assignment:** Students write a journal entry pretending to be the lighthouse keeper at Eagle Bluff on a long, dark, stormy night in 1865.

Period Three:

- Students tour the Rogers Street Fishing Village in Two Rivers, WI to see the 1886 pier head lighthouse, and also tour the present day U. S. Coast Guard Station, located in Two Rivers.
- Upon returning to school, students will look back at the compare and contrast chart of past and present day lighthouses. They will add/correct details as needed.
- **Assignment:** Students write a journal entry pretending to be a “Coastie” working at the Two Rivers station in the present time.

Period Four:

- Students will walk to the Manitowoc Harbor breakwater containment area and meet with the City of Manitowoc, Harbor Master. He will share the following type of information with the students: Point out and tell the students about the various features of the harbor; how far up river the harbor extends; types of businesses that make use of our harbor area; type of shipping that may happen; sportsmen’s use; what type of work his job entails; why the containment area was created and where the pier used to be; future harbor plans; and background/history of the lighthouses in Manitowoc and the present lighthouse’s recent change in ownership.
- The students will make sketches of the Manitowoc lighthouse.
- The students will sketch maps of the Manitowoc harbor area.

Period Five:

- In the classroom, students will use their lighthouse sketch to draw and paint on watercolor paper the Manitowoc lighthouse.

### **Assessment:**

Assessment will be based upon participation in oral class discussions- could the child recall specific and appropriate details; could the child orally express his or her thoughts in a way that was understandable to others; did the child speak clearly and with enough volume; and was the child listening carefully and reacting to the thoughts of other children.

Students’ journal writing will be graded for correct mechanics, as well as including appropriate details in the content, and demonstrating the ability to write a journal entry in the first person point of view.

Students’ sketching abilities will be subjectively assessed according to appropriate expectations for the grade level – how much detail was included in the sketch; how well did the student transfer real life objects into drawings on their paper; did the student try to show more than one dimension when needed; was the sketch neatly done with clean erasures; and did the student work to the best of their ability in the time given. Proper watercolor painting techniques are introduced at this age, but will not be graded for mastery.

### **Optional Extension Activity:**

- Compare present day harbor maps the students drew with a bird’s eye view map of Manitowoc from 1883.

(Bird’s Eye View Maps are available from the Wisconsin Historical Society website:

<http://www.wisconsinhistory.org/libraryarchives/maps/birdseye.asp>)