

## **Classroom Activity (Middle Grades)**

### **World Voyage Mapping Activity**

#### **Overview**

This activity increases students understanding of global whaling and how whalemens while in pursuit of whales participates in an exchange of cultures. It will enhance the understanding of maps and charts by involving students in an interactive learning experience.

#### **Time Frame**

This activity can be done in 1-2 class periods, depending on the depth you would like to go into the activity

#### **Objectives**

1. Students will plot the journey of a whaling ship from the time it leaves New Bedford until it returns there
2. Students will study the climate differences Northern and Southern hemispheres.
3. Students will become aware of the ocean currents and wind circulation of the world oceans.

#### **Learning Standards**

##### **Massachusetts Science Curriculum Standards (2006)**

###### **Grades 3-5**

- Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

##### **Massachusetts History and Social Studies Curriculum (2003)**

###### **Grade 5**

Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed.

- the fishing and shipbuilding industries
- trans-Atlantic trade
- the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

###### **Grade 6**

On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea.

On a map of the world, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea.

#### **Concepts**

Students in the middle grades study the world outside of the United States and North America. The following activity will address the five basic themes/ concepts.

- Location – Where are things located?
- Place - What makes a place different from another place?
- Human - environment interaction – What are the relationships among people and places?
- Movement - What are the patterns of movement of people, products and information?
- Regions - Defined by a number of characteristics including area, language, political divisions, religions and vegetation.

#### **Materials**

- Copies of enclosed map; one for each child.
- Pencils
- Globe

#### **Instructions for Activity**

Explain to students that they will be mapping a whaling voyage as 19<sup>th</sup> century whaling captains did. Discuss the names of places they will be traveling to during this voyage are listed at the bottom of the page. Review names and pronunciation with the students.

As you progress through the voyage, include information about ports of call location, i.e., Northern or Southern Hemisphere, climatic differences, and/or other information identifying the five geographic themes/concepts.

Start by locating **New Bedford**, a major whaling city during the 19<sup>th</sup> Century. Then write in the words **Atlantic Ocean** and **Pacific Ocean**. Explain that the prevailing winds had a great deal of control over the ships during the time of sail.

Begin to narrate the whaling voyage, making 'stops' at all the places listed at the bottom of the paper. The whaling voyage should include as many details a possible to make the story exciting for the children. For example, after New Bedford students go to:

- **Azores** - some men become homesick and leave the ship. They are replaced by men from the Azores; plus fresh food and water are taken on board.
- **Cape Verde** - more men leave the ship and are replaced by men from Cape Verde. More fresh food and water are taken on board. (Mention that in the days of whaling, without refrigeration, the need for fresh water and food was one of the main reasons to stop at a port. The business of the ship and crew was whaling and whaling took place in the oceans of the world.)
- **South Atlantic** - you catch your first whales of the voyage! Students can mark this by drawing a small whale in the South Atlantic.
- Round **Cape Horn** - experience all the challenges of going 'round the Horn. There are dangerous waters (from conflicting water and wind currents/temperatures)
- Sail north through the **Southern Pacific** - catch 8 sperm whales. Lose a man overboard.
- **Hawaii** - the Captains children leave to attend school. More men leave the voyage, replacements are hired. Depending on the time of year, the ship may winter over before heading north.
- **Japan Grounds** - rescue some castaways.
- **Barrow, Alaska** - try to get through the Being Strait before it freezes over. Winter over (intentionally freeze the boat in ice to stay for the winter months) in order to be there for the "Spring" hunt. Catch 22 bowhead whales.
- Return to **Hawaii** - replenish supplies, Captains Children come back on board. *Start to head home.*
- **New Zealand** - get more fresh food and water.
- In the **Indian Ocean** - get caught in a severe storm which requires you to stop.
- **Cape Town, South Africa** - get ship repaired and pick up more food.
- Sail across the **South Atlantic** to **Brazil** for fruit and water.
- Return home to **New Bedford**.

**Congratulate students on a successful voyage!**

### ***Extensions***

If time permits, you may wish to use these additional extension topics:

- Why were whale ships responsible for bringing people of many different cultures to many different places? Did they all speak the same language? How might they have communicated on board a ship? How did Azorean's who joined the voyage in the Azores ever get home? Did they all go home?
- In this voyage, the captain has his children on board. What would it have been like to grow up on a whaling ship? Would you be afraid? Would you be glad to get off the ship to go to school? How would it feel to be away from your home and your friends for years at a time? What is the longest you have been away from home?
- Students might be assigned to research life on a whaling ship, the size of these ships, and some of the duties of the crew while on the voyage.
- Students might be asked to estimate the time for the journey the whaling ship has just completed. Students might be assigned to research on the internet how fast whaling ships traveled, and how long these ships were at sea. In a time (current) of rapid travels, this might be an interesting exercise in estimating how fast these ships traveled. (This was a journey in months, not weeks and/or days)



★ New Bedford



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- |                |               |             |                |
|----------------|---------------|-------------|----------------|
| Atlantic Ocean | South America | New Zealand | Japan Grounds  |
| Azores         | Cape Horn     | Tahiti      | Bering Strait  |
| Cape Verde     | Pacific Ocean | Hawaii      | Barrow, Alaska |