Pre-Visit Field Trip Guide

Welcome!

Thank you for choosing the Dossin Great Lakes Museum for a classroom field trip. We want to make sure that you and your students get the most out of your visit. In this packet, you will find valuable information that will:

- Prepare you for your visit by outlining museum visitation guidelines and providing tips for making your trip memorable.
- Define the learning objectives and goals of the program and tie them to Michigan Grade Level Content Expectations.
- Provide you with lesson plan ideas and resources that will introduce your students to the key social studies concepts they will encounter on their visit.

We know you have many choices for your field trip experiences, and we are glad you chose the Dossin Great Lakes Museum. Please let us know if you have any questions about the program or about our teacher resources by contacting Bree Boettner, Manger of School Programs, at 313-833-1419 or by email at breeb@detroithistorical.org.

We look forward to seeing you soon!

Inside the Guide

Preparing for Your Visit..... 2
Learning Objectives..... 4
Michigan GLCEs Met..... 4
Tour Overview 5
Gothic Room Overview..... 6
Built by the River Overview..... 7
W.C. Ford Pilot House Overview.... 8
Pre-Visit Activity 1..... 9
Pre-Visit Activity 2..... 13
Extension Activity 18

About the Dossin Great Lakes Museum

The Dossin Great Lakes Museum is managed by the Detroit Historical Society, which was founded in 1921. The Detroit Historical Society preserves the history of Detroit and the region so that current and future generations can better understand the people, places and events that helped shape our lives.

Housed in the *J.T. Wing*, the last working schooner on the Great Lakes, the first museum was permanently "moored" in cement on the edge of the river at Belle Isle in 1949. After several years, dry rot made the vessel unsafe. The artifacts and library were removed, and the ship was burned where it sat. In its place rose the Dossin Great Lakes Museum. About half of the construction costs were donated by the Dossin family, who then owned the bottling franchise for Pepsi in Michigan and northern Ohio. They were boating fans, and owned a series of hydroplanes named *Miss Pepsi*. The most successful of these is on display at the museum.

The first phase of construction, opened in 1960, contained the main core of today's museum. A few years later the *Miss Pepsi* pavilion was added, and by 1966 additional gallery space, the Aaron DeRoy Hall and the Gothic Room, was added. The pilot house from the *S.S. William Clay Ford* was added to the museum in 1991.

Between 2009 and 2014, the Detroit Historical Society raised $21.6 million to finance new exhibits, educational programs and more at the Dossin Great Lakes Museum and the Detroit Historical Museum.

Preparing for your visit

Preparing teachers and chaperones

- Review confirmation materials received via email. Distribute copies to all teachers coming on the field trip.
- Recruit chaperones. We require one chaperone for every 10 students. Contact the Education Department at 313-833-7979 for more information on our chaperone policy.
- Give chaperones the names of students for which they will be responsible. Review museum rules and chaperone responsibilities.

Preparing students

- Use the resources and lesson plans in this guide to prepare your students for the field trip.
- Please review museum rules.

On arrival

- Please arrive **15 minutes** prior to your scheduled tour.
- If arriving by bus, you can load and unload directly in front of the museum on Strand. Please check in with our Visitor Services Associate. We recommend that your group remain on the bus while you handle any business transactions. Buses can be parked in the municipal lot directly adjacent to the museum.
- If arriving by car, free parking is located in the municipal lot adjacent to the museum.

Important contact information

Before the day of the tour, please contact the Education Department at **313-833-7979** for:

- General tour questions
- Rescheduling/change of date
- Change in number of students or additional chaperones
- Change in type of tour or adding a program or service

On the day of the tour, please contact Visitor Services at **313-833-1726** for:

- Day of tour cancellations
- Parking instructions for buses
- Late arrival of your group
- Addition of lunchroom

Museum Rules:

- **Please walk.** Running is dangerous to both you and the artifacts in our museum.
- Leave all food, beverages (including water), gum and pens in your bus or car, or in the designated lunchroom.
- **Please use inside voices**. Screaming and yelling interrupts other tours and the groups visit!
- Please look with your eyes and not with your hands. Touching our exhibits and artifacts damages them.
- **Ask questions!** Museum staff and volunteers are eager to help.
- Be open-minded and have a good time!

Make copies and give to your bus driver and chaperones

Bus Driver Information

- Belle Isle is now a state park. All vehicles entering the island, including school buses, must have a recreation passport or a day pass. For more information, visit www.michigan.gov/dnr.
- There is a loading and unloading zone directly in front of the entrance to the museum on Strand. Please drop off and pick up your students at this entrance.
- You may park the bus in the large lot adjacent to the museum.
- Questions? Call us at 313-833-7979 for more information.

Chaperone Information

Thank you for volunteering to be a chaperone for your school's visit to the Dossin Great Lakes Museum! We want to ensure that your field trip is positive for both you and the students. We ask that you help us by taking on the following responsibilities:

- Ask the teacher for a list of students for which you will be responsible. **Please stay with these students throughout the entire tour.**
- **Please participate in the tour and activities.** We want you to have an enjoyable experience, too!
- Please keep our museum and artifacts safe by helping enforce the museum rules.

Museum Rules:

- **Please walk.** Running is dangerous to both you and the artifacts in our museum.
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Maritime Tour & Great Lakes Transportation Workshop Learning Objectives

After their visit to the Dossin Great Lakes Museum, the students will be able to discuss significant geographic, economic, social and cultural developments of the Detroit River and the Great Lakes waterways. During the tour, students will:

Students ask questions with tour guide in the *William Clay Ford* Pilot House exhibit.

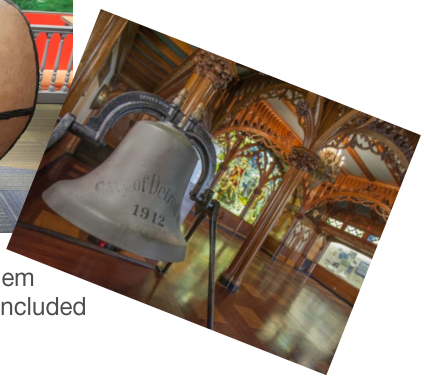
- Understand that waterways were important to early explorers.
- Learn that Detroit was settled due to its geographic location on the Detroit River.
- Discover that the Great Lakes provide transportation routes for shipping goods and people.
- Learn that the Detroit River and the Great Lakes region played an important role in the development of Detroit, Michigan and the Midwest.
- Explore how people rely on the Great Lakes for recreation and work.
- Identify the human activity that affects the ecosystem of the Great Lakes region.
- Learn that the opening of the Erie Canal in 1825 created easy access to Detroit and the Midwest for people and goods travelling west.
- See how the Great Lakes influenced the economy of Detroit, Michigan, and the United States.
- Observe how technology changed to accommodate the needs of people and industry, making boating and shipping on the Great Lakes more efficient and safer.
- Learn that the Great Lakes played vital roles in the War of 1812 and World War II.

Would you like more information about Michigan State Learning Standards? Head to www.detroithistorical.org/learn/teacher-portal

Michigan State Learning Standards - Social Studies														
	Grades 2–4							Grade 5				Grades 6–7		
Tours and Programs	H2	H3	G1	G2	G4	G5	E1	U1.1	U1.2	U1.4	U2.2	H1	G1	G2
Maritime Tour	•		•	•	•		•		•					
Great Lakes Transportation Workshop	•	•	•	•	•	•	•							

Pre-Visit Activity

Language of the Lakes



Part of the fun of investigating the Detroit River and the Great Lakes is learning the language of the waterways. Mariners have their own terminology that they use when navigating the rivers and lakes. The following activity will help your students become familiar with the language of the lakes, which will help them better understand their tour of the Dossin Great Lakes Museum. Vocabulary items in italics are included in the Life on the Great Lakes excerpt in the next lesson.

Procedure:

- Sort the students into groups of three or four.
- Give each group of students a copy of the vocabulary list. Spend time as a class reviewing the terms and their meanings. The diagram of a bulk freighter will help them see what specific boat terms mean.
- Give each group a copy of the Cloze activity. Have them work together to pick the correct word from the vocabulary list in the proper blank in the paragraphs.
- Once everyone has completed the activity, read the paragraph out loud to the class. Each group can check their own work. Consider giving a small prize to the group (or groups) that got the most correct answers.

***Aft*:** Near, toward or at the back of a ship.

***Anchor*:** a heavy object dropped from a ship by a chain, cable, or rope to the bottom of a body of water. It keeps the ship stopped in one spot.

***Bollard*:** a small post on a dock where ropes from the ship are tied. This keeps the ship from floating away.

***Bow*:** The forward part of a ship.

***Bridge*:** An elevated structure containing stations for control and visual communications.

***Bulkhead*:** An upright partition separating compartments in a ship.

***Bulwark*:** The part of a ship's side that extends above the main deck to protect it against heavy weather.

***Cabin*:** An enclosed compartment in a ship; used as shelter or living quarters.

Captain: the commander of a ship.

***Crew*:** The personnel engaged on board a ship, excluding the master and officers and the passengers on passenger ships.

***Deck*:** Horizontal surfaces on a ship, like floors in a building.

***Deckhand*:** Seaman who works on the deck of a ship during navigation and maneuvering.

***Dock*:** A place where ships approach land for loading and unloading.

***Forward*:** Toward the front of a vessel.

***Gangway*:** An opening in the ship's side through which cargo is loaded and unloaded, or a ramp passengers use to enter or leave a ship.

***Harbor*:** a body of water having docks or port facilities.

***Hatch*:** A door or opening, especially on an airplane, spacecraft or ship.

***Hold*:** The interior of a ship or plane, usually referring to the cargo compartment.

***Knot*:** A speed unit of 1 nautical mile (6,076 feet) per hour.

***Mate*:** A deck officer ranking below the master or captain.

***Mess Room*:** The dining room on board a freighter.

***Pilot House*:** A compartment on or near the bridge of a ship that contains the steering wheel and other controls, compass, charts, navigating equipment and means of communicating with the engine room and other parts of the ship. Also known as wheelhouse.

***Port*:** 1. The side of a ship that is on the left of a person facing forward. 2. The place where ships load and unload cargo.

***Quarters*:** Accommodation on a ship, i.e. crew quarters.

***Soo*:** Shortened way to refer to the Soo Locks at Sault St. Marie. The Soo locks lift ships up to Lake Superior, or lower them down to Lake Huron.

***Soogey*:** Process of cleaning the coal or ore dust from the deck of a freighter. It includes spraying with water and scrubbing with a cleaner made from lye and gold dust.

***Starboard*:** The side of a ship that is on the right when a person faces forward.

***Steamer*:** A ship propelled by a steam engine.

***Stern*:** The back part of a ship.

***Watchman*:** The day at sea is divided into six four-hour periods. Three groups of watchmen are on duty for four hours and then off for eight, then back to duty. Seamen often work overtime during their off time.

Cloze Activity: My Great Lakes Adventure

Last summer I went on a Great Lakes adventure! I got to travel on a freighter. First, I had to go to the Marquette _____ where the ship was being loaded with iron ore. I ran on the wooden _____ next to the boat, and saw the giant ship towering above me. Soon I boarded the ship by walking up the _____, and I watched as the _____ threw off the cables that were attached to the _____ on the dock. Then the engines roared to life. One of the workers shoveled coal into the furnace. He worked in the _____ _____. He told me the type of ship was called a _____. I watched the deckhands as they pulled the covers over the _____ where they had loaded the ore. I ran up and down the ship's _____, until a deckhand yelled, "You better stop that or you might trip and fall into the _____ with the ore!"

Soon it was time to find where I would sleep, in a part of the ship called the _____. The first _____ walked me to the back of the ship, also called the _____. There I found my own room, called a _____. He told me that supper was almost ready, and I should meet him in the _____ _____. At dinner, I got to meet the leader of the boat. His name was _____ Mike. He explained to me that the left side of a ship is called _____ and the right side is called _____. He also told me I could visit him and the pilot at the very front of the ship in the _____ _____. He even let me steer the ship! During my many days on the ship, I met the whole crew. I stood watch with the _____ and learned how to clean the deck, which they called _____. When we got to the _____ Locks, the captain let me watch from the control center, which he called the _____.

Soon we arrived at the _____ of Detroit. As I met my family on land, I saw the _____, who worked at the port, helping unload the ore. It was a lot of fun and a lot of work traveling the Great Lakes on a freighter!

Cloze Activity: My Great Lakes Adventure—Answer Key

Last summer I went on a Great Lakes adventure! I got to travel on a freighter. First, I had to go to the Marquette **harbor or port** where the ship was being loaded with iron ore. I ran on the wooden **dock** next to the boat, and saw the giant ship towering above me. Soon I boarded the ship by walking up the **gangway**, and I watched as the **deckhands** untied threw off the cables that were attached to the **bollards** on the dock. Then the engines roared to life. One of the workers shoveled coal into the furnace. He worked in the **boiler house**. He told me the type of ship was called a **steamer**. I watched the deckhands as they pulled the covers over the **hatches** where they had loaded the ore. I ran up and down the ship's **deck**, until a deckhand yelled, "You better stop that or you might trip and fall into the **hold** with the ore!"

Soon it was time to find where I would sleep, in a part of the ship called the **quarters**. The first **mate** walked me to the back of the ship, also called the **stern**. There I found my own room, called a **cabin**. He told me that supper was almost ready, and I should meet him in the **mess room**. At dinner, I got to meet the leader of the boat. His name was **Captain** Mike. He explained to me that the left side of a ship is called **port** and the right side is called **starboard**. He also told me I could visit him and the pilot at the very front of the ship in the **pilot house**. He even let me steer the ship! During my many days on the ship, I met the whole crew. I stood watch with the **watchman** and learned how to clean the deck, which they called **soogey**. When we got to the **Soo** Locks, the captain let me watch from the control center, which he called the **bridge**.

Soon we arrived at the **Port** of Detroit. As I met my family on land, I saw the **stevedore**, who worked at the port, helping unload the ore. It was a lot of fun and a lot of work traveling the Great Lakes on a freighter!

EXTENSION ACTIVITY: Outdoor Self-Guided Tour

Learning Objectives:
Students will:

- Learn that the location of Detroit at the mouth of the Detroit River proved important in the development of the city.
- Learn a brief history of the early years of Belle Isle.
- Visit the memorial for the Edmund Fitzgerald.
- Learn that the Battle of Lake Erie during the War of 1812 proved important in order for the Americans to regain control of the Great Lakes and Detroit.

Procedure:
If weather permits, numerous opportunities exist for discussion outside on the grounds of the Dossin Great Lakes Museum. Memorials could be discussed in preparation for (or as conclusion to) the tour.

Detroit River
Lead the group to the side of the building with a view of the Detroit River and Windsor, Ontario. Ask the students what river lies in front of them and what country lies across the river. Once these questions are answered, ask about the importance of the location of the settlement of Detroit. The group can see how close Canada is, and how narrow this body of water is. Antoine de La Mothe Cadillac knew that this was a strategic location because passing boats would be easily detected. The location of this settlement led to Cadillac naming it Fort Ponchartrain Du D'etroit, which means Fort Ponchartrain "of the strait." Today, it is pronounced in its English form, Detroit.

Belle Isle
A brief history of Belle Isle is useful. The Native Americans were the first to use the island, until the French arrived. The island had many names before its current, Belle Isle. The Native American called it Wah-nah-be-zee, meaning "white swan." When the French settled the area they renamed the island St. Claire. Other names included Island of the Hogs, because the first settlers had placed wild pigs on the island, and Rattlesnake Island, because according to tradition, it was supposedly infested with rattlesnakes. In 1889, the City of Detroit purchased the island and turned it into a recreational area named Belle Isle in honor of Isabelle Cass, the daughter of Lewis Cass, former Michigan Territorial Governor. The city hired the famous landscape architect Frederick Law Olmsted to design Belle Isle, and several other prominent Detroit architects, including Albert Kahn, designed and built its famous landmark buildings. Belle Isle was a very important part of social and recreational life in Detroit in the late 1800s to the early 1900s. People came to swim, fish, picnic, play games like cricket, row down the canals on the island, and stroll along Central Avenue.

***S.S. Edmund Fitzgerald* Memorial**
Bring the group to the *S.S. Edmund Fitzgerald* memorial. Ask them if they have heard the story of the sinking of the great freighter. When it was launched in 1958, it was the largest freighter on the Great Lakes. It had an impeccable record for seventeen years and set many types of records before it disappeared in 1975 during a storm on Lake Superior. There are many theories as to why the freighter went down. The most accepted one is that her hatches were ineffective against the huge storm and the ship took on water. Others believe that she was lifted out of the water, caught between two huge waves, and snapped in half. She went down quickly, probably within seconds, not giving crewmembers enough time to get to life rafts or send a distress call. The *S.S. William Clay Ford* was one of the few ships that left the safety of the harbor to look for the *S.S. Edmund Fitzgerald*. Inside the museum you can see the pilothouse of the *S.S. William Clay Ford* and can experience one of these gigantic freighters.

War of 1812
At the front of the Dossin, two cannons represent the War of 1812. What do the cannons have to do with Detroit and maritime history? During the War of 1812, Detroit fell to the British. The Americans wanted to regain control of the Great Lakes and Detroit, but the British fleet stood in the way. A large battle was waged on Lake Erie in 1813, led by the American Commodore Oliver Hazard Perry. The motto was "Don't Give Up the Ship," which were the dying words of Commander James Lawrence, who died earlier in the war. The American fleet did not give up, and won a decisive battle that changed the tide of the war. In 1814, the Treaty of Ghent was signed in Belgium and the Americans regained control of Detroit.