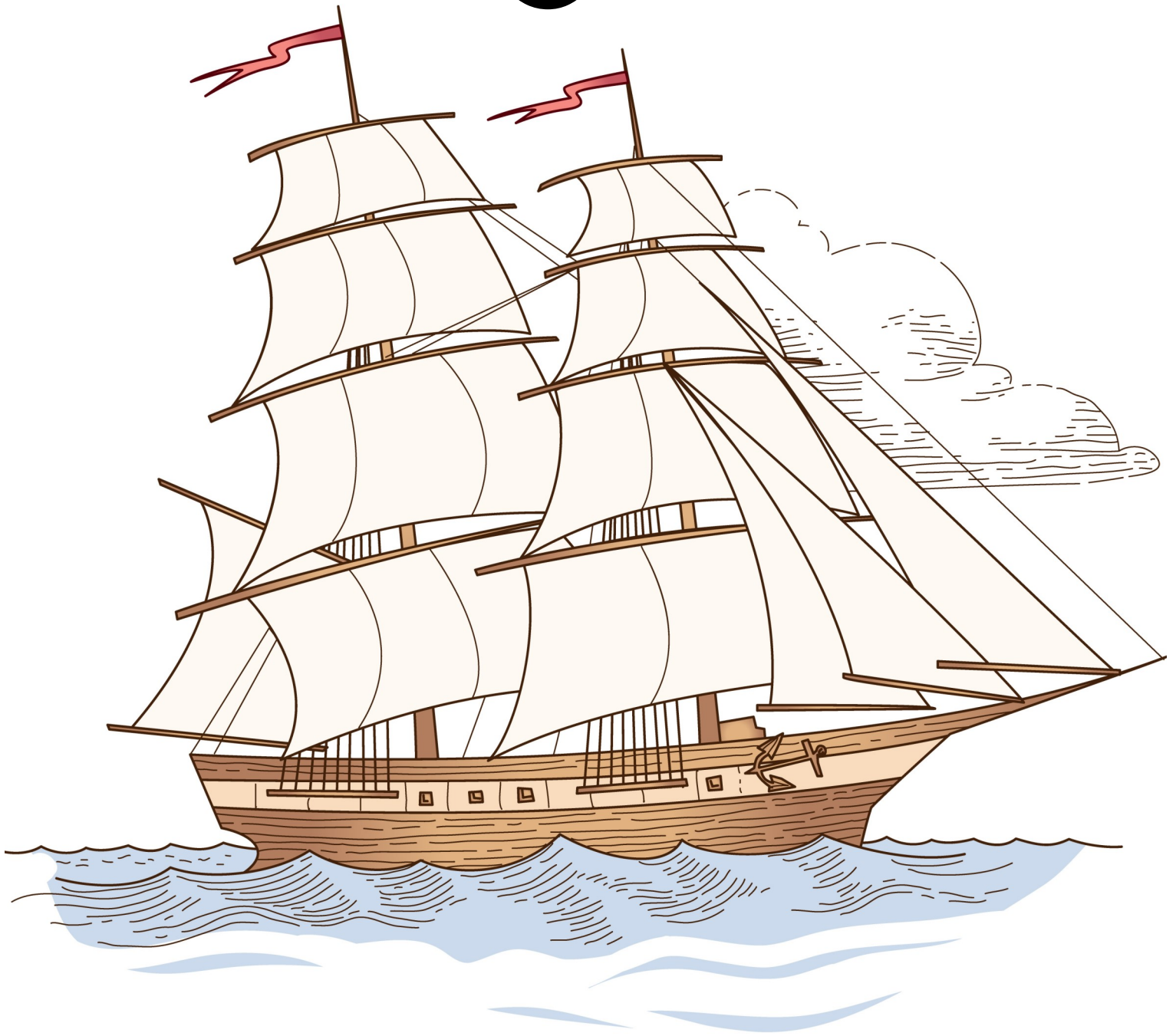


Sailing Home



Unit Study

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Book by Gloria Rand

Unit study prepared by Celia Hartmann

Social Studies

Oceans and Seas: Over 70% of the earth is covered with water, most in the form of oceans and seas. If you look at a globe or wall map, the blue area indicates water. It looks like one huge body of water with large islands in it. The large land masses are continents. (You might want to take this time to review the seven continents.)

In different areas, the water has different names. For example, there are five oceans:

the Atlantic Ocean (shaped like an “S),

the Pacific Ocean (shaped like an “O”),

the Indian Ocean (shaped like an upside-down “V”),

the Arctic Ocean (shaped like an “O”), and

the Antarctic Ocean (shaped like an “O”).

There are other large bodies of water called Seas. Point out some of seas (perhaps ones studied prior to this lesson): Mediterranean Sea, Aegean Sea, Red Sea, Caribbean Sea, South China Sea, etc.

Pets: What makes a good pet? Can you imagine having a kangaroo for a pet? A pig? If you could have any animal for a pet, what would you choose and why? What would this type of pet need? Could you provide those things?

Language Arts

Ship Names: Ship names are written in italics. Point out to your student that the ship's name, *John Ena*, is italicized.

Told by vs. Written by: Note on the front cover that the story is “told by” Gloria Rand. Usually a book says that it is “written by ____.” This story is not one made up by author Gloria Rand. If you read the afterword, you will learn that the story is based on the journal (diary) written by Captain Madsen and his daughter, Ena (the baby in the story). Discuss with your student how author Gloria Rand simply retold, using her own words, what was written in the journal.

Your student may want to ask a grandparent to tell them a story. Then your student can write the story in his or her own words.

Communication – Naval Semaphore Signal Flags: As it says in the story, signal flags are used to communicate with other ships when there were no radios or even today if your radio is broken. There are different signaling systems using flags, but the one in the story is the *Semaphore Flag Signaling System*. This system is based on the waving of a pair of hand-held flags in a particular pattern. The flags are usually square and are divided diagonally in half and are colored red and yellow. To see how the flags are held to create various letters of the alphabet, look for a website with the semaphore alphabet.

A little fun project is to determine what letters the children in the story are spelling out in the picture of the children holding the semaphore flags. Starting with the bottom child in purple: *A*, then the tan child: *B*, then the top one: *C*.

Explore ways people communicate without words (written or spoken), such as beacon fires, hand signals, alarms, and flags.

Vocabulary:

mast(ed) – Masts are the tall poles that rise from the deck of a boat and that support the sails

bark – A sailing ship with from three to five masts, all of them square-rigged except the after mast, which is fore-and-aft rigged.

cargo – the goods carried by a ship

flammable – able to burn quickly (note to teacher: it's a common misconception to believe that the "in" in this word makes the word mean UNable to burn)

tar – a thick black, oily liquid (kind of like a glue)

dignified – formal or stately

celestial – having to do with the sky, the stars and other heavenly bodies

quiver – to shake

righted – to regain an upright position

Art

Views at an Angle: Look at the illustration showing the family gathering eggs. Point out to the student that the hen cages look crooked. Now, turn the page. Compare the line of the ships railing with the line of the horizon. Turn the page and show remark how the mother reading looks sideways. Turn two pages and look at the picture of the Miss Shipman teaching the children at the dining table. Point out to your student the swing of the overhead light. Notice in the one port hole you can see part of the sky, but the other only shows ocean.

Illustrator Ted Rand knows that boats move up and down and to and fro with the waves of the ocean. By choosing to draw pictures at angle, Mr. Rand allows the reader to feel what it's like to live on a boat.

Ask your student to find other examples from the story (e.g. decorating for Christmas and tying down the furniture during the storm.)

Math

Counting: Count the sails on the bark. How many times can you find the monkey in the story?

Skip Counting/Multiplication: "the *John Ena*, a four-masted sailing bark . . ."
Make up story problems for the student to determine the total number of

masts. For example, if three four-masted boats docked in the harbor, how many masts were there total? 4, 8, 12 or $3 \times 4 = 12$.

Science

Celestial Navigation: Celestial navigation is using the stars, moon, and planets to determine your location. When you are out in the water, far from land, it is hard to know where you are. Boats of today have equipment on board that allows the captain to know exactly where the boat is. In days of long ago, sailor used math and the position of the stars, or moon, or planets to know where to go.

You may wish to discuss some of the tools that were used in celestial navigation: astrolabe, sextant, and nocturnal.

A good read aloud book for this week would be *Carry On, Mr. Bowditch* by Jean Lee Latham.

Masts: The masts (poles) of a ship hold the sails. When the sails catch the wind, it enables the boat to move. Have your child experiment with sails and wind power. (If your child is young or you have little time, just try one kind of boat and have the child blow at the sails and play with it for fun.)

Using a plastic bowl (even a lid might do), have your child put a bit of playdough in the center of the bottom. Make a sail out of construction paper (also try fabric, paper napkin, index card, regular paper, etc.) and tape onto a straw (also try a chenille stem and/or pencil) and place into the playdough. Place the boat into a dishpan (or sink or bathtub or small swimming pool) of water. Have your child blow at the boat and see if it moves. Using careful supervision, you could also try using a small fan—personal size and/or window size. Do this several times using various materials and wind power. Also experiment with making the masts taller or shorter. Perhaps make a chart comparing the different ways.

Did one type of sail material or mast material work better than another? What happened when the wind stopped? When the wind became stronger?

Bible

Memory Verse: Psalm 69:34

Bible Story: Read and discuss Matthew 8:23-26.

Just for Fun

Make a sextant or quadrant! The book *Latitude Hooks and Azimuth Rings* by Dennis Fisher has instructions for these and other navigational tools. Also several places on the internet have instructions.

Tie nautical knots! Try the book *Nautical Knots Illustrated* by Paul Snyder or *The Complete Book of Sailing Knots* by Geoffrey Budworth.

Make Semaphore Flags! Using red and yellow construction paper, make semaphore flags and mount them on rulers or yardsticks; spell out messages! Would your child like to spell out his spelling words for this week using semaphore flags!?!?

Roast marshmallows!

Eat taffy!

Games: Play some of the games from the story such as tag, hide-and-seek, or catch (with beanbags!). If it's wintertime, try getting in a large cardboard box and slide down the hill (and imagine you're sliding across the deck of the *John Ena*!)

Music: Sing *My Bonnie Lies Over the Ocean*!

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