

Following a Whaling Voyage

Materials: If you are guiding elementary school students through this mapping activity you will need one world map for the front of the room and either individual maps for the students or four to five maps so students can participate in groups. Older students can guide themselves through their own maps as you read the narrative. You can then use your world map at the front of the room to review the journey.

- Explain to students that they will be mapping a whaling voyage from the late 1800s as 19th century whaling captains did.

- Depending on the age of the students, you may need to review the names and pronunciations with the students.

-Start by locating **New Bedford**, a major whaling city during the 19th 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 below. The whaling voyage should include as many details as 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; 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 and temperatures)

-Sail north through the **Southern Pacific**- catch eight sperm whales. Lose a man overboard.

-**Hawaii**- the captain's 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, captain's 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.

As an extension of this activity, as you progress through the voyage, either you or the students can research and add information about ports of call, i.e., Northern or Southern Hemisphere, climatic differences, and/or other information identifying the five geographic themes and concepts.