

Name _____ Date _____

Shipbuilding on the Chesapeake Worksheet

Activity #1: Evolution of Shipbuilding through the Age of Sail

Here are the types of vessels you will be learning about. They are not in any particular order. As you go through this lesson, you will identify the order in which they were developed.

- Baltimore Clipper
- Bugeye
- Dugout Log Canoe
- Skipjack
- Pungy Schooner
- Virginia Pilot Schooner

As you identify the order in which they were built, write the name of each type of vessel in the second column of the Worksheets on Pages 2 and 3. Put them in chronological order (from earliest to latest).

In the third column, identify the reason that each boat or ship evolved. The reasons for each evolution include:

- Changes in Technology
- Changes in Resources
- Changes in Demands (or needs)

In the fourth column, identify the Human, Natural, and Capital resources used to produce the vessel.

Finally, cut out the picture of your vessel from the page of illustrations on Page 7 of this Worksheet. Paste the illustration in the first column in front of the name of the vessel it matches.

Shipbuilding on the Chesapeake

Worksheet, Page 2

Picture	Type of Vessel	Reason(s) it Evolved: Technology, Resources, Demands	Resources used in Production: Human, Natural, Capital
1.			Human: Natural: Capital:
2.			Human: Natural: Capital:
3.			Human: Natural: Capital:

Shipbuilding on the Chesapeake

Worksheet, Page 3

Picture	Type of Vessel	Reason(s) it Evolved: Technology, Resources, Demands	Resources used in Production: Human, Natural, Capital
4.			Human: Natural: Capital:
5.			Human: Natural: Capital:
6.			Human: Natural: Capital:

Shipbuilding on the Chesapeake

Worksheet, Page 4

Activity #2: Building a Ship

Now that you have learned how shipbuilding has evolved, you can try your own hand at being a shipbuilder. For this activity you will need:

- Sheet of tinfoil
- Paper towels
- Ruler
- Tub of water
- Scissors
- Pennies

To complete this task, you will need to think like a shipbuilder. A customer has come to you and asked you to build a ship to transport some cargo. You need to build a ship that can hold the most cargo possible. You are competing with other shipbuilders in the area (your classmates) for the job. The shipbuilder that can build the ship that holds the greatest amount of cargo without sinking will get the job.

The ship is to be constructed out of a piece of tinfoil 10 cm x 10 cm. You may alter the square of tinfoil in any way you like, but no other materials may be added (such as tape, glue, etc.). The cargo you will be carrying is pennies.

Instructions:

- Measure out a square of tinfoil 10 cm x 10 cm.
- Cut the out the square.
- Form it any way you like, but add no other materials.
- You may test your ship in the tub of water to see if it floats, but you may not test how much cargo it will carry.

Sketch a drawing of your ship here.

Shipbuilding on the Chesapeake

Worksheet, Page 5

Do you think your ship will hold a lot of cargo? Explain why.

When everyone has completed these instructions, you will test how many pennies each ship will hold before it sinks. When your teacher directs you, take your ship to the tub of water. When it is your turn, you will place your ship in the water. Then, place one penny at a time inside your ship. **BE CAREFUL!** (And good luck!) Make sure you count how many pennies you place in. Stop counting when a penny causes your ship to sink. Take your ship and the pennies out of the water and place them on paper towels to dry.

Once you have found the winning ship, answer these questions:

- Whose ship was able to hold the most pennies?

- How many pennies did the winning ship hold?

- How many pennies did your ship hold?

- Describe how your ship and the winning ship were different.

- Why do you think the winning ship was able to hold more pennies than yours?

Shipbuilding on the Chesapeake

Worksheet, Page 7

