



Rose Island Lighthouse Foundation Education Program – Lesson Plans

Grade Level: 3-5

Lesson Topic: Lighthouse Identification

Length: One class period

RI Standard(s) of Learning: Social Science (Geography, History), **English** (Creation and Presentation of Text), **Art** (Visual Art)

Learning Objective: Students will learn about navigation and the need for lighthouses to have different markings (called characteristics) for daytime as well as the night, and fog signals. They will also learn about the history of the markings.

Materials: variety of lighthouse pictures, drawing paper, crayons, pencils, chart of Narragansett Bay (available at www.roseislandlighthouse.org)

Vocabulary: lighthouse markings, beacon, navigation, satellite positioning, creative, functional, daymarks, characteristic.

Procedure:

On Rose Island: The interpreter will show the students the lighthouse inside and out. On the island students will be encouraged to think of ways that ships will know to stay away from land and dangerous rocks. When lighthouses were first being erected around the country, satellite navigational technology did not exist. Sailors would judge their location by the characteristics of the lighthouses they saw on the shore. Today all the lighthouses have unique patterns, shapes and sizes to distinguish themselves from one another. Some places even built twin lights to help the ships. An example of this is in Cape Elizabeth, ME.

In the Classroom:

- **Introduction:** Ask the students to recall their time out on Rose Island. Then ask if they remember learning about the characteristics that make each lighthouse unique? If some students do not remember, relate the story to them again as described above. Ask them if they have ever visited any lighthouses besides the one on Rose Island. If they have, ask them to describe to the class the shape, size, colors, patterns and location. If none of the students have seen another lighthouse, you may want to pass around a book with colorful pictures of lighthouses.
- **Development:** After looking through the book, ask the students to create their own lighthouse with whatever designs they would like as long as their lighthouse will be functional. They should then draw a picture of their lighthouse and choose a location on the map where they would place it.
- **Closure:** Have the students explain why they made their lighthouse the way they did on the bottom of the picture they have drawn. Have them present to the class with their picture and explanation. As a follow-up you can have the class research the lighthouses near your area, or one particular type of lighthouse that the students seem most interested in. Hang the drawings around the room, or create a binder of them.

Evaluation: Creativity and functionality is key in this activity. Encourage the students to avoid traditional designs for their lighthouse. Make sure that all students grasp the concept of why the lighthouses must be so different.



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References:

"New England Lighthouse Postcards" – from Amazon.com – easier to pass around in a group setting than a book.

Suggested Reading:

Highsmith, Carol. Lighthouses. Crescent Books, 2000. - *Color photos of lighthouses and a small description of each. Features Rose Island.*

Jones, Ray. Northern Lighthouses: New Brunswick to the Jersey Shore. Globe Pequot Press, 1994. - *Color photos and descriptions of several lighthouses. Features Rose Island.*