



The Bay and its Boats

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See boats built in New Jersey on display at the New Jersey Museum of Boating in Point Pleasant, NJ at Johnson Brothers Boat Works, Building 12.

1 Objectives:

Students will be able to:

- compare boats typical of Barnegat Bay for both form and function,
- match a boat drawing with a description,
- interpret a boat's intended use based on its design.

CORRELATION TO NJCCCS:

The correlations in this publication were done prior to 2002 utilizing the older standards from 1994.

SOCIAL STUDIES: 6.9 (1,2)

SCIENCE: 5.4 (3), 5.9 (1)

Subject Areas

Social Studies, Physical Science

Duration

One class period.

Setting

Classroom.

Skills

Comparing, analyzing, interpreting

Vocabulary

Boat terms including: draft, port, starboard, stern, bow, mast, keel.

2 Materials

- Copies of the boat cards and description cards for each group of students.
- Large drawing paper, markers or crayons.

3 Background

Boating has been part of Barnegat Bay since people have inhabited the area. Specialized designs have evolved over the years to accommodate both the conditions of the bay, and the purpose of the boat. The Garvey and the Barnegat Bay Sneakbox are two such examples of specialized designs that are indigenous to the region. Both of these boats were “working boats” and were the vessels of the baymen; the garvey for clamming and crabbing, and the sneakbox for duck hunting. (See specific articles on each of these boats which follow.) Another distinctive boat is the Cat Boat. Wide in berth, and shallow in draft, these single-masted sailing vessels were ideally suited to the shallow of Barnegat Bay. The Cat Boats were versatile crafts used for many purposes including fishing, oystering, freight hauling, passenger service and mail. (See “In Praise of the Cat Boat” for more background information.) Today, many boats that can be seen on the waters of our region seem to have no “rhyme or reason” when it comes to their design. In the past, boats were specifically designed with their purpose in mind and the history of their use links directly to the traditional occupations of the baymen.

4 Procedure

WARM UP:

Introduce students to basic boat design and terminology. The bow is the front (forward) of the boat and the stern, the back (aft). The poles that hold the sails are called the masts. A sloop has one mast while a schooner has two or more masts close together. Sometimes they have additions to the masts called topmasts. The draft of a boat refers to the amount of water it draws, or, simply put, the total “height” of the boat, including the propeller or keel (center, bottom of boat). It is the minimum amount of water needed for operation – without getting stuck.

THE ACTIVITY

- Divide the class into teams of four or five students. Distribute a set of cards to each group, one of boat descriptions, and one of boat drawings. Teams play to match the descriptions to the boat.
- As a class, brainstorm a list of all the functions boats serve to the people that use them. Are there any “traditional” uses that need explanation?
- Assign each group a specific boat: the garvey, the sneakbox & the Cat Boat. Distribute the fact sheets on these boats to each group. Students should take turns reading from the descriptions.
- An outline should be created of the key facts about their boat.
- Distribute art supplies and have each group work together to create a “poster” of their boat.
- Each group creates a presentation about their boats, explaining the features of their boat and why it was designed that way, and any other pertinent or interesting facts to the rest of the class.

WRAP UP

- Use the completed posters as a bulletin board display called “The Bay and its Boats.”

ACTION

- Plan a field trip to one of these museums:
Tuckerton Seaport, Tuckerton (609-296-8868)
Toms River Seaport Society, Toms River (732-349-9209)
New Jersey Museum of Boating, Point Pleasant, NJ (732-859-4747)
- Visit a marina and look for traditional boats.

5 Assessment.

Participation in class activities and discussions.

6 Extensions

Students can create and design a boat meant for specific job duties, habitat, water conditions, etc. The teacher can decide the specifications, or the students can create their own.

7 Resources

- Chase, Valerie. “*The Changing Chesapeake*,” National Aquarium in Baltimore.
- *Boat Profiles*, Toms River Seaport Society, Maritime Museum.
- Boat Descriptions, Tuckerton Seaport.