Welcome!

Thank you for choosing the Dossin Great Lakes Museum for a classroom field trip. We want to make sure that you and your students get the most out of your visit. In this packet, you will find valuable information that will:

- Prepare you for your visit by outlining museum visitation guidelines and providing tips for making your trip memorable.
- Define the learning objectives and goals of the program and tie them to Michigan Grade Level Content Expectations.
- Provide you with lesson plan ideas and resources that will introduce your students to the key social studies concepts they will encounter on their visit.

We know you have many choices for your field trip experiences, and we are glad you chose the Dossin Great Lakes Museum. Please let us know if you have any questions about the program or about our teacher resources by contacting Tobi Voigt, Director of Education, at 313-833-0481 or by email at tobiv@detroithistorical.org.

We look forward to seeing you soon!

About the Dossin Great Lakes Museum

The Dossin Great Lakes Museum is managed by the Detroit Historical Society, which was founded in 1921. The Detroit Historical Society preserves the history of Detroit and the region so that current and future generations can better understand the people, places and events that helped shape our lives.

Housed in the *J.T. Wing*, the last working schooner on the Great Lakes, the first museum was permanently “moored” in cement on the edge of the river at Belle Isle in 1949. After several years, dry rot made the vessel unsafe. The artifacts and library were removed, and the ship was burned where it sat. In its place rose the Dossin Great Lakes Museum. About half of the construction costs were donated by the Dossin family, who then owned the bottling franchise for Pepsi in Michigan and northern Ohio. They were boating fans, and owned a series of hydroplanes named *Miss Pepsi*. The most successful of these is on display at the museum.

The first phase of construction, opened in 1960, contained the main core of today’s museum. A few years later the *Miss Pepsi* pavilion was added, and by 1966 additional gallery space, the Aaron DeRoy Hall and the Gothic Room were added. The pilot house from the *S.S. William Clay Ford* was added to the museum in 1991.

Today, the Detroit Historical Society is working to raise $21 million to finance new exhibits, educational programs and more at the Dossin Great Lakes Museum and the Detroit Historical Museum.
Preparing for your visit

Preparing teachers and chaperones
- Review confirmation materials received via mail. Distribute copies to all teachers coming on the field trip.
- Recruit chaperones. We require one chaperone for every 10 students.
- Give chaperones the names of students for which they will be responsible. Review museum rules and chaperone responsibilities.

Preparing students
- Use the resources and lesson plans in this guide to prepare your students for the field trip.
- Review museum rules.

On arrival
- Please arrive 15 minutes prior to your scheduled tour.
- If arriving by bus, you can load and unload directly in front of the museum on Strand. Please check in with our Visitor Services Associate. We recommend that your group remain on the bus while you handle any business transactions. Bus parking is located in the lot directly adjacent to the museum.
- If arriving by car, free parking is conveniently located in the lot adjacent to the museum.

Important contact information
Before the day of the tour, please contact a Client Sales Coordinator at 313-833-1733 for:
- General tour questions
- Rescheduling/change of date
- Change of number of students or additional chaperones
- Change of type of tour or adding a program or service

On the day of the tour, please contact Bill Bryan, Manager of Visitor Services, at 313-833-4727 for:
- Day of tour cancellations
- Parking instructions for buses
- Late arrival of your group
- Addition of lunchroom

Bus Driver Information
- There is a loading and unloading zone directly in front of the entrance to the museum on Strand. Please drop off and pick up your students at this entrance.
- You may park the bus in the large lot adjacent to the museum.
- Questions? Call us at 313-833-1733 for more information.

Museum Rules:
- Please walk. Running is dangerous to both you and the artifacts in our museum.
- Leave all food, beverages (including water), gum and pens in your bus or car, or in the designated lunchroom.
- Please use inside voices. Screaming and yelling hurts our ears!
- Please look with your eyes and not with your hands. Touching our exhibits and artifacts damages them.
- Ask questions! Museum staff and volunteers are eager to help.
- Be open-minded and have a good time!
Chaperone Information
Thank you for volunteering to be a chaperone for your school’s visit to the Dossin Great Lakes Museum! We want to ensure that your field trip is positive for both you and the students. We ask that you help us by taking on the following responsibilities:

- Ask the teacher for a list of students for which you will be responsible. Please stay with these students throughout the entire tour.
- Please participate in the tour and activities. We want you to have an enjoyable experience, too!
- Please keep our museum and artifacts safe by helping enforce the museum rules.

Museum Rules:

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Dossin Great Lakes Museum Tour Learning Objectives

After their visit to the Dossin Great Lakes Museum, the students will be able to discuss significant geographic, economic, social and cultural developments of the Detroit River and the Great Lakes waterways. During the tour, students will:

- Understand that waterways were important to early explorers
- Learn that Detroit was settled due to its geographic location on the Detroit River.
- Discover that the Great Lakes provide transportation routes for shipping goods and people.
- Learn that the Detroit River and the Great Lakes region played an important role in the development of the Detroit, Michigan and the Midwest.
- Explore how people rely on the Great Lakes for recreation and work.
- Identify the human activity that affects the ecosystem of the Great Lakes region.
- Discover that the Detroit River and the people who worked on it were instrumental in the Underground Railroad.
- Learn that the opening of the Erie Canal in 1825 created easy access to Detroit and the Midwest for people and goods travelling west.
- See how the Great Lakes influenced the economy of Detroit, Michigan, and the United States.
- Observe how technology changed to accommodate the needs of people and industry, making boating and shipping on the Great Lakes more efficient and safer.
- Learn that the Great Lakes played vital roles in the War of 1812 and World War II.

Michigan Grade Level Content Expectations Met

Second Grade
- History: 2-H2.0.3; 2-H2.0.4; 2-H2.0.5; 2-H2.0.6;
- Geography: 2-G1.0.1; 2-G2.0.2; 2-G4.0.1; 2-G4.0.2; 2-G5.0.1; 2-G5.0.2
- Economics: 2-E1.0.4
- Science Processes: S.IP.02.11; S.IP.02.12; S.IP.02.14
- Earth Science: E.SE.02.21; E.FE.02.11; E.FE.02.21; E.FE.02.22

Third Grade
- History: 3-H3.0.1; 3-H3.0.2; 3-H3.0.8
- Geography: 3-G1.0.2; 3-G2.0.1; 3-G2.0.2; 3-G4.0.1; 3-G4.0.3; 3-G5.0.1; 3-G5.0.2
- Economics: 3-E1.0.3
- Science Processes: S.IP.03.11; S.IP.03.12
- Earth Science: E.ES.03.41; E.ES.03.42; E.ES.03.43; E.ES.03.51; E.ES.03.52; E.SE.03.13; E.SE.03.14; E.SE.03.22; E.SE.03.31; E.SE.03.32

Fourth Grade
- History: 4-H3.0.1; 4-H3.0.3; 4-H3.0.4; 4-H3.0.5
- Geography: 4-G1.0.1; 4-G1.0.4; 4-G1.0.5; 4-G2.0.1; 4-G2.0.2; 4-G4.0.1; 4-G5.0.1
- Science Processes: S.IP.04.11; S.IP.04.12
- Life Science: L.EC.04.11; L.EC.04.21
Tour Overview

Imagine stepping aboard a ship in Detroit and traveling on a journey that explores our connection to the Great Lakes. The Dossin Great Lakes Museum on Belle Isle is your convenient means of teaching the importance of the Great Lakes watershed.

In the course of 90 minutes, guided tours tell the story of Detroit’s connection to the water through the themes of geography and ecology, industry and economy, and of course transportation and history. Dossin tours set the benchmark for helping you meet Michigan’s Grade Level Content Expectations.

The tour touches on all aspects of the Dossin Great Lakes Museum. Specific places students will visit include:

- **The Gothic Room**—Step back into time as you enter the Gothic Room, an exquisite space salvaged from the lounge of the *City of Detroit III*. This elegant passenger steamer shared its year of launch, 1912, with one of the world’s most famous ocean-going vessels, the *Titanic*. The Gothic Room contains 7 ½ tons of the original carved oak, renovated and installed to illustrate the grandeur of a by-gone era. A stained glass window depicting LaSalle and his group landing in Detroit and encountering Native Americans lights up the back wall. On display are items once used on the *City of Detroit III* and other Detroit and Cleveland Navigation Company (D & C Lines) ships. A model of the *City of Detroit III* and items associated with the D & C Lines are also on display.

- **Oliver Dewey Marcks Theater**—Enter what looks like the hold of an iron ore Great Lakes freighter, then gather round for a spirited film that gives the feel of Detroit’s development as a Great Lakes port. Special emphasis is placed on the shipbuilding industry and the economy that grew up around the river.

- **City on the Straits**—This interactive exhibit marks the museum’s first integrated approach to presenting its five themes.
  1. You’ll begin with *The Water and You*, where your students develop a deeper sense of the world below the waterline.
  2. Students will be asked to take part on *Down at the Docks*, which develops an appreciation for changes in the technology of loading vessels.
  3. With the paddlewheel hub from the Northerner, *Paddlewheels on the Detroit River* illustrates the form of transportation pivotal in industrializing Detroit.
  4. Your students will be mesmerized by the lenses of lighthouses as they learn how the U.S. government has served Great Lakes captains in *Keeping the Boats on a True Course*.
  5. Just as our exhibit began with nature, so too does it end by telling the story of nature along the river, and by helping your students see the bigger picture, establish a sense of place, and connect to today’s *Great Lakes Watershed*.

- **Changing Exhibitions**—In our Great Lakes and DeRoy Galleries, students will have the opportunity to view our current changing exhibitions. Exhibit themes change seasonally and have included glimpses into life on a Great Lakes Freighter today, model shipbuilding, and the meaning behind signal flags. Contact your Client Sales Coordinator at 313-833-1733 for information on the current exhibition.

- **S.S. William Clay Ford Pilothouse**—Now that your class has learned about the history of the Great Lakes, we want you to experience the waterways first hand. Climb aboard the Pilot House of the *S.S. William Clay Ford*—the very freighter that turned around in the middle of a storm to search for fellow sailors who had gone down with the *S.S. Edmund Fitzgerald*. Projecting out over the river, the Pilot House gives your students the impression of navigating the Saint Lawrence Seaway without getting their feet wet.
Gothic Room—Exhibit Overview and Background

The interior of the 1912 Great Lakes liner City of Detroit III, provides an example of travel on the Great Lakes. The room includes the following:

- **Heavy woodwork** – Designed to make the passengers feel like they were staying in a luxury hotel.
- **Stained glass windows** – Depicting LaSalle, a French explorer, and his party discovering this region.
- **The Model of the City of Detroit III** – Built in 1912, the same year as the Titanic, the City of Detroit III represented the largest side-wheeler in the world. Side-wheelers used large paddle wheels on the sides that propelled the ship forward.
- **Bell and steering wheel** – Salvaged from the City of Detroit III.

Before the interstate highway, water was the fastest and least expensive way to transport people and goods. When the Erie Canal opened in 1825, large numbers of migrants came from the East Coast. The trip to Detroit that usually took many days now only took a week. In addition, it was much more affordable: In 1815, it cost five dollars to send a barrel of goods from New York City to Buffalo. With the completion of the Erie Canal in 1825, it only cost fifty cents.

The City of Detroit III, a modern ship, provided many conveniences. There were 600 rooms aboard and 25 contained full private bathrooms. All staterooms had hot and cold running water, electricity and a telephone for use when the ship was docked.

When City of Detroit III was built in 1911, it was considered the largest side-wheeler in the world. Built for Detroit and Cleveland Navigation Company and launched at Wyandotte, it was completed at Detroit’s Orleans Street Yard. Marine architect Frank E. Kirby designed it and many of the ships that sailed the Great Lakes. As the ship left the shipyard on its first test voyage, it ran into a small cargo steamer, nearly cutting it in two. The need for more valve work then delayed the planned inaugural trip until June 26, 1912.

In the dramatic fashion of the day, the magnificent steamer delighted passengers on an otherwise routine run between Detroit and Buffalo. Patrons could watch the ship’s progress along the Detroit River through broad bay windows in the dining room. It was the first ship to have a dining area in the quarterdecks above the hold.

In addition to its splendor, the City of Detroit III was very seaworthy in rough weather. It maneuvered well and at a notable speed. From stem to stern this grand ship measured 500 feet (the length of two city blocks). Its line construction and efficient equipment gave the impression of being unsinkable.

Two months before the City of Detroit III launched, the "unsinkable" Titanic had failed to complete its first voyage. The public, nervous about the hazards of water travel, insisted on safety. Passengers were reassured by publications containing elaborate descriptions of its steel housing, fire alarms and walls, complete sprinkler system and every kind of life saving facility.

The City of Detroit III enjoyed a long and peaceful career. Detroit to Buffalo runs continued until 1924, after which it was assigned to the Detroit and Cleveland route. When similar boats were converted to aircraft carriers in 1943, the City of Detroit III returned to the Detroit and Buffalo route. The Detroit and Cleveland Navigation Company ceased all services after its 1955 season.

Although dismantled and stripped in September 1956, a valuable portion of that legacy has been preserved at the Dossin Great Lakes Museum. Reconstructed from elements of one of the most elegant rooms on the vessel, the Gothic Room illustrates one element of this splendid heritage.
Water is one very significant reason why Detroit was settled. Today, water still quenches our thirst, nourishes plants, accommodates wildlife habitat and provides an easy means of transportation for large and heavy objects. You can learn more about the history of Detroit’s connection to the Great Lakes Watershed in City on the Straits, an exhibit at the Dossin Great Lakes Museum.

Historically, the Detroit River has been the city’s connection to the rest of the Great Lakes. Since the days of the Anishinabeg, water routes have made the straits, or narrows, a great trading hub. French Voyagers – traders of furs – gave the area the French name for the narrows: dètroit.

The Detroit River plays a central role in the ecological story. Since the 1830s much of the region’s drinking water has been pumped from the Detroit River. Today, water is taken from Lake Huron, too. It is funneled down the navigation channel cut through the bottom of Lake St. Clair. At Bell Isle, the drinking water goes into a special pipe that sends it directly to Water Works Park. You can see Water Works Park from East Jefferson Avenue. The water is then purified so people can drink it safely. Purification removes impurities such as microorganisms. If you look under a microscope at a sample of water from a river or lake, you are likely to find microorganisms such as plankton.

Over the years, the number of boats docking in Detroit has risen and fallen. The Erie Canal is an important reason that Detroit became a major city. Stretching from Albany to Buffalo, New York, the Erie Canal created a water route from Detroit to the Atlantic Ocean. It ushered in a dramatic increase in traffic to Detroit. Later, historic photos show the waterfront crowded with small docks. Later still, in the twentieth century, there was even a time when a freighter passed by every eight minutes. Faster unloading – and alternate means of transportation – has significantly reduced the number of boats on the river. In earlier days, dock staff used block and tackle to remove heavy loads. Today’s freighters are self-unloading; meaning the crew on the boat can operate equipment that easily and quickly empties the cargo.

Detroit has a great tradition of boat building. Great Lakes Engineering made repairs and built about 300 new vessels from 1904 to 1959. This company, and others like it, employed a variety of skills and services in Detroit and the region, from St. Clair, Michigan to Ashtabula, Ohio.

For over 150 years, the United States government has had a presence on the Detroit River. Today, the US Army Corps of Engineers continues its work to remove hazards from the waterways. An example of government’s role in the Great Lakes was the US Lake Survey. From 1844 to the 1890s, the US Lake Survey chartered the Great Lakes so that ships could safely stay on course. Their offices were in Detroit. The paddlewheel hub from the steamer Northerner, which was removed from Lake Huron by the Corps, is now on view at the Dossin Great Lakes Museum.

In the nineteenth century the US Lighthouse Service built many lighthouses along Southeastern Michigan’s coast. Since 1939, these have been operated by the US Coast Guard. Fresnel lenses are used in the lighthouses, bending and concentrating the light beam to make it visible for many miles.

Industry and transportation drastically altered Detroit’s environment. Wetlands that once lined the edge of the river were filled to create more land for development. Today more twenty species of waterfowl and sixty-five kinds of fish make their homes on and in the Detroit River. However, before the environment was reshaped to serve the economy, the Detroit wetlands were the home of orchids and water lilies, herons and egrets, thrushes and rushes and marsh wrens, salamanders and toads, frogs and turtles, mink, otters and muskrats.

Our environment, and the place we call Detroit, is constantly changing. Efforts are being made by non-profit organizations and governments of both the US and Canada to revitalize the region’s industries, transportation system and ecology.
The S.S. William Clay Ford, a Great Lakes freighter, was scrapped in 1987 and its pilot house was brought to the Dossin Great Lakes Museum.

The S.S. William Clay Ford provided years of reliable service transporting iron ore and coal from the upper Great Lakes to the River Rouge Steel Plant, a subsidiary of Ford Motor Company. Built in 1953 at the Great Lakes Engineering Works in River Rouge, Michigan, as a 647-foot straight-decked vessel, the S.S. William Clay Ford was lengthened to 767 feet in 1979. Despite this change, the vessel still could not compete in the transportation industry because freighter size and technology kept advancing. Rouge Steel replaced it with two self-unloading vessels that had the capacity to unload their cargo through a series of shipboard belts and booms at any lake port.

Shipping on the Great Lakes became increasingly important to the port of Detroit as the city grew. Because of the poor quality of early roads and US highways in Michigan, water travel represented the most practical and economic mode of travel. Sailing ships built to maximum assize for travel through a canal, lock or specific water depth traveled through the Great Lakes. Their schedules were unpredictable because they were depended on wind for propulsion.

Freighter design changed for economic reasons. New innovations produced vessels that could keep up with the demand for commerce. In the 1830s, steam powered ships made lake travel more flexible and reliable. The introduction of iron allowed shipbuilders to design and build larger, more durable hulls.

When the S.S. William Clay Ford docked at a port, it needed the help of the crew on the dock to unload its cargo. New technology allowed owners to eliminate this expense and increase profits.

Over time, ships got bigger and faster. As design of self-unloading technology was developed, the S.S. William Clay Ford became obsolete. It was taken apart, its metal recycled, and a portion – the pilot house – donated to the museum.

On the first floor of the pilot house, a small station for learning to tie knots can provide a hands-on activity related to shipping. Upstairs in the chart room, maps show routes the freighters travel from Detroit to other points on the Great Lakes. Students can study a map of the Great Lakes region and identify what waterways and lakes they needed to traverse to travel from one point to another. Students can determine how long it took a ship to get to its destination and how many miles it would travel as they look at the charts.

At the exit of the pilot house, a periscope that came from the submarine, the U.S.S. Tambor allows students to see the Detroit River and current passing vessels. The U.S.S. Tambor proved instrumental in the U.S. Navy’s success at the Battle of Midway. This battle represented an important victory because it changed the tide of the war against Japan during World War II. The US’s control over a series of islands that allowed it to bomb the main islands of Japan. The bombing included the two atomic bombs which led to surrender. The U.S.S. Tambor sunk many ships on its tour of duty during World War II.

The S.S. William Clay Ford is best known for its brave crew. During a gale-force storm on November 10, 1975, the S.S. William Clay Ford left the safe harbor of Whitefish Point under the command of Captain Donald Erickson in search of survivors from the doomed Edmund Fitzgerald. All hands aboard the Edmund Fitzgerald were lost that day, but the S.S. William Clay Ford’s crew’s bravery received much recognition.
Pre-Visit Activity: The Language of the Lakes

Part of the fun of investigating the Detroit River and the Great Lakes is learning the language of the waterways. Mariners have their own terminology that they use when navigating the rivers and lakes. The following activity will help your students become familiar with the language of the lakes, which will help them better understand their tour of the Dossin Great Lakes Museum. Vocabulary items in italics are included in the Life on the Great Lakes excerpt in the next lesson.

Procedure:
- Sort the students into groups of three or four.
- Give each group of students a copy of the vocabulary list. Spend time as a class reviewing the terms and their meanings. The diagram of a bulk freighter will help them see what specific boat terms mean.
- Give each group a copy of the Cloze activity. Have them work together to pick the correct word from the vocabulary list in the proper blank in the paragraphs.
- Once everyone has completed the activity, read the paragraph out loud to the class. Each group can check their own work. Consider giving a small prize to the group (or groups) that got the most correct answers.

Vocabulary List:

**Aft:** Near, toward or at the back of a ship.

**Amidships:** In or toward the part of a ship midway between front and back.

**Anchor:** a heavy object dropped from a ship by a chain, cable, or rope to the bottom of a body of water. It keeps the ship stopped in one spot.

**Bollard:** a small post on a dock where ropes from the ship are tied. This keeps the ship from floating away.

**Bow:** The forward part of a ship.

**Bridge:** An elevated structure containing stations for control and visual communications.

**Boiler House:** Room that contains steam generating units used to provide steam for propulsion and for heating.

**Bulkhead:** An upright partition separating compartments in a ship.

**Bulwark:** The part of a ship's side that extends above the main deck to protect it against heavy weather.

**Cabin:** An enclosed compartment in a ship; used as shelter or living quarters.

**Captain:** the commander of a ship.

**Crew:** The personnel engaged on board ship, excluding the master and officers and the passengers on passenger ships.

**Deck:** Horizontal surfaces on a ship, like floors in a building.

**Deckhand:** Seaman who works on the deck of a ship during navigation and maneuvering.

**Dock:** A place where ships approach land for loading and unloading.

**Fo’c’sle (or Forecastle):** The section of the upper deck of a ship located at the bow forward of the foremast.

**Forward:** Toward the front of a vessel.

**Gangway:** An opening in the ship's side through which cargo is loaded and unloaded, or a ramp passengers use to enter or leave a ship.

**Harbor:** a body of water having docks or port facilities.

**Hatch:** A door or opening, especially on an airplane, spacecraft or ship.

**Hold:** The interior of a ship or plane, usually referring to the cargo compartment.

**Knot:** A speed unit of 1 nautical mile (6,076 feet) per hour.

**Mate:** A deck officer ranking below the master or captain.

**Mess Room:** The dining room on board a freighter.

**Pilot House:** A compartment on or near the bridge of a ship that contains the steering wheel and other controls, compass, charts, navigating equipment and means of communicating with the engine room and other parts of the ship. Also known as wheelhouse.

**Port:** 1. The side of a ship that is on the left of a person facing forward. 2. The place where ships load and unload cargo.

**Quarters:** Accommodation on a ship, i.e. crew quarters.

**Soo:** Shortened way to refer to the Soo Locks at Sault St. Marie. The Soo locks lift ships up to Lake Superior, or lower them down to Lake Huron.

**Soogey:** Process of cleaning the coal or ore dust from the deck of a freighter. It includes spraying with water and scrubbing with a cleaner made from lye and gold dust.

**Starboard:** The side of a ship that is on the right when a person faces forward.

**Steamer:** A ship propelled by a steam engine.

**Stern:** The back part of a ship.

**Stevedore:** a laborer employed in ship cargo handling, also known as Longshoreman

**Watchman:** The day at sea is divided into six four-hour periods. Three groups of watchmen are on duty for four hours and then off for eight, then back to duty. Seamen often work overtime during their off time.

**Winch:** A machine that has a drum on which to coil a rope, cable or chain for hauling, pulling or hoisting.
**Nautical Nomenclature**

Students will hear or read the following words during the Dossin Great Lakes Museum Tour. Helping them define these terms before they arrive will ensure that they get the most out of their experience.
Cloze Activity: My Great Lakes Adventure

Last summer I went on a Great Lakes adventure! I got to travel on a freighter. First, I had to go to the Marquette __________ where the ship was being loaded with iron ore. I ran on the wooden _______ next to the boat, and saw the giant ship towering above me. Soon I boarded the ship by walking up the ____________, and I watched as the _____________untied all the ropes that were attached to the _____________ on the dock. Then the engines roared to life. One of the workers shoveled coal into the furnace. He worked in the __________ ________. He told me the type of ship was called a ____________. I watched the deckhands as the pulled the covers over the _____________ where they had loaded the ore. I ran up and down the ship’s ___________, until a deckhand yelled, “You better stop that or you might trip and fall into the ________ with the ore!”

Soon it was time to find where I would sleep, in a part of the ship called the _____________. The first ______ walked me to the back of the ship, also called the ____________. There I found my own room, called a ____________. He told me that supper was almost ready, and I should meet him in the ________ ________. At dinner, I got to meet the leader of the boat. His name was __________ Mike. He explained to me that the left side of a ship is called __________ and the right side is called _____________. He also told me I could visit him and the pilot at the very front of the ship in the ____________ __________. He even let me steer the ship! During my many days on the ship, I met the whole crew. I stood watch with the _____________ and learned how to clean the deck, which they called _____________. When we got to the ________ Locks, the captain let me watch from the control center, which he called the _____________.

Soon we arrived at the __________ of Detroit. As I met my family on land, I saw the ____________, who worked at the port, helping unload the ore. It was a lot of fun and a lot of work traveling the Great Lakes on a freighter!
Cloze Activity: My Great Lakes Adventure—Answer Key

Last summer I went on a Great Lakes adventure! I got to travel on a freighter. First, I had to go to the Marquette **harbor or port** where the ship was being loaded with iron ore. I ran on the wooden **dock** next to the boat, and saw the giant ship towering above me. Soon I boarded the ship by walking up the **gangway**, and I watched as the **deckhands** untied all the ropes that were attached to the **bollards** on the dock. Then the engines roared to life. One of the workers shoveled coal into the furnace. He worked in the **boiler house**. He told me the type of ship was called a **steamer**. I watched the deckhands as they pulled the covers over the **hatches** where they had loaded the ore. I ran up and down the ship’s **deck**, until a deckhand yelled, “You better stop that or you might trip and fall into the **hold** with the ore!”

Soon it was time to find where I would sleep, in a part of the ship called the **quarters**. The first **mate** walked me to the back of the ship, also called the **stern**. There I found my own room, called a **cabin**. He told me that supper was almost ready, and I should meet him in the **mess room**. At dinner, I got to meet the leader of the boat. His name was **Captain Mike**. He explained to me that the left side of a ship is called **port** and the right side is called **starboard**. He also told me I could visit him and the pilot at the very front of the ship in the **pilot house**. He even let me steer the ship! During my many days on the ship, I met the whole crew. I stood watch with the **watchman** and learned how to clean the deck, which they called **soogey**. When we got to the **Soo** Locks, the captain let me watch from the control center, which he called the **bridge**.

Soon we arrived at the **Port** of Detroit. As I met my family on land, I saw the **stevedore**, who worked at the port, helping unload the ore. It was a lot of fun and a lot of work traveling the Great Lakes on a freighter!
Pre-Visit Activity: Life on the Great Lakes

Learning Objective:
Students will learn what it was like to live and work aboard a freighter on the Great Lakes in the 1900s.

Rationale:
Learning about the men and women who worked on the Great Lakes and the different jobs they performed will help students understand how and why Detroit became an important port city on the Great Lakes. These people worked hard to bring cargo into Detroit, allowing the city to become an industrial and economical power in the United States.

Content:
The Detroit River and the Great Lakes have always played an important role in the economy of Detroit. The city was settled due to its location on the Detroit River, allowing the French to control the Upper Great Lakes, and thus the fur trade. The Great Lakes provided for the import of goods from Montreal and the transportation of furs. Settlers discovered other natural resources in Michigan and began using the Great Lakes to transport these goods into Detroit and other ports along the Great Lakes. Cities like Detroit grew around these ports. The shipping business became vital to Detroit’s industry and economy. Ships supplied raw material for factories and they distributed finished products to other markets. Crews working these ships played a vital role in the growth of Detroit.

Materials:
• Excerpt from Life on the Great Lakes
• List of questions

Procedure:
• Divide the students into groups of four and ask each student to take notes.
• Write the following questions on the board:
  What different jobs did Fred Dutton do?
  What other types of jobs were there on the ship?
  What did sailors do during their free time?
• Read the excerpt from Life on the Great Lakes.
• Give each group time to discuss the questions. Groups then share their information with the class for discussion.
• Ask the groups to think about the question, What was it like to live and work aboard one of these ships?
• Ask the groups to think about the question, How do you think the work of these men was important to the development of Detroit?
• Ask the students to write a paragraph on whether they would or would not like to work on the Great Lakes aboard a freighter and to give reasons to support their answer.

Evaluation:
Each group will be asked to participate in a class discussion, sharing their answers with the class. Each member of the group will write and turn in a short paper. How did the students respond to the readings? Were they able to visualize what it was like to work aboard a freighter based on their papers and comments? Did they understand the role the shipping industry played in the development of Detroit?

Reference:

Extension Activities:
• Place students into groups and have each group write a play about life aboard a working ship. Perform it in front of the class.
• Ask students to write a short story about a memorable summer they had. They should include places they saw, people involved, and their activities.
• Have students learn about other jobs that helped shape Detroit. Each student picks a job and researches it. They will write a short paper and present their findings to the class.
Excerpt from *Life on the Great Lakes: A Wheelsman’s Story*, by Fred W. Dutton*

I was vaguely scared.

I was walking along the C. & P. ore dock at Cleveland, Ohio, and there was the *Charlotte Graveraet Breitung* alongside me, a wall of black steel rising way up above my head, exhaling steam. Though she was under five thousand gross tons, she looked like a continent. She was owned by Juliet-Graveraet Steamship Company, Cleveland.

This was my first day and my first ship. Maybe my last. I was filled with doubts and dismay. This was 1916, and I was 16. What did I know about being a deckhand?

A hundred questions crowded me. How would I know what my duties were? How would I know where my bunk was? The men would probably make fun of my ignorance and mistakes. How would I know when and where to get my pay? Did I have the right clothes? I might get sick. I might fall off the *dock* when handling the cables. I might get off to a bad start with the first mate.

But I finally told myself: You asked for it. You badgered your father to let you go *decking*. Now go ahead and show him. You can’t go back home now.

I climbed up the long ladder, suitcase in one hand—a difficult thing to do. I had a moment’s fear of falling off but finally made it and jumped down onto the steel deck.

There was no one around, though I saw two or three up near the *forward cabins*. I felt like a stranger and a fool. I saw a man coming around the corner of the cabin.

He spoke, “You the new *deckhand*?”

“Yes, sir, I guess I am.”

“Don’t call me sir. I’m only the *watchman*. Come along, I’ll show you where your room is at.” He led *aft* alongside the cabin. Stopping just abaft the *boiler house*, he pushed open a door. “You can put your stuff in there, Slim. I guess you get that lower berth.”

I thanked the watchman. Two other very young men were sitting on the lower berth.

“Hello,” one of them said. “I guess this is your bunk.” They both got up and stepped aside for me. Uncertainly, I put my suitcase down. I wanted to ask questions but held back. One of them said, “My name’s Roy – Roy Ferguson.”

The other followed: “Jim Wilson.” We shook hands.

“This your first time?” asked Roy.

“Yes. Feels kind of strange.”

“Here, too. Jim and I only been on this boat for two trips. You’ll get the hang of it.” They showed me which was my drawer in the miniature dresser in the corner. They helped me clean out the last occupant’s least-treasured possessions, including work gloves so petrified in paint that they were permanent fists. Eyeing the blue sheets appliqued with coal-dust handprints, I felt a little homesick.

Jim said, “You can take your linen with you to supper and give it to the porter; he’ll give you clean. And your towel.” He indicated by the washbowl a roller towel which was a display panel for samples of iron ore, deck paint, and machine oil.

Roy Ferguson was a short, stocky kid with a mop of unruly curly hair and Ireland all over his face. Jim Wilson was taller, slight, fair-skinned, and sober-faced.

There was a sudden clangor of a bell, and immediately another young man in a cook’s apron stuck his head in the door, ringing a brass handbell. “Come and get it!”

“Better wash up quick,” Roy advised.

I did. Grabbing the bed linen and the multicolored towel, I followed them.

The *mess room* was only next door, so we were the first in. I sat on a stool next to Roy. A big chap wearing an apron and a chef’s hat leaned against the door frame, looking us over gravely. “You again! I only fed you about an hour ago. The company’s going broke feeding you.”

He brought in a steaming platter.

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A fireman and a coal passer came in without speaking. There was evidence they had tried to wash up. Coal dust ringed their bloodshot eyes and their ears and necks. Their hands were black. The two started stoking their plates with great chunks of the meat and potatoes and cabbage.

My hunger finally overcame my curiosity, and I, too, began to eat. When we three returned to our room, I asked, “When do we go to work?”

Roy said, “Soon enough. But the first mate gives us a lot of time off when we have to work at night.”

“Do we work at night too?”

Roy answered, “You don’t think they tie the ship up at night, do you?” But he explained we only had to handle lines on the dock when in port or going through the Soo. “And once in a while haul groceries aboard, and maybe pull the hatches or stow the anchor chain. But there isn’t much to do tonight, only finish putting on the hatch covers. They’ll rinse her down in the morning.”

I held back my other questions but kept my ears open.

Jim was sound asleep in his bunk, his snores filling the room, and soon Roy, too, was as good as dead. I felt lonesome.

I was wondering what to do next, when a voice blasted through the snoring, “Come on, deckaroos! Out on the dock.” Jim and Roy sprang out of their bunks as if bitten. I followed. Each grabbed up an old, dirty pair of canvas gloves.

“Got any gloves, Fred?”

“Yeah,” I answered, and I pulled out my suitcase to get them. I followed them out on deck.

Roy started down the ladder, but Jim said, “You don’t have to go down. She’ll just move down the dock, then we’ll cast off, and they don’t need three men for that.”

I was left standing by the rail, feeling in the way. Another sailor ran up and grabbed the ladder.

“Here, Slim, help with this.” The ladder was about twenty feet long, with oak rails and steel rungs. My arms felt pulled out of their sockets [as I helped him pull the ladder up and onto the deck.]

“Hold on now. Don’t let it slip.” He took a turn with a line around the ladder. “All right now, you can ease off.”

I was shaking with the effort and learned against the rail. The winches were clattering, the steel cables leading to the dock snapped taut. Slowly the steamer moved astern along the dock.

A voice from the bridge, far forward, yelled out, “Let go the after cable!” The sailor at the rail gestured to another working the winch steam valves. The winch stopped; steam squealed around the cylinders.

“Throw it off!” the second mate yelled to Jim down on the dock. I saw Jim life the cable loop off the bollard and let it go. I wondered for a moment how Jim was going to get back on board.

The second mate started a winding motion with his hand. The winch gave forth another bang and clattered louder as the cable came in through the chock. Jim was running toward the forward end of the ship along the dock. The ship was leaving!

The second mate grabbed my arm and hollered in my ear, “Get forward and help with that forward ladder.” I ran forward. Just aft of the fo’c’sle, they were putting another ladder down. The ship trembled as the engines began turning over. Reaching the forward end, I saw Roy and Jim climbing the ladder while the ship’s stern was already swinging out. But Roy and Jim made it over the rail, and we all heaved the ladder up on deck.

“Get away from that cable!” someone yelled at me. I backed away from the cable stretching from the winch to the rail.

“You’ll get killed if that cable parts.”

A voice yelled for me to go aft again and help with the other ladder.

The ship made an angle of ninety degrees with the dock now, when a blast from the whistle startled me. Voices called somewhere up forward, followed by the band and rattle of the forward winch, and soon I noticed that the steamer was backing away from the dock. The engines stopped for a minute, then started again, shaking the ship throughout. Slowly she came around, heading for the harbor entrance. We were under way.

“All right, fellows, get a move on.” It was the second mate. “Get these hatches on her now.”
I had seen it done many times before when I was a passenger, but now it was all different. Jim was saying, "You handle the dolly bar this time. It's more dangerous to work with the bridle. You can do it another time, when it's daylight. If you ever fell down the 
\textit{hold}, you'd be a dead duck. Here, first you put the dolly bar in the socket at the rail – like this – then step clear of the cable, \textit{outside} the bight. Never inside. If anything ever let go, you want to be in the clear. Don't forget it!"

Jim ran over and helped Roy pull the light steel cable out until they could pull the rings of the bridle around the buttons on the hatch cover. He looked to see that everything was clear and no one was in the way, then he raised his hand and made the same winding motion the second mate used.

I looked toward the winch that pulled the hatch covers on. The watchman at the winch opened the steam valve the cable tightened. Boom, boom, boom – the telescoping steel hatch covers slid along the hatch coamings until they stopped suddenly with a bang that echoed through the empty vessel. At the same instant, Jim dropped his hand in a signal to the winch operator, who yanked the reverse level and shut off the steam. Jim and Roy snatched the rings of the bridle off the buttons and raced to the next hatch, Jim yelling, "All right, Slim, grab that dolly bar and run it up to the next hatch!"

In half an hour the hatches were closed, the pins were in, and we went aft to our room.

In all that slam-bang confusion, there had been a tremendously precise system. I wondered if I would learn it. Once outside the harbor, the wind played a tune in the rigging, and a small chop of sea running made the ship roll. We stopped in the mess room for coffee and a sandwich. I was beginning to feel I wanted to be a part of this crew, a part of this ship. But I had a long way to go.

By eleven o'clock, all of us were so tired that we turned in, and that night I knew that special feeling of going to sleep on a steamship, lulled by the beat of the engines, very pronounced back there in the stern. Before, as a passenger, I had always slept in the forward end, several hundred feet from the engines.

The next thing I knew, I was awakened by the steamer’s whistle, very loud, right overhead. The room was located but a few feet aft of the smokestack, and the whistle was up there on the stack. Three blasts. Half awake, I wondered why three blasts. Then it dawned on me. Fog. Each minute, the whistle let go shuddering blasts. You could hardly think. I dropped off to sleep again, but a minute later the roar woke me. I sat up. Roy and Jim were oblivious. But I couldn’t sleep. The homesickness crept over me again.

In the gray light of morning, I saw the fog through the screen door, swirling past, even coming in the door. You could hardly see the \textit{bulwarks} six feet beyond the door. The muted tremor of the ship indicated engines turning, dead slow.

I dressed, wondering what my mother would think if she knew my pajamas were still folded in my grip. Working a steamboat, you sleep in your shorts, ready to get on deck quickly.

Apparently deckhand duty on Sunday is eating and sleeping. The breakfast bell exploded. Breakfast was ham and eggs, cereal, milk, oranges, toast and coffee – and we three had seconds.

Then we stretched out in our bunks again and fell asleep.

The fog was thinning out. The big whistle only blew now when we met another freighter. The "\textit{Charletty Cravanette}," as the sailors affectionately called the \textit{Breitung}, was smoothly steaming up the Detroit River.

"Hey," I asked, "when do we go to work?"

Roy opened his eyes in disgust. "On Sunday? Not unless we’re in port. Sunday is the day of rest."

"I thought you said we’d rinse down the deck."

"Not this time." Roy sat up, rubbing his head. "The watchman and the deck watch did that this morning."

"Why do they have to work when we don’t?"

"Those guys stand watches – six hours on, six off. They don’t have Sunday off, or any other day."

I asked why anyone would want watch duty.

"They like it all right," Jim put in, awake now. "They get more money – forty-five a month. And when they are off watch they don’t ever have to work. The deckhands work all day, and if we are in port we might work all night, too. Somebody’s got to handle the lines; that’s us."

The door opened, and the watchman stuck his head in. "Hey, you, Slim. Go up to the mate’s room. He wants you."
“Where is the mate’s room?”

“Forward. First door in the starboard hallway.”

I knocked on the first door, expecting the mate to have a job for me.

“Come in. Good morning.” The first mate greeted me. Instantly I liked the man. “Here.” He had a large printed form spread out on the desk. Handing me a pencil, he indicated the place to sign the articles, an ancient rule of the sea. I signed. “Now you’re signed up for the voyage. Do your work and you'll get along fine.” He eyed my slight frame. “This ought to put some meat on you.”

Leaving, I met Captain Buchanan, who welcomed me aboard.

When I returned to the deckhand’s room, I found Roy and Jim asleep again. We all slept until dinner. I gorged myself, but I never seemed to get enough.

After supper we played rummy, got a sandwich and a piece of cake in the mess room, and turned in by nine o’clock.

Why would a sailor need all this food and sleep? I was to find out.

We chipped paint and rust interminably. We spent days on end painting the cabins, the bulwarks, the cargo hold, the deck.

I was introduced to the joys of soogeying. Handling iron ore or coal, each time they are in port, these steamships are covered with dirt and grime. The condition is not permitted to last. The answer is soogey. No sooner do boats leave port than the rinsing down begins, clearing the decks of all loose ore or coal. The high-pressure hose scours thoroughly. The cabins are soogeyed every two or three trips. Water is heated by putting the bucket under the end of a steam pipe until it boils. With a generous portion of gold dust added, and perhaps a little lye if the paintwork is very dirty, this corrosive solution is applied with brooms and washed off with the hose.

A deckhand wears rubber boots if he doesn’t want the skin eaten off his feet. It is rough on the hands, too, but after a time your hands get hardened to it, even if it takes some of the paint off the ship.

When you go through a day’s soogeying, the cabins are snow white. Everything gleams … except the deckhands.

The Cravanette reached the Soo. This time the mate sent me down the ladder onto the lock wall to handle the lines. I enjoyed feeling important while the tourists at the locks watched me struggle, dragging the heavy steel cable to the bollard on the lock wall.

When the ship was tied up in the lock, the mate told me to get back aboard if I didn’t want to get left. The lock men would throw the lines off when the ship had risen to the Lake Superior level and was ready to go.

The whole operation took but forty-five minutes.

Fifteen hours later, the ship docked at Marquette, Michigan. I was conscious of a lump in my throat as I looked across the harbor at the city of my birth, from which my family had moved to Cleveland some eight years before. I hadn’t seen the place since that time, and yet it looked as familiar as if I had left only a week before. I asked Roy about going ashore.

“Ashore!” he exclaimed. “Deckhands stay on deck all the time we are loading. Every time they move the ship, you have to go on the dock to handle the lines. Nobody ever heard of a deckhand going ashore while the boat is at an ore dock.”

It was a blow. And throughout the summer, each time we got to Marquette, I felt the old town calling me, but I couldn’t answer.

The season was full. I learned to tie the bowline, the square knot, the sheet bend, various hitches. I learned to splice using short splice, eye splice, and long splice. I learned to coil a heaving line and throw it accurately.

When fall blew in, it was rugged going. The temperature iced the decks. The sun no longer shone. The seas rose steel gray, and the skies were lead. Autumn storms pierced wool.

Nearing the end of the season, the sailors still called me Slim, but the description hardly fit any more.

Arriving at Buffalo at the end of a trip, we went forward for our pay – one dollar per day. Captain Buchanan counted it out as we signed the payroll in his office.

Captains and mates don’t spend many words telling a deckhand how he did or praising him up. But they talk to each other, from port to port and ship to ship. Captain Buchanan didn’t give me any elaborate good-bye as I left the Charlotte Gravenaet Breitung. But, as it happened, Captain J.L. Bradshaw, who commanded the E. N. Breitung, was transferring next season to command of the Centurion. He asked me to go with him next summer when school was out.

I guess that was my report card.

When I went home that fall, school seemed tame.
EXTENSION ACTIVITY: Outdoor Self-Guided Tour

Learning Objectives:
Students will:
- Learn that the location of Detroit at the mouth of the Detroit River proved important in the development of the city.
- Learn a brief history of the early years of Belle Isle.
- Visit the memorial for the Edmund Fitzgerald.
- Learn that the Battle of Lake Erie during the War of 1812 proved important in order for the Americans to regain control of the Great Lakes and Detroit.

Procedure:
If weather permits, numerous opportunities exist for discussion outside on the grounds of the Dossin Great Lakes Museum. Memorials could be discussed in preparation for (or as conclusion to) the tour.

Detroit River
Lead the group to the side of the building with a view of the Detroit River and Windsor, Ontario. Ask the students what river lies in front of them and what country lies across the river. Once these questions are answered, ask about the importance of the location of the settlement of Detroit. The group can see how close Canada is, and how narrow this body of water is. Antoine de La Mothe Cadillac knew that this was a strategic location because passing boats would be easily detected. The location of this settlement led to Cadillac naming it Fort Ponchartrain Du D'etroit, which means Fort Ponchartrain "of the strait." Today, it is pronounced in its English form, Detroit.

Belle Isle
A brief history of Belle Isle is useful. The Native Americans were the first to use the island, until the French arrived. The island had many names before its current, Belle Isle. The Native American called it Wah-nah-be-zee, meaning "white swan." When the French settled the area they renamed the island St. Claire. Other names included Island of the Hogs, because the first settlers had placed wild pigs on the island, and Rattlesnake Island, because according to tradition, it was supposedly infested with rattlesnakes. In 1889, the City of Detroit purchased the island and turned it into a recreational area named Belle Isle in honor of Isabelle Cass, the daughter of Lewis Cass, former Michigan Territorial Governor. The city hired the famous landscape architect Frederick Law Olmstead to design Belle Isle. Olmsted is famous for designing Central Park in New York City. Belle Isle was a very important part of social and recreational life in Detroit in the late 1800s to the early 1900s. People came to swim, fish, picnic, play games like cricket, row down the canals on the island, and stroll along Central Avenue.

S.S. Edmund Fitzgerald Memorial
Bring the group to the S.S. Edmund Fitzgerald memorial. Ask them if they have heard the story of the sinking of the great freighter. When it was launched in 1958, it was the largest freighter on the Great Lakes. It had an impeccable record for seventeen years and set many types of records before it disappeared in 1975 during a storm on Lake Superior. There are many theories as to why the freighter went down. The most accepted one is that her hatches were ineffective against the huge storm and the ship took on water. Others believe that she was lifted out of the water, caught between two huge waves, and snapped in half. She went down quickly, probably within seconds, not giving crewmembers enough time to get to life rafts or send a distress call. The S.S. William Clay Ford was one of the few ships that left the safety of the harbor to look for the S.S. Edmund Fitzgerald. Inside the museum you can see the pilothouse of the S.S. William Clay Ford and can experience one of these gigantic freighters.

War of 1812
At the front of the Dossin, two cannons represent the War of 1812. What do the cannons have to do with Detroit and maritime history? During the Wart of 1812, Detroit fell to the British. The Americans wanted to regain control of the Great Lakes and Detroit, but the British fleet stood in the way. A large battle was waged on Lake Erie in 1813, led by the American Commodore Oliver Hazard Perry. The motto was "Don't Give Up the Ship," which were the dying words of Commander James Lawrence, who died earlier in the war. The American fleet did not give up, and won a decisive battle that changed the tide of the war. In 1814, the Treaty of Ghent was signed in Belgium and the Americans regained control of Detroit.
Miss Pepsi Pavilion

Miss Pepsi, the fastest hydroplane in the Detroit River in its time, was perhaps the most famous symbol of a family that made their livelihood distributing nationally famous soft drinks to Detroiters and residents of the region. The company was Dossin’s Food Products.

This is a story of three brothers, Russell, Walter and Roy Dossin, and their love for speedboat racing. Since 1898 when their father started the business, the family produced and distributed the Dossin brand of food products and soft drinks throughout metropolitan Detroit. In time, they became the bottler of Pepsi-Cola for the state of Michigan and northern Ohio. By controlling the sale of a product this popular, Dossin Food Products prospered. But the Dossin brothers saw an opportunity to increase sales further and have fun doing it at the same time.

In the 1920s, Detroit became the automotive capital of the world. As a result, many people living here had a great knowledge of engines. Engines powered cars and also airplanes and boats. Speed boating became popular and of course the owners had to have races to see who had the fastest boat. Those races evolved into organized events that attracted public interest wherever they raced.

By the late 1940s, the Dossin brothers had become interested in speedboats and they began naming their boats after their most successful product, Pepsi. In 1946, they commissioned the first boat named Pepsi-Cola III. It raced in only one race in Washington D.C. The next year, the Dossin brothers bought an older hydroplane and wanted to fit it with a bigger engine. World War II had just ended, and so there were a lot of surplus airplanes and airplane engines. They bought twenty-five of the engines and had one installed in the boat. The engine made the boat very fast but it was huge. It was so big that the driver’s cockpit had to be removed and rebuilt to hand from the back of the boat. That made for a very rough ride – but speed, not comfort was the main objective. They called the new boat Miss Pepsi V and hired Danny Foster to race it. Like the engine itself, Danny Foster was also a product of World War II where he had been a fighter pilot. That first year, 1947, Miss Pepsi V was the season champion, winning seven out of eight races including the American Power Boating Association’s Gold Cup. The Gold Cup is America’s most prestigious racing trophy and it has been in existence since 1904 – seven years longer than the famous Indianapolis 500 car race.

The boat racing was so successful and enjoyable in 1947 that in 1948 the Dossins had a new, even faster boat built. This was the first Miss Pepsi, and unfortunately it turned out to be rather sluggish. Then an unfortunate accident turned into something good. At a race site a crane dropped Miss Pepsi while moving her. If the Dossins were going to continue to compete, they needed a new boat.

This time, they went for the very best. They hired an exceptional boat designer named John Hacker, and Les Staudacher’s company – the finest – to build the new Miss Pepsi. Chuck Thompson, the champion outboard racer that had driven the first Miss Pepsi for the Dossins in 1948 and 1949 was chosen as the driver of the new Miss Pepsi. With two airplane engines, and Chuck Thompson in the driver’s seat, the new Miss Pepsi set speed records and won numerous races over the next two years in a row. Something no boat or owner had ever done before! It seemed nearly impossible for anyone to beat this new, super-fast boat. It seemed impossible, that Miss Pepsi was withdrawn from racing. After all, where was the fun of racing, if there was no longer a challenger? Withdrawn from racing, Miss Pepsi moved to the new museum on Belle Isle, a museum the Dossin family largely supported. In 2011, Russell, Walter, and Roy Dossin, and Russell’s son, Ernie, were inducted into the Unlimited Hydroplane Hall of Fame for their contributions to the sport of hydroplane racing. Now the Miss Pepsi is a teaching tool. It not only helps to tell the story of speedboat racing in Detroit, but it also tells the story of Detroiter’s skills with engines, and a story of doing what you love – and doing it well.

If the weather is unfavorable, most of this discussion can be done in the Aaron DeRoy Hall. Looking through the large windows, groups can see how close they are to Canada. The Edmund Fitzgerald discussion can take place in the first floor of the pilot house. Close to the new exhibit, City on the Straits, by the stairwell is a cannon dating to the War of 1812. Discuss the Battle of Lake Erie there.