OEAGLS Investigation #20
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TEACHER GUIDE
SHIPPING: THE WORLD CONNECTION
TEACHER GUIDE

by
Rosanne W. Fortner, The Ohio State University
and
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Ohio Sea Grant Education

OVERVIEW

This investigation provides information on the importance of the Great Lakes in international trade. In Activity A students identify the countries involved in shipping through the Port of Toledo and classify the types of imports and exports handled there in one shipping season.

Activity B provides an explanation of how ships can go from the ocean to the higher elevations of the Great Lakes. Students construct and demonstrate a working model of a series of locks. Activity C is a crossword puzzle using terms from A and B.

PREREQUISITE STUDENT BACKGROUND:

Students should be able to identify countries and continents using an atlas.

MATERIALS:

Activity A: colored pencils (one or two per student), reference maps from world almanac or atlas.

Activity B: (per team of four students): two half-gallon or quart milk cartons, small toy boat, scissors or sharp knife, modeling clay or waterproof tape, water, sink or stream table, 1 small block of wood about one inch thick.

OBJECTIVES:

When students have completed this investigation, they should be able to:

1. Discuss the importance of the Great Lakes in world shipping.

2. Explain what is meant by the registry flags of commercial ships.

3. List the main types of products imported and exported through the Port of Toledo.

4. Explain how ships can go from the ocean to the higher elevations of the Great Lakes.

SUGGESTED APPROACH

Activities A and C are best done by students working individually, although A may require the sharing of reference maps. Activity C may be used as a means of evaluating student understanding of the materials in the investigation. For Activity B, students work in teams of three or four. The entire investigation can usually be completed in three class periods if models of locks are constructed outside of class.

A twenty-nine minute film entitled "The Great Lakes Connection" (1976) is available on free loan from Modern Talking Picture Service in New Hyde Park, NY 11040. The film follows the ore carrier Cason J. Calloway through the upper lakes and the Soo Locks. It includes a discussion of the history of the Great Lakes and the possibility of winter shipping.

The same Modern Talking Picture Service has a 30-minute film, "The Great Lakes" which includes more than shipping. There is an overview of the importance of the lakes in general, historically, economically, and ecologically, as well as footage about locks, dredging, winter shipping and canals. It is best to use only one of these two films, because they contain some sections which are identical.

The Great Lakes Historical Society in Vermillion can recommend other local film sources in Ohio.

NOTE: Information to teachers is enclosed in boxes in this guide.
SHIPPING: THE WORLD CONNECTION

by

Rosanne W. Fortner and Ray Pauken
Ohio Sea Grant Education Program

INTRODUCTION

When the United States of America proclaimed itself in 1776 to be an independent nation, all of its cities were busy sea ports. The young nation clung to the ocean, finding there a source of food, an avenue for trade, and a barrier against the powerful nations of Europe. Two hundred years later the population centers of America are still linked to bodies of water. In fact, more than 3/4 of the U.S. population can be found in those states which border the Great Lakes and the ocean.

—G. Mangone, Americans and the World of Water

Our waterways connect us with the rest of the world. The Great Lakes have twenty-two international deep-water ports joined to the world ocean by a series of locks and channels called the St. Lawrence Seaway. The system creates a waterway 2340 miles long through which goods may be shipped to and from the heart of America.

OBJECTIVES: When you have completed these activities, you should be able to:

1. Discuss the importance of the Great Lakes in world shipping.

2. Explain how ships can go from the ocean to higher elevations of the Great Lakes.

3. Explain what is meant by the registry flags of commercial ships.

4. List the main types of products imported and exported through the Port of Toledo.
ACTIVITY A: WHERE GO THE BOATS?

KEYWORDS: cargo, register, flag of convenience.

"Green leaves a-floating,
Castles on the foam,
Boats of mine a-boating,
Where will all come home?"

Robert L. Stevenson, "Where Go the Boats?"*

Ships flying the flags of over 50 nations regularly use the trade routes of the Great Lakes. They make these waterways the world's most important inland water transportation system by connecting interior America with the markets of the world.

MATERIALS: Outline map (page 4), cargo information from the Port of Toledo for a portion of one year, two colored pencils, world map for reference.

PROCEDURE

On the following pages are listed the comings and goings of international trade ships at the Port of Toledo, Ohio. Not all of the ships in port were listed, but they provide an idea of what is happening in world shipping and how Lake Erie is involved.

A. Find the Great Lakes on your world map (page 4). Label the Port of Toledo (on Lake Erie) with an X.

B. Look at the International Shipping tables for the Port of Toledo (pages 5-7). Notice the columns labelled "From" and "To". These tell you where a ship is coming from (its last port) and where it is going next. For some ships these ports were not known.

C. Now look at the column labeled "Flag." This tells the country in which a ship is registered. The ship flies that country's flag.

D. Use one colored pencil to shade in all those countries listed under either "To" or "From" for the ships given. Use a reference map to find out where these countries are.

E. With a second colored pencil, make slash lines through any country listed in the "Flag" column.

A-E. Students use the International Shipping tables to construct a map as shown on page 6. To find all the countries needed they should have access to a standard world map or large globe. For younger students you may need to mark the tables to indicate the continent for each country. Also, small reference maps sometimes do not show Cyprus and Malta. Both are islands in the Mediterranean Sea.

Answer the following questions based on the table and your completed map. Put your answers on your answer sheet.

1. The shipping season opens when shipping lanes and locks are free of ice. When did the shipping season open in this example year?

T1. The shipping season opened in April.

2. When did the season close? Why?

T2. The season closed in December because of ice in the shipping lanes and locks.

3. About how much of the world was affected by trade with the Port of Toledo in this example year?

T3. Two-thirds to three-fourths of the world was affected by trade through Toledo in this example.

4. Which two flags are most frequently flown by international trade ships using the Port of Toledo?

T4. Flags of Greece and Yugoslavia were most frequently flown.

5. Did ships flying these flags actually sail to or from those countries?

T5. Ships under those flags did not come or go from those countries.

6. Are these countries the leaders in world trade? (Consult the World Almanac for recent years.) Discuss this answer with the rest of the class.

T6. The countries are not leaders in world trade.
The last part of the investigation calls for speculation by the students. Accept all reasonable answers and discuss them. According to Robin Burton ("Flags of Convenience," Sea Frontiers 21(5): 294-302), a person who owns a merchant ship and registers it in another country to save money on taxes and wages is using that country’s flag for convenience. In the recent past (up until about 1975) many of these convenience countries did not require inspection of vessels or training credentials for crew members. It was not uncommon for safety conditions to be neglected, ships to fall into disrepair, and crew members to be speaking five different languages. Now, international regulations are becoming tighter and many ships under flags of convenience are there for fuel savings and income tax relief only, with safety and training standards checked regularly.

7. Classify Toledo’s outgoing products (exports) as being foods, manufactured goods, timber, or miscellaneous. For each continent tally up the number of ships carrying each type of product out of Toledo, and record the numbers in the chart on your answer sheet.

### Toledo Exports

<table>
<thead>
<tr>
<th>Product</th>
<th>Europe</th>
<th>Asia</th>
<th>Africa</th>
<th>South/Central America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
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<td></td>
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<td></td>
</tr>
<tr>
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<tr>
<td>Miscellaneous</td>
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</tr>
</tbody>
</table>

8. Classify imports as being foods, manufactured goods, raw materials for industry, and miscellaneous. For each continent tally up the number of ships carrying each type of product into Toledo, and record the numbers in the chart on your answer sheet.

### Toledo Imports

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</table>

NOTE: The product listed as "coke" is a porous, solid material that forms when coal is burned in the absence of oxygen. Coke is a fuel used in certain metallurgical industries such as steelmaking.
9. With which continent does the Port of Toledo carry on the most trade?

T9. Europe provides most of the trade through Toledo.

10. What is the main export to that continent?

T10. The main export to Europe is food.

11. What is the main import from that continent?

T11. The main import is raw materials for industry.

12. Based on the imports chart, what is one of the main industries in Europe?

T12. From the list of raw materials on pages 5-7 of the Student Guide, mining (to get the raw materials) is shown to be a major European industry.

13. Based on the export chart, what U.S. product do the developing nations of Africa need most?

T13. Africa gets food through Toledo.

14. The ships on pages 5-7 carry different amounts of the cargoes listed. If you consider the number of ships only, which is greater from the Port of Toledo, imports or exports?

T14. Exports exceeded imports in this example year.

Toledo is only one of twenty-two deep water ports on the Great Lakes. Using the information from this activity, based on part of one year's shipping from one port, you can probably begin to see how important the Great Lakes are in world trade.

15. If ocean-going ships could not reach Toledo and other Great Lakes ports, how would U.S. products have to be transported?

T15. Railroads and trucks would have to transport goods if the St. Lawrence Seaway were not available. These are less energy efficient and more expensive forms of transport. See OEAGLS "Shipping on the Great Lakes" activity.

NOTE: Some statistics indicate the importance of Lake shipping. You may wish to share these figures with your students:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Net Tonnage</th>
<th>Million Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td></td>
<td>135.7</td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td>128.7</td>
</tr>
</tbody>
</table>

Total bulk shipments (grain, coal and iron ore): 107.7 Million Tons

The decline in Great Lakes shipping in 1986 was due almost entirely to a decrease in iron ore shipping, down 12.2%. Since iron ore is used exclusively in the steel-making process, the slump in Great Lakes shipping mirrors the condition of the domestic steel industry. Shipping figures through July of 1987 showed an increase over 1986 tonnage for the same period (52.9 million compared to 50.5 million tons in 1986).
Lake Superior is 602 feet above sea level. In order for ships to go from the Atlantic Ocean to the Great Lakes and back for international trade, the United States and Canada have constructed a series of locks that raise and lower ships to the levels of the lakes, rivers and ocean. Because of this system, 80% of the world's cargo ships can now sail as far west as Lake Superior.
MATERIALS: Two half-gallon or quart milk cartons, small toy boat, scissors or sharp knife, modeling clay or fiber tape, water, sink or stream table.

PROCEDURE

The pictures below show how locks operate to raise and lower ships to the different levels of the St. Lawrence Seaway.

HOW NAVIGATIONAL LOCKS OPERATE

These diagrams show how a ship is lowered in a lock; a ship is raised by reversing the operation. No pumps are required; the water is merely allowed to seek its own level.

With both UPPER GATES and LOWER GATES closed, and with the EMPTYING VALVE closed and the FILLING VALVE open, the LOCK CHAMBER has been filled to the UPPER LEVEL. The UPPER GATES have then been opened allowing the ship to enter the LOCK CHAMBER.

Now the ship is in the LOCK CHAMBER. The UPPER GATES and the FILLING VALVE have been closed, and the EMPTYING VALVE has been opened to allow water to flow from the LOCK CHAMBER to the LOWER LEVEL.

The water level in the LOCK CHAMBER has gone down to the LOWER LEVEL, the LOWER GATES have been opened, and the ship is leaving the LOCK CHAMBER. After this, the lock is ready for an upbound ship to come in and be lifted, or may be filled (as above) to lower another downbound ship.
If construction of the model locks is done in class, it should be carefully supervised. You will probably find that sharp pairing knives work best for cutting the doors, and for younger children you should do the cutting yourself. You may prefer to have certain students construct the locks at home with parental supervision.

Note in the first illustration that doors do not go all the way to the bottom of the carton. A tiny lip, even 1/8 of an inch, is enough to help hold the doors closed. You may also need small pieces of modeling clay or heavy paper clips to hold the doors closed at the top when water is present.

While the models are being used, point out to students the differences between the models and the way real locks work, as illustrated in their Student Guide. Some students may want to vary their models to make them more realistic, such as making holes in the bottom of each carton, plugging the holes with stoppers, then unplugging the holes to let water levels equalize. Water really does not leave the lock chambers through the gates.

Students who prepare a successful model may want to extend the locking system to several more layers. The Welland Canal between Lakes Erie and Ontario, for instance, has a series of 8 locks. The only limitation on such experimentation is the depth of the lowest container; when the uppermost lock is filled, its water level cannot exceed the height of the base container or the entire system will overflow.

You can construct a model of a lock and use it to raise and lower a boat to three different water levels.

A. Cut two milk cartons as this picture shows:

![Diagram of cut milk cartons]

B. Connect the two cartons as shown below, using modeling clay or heavy tape around the edges to be sure water will not leak out where the cartons are joined together.

![Diagram of joined milk cartons]

C. Add water to a sink or stream table to make an "ocean" about 5 cm deep. Put your model locks into the "ocean" with the open side up and all doors tightly closed.
D. Pour water into Carton B until it comes up to meet the bottom edge of Carton A. Then pour about 5 cm of water in Carton A. Place a small toy boat in Carton A. You may need a block of wood to prop up the end of A. Your set-up should look like this:

E. Slowly open the doors of Carton A to let the water levels in A and B become the same. Move the boat into Carton B.

F. Open the doors of Carton B slowly and let the boat move out into the ocean.

G. To bring the boat back upstream do the following:
   a. open the doors of B and move the boat into Carton B
   b. close the B doors and open the A doors
   c. add water to Carton A until the boat is raised higher than the bottom of Carton A (The water for filling real lock chambers always comes from the upstream lake or river.)
   d. move the boat into Carton A
   e. close the A doors and add water to the original 5 cm depth. Your boat is now ready to enter the upstream areas at this higher level.

H. Answer the following questions on your answer sheet about what you have learned:
   1. In an actual lock system, what does Carton A represent?

   T1. In a real situation, Carton A represents a lock in a lake whose water level is higher than water levels downstream.

   2. Where does the water go when it flows out of B (in a real situation)?

   T2. Water flowing out of B would go into a river, lake or ocean whose water level was lower than A. If A represents Lake Erie, for example, B represents Lake Ontario and the water flowing out of B goes into the St. Lawrence River.

   3. During which steps would the emptying valve be open? Closed?

   T3. The emptying valve is open when the water level in a lock is being lowered and when ships are leaving the lock. The emptying valve is closed when the lock chamber is being filled for ships going upstream.

   4. During which steps would the filling valve be open? Closed?

   T4. The filling valve is open when a lock chamber is being filled for ships going upstream. The filling valve is closed when the water level in the lock is being lowered for ships going downstream.

   5. When the lock gates are opened, the level of water in the lock chamber is the same as which other water level?

   T5. Gates open only when the water level in the lock is the same as the water level downstream.
ACTIVITY C: CAN YOU USE YOUR SHIPPING KNOWLEDGE?

PROCEDURE

Here is a crossword puzzle that makes use of some of the new words and ideas you have learned in this investigation. Use the definitions to fill in the squares.

ACROSS

1. A major body of salt water.
3. Continent that imports food for developing nations.
6. The Great Lake with only one deep-water port.
8. Coast Guard (abbreviation).
9. Between countries.
14. Place where ships load and unload.
15. The Welland ______ connects Lakes Erie and Ontario.
17. One of Toledo’s imports: furnace or foundry ______.
18. The continent trading most often through Toledo.
19. If it were not for the Seaway, goods would have to go over ______.
21. The Seaway opened inland America to ______ trade.
23. A product coming into the country.
27. Toledo is on Lake ______.
29. The Great Lakes are above ______ (two words).
33. A ship owner must ______ his ship in some country and fly that country’s flag.
36. A product leaving the country.
37. Another name for #1 ACROSS.
38. This helps ships go into waters at a higher elevation.

DOWN

2. The products carried by a ship.
4. Every trading ship flies some country’s ______.
5. A major grain export from Toledo.
7. Superior, Michigan, Huron, Erie, and Ontario.
8. Flags chosen to save money are flags of ______.
10. To exchange one thing for another.
11. A major port in Ohio.
13. Plural of #38 ACROSS.
20. A compass direction.
22. To go up, as the water level in a lock.
24. To attempt.
26. A vegetable crop exported from Toledo.
28. Only 22 Great Lakes ports are ______ enough for ocean-going ships.
30. An export from American forests.
31. A metal used for manufacturing.
32. Name of country whose flag is often flown for convenience.
34. Most of Toledo’s exports can be classified as ______.
35. Toledo is in the ______ of Ohio.
37. Vehicle used for transportation on the water.
REVIEW QUESTIONS

1. List the continents that send goods to or receive products from the Port of Toledo.

R1. Europe, Asia, Africa, South and Central America trade with Toledo.

2. What is the main product exported through the Port of Toledo?

R2. The main products exported are foodstuffs.

3. What is the main type of product imported?

R3. The main products imported are raw materials for industry.

4. What determines the length of the Great Lakes shipping season?

R4. When the shipping lanes are open or closed down because of ice.

5. Why might a company register its ships in a foreign country if the ships do not trade with that country?

R5. Tax relief, lower fuel prices, and lower insurance rates are the most common reasons today.

6. Explain how ships can go from the ocean to the higher elevations of the Great Lakes.

R6. The ships go through a system of locks that raise the vessels a few feet at a time.

EXTENSIONS

The Propeller Club of the United States sponsors a program through which a school can "adopt" a ship of the American Merchant Marine and exchange correspondence with it. Classes in grades 5-8 are eligible to participate.

For complete details, contact:

The Propeller Club of the United States
"Adopt-a-ship" Plan
Suite 413
1730 M Street, NW
Washington, DC 20036
(202) 223-1401

The OEAGLS Investigation EP-13: Shipping on the Great Lakes involves the transport of products from city to city within the Lakes themselves. It includes consideration of the cost and energy efficiency of various types of transportation. This would be an excellent way to follow up the current investigation.

REFERENCES


Clary, James, 1985, Ladies of the Lakes, Michigan Natural Resources Magazine.


EVALUATION ITEMS

1. The Great Lakes are
   1. mildly involved with international shipping.
   2. not involved with international shipping.
   3. very much involved with international shipping.
   4. involved only with shipping from one lake to another.

2. The flag always flown on a commercial ship shows
   1. where the ship unloads its cargo.
   2. where the ship picks up its cargo.
   3. in what country the ship is registered.
   4. in what country the ship was built.

3. The major type of cargo shipped to the Port of Toledo is
   1. foodstuffs.
   2. manufactured goods.
   3. miscellaneous goods.
   4. raw materials for industry.

4. From the Port of Toledo, the products that are shipped are chiefly
   1. foodstuffs.
   2. manufactured goods.
   3. miscellaneous goods.
   4. raw materials for industry.

5. Even though Lake Superior is 600 feet above the level of the sea, it is still used by ocean going ships. These ships reach this 600 foot level by means of which of the following?
   1. elevators
   2. dikes
   3. locks
   4. water ladders

6. What foreign continent provides most of the trade at the Port of Toledo?
   1. Africa
   2. South/Central America
   3. Asia
   4. Europe

7. Water to fill the lock chamber comes through
   1. waterfalls and rapids.
   2. the valves that open the upper level.
   3. water pumps.
   4. the gates that allow the ships in and out.

8. After a ship enters the lock chamber from the upper level and the gates are closed, which of the following happens to get the boat down to the lower level?
   1. The exit gates are opened, allowing the water to rush out.
   2. The water is pumped out through drainage hoses.
   3. The emptying valve is opened, allowing the water to seek its own level.
   4. The lock chamber is lowered mechanically until the water level in the lock equals the lower level.

9. Registry flags of different countries are flown on some ships even though the ships are not from those countries. This is done to save money on taxes. These flags are called
   1. flags of proposal.
   2. flags of convenience.
   3. flags of trade.
   4. flags of international regulation.

10. The annual shipping season in the Great Lakes closes down when:
    1. the grain elevators along Lake Erie and Lake Ontario close.
    2. the steel mills in Youngstown, Gary and Pittsburgh shut down.
    3. ice closes the shipping lanes and locks.
    4. the workmen aboard the ships take their annual leave.
4. During which steps would the filling valve be open? ________________________________
   Closed? ________________________________

5. When the lock gates are opened, the level of water in the lock chamber is the same as which other water level? ________________________________

**Review Questions**

1. List the continents that send goods to or receive products from the Port of Toledo. ________________________________

2. What is the main product exported through the Port of Toledo? ________________________________

3. What is the main type of product imported? ________________________________

4. What determines the length of the Great Lakes shipping season? ________________________________

5. Why might a company register its ships in a foreign country if the ships do not trade with that country? ________________________________

6. Explain how ships can go from the ocean to the higher elevations of the Great Lakes. ________________________________
8. For each continent tally up the number of ships carrying each type of product to Toledo, and record the numbers in the following chart.

Toledo Imports

Number of Ships From

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9. With which continent does the Port of Toledo carry on the most trade? ________________

10. What is the main export to that continent? ________________

11. What is the main import from that continent? ________________

12. Based on the imports chart, what is one of the main industries in Europe? ________________

13. Based on the export chart, what U.S. product do the developing nations of Africa need most? ________________

14. Which is greater from the Port of Toledo, imports or exports? ________________

15. How would U.S. products have to be transported? ________________

Activity B: How do locks work?

1. In an actual lock system, what does Carton A represent? ________________

2. Where does the water go when it flows out of B (in a real situation)? ________________

3. During which steps would the emptying valve be open? ________________

Closed? ________________
Name ____________________________

Shipping: The World Connection
Answer Sheet

Activity A: Where Go the Boats?

1. When did the shipping season open in this example year? ____________________________

2. When did the season close? ____________________________
   Why? ____________________________

3. About how much of the world was affected by trade with the Port of Toledo in this example year?
   ____________________________

4. Which two flags are most frequently flown by international trade ships using the Port of Toledo?
   ____________________________
   ____________________________

5. Did ships flying these flags actually sail to or from those countries? ____________________________

6. Are these countries the leaders in world trade? ____________________________

7. For each continent tally up the number of ships carrying each type of product out of Toledo, and record the numbers in the following chart.

   Toledo Exports

   Number of Ships To

<table>
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<tr>
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Ohio Sea Grant Education Program

INTRODUCTION

When the United States of America proclaimed itself in 1776 to be an independent nation, all of its cities were busy sea ports. The young nation clung to the ocean, finding there a source of food, an avenue for trade, and a barrier against the powerful nations of Europe. Two hundred years later the population centers of America are still linked to bodies of water. In fact, more than 3/4 of the U.S. population can be found in those states which border the Great Lakes and the ocean.

G. Mangone, Americans and the World of Water

Our waterways connect us with the rest of the world. The Great Lakes have twenty-two international deep-water ports joined to the world ocean by a series of locks and channels called the St. Lawrence Seaway. The system creates a waterway 2340 miles long through which goods may be shipped to and from the heart of America.

OBJECTIVES: When you have completed these activities, you should be able to:

1. Discuss the importance of the Great Lakes in world shipping.

2. Explain how ships can go from the ocean to higher elevations of the Great Lakes.

3. Explain what is meant by the registry flags of commercial ships.

4. List the main types of products imported and exported through the Port of Toledo.
ACTIVITY A: WHERE GO THE BOATS?

"Green leaves a-floating,
Castles on the foam,
Boats of mine a-boatage,
Where will all come home?"

Robert L. Stevenson, "Where Go the Boats?"

Ships flying the flags of over 50 nations regularly use the trade routes of the Great Lakes. They make these waterways the world’s most important inland water transportation system by connecting interior America with the markets of the world.

MATERIALS: Outline map (page 4), cargo information from the Port of Toledo for a portion of one year, two colored pencils, world map for reference.

PROCEDURE

On the following pages are listed the comings and goings of international trade ships at the Port of Toledo, Ohio. Not all of the ships in port were listed, but they provide an idea of what is happening in world shipping and how Lake Erie is involved.

A. Find the Great Lakes on your world map (page 4). Label the Port of Toledo (on Lake Erie) with an X.

B. Look at the International Shipping tables for the Port of Toledo (pages 5-7). Notice the columns labelled "From" and "To". These tell you where a ship is coming from (its last port) and where it is going next. For some ships these ports were not known.

C. Now look at the column labeled "Flag." This tells the country in which a ship is registered. The ship flies that country’s flag.

D. Use one colored pencil to shade in all those countries listed under either "To" or "From" for the ships given. Use a reference map to find out where these countries are.

E. With a second colored pencil, make slash lines through any country listed in the "Flag" column.

Answer the following questions based on the table and your completed map. Put your answers on your answer sheet.

1. The shipping season opens when shipping lanes and locks are free of ice. When did the shipping season open in this example year?

2. When did the season close? Why?

3. About how much of the world was affected by trade with the Port of Toledo in this example year?

4. Which two flags are most frequently flown by international trade ships using the Port of Toledo?

5. Did ships flying these flags actually sail to or from those countries?

6. Are these countries the leaders in world trade? (Consult the World Almanac for recent years.) Discuss this answer with the rest of the class.

7. Classify Toledo’s outgoing products (exports) as being foods, manufactured goods, timber, or miscellaneous. For each continent tally up the number of ships carrying each type of product out of Toledo, and record the numbers in the chart on your answer sheet.

8. Classify imports as being foods, manufactured goods, raw materials for industry, and miscellaneous. For each continent tally up the number of ships carrying each type of product into Toledo, and record the numbers in the chart on your answer sheet.

9. With which continent does the Port of Toledo carry on the most trade?

10. What is the main export to that continent?

11. What is the main import from that continent?

12. Based on the imports chart, what is one of the main industries in Europe?
13. Based on the export chart, what U.S. product do
the developing nations of Africa need most?

14. The ships on pages 5-7 carry different amounts
of the cargoes listed. If you consider the
number of ships only, which is greater from
the Port of Toledo, imports or exports?

Toledo is only one of twenty-two deep water
ports on the Great Lakes. Using the information
from this activity, based on part of one year's
shipping from one port, you can probably begin to
see how important the Great Lakes are in world
trade.

15. If ocean going ships could not reach Toledo and
other Great Lakes ports, how would U.S.
products have to be transported?
# PORT OF TOLEDO
## INTERNATIONAL SHIPPING
(a portion of one year)

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Lake Superior is 602 feet above sea level. In order for ships to go from the Atlantic Ocean to the Great Lakes and back for international trade, the United States and Canada have constructed a series of locks that raise and lower ships to the levels of the lakes, rivers and ocean. Because of this system, 80% of the world's cargo ships can now sail as far west as Lake Superior.
HOW NAVIGATIONAL LOCKS OPERATE

These diagrams show how a ship is lowered in a lock; a ship is raised by reversing the operation. No pumps are required; the water is merely allowed to seek its own level.

With both UPPER GATES and LOWER GATES closed, and with the EMPTYING VALVE closed and the FILLING VALVE open, the LOCK CHAMBER has been filled to the UPPER LEVEL. The UPPER GATES have then been opened allowing the ship to enter the LOCK CHAMBER.

Now the ship is in the LOCK CHAMBER. The UPPER GATES and the FILLING VALVE have been closed, and the EMPTYING VALVE has been opened to allow water to flow from the LOCK CHAMBER to the LOWER LEVEL.

The water level in the LOCK CHAMBER has gone down to the LOWER LEVEL, the LOWER GATES have been opened, and the ship is leaving the LOCK CHAMBER. After this, the lock is ready for an upbound ship to come in and be lifted, or may be filled (as above) to lower another downbound ship.
You can construct a model of a lock and use it to raise and lower a boat to three different water levels.

A. Cut two milk cartons as this picture shows:

B. Connect the two cartons as shown below, using modeling clay or heavy tape around the edges to be sure water will not leak out where the cartons are joined together.

C. Add water to a sink or stream table to make an "ocean" about 5 cm deep. Put your model locks into the "ocean" with the open side up and all doors tightly closed.
D. Pour water into Carton B until it comes up to meet the bottom edge of Carton A. Then pour about 5 cm of water in Carton A. Place a small toy boat in Carton A. You may need a block of wood to prop up the end of A. Your set-up should look like this:

![Diagram of Cartons A and B with a boat]

E. Slowly open the doors of Carton A to let the water levels in A and B become the same. Move the boat into Carton B.

F. Open the doors of Carton B slowly and let the boat move out into the ocean.

G. To bring the boat back upstream do the following:
   a. open the doors of B and move the boat into Carton B
   b. close the B doors and open the A doors
   c. add water to Carton A until the boat is raised higher than the bottom of Carton A (The water for filling real lock chambers always comes from the upstream lake or river.)
   d. move the boat into Carton A
   e. close the A doors and add water to the original 5 cm depth. Your boat is now ready to enter the upstream areas at this higher level.

H. Answer the following questions on your answer sheet about what you have learned:
   1. In an actual lock system, what does Carton A represent?
   2. Where does the water go when it flows out of B (in a real situation)?
   3. During which steps would the emptying valve be open? Closed?
   4. During which steps would the filling valve be open? Closed?
   5. When the lock gates are opened, the level of water in the lock chamber is the same as which other water level?
ACTIVITY C: CAN YOU USE YOUR SHIPPING KNOWLEDGE?

PROCEDURE

Here is a crossword puzzle that makes use of some of the new words and ideas you have learned in this investigation. Use the definitions to fill in the squares.

ACROSS
1. A major body of salt water.
2. The products carried by a ship.
3. Continent that imports food for developing nations.
4. Every trading ship flies some country's_____.
5. A major grain export from Toledo.
6. The Great Lake with only one deep-water port.
7. Superior, Michigan, Huron, Erie, and Ontario.
8. Flags chosen to save money are flags of_____.
9. Between countries.
10. To exchange one thing for another.
11. A major port in Ohio.
13. Plural of #38 ACROSS.
14. Place where ships load and unload.
17. One of Toledo's imports: furnace or foundry _____.
18. The continent trading most often through Toledo.
19. If it were not for the Seaway, goods would have to go over _____.
20. The Seaway opened inland America to ____ trade.
21. Toledo is on Lake _____.
22. To go up, as the water level in a lock.
23. A product coming into the country.
24. To attempt.
25. Another name for #1 ACROSS.
26. A vegetable crop exported from Toledo.
27. A ship owner must _____ his ship in some country and fly that country's flag.
28. Only 22 Great Lakes ports are ____ enough for ocean-going ships.
29. The Great Lakes are above ____ (two words).
30. An export from American forests.
31. A metal used for manufacturing.
32. Name of country whose flag is often flown for convenience.
33. Most of Toledo's exports can be classified as _____.
34. Toledo is in the ____ of Ohio.
35. Vehicle used for transportation on the water.
36. A product leaving the country.
37. Another name for #1 ACROSS.
38. This helps ships go into waters at a higher elevation.
REVIEW QUESTIONS

1. List the continents that send goods to or receive products from the Port of Toledo.

2. What is the main product exported through the Port of Toledo?

3. What is the main type of product imported?

4. What determines the length of the Great Lakes shipping season?

5. Why might a company register its ships in a foreign country if the ships do not trade with that country?

6. Explain how ships can go from the ocean to the higher elevations of the Great Lakes.
Name ________________________________

Shipping: The World Connection
Answer Sheet

Activity A: Where Go the Boats?

1. When did the shipping season open in this example year? ________________________________

2. When did the season close? ________________________________
   Why? _____________________________________________________________
   _____________________________________________________________

3. About how much of the world was affected by trade with the Port of Toledo in this example year?
   ________________________________________________________________

4. Which two flags are most frequently flown by international trade ships using the Port of Toledo?
   ________________________________________________________________

5. Did ships flying these flags actually sail to or from those countries? _______________________

6. Are these countries the leaders in world trade? ________________________________________

7. For each continent tally up the number of ships carrying each type of product out of Toledo, and
   record the numbers in the following chart.

   Toledo Exports

   Number of Ships To

<table>
<thead>
<tr>
<th>Product</th>
<th>Europe</th>
<th>Asia</th>
<th>Africa</th>
<th>South/Central America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw Materials for Industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufactured Goods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. For each continent tally up the number of ships carrying each type of product to Toledo, and record the numbers in the following chart.

**Toledo Imports**

<table>
<thead>
<tr>
<th>Product</th>
<th>Europe</th>
<th>Asia</th>
<th>Africa</th>
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</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. With which continent does the Port of Toledo carry on the most trade?

10. What is the main export to that continent?

11. What is the main import from that continent?

12. Based on the imports chart, what is one of the main industries in Europe?

13. Based on the export chart, what U.S. product do the developing nations of Africa need most?

14. Which is greater from the Port of Toledo, imports or exports?

15. How would U.S. products have to be transported?

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**Activity B: How do locks work?**

1. In an actual lock system, what does Carton A represent?

2. Where does the water go when it flows out of B (in a real situation)?

3. During which steps would the emptying valve be open? Closed?

---
4. During which steps would the filling valve be open? ____________________________________________________________________________________________

Closed? ____________________________________________________________________________________________

5. When the lock gates are opened, the level of water in the lock chamber is the same as which other water level? ____________________________________________________________________________________________

**Review Questions**

1. List the continents that send goods to or receive products from the Port of Toledo. ____________________________________________________________________________________________

2. What is the main product exported through the Port of Toledo? ____________________________________________________________________________________________

3. What is the main type of product imported? ____________________________________________________________________________________________

4. What determines the length of the Great Lakes shipping season? ____________________________________________________________________________________________

5. Why might a company register its ships in a foreign country if the ships do not trade with that country? ____________________________________________________________________________________________

6. Explain how ships can go from the ocean to the higher elevations of the Great Lakes. ____________________________________________________________________________________________
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