

Lighthouse Louie Series Study Unit

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Table of Contents

Story Synopsis: Book 1: Manning the Light.....	3
Story Synopsis: Book 2: Weathering the Storms.....	5
Story Synopsis: Book 3: Mystery and Mishap.....	7
Story Synopsis: Book 4: Leaving the Lighthouse.....	9
Lighthouse History.....	11
Learning Modules.....	17
Module 1: Importance of the Year 1903.....	19
Module 2: Coastland Security.....	21
Module 3: Light Beacons.....	23
Module 4: Transportation.....	25
Module 5: Character Development and Plot.....	27
Module 6: Turn Fiction into Drama.....	29
Module 7: Flora, Fauna, Fish, and Feathered Friends.....	31
Module 8: Sea Shanties.....	33
Module 9: Star Gazing.....	35
Module 10: Sports.....	37
Module 11: Faith, Family, and Community.....	39
Module 12: Age of Inventions.....	41
Activities.....	45
Activity 1: Match Names with clues.....	47
Activity 2: Coastland Security Crossword Puzzle.....	49
Clues.....	50
Crossword Puzzle Answers.....	51
Matching Names answers.....	52



Story Synopsis: Book I: Manning the Light

Louie Hollander spends the first 13 years of his life as a lighthouse keeper's son. Then his father dies and Louie and his mother have to find a way to make a living. She applies for the lighthouse keeper's job at Two Tree Island Lighthouse on Windlass Bay in the summer of 1903. She is hired, but only temporarily. If she wants to keep the job, she and Louie must prove that they can handle the demanding work that usually keeps two full grown men busy.

Mother and son barely have time to get settled in their new island home before the challenges come rolling in with the weather. Fortunately, their new friends from the mainland are eager and willing to help. Still, Louie is

forced, at times, to work to the point of exhaustion.

What's more, he has to find a way to live up to his role as "man of the family," while grieving for his father and missing his good friend Charlie.

Then Mrs. Hollander announces that Charlie is going to come to visit the island for the month of August. Louie can't wait for the good times he will get to share with his best friend. Charlie's arrival, however, brings some unpleasant surprises, and forces Louie to make unpopular choices. And when Charlie breaks the rules, he jeopardizes the future for Louie and his mother. Faith, courage and crises mold Louie's character.



Story Synopsis: Book 2:

Weathering the Storms

In this second book in the Louie series, the story begins in early September during calm days before the first storm. The two main characters, Louie and his best friend, Charlie, correspond by letter. Charlie's father and brother are lost at sea early in the story. Louie acquires a Newfoundland puppy as a new pet and begins his home-schooling on the island with the arrival of Miss Gilbert and her box of books prepared by the local Ladies Auxiliary.

Louie and Charlie attend the first two World Series baseball games at Huntington Park Fairgrounds in Boston. Louie rides a steam driven ferryboat and a steam driven train but misses a chance to ride in a horseless carriage.

Charlie, as the antagonist, takes center stage in this book. The other characters play an important role in helping him heal from his dysfunctional family.

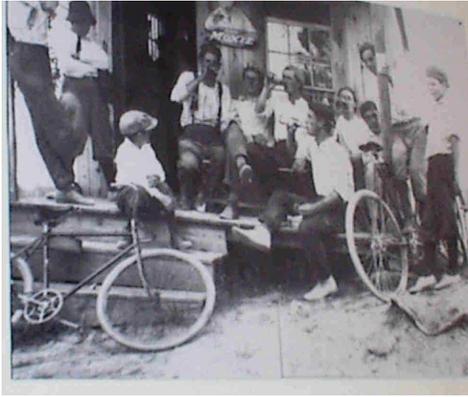


Story Synopsis: Book 3: Mystery and Mishap

In this third book in the Louie series winter weather now hinders visitors coming to Two Tree Island. The book opens with a mystery for our characters to solve and sets the theme for the rest of the story. Louie remains the principal protagonist but is joined by both Charlie and Tommy in trying to solve the mystery.

Readers meet a new boy character, Abram, when Louie helps rescue the crew from a shipwrecked vessel. The survivors of the shipwreck strain the limited food resources on Two Tree Island.

The book concludes with a Lighthouse Service Board hearing on the alleged negligence of Louie and his mother when the lighthouse lamp goes untended one fateful night.



Story Synopsis: Book 4: Leaving the Lighthouse

In this fourth and final book of the Louie Series, the story opens where the third book left off. Although winter lingers on, spring is fast approaching. At the end of this story, readers will have experienced four seasons of the year with Louie, a junior lighthouse keeper. The story opens as Louie heads back to Two Tree Island--- but not for long. Now his mother must recuperate from her illness on the mainland so Louie leaves the island with her and his mentor, Samuel Hornblower.

Many unresolved issues readers have wondered about throughout the first three books of the series are

now put to rest: Such questions as: Will Louie's mother remarry and, if she does, which male character will it be? What will happen to Abram's father, to Charlie and to Ben? Will Louie continue to be island-schooled or will he have to stay on the mainland for high school?

Readers will thrill as Louie and his friends experience more new inventions during this extraordinary period of American history. They will find that faith, fathering and friendships are recurrent themes.



Boston Harbor Lighthouse, the oldest manned lighthouse

Lighthouse History

Lighthouses have maintained vigils to keep ships safe since ancient times. One of the oldest lighthouses in antiquity can still be seen in Alexandria, Egypt.

During colonial times lighthouses were built along the Eastern coast of the New England and New Dutch colonies. In 1789, the first Continental Congress gave the care and maintenance of the colonial lighthouses over to the U.S. Lighthouse Service Board. They hired lighthouse keepers to tend the light beacons and fog sirens up until the time this story takes place. Then, in July of 1903, the Lighthouse Board was transferred to the

Department of Commerce. In 1910, the Lighthouse Board became the Bureau of Lighthouses.

In 1903, supervisors were appointed over lighthouse districts. There were sixteen districts when these stories take place. By 1910, the districts increased to 19. In 1939, the Bureau was abolished and the U.S. Coast Guard took over all lighthouse functions. Today, the U.S. Coast Guard is a branch of Homeland Security, although Coastland Security might be a more appropriate title for their protective role.

Eight hundred and thirty one lighthouses kept vigil over rocky shoals and coastlines in North America during the nineteenth century and at the beginning of the twentieth century. Over seventy of those were located in the state of Maine. The US Lighthouse Service Board, created by the US Congress, maintained the lighthouses and hired lighthouse keepers to man the light beacons

and fog horns up until the time this story takes place. At the end of WWII, four hundred and sixty eight lighthouses were staffed. At that time lighthouses began to be automated and personnel were removed. Yet, as late as 1962 the Coast Guard manned three hundred and twenty seven lighthouses.

Today, some lighthouses are privately owned while others are kept up by friends of lighthouses in local communities. Of all the Coast Guard maintained lighthouses only one is manned and that one is the Boston Lighthouse on an island off the coast. In fact, the island and its configuration of buildings is similar to Two Tree Island in this story series and is drawn on the cover.

Lighthouse tenders brought supplies to lighthouses. An inspector was sent out to visit each lighthouse to see if the keepers kept to their very strict standards of cleanliness and maintenance. Communities

and churches provided mission services to isolated lighthouses. The *Sunbeam* ship in Maine was the most famous mission ship of all.

Lighthouse keeping was a family run business. Everyone in the family, children included, were needed to help maintain the lighthouses. Sons and daughters followed in the family business.

Lighthouse keepers' lives and those of their family members were often lonely and dangerous. Although they endured great hardships, their dedication and loyalty were equal to that of the bravest soldiers in our Armed Forces. Those who manned the lighthouses on the east coast usually were first or second generation immigrants from Scotland, Wales, England, Ireland, the Netherlands, and the Scandinavian countries.

Today, lighthouses remain popular as tourist attractions and symbols of hope. (See lighthouse Unit HS007)



Learning Modules

Academic Areas: Social Studies, History, Language Arts, Family Values, Environmental Education, Visual Arts and Mathematics.

Goals:

1. Learn the function of lighthouses as part of Homeland Security.
2. Gain a basic understanding of lighthouse operations.
3. Explore living on an island lighthouse at the turn of the century.
4. Examine coping skills of characters.

5. Trace character development of protagonist and antagonist.
6. Explore maritime and transportation history.
7. Enjoy sports and music.
8. Observe how faith influences family values and resiliency.
9. Examine how the author interweaves fact and fiction.

Module 1

Importance of the Year 1903

Disciplines: American History and Social Studies

Objectives: Before reading the stories, the student may

1. Research all the important events that occurred in America during the year 1903.

Tip: conduct a web search through

www.goodsearch.com

2. Read an Almanac for this year.
3. Look up the year 1903 in an American History book for information about inventions and events that took place this year.

Tip: transportation, sports, weather

Module 2

Coastland Security

Discipline: Social Studies

Objectives: The student may choose to investigate the function of lighthouses as Coastland Security by

1. Writing or asking the US Coast Guard what role lighthouses have in keeping US coast lands secure. Write to the US Lighthouse Society, 244 Kearney St., San Francisco, CA 94108.
2. Select three lighthouses in different sections of the country to examine in detail on any of the following websites;

www.lighthouses.cc; www.us-lighthouses.com;

www.lhdepot.com; www.lhdigest.com/home.cfm

3. Answer this question: How does each lighthouse function today in that area to keep that coastland secure? How did it function 100 years ago?

Module 3

Light Beacons

Disciplines: Science, Geometry, Mathematics and Social Studies

Objectives: The student may wish to learn to

1. Differentiate between the orders of Fresnel lens and the distance the beam of light travels from each.
2. Examine how a Fresnel lens works to project its light beam and draw a diagram like the one in Book
3. Determine the different geometric shapes in lighthouses.

www.mccanntech.org/teachers/jeuchler/lighthouse/lighthouse.htm

4. Visit a lighthouse museum or a working lighthouse to see how a light beacon works today.

5. Explore the different fuels used to fire the light.

List some safety rules that might apply for each fuel.

6. Draw or construct a lighthouse with a working light beacon.

7. Explore the different types of light beacons used throughout the centuries including today.

Module 4

Transportation

Disciplines: History and Social Studies

Objectives: The student may want to

1. Visit the Maine Maritime Museum, the Penobscot Bay Maritime Museum or Mystic Village to view the various fishing sloops, steamers, and rowboats used during the early 1900s.
2. Describe how each ship was powered. For steamers, find out how the steam was generated and who took care of generating the steam.
3. Visit the transportation museum in Rockland or the Henry Ford Museum in Detroit to view the various kinds of horseless carriages or automobiles.

4. Interview an antique car owner or visit a show.
5. Write an essay answering these questions: has the automobile made life easier or more complicated? What are the hazards and pleasures of automobile driving? What fuel will power the automobile of the future?
6. Construct a model of a 1903 vintage mode of transportation, either automobile or horse and buggy.

Module 5

Character Development and Plot

Disciplines: Language Arts: Reading, and Writing

Each author chooses a genre or style of writing. The Lighthouse Louie books are in the genre of historical fiction in the familiar chapter format. Character development and plot are key to a fictional story, whereas historical fiction must be as historically accurate as possible.

Objectives: The student may decide to

1. Summarize in one or two sentences the plot for each book.

2. Identify the various ways the author has chosen to describe each of the main characters, Louie, the protagonist, and Charlie, the antagonist. What do these terms mean? Which character attracts you? Which character annoys you?

3. Pick two characters – one from each of the four books and write several paragraphs describing each. Include life lessons each character learns and how he or she faces temptations or challenges.

4. Mark Twain or Huck Finn are often referred to in all four books. Read *Tom Sawyer* and *Huckleberry Finn* and find out how the author molds her characters to be similar to or different from these two fictional characters.

5. Describe how the author uses biblical stories to undergird the action in her books and write your critique of this methodology.

6. After reading the four books in this series, describe how the author weaves historical events into each of

the fictional stories. Comment on whether you think the author relied more or less on history or more or less on telling a tale in each book.

7. At the end of the book *Weathering the Storms*, Louie knows how he will now write the answer to the question posed by Miss Gilbert, his teacher. Please write the answer for him.

8. In book 3, Louie chooses to write a book report on *Uncle Tom's Cabin*. Read this book and answer the question Louie asked himself about slavery. How would your perspective be different from Louie's considering you live over one hundred years later?

9. In book 4, two of the characters are involved in the stage production of *Huck Finn*. Do you think the dialect spoken for the character of Jim is accurate? Why or why not?

10. How is the first motion picture similar to or different from a live stage production and how was it different from movies or TV today?

Module 6

Turn Fiction into Drama

Disciplines: Language Arts: Writing and play acting

Objectives: The student may work with other students or siblings.

1. Present a dramatic reading from the first chapter of *Manning the Light*, securing props and creating costumes appropriate for each character and the time period or present a dramatic reading from *Mystery and Mishap* after the shipwreck.
2. Write a script from some of the chapters of any of the four Louie Series books.
3. Perform a play based on several chapters for family and friends.

Module 7

Flora, Fauna, Fish and Feathered Friends

Disciplines: Natural History and Ecology

Objectives: The student may wish to

1. Identify the sea creatures and plants described in each book.
2. Describe the way this lighthouse family collected fresh water and how they managed when it did not rain.
3. Read the book, *Jonathan Livingston Seagull*, by Richard Bach (MacMillen, 1970). Compare Sammy, the fictional seagull with the seagull described in this story.
4. The two main characters in these stories, Charlie

and Louie, differ in how they treat birds. Tell how you treat birds and find out what kind of birds one would find on an island off the northeast coast.

5. In *Weathering the Storms*, Louie is interrupted before he can decide what word describes what Lichens, Leeches, and Barnacles have in common. Please help Louie by supplying the missing word.

Module 8

Sea Shanties

There are several sea shanties said or sung by the characters in both books.

Discipline: Music and Music History

Objectives: The student may

1. Learn to sing these shanties with the characters in these books or learn some different sea shanties to sing. Get a chorus together to sing them with appropriate movements.
2. Select several different sea shanties and write a story about the history of each, when it was sung and by whom.
3. Write a sea shanty and set it to music.

Module 9

Star Gazing

Discipline: Astronomy, Astrology and History

Objective: The student may want to

1. Visit an observatory to learn about star constellations and planets.
2. Observe an eclipse of the moon or the sun.
3. Find out how constellations got their names and who named them.
4. Write an essay on how seamen used stars and constellations as navigational aids before radar.

Module 10

Sports

Disciplines: Athletics, Recreation

Objectives: The student may

1. Visit the Baseball Hall of Fame or Fenwick Park in Boston to find out more about the First World Series and the players mentioned in book two.
2. Learn and practice rope tying and identify the purpose of each knot.
3. Take a class in sailing and learn sailing terms.
4. Practice rowing or canoeing
5. Take a fishing trip with a relative or friend.
6. Which of the sports named in these books are now called by another name today.

Module 11

Faith, Family, and Community

Disciplines: Bible study, Hymnology, Family Values

Objectives: The student may

1. Identify what Bible stories were written into each story.
2. Describe why faith in God became a vital force and influence in the lives of lighthouse families.
3. Define the role or roles Sam Hornblower plays in each of the four books.
4. Describe various ways in which the community was supportive during times of Louie and Charlie's family crises and in celebrating Thanksgiving.
5. Read about the history of the hymns sung in each book and find out how many hymnals have

each of the hymns.

6. Describe how faith helps the characters build resiliency—the ability to survive under difficult circumstances.

Module 12

Age of Inventions

Disciplines: Social Studies, History, Technology

Objectives: The student may

1. Explore the various new discoveries or inventions described in each of the four books.
2. Write Louie's paper on which of the inventors and the inventions they created will make the most impact or change the way people live.
3. Design or invent something that will solve a problem or change the way people live and display your invention or design at a science or technology fair.
4. Name all of Thomas Edison's inventions.
5. What automobile is named after the first mass produced automobile?

Activities

Activity #1: Match names with clues

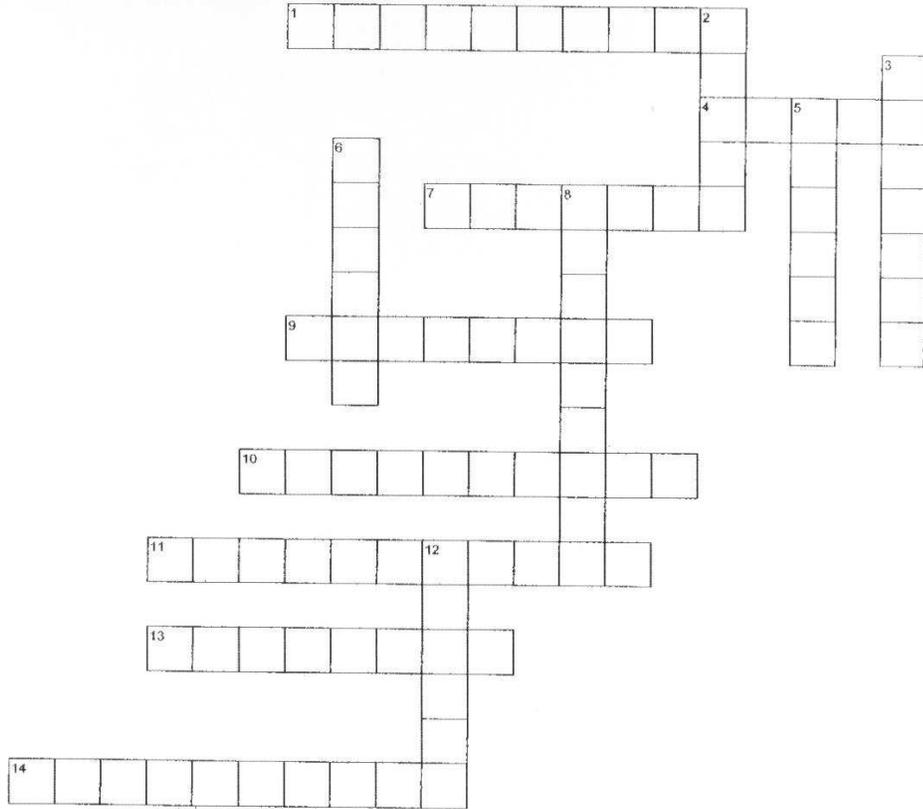
Draw a line between the name and its meaning

Molly Hollander	Knot
Sam Hornblower	Holds clothes
Cy Young	Flat bottom
Tom Shiver	Pointed ends
Mr. McAllister	French inventor
Charlie Missen	Governor of Massachusetts
Captain Bowline	Dutch name
Windlass Bay	Scotch name
Rainbow	Symbol of hope
Tipsy	Foremast
Peapod	Elder brother sea
Fresnel lamp	With an anchor
Cleveland	Drunk
Diaphone	City
Armoire	Sea Captain
Gundalow	Lobstering
Fanny Figgins	Scavenger
Friendship Sloop	Sailing close to wind
Herring Gull	Two blasts
Aussie	Alliteration
Bohai	Pitcher
Louisa Peabody	Welsh name
	Australian

Activity #2

Coastland Security

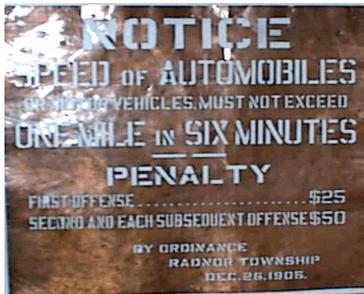
Created by Terry Webb with EclipseCrossword -- www.eclipsecrossword.com



These photos provide helpful hints to help find answers



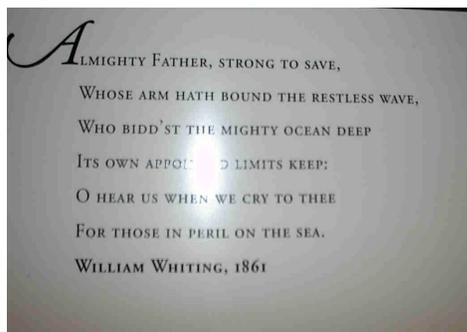
Light through Fresnel lens



Fine for speeding in 1903



Argand Lamp



Hymn

Crossword Puzzle Answers

Across

1. A windswept 32-acre granite island 18 miles from Rockland, ME
4. She was able to perform all the lighthouse duties as well as her father for 7 days in a storm without him.
7. Prism lenses named after the Frenchman who designed them. The lower the order the farther the beacon of light can be seen.
9. Lighthouse tenders had to anchor on rocks that are fun to climb.
10. The town was the whaling capital of the nation until the 19th century.
11. The name of lighthouse ship #116.
13. Keeper's boat capsized in 1916 when rowing home for Christmas dinner from this lighthouse built on a reef.
14. Lighthouse near this town is built like a spark plug.

Down

2. Name of a keeper who kept the lamps lit during a storm while injured and while his wife was washed out to sea.
3. A pirate stronghold existed before the lighthouse was built.
5. Name of an island at the entrance to a fishing boat harbor that has a living lighthouse museum open during the summer months.
6. Name for keepers because they spent so much time lighting them.
8. Built on top of the rocks after a hurricane drove 30 ships into them.
12. The island named this was an internment camp for Indians in the 1600s.

Matching Names Answers

Hollander was a Dutch name

Horatio Hornblower was a famous sea captain

Cy Young was a famous pitcher for the Boston Pilgrims or Americans

Shiver is a nautical term for sailing close to the wind so the sails "shiver"

McAllister is a Scotch name

Missen is the foremast of a ship

Bowline is a type of knot holding two ropes together, mostly used to fasten a painter to a mooring or dock

Windlass is used to haul up an anchor rope

Rainbow is a symbol of hope

Tipsy is said of someone who drinks too much alcohol

Peapod is a type of double-ended rowboat – named after 1903

Fresnel lamp is named after a Frenchman who invented the lenses

Cleveland is the name of a city

Diaphone is a two blasted horn or siren

Armoire holds clothes

Gundalow is a type of scow that carried coal and freight and has a flat bottom

Fanny Figgins is an alliteration

Friendship sloops were used for lobstering

Herring gulls are scavengers

Aussie is a nickname for an Australian

Peabody was a famous governer of Massachusetts and a clergyman

Bohaie is a Chinese name for elder brother of sea