

EDUCATOR'S GUIDE

Picturing Work at Sea

Preparation

Overview and Objectives

This lesson is geared toward integrating social emotional learning for students in grades K–5.

Participants will learn about the variety of jobs available on board the USS *Intrepid*. Sailors aboard *Intrepid* carrying out these different jobs in different departments around the ship built a sense of community by creating crew patches that highlighted their experience serving on *Intrepid*. Participants will create a list of jobs they might imagine being on a ship like *Intrepid* and create “crew patches” of their own to signify the job they would want if they lived and worked on *Intrepid*.

This lesson includes a [slideshow](#) in which an instructor can lead participants through various crew patches as they interpret which department created each individual crew patch.

Discussion

Questions

- What qualities do we think a good crew member of *Intrepid* would have?
- What would a good crew member say?
- What would a good crew member do?

Instructional Modalities

This activity was designed for both synchronous or asynchronous instruction.

For **synchronous instruction**, we recommend a platform that allows both for whole class discussion and for students to interact in small groups.

For **asynchronous adaptations**, we provide suggestions for teachers to provide additional support for the activities and for students to share their work with each other.

Materials

- [Picturing Work at Sea Slideshow](#)
- [Picturing Work at Sea Worksheets](#) (p. 7 & 8)
- **Crayons or Coloring Pencils**

Lesson

1. Introductory Activity

- Participants will watch [one-minute video](#) of jobs on board *Intrepid* and answer these questions:
 - **What jobs are mentioned in the video?**
 - **What other jobs might exist on *Intrepid*?**
- In the video, it is stated that *Intrepid* is like a floating city. Ask participants to share different places they would see in a city. Then ask what jobs they might see in a city as the instructor records their answers.
- Discuss the responses with the group:
 - **Which jobs would be aboard *Intrepid*?**
 - **Why do you think that job would not be aboard *Intrepid*?**
- As participants respond, encourage them to answer the following:
 - **Why would this be an important job aboard *Intrepid*?**
 - **How do you think a sailor might feel if this job wasn't present on the ship?**
 - **What challenges would you have serving this position on a ship rather than on land?**
 - **How are these jobs related to other jobs on the ship? Ex. How does a doctor rely on a cook? How might a cook rely on a doctor?**

2. Core Activity

- Explain to participants that the men who served aboard *Intrepid* were very proud of their service aboard the ship and recognized their importance in contributing to the overall functioning of the ship. To show this pride, crew members would have patches created for their working uniforms to denote what they did aboard ship.
 - **What are some things you are proud of?**
 - **Why would someone be proud of their job?**
- Show the barber patch in the [slideshow](#) and have participants share which job they believe this patch represents.

- Using the list of jobs they created earlier, participants should select a job that was done aboard *Intrepid*.
 - **Which job would you like to have if you worked on *Intrepid*?**
- Using the worksheets attached or blank sheet of paper, participants will design a patch that will represent the job they selected. Ask participants to share their crew patches.

Asynchronous Adaptation

Have participants go through the [slideshow](#) on their own and create their own crew patch using the worksheets attached. Have students take a picture of their crew patch and share it on a Padlet or Google Doc.

Extension Activities

To deepen student engagement with this content, you may choose to add the following activities :

Additional Crew Patches

Have participants examine the other crew patches in the [slideshow](#)

Journal Entry

Have participants write a journal entry about their job. What would a day be like for them working on the ship? What do they like about their job? What about their job might be challenging?

Design a digital crew patch

Design your own crew patch activity - use a digital creation tool for drawing or graphic design like Google Drawings, [Canva](#), [Spark Post](#) or [Adobe Fresco](#).

Additional Resources/ References

Background Information on [Crew Patches in Slideshow](#)

During *Intrepid's* cruises the ship and its crew members often had the opportunity to visit many ports where they could go on “liberty” to explore foreign cities and areas of the world. While there, some crew members sought out tailors/souvenir makers who were able to create patches, usually 5”-7” in diameter that crew members might sew into jackets or other articles of clothing. These were souvenirs

and would not be worn on uniforms (either working or dress) as they were not approved by regulation.

Each patch displays pictures and symbols that would relate to the job and their experiences onboard the ship.



Barber Shop Patch

Intrepid had many of the services of a city/town/neighborhood aboard the ship. This included a barber shop where the men serving aboard ship would be able to keep their hair short according to US Navy rules. The ship's name is shown prominently at the top of the patch. Scissors and comb indicate the barber's most important instruments.

S-3 indicates the division that barbers belong to onboard the ship. The ship's barbers were part of the S-3 Division within the Supply Department, which also included such functions as the ship's mess and tailor shop. Med Cruise 60-61 indicates the Mediterranean cruise *Intrepid* took between 1960 and 1961.



VF-173 Patch

VF-173 refers to the VF-173 fighter squadron, an aviation unit of the US Navy. The squadron was part of the US Navy between 1950 and 1959. Like the VF-33 (below) this squadron flew Furies from *Intrepid*. Squadrons were made up of both pilots and enlisted men who maintained the aircraft within the squadron.

CVG-4 refers to Carrier Air Wing 4, the group of squadrons that was assigned to *Intrepid* during its Mediterranean cruise in 1955. At the time, *Intrepid* was part of the U.S. 6th Fleet, the Navy's group of ships that typically served in the Mediterranean.

USS-*Intrepid*-CVA-11 indicates the ship's designation as United States Ship, a ship in commission with the U.S. Navy. CVA the Navy's code for attack aircraft carrier. The 11 notes that *Intrepid* was the 11th carrier created in the U.S. Navy (*Intrepid* was originally designated as CV-11). The colors of the patch highlight the red, white and blue colors of the United States.



Repair Division Patch

R Div refers to the Repair Division, a group of men on the *Intrepid* whose job it was to conduct repairs on various parts of the ship. These jobs could include carpenters, painters, welders, etc that

would be responsible for repairs done to the ship's structure. It was their job to "Keep the ship afloat."

The patch prominently shows the strength of Popeye the sailor man, whose strength is what keeps the ship floating. Possibly it refers to the incredible weight that is on the shoulders of these men to make sure the ship is safe for crewmembers to inhabit.

The small marks above the ship are the symbols for the ratings (occupations) that served in this department; pipefitters, damage control men and metalsmiths.



Combat Information Center Patch

The OI-Division refers to the men who served in the Combat Information Center, known as CIC. Their responsibilities included gathering information about friendly and enemy movements, plotting this information on boards in the center and disseminating this information to other parts of the ship where necessary.

The prominent figure in the middle is an enlisted man who works in CIC. On the side of his head he wears headphones which he uses to listen to incoming information. His outstretched arms hold marionette strings to show that he controls many aspects of what the ship does as well as what the aircraft do.

Although he is not the captain of the ship, the information gathered in CIC helps the captain to make decisions about how to command the ship. Radar was an important tool for the men in CIC.

What looks like a spider's web on the left side of the patch resembles a radar scope that the men in this area of the ship would use to plot the positions of both friendly and enemy ships, aircraft and submarines.



VF-33 Line Patch

VF-33 refers to the VF-33 fighter squadron, an aviation unit of the US Navy. During *Intrepid's* deployment from 1956-1957 the squadron flew FJ Furies, like the one located in the ship's hangar deck. "Line" refers to the squadron's line division, the men responsible for maintenance, inspection and ground handling of the squadron's aircraft, among other duties.

Plane captains, who are part of the line division, were responsible for checking all systems on the Fury before it took off from the flight deck. We know that this is a plane captain due to the brown shirt the figure in the patch is wearing.

The lightning could take many different interpretations. One interpretation can relate to lightning a fire under someone to make sure they do their jobs – perhaps an officer or other higher-ranking person has been making life difficult for this plane captain. Another interpretation could be related to the dangers that a plane captain might encounter by doing their job in rough weather. Either account gives us some insight on how important their job was aboard *Intrepid*.

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ACTIVITY 2: MAKE YOUR OWN CREW PATCH

Directions: Think of what job you would like to have if you worked on *Intrepid*.

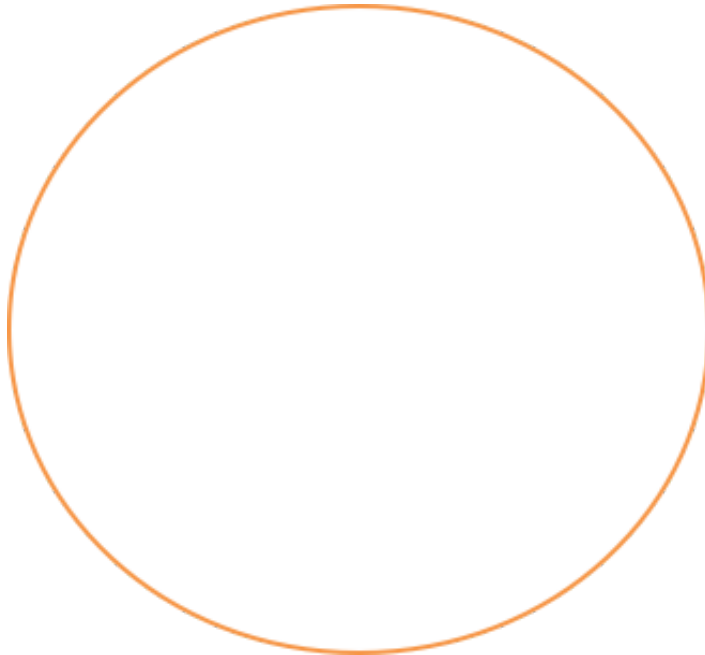
What would a crew patch look like for that job?

What symbols could you use to show the kind of work you do?

Draw your crew patch in the space provided then explain why you designed your crew patch this way.

My job on board the *Intrepid* is: _____

This is the crew patch I designed for my job:



Describe your crew patch. Why did you design it?