

Ports of Call

GRADES 3-12



Overview

This activity is geared toward participants in grades 3-12. The estimated amount of time to deliver this lesson is 60 minutes.

U.S. Navy vessels travel all over the world when they are away from their home port, but that is not to say they stay at sea for their entire 6-9 month journeys. Ships will frequently stop at “ports of call,” where they can resupply and sailors can take a few days off.

In this lesson, participants will explore the concepts of liberty and ports of call all over the world. They will investigate these concepts through the lens of Black sailors, using the oral histories of three Black veterans. Participants will understand that Navy sailors, particularly Black sailors, faced varied receptions around the world, but the Navy attempted to prepare sailors for the experiences they would have.



Objective

Participants will understand the varied experiences of Navy sailors traveling abroad, and apply that understanding to a creative project.



Materials

- Port of Call booklets/images
- Blank maps of the world
- Writing and coloring materials
- Oral history compilation of Errol Kellum, Richard Johnson and Horace Banks



Inquiry

Display images of sailors at ports of call and port of call booklets on desks or tables. Use the images attached or booklets in your collection. Ask participants to act as a Navy vessel and move around the room and color in their map with each country they come across. If they don't know where it is, tell them to write the place on the back of their map and which continent they think it may be on.

Explain to participants that Navy vessels would make stops at countries all around the world, which are referred to as "ports of call." Discuss maps as a group. Participants can color in the countries they did not know as you review the answers.

Introduce participants to the concept of "liberty" and the purpose of the port of call booklets. Discuss the following questions:

Suggested questions for grades 3-5:

- Have you ever been to another country, state, or city? What did you do while you were there? How was the new place different from where you live?
- What information might have been important to include in the booklets?
- What kinds of things do you think sailors did on liberty while abroad?

Suggested questions for grades 6-8:

- What was the purpose of liberty for sailors? How did it benefit them while at sea?
- How do you think communities felt about having groups of American sailors arriving in their towns?

Suggested questions for grades 9-12:

- Many of these port of call booklets are from the Vietnam War era, meaning the 1960s and 1970s. Considering the political and social climate in the United States and abroad during this time, how might race have factored into the liberty experience for some sailors?
- How might American sailors on liberty have affected the communities and Nations they entered?



Investigation

Listen to or read selected [oral histories](#) of Errol Kellum, Richard Johnson and Horace Banks. The three men served at different periods during the 20th century, but all experienced liberty in different places around the world. Discuss the following questions:

Suggested questions for grades 3-5:

- What kinds of things did the sailors do while on liberty?
- How were the sailors' experiences different in different parts of the world?

Suggested questions for grades 6-8:

- What was the difference between how Black sailors were treated in Europe and Japan versus at home in the United States?
- How did the sailors feel about their experiences abroad?

Suggested questions for grades 9-12:

- What did the Norwegian café employee mean when they told Richard Johnson, "this isn't Little Rock?"
- Errol and Horace served at very different times in the Navy. What things were going on in the world that might have impacted their individual abroad experiences?



Activity

A Postcard Home (suggested for grades 3-8)

Distribute photos of sailors on liberty at different ports of call around the world. Assign or allow participants to choose a certain country or city. Tell participants they will be writing a postcard home from the perspective of a sailor who has been on their naval vessel for 6 months. They are on liberty in their country of choice and are telling a family member about their experience. Encourage participants to use the CIA world factbook as a reference for the kinds of languages spoken, food eaten, clothing worn and other cultural activities done in their country. Use the attached postcard template. If they need more room, participants can also write a letter to their family member.

Design Your Own Port of Call Booklet (suggested for grades 6-8)

Distribute example photos of a port of call booklet. These booklets often include a brief history of the place, an overview of the culture, and advice on shopping, activities and restaurants. Have

participants create their own port of call booklets using an 8.5x11" piece of paper and the provided examples.

Fold the piece of paper in half "hamburger style." The front cover generally has an illustration or photo and sometimes a catchy title. Inside the book, the information is organized by headers. Have participants use the CIA World Factbook to find information about the history, culture and daily life of their country of choice. If the participants want to include more information than will fit on one sheet, they can fold a second piece of paper and insert it inside the first, making a booklet.

South African Apartheid (suggested for grades 9-12)

Errol Kellum describes the Intrepid not stopping in South Africa because the Black sailors on board would not have been able to disembark. Kellum served in the late 1960s, when South Africa was under the apartheid system. Explain to participants that apartheid was a system of institutionalized racial oppression that existed in South Africa until the 1990s. It restricted the rights, including voting, housing, employment and education, of all non-white South Africans. Discuss the following questions with participants:

- Does it surprise you that other countries had a system of segregation similar to that in the United States?
- How do you think the Black sailors on board *Intrepid* felt about not being able to disembark in South Africa?



Lesson Connection

Have participants listen to the oral histories of sailors serving on USS *Mason*, such as Horace Banks and Winfrey Roberts. Please see our lesson: **On Board USS *Mason***.



Background

Many sailors identified traveling the world and getting out of their hometowns as their primary reason for joining the Navy. Some had never traveled outside their home states, let alone to foreign countries. When a Navy vessel arrived at a port of call, the sailors were given time off, called liberty, to explore. They were often provided with a port of call booklet, which contained

information on where to eat, what to see and local etiquette. However, cultural norms varied and Black sailors faced varied reactions to their arrival.



Additional Resources/References

CIA World Factbook: <https://www.cia.gov/the-world-factbook/>

For more on Apartheid: <https://www.sahistory.org.za/article/history-apartheid-south-africa>

For more on Little Rock:

<https://www.history.com/topics/black-history/central-high-school-integration>

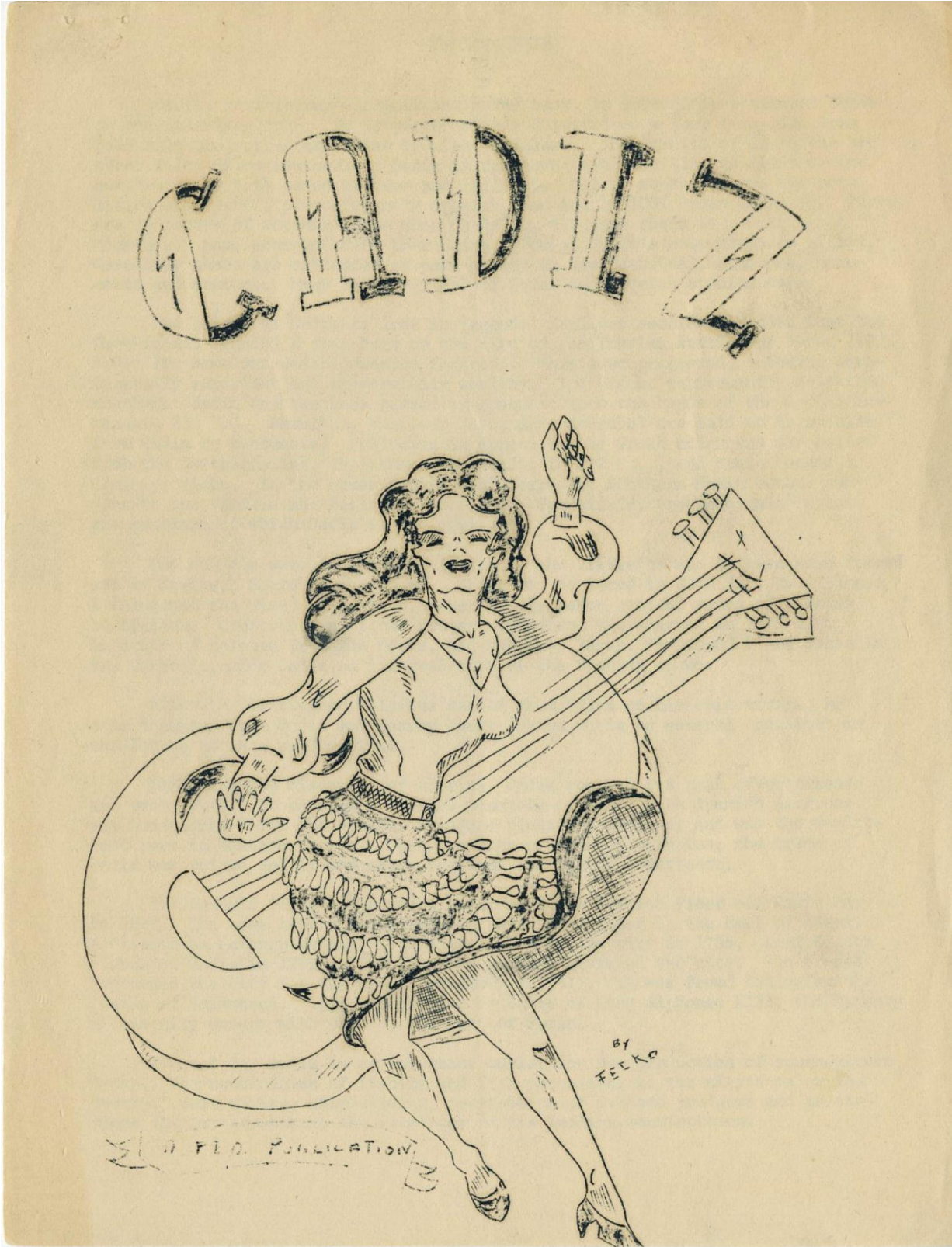


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Documents and Images



CADIZ, SPAIN

Cadiz, an important seaport and naval base, is located in southwest Spain on the Atlantic Ocean. It is picturesquely situated on a low, five-mile long peninsula projecting northwest from the mainland. The Straits of Gibraltar are about fifty miles southeast. Cadiz is connected with Seville, 95 miles to the northeast, by both paved highway and railroad. Latest census places the population at 103,000, preponderantly Spanish, and nearly 100% Roman Catholic. There are no places of worship other than Catholic, although there is a Protestant cemetery. Some sources state that Cadiz is one of Spain's most handsome cities. Certainly there are evidences of past beauty in her Cathedral, churches, monuments and statues. Many buildings are of Roman and Moorish architecture.

The origin of Cadiz is lost in legend. Earliest records indicate that the Phoenicians founded a town here on the site of an Iberian settlement about 1100 B.C. Its name was Gadir, meaning fortress. This town prospered, becoming strategically important and commercially wealthy. The Greeks subsequently colonized southwest Spain and the area passed by conquest into the hands of the Carthaginians in 238 B.C. Hannibal, Hamilcar Barca and Hasdrubel are said to have sailed from Cadiz on conquests. Following an appeal by the Greek colonists for relief from the Carthaginians, the Romans took Cadiz in 237 B.C., and Spain became a Roman province. As the Roman Empire disintegrated, Southern Spain became subject to the Vandals who bestowed their name, Vandalusia, (now Andalusia) upon the province of which Cadiz is the capital.

The Vandals were driven into Africa by the Visigoths who in turn were forced out of Southern Spain by the Moors. Cadiz was captured in 1262 A.D. by Alphonso X (Alphonso the Wise) of Castile, after nearly seven hundred years of Moorish occupation. Construction of the present cathedral was started in 1265 A.D. in honor of release from the Moors, and somewhat later, Ferdinand V and Isabella the Catholic, made Cadiz an integral part of the Spanish crown.

Although Christopher Columbus sailed from Palos on his epic voyage, he also departed from Cadiz and nearby Puerto Santa Maria on several occasions in the course of his explorations.

Following the discovery of America, Cadiz reached its peak of prominence and prosperity. It enjoyed a virtual monopoly of trade with Spanish America; was headquarters for the Spanish treasure fleet and armadas; and was the wealthiest port in Western Europe. Upon the loss of Spanish colonies, the trade of Cadiz was ruined and it has never regained its former importance.

Sir Francis Drake destroyed a portion of the Spanish Fleet off Cadiz Bay in 1587. The town itself was plundered nine years later by the Earl of Essex. A disastrous earthquake and flood almost leveled the city in 1755. Lord Nelson bombarded Cadiz in 1779 and in 1800 the English besieged the city. The French blockaded the city for two years from 1809 to 1811. It was freed following the Battle of Salamanca. Upon recognition by Cadiz of King Alphonso XIII, the history of the city merges with that of the rest of Spain.

Present day Cadiz is an important outlet for the production of southwestern Spain. The combination of fishing and fish processing is the city's major industry. Salt making, shipbuilding, preparation of tobacco products and an airplane factory constitute the remainder of its leading manufactures.

Cadiz is characterized by narrow, but straight streets, none of which permit two-way automotive traffic, and many are limited to pedestrians only. There are a number of plazas and parks which are tree shaded and flower lined. The Cathedral, the three towers of which dominate the skyline, should be visited. Some of the walls which once surrounded old Cadiz may still be seen.

The business of the Port is administered by the Spanish Government through a Naval Officer, the Captain of the Port. The city of Cadiz is governed by a mayor, and the city is also headquarters of the Civil Governor of the Province of Andalusia.

B. PORT FACILITIES

1. Railroads: The port of Cadiz is served with one wide gauge railroad. About fifty miles from Cadiz this railroad branches, the northwest section leading to Seville and the northeast to Madrid via Coroloba. The Cadiz railroad serves West Basin and Cadiz shipyard areas.

2. Roads: The city and Commercial Port of Cadiz is served with one highway. This highway is of hard surfaced, soft shouldered construction with a width of 18 to 22 feet. After reaching the mainland, this highway branches with the northern or main branch serving Seville and northern Spain and the southern branch serving Tarifa and southern Spain. The road from Cadiz and the main branch serving Seville and northern Spain appear capable of withstanding heavy traffic. The dock area of the Commercial Port of Cadiz is served by the highway.

3. Telephones: The port area of Cadiz is serviced with adequate local phone installations, however there is only one long distance line out of Cadiz. Local calls are dialed. Long distance service is possible, but it is expensive. Worldwide radio, telephone, telegraph and cable service is available by calling at the offices of "Servicio Nacional de Telegrafos" or "Transradio Espanola."

4. Fresh Water: Fresh water is obtainable both from shore mains and by water barge. The port of Cadiz is supplied from the city water system which receives water from Jerez de la Frontera, about 25 miles northeast of Cadiz, through an underground aqueduct.

R.

RECREATIONAL FACILITIES:

1. Liberty: Normal liberty may be granted in accordance with current Sixth Fleet Regulations. Cadiz observes the siesta period, with most shops closed between the hours 1 and 4 P.M.

2. Shore Patrol: Shore Patrol should be landed in accordance with Sixth Fleet Regulations. The police station at 20 Benjumeda St. offers the best location for shore patrol headquarters.

3. Police Station: "Comisaria de Policia", 20 Benjumeda St., telephone 2830.

4. Boats and Boat Landing: The most convenient landing can be established in the south corner of West Basin.

5. Transportation: Taxi, bus, trolley and carriage serve urban Cadiz. Interurban transportation service is furnished by bus, train, ferry, and taxi. Plaza San Juan De Dios is the hub of the trolley and bus system, with all runs originating there. Ferriers leave every hour on the hour from the West Basin for Puerto Santa Maria. The railroad station is located across from the customs office at the southern corner of West Basin. The trains make connections with all points in Spain, but because of their slow speed, bus is a more desirable medium of transportation.

6. Vehicular Regulations: Navy vehicles may be landed with the permission of the Captain of the Port. No special licenses are required by the Spanish authorities. The speed limit within Cadiz is 20 kilometers (a kilometer is 3/5 of a mile) per hour. In Spain traffic proceeds on the right hand side of the road.

7. Restaurants: Some of the better restaurants are:

Trocadero	-	Avda. de Seville
El Telescopio	-	14 Zorrilla
El Antecojc	-	Alameda de Apodaca
El Cantabrico	-	La Laguna
La Providencia	-	1 Gaspar del Pino

The Spanish dinner hour is from 9 P.M. to 10 P.M. American foods can be found in all of the above restaurants. Wine is, of course, the usual drink, and the visitor to Cadiz should avail himself of the opportunity to try the various types produced in the surrounding area. It is not recommended to partake of dairy products.

8. Churches: All churches in Cadiz are Catholic. The Cathedral is located in Plaza de La Catedral. Mass is said on the hour from 7 A.M. to 11 A.M. on Sundays.

9. Athletic Facilities: Tennis courts are available in Parque Genoves. The Spanish football (Soccer) season extends from 15 September to 15 April. Bull fights are held in Cadiz in the spring, but some fights are staged in the nearby town of Jerez de La Frontera in the summer months. No fields are available for baseball.

10. Tours and Points of Interest: There are no organized tours originating in Cadiz. Tours may be arranged at the Oficina de Informacion del Turismo, 1 Calderon de la Barca, telephone 1313. Cadiz has a museum of Fine Arts and an Archeological museum. Many of the local Churches house art treasures as well. On the other side of the bay from Cadiz are situated the Puerto Santa Maria wineries, located in underground caves. Jerez de La Frontera is a nearby town of interest.

11. Clubs and Hotels: The following are recommended as the better of the local hotels: Hotel Atlantico, Hotel Playa, Hotel Roma, Hotel Defrancia, Hotel Loreto. The Hotel Atlantico and Hotel Playa are situated on the Ocean and are of the resort type, while the others are more centrally located in the heart of Cadiz. Officers may expect invitations to the local yacht club, "Club Nautico", which features dining and dancing in a large outdoor plaza.

12. Beaches: The best beaches are located on the Avenida General Lopez Pinto, on the route from Cadiz to San Fernando. Of the 4 miles of beach, the Playa de la Victoria, near the Playa Hotel is the best.

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Cadiz, Spain Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Thomas Adams. A2016.17

Transcript:

CADIZ, SPAIN

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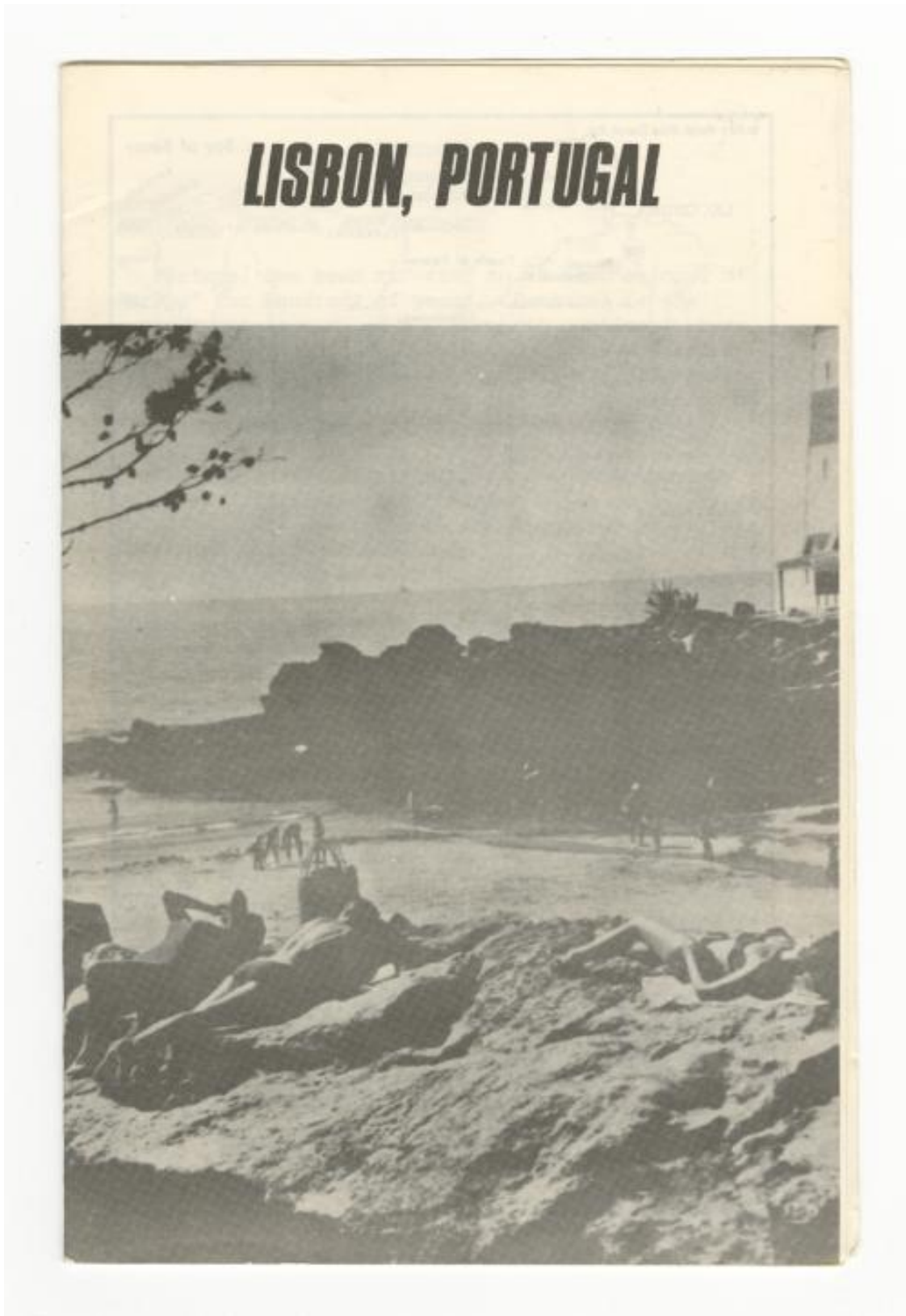
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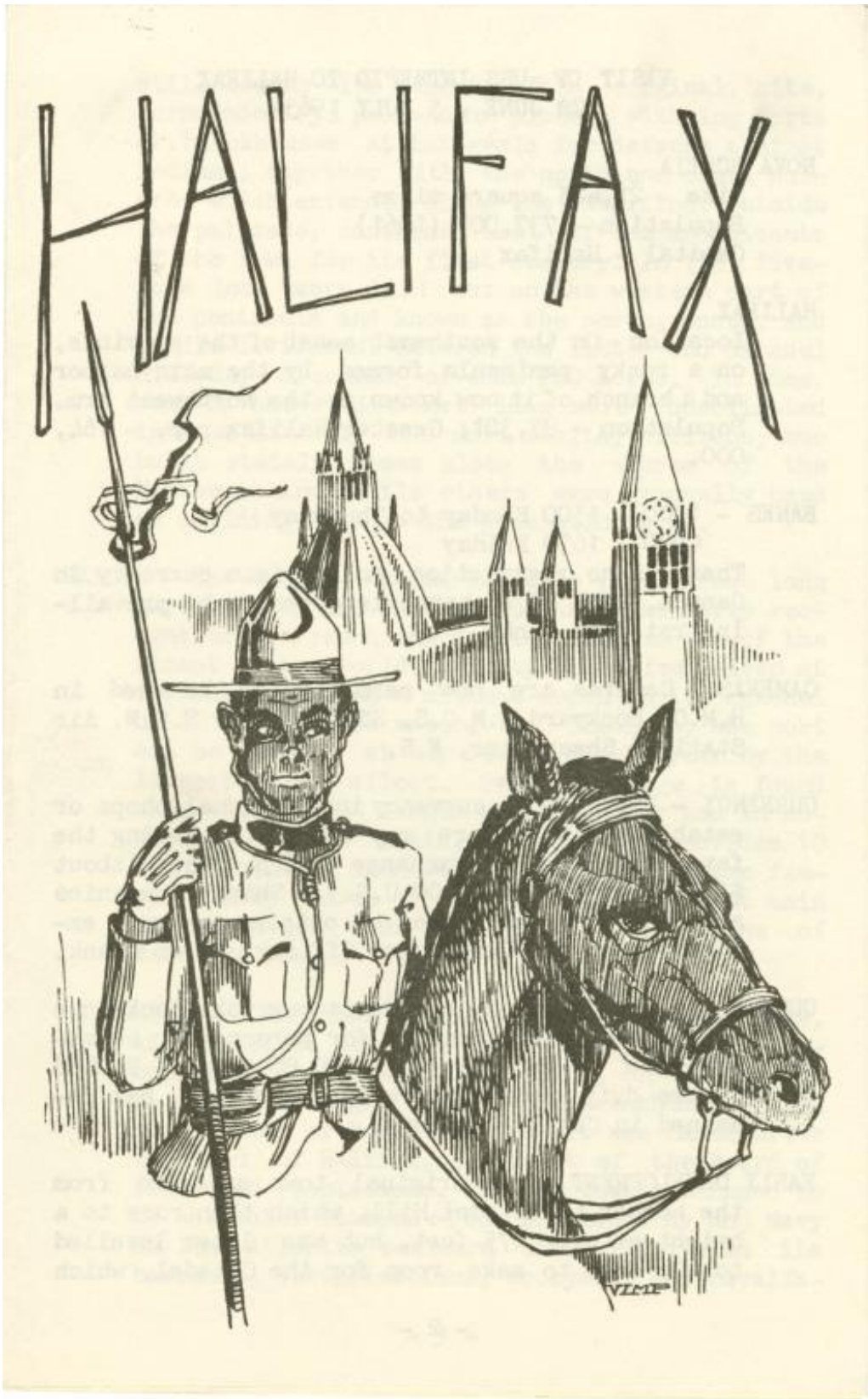
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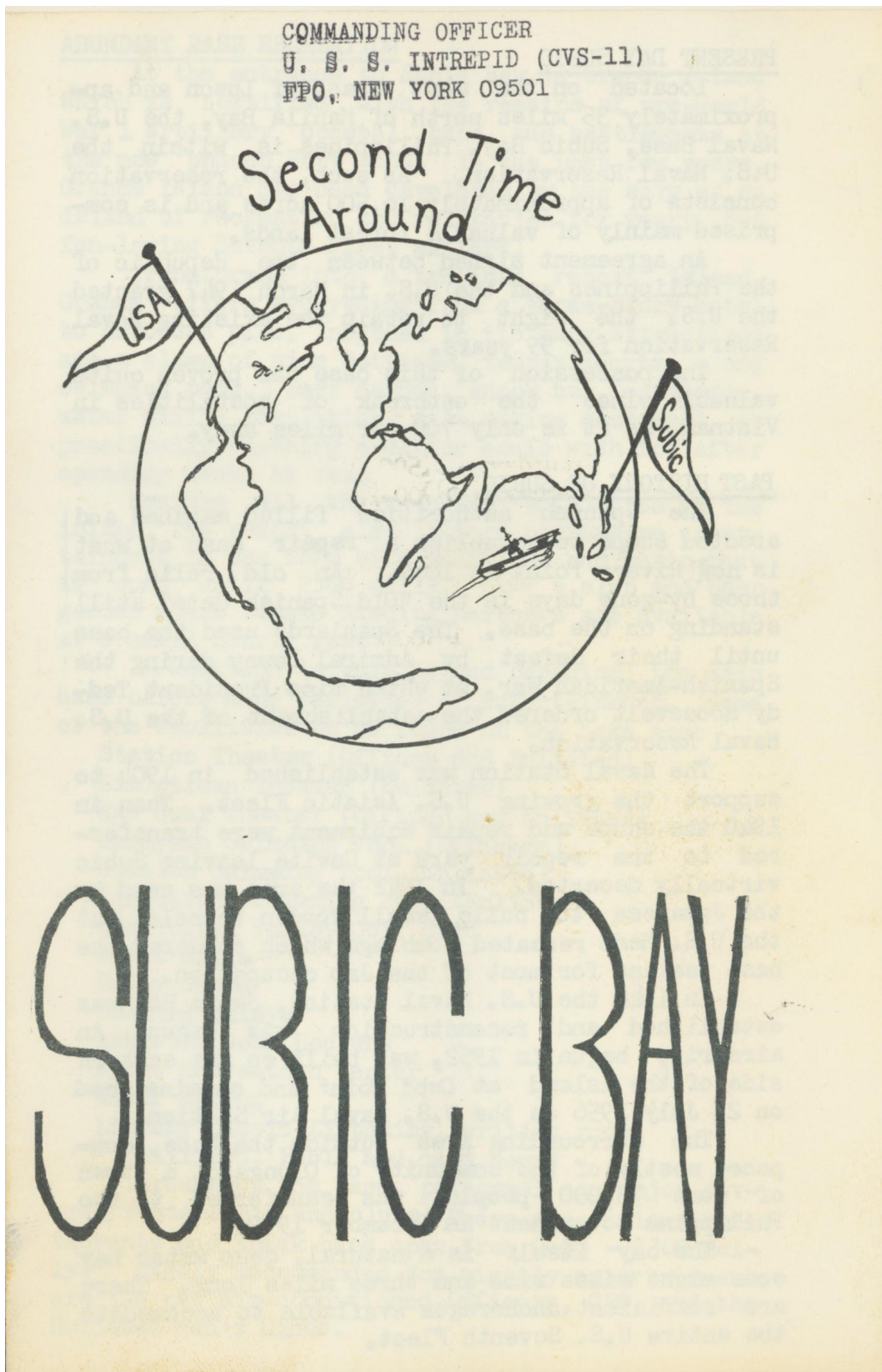
Lisbon, Portugal Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27



Halifax, Canada Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79

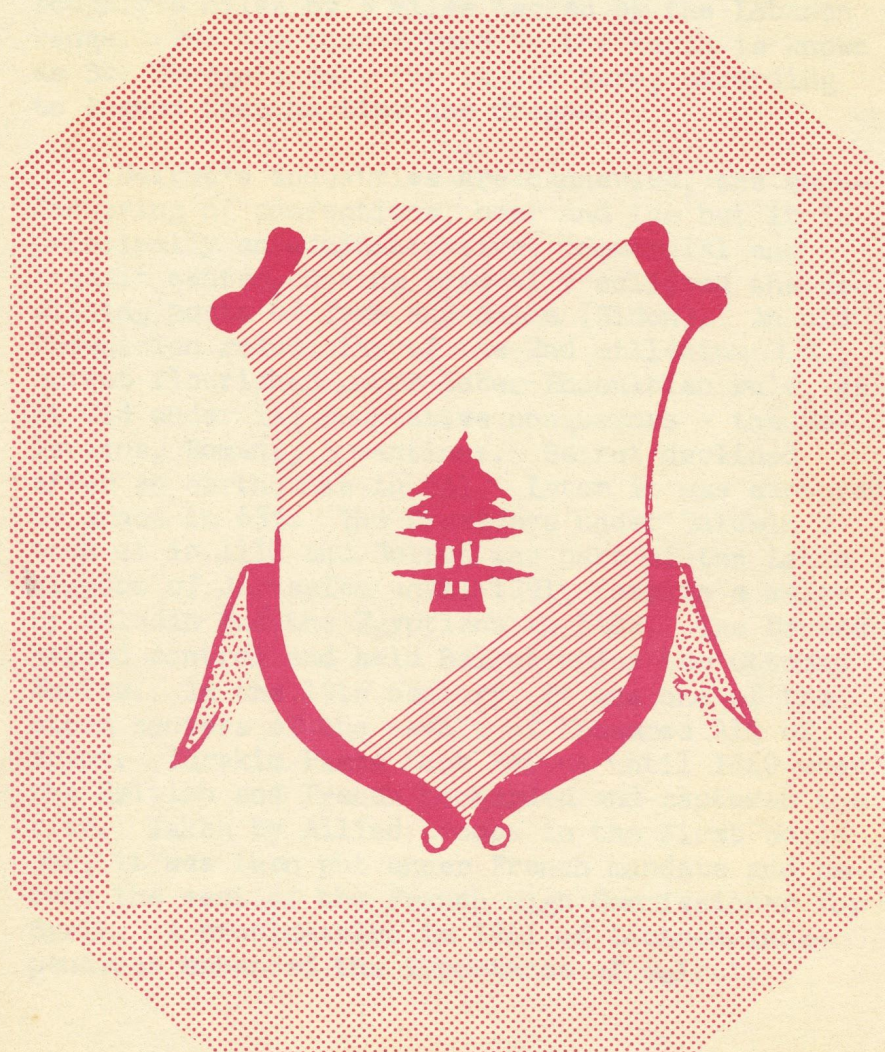


Subic Bay, Philippines Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of SN Danny Camp 1967-1968 Deployments to Vietnam. A2013.191



Port of Call Booklet
Beirut, Lebanon



ANCHORED - 0810-11 OCT 60 - U.S.S. INTREPID (CVA-11)

DEPARTED - 0830 - 17 OCT 1960

Beirut, Lebanon Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Robert Wayne Osburn and Family. A2013.149



Istanbul, Turkey Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Robert Wayne Osburn and Family. A2013.149



Jamaica Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79



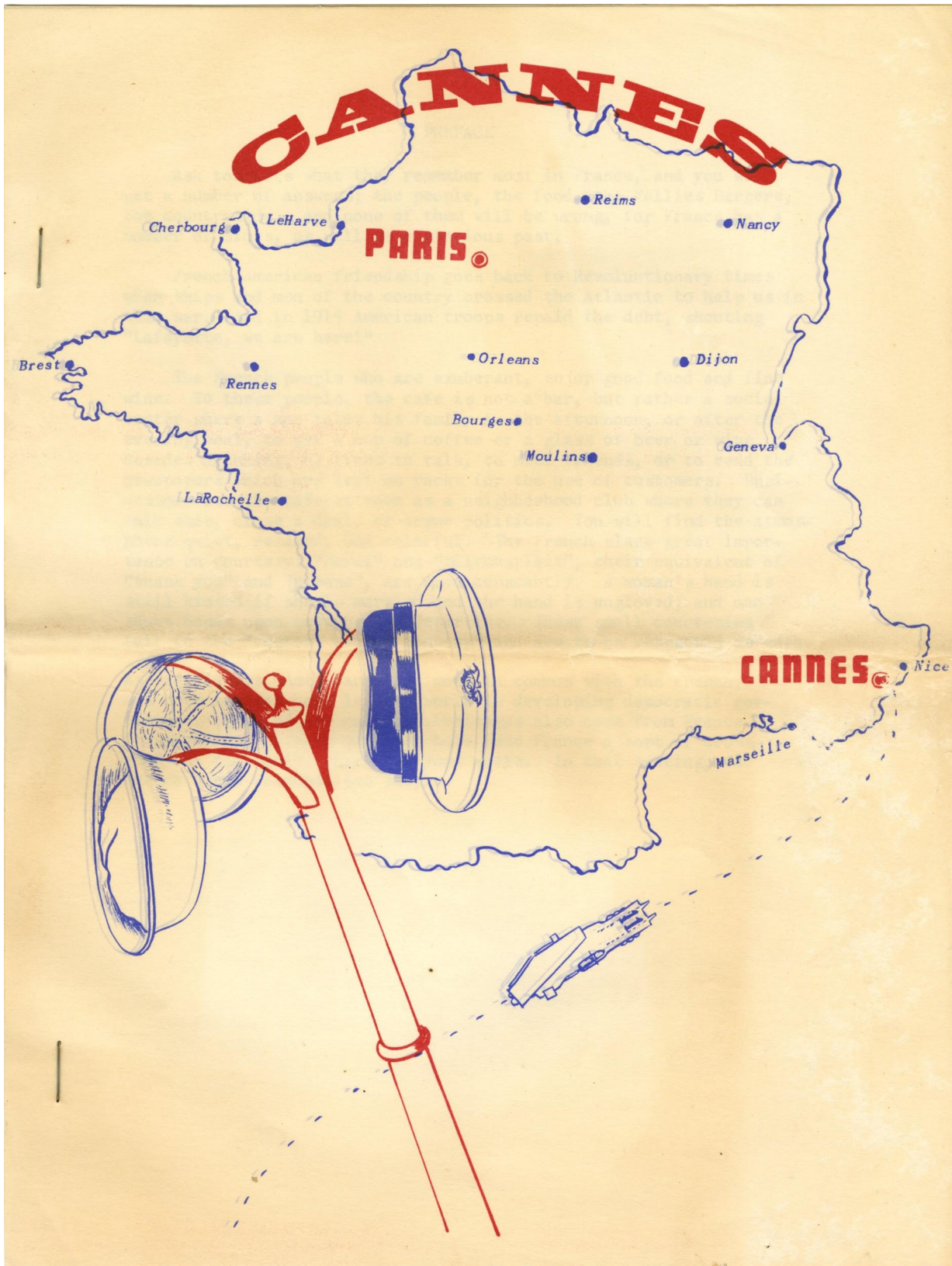
Puerto Rico Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79



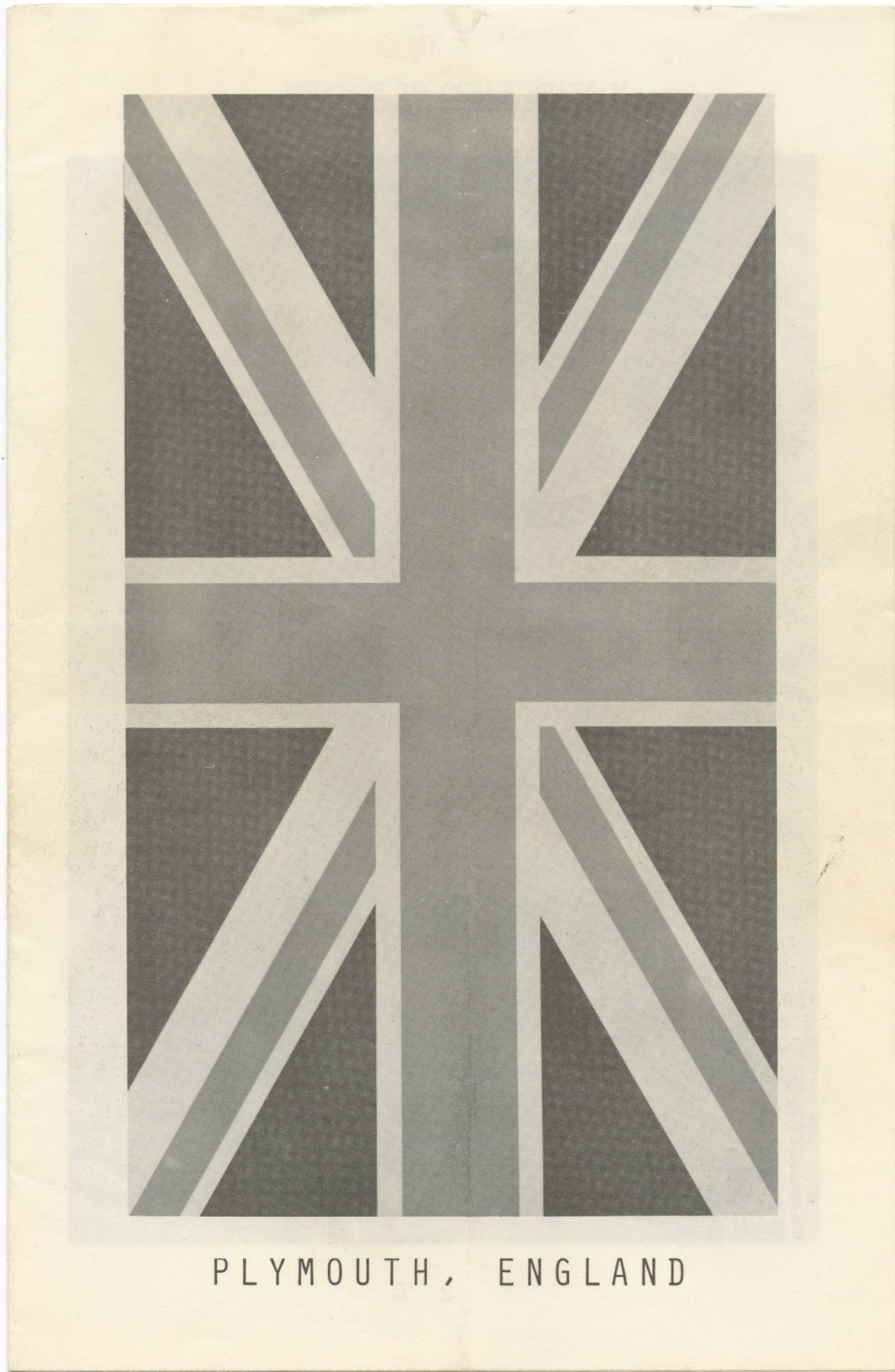
Oslo, Norway Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of the Matthews family. A2018.96



Cannes, France Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of the Matthews family. A2018.96

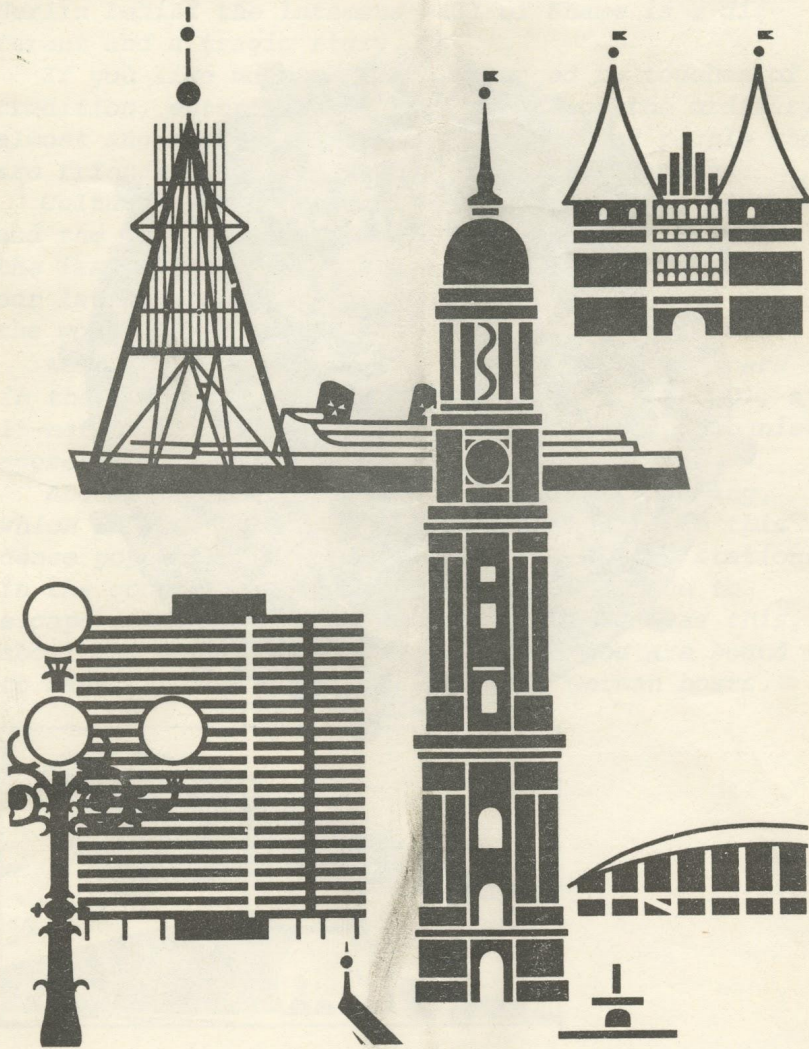


Plymouth, England Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27

GERMANY

KIEL - HAMBURG



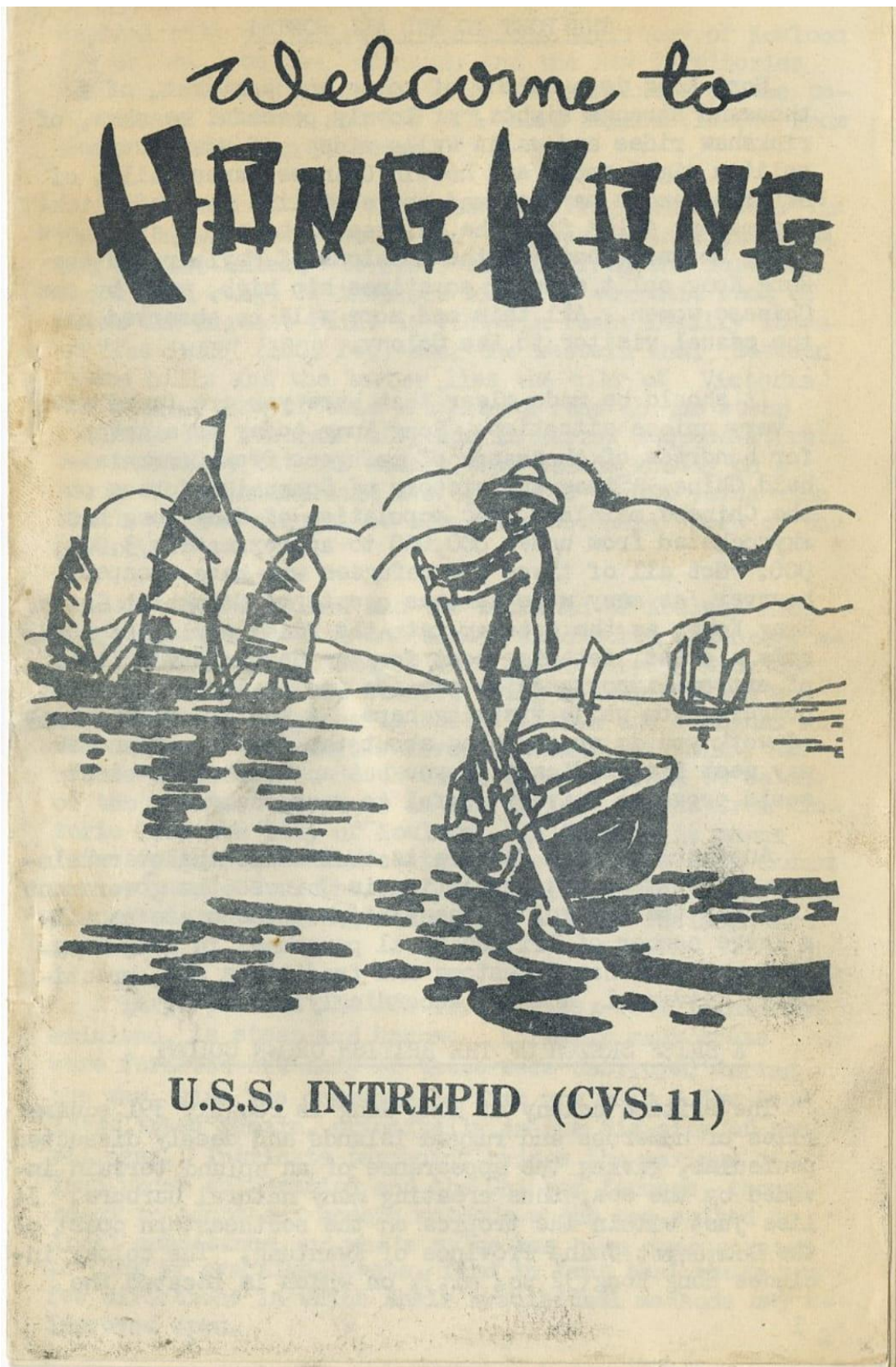
Kiel & Hamburg, Germany Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27



Rio de Janeiro, Brazil Port of Call Booklet

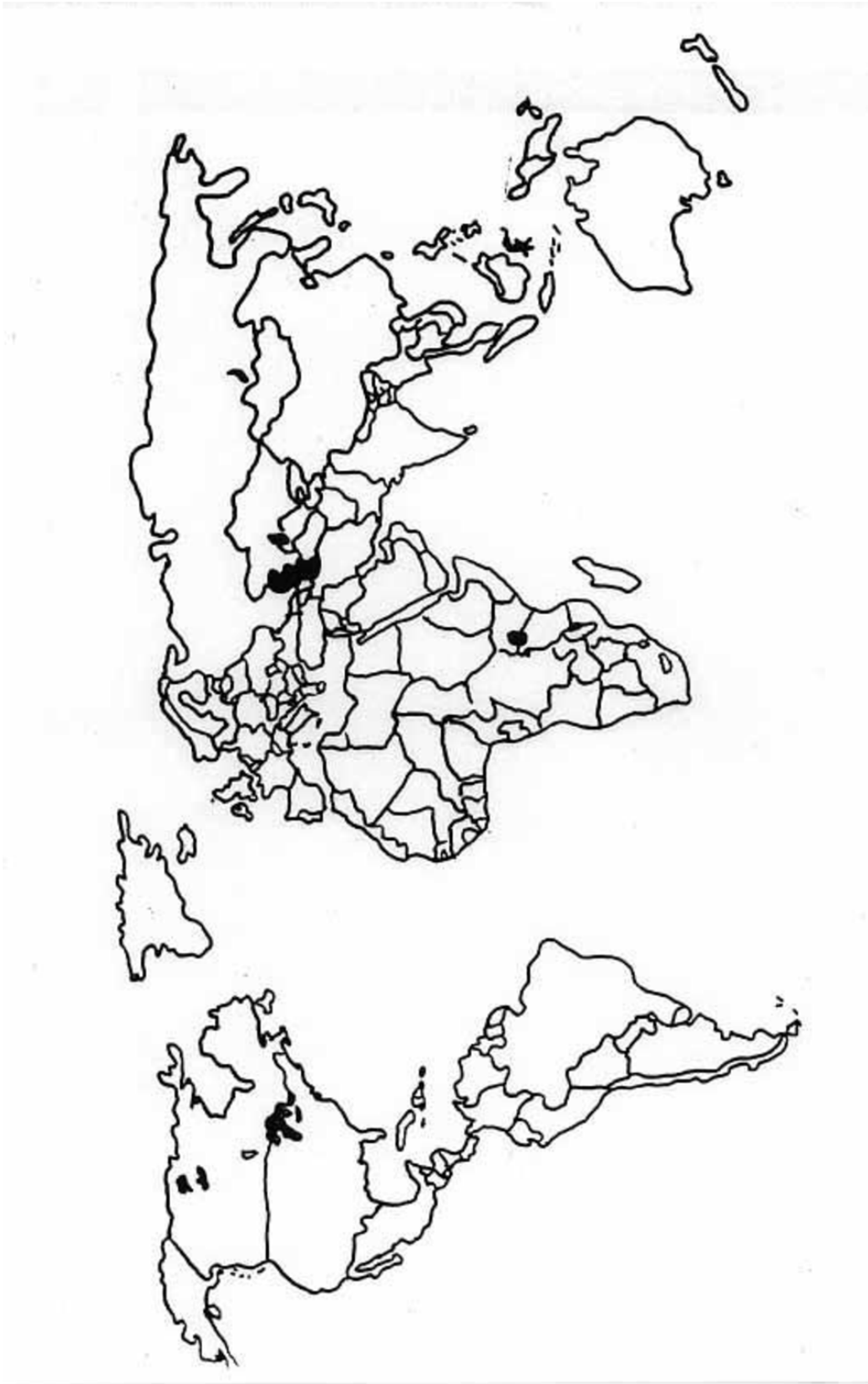
Credit: Collection of the Intrepid Museum. Gift of T.G. Williams. A2013.101



Hong Kong Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of James R. "Jim" Pelham. A2014.112

WORLD MAP



Source: www.trumanlibrary.org