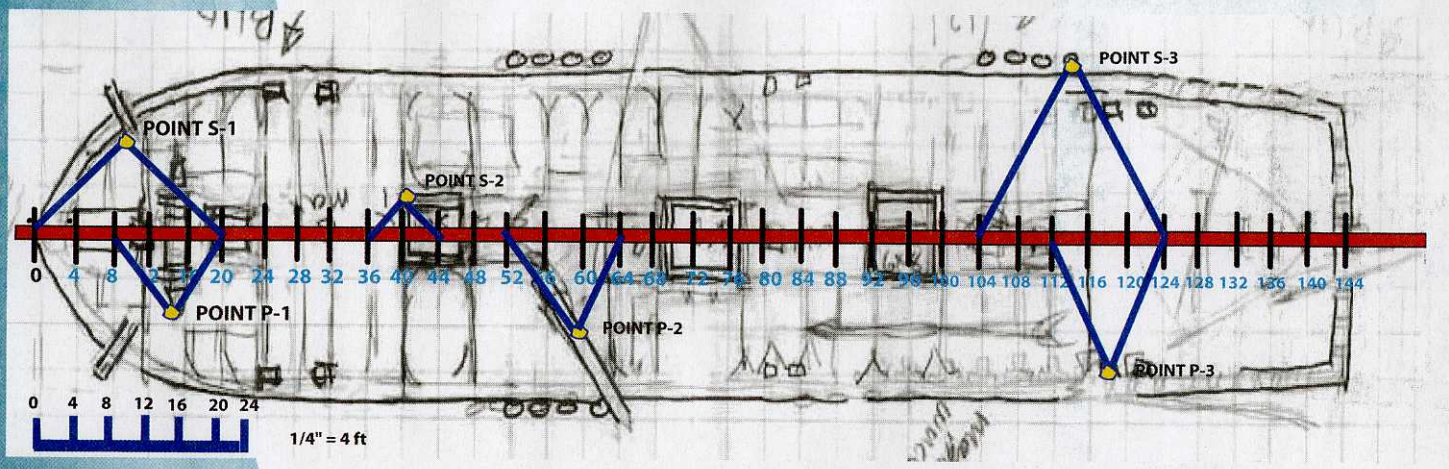
Triangulation



After creating a baseline on the shipwreck, have students decide what their scale will be on their graph paper. The wreck shown here is a 1/4" = 4 ft scale. The blue lines are the measurements taken from the baseline, and labled POINT S-1 for the right(starboard)side of the ship, and POINT P-2 for the left(port) side. Have the students take each point and fill them into their log sheet.

Make sure the students measure to the middle of something small (like a deadye) to make a point, and then measure the size of the artifact for accuracy. If their is a square feature (like a hatch) measure to all four corners from the same place on the baseline.

For example:

POINT S-2- Taken from 36 ft and 44 ft on the base line. The top left hand corner of the forehatch is 4.5 ft from each point on the baseline. Repeat process for each corner.

Have the students observe each of the hatches after they are measured. Are all of the hatches the same length? What might the holds beneath been used for? What might the ship have been carrying? Is there any evidence of cargo?

After all of the points are taken (the more points, the more accurate the ship site plan will be) have the students take their log sheet back to their desks to begin the development of their site plans.

Make sure each student has a compass, piece of graph paper, ruler and pencils. They may each develop a site plan, or do it as a group from the data that they collected from the wreck site.

Lay out a baseline on the graph paper similar to that on the mock shipwreck. Begin plotting points from the log sheets using a compass. The point is plotted where the arcs intersect from each of the baseline measurements. Connect related points and draw in features.