

WELCOME TO THE GOLD DIGGER'S EXPRESS PROGRAM

History lessons come to life in a way that a textbook cannot teach! During this five-hour experience, students embark on an exciting adventure briefly living the life of an "argonaut", sailing from San Juan Bay to San Francisco as they reenact the voyage of the men and women who risked it all for the gold fields in 1849. Through the use of role-play, the students explore the events of the great California Gold Rush and interact with historical characters that offer different historical perspectives on life at sea versus life in the gold fields. At the end of their voyage, students must decide their own destiny by either electing to stay aboard with the Captain or jump ship and seek potential riches in the gold fields.

We combine "living history" with experiential education, hard work, discipline, and fun in an adventure many children never forget. Aboard the tallships, we hope to continue to grow as a place where students can challenge their minds and bodies, while discovering their heritage.

Please take advantage of the following materials to prepare your group. We have found that the more prepared your students are, the more they and you will gain from this program.

If you have any questions about your visit to the Ocean Institute, please do not hesitate to contact our Maritime Director, Karin Vardaman, at 949-496-2274 ext. 218.

Again, welcome to the Gold Digger's Express Program. We are looking forward to your visit.

Sincerely,

Rick Baker
Vice President, Education

Saltwater produces nothing petty, nothing insignificant. The sea has always demanded from man his greatest courage, wisdom, ingenuity and honor.

~ Author Unknown

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A. ADMINISTRATIVE CHECKLIST***Immediately upon receiving this package...***

- Carefully review the Teacher Preparation Package
- Arrange for safety officers (accompanying adults)—please arrange for a minimum of 3 adults (including the teacher) and a maximum of 5 adults (including the teacher)
- Begin student preparation
 - Go over background information
 - Assign students to crews
 - Choose student mates
- Copy and distribute Acknowledgement of Risk and Waiver to each student
- Activities may be done as a pre or post trip project.

24 hours to go!!!...

- Be sure you have everyone's (adult's included) Acknowledgement of Risk and Waiver from each student
- Review behavioral expectations with students
- Contact the Ocean Institute with any last minute questions or changes
- If inclement weather is expected, contact the Ocean Institute for status of the program
- Prepare nametags for students and adults
- Fill out crew manifest form

When you arrive for your program...

Please try to arrive ½ prior to program to allow ample time for the following:

- Unload the bus in front of the Ocean Institute Building
- Check in at the Student Services building with a final head count
- Have students use the restroom facilities.
- Visit the gift store
- Gather students on cement bleachers by *Spirit of Dana Point* gate

B. LINKS TO CONTENT STANDARDS

Grade Four

History - Social Science Standards

- 4.1.1 Explain and use coordinate grid system of latitude and longitude to determine absolute locations.
- 4.1.2 Distinguish between the North and South poles; the equator and Prime Meridian; the tropics; and the hemispheres using coordinates to plot locations.

- 4.3.2 Compare how and why people traveled to California and the routes they traveled.
- 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
- 4.3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

- 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 4.4.3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

Analysis Skills (Grade K - Grade 5)

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.

Grade Five

History - Social Science Standards

- 5.8.2 Describe states and territories that existed in 1850 and identify their locations and major geographical features.
- 5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
- 5.8.6. Relate how and when California became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Analysis Skills (Grade K - Grade 5)

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.

C. ADMINISTRATIVE PREPARATION

ADMINISTRATIVE CONTACT

For questions regarding scheduling, contracts and payment, please contact

Rachel Gomez, Program Reservation Coordinator
Telephone Number: (949) 496 – 2274, extension 211
E-mail: rgomez@ocean-institute.org

For program related questions regarding your program adventure, please contact

Sarah Burgart, Maritime Program Coordinator
E-mail: sburgart@ocean-institute.org
Telephone Number: (949) 496-2274, extension 217

INTRODUCTION

Thank you for choosing the Ocean Institute as your field trip destination. We appreciate the time and effort it takes to prepare your students for their program, and we will do everything we can to make their experience as rewarding as possible.

Please make sure that all of the participating teachers have a copy of these teacher materials. The information contained here can help you find answers to your questions, develop your preparation timeline, and prepare both your students and safety officers. This packet also contains directions to the Ocean Institute as well as contact telephone numbers—please call us at any time with any questions you may have about your field trip.

TEACHER INFORMATION: BEFORE YOUR PROGRAM

To help make your program run as smoothly as possible:

- Review the program goals, station activities, and expected behaviors with the students before you arrive. Classroom activities may be complete prior or after your program. Please make sure the students have a clear understanding of the educational concepts they will explore during the program.
- Spend some time choosing and preparing your parent safety officers. Review the program goals, station activities, and expected student behaviors with them before you arrive. Make sure that they have a clear understanding of their role as a safety officer.
- Divide the students into three crews, and provide each student with a nametag. The crews should be named **Port**, **Starboard**, and **Midships**.
- Have a signed Acknowledgement of Risk and Waiver for each student and safety officer, including yourself, before boarding the bus.
- Notify the Ocean Institute staff of students with any special health or behavioral considerations.

TEACHER INFORMATION: DURING YOUR PROGRAM

Ocean Institute instructors are all well trained to work with students of different ages and abilities. Both you and the adult safety officers can help the instructors monitor student behavior and safety. There are several things that you can do to help facilitate the smooth running of your educational program:

- Work alongside Ocean Institute instructors and your parent safety officers to manage students during the program

- Work alongside Ocean Institute instructors and your parent safety officers to solve student and safety officer management problems
- Report any problems to the Ocean Institute staff as soon as possible

RECRUITMENT OF SAFETY OFFICERS

At least three adults (including at least one teacher or leader) are to accompany the participants on their voyage. Each safety officer should be assigned to a crew that does not include their child. The safety officers will be responsible for keeping an eye out for safety problems. They will be asked to take part in role-playing as a common, ignorant greenhand and expected to follow orders of all superior officers, including the student mate, for their crew! We suggest that you begin recruiting safety officers early.

The maximum number of safety officers for a *Gold Digger's Express* is 5 adults.

The safety officers will be required to participate in all aspects of the program and must remain with their assigned crew for the entire voyage. Safety officers will not be permitted to leave the ship or crew to make telephone calls, smoke, etc.

We do not allow cell phones, pagers, or smoking onboard our vessels.

NAMETAGS

Each student needs to wear a sturdy nametag throughout the voyage. The tag should have only the student's last name and the crew to which he/she belongs. If he/she is a mate, remember to put a "Mr." before his/her name.

For the safety reasons, the nametag should attach to the clothing rather than hang around the student's neck, as the tag could become entangled with a line being used.

LUNCH

This program allows time onboard the ship for lunch. Please have the students bring a sack lunch including drink with their name clearly printed on the bag.

FORMS FOR THE GOLD DIGGER'S EXPRESS PROGRAM

Acknowledgement of Risk and Waiver

Each student must have this form signed by a parent or guardian to participate in the *Gold Digger's Express Sailing* program. Please make sure that you have one signed form for each student, safety officer, and teacher when you check in with the Ocean Institute staff. **Participants without a signed form will not be permitted to participate.**

Crew Manifest

Please divide your class into three crews of equal size and complete the Crew Manifest form. The Coast Guard requires us to have a completed Manifest in order to account for all passengers before we leave the dock. Please have it completed before you arrive at the Ocean Institute—we will lose valuable instructional time if the Manifest needs to be completed when you arrive. It is important that the Manifest is accurate and includes the first and last names of ALL students, teachers, and safety officers. The Ocean Institute staff will take a head count before boarding the vessel, and the number of this count must match the number on the Manifest.

STUDENT BEHAVIORAL EXPECTATIONS

Please take time to discuss the academic nature of their field experience with your students before arriving at the Ocean Institute. When at the Ocean Institute, we expect your students to follow the same behavioral rules you have in your classroom.

We want the students to have fun as they learn, but they must understand that their tasks are not always easy. They need to know that they will be expected to work hard, work together, and listen to and follow orders. They must understand that the success of their voyage depends on them—their attitude, their willingness to take this adventure seriously, and most of all, their willingness to learn.

STUDENT PREPARATION

The more familiar the students are with program concepts and content before they arrive, the more they will benefit from and enjoy their experience. We have included background information and classroom activities to introduce important concepts to your students before they arrive for their program.

APPROPRIATE CLOTHING / THINGS TO BRING

All participants need to wear clothing that is safe (pants and **closed-toed and rubber-soled shoes**), and bring a warm jacket. Clothing should be comfortable for work and old enough that parents will not mind if the student gets dirty or wet. **SHORTS, DRESSES, AND SANDALS WILL NOT ADEQUATELY PROTECT THE STUDENTS AND WILL NOT BE ALLOWED DURING THE PROGRAM.** If inclement weather is predicted, make sure the students have proper rain gear (waterproof poncho with hood and boots with good traction). Please contact the Ocean Institute if inclement weather is predicted to check the status of the program.

The following items are not allowed on-board:

- Cell Phones or pagers
- I-pods or any electrical device
- Games, toys, or sports equipment of any kind
- Weapons or matches

CHAMBERS GALLERY BOOK AND GIFT STORE

The *Chambers Gallery* Book and Gift Store is a non-profit museum store open daily from 9:00 AM to 5:00 PM. The revenue is directed toward lowering tuition for schools that participate in Ocean Institute programs. You and your class are encouraged to visit the store. To help accommodate all of the schools that would like to shop each day, please have one teacher from your school check-in with a store staff member before your students begin shopping.

Please ask the students to leave food, drinks, and backpacks outside with a friend while they are shopping.

Please remind your students that sales tax will be added to their items.

Below is a list of items and current prices, which are subject to change without notice.

Pilgrim coin from the Collector Coin Series	\$ 6.00
Spirit of Dana Point coin from the Collector Coin Series	\$ 6.00
Pilgrim T-shirt	\$12.50 (tax included)

Please add 7.75% sales tax to the total cost.

DIRECTIONS TO THE OCEAN INSTITUTE

The address of Ocean Institute:
24200 Dana Point Harbor Drive
Dana Point, CA 92629
(949) 496-2274

Directions from Los Angeles:

- Travel south on Interstate 5
- Exit on the Pacific Coast Highway Exit
- Stay in the right lane of the exit ramp and go north on P.C.H.
- Turn left onto Dana Point Harbor Drive
- The road ends in the Ocean Institute parking lot

Directions from San Diego:

- Travel north on Interstate 5
- Exit on the Beach Cities Exit
- Stay in the left lane of the ramp and go north on P.C.H.
- Turn left onto Dana Point Harbor Drive
- The road ends in the Ocean Institute parking lot

D. STUDENT PREPARATION FOR THE GOLD DIGGER'S EXPRESS PROGRAM

The better the students are prepared, the more they—and you—will gain from the program. You, as the leader, must take the time to prepare them using the following materials. Please take advantage of the instructions, resource materials, and information provided in this package.

ACADEMIC PREPARATION

The students need to know why they are coming on this voyage. Be sure they have a solid understanding of the program scenario. We highly recommend that you read the program scenario, program background, and crew information to the students before arriving for your program.

CREWS

Divide your class/group into three "crews." The crews will be called **Port**, **Starboard**, and **Midships**. These are the names of the standard watches kept onboard the *Spirit of Dana Point*. Assign a student mate to each crew. The mate will be responsible for relaying orders and making certain all members of "his" crew are working. Choose a mate any way you wish, but remember that the mates must be capable of withstanding the stress of leadership.

ROLE-PLAY

The students need to thoroughly understand the concept of role-playing, and that they will be pretending to be sailors in the past.

From the moment the Agent musters the crew on shore, the students will be expected to participate in the role-play for the entirety of the voyage. Our staff will also be pretending, and they will take their characterizations very seriously!

SAFETY CONSIDERATIONS

We will teach you all you need to know upon your arrival. All participants must wear rubber-soled shoes and long pants. Students will be told to stay out of the rigging, do as they are told, stay back from the rails, and do not run. Most dangers aboard will become readily apparent once the program has begun. For anyone who does not see them, the officers will enthusiastically point them out.

Should an emergency arise, please remain calm. All of our staff members are certified in First Aid and CPR and have been trained to handle emergencies. Additionally, the ship has excellent communication equipment and help is only a few minutes away.

PROGRAM SCENARIO

Your adventure begins in 1851 in San Juan Bay. California has just become the 31st state in the United States of America. States Land Commission is reviewing all of the Mexican land grants. The students are playing the roles of Rancheros who could not adequately support their claim to the land that they owned and the commission has taken it away. Everything that they own is gone. They have heard about gold and decide to try their fate. When they reach the coast they see a ship anchored offshore and approach the agent for passage.

Great allure for San Francisco persists as word of gold continues to abound. This was an exciting period of time where common men had the chance to be a part of history and to attain more than had ever been possible previously in their wildest dreams. Knowing that you have nothing to lose and that your family is poor and in need of money to survive, you decide to strike off on an adventure to make your fortune in the gold fields. You have no money to pay for passage to San Francisco and hope to be able to negotiate for passage aboard a merchant ship.

The first person you meet is the ship's agent—the man in charge of business matters for schooner *Spirit of Dana Point*. He is looking for paying passengers or able-bodied sailors for the Captain. Since you have neither money nor experience, you must convince him you will work hard as a crewmember to work your way to San Francisco.

Once you get on board, the Captain is not pleased that you have no experience, but is forced to accept you as crew as he has lost his previous crew to Gold Fever. Your training begins immediately!

THE CAST OF CHARACTERS

Each character is trying to win over the “Rancheros”. Activities are taught from the unique perspective of each role. Lively discussions will be conducted extolling the virtues of one way of life and the pitfalls of the other, to persuade the rancheros to do as the character wishes. At the conclusion, students will have a well-rounded view of the pros and cons of choosing the life of a sailor or gold prospector.

The Master:

The Master is the captain of the ship and the crew. His austere leadership is representative of the puritan ethic that characterized Americans before the Gold Rush. He is responsible for sailing the ship and the safety of the cargo. He is in a difficult position because he has lost his crew to previously to gold fever, and is in danger of losing his new crew as well. Ever hopeful that he will find a loyal crew to sail with him, he tells wonderful tales of the opportunities and security inherent in the adventurous life at sea. He is still gruff and aloof as is fitting of his position. While sailing, the captain demands that his sailors work hard to make as much money as possible.

The Agent:

The Agent is a strict businessman. He works for the master, but takes every opportunity to make a little extra money for himself. He does this by increasing legitimate business commissions or by skimming cash off of the top of what the master makes. His character is that of a typical “carpet bagger” It is he that the rancheros must convince, to take them aboard.

The agent is a man that is always thinking of the future. He is trying to cut a deal whenever and wherever he can. The Agent will fill in the gaps between what the Captain and Second Mate tells the crew, including the financial realities of either choice. It is important that the crew see how merchants can take advantage of people making uneducated choices. The agent also talks about the roles Sam Brannan, John Sutter and James Marshall played in the rush to California and how ship's cargo has been affected.

Jack Tar:

Jack Tar is the Second Mate of the ship, he appears to be the sailors' friend. He is a common seaman who works for the Master, but he is swept away by gold fever. Men from all stations in life were drawn to the gold fields, it was an exciting time when men believed anything could happen. To a common laborer the idea that with a little luck you can obtain riches previously only available to the upper class, was hard to resist.

The Second Mate's contract is up when the *Pilgrim* reaches San Francisco and he is anxious to be free and head for the gold fields. At this point in the Gold Rush most of the placer gold is mined out, men need to work together using Long Toms, sluices, diverting rivers or tunneling. He is looking for talented men to jump ship once they reach San Francisco so they can pool their skills, resources and labor efforts. He tells the crew he can teach them all they will need to know about mining and proceeds to go over some of the processes (refer to reference material and challenge sheet “Panning for gold”). With the aid of the former landowners (students) they may even be able to start their own mining company or other business. He takes every opportunity to exaggerate the riches in store for them once they reach the gold fields and the rough, dangerous and controlling life in store at sea.

VOCABULARY

The students should know the following nautical vocabulary before they arrive:

AVAST:	Stop
AYE:	Yes
AYE, AYE:	Yes, I understand and yes, I will carry out your orders
CARRY-ON:	Get started. Students will often be given a series of orders; they must wait for the command "carry-on" before they begin
SIR:	The Captain. Always call the Captain <i>Sir</i> (and nobody else)

E. RESOURCE MATERIALS

HISTORY OF THE GOLD RUSH

James Marshall first discovered gold in January 1848 near Sutter's Fort. Marshall and Sutter attempted to suppress the news, but word inevitably got out. By May of 1848, the news had spread, and the stampede had begun. Many of the towns and hamlets of north-central and southern California became ghost towns, with few men remaining behind. In the Monterey and San Francisco harbors, ships rode empty at anchor, their crews having suddenly left to stake their claims. As the news spread across the plains to eastern United States, people packed up and headed west.

In 1849 alone, California's population rose from 20,000 to more than 100,000. Forty-niners came overland or across the sea. Immigrants from the Atlantic and Gulf Coasts came around Cape Horn or across the Isthmus of Panama. Those who could not afford ships' passage or preferred solid ground had a choice of several overland trails. Travelers could go through the deserts of Arizona or over the Rocky Mountains on the Mormon or Oregon Trails. Both routes were extremely dangerous, and many people lost their lives. Travelers coming overland later had only to follow the lines of crosses and heaps of rusty stoves in order to find their way to the diggings.

Gold mining was difficult, tedious work. The most laborious methods included panning in streams or using a pick and shovel. Very few men actually made their fortunes in gold. Many of the adventures ended in poverty and many lost their lives in the mines. Some lucky few become rich beyond their wildest dreams.

The typical mining town had a bank, boarding house, a blacksmith shop, saloons, and a church. Miners entertained themselves by drinking, fighting, horse racing, dancing, gambling, and watching bull and bear fights.

The effects of the discovery of gold were far-reaching. San Francisco was transformed from a small village into a bustling city almost overnight. Gold brought more money and increased recognition to the region. Commerce, agriculture, lumbering, and countless other pursuits were greatly stimulated up and down the coast. New arguments were made and incentives were created for transportation development. Immigrants from all over the world intensified the cosmopolitan character of the area, and the influx of people from the United States accelerated the change from Mexican to American society. Gold, without question, exerted a powerful influence on the state's history.

HISTORY OF SPIRIT OF DANA POINT

One by one the few remaining sailing ships are disappearing. They drop away, and are heard of no more. With them goes much that is worthy and incalculable. It passes like a high squall sinking beyond the horizon, wind and sea, motion and color, romance and inspiration, a whole range of human endeavor, all vanishing to leeward with the tall ships in their midst. . . The sailing ship stood for a means whereby men were brought to their fullest development. She stood for a profession in which only merit could endure. She stood for things the world cannot afford to lose.

~ Master Mariner, Lincoln Colcord

Specifications:

Length Overall: 118'

Beam: 24'

Draft: 9'6"

Design by: Howard Chapelle

Built by: Dennis Holland, Costa Mesa, CA

Launched: Nov. 19th, 1983

Spirit of Dana Point is a full size replica of a Baltimore Clipper schooner that originally patrolled against the British during the Revolutionary War. The Baltimore Clipper was a hull design that developed over several hundred years of Dutch and English history and culminated around the 1760's in and around the waters of Virginia. The marriage of a bow-shaped hull, a heart-shaped midsection, short keel and a raking stern, along

with the large schooner-style fore and aft sail rig and one or two square top-sails, provided for one of the fastest ships of the era.

Due to the narrowness of the hull, cargo space was limited, yet as a Letter of Marquee, naval support craft, Revenue cutter, or exploratory vessel, the Baltimore Clipper was prime. The first vessels ordered by George Washington at the outbreak of hostilities with England were clipper schooners, and privateer schooners of this design were easily found and commissioned into the Continental Navy when extra vessels were needed.

Through the nineteenth century, clipper style vessels carried nearly half of American foreign borne trade. Most of the trade was with China and the Indies for products, including spices, rare cloths, slaves, and opium. These exotic, and sometimes illegal, goods were suited for the small cargo capacity of the clipper schooner, since they resulted in a high payoff. Some vessels competed with the California hide trade of the 1830's, but the discovery of gold in Northern California saw the use of many schooners like the ***Spirit of Dana Point*** to transport passengers and equipment to the San Francisco.

SHIPBOARD LIFE

The labor of the sailor was endless. If work aloft did not occupy him, holystoning the deck might. Once a long and arduous passage had been concluded, the more brutal work of unloading cargo awaited him. The handling of cargo was considered more dangerous than climbing up to the royal yard in a gale. When the ship was finally unloaded, the first mate would immediately set the men to work again, painting, scraping rust, and beautifying the ship. Great pride was always taken in the condition of the vessel, especially coming into port.

The able-bodied seaman was the most experienced sailor under an officer. He generally had no formal education and could not read or write, but his skills on board were phenomenal. He knew everything there was to know about sailing a tallship. He was ready to risk life and limb at a moment's notice, to climb aloft in a storm in the middle of the night. He knew, without thinking, what to do with each line in every situation. He was agile, swift, and quick thinking. The safety of the ship, the officers, the cargo, and passengers depended on the able-bodied seaman.

The ordinary seaman was a man with little experience who had a lot to learn in a harsh environment. His pay was less than that of an able-bodied sailor and the less interesting and most laborious work was left to this man.

Under the ordinary seaman came the greenhand, or apprentice, seaman. Working up the ranks took years of hard labor and endless life-risking experiences. Along with the seaman were the "idlers," named because they did not stand a normal watch. The idlers were kept at work all day and slept through the night. The idlers included the sailmaker, the carpenter, and the cook.

Most merchant vessels carried an agent of the ship's owners to take care of any of the business matters that might occur during the voyage. During the gold rush, these men (also known as *supercargoes*) were often less sailors than cutthroat opportunists, famed for gouging the Forty-niner with exorbitant prices.

Above the idlers, the ordinary seamen, and able-bodied seamen, came the officers and captain. The second mate occupied a peculiar position. Socially, he was the lowest of the ship's officers. Though regarded as an officer, he was required to work alongside the crew. This mate was poorly paid and poorly treated, making him the first to be ready to jump ship at the slightest promise of gold in San Francisco.

The first mate was second in command. It normally fell to the first mate to enforce discipline in the crew and, if necessary, among the passengers. He supervised the crew directly in their work and saw to it that the Captain's orders were followed.

The boatswain controlled the deck. Under orders from the first mate or captain, he watched over the ship, making sure that it was always in good repair and perfectly clean. If the boatswain spotted spilled tar, broken rigging, or tarnished brass, the sailors were roused up to make repairs. Any sailor would be a fool to cross the boatswain, who was sometimes more fearsome than the first mate.

There is no equivalent to command under sail—the Captain. This sort of leadership called for split second decisions combined with the accumulated wisdom of the centuries.

MARITIME GLOSSARY

Unintelligible orders were so rapidly given, and so immediately executed...that I was completely bewildered.
~ Two Years Before the Mast, Richard Henry Dana Jr.

I wish you could hear Mr. Peters' language. It's perfectly elegant. He will give an order to the men just filled with the loveliest nautical terms all run together. I can't make out a word of it. Every mast has about a thousand ropes, the mainmast has sixty that I counted and each rope has a different name. The men all say, when he *gives an order*, 'Aye, aye, sir,' and run to the top of the rigging where they hang in mid-air by their feet.

~ By Square-Rigger, the log of Shirley Hyatt

Shipboard Directions

Aft - (Afterward or abaft) In rear to, or towards the stern.

Fore - (Foreword) In front of, or towards the bow, as in before the mast.

Port - The left side of a vessel, as one stands facing the forward.

Starboard - The right side of a vessel, as one stands facing forward.

Bow - The whole forward end of a ship or boat.

Stern - The backward end of a ship or boat.

General Terminology

Aloft - Above the deck, in the rigging.

Amidships - In the middle of the ship (main deck).

Avast - Stop, quit what you are doing, hold your work and await further instructions.

Aye - Yes.

Aye, Aye - "Yes, I understand your orders and yes, I will carry out your orders."

Bight - A bend or loop in a rope.

Bilge - The lowest internal part of the hull where ballast is kept and bilge water collects.

Bitter End - The very end of a piece of rope.

Block - A pulley. A wood or metal case for one sheave (wheel) or more.

"Carry On" - Indication that an order is finished being given and must be carried out.

Shanty - Song sung by sailors to coordinate work.

"Doctor" - Nickname for the ship's cook because he has the knives.

Forecastle - The crew's quarters in the bow, also called fo'c'sle.

Furl - To raise or roll up a sail.

Galley - The ship's kitchen.

Greenhand - Inexperienced hand on a vessel.

Hatch - An opening in the deck, provided with a hatch cover and a box trim built around it.

Halyard - Any line used for hoisting (raising) sails, cargo, flags, etc. Short for haul to the yard.

Hold - Cargo storage area of the ship.

Kanaka - Hawaiian word for man.

Leeward - Downwind. Pronounced "lou-ward."

Line - A sailor's word for rope that has a purpose.

Mast - A vertical spar for supporting sails and rigging.

Quarter Deck - Raised aft deck on ship from where the Captain commands.

Reeve - To pass a line through a hole, as in a block and tackle system.

"Salt" - An experienced seaman on a vessel.

Sheave - The grooved pulley wheel in a block.

"Slack away" - To let out line, hand over hand, without losing control of the line.

Spar - Any support for sails or rigging - a mast, yard, boom, or gaff.

Stow - To put away in its proper place; applied to anything loose.

Tackle - Line rigged through and around pulleys (blocks) to increase the effect of pull applied.

Winward - Towards or into the wind.

Yard - Horizontal spar that holds the sails.

GOLD FIELD TERMINOLOGY

Alcalde - The mayor or judge.

Alta California - Mexico's name for the area that became California.

Argonauts - People seeking gold.

Bar - Sand built up at the bend of a river.

Batea - A flat wooden Indian bowl used by miners when they did not have a metal pan.

Boom town - A town that grew fast, generally because of mining.

Cradle - A device to separate rocks and gravel from gold.

Dry diggings - Mining down without water; digging gold out of cracks in the rocks or from dry riverbeds.

Ghost town - A town where few, if any, people still live.

Glory Hole - A hole producing extraordinary amounts of gold.

Grubstake - A loan of food until the miner could repay.

Hopper - A part of the cradle rocker.

Lode - Vein or deposit of gold.

Mother Lode - Vein or deposit of gold running through quartz in the Sierra Nevada Mountains.

Nuggets - Lumps of gold in various sizes and weights, "pay dirt" clay, sand or gravel with gold in it.

Pocket - A small but rich concentration of gold.

Poke - Bag used for carrying gold dust or nuggets.

Quartz - A mineral or rock found in which gold deposits might be found.

Sluice - A series of connected narrow boxes, that miners would direct water into to separate gold from rocks and dirt.

Stake a Claim - Mark the boundary line of a miner's property with a stake or a pile of rocks.

Strike - Discovery of a concentration of gold rich enough to be mined profitably.

Tailings - The waste pile of rocks and gravel after washing for gold.

Wet Diggings - Mining where there is water; digging gold from streams or rivers.

EXPRESSIONS IN THE GOLD FIELD

“Color” - Puny trace of gold found.

“Come down with the dust” - Pay cash at the time of purchase.

“Pan out” - Gold played out or gone.

“Seeing the elephant” - Seeing gold in the gold fields.

“Throw down the box” - Term used by robbers when they held up a stagecoach; it refers to the box that holds the gold.

“Whip” - Driver of a stagecoach.

“Worked Out” - Refers to an area that has been mined of all the gold that is profitable to mine.

“The Cowards never started and the weaklings died away.” - Used by argonauts to describe the arduous journey they had to survive to get to the gold fields.

F. CLASSROOM ACTIVITIES

Activity #1: "Do It With A Will"

Introduction

On Richard Henry Dana's first night at sea he noted that, "Unintelligible orders were so rapidly given, and so immediately executed...that I was completely bewildered." Though Dana may have looked as "salt" as any "jack tar," he soon found that the language of the sea had its very own vocabulary. To work as a sailor, you have to learn to speak like one.

During the **Gold Digger's Express**, you will learn about the life of a sailor as well as the life in the diggings. One thing that you will discover is that on both the **Spirit** and in the diggings, each has a language of its own. It is important to learn both languages.

The Challenge

Below is a list of words and expressions from the **Spirit**. Divide into your crews. Decide what each word or phrase means. Write your guess next to each word. Once you have finished, match your guesses with the glossary. How close did you come to getting the correct definition?

aft _____

bilge _____

galley _____

greenhand _____

head _____

line _____

mouse _____

port _____

Sir _____

stern _____

"A blowout on sleep" _____

"Avast" _____

"Aye, Aye" _____

"Bear a hand" _____

"California Fever!" _____

"Capital waterdog!" _____

"Carry on" _____

"Do it with a will" _____

Activity #2: "Seeing the Elephant"

Introduction

The language in the diggings was no less confusing than that on board ships.

Sometimes, a company of these wanderers will find itself upon a "bar", where a few pieces of the precious metal lie scattered upon the surface of the ground; of course they immediately "prospect" it...If it "pays", they "claim" the spot, and build their shanties, the news spreads that wonderful "diggings" have been discovered at such a place—the dealers, those worse than fiends, rush vulture-like upon the scene and erect a round tent, where, in gambling, drinking, swearing and fighting, the many reproduce Pandemonium...while a few honestly and industriously commence digging for gold, and lo! as if a fairy's wand had been waved...a full-grown mining town hath sprung into existence

Louise A.K.S. Clappe, The Letters of Dame Shirley, Indian Bar, 1852

The Challenge

Below is a list of words and expressions from the "diggings." In your crews, decide what each word or phrase means. Write your guess next to each word. Once you have finished match your guesses with the glossary. How close did you come to getting the correct definition?

- Alcalde _____
- boom town _____
- cradle _____
- ghost towns _____
- grubstake _____
- hopper _____
- Mother Lode _____
- "pay dirt" _____
- poke _____
- stake a claim _____
- tailings _____

- "Color" _____
- "Come down with the dust" _____
- "Pan out" _____
- "Seeing the elephant" _____

Pretend that you are prospecting for gold in 1851. Write a letter to your family about your voyage at sea to get there and present life in the gold fields. Make sure that you use the words in the list above and on the previous page to make your letter more interesting to those reading it.

Activity #3: Brannan's General Store

Introduction

One carrier of gold fever was a merchant named Sam Brannan. In the rumors of gold, Sam Brannan perceived his future—but not as a prospector. If there was gold in the diggings, he reasoned, the miners would need picks, shovels, pans, flour, coffee, and other staples. The first merchant who was able to establish himself in the gold fields could sell these at incredibly high prices. Sam Brannan made sure that he was there first.

The Challenge

You have \$100.00 to spend on supplies before you head off to the gold fields. Carefully check over the list and decide what to buy. Do you need more money than you have? Check the job board and find a job. How long will it take to earn extra money? Remember that you will need some extra for lodging and for meals.

Beef	.50 lb.	Coffee	.55 lb.	Fruit	.50 ea.
Veal	.75 lb.	Sugar	.65 lb.	Hard Bread	.75 ea.
Mutton	1.00 lb.	Flour	.75 lb.	Eggs	.85 ea.
Pork	1.00 lb.	Molasses	4.00 gal.	Potato	1.00 lb.
Chicken	16.00 ea.	Tea	5.00 lb.	Onions	1.00 lb.
Mackerel	1.00 ea.				
Picks	25.00 ea.	Shirts	40.00 ea.	Ammunition	10.00 box
Horses	150.00 ea.	Underwear	15.00 pr.	Rifle	75.00 ea.
Pans	10.00 ea.	Boots	40.00 ea.	Dynamite	100.00 box
Mules	100.00 ea.	Socks	10.00 pr.	Pistol	50.00 ea.
Shovels	25.00 ea.	Hats	10.00 ea.	Knife	10.00 ea.
Saddles	50.00 ea.	Billiards	1.00		
		game			
Haircut	1.50	Laundry	.50 piece	Lodging/night	1.00
Shave	1.00	Bath	2.00	(own blanket on floor)	

JOB BOARD		
Saloon keeper	\$ 2.00/day	(meals included)
Cargo handler	\$40.00/day	(2 days only)
Wagon hauler	\$.50/hour	(10 hour days)
Innkeeper	\$10.00/week	(4 days a week)
Merchant Assistant	\$50.00/month	(room & board included)
Riverboat Crew	\$15.00/week	(6 days a week)

Activity #4: Sea Shanties

Introduction

When sailing ships such as the *Spirit* traveled the oceans, shipboard work relied on the human back, unassisted by mechanical power. Shanties were used to coordinate the necessary muscle power into single pulses of concentrated energy that could raise and lower the many tons of canvas and wood necessary to propel a sailing ship through the oceans.

Work shanties can be found in most cultures and time periods. They tend to reflect the nature of both the work and culture. Whether on land or at sea, their primary use was for work that tended to be laborious and repetitive. The sea shanty, reflecting the cosmopolitan nature of the sailor, revealed a magnificent array of human endeavor. On a single vessel, one could hear songs that reflected opinions concerning Hong Kong, New Orleans, cotton plantations, railroads, Irish emigration, wars, national heroes, and political trends. The most popular of all topics was, naturally, the plight of the maltreated sailor. The shanty, being part of the folk tradition, was ever evolving. One can find vulgarity and crudeness mixed side by side with literacy, sophistication, and compassion—all due to the various types of sailors (Harvard student, farm boy, blacksmith apprentice, and emigrant) who found their way to the seas.

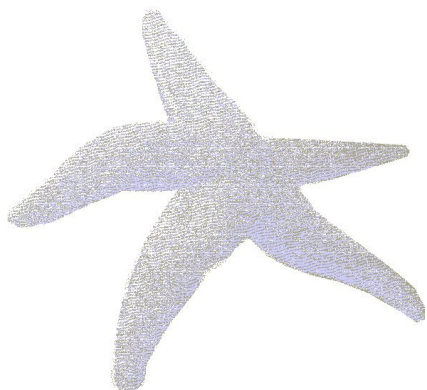
Improvisation was a hallmark of the shanty, since the verses always ran out before the work was complete. It is this necessity that imbues Shanties with their richness of cultural heritage. Cargo handling, weighing anchor, pumping bilges, line handling, setting sail and working the capstan are some of the jobs sailors do that require the use of a sea shanty.

The Challenge

Learn the verses to the attached sea shanties, and practice them for your voyage aboard *Spirit of Dana Point*.

- John Kanaka: Halyard Shanty
- Gloucester Girls: Capstan Shanty
- Leave Her Johnny: Pumping and Windless Shanty

Please note that other resources are available in the Institute's gift shop, including the book with sheet music Songs of a Sailor. In addition, a web search for "sea shanties" will provide with more lyrics, many with files to play the tune for you!



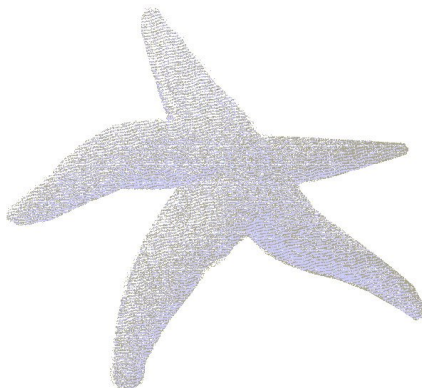
John Kanaka: Halyard Shanty

C **F** **C**
 I thought I heard the Old Man say,
G7 **C**
 Johnm Ka - na - ka - na - ka, tu - lai - e! We'll work to -
F **C**
 mor - row but no work to - day John Ka - na - ka - na - ka,
G7 **C** **F**
 tu - lai - e! Tu - lai - e Oh Tu - lai -
C **G7** **C**
 e! John Ka - na - ka - na - ka tu - lai - e!

A Yankee ship with a Yankee crew
 And we're the buckos to push her through

Oh, haul away, oh haul away
 Oh, haul away and make your pay

A Yankee ship with a Yankee mate
 If you stop to walk, he'll change your gait



Gloucester Girls: Capstan Shanty

C **G7** **C** **Am** **G7**

Glouce-ster girls, they have no combs. Heave a - way! Heave a - way! They

C **G7** **C**

comb their hair with cod-fish bones. We're bound for Cal-i-

G7 **C** **F** **C**

for-ni-a! Heave a - way, my bul-ly, bul-ly boys! Heave a -

Am **G7** **F** **C** **F**

way! Heave a - way! Heave a - way and don't you make a noise, we're

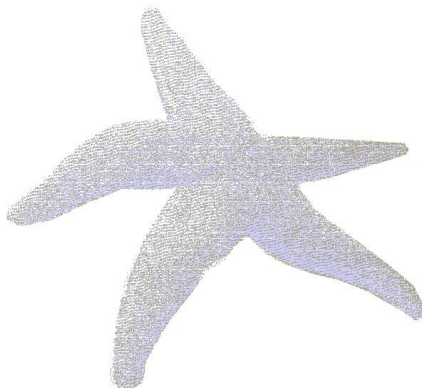
C **G7** **C**

bound for Cal-i-for-ni-a!

Gloucester boys, they don't have sleds
They slide down hills on codfish heads

Gloucester doctors don't use pills
They prescribe their patients codfish gills

Gloucester cats, they don't have tails
They got blown off in southeast gales



Leave Her Johnny: Pumping and Windlass Shanty

C

I thought I heard the Old Man say,

G7 C F C

"Leave her, John - ny, leave her!" You can go a - shore and

F C G7 C *LAST TIME*

draw your pay, It's time for us to leave her!

G7 C F

Leave her, John - ny, leave her, Oh leave her John - ny,

C F C F

leave her. The voyage was long and the winds don't blow and it's

C G7 G

time for us to leave her.

Oh, our ship is old and she's sinking fast
Our ship is old and she will not last

Aye the work was hard and the wages low
The grub was bad and the ship was slow

Yes, it's rotten meat and weevily bread
If you moan too hard, they break your head

The Mate was a bucko and the old
Man a Turk

And the bosun was a devil with the
Middle name o' work

Now the mates have gone and we the crew
It's time we lads that we went too

