

WELCOME TO THE "BY THE GREAT HORN SPOON!" PROGRAM

'By the Great Horn Spoon!' Jack yelped. 'We've done it! We've struck it rich!'

By the Great Horn Spoon, p. 169

Soon, you and your students will begin the "By the Great Horn Spoon" program! During this living history program, your students will step into the shoes of Forty-Niners to discover what life was like during the California Gold Rush.

This exciting two-day program begins at the Ocean Institute, where student "companies" learn the skills necessary to sail a tall ship around Cape Horn to California. They act the part of sailors, raising sail, taking the helm, and delivering cargo for an ornery ship's captain in order to earn money that they can bring with them to the Gold Fields.

After "arriving" in California, your school will depart for the Lazy W Ranch. This beautiful setting turns into a mining boomtown as students participate in a Gold Rush-era Town Meeting around a campfire. After spending the night in a rustic cabin, students take to the fields in their mining "companies" as they spend their hard-earned California dollars on panning equipment and a trail guide. Only a few will strike it rich, but the time they spend in the gold fields will create memories for a lifetime.

This program combines "living history" with experiential education and fun to create an adventure that your students will never forget. The curriculum of the program is aligned with California Content Standards. Ocean Institute instructors take the role of authentic characters from the Gold Rush in order to create a realistic experience for your class. As your students become immersed in the experience, they will discover the challenges faced by real Forty-Niners and will understand how lessons learned in the past relate to our lives today.

In order to help you prepare yourself, your class, and your parent chaperones for the upcoming journey, we have provided a teacher materials package. In this package you will find:

- Administrative Preparation Materials
- Administrative Check List
- Program Description
- Links to California History-Social Science Content Standards
- Background Resources
- Classroom Activities

Before embarking on your journey, you will also need the following packets of forms, which are available on the Ocean Institute website:

- Teacher Information Packet
- Chaperone Information Packet
- Parent Information Packet

As your program date nears, please review the administrative checklist and program agreement for final preparations before your program. If you have any questions about your visit to the Ocean Institute, please do not hesitate to contact our Outdoor Education Program Director, Sara Ludovise, at 949-496-2274 ext. 344.

Again, welcome to the "By the Great Horn Spoon!" program. We are looking forward to your visit.

Sincerely,

Rick Baker
Vice President, Education

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A. ADMINISTRATIVE INFORMATION AND PREPARATION

ADMINISTRATIVE CONTACT

For questions regarding the "By the Great Horn Spoon!" program, please contact:

Sara Ludovise, Outdoor Education Director
Address: 24200 Dana Point Harbor Drive, Dana Point, CA 92629
Telephone Number: (949) 496-2274, extension 344
Fax Number: (949) 248-5557
E-mail: sludovise@ocean-institute.org

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 chaperones. This packet also contains directions to the Ocean Institute and the Lazy W Ranch as well as contact phone numbers — please call us at any time with any questions you may have about your field trip!

TEACHER INFORMATION: BEFORE YOUR PROGRAM

There are several things that you can do prior to your arrival at camp that will help your program run as smoothly as possible:

- Review the program goals and expected behaviors with the students before you arrive. Complete the classroom activities with your students, and make sure they have a clear understanding of the educational concepts they will explore during the program
- Spend some time choosing and preparing your chaperones. It is vital that the chaperones are prepared for the program. 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 chaperone, and that they understand the idea of "role-play" in the program.
- Fax the "Program Information Sheet" to the Ocean Institute at (949) 496-5557 at least one month ahead of time, with all necessary dietary and health information.
- Have a signed Acknowledgement of Risk and Waiver and signed medical forms for each student and chaperone before boarding the bus.
- Send program payment to the Ocean Institute at least 10 days before the scheduled date of your field trip. Please mail a single check for the total amount of the program minus the deposit you have already paid.
Please make checks payable to Ocean Institute.

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 chaperones 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 cooperatively with Ocean Institute instructors and your chaperones to manage students during the program.
- Work cooperatively with Ocean Institute instructors and your chaperones to solve student and chaperone management problems.
- Report any problems (including facilities and management) to the Ocean Institute staff as soon as possible.

PAYMENT

Payment must be received 10 days before your program date. Please mail a **single check** for the total amount of the program (minus the deposit that you have already paid) to:

Ocean Institute
24200 Dana Point Harbor Drive
Dana Point, CA 92629

Please make the check payable to **Ocean Institute**. If your school cannot meet the Ocean Institute's payment policy, please contact your Reservation Coordinator at (949) 496-2274, extension 211.

FINAL COUNT

Call the Ocean Institute at (949) 496-2274, extension 211 before your program if the number of students or adults changes. When you arrive at the Ocean Institute for your program, you must have an accurate count of total students and adults participating in the program. If the number of participants listed on your Confirmation Form is not accurate, call the Ocean Institute immediately.

STUDENT AID

The Ocean Institute maintains a student aid fund for students who are unable to obtain sufficient funding to attend the program. Please call (949) 496-2274, extension 211 for more information and to receive the necessary forms for student aid.

CAMPER INSURANCE

All campers visiting the Lazy W Ranch are covered by camper day insurance through Cal-Pac Camps. For more information regarding this policy, please contact the Outdoor Education program director at (949) 496-2274 ext. 344.

INFORMATION PACKETS

We have posted separate packets for teachers, chaperones, and parents on our website (<http://www.ocean-institute.org/teacher/fieldtrips/hornspoon.html>). These packets contain copies of information and forms that must be completed by parents, chaperones, and teachers before arriving for the "By the Great Horn Spoon!" program. **IT IS IMPORTANT THAT YOU ARE FAMILIAR WITH ALL THE INFORMATION AND FORMS FOUND IN EACH PACKET.** These packets are ready to be copied and distributed to the appropriate participants. Information on each of the forms is in the next section.

Please make sure that you provide chaperones with both the Chaperone Information Packet (for themselves) and the Parent Information Packet (for their child).

MEDICAL ISSUES

The teacher-in-charge keeps all medical forms and is responsible for storing and distributing student medications (both prescription and non-prescription). If your school's policy does not allow teachers to handle medications, please contact the program director **immediately** at (949) 496-2274 ext. 344 so that alternate arrangements can be discussed.

Please notify the Ocean Institute in advance of any participant with special dietary or other needs. Please be aware that we do not have a medical doctor or nurse on site, and we do not have housing for sick students. Parents of ill or injured students will be notified immediately and arrangements made for transportation to the hospital or home.

SEASICKNESS

If you are scheduled for a sail on *Spirit of Dana Point* and are concerned about seasickness on board, there are several things that you and your students can do to avoid seasickness on day sailing programs:

- Eat a good breakfast or lunch before the cruise—make sure that you avoid sweets and greasy foods!
- Take anti-motion medication at least 2 hours before boarding the vessel. We recommend a **non-drowsy** form of Dramamine or Bonine.

LUNCH

Please make certain that everyone in your group (including students, chaperones, and yourself) brings lunch for Day 1. Separate out or collect the lunches and make certain that they are readily accessible.

Lunch on the first day will be eaten at the Ocean Institute. All other meals will be provided at the Lazy W Ranch.

FORMS

All of the following forms can be found in the Information Packets that are available on the Ocean Institute website (<http://www.ocean-institute.org/teacher/fieldtrips/hornspoon.html>). Please make sure that all of the forms are completed before you arrive for the "By the Great Horn Spoon!" Program. Make sure that you use the forms from the packet posted on the website — they are the most updated forms.

- **Program Information Sheet**
The Program Information Sheet should be completed and faxed to the Ocean Institute **at least one month** before your program date. This information will help us prepare for your program. Use this form to request your explorations and inform us of any special needs.
- **Company Form**
Your class must be divided into "mining companies" before your arrival. We have provided a Company Form to help you. Plan on having one "company" for every 12-15 students. This form will double as the roster for your sail, so when you fill it out, please make certain to write out first and last names of all participants.

Students will work together with their mining company to perform all activities on the program. They will move cargo, furl sail, eat dinner, shop for supplies, and pan for gold as a team. Please make sure that each company has a name to identify itself. You will also need to choose a student leader of each company.
- **Cabin Group Form**
Once you have a final roster of participating students, divide them into cabin groups. A cabin group consists of nine students of the same gender and one adult chaperone. Please be prepared to present the on-site administrator with a copy of the Cabin Group list upon arrival.
- **Medical Forms**
You will find **medical forms** in the packets. You must have a completed and signed medical form for each student and adult participating in the "By the Great Horn Spoon!" Program. In order for a child to receive any prescription or non-prescription medication during the program, the Administration of Medication form must be completed and signed by the parent or guardian and the child's physician.
- **Acknowledgement of Risk and Waiver**
Each student must have this form signed by a parent or guardian to participate in the program. Please make sure that you have one signed form for each student, adult chaperone, and teacher when you check in with the Ocean Institute staff. **Participants without a signed form will not be permitted to participate.**

TRANSPORTATION

Student transportation should be arranged well in advance. It is important that you arrive on time. Please schedule yourself to arrive at least 15 minutes before your scheduled program start time. If you arrive late, your program time will be shortened.

Please make sure that your bus can drive over the 1 ½ mile long dirt road that leads to the Lazy W Ranch. If your bus cannot do this, call the Ocean Institute as soon as possible to make arrangements for luggage transport. The students must walk the 1-½ miles out of camp.

The Ocean Institute will schedule transport between the Ocean Institute and the Lazy W Ranch. If you would like to arrange your own transportation, please let us know. We highly encourage schools to bring a U-Haul to transport luggage in order to minimize the amount of times that luggage needs to be loaded or unloaded. Please let us know ahead of time if you will be bringing a U-Haul.

Transportation Schedule for the "By the Great Horn Spoon!" Program

First Day of Program:

9:00 AM Arrive at the Ocean Institute in Dana Point

Second Day of Program:

12:30 PM Arrive at Lazy W Ranch to pick up students

DIRECTIONS TO THE OCEAN INSTITUTE

Address: 24200 Dana Point Harbor Drive, Dana Point, CA 92629.

Phone number: (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

DIRECTIONS TO THE LAZY W RANCH

Address: 25832 Hot Springs Canyon, San Juan Capistrano, CA 92623.

Phone Number: (949) 728-0758

- Take Interstate 5 toward San Juan Capistrano
- Exit the freeway at the Ortega Highway (74) exit and turn left (from north) or right (from south)
- Follow the Ortega highway east for approximately 12 miles
- Turn left off the Ortega Highway at San Juan Hot Springs Road (just before the San Juan Fire Station)
- Follow the road 1.5 miles until you reach the Lazy W Ranch parking lot (the road dead-ends in the parking lot). Please park on the left against the logs.

Note: You will cross the stream four times as you drive down San Juan Hot Springs Road. The crossings all have concrete bottoms.

RECRUITMENT OF CHAPERONES

Chaperones play an essential role in the "By the Great Horn Spoon!" Program. We cannot stress enough the extent to which the attitude of the adults influences the success of the voyage. They function as safety officers on the ship, supervise students in their cabin, and accompany them during activities and while they hike on the trails.

You will need at least one chaperone per cabin (each cabin can sleep ten people total), which means that you will need to bring at least one adult for every nine children. We strongly recommend that you begin the recruitment of the safety officers early. Each adult will be assigned to a company, and each company and cabin group must have at least one chaperone.

Please note that it is vital that your chaperones also be prepared for this program. Take time to go over the resource materials (provide them with copies) and make sure they understand the nature and scenario of the program. The chaperones will be responsible for keeping an eye out for potential safety problems and assist in keeping discipline. All adults should be prepared to participate in every aspect of the program, including role-play and taking orders from the student leaders.

PRE-TRIP PARENT MEETING

The Ocean Institute staff is excited to help with your trip preparation in any way that we can. If you would like, we are happy to visit your school to present information to parents about the "By the Great Horn Spoon!" Program and to answer any questions. If you are interested in arranging a presentation, please contact the Ocean Institute at (949) 496-2274, ext. 211.

LETTERS TO THE MINERS FOR THE "BY THE GREAT HORN SPOON!" PROGRAM

During the evening "Town Meeting," the camp boss will meet with the entire group around the campfire to debate current issues, deal with camp business, and discuss the history of the times. The "Letters to the Forty-Niners" are a great introduction to this activity. These letters are a very important aspect of the program and greatly enhance this "Town Meeting" time.

Encourage parents to write letters to their children as if they were living in the year 1850. These letters should incorporate news items of the times so that the students can build upon the lessons they have learned (as well as provide some entertainment). Parents can write about how life on the farm has been or the difficult times in the city, what is happening in the world, or exciting new inventions. The letters can be from "parents," "children," "wife," "suitor," "friend," or whomever, but should attempt to recreate the atmosphere of the times.

These letters should be secretly delivered to you ahead of time, and you can secretly give them to the on-site administrator when you arrive for your program. During the "Town Meeting," the camp boss will use the letters to begin a discussion of history.

Remind the parents:

- It is 1850, and the "Forty-Niners" have been away from home for a year as they traveled to California. Letters should not reflect or refer to modern times.
- James Marshall discovered gold on January 21, 1848. He was working for an agriculturalist and businessman named John Sutter, who was building a lumber mill.
- Zachary Taylor was President when the Gold Rush first began. He died on July 9, 1850, due to unknown causes. Millard Fillmore succeeded him as President.
- Henry Clay introduced the Compromise of 1850 (which allowed California to become a state) on January 29, 1850.
- After a long debate and much haggling, California became a state on September 9, 1850.

STUDENT PREPARATION

We have found that the more familiar the students are with the idea of role-play, 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.

STUDENT BEHAVIORAL EXPECTATIONS

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

STUDENT SAFETY RULES ON *SPIRIT OF DANA POINT*

For programs that go to sea on *Spirit of Dana Point*, strict adherence to safety regulations is required. *Spirit of Dana Point* is a working tall ship, and her crew is trained in Coast Guard-certified safety policies and procedures.

- All participants must wear rubber-soled shoes and long pants.
- While onboard *Spirit of Dana Point*, students must stay out of the rigging, stay away from rails, and follow instructions at all times.
- The first mate will point out safety hazards and discuss procedures in case of an emergency with the students once the program has begun. All students must listen to the safety talk.

WILDLIFE AND SAFETY PRECAUTIONS

The Lazy W Ranch is located in the Cleveland National Forest, which is a designated wilderness area. Animal residents of the area that make precautions necessary include mountain lions, bobcats, coyotes, rattlesnakes, scorpions, and bees. While encounters with these animals are rare, both adults and students must be aware of camp policies and procedures. Close supervision of students by the accompanying adults is essential, and strict adherence to the camp rules is necessary.

All teachers, chaperones, and students attending the "By the Great Horn Spoon!" Program must read and understand the following wildlife and safety rules prior to their visit

- All students must remain in close proximity of an instructor or chaperone. Close proximity shall be strictly defined as "visual contact." Students are never to go anywhere alone. Students will be advised of the "visual contact" rule and the seriousness of compliance.
- Two adults will accompany each activity group. A California Time Capsule instructor will lead the group and a designated chaperone will follow.
- At least one chaperone will oversee the recreation area during the recreation periods. At least one chaperone will oversee the cabin and shower areas before and after dinner.
- Food (including gum and candy) is not allowed in the cabins or on the trails.
- Shoes must be worn at all times (except for sleeping and showering). Students will be required to wear long pants on trails.
- Littering is not tolerated.
- Students and chaperones must stay with their instructor on established trails. On winding and narrow trails the instructor will stop regularly to allow students to catch up. The distance between the instructor and the adult at the end shall not exceed 30 yards.
- Students should not touch any of the camp animals or pets, including the cats and dogs.
- The stream area is off limits unless accompanied by an instructor during an organized activity.
- Students must remain in their cabins from "lights out" until 7:00 AM, except for bathroom visits. Chaperones must accompany students on night bathroom visits.

- Instructors will carry walking sticks, whistles, and emergency first aid kits on hiking trails. In addition, all instructors are First Aid and CPR certified.
- Cabin raiding is not allowed.
- Students will report any injury or illness to an instructor or chaperone immediately.
- Students are expected to follow established classroom guidelines.

Upon arrival at the program, the on-site administrator will review these rules and guidelines with the students and chaperones. If there are discipline or safety concerns during the program, the on-site administrator will work with the teachers to resolve issues appropriately following the school's normal procedures.

LAURENA G. CHAMBERS GALLERY BOOK AND GIFT STORE

Chambers Gallery Book and Gift Store is a fun and unique non-profit museum store open daily from 9:00 AM to 5:00 PM and definitely worth the visit. The revenue is directed toward lowering tuition for schools that participate in Ocean Institute programs.

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.

There will be a limit on the number of students allowed to shop at one time and we encourage you to organize them so that they all have time to enjoy the shop. Please have one or two adults in the store to help supervise your students. We ask that all food, drink, and backpacks be left outside while they are shopping. Teachers receive a 15% discount in the shop if members of the Teachers Club and 10% normally.

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

In order to ensure a positive experience, we recommend the following:

1. Plan sufficient time before your program to shop. If you desire extra time for students in the store, let the program administrator know upon arrival at the Ocean Institute so that shopping time can be arranged.
2. All purchases should be stowed safely away and out of sight for the program.
3. Please allow only 10-12 students in *Chambers Gallery* Book and Gift Store at a time. Remaining students should remain outside in a manner that does not interfere with traffic in and out of the building.

SPIRIT OF DANA POINT SOUVENIR T-SHIRT

Your students can take home more than just knowledge and memories from their Ocean Institute adventure! *Spirit of Dana Point* t-shirts are available for both students and adults. This comfortable t-shirt features the ship logo and is *only* available to participants who have completed the program.

Group and individual order forms are included in the Required Forms packet, available on the Ocean Institute website. If you would like to place an order for your school, please combine all individual orders onto one Group Order Form (individual checks are okay!) and fax it to (949) 496-4296. All orders must be received at least six weeks in advance of your program date.

If you have any questions, please contact the *Laurena G. Chambers Gallery* Book and Gift store at (949) 496-2274.

B. ADMINISTRATIVE CHECKLIST

Immediately upon receiving this package...

- Carefully review the Teacher Preparation Package (this document!).
- Mail an information letter to parents to arrange a parent orientation, and make sure to ask for parent chaperones. **If you would like Ocean Institute staff to make a presentation at your parent orientation, please contact us at least 1 month in advance at (949) 496-2274 ext. 211.**
- Arrange your transportation.

Two months prior to your trip...

- Eighty percent of your funding should be secured.
- Confirm student and adult numbers with the Ocean Institute.
- Arrange for parent chaperones—we require one adult per nine students. See the confirmation form for the cost of each chaperone.

One month prior to your trip...

- Distribute Chaperone Information Packets and Parent Information Packets. **KEEP THE MEDICAL FORMS AND THE ACKNOWLEDGEMENT OF RISK FORMS SEPARATE.**
- Begin student preparation.
- Confirm the final number of students and chaperones, as well as any dietary or medical needs, by filling out the Program Information Sheet. Mail or fax your Program Information Sheet to the Ocean Institute at (949) 248-5557.
- Assign students to "mining companies" and select a student leader for each company
- Have parents begin writing the "letters to the miners."

Two weeks prior to your trip...

- Mail program payment to the Ocean Institute—**full payment must be received a minimum of 10 days before your program.**
- Collect signed Acknowledgement of Risk and Waiver and signed Medical Forms from each student and chaperone.
- Fill out and sign the Acknowledgement of Risk and Waiver and Adult Medical Form for yourself and any other teachers attending.
- Collect the "letters to the miners" from parents.
- Meet with chaperones to communicate expectations and go over the details of the program.

One week prior to your trip...

- Review behavioral expectations with students.
- Divide students into activity and cabin groups, and complete the activity and cabin group forms.
- Contact the Ocean Institute with any last minute questions or changes

24 hours to go!!!...

- If inclement weather is expected, contact the Ocean Institute for status of the program. The "By the Great Horn Spoon!" program is a rain-or-shine program, but we may make minor adjustments in case of inclement weather.
- Be sure all forms have been collected. Please keep the Acknowledgement of Risk and Waiver separate from the Medical Forms.
- Gather boxes to separate sack lunches for Day One.
- Prepare nametags for students and adults.

When you arrive at the Ocean Institute...

- Arrive by 9:00 AM and unload the bus in front of the Ocean Education Center's Student Services Building.
- Check in at the Student Services building with a final count of students and adults, as well as the Acknowledgement of Risk and Waiver forms.

C. DESCRIPTION OF THE "BY THE GREAT HORN SPOON!" PROGRAM

The "By the Great Horn Spoon" overnight is designed to dramatically take the students back in time as they relive the life of a Forty-Niner. Students explore what life was like during the Gold Rush and gain an appreciation for the trials and tribulations that were ever-present in California during such a turbulent time. They develop teamwork, problem solving, critical thinking, and communication skills through challenging hands-on activities over the course of this two-day program.

The students who come on the field trip will be following this scenario:

It is 1850. Though you come from a poor family back east, lately your mind has been buzzing with thoughts of California. You have heard of the gold that was found near Sutter's Mill, and of all the thousands of people who have set off for San Francisco in hopes of striking it rich. You may even have a brother or a friend who has gone before you.

Passage to California can be expensive, and you know life in California can be hard, so you have banded together with some of your friends to form a Mining Company. Together, you will travel to the docks in Boston in hopes of finding a ship that will take you to California. You will do what you can to earn money, both to pay your passageway across and to purchase supplies once you arrive in California. Once you make it to a mining town in California, you will have to work together with the rest of your Company to survive the treacherous fields if you want to finally strike it rich!

EXAMPLE PROGRAM SCHEDULE

Day One

9:00	School Arrives at the Ocean Institute; unload luggage
9:30	Agent's Introduction
10:00 – 12:00	Shipboard Rotation <i>Setting Sail Watch and Helm Navigation</i>
12:00 – 12:30	Lunch
12:30 – 2:30	Dockside Rotation <i>Moving Cargo Rowing Furling Sail</i>
2:30	Rotations end; load buses
3:00	Leave for the Lazy W Ranch
4:00	Arrive at the Lazy W Ranch: Unload buses and cabin assignments
4:30	Supervised Recreation / Showers
5:30	Dinner
6:30	Supervised Recreation / Showers
7:30 – 9:00 PM	Evening Program: <i>Telegraph Construction Lazy W Post Office Gold Rush Town Meeting</i>
9:30	Bedtime!

Day Two

7:30	Breakfast
9:15	The Gold Rush: <i>Choose a Trail Guide Stake a Claim Visit Sam's Store To the Gold Fields! Hydraulic Mining</i>
12:00	Lunch
12:45	Summation and Conclusion
1:00	Load buses and depart for home!

Please note that this is a sample schedule. Please check your PROGRAM AGREEMENT for your departure time.

PROGRAM ACTIVITIES

The first part of the students' adventure begins dockside in Dana Point, where they sign aboard a tallship and learn the skills necessary to be a sailor. They can earn a little extra money by helping the ship's crew move cargo, and then take to the seas to sail "around Cape Horn" and arrive in San Francisco!

- **Hoisting a Cargo Barrel**
Students maneuver a barrel to a desired location and understand the processes involved in the moving, loading, and unloading of ship's cargo.
- **Rowing the Long Boat**
Students learn the parts of a long boat and an oar and work together to maneuver the long boat safely and efficiently.
- **Yard – Furling Sail, Laying Out**
Students work on a yard in the cargo hold to furl, bust-up, and let fall a sail. They experience the work sailors did aloft and gain an appreciation for the labor involved in handling a square sail.
- **Sail on *Spirit of Dana Point***
Students set sail on *Spirit of Dana Point*, where they are responsible for running the working ship. They raise sail, stand watch, and take the helm as they simulate a voyage around Cape Horn to the banks of the Sacramento!

After arriving in "San Francisco," the students depart for the Lazy W Ranch, which plays the part of a period mining camp. There, students experience life in a mining boomtown as they spend the night in rustic cabins, then take to the hills to search for gold.

- **Build a Telegraph**
Students work together with their mining company to construct and test a telegraph. They must decide as a team whether the benefits of being connected to the rest of the world by wire is worth investing money to build a telegraph station in town.
- **Lazy W Post Office**
The mining companies visit the Lazy W Post office, where they are given an opportunity to send a letter home. Each student reflects on his or her adventure so far and anticipates what will happen in the morning as he or she writes a letter to family back "home."
- **Town Meeting**
The entire class meets around the campfire for a Town Meeting to discuss camp business. They will debate contemporary issues, including whether or not to invest money in a town telegraph, read mail from home, sing songs, and tell stories about life during the Gold Rush during this colorful presentation of life in a '49 boomtown.

On the second day, students finally take to the gold fields with their mining companies to see if they, too, can strike it rich!

- **Choose a Trail Guide**
Each Mining Company must decide how much money they want to spend on a trail guide, and then select the guide that best suits their needs.
- **Stake a Claim**
With the help of their trail guide and a lesson in geology, students select the most likely location where they think they will strike it rich.

- **Visit Sam's Store**
Each mining company travels to Sam Brannan's General Store to buy the supplies that they will need in the gold fields!
- **To the Gold Fields!**
Students head out to the diggings, where their trail guide instructs them in proper panning technique as they do their best to strike it rich.
- **Hydraulic Mining**
Students get a chance to see some of the newest developments in mining technology as they build and test a hydraulic mining system, and then debate the environmental impact of such a tool.

D. LINKS TO CALIFORNIA HISTORY – SOCIAL SCIENCE CONTENT STANDARDS

All Ocean Institute programs are based around California Content Standards. The activities and investigations that your students participate in during the "By the Great Horn Spoon!" Program coincide with the concepts being taught back in your classroom.

Here is a list of the general California History-Social Science Content Standards that are included in the "By the Great Horn Spoon!" Program.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
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.
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).

E. STUDENT PREPARATION FOR THE "BY THE GREAT HORN SPOON!" PROGRAM

Preparing your students for this program is extremely important. 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 and work together. While they are on the boat, they will be expected to 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.

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.

MINING COMPANIES

The "By the Great Horn Spoon!" program is built around the team-building and cooperation that happens within the students' mining companies during the course of the program.

These "companies" will be the teams that the students work in during the course of their adventure at the Ocean Institute. They will work together, eat together, and succeed or fail as a team. We encourage you to give students their companies ahead of time, so that they can develop a Company Charter and choose a leader before they arrive for the program.

Please divide your students into "mining companies" before you arrive for the "By the Great Horn Spoon!" program. You can plan on one company for every 12-15 students.

ROLE-PLAY

The students need to thoroughly understand the concept of role-playing, and that they will be pretending to be Forty-Niners 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 ON SPIRIT OF DANA POINT

Our staff will go over all safety rules on the vessels once the students arrive at the Ocean Institute. 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 away 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 1850 in Boston. News of gold has spread through the entire country, and everyone seems to be heading for every ship and wagon train in a "rush" to get to California. Knowing 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. When you reach the Boston Harbor to begin your journey, you find that only one ship has any room left for passengers. Prices for travel are high, but you hope to negotiate an agreement for passage.

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

Once you get on board, the Captain orders the sails set and the new crew to work. Your training begins immediately!

THE CAST OF CHARACTERS

Your students will encounter many historical characters during the "By the Great Horn Spoon!" program. They will meet sailors, businessmen, trail guides, old timers, immigrants, and fellow travelers, all hoping to strike it rich in some way, shape, or form while in California.

The three main characters that you will encounter during your program are:

- **The Agent**

The Agent wears many hats. He recruits the Mining Companies to sail for California, and when they arrive, he is the Camp Boss at the Lazy W Ranch. He acts the town mayor, responsible for making sure that everything runs smoothly in his mining camp. He owns the only chow hall in town, and takes charge of the work crews that assemble and clean it. Rumor has it that he is the camp barber-surgeon, sheriff, and even undertaker, as events allow.

Out of character, the Agent will also function as the program administrator and the liaison with teachers and parents.

- **The Inventor**

The inventor originally came to California to find gold, but he spends more of his time fidgeting with gizmos and gadgets than searching for riches in the field. As a result, he is considered the resident expert on new technology. He is extremely excited about the chance to head to the gold fields, and maybe to have a mining company test out some new ideas that might make it easier to find gold while he's at it.

- **The Entrepreneur**

The entrepreneur came west in hopes of making her fortune, but she is far too practical to leave everything to luck. She looks down on those who assume they can strike it rich by chance, and is convinced that the only sure way to hit the jackpot is through hard work and perseverance. Even though she has now established a business selling hand-made mining lanterns, she hopes to make a little extra money taking some newcomers to the gold fields, all the while proving that hard work means more in the gold fields than chance or expensive equipment.

On the sail onboard *Spirit of Dana Point*, students will also meet the following characters:

- **The Captain**

The Captain is the master of the ship and the crew. He is responsible for the vessel and all souls aboard. He is the absolute commander and law on the Spirit. His orders and wishes are carried out by the first and second mates—his right and left hand men. He has other burdens upon him than to train a green crew. He will expect no less from them than he would old salts—obedience.

- **The First Mate**

The first mate is the second in command. He is in charge of running the decks and overseeing sailing maneuvers. He spends his time at sea seeing to the fact that every order is fulfilled to the letter and no job left unfinished. While the lesser three staff are training, he is heard issuing orders—keeping everyone at task and on time.

- **The Second Mate**

The second mate is the third in command. He is no less a sailor and a fine figure of an officer as the first mate.

- **The Boatswain**

The boatswain's traditional duties encompass the maintenance of the boat and the maintenance of discipline. Should any sailor have to be punished, it would be the boatswain administering the floggings. A boatswain must truly understand the workings of a vessel under sail and the minds of those sailing it.

- **The Miner**

The miner is actually a businessman who has seen the early days of the Gold Rush in California. He took the example of Samuel Brannan to heart and returned to the eastern seaboard to acquire goods which to sell to the miners back in California. The miner must be portrayed as a driven and optimistic man, an exuberant fellow willing even to risk hiring a crew of green hands to get his cargo to California as soon as possible.

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

F. 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 tall ship. 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.

G. CLASSROOM ACTIVITIES

Activity #1: *Company Charter*

Introduction

The gold fields of California could be a dangerous place. They were known for being rough and lawless, with few laws and little help if a miner ran into trouble. The voyage to the gold fields could be just as dangerous. Dangers lurked around every corner, and a man who was brave enough to travel by himself could soon find trouble.

To protect themselves, many miners banded together in mining companies before leaving for California. These mining companies were a group of men (or women) who had united for a single purpose – to find gold. They chose a name and created a code of behavior, deciding in advance on the rules that they would follow and how they would split up their gold once they found it. Joining a mining company also allowed miners to pool their money, helping them to afford supplies and other necessities while in the gold fields.

The Challenge

You have heard about the gold in California, and are excited to depart for San Francisco! However, you have little money and are worried about the dangers you may encounter on the way to California. You have decided to join a mining company to provide you with safety (and money!) so that you have the best chance of striking it rich on the Gold Rush.

Meet with the other members of your company, and see if you can come up with answers to the following questions before you leave for California.

Company Name:

Company Leader:

Members:

Where is your company from?

What rules do you agree to follow in the gold fields?

How will you divide up your gold once you find it?

Once you have come up with your company charter, write it up neatly and have all of your members sign it. You can also design a company flag to fly once you stake your claim in California.

Activity #2: "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 "By the Great Horn Spoon!" program, 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 a tall ship 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 companies. 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 #3: “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 #4: Sam 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 and your company 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 #5: Sea Shanties

Introduction

When sailing ships 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.

During the Gold Rush, miners invented songs of their own. They often took popular songs (such as "Camptown Races") and changed the words to better fit their situation. They sang about rough conditions in the diggings, the riches that they hoped to find, and the longing that they had for home. These Gold Rush tunes could be used to coordinate work, to pass time while miners were working, or just for fun during some rare time off.

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 Gold Rush songs and sea shanties, and practice them for your voyage to the gold fields.

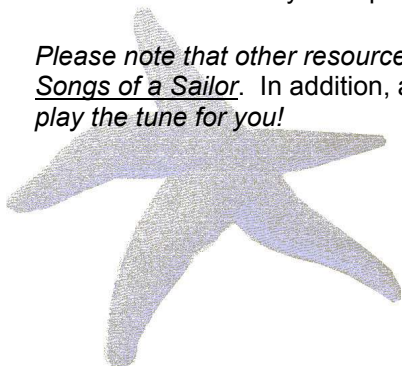
Gold Rush Songs:

- O California!
- Seeing the Elephant
- My Darling Clementine
- Banks of the Sacramento

Sailing Songs:

- 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!



"Songs from the Diggings"
FORTY-NINER SONGBOOK

"O California!"

(To the tune of O Susannah!)

I came from Salem City
With my washpan on my knee
I'm going to California,
The gold dust for to see.

It rained all night the day I left,
The weather it was dry
The sun so hot I froze to death,
Oh, brothers don't you cry.

CHORUS:
O California!
Oh, that's the land for me!
I'm going to San Francisco with my washpan on
my knee.

I soon shall be in Frisco
and there I'll look around.
And when I see the gold lumps there,
I'll pick them off the ground.

I'll scrape the mountains clean, my boys,
I'll drain the rivers dry.
A pocketful of rocks bring home,
So, brothers don't you cry.

REPEAT CHORUS



Californians take to the diggings!

"Seeing the Elephant"

When I left the States for gold
Everything I had was sold:
A stove and bed, a fat old sow
Sixteen chickens and a cow

CHORUS:
So leave, you miners, leave!
Oh, leave, you miners, leave!
Take my advice, kill off your lice, or else go up to
the mountains;
Oh, no, lots of dust, I'm going to the city to get on
a "bust."
Oh, no, lots of dust, I'm going to the city to get on
a "bust."

Off I started, Yankee-like,
I soon fell in with a lot from Pike;
On the Platte we couldn't agree,
Because I had the di-a-ree.

So we split up, I made a break,
With one old mule for the Great Salt Lake.
Being brave, I cut and carved,
On the desert nearly starved.

REPEAT CHORUS

On I traveled through the pines,
At last I found the northern mines;
But because I would not pay my bill,
They kicked me out of Downieville.

I mined a while, got lean and lank,
And lastly stole a monte-bank;
Went to the city, got a gambler's name
And lost my bank at the thimble game.

REPEAT CHORUS

When the elephant I had seen,
I'm damned if I thought I was green;
And others say, both night and morn,
they saw him coming round the Horn.

If I should make another raise,
In New York sure I'll spend my days;
I'll be a merchant, buy a saw,
So, good-bye, mines of Califor-nye-ah!

“My Darling Clementine”

In a cavern, in a canyon,
Excavating for a mine
Dwelt a miner forty niner,
And his daughter Clementine

CHORUS:

*Oh my darling, oh my darling,
Oh my darling, Clementine!
Thou art lost and gone forever
Dreadful sorry, Clementine*

Light she was and like a fairy,
And her shoes were number nine,
Herring boxes, without topses,
Sandals were for Clementine.

REPEAT CHORUS

Drove she ducklings to the water
Ev'ry morning just at nine,
Hit her foot against a splinter,
Fell into the foaming brine.

REPEAT CHORUS

Ruby lips above the water,
Blowing bubbles, soft and fine,
But, alas, I was no swimmer,
So I lost my Clementine.

REPEAT CHORUS x2

“Banks of the Sacramento”

(To the tune of Camptown Races)

Sing and heave, and heave and sing,
To me! Hoodah! Hoodah!
Heave and make the handspikes spring.
Hoodah, hoodah, ay!

CHORUS:

*And it's blow, me bully boys, blow,
For Californi-o.
For there's plenty of gold,
So I've been told,
On the banks of the Sacramento.*

From Limehouse Docks to Sydney Ways,
To me! Hoodah! Hoodah!
Was never more than seventy days.
Hoodah, hoodah, ay!

REPEAT CHORUS

Went to the diggings, lookin' for a find,
But all I found was an empty mine.

REPEAT CHORUS

We went right in with a great big scoot,
And the old man felt like a swell galoot.

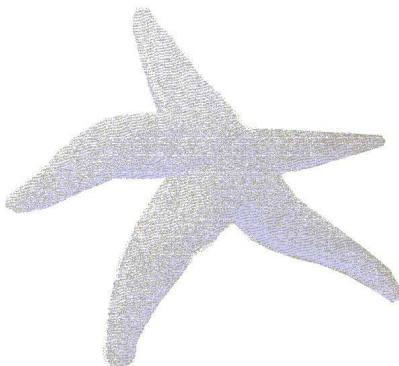
REPEAT CHORUS

I've got nothing for breakfast and rocks for a bed,
And I wish I'd stayed back home instead.

REPEAT CHORUS

But here I'll stay 'til I make a find
And they'll wish they was me back in 'Forty-Nine.

REPEAT CHORUS x2



John Kanaka: Halyard Chantey

*“Windship sailors lived with music...a rough kind they made themselves, more often than not.”
Christmas at Sea, Captain Fred K. Klebingat*

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 -

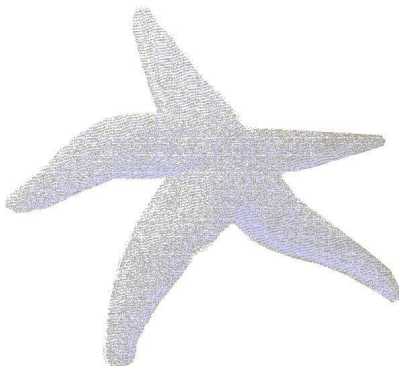
C **G7** **C**

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 Chantey

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

Gloucester 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

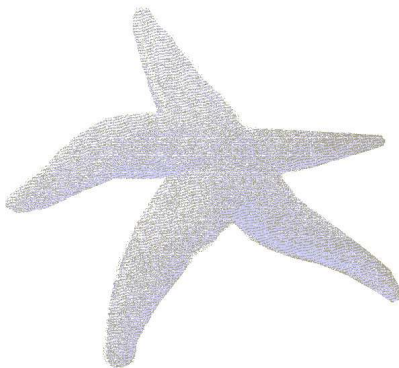
C **G7** **C**

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 Chantey

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

