

## WELCOME TO THE BEFORE THE MAST DOCKSIDE DAY PROGRAMS

You and your students are about to embark upon an exciting adventure aboard the brig *Pilgrim* or schooner *Spirit!* History comes alive as students experience the life of an 1830's sailor. This voyage of discovery begins in Boston Harbor in Massachusetts and continues around Cape Horn to Alta California, Mexico. The purpose behind the voyage is the *California Dollar*—bullock hides traded by the local rancheros and missions. This unique program is based upon Richard Henry Dana, Jr.'s famed book, Two Years Before the Mast.

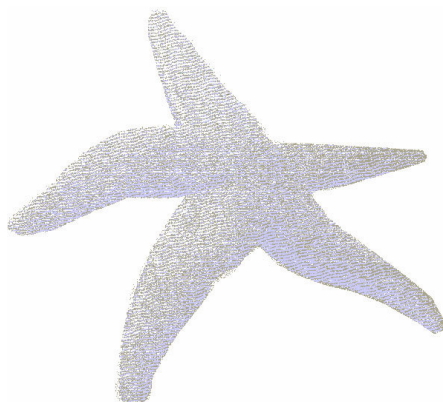
Life promises to be challenging as the greenhands work together in order to survive. The activities include line and sail handling, moving cargo, Shanty singing, and much more.

With role-play, the students are immersed physically, mentally, and emotionally in the history. By *living* the history, the students relate the past to themselves. They consider how they may apply the lessons learned to the world of tomorrow. As well as learning history, the program offers lessons in science, language arts, and much more. The program is aligned with the *California History-Social Science Content Standards*.

In all, our maritime programs remain unique. We combine "living history," hard work, discipline, and fun in an adventure many children never forget. Aboard our tallships, we hope to continue to grow as a place where students 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.

**Have a Great Voyage!**



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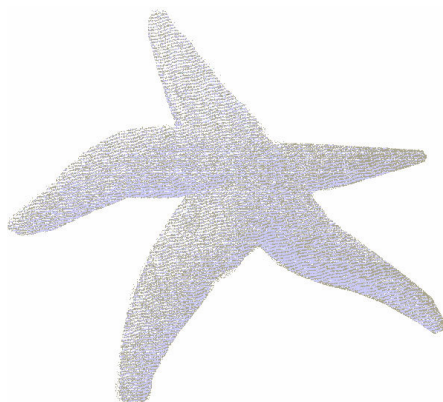
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**REQUIRED FORMS**

1. Acknowledgement of Risk and Waiver
2. Crew List – It’s a Sailor’s Life and ‘Round the Horn
3. Crew List – Double ‘Round the Horn



## A. ADMINISTRATIVE CHECKLIST

### ***Immediately upon receiving this package...***

- Carefully review the Teacher Preparation Package
- Arrange your transportation

### ***Two months prior to your trip...***

- Confirm student and adult numbers with the Ocean Institute
- Arrange for safety officers—we require a minimum of 3 adults (including the teacher) and a maximum of 7 adults (including the teacher). The Double 'Round the Horn allows for a maximum of 5 adults (including the teacher).

### ***One month prior to your trip...***

- Begin student preparation
- Assign students to crews
- Choose student mates
- Copy and distribute Acknowledgement of Risk and Waiver to each student and adult safety officer

### ***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 Acknowledgement of Risk and Waiver from each student
- Contact parents to remind them to sign and return the Acknowledgement of Risk and Waiver
- Fill out and sign the Acknowledgement of Risk and Waiver for yourself

### ***One week prior to your trip...***

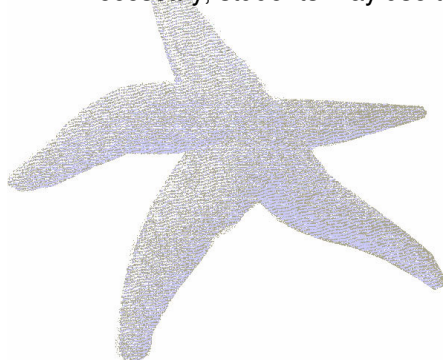
- Review behavioral expectations with students
- Discuss Things to Bring list with students
- Contact the Ocean Institute with any last minute questions or changes

### ***24 hours to go!!!...***

- If inclement weather is expected, contact the Ocean Institute for status of the program
- Prepare nametags for students and adults

### ***When you arrive for your program...***

- Unload the bus in front of the Ocean Education Center's Student Services Building
- Check in at the Student Services building with a final head count
- If necessary, students may use the restroom facilities. Please limit use to 7 girls and 7 boys at a time.



## B. DESCRIPTIONS OF DOCKSIDE DAY PROGRAMS

### It's a Sailor's Life

Glimpse into the past and embark on an imaginary voyage aboard a tallship in the 1830s. During this lighthearted introduction to the world of a merchant sailor, students rotate through stations that include a historical tour of the ship, hoisting a cargo barrel, and raising sail.

- **Hoisting a Cargo Barrel**

By working together as a crew, students maneuver a barrel to a desired location and understand the processes involved in the moving, loading, and unloading of ship's cargo.

- **Raising Sail**

Students work together as a crew, under the leadership of their mate, to raise and lower the sail. They use the appropriate language for this type of work and describe the difference between the square sails and the fore and aft sails.

- **Historical Tour**

Students take a tour of the ship and learn about its history.

### 'Round the Horn

This dramatic program allows students to explore the challenging world of an 1830s merchant sailor. Using role-play, students recreate a voyage around the infamous Cape Horn on their quest to gather cattle hides and fulfill their contract with the Captain. This exciting adventure encourages students to work together as a team and to communicate in order to survive. Activities include sail handling, hide gathering, cargo loading, shanty singing, and an exploration of the ship. The activities depend on the ship being used for the program.

- **Raising Sail**

Students work together as a crew, under the leadership of their mate, to raise and lower the sail. They use the appropriate language for this type of work and describe the difference between the square sails and the fore and aft sails.

- **Cargo Net**

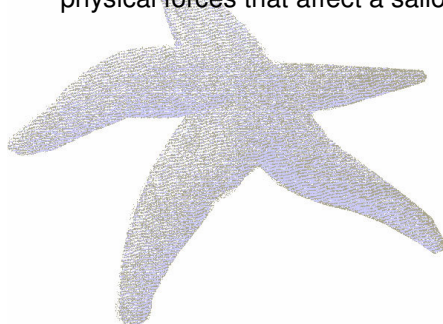
This activity helps the students gain an understanding of the kind of work it took to sail an 1830s merchant vessel. They work together to use the block and tackle and tag line (and the proper vocabulary) to successfully load the cargo onboard ship.

- **Hoisting a Cargo Barrel**

By working together as a crew, students maneuver a barrel to a desired location and understand the processes involved in the moving, loading, and unloading of ship's cargo.

- **Yard – Furling Sail, Laying Out**

Students experience the sensation of working aloft and handling a square sail. They work on a yard in the cargo hold and learn what it means to furl, bust-up, and let fall. They understand some of the natural physical forces that affect a sailor working aloft.



## C. 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.
  
- 4.2.2. Identify the early land and sea routes to, and European settlements in, California...noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- 4.2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

#### **Analysis Skills (Grade K - Grade 5)**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

*In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

##### *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.

### **English-Language Arts Standards**

#### **Literary Response and Analysis**

##### *Structural Features of Literature*

- 3.1 Describe the structural differences of various forms of literature, including fantasies, fables, myths legends, and fairy tales.

##### *Narrative Analysis of Grade-Level-Appropriate Text*

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

**Grade Five****History - Social Science Standards**

5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

**Analysis Skills (Grade K - Grade 5)**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

*In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

*Chronological and Spatial Thinking:*

3. 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.
4. 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.

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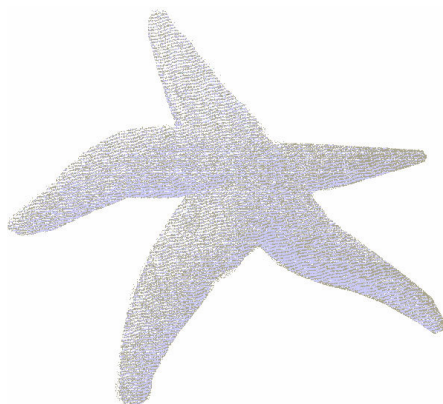
**English-Language Arts Standards****Literary Response and Analysis***Structural Features of Literature*

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and the appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.



## D. ADMINISTRATIVE PREPARATION FOR DOCKSIDE DAY PROGRAMS

### ADMINISTRATIVE CONTACT

For questions regarding programs, please contact:

Jacob Feuer, Program Coordinator  
Telephone Number: (949) 496-2274, extension 209  
E-mail: jfeuer@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 safety officers. This packet also contains directions to the Ocean Institute 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

You can do several things before you arrive 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. 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 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.
- Have a signed Acknowledgement of Risk and Waiver for each student and adult before boarding the bus.
- Notify the Ocean Institute staff of students with any special health or behavioral considerations.
- 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 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 cooperatively with Ocean Institute instructors and your safety officers to manage students during the program
- Work cooperatively with Ocean Institute instructors and your 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 *It's a Sailor's Life* and *'Round the Horn* is 7 adults.

The maximum number of safety officers for a *Double 'Round the Horn* is 5 adults.

The safety officers need to know that they 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.**

## 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 you have already paid. Please make checks payable to **Ocean Institute**.

## FINAL COUNT

Call the Ocean Institute two days 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 0 for more information and to receive the necessary forms for student aid.

## 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 may need to be shortened.

Buses can unload in front of the Student Services building. After the students have unloaded, the drivers will be notified of where to park the buses.

## 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 student's safety, the nametag should attach to the clothing and not hang around the student's neck, as the tag could become entangled with a line the student is using.

## LUNCH

The *'Round the Horn* program allows time onboard the ship for lunch. Please have the students bring a sack lunch with their name clearly printed on the bag. If you are participating in the *It's a Sailor's Life* program, you may eat lunch before or after your program at the tables and grassy areas around Baby Beach adjacent to the Ocean Institute. **PLEASE REMIND THE STUDENTS THAT THEY MUST NOT FEED THE GULLS OR PIGEONS.**

## FORMS

### 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, 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 Lists

- **It's a Sailor's Life and 'Round the Horn**

Please divide your class into three crews and complete the It's a Sailor's Life/'Round the Horn crew list form.

- **Double 'Round the Horn**

Please divide your class into five crews and complete the Double 'Round the Horn crew list form.

## 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 that your students will follow the same behavioral rules you have in your classroom.

## 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 (long pants and closed-toed shoes with good traction). 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, boots). **Dockside day programs will continue rain or shine.**

Since the voyage takes place in the past, we ask that certain items be left at school. Sailors, even greenhands, would not have had watches, jewelry (except maybe one earring), games and toys, electrical anything, cameras (one adult may have a camera or video camera), weapons, matches, lighters, or sunglasses. If any such items are found on any participant, they may be confiscated and returned at the end of the program.

## CHAMBERS GIFT AND BOOK STORE

The Chambers Gift and Book Store is a non-profit museum store and is 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.

There will be a limit on the number of students allowed to shop at one time as well as a three-minute time limit for each student. This is to ensure that all of your students will have time to shop. Please have two or three adults in the store to help supervise your students. One adult should stand at the door to monitor the students waiting in line. The other two adults should supervise the shoppers and remind them that they must make their selections quickly. Please ask the students to leave food, drinks, and backpacks outside with a friend while they are shopping, and **remind your students that sales tax will be added to their items.**

**DIRECTIONS TO THE OCEAN INSTITUTE**

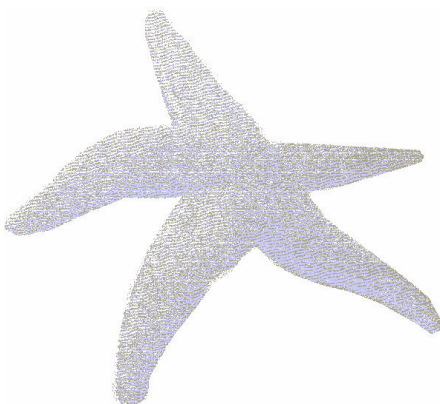
The address of Ocean Institute:  
24200 Dana Point Harbor Drive  
Dana Point, CA 92629  
(949) 496-2274

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



## E. STUDENT PREPARATION FOR THE DOCKSIDE DAY PROGRAMS

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, 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. You, as the leader, must take the time to prepare them using the following materials. The better the students are prepared, the more they—and you—will gain from the program. 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 scenario of the program and the life of Richard Henry Dana, Jr. The students should spend some time studying California history, the missions, and the hide trade. We strongly recommend that your students at least read the abridged version of Two Years Before the Mast.

### CREWS FOR THE IT'S A SAILOR'S LIFE AND 'ROUND THE HORN

Divide your class/group into three "crews," the **Port**, **Starboard**, and **Midships**, and assign a student mate to each crew. These are the names of the standard watches kept onboard the tallships. 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.

### CREWS FOR THE DOUBLE 'ROUND THE HORN (46 OR MORE STUDENTS)

Divide your class/group into five "crews" of equal size, the **Forward**, **Aft**, **Port**, **Starboard**, and **Midships**, and assign a student mate to each crew. These are the names of the standard watches kept onboard the tallships. 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 understand the concept of role-playing. The students should know that they are pretending to be sailors in the year 1834. From the moment the First Mate musters the crew on shore, the students are to participate in the role-play for the entirety of the voyage. Our staff are also be pretending, and they 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 away from the rails, do not run, and stay onboard the ship. 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

*It is 1834, you come from a poor family back east, and recently your farm, like many others, has suffered from a severe drought. Out of desperation, you decide to look for work in the great city of Boston. Upon your arrival, you notice the magnificent tallships in the harbor.*

*As you wander along the shipping docks, you see a notice posted for "Able bodied hands" needed to crew aboard a merchant ship headed for the California coast of Mexico to engage in the bullock hide trade. What an opportunity for a job and adventure! Though you have no experience as a sailor, you convince the First Mate that you are a hard laborer and quick learner so that he may accept you as a working crewmember.*

## THE CAST OF CHARACTERS

- **The Captain**

The Captain is the commander and ruler on board. He is a highly educated man who has been a naval officer for many years. He runs a tight ship and is obeyed in everything.

- **The First Mate**

The First Mate is the active lieutenant, second in command, and sailing master. He is the chief disciplinarian and expects nothing less than perfection in the work of the crew. The Captain tells the First Mate what he wishes to have done and leaves it to him to see that his orders are followed.

- **The Second Mate**

The Second Mate is an experienced and able-bodied seaman. However, the Second Mate is not always the finest example of a sailor, since he is a bit *scurvy* minded. The Second Mate also has an uncanny ability to sniff out bullock hides from great distances.

For large programs, extra characters might be added. These will be:

- **Boatswain**

The Boatswain is the ship's maintenance officer and as a result makes sure that the ship, and all her rigging, is working properly. He also often handles shipboard discipline. Whenever a sailor or passenger is causing trouble, the Boatswain is there to "set things to rights."

- **Third Mate**

The lowest ranking officer, the Third Mate is essentially a general working sailor of the ship. A high amount of experience is what makes this person respected amongst the crew. There is no job aboard ship he cannot do, so pay attention when he has something to teach!

## VOCABULARY

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

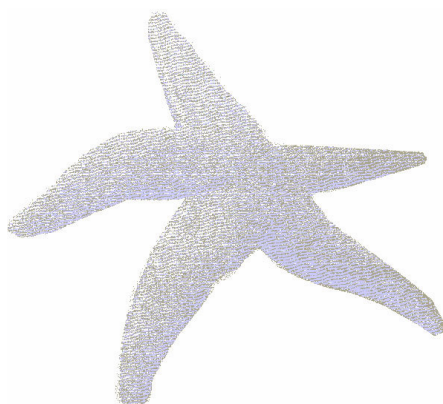
**AVAST:** Stop

**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 *Sir* (and nobody else)



## F. RESOURCE MATERIALS

### PROGRAM BACKGROUND

In 1834, Richard Henry Dana, Jr. was a 19-year-old student from a wealthy upper class family attending Harvard University. As a child, Dana suffered a serious bout of measles, and his eyes were particularly affected. It is written that Dana left his studies that year on the advice of his doctor to rest his eyes. During his leave, Dana decided to take a long sea voyage. Having come from a wealthy family, he could have easily sailed as a passenger, but elected to sign aboard the *Pilgrim* "before the mast" as a common seaman.

The purpose of the *Pilgrim's* voyage was to participate in the California hide trade for its Boston owners, Bryant and Sturgis. The *Pilgrim* would load New England's manufactured goods—finished leather products, foodstuffs, and ironware, as well as other goods Boston traded, such as spice from the Orient. From Boston, the next destination was generally Monterey, the location of the only Customs House along the coast. From Monterey, the *Pilgrim* traveled up and down the coast of Alta California for as long as two years, making deals and trading her cargo. Then, on the return trip down the coast, she would collect hides along the way, cramming them into the ship's hold.

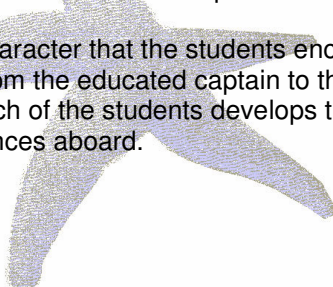
The missions and ranchos in California played an integral part in supplying the California to Boston hide trade. San Juan Capistrano was one of several common ports for the *Pilgrim*. New England's leather goods industry was totally dependent upon the tens of thousands of raw hides hauled around Cape Horn each year. Over one million of these 25 pound, mite infested skins and 60 million pounds of tallow were exported from Alta California between 1826 and 1848. The *Pilgrim* anchored in San Juan Bay (Dana Point) several times in 1834.

At the end of Dana's two-year voyage, he returned to Harvard and acquired his law degree. At that time, he also wrote his famous book, Two Years Before the Mast. Dana's book was unique in that it offered a glimpse of life aboard ship from the perspective of a common seaman. Most sailors at the time were unable to write, which meant that the existing documents were generally written by sea captains—from their perspective. At first, this book was largely ignored, but when gold was discovered in California, Dana's book became a sort of travel guide to many who would join the Gold Rush. As public awareness of the cruelties often experienced at sea increased, Dana was able to use his book to champion the rights of sailors. Richard Henry Dana, Jr. was responsible for many of the laws that exist today to ensure the fair treatment of seamen in the merchant service.

On his voyage, Dana experienced a bittersweet conflict of emotions in his relationship with the ocean and the *Pilgrim*—the beauty of the ocean and experiences of the voyage, mixed with the incredible hardships of life as an 1830's merchant sailor. One goal of the overnight program is to create a delicate yet dynamic balance using the characters and activities of the program. We hope to present both the beauty of the ocean and adventures at sea and the harsh reality of shipboard life. We want the students to experience the same duality of emotions that Dana depicts in his book. Our goal is to create an atmosphere that allows the students to compare and contrast their encounters on board with their own life, while learning and growing from those experiences.

The men who sailed these great tallships came from all over the world, and they often did not even speak the same language. The sailors knew that they had to work together and communicate with each other to survive. On board the *Pilgrim*, the students will be presented with many of the same challenges that Dana and many men before him were faced. Through these shipboard activities, the students gain important skills in problem solving, responsibility, communicating, and teamwork. The students learn, as Dana did, that they must pull together in order to accomplish a common goal.

Each character that the students encounter has been developed to present a different perspective of life at sea—from the educated captain to the superstitious cook, the militant first mate to the common seamen. In turn, each of the students develops their own perspective of the voyage, which is influenced by his/her personal experiences aboard.



## HISTORY OF THE BRIG *PILGRIM* AND THE SCHOONER *SPIRIT*

It is important to note that both vessels are used for our maritime programs and each vessel lends a unique perspective to the sailors. The *Spirit of Dana Point* and *Pilgrim* are rigged differently and, because of this, they are used differently.

### HISTORY OF THE BRIG *PILGRIM*

*"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

The *Pilgrim* is a full size replica of the hide brig immortalized by Richard Henry Dana, Jr. in his American seafaring classic novel Two Years Before the Mast. Dana said of the *Pilgrim*, "The vessel I am going on is small, but strong and a remarkably fast sailor having been built for the smuggling trade."

The original *Pilgrim* was built in 1825 at a cost of \$50,000. Her length was a mere 90 feet compared to the average 110 feet for other vessels of the same class. The purpose of its 1834 voyage was to participate in the California cattle hide trade for her Boston owners, Bryant and Sturgis. It is not known in what other trades the *Pilgrim* engaged after her voyage to Alta California, Mexico. However, it is recorded that she was lost in a fire at sea in 1856. By this time, the hide trade had also suffered its demise.

Length of Deck:	98'
Beam:	24.6'
Mainmast Height:	98'
Net Tonnage:	64
Built:	1945, Denmark

### HISTORY OF THE SCHOONER *SPIRIT OF DANA POINT*

The *Spirit of Dana Point* is a full size replica of a Baltimore Clipper schooner once used as a patrol vessel against smugglers, pirates and the British navy. 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, 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 Marque, naval support craft, fleet supply ship, coast-guard 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.

Between the Revolutionary War and the War of 1812, there were a number of small conflicts that required U.S. naval presence. These conflicts centered around the suppression of pirates along the Gulf of Mexico, the removal of the threat on merchant shipping from the Barbary pirates in the West Indies, and the protection of U.S. merchants from the French and British, who were unreliable allies at best. In all of these conflicts, Baltimore schooners were employed for service to supplement the few frigates capable for action.

After the conflicts were resolved, the navy typically sold the schooners to merchants where they carried nearly 9/10<sup>th</sup> of all American foreign borne trade. Most trade was with China and the Indies for products such as 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. When it was time for the US

government to enforce laws against the slave and opium trade, it was the Baltimore Clippers that were employed by the Revenue Service, since it took a fast ship to catch a fast ship.

Although the Baltimore Clipper schooner design was replaced by larger clipper ships, brigs, and barques for the larger cargo capacities, the navy, smugglers, and coast guard retained the famous design well into the 19<sup>th</sup> century.

Length Overall:	118'
Beam:	24'
Draft:	9'6"
Design by:	Howard Chapelle
Built by:	Dennis Holland, Costa Mesa, CA
Launched:	Nov. 19 <sup>th</sup> , 1983

### 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 onboard were phenomenal. He knew everything there was to know about sailing a tallship. He was ready to risk life and limb in 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.

The Captain and the officers ranked above the able-bodied, the ordinary, and the apprentice seamen.

The Second Mate occupied a peculiar position. Socially, he was the lowest of the ship's officers. Although he was regarded as an officer, he was required to work alongside the crew.

The First Mate was second in command, the Captain's right arm, and the most visible officer onboard the vessel. 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.

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

Along with the Captain, the officers, and the sailors 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.

The cooks were often chastised for their meals but, in the cook's defense, the rations they had to work with were not of their own choosing. Traditionally, the cooks had two purposes: to prepare meals and to act as the doctor on merchant vessels, where no passengers were accommodated. The cook was often nicknamed "doctor" since no real medical personnel were ever provided for sailors. It fell to the cook to act as the doctor because he was the one with most of the knives. Serious injury to a limb usually led to immediate amputation. Upon amputation, the limb was dipped in boiling tar to cauterize the wound. The cooks also had their own special concoctions for treating illness: spices and herbs believed either to have medicinal or spiritual power were administered by the cook to the ailing sailor.

The food prepared for the sailors typically consisted of salt meat (preserved meat) and hard tack (old, hard biscuit). Any fresh meat or produce was reserved for the Captain. The crew would be allotted one cup of water bewitched (weak hot tea) a day. If, however, the ship had recently been in port the crew may have experienced some fresh provisions—fish, pork, vegetables, potatoes, oats, and rice.

### HISTORY OF SAN JUAN BAY AND EARLY CALIFORNIA

*"The Captain told us to begin and throw the hides down. This, then was the way they were to be got down - thrown down, one at a time, a distance of four hundred feet. Down this height we pitched the hides, throwing them as far out into the air as we could; and as they were all large, stiff, and doubled, like the cover of a book, the wind took them, and they swayed and eddied about, plunging and rising in the air, like a kite when it has broken its string. It was really a picturesque sight: The great height, the scaling of the hides, and the continual walking to and fro of the men, who looked like mites, on the beach. This was the romance of hide-droghing!"*

Two Years Before the Mast, Richard Henry Dana, Jr.

The first inhabitants of the area now called California arrived around 6000 BC. These "Native Californians" subsisted on what they hunted and gathered, and they flourished until the arrival of Europeans in the 16<sup>th</sup> century. After this, the indigenous cultures were dominated first by Spain, then by Mexico, and finally by the United States. These later three groups relied on agriculture, domesticated livestock, and foreign trade for their livelihood.

In 1542, a Spaniard named Cabrillo became the first European to set foot on California soil. The first missions were established during the 1700's by the Jesuits and later by Franciscans under Father Serra. Mission San Juan Capistrano was founded in 1776, with the first major buildings being erected in 1797. Mexico revolted against Spain in 1825. In 1835, Mission San Juan Capistrano was ordered to give up the land it held for the Indians. More of the land was auctioned off in 1845. The Mexican War began in 1846, and ended in 1848, with California becoming a United States Territory in 1850.

During this turbulent first half of the 19th century, large ranchos were established. Along with the missions, these ranchos played an integral part in supplying the California to Boston hide trade. San Juan Capistrano was one of several common ports for the **Pilgrim**. New England's leather goods industry was totally dependent upon the tens of thousands of raw hides hauled around Cape Horn each year.

When Richard Henry Dana returned to California twenty years after his voyage on the **Pilgrim**, he could not believe the drastic changes. Even the hide trade, once the only reason ships called on California ports, had all but disappeared. There was little to remind him of the quiet, romantic coastline he wrote about so fondly. Instead, calm harbors were hectic bustling ports, and sleepy villages had become thriving metropolises.

*"San Juan Bay is the only romantic spot on the coast. The country here for several miles is high tableland, running boldly to the shore, and breaking off in a steep cliff, at the foot of which the waters of the Pacific are constantly dashing. For several miles the water washes the very base of the hill, or breaks upon ledges and fragments of rocks which run out into the sea. Just where we landed was a small cove, or bight which gave us, at high tide a few square feet of sand-beach between the sea and the bottom of the hill. Directly before us rose the perpendicular height of four or five hundred feet. How we were to get hides down, or goods up, upon the tableland on which the mission was situated, was more than we could tell."*

Two Years Before the Mast, Richard Henry Dana, Jr



**BEFORE THE MAST: UNITED STATES HISTORIC REVIEW 1820 - 1836**

This timeline has been included to use as a resource for your students and their parents. When the letters to the sailors are read at Dog Watch, there is an excellent historical learning opportunity. The Captain can discuss some of the current events with the students. This will not only add to the illusion of the voyage actually taking place between 1834 and 1836, but also provide a chance for the students to reinforce the history they have learned in class. The parents appreciate a historical framework that they can weave into their news-filled letter from home.

- 1820 Missouri Compromise (James Monroe is president)—Maine enters the union as a free state and Missouri enters as a slave state
- 1821 James Monroe begins second term as President of the United States  
Faraday discovers fundamentals of electromagnetic rotation  
T.J. Seebeck discovers thermoelectricity  
Population of the U.S: 9.6 million
- 1822 A.J. Fresnel perfects lenses for lighthouses  
Boston, Mass. streets are lit by gas
- 1823 Mexico becomes a Republic  
Monroe Doctrine closes American continent to colonial settlement by European powers  
Charles MacIntosh invents waterproof fabric
- 1824 U.S. House of Representatives elects John Quincy Adams as President when none of four candidates wins a majority in the national election  
Erie Canal is finished
- 1825 John Q. Adams is inaugurated as sixth President of the United States  
Baseball Club is organized at Rochester, NY  
U.S. Academy of Design is founded  
Sulfur friction matches are introduced by John Walker
- 1828 Andrew Jackson defeats John Q. Adams to become the seventh President of the United States  
Baltimore & Ohio, first railroad built in U.S. for transportation of passengers and freight, is constructed
- 1829 Andrew Jackson is inaugurated as President of the United States  
James Smithson founds Smithsonian Institution
- 1830 Joseph Smith and his friends found the religious society of Mormon, or Latterday, Saints at Fayette, NY
- 1831 Charles Darwin sails as naturalist on a surveying expedition aboard the ***H.M.S. Beagle***  
Michael Faraday carries out a series of experiments demonstrating the discovery of electromagnetic induction  
Samuel Francis Smith writes the song, "My Country, 'Tis of Thee" to the tune of England's "God Save the Queen"
- 1832 Andrew Jackson, nominated by the newly styled "Democratic Party," is reelected President of the U.S., defeating Henry Clay  
New England Anti-Slavery Society is founded in Boston
- 1833 First horse-drawn trolleys in the city of New York  
Beginning of Whig Party in the United States  
Abolition of slavery in the British Empire

**THE STUDENTS SET SAIL FROM BOSTON HARBOR IN 1834**

- 1834 President Jackson is censured by the Senate for removing deposits from the Bank of the United States  
 Abraham Lincoln (age 25) enters politics as assemblyman in Illinois Legislature  
 Cyrus Hall McCormick patents reaping machine  
 Robin Carver's "Book of Sports" (Boston, Mass.) is the first American book on baseball  
 Walter Hunt of New York constructs one of the first sewing machines
- 1835 Texas declares right to secede from Mexico  
 U.S. showman Phineas Taylor Barnum begins career  
 Samuel Colt takes out an English patent for his single-barreled pistol and rifle
- 1836 Davy Crockett, American frontiersman and politician, is killed at the Alamo  
 Texas wins independence from Mexico and becomes a republic with Gen. Sam Houston as first president

### 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.

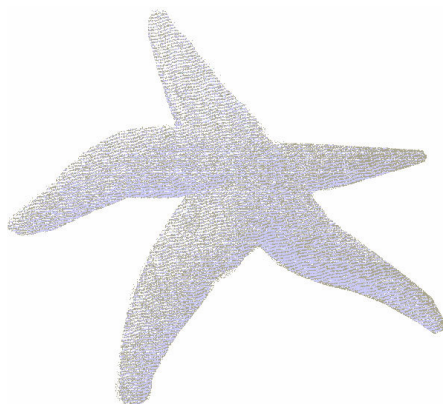
**Tackle** - Line rigged through and around pulleys (blocks) to increase the effect of pull applied.

**Windward** - Towards or into the wind.

**Yard** - Horizontal spar that holds the sails.

*"Salt water produces nothing petty, nothing insignificant. The sea always has demanded from man his greatest courage, endurance, and ingenuity."*

*Falls of Clyde / A Merchant Ship of the Past, Hawaii Maritime Center*



**G. CLASSROOM ACTIVITIES**

**Activity #1: Seeing With Different Eyes**

**Description**

The novel, *Two Years Before the Mast*, by Richard Henry Dana, tells the story of life at sea from the perspective of a common sailor. There were, however, other people onboard the *Pilgrim* who might tell the same story very differently.

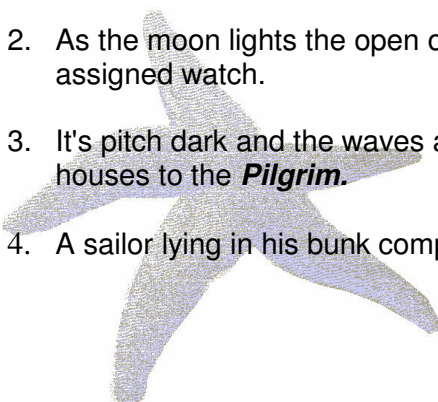
**The Challenge**

Gather in your crew, and read the Character Sketches and the list of Seaward Situations listed below. Choose one of the Seaward Situations and discuss how each of the characters might react to it. Choose one of the situations and role-play how two of the characters might react to it. How did your interpretation differ from that of the other crews?

<p style="text-align: center;"><b><u>The Captain</u></b></p> <p>The Captain is a strict businessman. His job is to trade goods for cow hides. He demands that his sailors work hard to make him as much money as possible. He does not want to ever give them anything that will cost him. He is always in a hurry and always thinks that the sailors can do more.</p>	<p style="text-align: center;"><b><u>The First Mate</u></b></p> <p>The First Mate is the best sailor on the ship. It is his job to make sure everything works exactly right. It is also his job to make sure the common sailors follow orders, behave perfectly, work hard, and show respect for their captain. The most effective first mates are very strict.</p>	<p style="text-align: center;"><b><u>The Doctor</u></b></p> <p>The Doctor on the <i>Pilgrim</i> is really just the cook. He is superstitious and believes many strange things, but he knows everything about the galley. The Doctor carefully watches the Captain's supplies and always cooks good meals for him.</p>	<p style="text-align: center;"><b><u>The Second Mate</u></b></p> <p>The Second Mate is the sailor's friend. He tries to make the Captain happy, but he often gets into trouble. The Second Mate may sometimes seem lazy, but he still knows more than greenhands and common sailors, which is why the Captain has made him an officer.</p>
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**SEAWARD SITUATIONS**

1. A local ranchero offers to trade the *Pilgrim* enough fresh eggs for the whole crew to have a delicious breakfast.
2. As the moon lights the open ocean, you walk toward the bow and see a sailor sleeping during his assigned watch.
3. It's pitch dark and the waves are big. There are still many more hides to be rowed from the hide-houses to the *Pilgrim*.
4. A sailor lying in his bunk complains that he is too sick to go up on deck to work.



## Activity #2: Dana's Soggy Long Lost Log

### Description

During his voyage on the *Pilgrim*, Dana kept a careful record of everything he experienced. His log contained information on the ports they visited, the goods they traded, nautical terminology, and personality sketches of his fellow seamen.

### The Challenge

Dana lost his log during his return voyage to Boston. You have found five pages from this lost log; they are below in the boxes. Put the correct dates on the pages to help Dana write *Two Years before the Mast*. Pay attention in clues contained in the entries—they will help you determine the order in which they happened.

a. "Being now to the northward of the Falkland Islands, the ship was kept off, north east, for the equator; and with her head for the equator, and Cape Horn over her taff rail, she went gloriously on; every heave of the sea leaving the Cape astern, and every hour bringing us nearer to home and to warm weather."

1. August 15, 1834

b. "Down from this height we pitched the hides, throwing them as far out into the air as they were all large, stiff, and doubled, like the cover of a book, the wind took them, and they swayed and eddied about, plunging and rising in the air like a kite when it has broken its string."

2. November 5, 1834

c. "In a few minutes a heavier sea was raised than I had ever seen...The little brig plunged into it, and all the forward part of her was under water; the sea pouring in through the bow ports and hawse holes."

3. May 7, 1835

d. "Then, having been salted, scraped, cleaned, dried, and beaten, they are stowed away in the (hide) house."

4. July 17, 1835

e. "In a short time everyone was in motion, the sails loosed, the yards braced, and we began to heave up the anchor, which was our last hold upon Yankee land."

5. July 24, 1834

### Activity #3: The Ship's Bell

#### Description

The Ship's Bell is rung every half hour throughout each four-hour watch. The time is described as "one bell" for the first half hour, "two bells" for the second half hour, and so on, up to eight bells. Bells are always rung in pairs.

#### The Challenge

Find a bell (or make one from an empty can) and ring it the correct number of times each half-hour. The following charts will help you determine how many times to ring the bell. Do this for an entire day. Remember that the bell is struck in pairs.

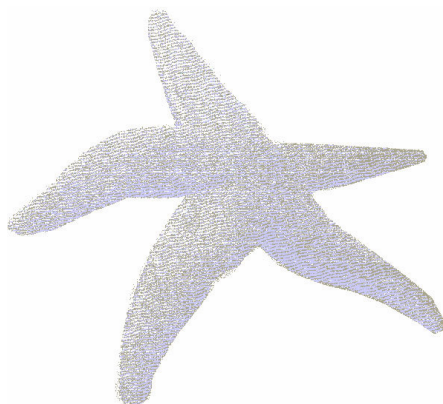
1 bell	12:30
2 bells	1:00
3 bells	1:30
4 bells	2:00
5 bells	2:30
6 bells	3:00
7 bells	3:30
8 bells	4:00

1 bell	4:30
2 bells	5:00
3 bells	5:30
4 bells	6:00
5 bells	6:30
6 bells	7:00
7 bells	7:30
8 bells	8:00

1 bell	8:30
2 bells	9:00
3 bells	9:30
4 bells	10:00
5 bells	10:30
6 bells	11:00
7 bells	11:30
8 bells	12:00

#### An Extension

Once the students are familiar with bell time, write some of the day's activities on the board next to the time (in bell time) they should be completed. Make sure that the classroom clock is covered and that students are not wearing watches. Have the students keep bell time throughout the day so that they can determine when they complete different school activities.



## Activity #4: Sailorspeak

### Description

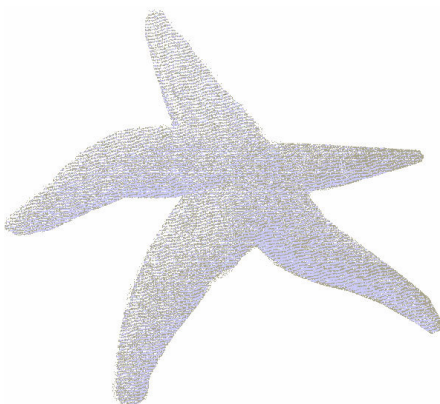
A sailor's first day can be full of confusion, as life on board is a world of its own. Even the language of the sea has its very own vocabulary. To work as a sailor, you have to speak like one.

### The Challenge

Since you are going to play the character of a sailor, you must learn to talk like one. Aboard the *Pilgrim* we say:

<b>Aye</b>	to mean, "yes"
<b>Aye Aye</b>	to mean "yes, I understood your orders and yes, I will carry them out"
<b>Avast</b>	to mean, "stop"
<b>Sir</b>	every time we speak to the Captain
<b>Carry on</b>	when an officer or mate wants you to begin an order you have been given
<b>Mr.</b>	before the last name of a mate or officer

To practice, gather into your crews. Select someone to be the "mate." This person should always be called Mr. (his/her last name). Select someone else to be the Captain (the teacher might be a good choice) and remember that when you speak to him the last word you say must always be "Sir." Now, for a period of time (an hour, a day, a week) all crews should speak like sailors. They should always say "aye" instead of yes, "avast" instead of stop, and so forth.



## Activity #5: Sea Shanties

### Description

When sailing ships such as the *Pilgrim* and 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 nearly 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 the *Pilgrim* or the *Spirit*.

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

*Please note that other shanty resources are available in the Institute's gift shop, including the book with sheet music, [Songs of a Sailor](#). A web search for "sea shanty" will provide with more lyrics, many with files to play the tune for you!*



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

# 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 -

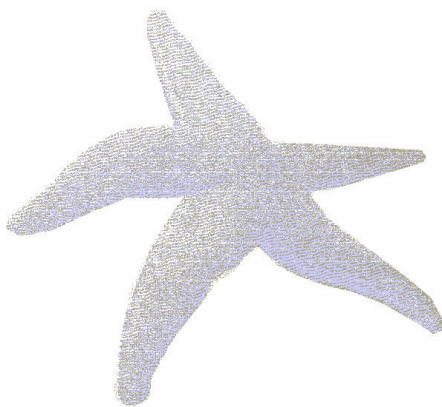
**C** **G7** **C**

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

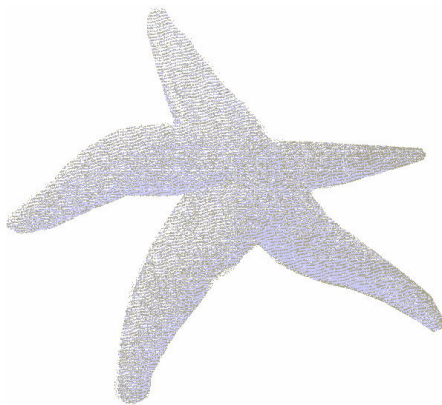
**C** **G7** **C**

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

