

IV. STUDENT CURRICULUM

PROGRAM BACKGROUND

" 'America Fever' swept through Europe in the 1870's and 1880's like an epidemic. The carriers were many; agents of steamship lines and American railroads; publicity men hired by Western states and territories; and finally, former residents of Europe's ancient and tarnished lands whose America's letters to the old country spoke of a land of promise, where a man could eat meat three times a day and tip his hat to no one."

The Great American West, Reader's Digest Association Inc.

Immigration to the United States was once again on the rise. The opening of the plains land, the completion of the transcontinental railroad, the invention of barbed wire and the United States leading the boom of the Industrial Revolution were all factors in the tremendous growth America felt in the 1870's. California was once again the "place to be" from San Francisco's cosmopolitan life style to San Diego's recently recognized prime climate. California also experienced its largest gold strike since the Gold Rush and news of it quickly spread, adding to the fuel that fired the explosion of immigration to the Western States.

The ***Euterpe*** had traditionally been a merchant ship involved in the India trade from 1863 to 1871. In 1871, the *Euterpe* was purchased by Shaw, Savill and she began her new life as an emigrant ship from England to New Zealand, carrying cargo along the way.

New Zealand became a British colony in 1840 and encouraged population growth by offering relatively cheap passage. However, the transplanting of Victorian English society to these isolated islands where the Maori (the indigenous people of Polynesian descent) was already established caused difficulties for both societies. A decade of warfare between the settlers and the Maori, primarily over the issue of land, began on the North Island in the early 1860's. For these reasons, many emigrants chose to return to England or bypass New Zealand and immigrate to the United States if the opportunity arose.

By 1874 with the rise of competing steam ships and the fact that immigration to New Zealand had waned considerably, the owners of the ***Euterpe*** were forced to turn more to cargo to make up for lost profits. After the passengers were dropped off in New Zealand, the ***Euterpe*** often headed to Australia to pick up wool, pig iron and coal - the precious fuel for the Industrial

Revolution. It was coal that brought the *Euterpe* to California. Here the highest profits could be realized in San Francisco.

The *Voyage of Hope* program is based upon the ***Euterpe*** voyages of the 1870's. This scenario not only highlights the incredible history of ***Star of India***, but allows us to explore the unique events in our country's history that drove men and women to give up everything familiar to them and to risk their lives in search of their hopes and dreams in a new world.

Each character that the students encounter has been developed to present a different outlook or 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 will develop their own perspective of the voyage, which will be influenced by his/her personal experiences aboard.

As the teacher or group leader in charge, you can see the many facets to this unique program. The following activities and resources have been put together so that your group can take the greatest advantage of the overnight voyage.

“An intending sailor should have above all things good health, and be stout hearted. Men, for the next year this ship will be your entire world and you will find it to be a small one indeed. On board it does not matter from where you came from or who you are. You men are equal to each other. It would be wise to pull together and get along. A man who comes to work on board should be prepared to do anything at first that comes to his hand; and he should try to adapt himself to the ways of the new situation in which he has placed his lot. You will have many things to unlearn and also to learn. You must put aside your old ways and be willing to accept the new ones, if you can truly accomplish this you may indeed succeed here.”

EUTERPE, Letters and Logs of a British Emigrant Ship

“. . . Tier upon tier of sails billowed into view, the ship took to the wind like a good horse takes the bit, and the voyage had begun. The emigrants lined the rail to catch their last glimpse of England and at this moment the enormity of their decision must have struck them. The mass would never see the mother country again, nor those they left behind. What follows, then, is mainly by their own hands.”

"EUTERPE", Diaries, Letters & Logs. . . , Craig Arnold

Seeing with Different Eyes

Time: 50 minutes
Grade Level: 3-7
Group Size: individual and crews
Vocabulary: role-play, watch, interpretation, perspective

OVERVIEW

Student crews will discuss and role-play different situations from different perspectives.

TEACHER BACKGROUND

When the *Euterpe* took its many voyages around the world, the passengers and sailors aboard wrote diaries and letters of their personal experiences. Today, these diaries and letters give us a variety of perspectives of life aboard a merchant vessel, from those who used her as a means of travel, to the crew who sailed her. The “truth” about history often depends upon who’s telling it. Everyone interprets events differently based on whom we are where we come from and what we believe.

When the students come aboard the *Star of India*, they will be pretending to be poor emigrant sailors. Each of them will have their own perspective of their imaginary excursion just as each passenger and sailor did during the original *Euterpe* voyages. However, students should try to go beyond their personal experience to appreciate history in a variety of ways. When students develop the habit of interpreting the same events from different viewpoints it helps history become something rich, alive and exciting.

PROCEDURE

Engage: Write *Captain, First Mate, Second Mate,* and *Cook* on the board. Have the students brainstorm the different responsibilities each had in carrying out their jobs. Write their answers under each character heading. Ask the students to imagine how they would react as each character if the ship was threatened by a storm.

Challenge: Have the students read each of the character descriptions, and choose one of the “Seaward Situations” listed and discuss how each of the different characters might react to it. Each crew should role-play two different characters’ reaction to the same situation in front of the rest of the class.

KEY CONCEPTS

- Historical Perspective
- Interpretation

MATERIALS

- (1) copy of the *Character Descriptions and Seaward Situations* sheet (see back of this page) per crew
- Pencils and paper

ADVANCED PREPARATION

- Make copies of the *Character Descriptions and Seaward Situations* sheet one for each student.
- Divide into groups (or crews).

Discussion: Have the students discuss why each character would react differently to a situation. How would they (as the student “greenhand”) react to the same situation? What influences us to make certain decisions or judgments in our life?

Extend: Have the students contemplate; How could trying to understand someone else’s point of view, though different from their own, help them to be more successful in life?

SEEING WITH DIFFERENT EYES

◆ THE CHALLENGE

Choose one of the "Seaward Situations" listed and discuss with your crew how each of the different characters might react to it. Role-play two different characters' reaction to the same situation in front of the rest of the class.

"Chief Cabin" Passenger

This was the highest class of emigrant. They had a private cabin in the Saloon section of the ship and the best food and drink. They also had a steward service at the dining table and in the cleaning of their cabins. Generally, those that could afford this passage came from a wealthier family.

The First Mate

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 and "greenhands" follow orders, behave perfectly, work hard, and show respect for their Captain. The most effective first mates are very strict.

"Working" Emigrant

They were the lowest class on board. They were poor and humble and stayed in the worst parts of the ship. They were served mainly "salt beef" and porridge and often ran out of fresh water. Many were young men and excited about the great adventure ahead.

The Second Mate

The Second Mate is the sailors' friend. He tries to make the Captain happy but he often gets in trouble. Sometimes the Second Mate might seem lazy or foolish but he still knows more than greenhands and common sailors. That's why the Captain has made him an officer.

SEAWARD SITUATIONS: What would you do?

1. During dinner you are served stew with *fresh* meat. After you take a bite you learn that the fresh meat is from rats caught on board.
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 the afternoon before the *Euterpe* is to leave port. The crew is short one sailor. A man asks to join the crew. He is strong, but unshaven, wears dirty old clothes and speaks little English.
4. A sailor lying in his bunk complains that he is too sick to go up on deck to work.
5. You are two weeks from reaching your destination and the Captain announces that your ship must change course to pick up cargo – adding another two months to your voyage.

BELLS, BELLS AND MORE BELLS

Time: one full day
Grade Level: 3-8
Group Size: entire class
Vocabulary: bell time, watch

OVERVIEW

The students are introduced to the life of a sailor by way of watch keeping. Ship time was vital to the working and running of a ship. Bells were used to keep track of time and work schedules.

TEACHER BACKGROUND

Traditionally, sailors in the nineteenth century worked in four-hour shifts called “watches.” Each “watch” lasted four hours, so sailors spent four hours working, then they would have four hours off and so forth around the clock. The sailors rang a bell at half-hour intervals. The number of bells would tell the sailors what time it was and how long they had before the end of their “watch.” Bells were always rung in pairs.

PROCEDURE

Engage: Ask the following questions: How will you know what time it is on the *Euterpe*? How did sailors know when to work and rest? How do you know when it is time to go to bed or to your next class?

Challenge: Ring the bell the correct number of times each half-hour. Do this for a whole day. Remember that bells must be rung in pairs when possible.

Discussion: Questions for class discussion: How was it keeping to your schedule using bell time. Do you think you could go by bell time in your everyday life? What about on board ship? Why do you think it would be different on the *Euterpe*?

Extend: Have the student write down their daily schedule ahead of time for a whole week. At the end of the week ask them how close they were to keeping that schedule. Why are schedules important to get things done? What if people did not have time or schedules?

BELLS, BELLS AND MORE BELLS

◆ THE CHALLENGE

Find a bell (or make one from an empty can) and ring it the correct number of times each half-hour. Do this for a whole day. Remember that bells must be rung in pairs when possible.

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

- ◆ The next day, cover the clock and collect all watches but one. Then, write some of the day's activities on the board next to the time they should be done. The one person who still has the watch must ring the bell each half-hour. Everyone else must figure out when to do the day's activities only from listening to the number of bells rung.

“The sailor at the wheel will stand there for his two hours and every half hour he will ring the bell...First the man at the wheel will ring the half hour. The bell in the fore-castle responds. Then the watch on the fore-castle deck will go to each side and look at the lamp, red on port and green on the starboard, and call, ‘Both lights burning and all is well.’ The mate in the stern will respond, ‘All right.’ That happens every half hour through the night.”

By Square-Rigger to Honolulu, The log of Shirley Hyatt.

Sailorspeak

Time: 1 day to 1 week
Grade Level: 3-8
Group Size: entire class
Vocabulary: see below

OVERVIEW

The students will learn and practice traditional sailor vocabulary in preparation for their voyage.

TEACHER BACKGROUND

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.

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

Unintelligible orders were so rapidly given, and so immediately executed... that I was completely bewildered."

Two Years Before the Mast, Richard Henry Dana Jr.

KEY CONCEPTS

- ❑ Sailor's had their own unique vocabulary.
- ❑ In order to work like a sailor you must understand the language.

MATERIALS

- ❑ (1) worksheet per student (see next page)

ADVANCED PREPARATION

- ❑ Go over vocabulary and the importance of understanding the language.

Discussion: Ask the students why sailors used the words that they did. Ask the students why they think sailors developed their own language.

Extend: Have the students think of how other cultures today might have their own way of expressing things.

SAILORSPEAK

◆ INTRODUCTION

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 *Euterpe* we say:

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

“Unintelligible orders were so rapidly given, and so immediately executed... that I was completely bewildered.”

Two Years Before the Mast, Richard Henry Dana Jr.

Writing It All Down

Time: unlimited
Grade Level: 3-8
Group Size: individual
Vocabulary: log, watch, senses, observation

OVERVIEW

Students will design their own logbooks and make entries for a week. This activity is designed to increase the students' powers of observation, unleash their creative imagination and improve their ability to express themselves verbally.

TEACHER BACKGROUND

Life onboard a sailing ship was a 24-hour job. Vessels underway did not stop and anchor for the night and they certainly could not sail by themselves. Therefore, a crew of sailors had to be awake at all times. This division of crews is known as "watches." If a ship was anchored or in port, it was still necessary to have a crew on watch to protect the ship, cargo, crew and passengers. This "anchor" watch was often shortened to two hours instead of the normal four hours.

Standing watch was and is a great and important responsibility. It was important to keep a record of all occurrences on board in the ship's logbook. The Oxford English Dictionary defines a logbook as:

1. A book with a permanent record made of all events occurring during a ship's voyage.
2. A traveler's diary.
3. A regularly maintained record of progress or performance.

Logbooks were originally inscribed on shingles cut from logs and hinged so that they opened like a book. The name "log book" was logical and has lasted to this day.

While "sailing" on the *Euterpe*, each student crew will stand a minimum one and a half-hour night watch and each crewmember will have an opportunity to write in the ship's log. The students will be responsible for recording all of their observations as well as their personal thoughts and feelings about the voyage.

The following activity will encourage students to become more in tune with their emotional and sensory responses so that they may be prepared to make entries into the actual *Euterpe* logbook.

KEY CONCEPTS

- Log keeping was important because Captains were responsible to the ship owners for all happenings on the ship.
- Life onboard a sailing ship was a 24-hour job. Vessels underway did not stop and anchor for the night and they certainly could not sail by themselves.
- Using all of the senses made the log book descriptions more accurate and help the officers to understand what went on when they were not on watch.

MATERIALS

- An example of a record, log or journal
- Materials to create a log book for each student- construction paper, string and writing paper works well

ADVANCED PREPARATION

- Copy enough worksheets for each student.
- Provide materials for students to create their logs.
- Provide or create a sample logbook.

PROCEDURE

Engage: Have the students brainstorm on what they think would be included in a ship's log and why.

Read an excerpt from a sample log or record.

Challenge: Give each student enough construction paper and writing paper to make his or her own logbook. Each book should have enough paper to make an entry each day for a week plus enough to make some entries after their *Euterpe* voyage. The students can be creative when decorating the cover of their log. Each student will record his or her thoughts, feelings and experiences in anticipation of the voyage. In making log entries, the students should include things described in terms of the five senses.

Discussion: Questions for class discussion

- ◆ Why is the ship's log so important?
- ◆ When might a sailor be without one or more of his senses?
- ◆ Can you think of an experience that stimulates only one of the five senses? Two? Three? All five?
- ◆ How are emotions and feelings part of your sensory abilities?
- ◆ Discuss the difference between emotional and sensory responses.
- ◆ What are some examples?

Extend: The students should continue their log entries after their voyage – compare and contrast their feeling and thoughts from before, during and after their program.

Writing It All Down

◆ THE CHALLENGE

Get some construction paper and writing paper to make your own logbook. Each book should have enough paper to make an entry each day for a week plus enough to make some entries after your *Euterpe* voyage. Be as creative as you can when you decorating the cover of your log. Record your thoughts, feelings and experiences in anticipation of the voyage. In making your log entries, you should include things described in terms of the five senses. Some questions to consider while making log entries might be:

How will the *Euterpe* smell?

How will the ocean air feel?

What sounds will the ship make? The ocean?

How will the food aboard the *Euterpe* taste?

What will the Captain be like? The First Mate? The Cook?

How do you feel about voyaging on the *Euterpe*?

You can record anything in your logbooks. It may be a journal or diary of your daily lives. However, you should be organized around the theme of the *Euterpe* voyage. If you choose to make it a journal, take on a “character” personality that would actually have sailed in the 1800’s.

After the voyage, write down your feelings and experiences. Compare your thoughts to what you wrote before the trip.

VOYAGE TO MARS

Time: One to two class periods
Grade Level: 3-8
Group Size: crew or individual
Vocabulary: analogous, residuals, reclusive, perspective, exponentially, sovereignty, dissension, melancholia

OVERVIEW

Would you risk everything (including your life) in order to get something you think you want...how powerful is the promise, the dream of something better...

In the first part of this activity, students will have an opportunity to explore their feelings about events that have occurred in their lives by discussing the given questions in a group.

In the second part, the futuristic scenario is used to link the past, present and future and should be discussed as a group.

TEACHER BACKGROUND

Students should be encouraged to use their imagination to further expand the scenario and more importantly, express what their hope is for the future and how it may be accomplished through present action. In this way, the student recognizes the *past as a key* to the future by providing “hindsight wisdom” which then becomes vital in creating goals and objectives for the future. After the discussion, give each student a copy of the advertisement. Ask them to write a short essay that answers the second set of questions. (We hope you might share with us some of your favorites.)

PROCEDURE

Please refer to attached worksheets.

KEY CONCEPTS

- ❑ Students will link their own past experiences to those of the present and future.

MATERIALS

- ❑ Worksheet (see next page)

ADVANCED PREPARATION

- ❑ Copy enough worksheets for each group.
- ❑ Discuss the futuristic scenario as a class.

VOYAGE TO MARS

◆ INTRODUCTION

In this modern world of convenience and high technology there are, perhaps, few occurrences in a student's life that are analogous to the experience of emigrating to a foreign country aboard a sail-powered ship. When it only takes ten hours and 45 minutes to get from London to San Francisco, the trip seems like no big deal. Few portions of our planet are considered to be "new lands" and fewer still, if any, are the places that remain unaffected by the residuals of human existence. Whether they realize it or not, some students may have already experienced similar feelings to those of the emigrants 100 years ago. However, given a futuristic scenario in which they are able to put the emigrant's voyage into a modern perspective, they may more fully appreciate the decisions that faced the emigrant in 1874.

***Would you risk everything (including your life) in order to get something you think you want...
How powerful is the promise, the dream of something better.....***

Part One: The Questions

Have you ever moved?

From where did you move and what was your final destination?

How were you and your belongings carried? (Moving van, U-Haul, etc.)

Did you get carsick?

Were there some belongings that you had to leave behind or get rid of?

Were there friends, family members or pets that you moved away from?

Why did you move?

Were you afraid to move?

What were you afraid of?

Did you like where you moved?

Was it what you expected?

Was it what you hoped for?

What is different about the places you have lived? (Climate, vegetation, weather, etc.)

What is similar?

What do you miss the most about the places you have moved from?

What do like most about the places you have moved to?

Overall, were you glad you moved?

VOYAGE TO MARS

Part Two: The Future

The World in 2030

Every last bit of land has been bought by large corporations and leased to tenants for housing or manufacturing. Private ownership of property is no longer a possibility. High-rise buildings stretch skyward in order to utilize each square foot to the maximum. Great care and pride are exhibited in the maintenance of the Public Landscaped areas, which are manicured to perfection.

Advancements in computer technology, which have exploded exponentially, enable people to obtain all of life's necessities via modem. Becoming somewhat reclusive in their homes, most people have no use for the automobile. Concrete highways have been replaced by great underground systems of fiber-optic cables, which in turn, have given the atmosphere a chance to heal itself of carbon dioxide pollution. The simultaneous transmission of information and access to all data sources are responsible for many miraculous discoveries such as the ability to transform matter, making trash and garbage nonexistent. The sources of energy are from all natural renewable resources.

The creation of the Peace Pact in 2004 at the end of World War III abolished the sovereignty of nations and established the first United World Government. The world is at peace, however, there is some dissension among representatives as to how to best negotiate with hostile alien nations.

Environmentally speaking, the planet has slowly begun to heal through the continued efforts of new generations. The hole in the ozone layer was larger than at first predicted which has made it dangerous for people to remain in sunlight for more than five hours at a time. The polar ice caps have melted somewhat, raising the level of the oceans and further reducing the amount of available land. Large acreages of National Parks have been preserved and the rain forests have again flourished. (Currently, only authorized "keepers" have limited access to these areas to prevent overuse.)

It is a time of fragile stability. Although the mistakes of the past have been remedied with the advancement of MATTPLEX, there remains uncertainty as to the level of irreversible damage sustained by the ecosystem. The general attitude of the populous remains one of hope, yet there is a melancholia that has settled upon many young people. Searching for a way of life only imagined in memorabilia, they dream of the *past*, not the future. Young people want what their parents had. The chance to own their own property, have a family, climb a mountain or just play outside until the sun goes down.

In an effort to control population growth, no person may have a child until granted a permit which may only be granted through a process of interrogation which could take up to 3 years and euthanasia is a common practice. Due to overpopulation and crowding, many new psychological abnormalities have been diagnosed. Crime persists as a result of a society under stress.

Recently, there have been a series of advertisements appearing on the World Web about the colonization of Mars which began supporting life in 2011 as a result of the top secret Genesis Project. In 2001, a third Viking landing craft successfully landed on Mars to extract scapolite (a mineral), however, the real purpose of the mission was to inject the essential building blocks of life into the soil and atmosphere of Mars. No one expected the experiment to work and the true nature of the mission was withheld from the general public. In 2011, the first detectable life forms began to appear and the people from Earth began their first expedition to Mars in 2016. Great masses of people have begun to prepare for emigration to Mars in 2031. . .

VOYAGE TO MARS

The Advertisement:

JOURNEY TO MARS!

Be part of the GENESIS II Mission and view for yourself the results of the first mission!

- Previously extinct species living wild among breathtaking wilderness areas!
- Lush forests stretching as far as the eye can see!
- A new atmosphere with clean breathable air, free of all toxins!
- Soil so rich in organic material, seeds burst forth within days, producing crops in overwhelming abundance. And the taste is unlike anything ever before experienced on Earth!
- Beautiful Martian sunsets with the moons Phobos and Deimos suspended above the horizon!
- Miles of underground ice caverns and craters filled with pristine lakes!
- Hike along the Elysium Plateau and discover ancient volcanoes in the Tharsis Bulge. . . including Olympus Mons!
- Become a New Colony Explorer and catalogue the newest frontier!

All of this and you can own a part of it!! Don't miss the opportunity of a lifetime. Journey with us through the stars among the newest of the carrier fleet. Enjoy spacious cabins, the finest selection of restaurants and numerous health and recreation facilities. . . all the conveniences of home in deep space.

Questions to be used in essay:

1. Can you add anything else that might have happened by 2030?
2. Does this future sound good or bad to you? Why?
3. After you read the ad, decide if you want to stay on Earth or emigrate to Mars and explain why. Remember, once you decide, it will be another 15 years before you can go back.
4. If you stay on Earth, what do you hope happens in the future and what will you do to make sure it happens?
5. If you go to Mars, what are your expectations of what will happen there and what would you do if things don't go as planned?

VOYAGE TO MARS

The Reality:

To be read and discussed only after written essays are complete and discussed in the classroom.

As was true for the emigrants of the 1800's, the modern student / emigrant will find that many of the claims made about the red planet are false and in addition, there are many other surprises awaiting them...

On the way over. . .

The carrier fleet was often pelted with meteors and hit with space debris, which resulted in loss of life. Any damage done to the carrier could delay the journey, in which case the vessel may never reach Mars or Earth due to changing elliptical orbits.

Overcrowding and space was a problem and the carrier fleet overbooked to gain higher profit.

Space sickness could last the entire journey as a result of recycled oxygen and new strains of non-treatable respiratory ailments were common. Restaurants were quickly depleted of fresh foods, which were replaced with GEL (Global Essentials of Life), a series of bad tasting gel caplets which provide nutrients. Rats and other vermin were still prolific and were sometimes eaten.

Upon arrival. . .

Many emigrants found what they were looking for and the Mars of the ad was a reality for them. These were the first arrivals. However, there were other, less fortunate colonists who fell prey to the many pitfalls of Martian life. Not all of Mars was rejuvenated by GENESIS, in fact, the process was still in its infancy and there were only a few pockets of land that could be found that fit the description in the ad. Most colonists simply moved underground and earned a good living by mining. They believed that given enough time, they would again see the surface.

Great dust storms filled the atmosphere, further complicating respiration, not to mention the rise of new diseases the colonists were not immune to.

A few Martian species, (particularly those of the genus Ornon), evolved into bloodthirsty man hunters with a keen intelligence.

As you can see, there are many similarities between immigration in the 1800's and the one in this scenario.

Voyage Around The World

Time: 50 minutes
Grade Level: 3-8
Group Size: Individual and Crews
Vocabulary: log, longitude, latitude, plot

OVERVIEW

Students will plot a course of the Euterpe around the world. The purpose of this activity is to learn about reading a chart by using longitude and latitude and to visualize where the Euterpe sailed on her voyages.

TEACHER BACKGROUND

Star of India (as *Euterpe*) sailed around the world 21 times! There was no way to predict the length of a voyage, as it was Mother Nature and the availability of cargo that dictated her fate. Generally, the *Euterpe* would depart from London and sail to Australia and New Zealand to drop off emigrants and pick up cargo. She would either return to England or continue on to the coast of California to sell her cargo and purchase more.

Eventually, the *Euterpe* would return to London from a voyage that would last one to three years. The Captain and the crew kept a daily log of each trip, including the date, time, weather and location. On land, we use a map to guide us in travel. At sea, sailors use a chart with longitude and latitude lines to determine location and to plot a course. The longitude lines run vertically (North and South) along the chart and the latitude lines run horizontally along the chart (East and West).

PROCEDURE

Engage: Have the students look at the chart and become familiar with latitude and longitude.

Challenge: Give the students the positions to plot on the chart. Have them plot the course that Euterpe sailed around the world.

KEY CONCEPTS

- Latitude and longitude
- Plotting a course

MATERIALS

- Copy of worksheet (next page)
- Pencils

ADVANCED PREPARATION

- Make copies of the chart/worksheet (next page)

Discussion: Have the students discuss what it is like to plot a course and the importance of the task.

Extend: How did sailors determine how long it would take them to sail from one destination to another? What are some factors to keep in mind when charting a course?

• INTRODUCTION

Star of India (as *Euterpe*) sailed around the world 21 times! There was no way to predict the length of a voyage, as it was Mother Nature and the availability of cargo that dictated her fate. Generally, the *Euterpe* would depart from London and sail to Australia and New Zealand to drop off emigrants and pick up cargo. She would either return to England or continue on to the coast of California to sell her cargo and purchase more.

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• THE CHALLENGE

The following are course readings of a typical voyage the *Euterpe* might have taken. Using the following latitude and longitude readings, plot on the attached chart, the voyage from London, England around the world and back to London.

Note: All positions are in degrees.

53 N – 8 W, London, England, 15 N – 30 W, 38 S – 22 E, 50 S – 60 E,

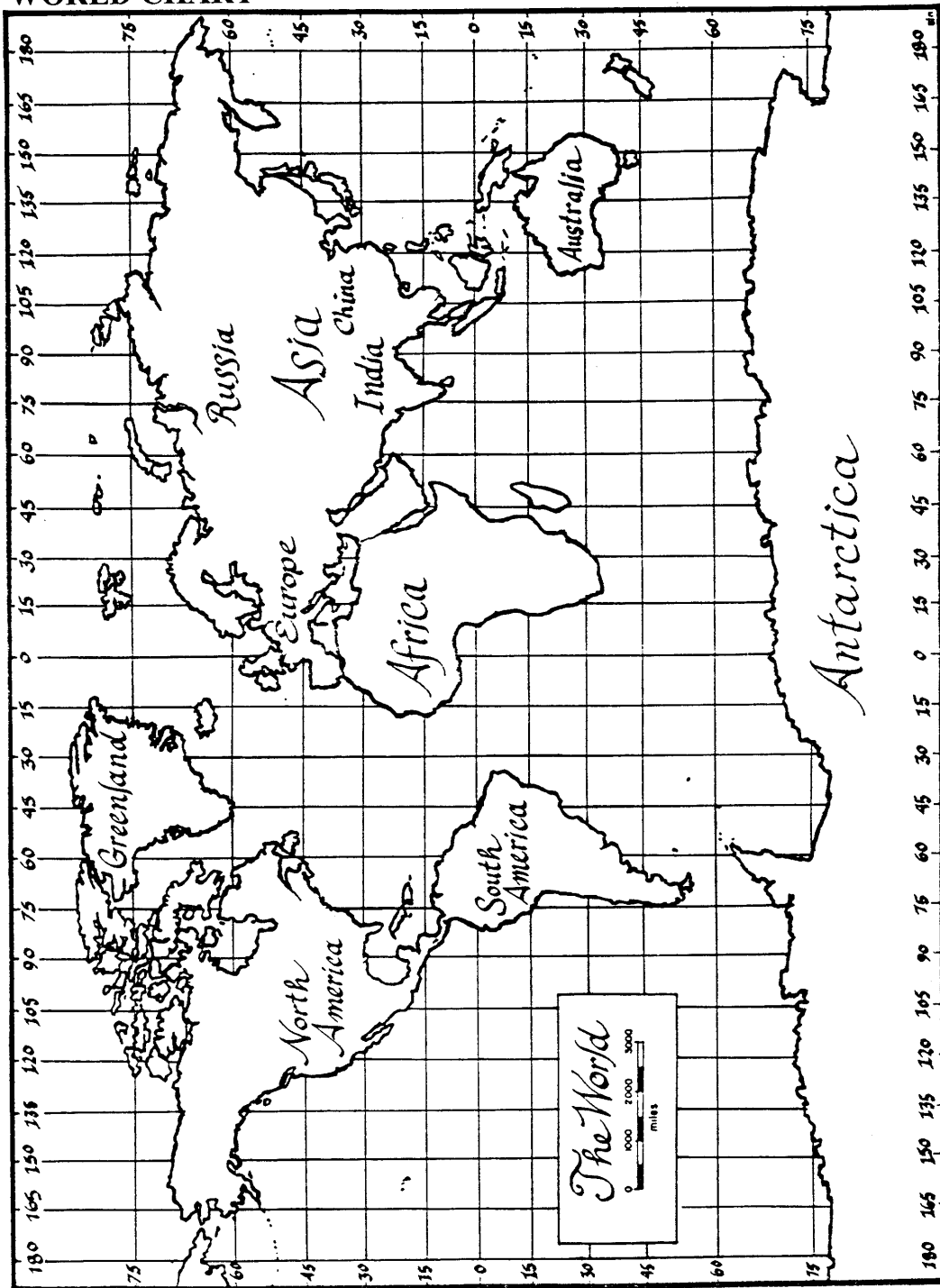
45 S – 105 E, 38 S – 145 E, Melbourne, Australia, 30 S – 157 E, Newcastle, Australia,
45S – 170 E, Otago, New Zealand

45 S – 105 W, 30 N – 135 W, 38 N – 122 W, San Francisco, California, 33 N – 117
W, San Diego, California

15 S – 105 W, 45 S – 90 W, 58 S – 80 W, 30 S – 30 W, 15 N – 30 W, 45 N – 28 W,
53 N – 8 W, London, England.

VOYAGE AROUND THE WORLD

WORLD CHART



MAKING MUSIC

Time: 1 day to 1 week
Grade Level: 3-8
Group Size: by crews
Vocabulary: courageous, accordion, tambourine

OVERVIEW

The students will create home-made instruments and prepare entertainment for the Captain during the evening's "dog watch" time.

TEACHER BACKGROUND

The passengers who came on board the *Euterpe* were courageous souls. They were farmers, artists, miners and factory workers. These hard working men and women were used to a harsh life at home. When they came aboard and finally recovered from sea sickness, they soon would do all that they could to make the best of a long voyage.

To pass the time the emigrants would often organize concerts and dances. They would play instruments such as the fiddle, fife or flute and above all the favorite was the accordion. However, real instruments were often hard to come by, so the passengers would simply make their own – tambourines made from old sky light covers, they would use animal bones, tin cups or anything that they could invent. It was not uncommon for the passengers to entertain the Captain with their music.

PROCEDURE

Engage: Split the students up into their crews. Have each crew work together to create instruments in class.

Challenge: Inform each crew that they need to come up with a song or a poem to go with the musical tune that they will be creating. The students will have a total of 10 minutes to perform their entertainment for the Captain. The students may develop one longer "concert" with each crew contributing, or five shorter performances as individual crews.

KEY CONCEPTS

- ❑ Sailor's quite often had to create their own entertainment.

MATERIALS

- ❑ Have the students bring one or two things from home to use in making an instrument.

ADVANCED PREPARATION

- ❑ Provide arts and craft items to assist in the making of instruments.

Discussion: The music and words do not need to be elaborate. Have them practice in class. Make sure they understand the year is 1874 and they are *emigrants* on a tallship. The words must reflect the voyage, life at home in *England* or their hopes when they *reach* America.

Remember, this is for the Captain so be creative!

SEA CHANTEYS

Time:	50 minutes
Grade Level:	3-8
Group Size:	Entire class
Vocabulary:	Sea Chantey, capstan, bilge, weighing anchor

OVERVIEW

Students will learn chanteys (songs) to sing while on the *Euterpe*.

TEACHER BACKGROUND

During the 19th Century when sailing ships such as the *Euterpe* traveled the oceans, shipboard work relied on the human back, unassisted by mechanical power. It was the purpose of the chantey 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 chanteys 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 chantey, 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 chantey, 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 included) who found their way to the seas. Improvisation was a hallmark of the chantey, there always being more work to do and not enough verse. It is this necessity which imbues chanteys 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 chantey.

“Windship sailors lived with music...a rough kind they made themselves, more often than not.”

Christmas at Sea, Captain Fred K. Klebingat

KEY CONCEPTS

- Sea chanteys were used to help sailors work together.
- Chanteys were also used as an avenue for sailors to express their thoughts and feelings.

MATERIALS

- (1) Sea chantey tape
- Words/music to various sea chanteys (see following pages)

ADVANCED PREPARATION

- Make enough copies of chanteys (following pages) for each student.

PROCEDURE

Engage: Play a song from a sea chantey tape.

Challenge: Learn the verses to the attached sea chanteys and practice them for your voyage aboard the *Euterpe*.

Learning all of the songs is not necessary but knowing one song from each category (capstan,

Discussion: Questions for class discussion:

- ◆ Why do sailors sing sea chanteys?
- ◆ How do chanteys help sailors with their work?

Extend: After you have learned the words to *John Kanaka*, make up additional verses that describe what you imagine your voyage will be like.

SEA CHANTEYS

◆ INTRODUCTION

A common tradition among sailors was to sing sea chanteys while they were working. Whether they were hauling on a line, heaving around the capstan or working up in the rigging, songs were quite often belted out by the crew. Singing allowed the sailors to work together as a team. It kept them in rhythm and working at the same pace. Songs also kept the men focused on what they were doing. Lives would be lost if one man wasn't paying attention, even if just for a split second.

There are many different sea chanteys; each one created for a specific type of work done aboard a square-rigger. These different chanteys had a unique rhythm for the type of work at hand, example; a *capstan chantey* has more of a marching cadence for walking around the capstan - a hauling *chantey* was designed to coordinate the sailors to haul together on certain words. There are also forecandle or fo'c'sle chanteys, which are songs, sung for pleasure and not necessarily sung while doing work.

Enclosed, you will find a collection of sea chanteys on a cassette. It is highly recommended that you become familiar with some of these songs before your ship sets sail.

Side one consists of songs for those of you traveling back to 1874 for the overnight or day adventure, while side two concentrates on the gold rush and life in 1851 for our *Gold Digger's Express* programs. A few of the songs are repeated on both sides. Copies of the words and a glossary have been included as well.

Important Notice!

Please keep in mind that this tape can only be loaned to you. You must bring it back with you the day of your program. If it is not returned, a twenty-five dollar charge will be billed to your group. Please do not duplicate this tape. We have been given special permission for the use of these songs.

This tape is a great asset to these programs but would not have been possible without the support of three local musical groups. Our thanks go out to each one of these groups for their cooperation and support of this educational project. Each of the following groups has multiple productions that are for sale in the Maritime Museum gift shop.

SOURCES:

San Francisco *SHANTIES* and Sea Songs of California Gold Rush
Holdstock and Murphy 1996

HAUL AND SING

Johnny Walker and the Crew of the Brig Pilgrim 1989

GO TO SEA ONCE MORE

Jackstraws 1993

◆ THE CHALLENGE

Learn the verses to as many of the attached sea chanteys and practice them for your voyage aboard the *Euterpe*.

“Windship sailors lived with music. . . a rough kind they made themselves, more often than not. . . “

Christmas at Sea, Captain Fred K. Klebingat

Sea Chantey Tape

Side One - 1874 Programs

TITLE	SOURCE	TYPE
1. Rio Grande/ Sailors Hornpipe	Jackstraws	Fo'c'sle/capstan
2. Roll the Chariot	Haul and Sing	Capstan
3. John Kanaka	Shanties	Halyard
4. Haul Away Joe	Haul and Sing	Halyard
5. Strike the Bell	Haul and Sing	Fo'c'sle
6. Euterpe Waltz	Jackstraws	Fo'c'sle
7. Drunken Sailor	Haul and Sing	Fo'c'sle
8. Leaving of Liverpool	Jackstraws	Fo'c'sle
9. Leave Her Johnny	Jackstraws	Fo'c'sle

1. RIO GRANDE /SAILORS HORNPIPE

I'll sing you a song, a good song of the sea.
Away Rio.

I'll sing you a song if you'll sing it with me.
We are bound for the Rio Grande.

Chorus:

And it's away bullies away yeh! Away Rio. It's fare ya' well ya' pretty young girls, we are bound for the Rio Grande.

We'll man the good capstan and run her around.
Away Rio.

We'll haul up the anchor to this jolly song.
We are bound for the Rio Grande.

(Chorus)

Well the anchors away and the sails they are set.
Away Rio.

And the girls we are leaving we'll never forget.
We are bound for the Rio Grande.

(Chorus)

So its goodbye to Sally and goodbye to Sue.
Away Rio.

And them that's a listening its farewell to you.
We are bound for the Rio Grande.

And it's away Rio. Away Rio. Its fare ya' well ya' pretty young girls, we are bound for the Rio Grande.

HORNPIPE MUSIC

2. ROLL THE CHARIOT

Chorus:

So we'll roll the old chariot along, we'll roll the old chariot along, we'll roll the old chariot along and we'll all hang on behind.

Why a drop of Nelsons blood wouldn't do us any harm, a drop of Nelsons blood wouldn't do us any harm, a drop of Nelsons blood wouldn't do us any harm and we'll all hang on behind.

(Chorus)

Why a quiet watch below wouldn't do us any harm.....2x
and we'll all hang on behind.

(Chorus)

A good featherbed wouldn't do us any harm.....2x
and we'll all hang on behind.

(Chorus)

Yes, a nice Irish stew wouldn't do us any harm.....2x
and we'll all hang on behind.

(Chorus)

Why a night with the girls wouldn't do us any harm.....2x
and we'll all hang on behind.

(Chorus)

Yes a trip on the Euterpe wouldn't do us any harm.....2x
and we'll all hang on behind.

(Chorus)

3. JOHN KANAKA

Refrain 1:

John Kanaka-naka tuliae

Refrain 2:

Tuliae oh tuliae John Kanaka -naka tuliae.

I thought I heard the old man say (Refrain 1)

There's work tomorrow but no work today (Refrain 1 & 2)

We're bound away from London Bay (Refrain 1)

We're bound away at the break of day (Refrain 1 & 2)

It's just one thing that grieves my mind (Refrain 1)

To leave my wife and child behind (Refrain 1 & 2)

They'll wave farewell down on the quay (Refrain 1)

To wait and fear and weep for me (Refrain 1 & 2)

We're bound away around Cape Horn (Refrain 1)

Where you wish to Christ you'd never been born (Refrain 1 & 2)

The bosun said before I'm through (Refrain 1)

You'll curse your mother for having you (Refrain 1 & 2)

It's rotten wheat and weevily bread (Refrain 1)

And its pump or drown the old man said (Refrain 1 & 2)

It's one more pull and that'll do (Refrain 1)

And we're the bullies for to pull her through (Refrain 1 & 2)

4. HAUL AWAY JOE

Chorus:

Way haul away we'll haul away Joe.

When I was a little lad or so me mammy told me (Chorus)
That if I didn't kiss the girls my lips would all grow moldy (Chorus)

Why King Louie was the king of France before the revolution (Chorus)
And then he got his head cut off which spoiled the constitution (Chorus)

Well once I was in Ireland digging turf and taters (Chorus)
But now I'm on a British ship hauling on the braces (Chorus)

Once I had a German girl but she was fat and lazy (Chorus)
Then I got an English gal- she nearly drove me crazy (Chorus)

The cook is in the galley making duff so handy (Chorus)
The captain's in his cabin drinking wine and brandy (Chorus)

Way haul away we'll haul for better weather (Chorus)
Yes, way haul away- we'll all haul together (Chorus)

5. STRIKE THE BELL

Aft on the poop deck walking about, there's the second mate so steady and so stout. What he is a thinking of he doesn't know himself. We wish that he would hurry up and strike, strike the bell. Strike the bell second mate let's go below. Look well to windward you can see it's going to blow. Look at the glass and you can see that it is fell. We wish that you would hurry up and strike, strike the bell. Down on the main deck, working at the pumps, there's the larboard watch a ready for their bunks. Looking out to windward they see a great swell, they're wishing that the second mate would strike, strike the bell. Aft at the wheel poor Anderson stands grasping the spokes with his cold mittened hands. Looking at the compass oh the course is clear as hell. He is wishing that the second mate would strike, strike the bell. Forward on the focsile head they're keeping sharp lookout. Young Johnny standing, ready for to shout. Lamps are burning bright sir and everything is well, we're wishing that the second mate would strike, strike the bell. Aft on the quarterdeck, a gallant captain stands looking out to windward, a spyglass in his hands. What he is a thinking of we know very well. He's thinking more of shortening sail than striking the bell.

6. EUTERPE WALTZ

7. DRUNKEN SAILOR

What's to do with a drunken sailor, what's to do with a drunken sailor, what's to do with a drunken sailor early in the morning.

Chorus:

Way-ay up she rises, way-ay up she rises, way-ay up she rises early in the morning.

Put him in the scuppers with a hosepipe on him.....2x

Early in the morning. (Chorus)

Shave his belly with a rusty razor.....2x

Early in the morning. (Chorus)

Put him in the bilge and make him drink it.....2x

Early in the morning. (Chorus)

Tie him to the topmasts when she's yardarm under.....2x

Early in the morning. (Chorus)

That's what we do with a drunken sailor.....2x

Early in the morning. (Chorus)

Temperance lectures will never save him.....2x

Early in the morning. (Chorus)

8. LEAVING OF LIVERPOOL

Farewell to you my own true love, I am going far away.

I am bound for Californio and I know that I'll return some day

Chorus:

So, fare ya' well my own true love

And when I return united we will be.

It's not the leaving of Liverpool that grieves me
but my darling when I think of thee.

I have shipped seven years on a sailing ship

Davey Crockett is her name.

And John Burgess is the captain of her

And they say that she's a floating shame (Chorus)

Oh the drums are beating loud my love

And I wish I could remain

But I know it will be such a long, long time

Before I see you again. (Chorus 2x)

9. LEAVE HER JOHNNY

Refrain 1:

Leave her Johnny leave her

Refrain 2:

And its time for us to leave her

Chorus:

Leave her Johnny leave her. Oh leave her Johnny leave her.

For the voyage is done and the winds don't blow and its time for us to leave her.

Well the voyage was rough and the wages was low (Refrain 1)

But now it's done and it's a time to go (Refrain 2)

She would not sail nor steer nor stay. (Refrain 1)

She braved high seas both the night and day (Refrain 2)

(Chorus)

Yes its time for us to say goodbye(Refrain 1)

For the old dear land she's a drying eye (Refrain 2)

(Chorus 2x)

Sea Chantey Tape**Side Two - 1851 Programs**

<u>TITLE</u>	<u>SOURCE</u>	<u>TYPE</u>
1. Santy Ano	Jackstraws	Capstan
2. Banks of the Sacramento	Jackstraws	Capstan
3. Rio Grande/Sailors Hornpipe	Jackstraws	Capstan
4. Oh California	Shanties	Fo'c'sle
5. Homeward Bound	Shanties	Fo'c'sle
6. A Ripping Trip	Shanties	Fo'c'sle
7. John Kanaka	Shanties	Halyard
8. Haul Away Joe	Haul and Sing	Halyard
9. Leave Her Johnny	Jackstraws	Fo'c'sle
1. <u>SANTY ANO</u>		

Refrain 1:

Heave Away, Santy Ano

Refrain 2:

All along the plains of Mexico

We're sailing on the river from Liverpool (Refrain 1)

'Round Cape Horn to 'Frisco Bay (Refrain 2)

Chorus:

So heave her up and away we'll go. Heave away Santy Ano.

Heave her up and away we'll go, all along the plains of Mexico.

She's a good, fast clipper with a bully good crew (Refrain 1)

A down East Yankee for a captain too (Refrain 2)

There's plenty of gold, so I've been told (Refrain 1)

Way out west in Californ-i-o. (Refrain 2) (Chorus)

Back in the days of '49 (Refrain 1)

Oh those were the days of the good old times (Refrain 2)

When Zachariah Taylor gained the day (Refrain 1)

He made poor Santy run away (Refrain 2) (Chorus)

(Refrain 1) (Refrain 2)

General Scott and Taylor too (Refrain 1)

They made poor Santy meet his water doom (Refrain 2) (Chorus)

Santy Ana was a good old man (Refrain 1)

'Till he got in the war with your Uncle Sam (Refrain 2)(Chorus 2x)

2. BANKS OF THE SACRAMENTO

Refrain 1:

With a ho down, ho down

Refrain 2:

With a ho down, ho down hey.

Chorus:

So blow boys blow for Californio

There's plenty of gold so I've been told, on the banks of the Sacramento.

It's a bully ship and a bully crew (Refrain 1)

And we're the boys to put her through (Refrain 2)(Chorus)

It's round that capstan we must go (Refrain 1)

To hoist the anchor from below (Refrain 2) (Chorus)

And when we wallop around Cape Horn (Refrain 1)

You'll wish to God you'd never been born (Refrain 2) (Chorus)

When we get 'round to 'Frisco town (Refrain 1)

My dear stay clear of Shanghai Brown (Refrain 2) (Chorus)

I thought I heard our Captain say (Refrain 1)

Those 'Frisco girls will steal your pay (Refrain 2) (Chorus)

She would not steer, she would not stay (Refrain 1)

She sailed high seas both night and day (Refrain 2) (Chorus)

I thought I heard our Bosun say (Refrain 1)

Just one more turn and then belay. (Refrain 1) (Chorus)

3. RIO GRANDE/ SAILORS HORNPIPE

(see side one)

4. OH CALIFORNIA

Came from Salem city with a washbowl 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's so hot I froze to death, oh brothers don't you cry!

Chorus:

Oh California! That's the land for me!

I'm off to San Francisco, with a washbowl on my knee!

I jumped on board the *Lisa* ship and traveled o'er the sea,

And every time I thought of home I wished it wasn't me!

The vessel reared like any horse that had of oats a wealth,

I found it wouldn't throw me, so I thought I'd throw myself!

(Chorus)

I thought of all the pleasant times we've had together here,

I thought I ought to cry a bit but couldn't shed a tear.
 The pilot's bread was in my mouth, the gold dust in my eye,
 Although I'm going far away, dear brothers don't you cry!
 (Chorus)
 And when I get to 'Frisco boys, it's then I'll look around,
 And when I see the gold lumps there, I'll pick them off the ground.
 We'll scrape the mountains clean, me boys, we'll drain the rivers dry!
 A pocket full of rocks bring home, Oh brothers don't you cry!
 (Chorus)

5. HOMEWARD BOUND

Refrain 1:
 Goodbye fare you well, Goodbye fare you well !
 Refrain 2:
 Hurrah me boys, we're homeward bound !

"We're homeward bound," I heard them say, (Refrain 1)
 We're homeward bound this very day, (Refrain 2)
 We're homeward bound for 'Frisco Bay, (Refrain 1)
 To 'Frisco Bay in three months and a day. (Refrain 2)
 Oh heave a way she's up and down, (Refrain 1)
 We're homeward bound, it's a joyous sound. (Refrain 2)
 I thought I heard the old man say, (Refrain 1)
 Oh 'Frisco Bay in three months and a day. (Refrain 2)
 Them 'Frisco girls has got us in tow, (Refrain 1)
 We'll haul away, and roll and go. (Refrain 2)
 And it's goodbye to Katie and goodbye to Nell, (Refrain 1)
 And it's goodbye again, and fare you well. (Refrain 2)
 And now I hear our first mate say, (Refrain 1)
 "It's one more pull, and then belay !" (Refrain 2)

6. A RIPPING TRIP

() = pop

You go aboard a leaky boat and sail for San Francisco,
 You've got to pump to keep her afloat () you have that by jingo.!
 The engine soon begins to squeak, but nary a thing to oil her,
 Impossible to stop the leak, () rip goes the boiler!
 The captain on the promenade, looking very savage;
 The steward and the cabin maid () fighting 'bout a cabbage.
 All about the cabin floor, passengers lie sick oh!
 Steamers bound to go ashore, () rip goes the physic!
 "Pork and beans" they can't afford, for second cabin passengers;
 The cook is tumbled overboard () with 40 pounds of "sassadors";
 The engineers' a little tight, bragging on the main line,
 Finally gets in a fight, () rip goes the engine!
 Cholera begins to rage, a few have got the scurvy;
 Chickens dying in their cage, () steerage topsy-turvy.
 When you get to Panama, agents want a back-load;
 Officers begin to jaw, () rip goes the railroad!

When home, you'll tell an awful tale, and always will be thinking,
 How long you had to pump and bail, () to keep the tub from sinking.
 Of course you'll have a glass of gin, that'll make you feel so funny;
 Some city shark will rope you in () rip goes your money!
 Dah dah da dah dah.

7. JOHN KANAKA

(see side one)

8. HAUL AWAY JOE

(see side one)

9. LEAVE HER JOHNNY

(see side one)

A special thanks to the following groups who gave us permission to use their music for educational purposes.

San Francisco SHANTIES and Sea Songs of California Gold Rush

1996 Holdstock and Murphey

Haul and Sing

1989 Johnny Walker and crew of the Brig Pilgrim

Go to Sea Once More

1993 Jackstraws

All of these tapes are for sale at the San Diego Maritime Museum gift shop.

Also, a special thanks to *Tape Repair and Sales* on University Avenue in San Diego. Carroll and John produced the tapes and did a magnificent job on the labels. To contact them call 619-299-0088.

Glossary of words to be found on chantey tape:

<i>Belay:</i>	The operation of making fast a rope by taking turns with it around a cleat or a belaying pin.
<i>Boatswain:</i>	(Bosun) The officer in charge of sails, rigging, anchors, etc. In charge of all maintenance.
<i>Braces:</i>	Ropes attached to the ends of the yards so the yard can be swung at different angles.
<i>Capstan:</i>	A cylindrical barrel fitted in larger ships. Provides mechanical advantage when working with heavier items such as the anchor, sails and yards. Worked by manpower through the use of capstan bars.
<i>Duff:</i>	A type of dessert that sailors would eat while out at sea. Usually consisted of a mixture of flour, water and a little molasses.
<i>Halyard:</i>	The ropes used to hoist or lower object such as sails, cargo, etc. aboard a ship.
<i>Hawse:</i>	That part of a ship's bow where the hawseholes and hawsepipes are situated through which the anchor cables pass.

<i>Hawsepipes:</i>	The inclined pipe or tube which leads from the hawsehole of a ship, on the deck close to the bow, to the outside of the vessel.
<i>Nightingale:</i>	Someone in the crew who knows the chanteys and can lead the crew in singing.
<i>Scuppers:</i>	Drainage holes cut through the bulkheads of a ship on the waterways to allow any water on the deck to drain away down the ship's side.
<i>Scurvy:</i>	A disease that sailors would often get due to a lack of vitamin C.
<i>"Striking the Bell":</i>	The ringing of the bell.
<i>Topmast:</i>	In sailing vessels, the mast next above the lower mast, the second division of a complete mast.
<i>Watch:</i>	The division of the 24 hours of the seaman's day into periods of duty of 4 hours. Thus, there would be six 4-hour watches in a day.
<i>Weevils:</i>	Small bugs that sailors would quite often find living in their hardtack.
<i>Windward:</i>	The weather side, or that from which the wind blows. Opposite of leeward.
<i>Yardarm:</i>	The outer quarters of a yard.
