

Supplemental Information

For Teachers



This Curriculum was prepared by the
 San Francisco Maritime National Park Association
 In Partnership with the San Francisco Maritime
 National Historical Park

Supplemental Information

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Activity 1

Estimated Classroom Time: 50 minutes

Seeing Through Different Eyes

When students board the *Balclutha* they will be pretending to be common sailors readying for a long voyage at sea. While they are brought on as mere “greenhands”, they are given the opportunity to grow and learn under the tutelage of the ship’s officers. These officers will also be role-playing on board. It is very important that the students are prepared for this role-play and ready to take part. Below is a description of each character: **Explain the concept of role-play and introduce the students to the characters they will be working with prior to the day of the program.**

Each student will have his own perspective of his imaginary journey. However, students should go beyond their personal experience to appreciate history in a variety of ways. When students begin to develop the habit of interpreting the same events from different viewpoints, history becomes rich, alive and exciting.

Divide your class into three groups and read each of the character descriptions below. Choose one of the scenarios listed and discuss how each of the different characters might react to it. Role-play two different characters’ reactions to the same situations in front of the rest of the class.

The Captain: The Captain is the Master of the ship and crew. He is responsible for sailing the ship and for earning money for the trading company that owns the ships. He is in a difficult position just now because he has lost his crew to the earthquake-rattled city. Ever hopeful that he will find a loyal crew to sail with him, the Captain is in a hurry and always thinks the sailors can do more. Once at sea, he demands that his sailors work hard to make as much money as possible.

The First Mate: The First Mate is the best sailor on the ship. It is his responsibility to make sure everything runs like clockwork and that the common sailors work hard and show respect for their Captain. His job is a difficult one and he’s a strict task-master.

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 the greenhands and common sailors. The Captain made him an officer because there was no one left to choose from in a pinch---he’s a new officer by default and it shows.

Scenarios:

1. While anchored in Gray's Harbor loading lumber, a local farmer offers the *Balclutha* enough eggs for the entire crew to have a delicious breakfast in trade for some line and canvas.
2. You are the First Mate. As the moon lights the open ocean, you walk toward the bow and see a sailor sleeping during his assigned watch.
3. You are a crewmember. As the moon lights the open ocean, you walk toward the bow and see a sailor sleeping during his assigned watch.
4. You are the Captain. It is pitch dark and the waves are big. There are still many more pieces of lumber to be loaded onto the *Balclutha*.
5. You are a crewmember. It is pitch dark and the waves are big. There are still many more pieces of lumber to be loaded onto the *Balclutha*.
6. You are the First Mate. A sailor lying in his bunk complains that he is too sick to go up on deck to work.
7. You are lying in your bunk, feeling sick. The First Mate has just come in and told you to get to work.
8. The wind is blowing very hard and there is much to do. If you do not get the sails in, the mast may break. All hands are working their hardest, except for one sick man in his bunk. This man could make the difference in saving the ship. What do you do: as Captain, First Mate or common sailor?

How would each of these three characters react to these situations? Have the students step inside their shoes to come up with their answers.

Activity 2
Estimated Classroom Time: 50 minutes

Do It with a Will

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



At the end of the Life on the Barbary Coast program you will be asked to make a choice concerning your future. To make a good decision you will need as much background information as possible. Below is a list of words and expressions used by sailors. Divide into your groups. Decide what each word or phrase means. Write your guess next to each word. Once you have finished, match your guesses with the vocabulary list. How close did you come to getting the correct definition?

Aft _____

Avast _____

“aye” _____

bow _____

cabin _____

“carry on” _____

galley _____

head _____

line _____

mouse _____

port _____

“Sir” _____

starboard _____

stern _____

“Bend your back and break your oars” _____

“Capitol water dog” _____

“A blowout on sleep” _____

“Do it with a will” _____

“Bear a hand” _____

“California Fever!” _____

“Blowing like scissors and thumbscrews” _____

Do It With a Will---Vocabulary answers

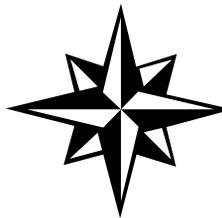
<i>Aft</i>	direction towards the stern; or rear of the ship
<i>avast</i>	stop; quit what you are doing
“ <i>aye</i> ”	yes
<i>bow</i>	the front end of the ship
<i>cabin</i>	the quarters of the captain and officers
“ <i>carry on</i> ”	the command to get started after orders have been given
<i>fall</i>	hauling part of the tackle; line by which a load is hoisted
<i>forward</i>	direction toward the bow or front of the ship
<i>galley</i>	kitchen on a ship
<i>head</i>	the ship’s toilet
<i>line</i>	sailor’s word for rope
<i>mouse</i>	to fasten a small piece of line or yarn on a hook used in rigging, to prevent the cargo from falling off the hook
<i>port</i>	the left side of a vessel as one stands facing forward
“ <i>Sir</i> ”	the Captain’s title, used by no one else
<i>starboard</i>	the right side of a ship, as one stands facing forward
<i>stern</i>	back end of a ship



<i>“Bend your back and break your oars”</i>	hard work
<i>“Capitol water dog”</i>	good seaman
<i>“A blowout on sleep”</i>	not turning out in the morning until breakfast
<i>“Do it with a will”</i>	work willingly
<i>“Bear a hand”</i>	help out
<i>“California Fever!”</i>	laziness
<i>“Blowing like scissors and thumbscrews”</i>	a gale or storm

Sailors' Language

H C S L N E D Z C P H Y W C V
N H Z M N Y L R L A U E A Q N
F A X O U S W A A Q P P A R V
D N A H N E E R G O S T E D F
A T R T O Q P T R T B T A T T
Y E O A V F I T A A S R F I D
E Y O F F E H N E A K A A A N
L N M I D S S A P M O C E T R
L H I L E A D L I N E H S E S
A S A L N J I Y W E K A L T R
G P H W W T M O M L V L A L X
M L U J S O A T U A N C H O R
S I L W E E B B O W K A H O Y
Z C L J F H R C X L U A H H J
M E N G I S N E E E J X X B M



AFT

AHOY

AMIDSHIP

ANCHOR

ASTERN

AVAST

BOW

BOWLINE

BULKHEAD

CAPSTAN

CAPTAIN

CHANTEY

COMPASS

ENSIGN

FATHOM

GALE

GALLEY

GREENHAND

HAUL

HAWSER

HEAD

HULL

LEADLINE

MOOR

PORT

SPLICE

STARBOARD

TACKLE

Suggested Activity: 24-Hour and Bell Time

24-Hour Time

Time at sea was kept differently than time on land. On land time was kept by clocks that were numbered from 1 to 12. If you asked someone on land what time it was, they might say "4 o'clock," but unless you already knew if it were day or night you would not know if it was 4 a.m. or 4 p.m. This method was not exact enough for sailors because crews were working "around the clock" on vessels. To solve this problem, sailors used 24-hour time.

When using 24-hour time, each day begins at midnight. When written, 24-hour time always has four digits. When spoken, time was expressed in "hundreds."

As an example, 1 in the morning would be written as 0100 and called "one-hundred hours." 11 in the morning would be written as 1100 and called "eleven-hundred hours." 12 noon would be written as 1200 and called "twelve-hundred hours." 1 in the afternoon would be written as 1300 and called "thirteen-hundred hours." 2:30 in the afternoon would be written as 1430 and called "fourteen-thirty hours." (Notice that you add 1200 to all p.m. times.)

Bell Time

Sailors had yet another way to keep time. It was called bell time. Most sailors did not own watches, so time was kept by ringing a bell. That way, if you didn't own a watch, you would still always know what time it was.

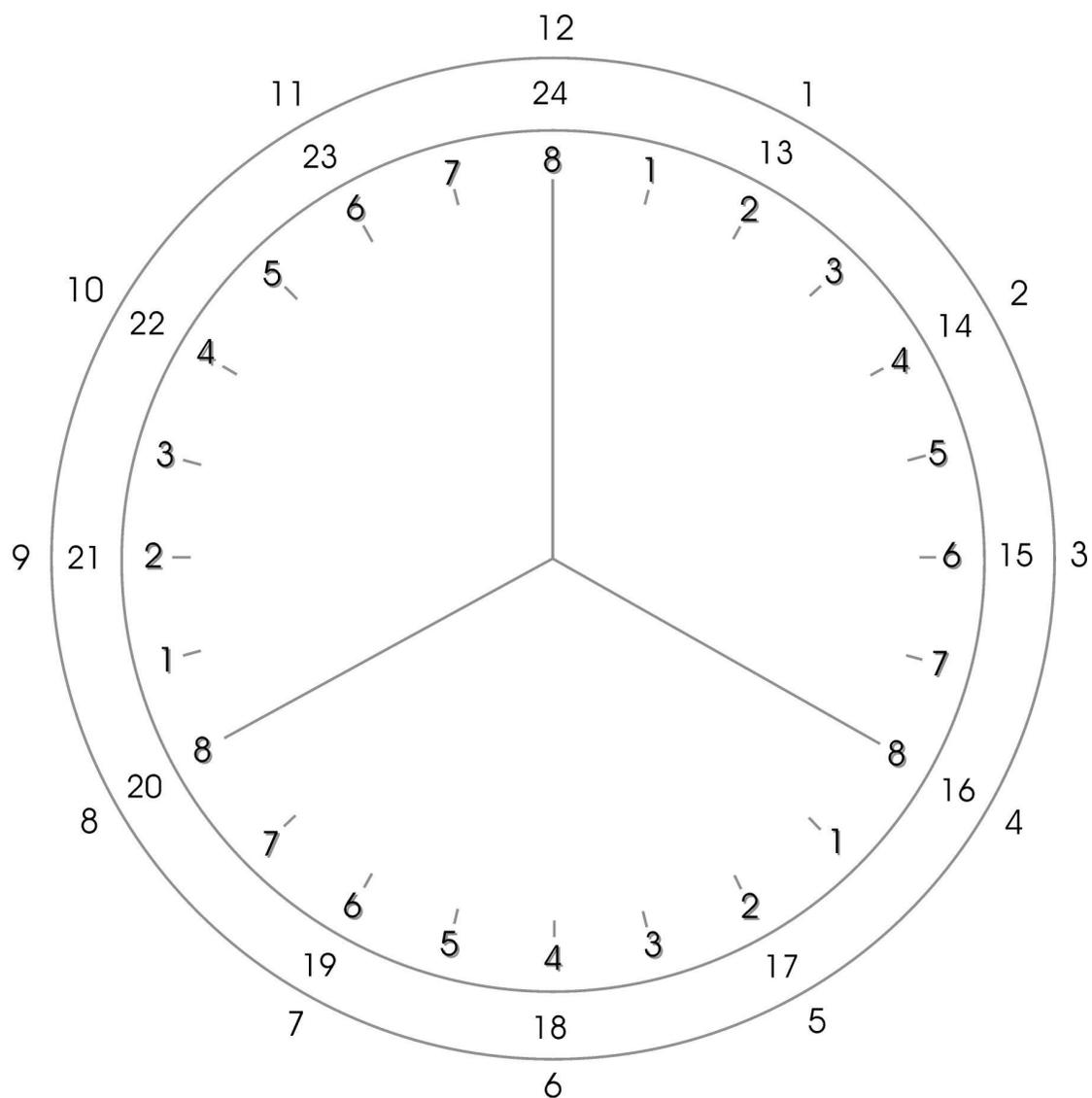
When at sea, the day was divided into duty periods of four hours. This meant that each sailor worked for four hours, then had four hours off. These four hour shifts were called watches. Bell time was structured around this four hour watch schedule. There are six watches in a day, so bell time would repeat itself six times in one day. Bell time would "start" at 12 noon and 12 midnight, 4 a.m. and 4 p.m., and at 8 a.m. and 8 p.m.

When keeping bell time, each bell rung equaled one half an hour. When the bell was rung on the hour, the number of strokes sounded would be even. When the bell was rung at the half hour, the number of strokes sounded would be odd. Bells were always rung in pairs. (A continuous ringing of a bell signals a dangerous situation, such as "man overboard" or "abandon ship.")

Bell Time and 24-Hour Chart

12 midnight	(2400 hours)				
12:30 am	(0030 hours)				
1 am	(0100 hours)				
1:30 am	(0130 hours)				
2 am	(0200 hours)				
2:30 am	(0230 hours)				
3 am	(0300 hours)				
3:30 am	(0330 hours)				
4 am	(0400 hours)				
4:30 am	(0430 hours)				
5 am	(0500 hours)				
5:30 am	(0530 hours)				
6 am	(0600 hours)				
6:30 am	(0630 hours)				
7 am	(0700 hours)				
7:30 am	(0730 hours)				
8 am	(0800 hours)				
8:30 am	(0830 hours)				
9 am	(0900 hours)				
9:30 am	(0930 hours)				
10 am	(1000 hours)				
10:30 am	(1030 hours)				
11 am	(1100 hours)				
11:30 am	(1130 hours)				
12 noon	(1200 hours)				
12:30 pm	(1230 hours)				
1 pm	(1300 hours)				
1:30 pm	(1330 hours)				
2 pm	(1400 hours)				
2:30 pm	(1430 hours)				
3 pm	(1500 hours)				
3:30 pm	(1530 hours)				
4 pm	(1600 hours)				
4:30 pm	(1630 hours)				
5 pm	(1700 hours)				
5:30 pm	(1730 hours)				
6 pm	(1800 hours)				
6:30 pm	(1830 hours)				
7 pm	(1900 hours)				
7:30 pm	(1930 hours)				
8 pm	(2000 hours)				
8:30 pm	(2030 hours)				
9 pm	(2100 hours)				
9:30 pm	(2130 hours)				
10 pm	(2200 hours)				
10:30 pm	(2230 hours)				
11 pm	(2300 hours)				
11:30 pm	(2330 hours)				

24 Hour and Bell-Time Coin



**The inner most circle is bell-time:
notice how there are an even number of bells on the hour
and an odd number of bells on the half hour.
The middle circle is 24 hour time.**

24-Hour and Bell Time Worksheet

Convert the following times into 24-hour time:

1. 7:30 a.m. = _____

5. 5:24 p.m. = _____

2. 7:30 p.m. = _____

6. 12 noon = _____

3. 10:00 a.m. = _____

7. 12 midnight = _____

4. 5:24 a.m. = _____

8. 3:49 a.m. = _____

Convert the following into 12-hour time:

1. 1534 = _____

5. 0205 = _____

2. 1645 = _____

6. 0133 = _____

3. 2330 = _____

7. 2400 = _____

4. 1945 = _____

8. 1725 = _____

Convert these times into bell time:

1. 0900 = _____

5. 1630 = _____

2. 2200 = _____

6. 1930 = _____

3. 1430 = _____

7. 1400 = _____

4. 0600 = _____

8. 2400 = _____

24-Hour and Bell Time Worksheet---Answers

Convert the following times into 24-hour time:

- | | | | |
|----|-------------------|----|--------------------|
| 1. | 7:30 a.m. = 0730 | 5. | 5:24 p.m. = 1724 |
| 2. | 7:30 p.m. = 1930 | 6. | 12 noon = 1200 |
| 3. | 10:00 a.m. = 1000 | 7. | 12 midnight = 2400 |
| 4. | 5:24 a.m. = 0524 | 8. | 3:49 a.m. = 0349 |

Convert the following into 12-hour time:

- | | | | |
|----|-------------------|----|--------------------|
| 1. | 1534 = 3:34 p.m. | 5. | 0205 = 2:05 a.m. |
| 2. | 1645 = 4:45 p.m. | 6. | 0133 = 1:33 a.m. |
| 3. | 2330 = 11:30 p.m. | 7. | 2400 = 12 midnight |
| 4. | 1945 = 7:45 p.m. | 8. | 1725 = 5:25 p.m. |

Convert these times into bell time:

- | | | | |
|----|----------------|----|----------------|
| 1. | 0900 = 2 bells | 5. | 1630 = 1 bell |
| 2. | 2200 = 4 bells | 6. | 1930 = 7 bells |
| 3. | 1430 = 5 bells | 7. | 1400 = 4 bells |
| 4. | 0600 = 4 bells | 8. | 2400 = 8 bells |

Suggested Activity: Knots

Most of the knots we tie today are old, even ancient. Over the centuries, they have been invented, refined and perfected, fitting many different needs. There are 4 basic areas that determine the type of knot to use.

Relative strength:

Knots weaken rope. The strength of a knot depends on how much or how little it reduces the strength of the rope. The tighter the frictional pressure in the knot or the sharper the turn (or curve), the weaker the rope becomes.

Speed and ease of tying:

Often times you will need to be able to tie or *untie* a knot quickly.

Bulk:

The bulkier the knot, the more it will damp a "jerk." Other times, a knot may be too bulky for the space allotted.

Reliability:

Not all knots will hold in all positions. Some knots will slip unless there is even pull from both ends. Other knots will hold fast in any circumstances.

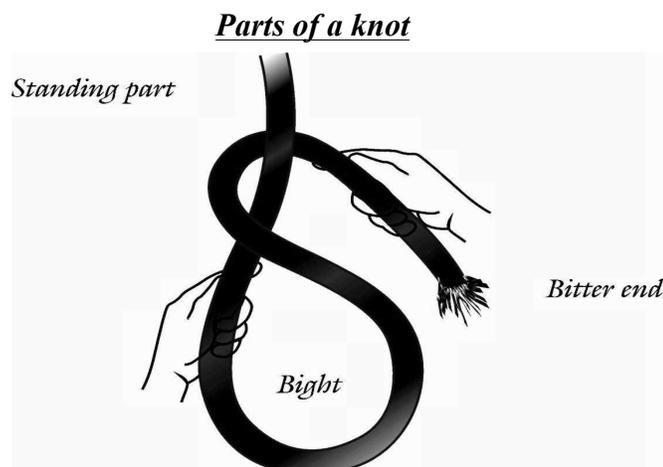
There are certain guidelines for choosing and tying knots. There are specific knots for specific uses.

Stopper: Stopper knots, such as the overhand or figure 8, prevent the end of the line from slipping through the eye or a hole.

Hitches: Hitches, such as the lark's head, cleat hitch or the clove hitch, secure a line to something, i.e., a spar or deck ring.

Loops: Loops, such as a bowline, can be dropped over an object, such as a bollard.

Bends: Bends, such as a sheet bend, join two ropes to form a longer piece.

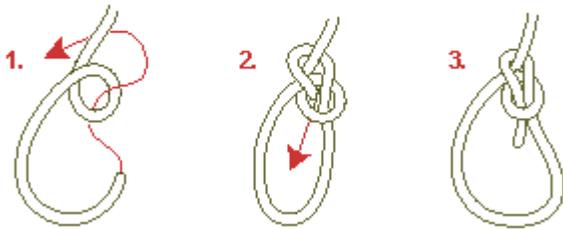


Types of Knots

BOWLINE

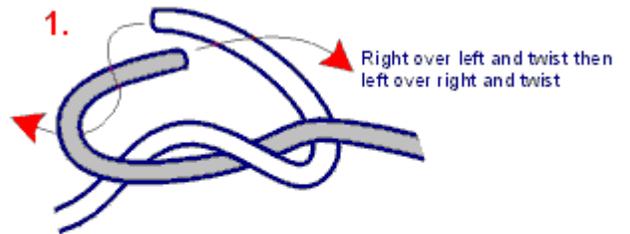
Form an eye in the rope with the standing part underneath. Run the free end up through the eye then take a turn around the standing part.

Feed the free end back down into the eye and hold there while pulling standing part to tighten down knot.

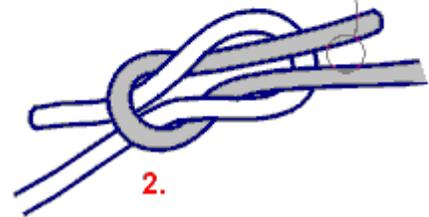


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SQUARE KNOT

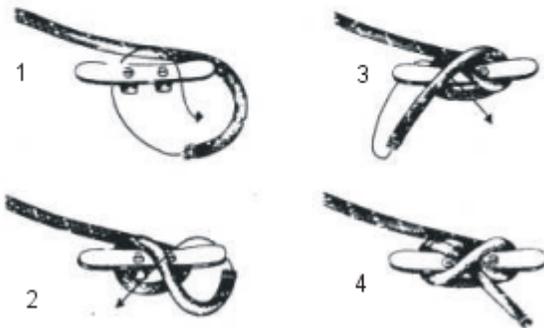


Note: Both parts of rope must exit knot together.



CLEAT KNOT

Take a turn round the base of the cleat, then bring the line over the front face of the cleat, below each of the horns in turn in a figure eight pattern, and back underneath the crossing turn as shown in figure 4. Pull tight.



Knot Games

Bowline-Sheet Bend Draw

Equipment needed: one fathom of rope per contestant

Each crew forms into pairs in facing lines. On "GO" each member of a team ties a bowline around their waist. The first of the pair to finish the knot then ties the ends of both their and their partner's rope together with a sheet bend. When finished, both lean back with their hands in the air. The winner is the crew in which all are leaning back with all knots holding.

Knot Step Contest

Equipment needed: one fathom of rope per contestant

Line up the students at one end of the room. Call out the name of a knot. Each student will tie that knot. Judges quickly check the knots and those who have tied the knot correctly move one step forward. Call out the name of another knot, then follow the same judging procedure. The first student to reach the opposite wall is the winner.

Knot-Tying Relay

Equipment needed: broom handle, 5 ropes each one fathom long

Crews line up in relay formation, about 2 paces from the staff which is held horizontally 1 meter off the ground. The 5 ropes are laid below the staff. On signal, the first person in the crew runs up, ties the proper knot around the staff, then runs back and tags the next crew member, who runs up and ties the proper knot and so on. The knots to be tied are: (1st) square knot, (2nd) sheet bend, (3rd) clove hitch, (4th) 2 half hitches and (5th) bowline. The first crew with all the knots wins!*

* Add one minute for each incorrect knot.

Knot Run

Equipment needed: small piece of line

Form a large circle, with the students facing inward, with their hands behind their backs. "It" walks around the circle, carrying the piece of rope. Suddenly "It" puts the rope in someone's hand, calls out the name of a knot, then runs around the circle. The student who was given the rope must tie the knot correctly before "It" gets back to the student's place. If the student fails, he or she becomes "It." If the student succeeds, "It" must try again.

Suggested Activity: Sea Chanteys

“A good song was worth ten men on a rope”

To the sailor, a chantey was as much a part of the tools used on a ship as a capstan, heaving line, or a block and tackle. During the 19th and 20th centuries when sailing ships like the *C.A. Thayer* and *Balclutha* sailed the oceans, the hard and heavy work was done by men, not by machines. Chanteys were used to make these jobs easier.

Jobs like raising sail or breaking anchor were too hard for one man to do. The only way to accomplish the job was for many men to work together. Chanteys helped the men to do just that. Chanteys coordinated the work by getting 10 or 20 men, or the entire crew to work together rhythmically. This made the work more efficient and easier for everyone. It was also more fun to listen and pull to a lively chorus than to a bosun hollering “haul, haul, haul...”

Having the best voice did not always make you the best chantey man (lead singer). The most popular chantey men were those who knew the most songs and who could improvise, changing the words and rhythms to fit the task or the crew. It would be easy to be bored, listening to the same songs hour after hour after hour, day after day after day.

And what did the sailors sing about? They sang about things they knew. They sang about their homes and loved ones, past experiences, their ship and crew, the ports they visited and what they would rather be doing than hauling on a line!

There are four main types of chanteys. Each is suited to a different type of shipboard task. You can tell the types apart by their rhythms. The rhythm for each type of chantey fits the purpose for which the chantey was used.

The Halyard (a contraction of haul and yard) chanteys were used to haul up the heavy yards and sails. The crew would haul only on the chorus and then only on one or two specific words. This gave them a chance to rest in between hauls.

A Short Haul chantey was sung when only a few short pulls on a line were needed. The men usually pulled only on the last word in the line.

The Capstan chanteys were sung during continuous activities, such as weighing anchor (raising the anchor) or loading and unloading cargo. They sounded like marching songs, because that is what they were doing: marching around a capstan.

Forecastle chanteys were sung in the forecabin during the sailors' leisure time. These songs usually told stories. They were rarely used for work because they did not have a strong enough rhythm.

Activities with Sea Chanteys

Try as a group, doing a physical activity without rhythm and then try the same task with a clapped out rhythm.

In your own life, what tasks would be made easier with the use of a chantey? Can you demonstrate this use of a chantey to the rest of the class, or to another class?

Sailors traveled to all parts of the globe. On a map, can you locate and mark the different locations mentioned in the songs? For extra credit, can you guess why they stopped there, (or maybe why they didn't!) and what cargo they might have picked up?

Sailors often took popular shore songs and changed the words to fit their needs. Other songs that received this treatment included "Camptown Races," "Pop goes the Weasel" and "Oh Susanna." Try to think of today's popular songs. Which would make good chanteys?

Questions:

Why was it important for sailors to work together?

Do the chanteys make it easier or more difficult to work together? Explain your answer.

What does the sentence "A good song was worth ten men on a rope" mean?

How would you describe a sailor's life? Was it hard, easy, fun, scary, lonely, lively? Why?

To add to your students' experience, the Hyde Street Chantey Singers CD *Sea Songs & Chanteys* may be purchased from the SF Maritime Store by calling (415) 775-2665. The CD is available for \$10.00 plus taxes and shipping. Monthly Chantey sings also take place on *Balclutha* the first Saturday of every month. Check www.maritime.org for dates and information

An Introduction to Sea Chanteys

Away for Rio – This song was used as a capstan or windlass chantey, usually for taking in the anchor. It was often the first song sung as the ship was getting underway, which is reflected in the lyrics. You can picture the sailors' lady friends standing on the pier listening as the sailors sing "Goodbye to all of you ladies of town..." The Rio Grande they are singing about was not the river in Mexico, but the "Rio Grande do Sul" in Brazil.

John Kanaka – This was a "long haul" chantey, used at the halyards for hoisting up the sails. Many Hawaiians worked aboard ships that sailed the Pacific, and were renowned for their excellent seamanship. English-speaking sailors often had difficulty pronouncing their names, however, and so called them by the Hawaiian name "Kanaka", which means "Hawaiian Man." The lyrics "tu lai-e" also come from the Hawaiian language, and are a remnant of the chantey singing tradition of combining the music and language of different seafaring cultures.

Paddy Lay Back – This call-and-response chantey was usually sung at the capstan. A skilled chanteyman could make up lyrics on the spot, altering the song to be about the crew and the adventures of their particular ship. The lyric "take a turn around the capstan, heave a pawl" refers to the "pawls" which were hinged metal pieces at the base of a capstan. They would prevent the capstan from spinning backward by settling into a series of holes around the capstan's base.

Strike the Bell – The lyrics of this tune refer to the practice of keeping "Bell Time." The sailor's workday was divided into shifts of 4 hours on duty and 4 hours off. Every half hour the mate would mark the time by ringing the ship's bell, adding one more strike with each half hour. This culminated after 4 hours with eight bells being running, signaling the shift change, a moment the sailors waited for enthusiastically. This was the sailor's version of a 19th century music hall song called "Ring the Bell Watchman," by Henry C. Work, a popular song write of the time.

Sally Rackett (Haul 'er Away) – This is a short haul chantey, meaning the crew would pull one time on the chorus. The pull came on the "Haul." The song is said to be from Jamaica or Barbados.

Leave Her Johnny – This was, traditionally, the last chantey the crew would sing before disembarking. It was used when warping (pulling) the ship into the pier, or when pumping the bilges for the last time. Although it at first sounds like the crew is sentimental about leaving the ship, the lyrics describe the horrible conditions they suffered through during the voyage. Since it was the last song of the journey, the sailors took the opportunity to vent their feelings about how they were treated, without fear of reprisal.

Sea Chantey Lyrics

Note to Teachers: Programs are often more fun if students know at least one or two chanteys, but it's not necessary to the basic program structure. The most suitable (and enjoyable for the students) seem to be the following: "John Kanaka", "Sally Rackett" and "Away for Rio", as well as "Leave Her, Johnny" as a farewell song.

Away for Rio

Well a ship went to sailing over the bar
Away for Rio
She's pointing her bow towards the Southern star
and we're bound for the Rio Grand

CHORUS

**Away, boys, away
Away for Rio
Sing fare-thee-well my Frisco girl
and we're bound for the Rio Grande**

Well now, heave with a will boys heave with a song
Away for Rio
And we'll sing the chorus for it is a good song
And we're bound for the Rio Grande

Chorus

Now the anchor's on board and the sails are all set
Away for Rio
The girls we are leaving, we'll never forget
And we're bound for the Rio Grande

Chorus

We're a jolly good ship with a jolly good crew
Away for Rio
We can stick to the coast though we're damned if we do
And we're bound for the Rio Grande

Chorus

Well it's good bye to Sally and good bye to Sue
Away for Rio
And It's good by to all of you flash packets*, too
And we're bound for the Rio Grande

Chorus

And it's good by to all of you ladies of town
Away for Rio
We've left you enough for to buy a silk gown
And we're bound for the Rio Grande

Chorus

*Packet – very fast type of sailing ship used to carry mail.

John Kanaka

I thought I heard the First Mate say
John Kanaka naka, tulai e
You'll work tomorrow, but not today
John Kanaka naka, tulai e

tulai e, oh, tulai e, oh
John Kanaka naka, tulai e,

I thought I heard the old man say
John Kanaka naka, tulai e
Today, today is a sailing day
John Kanaka naka, tulai e

We're outward bound from Frisco Bay
John Kanaka naka, tulai e
We're outward bound at the break of day
John Kanaka naka, tulai e

It's rotten meat and weevily bread
John Kanaka naka, tulai e
In two months out you wish you were dead
John Kanaka naka, tulai e

I thought I heard the Bosun say
John Kanaka naka, tulai e
It's one more pull and then belay
John Kanaka naka, tulai e

Paddy, Lay Back

It was a cold and dreary morning in December
and all of me money it was spent
Where it went to, I can't remember
so down to the shipping office I went

Chorus

**Paddy, lay back,
take in your slack
take a turn around your capstan
heave a pawl
about ship's stations, boys be handy
We're bound for Valparaiso 'round the horn**

Well there seems there was a great demand for sailors
For the colonies, and for Frisco and for France
Well, I shipped aboard the limey barque the Hotspur
and got paralytic drunk on my advance

Well, I joined her on a cold December morning
a-flapping of me flippers to keep me warm
With the south cone hoisted as a warning
to stand by the coming of a storm

Well, I woke up in the morning stiff and sore
and I knew that I was outward bound again
and a voice come a-bawling at the door
Lay aft men, and answer to your name

Now it was on the quarter deck when first I seen 'em
such an ugly bunch I never seen before
cause there was a bum and stiff from every quarter
and it made my poor old heart feel sick and sore

Strike the Bell

Up on the poop deck, walking all about
there stands the 2nd mate, so sturdy and so stout
what he is a'thinking, he don't know himself
and we wish that he would hurry up and strike, strike the bell

CHORUS

strike the bell 2nd mate and let us go below
look well to windward, you can see its going to blow
looking at the glass, you can see that it fell
and we wish that you would hurry up and strike, strike the bell

Down on the main deck, working on the pumps
is the poor larboard watch wishing for their bunk
looking out to windward you can see a mighty swell
and we wish that you would hurry up and strike, strike the bell

Down in the wheelhouse, Old Anderson stands
grasping at the helm with his frost bitten hands
looking cockeyed at the compass, but the course is clear as, ...well..
and we wish that you would hurry up and strike, strike the bell

well, down in his cabin, our gallant captain stands
looking out the transom with a spyglass in his hands
what he is a-thinking, we all know very well
he's thinking more to shorten sail then striking the bell

Sally Rackett

oh, little Sally Rackett
haul 'em away
she shipped aboard a packet
haul 'em away
and she never did regret it
oh, holly -hi-o

Oh, little Patty Baker
She ran off with the Quaker

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cause her mom couldn't shake her

Oh, little Fluffanana
she slept on a banana
now she can't play the piana

Oh, little Kitty Carson
she ran off with the parson
oh, so says our old bosun

Leave Her, Johnny

Oh the times were hard and the wages low
Leave her, Johnny, leave her,
And now ashore we must go
and it's time for us to leave her

**Leave her, Johnny, leave her,
Oh, leave her, Johnny, leave her,
For the voyage is done and the winds don't blow
It's time for us to leave her.**

Well there's no more voyages around Cape Horn
Leave her, Johnny, leave her,
And you know the weather there's never warm
It's time for us to leave her

Chorus

We ate rotten meat and weevily bread
Leave her, Johnny, leave her,
And it's pump or drown the old man said
And it's time for us to leave her

Chorus

I thought I heard the first mate say
Leave her, Johnny, leave her,
Tomorrow you will get your pay
And it's time for us to leave her

Chorus

Oh, the rats have gone and we the crew
Leave her, Johnny, leave her,
Why now ashore we'll go too
It's time for us to leave her

Chorus

Individual Crew Information

Boat Crew Responsibilities

The boat crew is responsible for the proper handling of the small boats (dory, longboat, etc.). The Boat Crew should have knowledge of the proper use of lines and small boat operating orders for both the dory and longboat.

The Captain may decide to send the crew rowing or to lower and raise the dory; part of this decision is dependent on weather and tidal conditions.

What the Boat Crew should know:

How to give and receive orders

Line handling skills

Vocabulary

The commands for rowing (if time allows, the dory commands as well)

Knots

Rowing Orders

"Out Oars": Oars are shifted out to a horizontal position (parallel to the water).

"Prepare to Give Way": The crew bends over and extends their arms, lower than chest height, which sets the blade forward (the crew is facing aft so the bow is behind them); ready for the next command.

"Give Way together": Pulling the oar handle up (which lowers the blade into the water) pull toward the body and row, taking full strokes, keeping in unison with the first oarsman, known as the "stroke" oar.

"Way Enough": Stop rowing by pushing down on the handles which brings the blade out of the water; wait for the next command.

"Prepare to Backwater": Holding the oar handle close to your body at chest level, prepare to row in the opposite direction, pushing the handle away from you as you extend your arms.

"Backwater together": All hands keeping in unison with the "stroke" oar, push the handle away from you as you extend your arms.

"Prepare to Hold Water": Hold the oars, ready to dip the blade into the water.

"Hold Water together": Dip the oars into the water; this will act as a brake, so if there is any momentum be prepared for resistance.

"Ship Oars": Pull oars across the boat so they lay on the gun'1 from port to starboard.

Dory Procedures

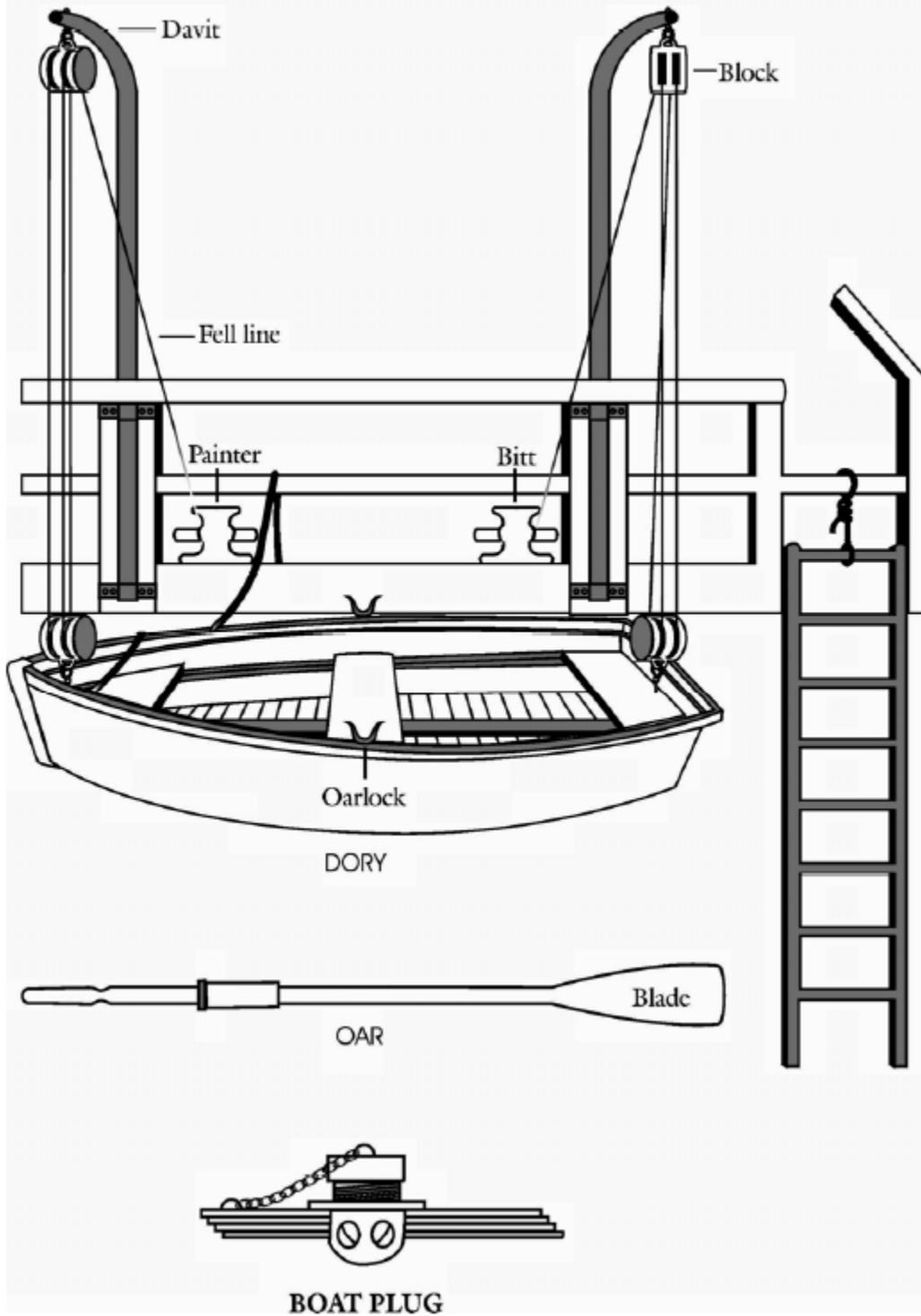
To lower the dory to the water:

1. **"Secure the boat plug"**: The boat is always hung in davits with the plug open so that the rain water will drain freely from the boat. The plug needs to be secured so the boat does not fill with sea water.
2. **"Stand By"**: The crew is divided into two (bow line and stern line) and the **last** person in line scoops up the coil and carries it away from the cleat at a 45 degree angle to the pier. Once it has been laid out with enough room for the crew to hold it, capsize the coil, making sure the working line is feeding off the top of the coil. Everyone should stand on the same side of the line, holding onto the line, ready for the next order.
3. **"Make Ready"**: The **last** person in line goes forward to grab the fall line, shouts "line secure" and continues holding it while the cleat hitch is taken off the cleat by the **first** person in line. The **first** person gets back into position, shouts "line secure" and then the person on the fall goes back to his position at the end of the line.
4. **"Prepare to slack away, Slack away together"**: Lower the boat evenly using "hand-under-hand" motion (Note: DO NOT LET THE LINE SLIDE THROUGH YOUR HANDS AT ANY TIME). When boat reaches the water, the order of "avast" is given.

To recover (lift up) the dory:

1. **"Prepare to haul away, Haul away together"**: Using a "heave-ho", pull the boat up keeping the dory level. When you haul keep your feet in one place. The Boat mate must keep an eye on the position of the blocks to know when the boat is raised to the proper location.
2. **"Avast"**: When the boat reaches the upper block, the order "avast" is given and all hands stop hauling.
3. **"Make Fast"**: Using the same procedure as "Make Ready," secure the bow and stern lines with a cleat hitch.
4. **"Coil Down"**: Lines are coiled clockwise directly on the horn.
5. **"Free the boat plug"**: Unplug the boat plug.

DORY ILLUSTRATION



Bosun Crew Responsibilities

Bosuns must be thorough seamen for they are responsible for many types of tasks. Bosuns, along with the Deckhands, are in charge of most tasks done "on deck". These tasks may include: using a leadline, throwing a heaving line, setting hawsers and keeping bell time. Of course, the captain may order additional tasks that require the skills a Bosun possesses.

What the Bosun Crew should know:

How to give and receive orders

Line handling skills

Bell Time and 24-hour time

Vocabulary

Basic understanding of what leadlines, hawsers, and heaving lines are for

Knots

What is a Leadline?

A leadline is a tool for finding out the depth of the water and the composition of the ocean floor. It is probably one of the earliest devices used in coastal navigation. A leadline consists of a hemp line and a 7 lb. lead weight. Often the bottom of the weight is cup-shaped. Tallow (a type of animal fat) is pressed into this space to tell a sailor what type of an anchorage he has. If sand is stuck in the tallow he will know to use an anchor designed for sandy anchorages. If it comes up with small rocks stuck in the tallow he knows to use a different type of anchor. If the tallow comes up clean, he will know that he is above rocks.

The average leadline is about 25 fathoms long. The line is marked with fathom marks (one fathom equals 6 feet). Fathom marks vary in size, shape, and color. The 2-fathom mark is 2 strips of leather. The 3-fathom mark is 3 strips of leather, and a 10-fathom mark is a square piece of leather with a round hole cut out from the middle.

To make a practice leadline you will need at least 4 fathoms of line and some strips of cloth. Glue or weave the cloth strips in to the line at set intervals. (You can use either fathom or foot measurements to practice) There are many things that will work as a weight for the "lead", including a big fishing weight. Measurements can be taken from trees, jungle gyms, rooftops, and fences.

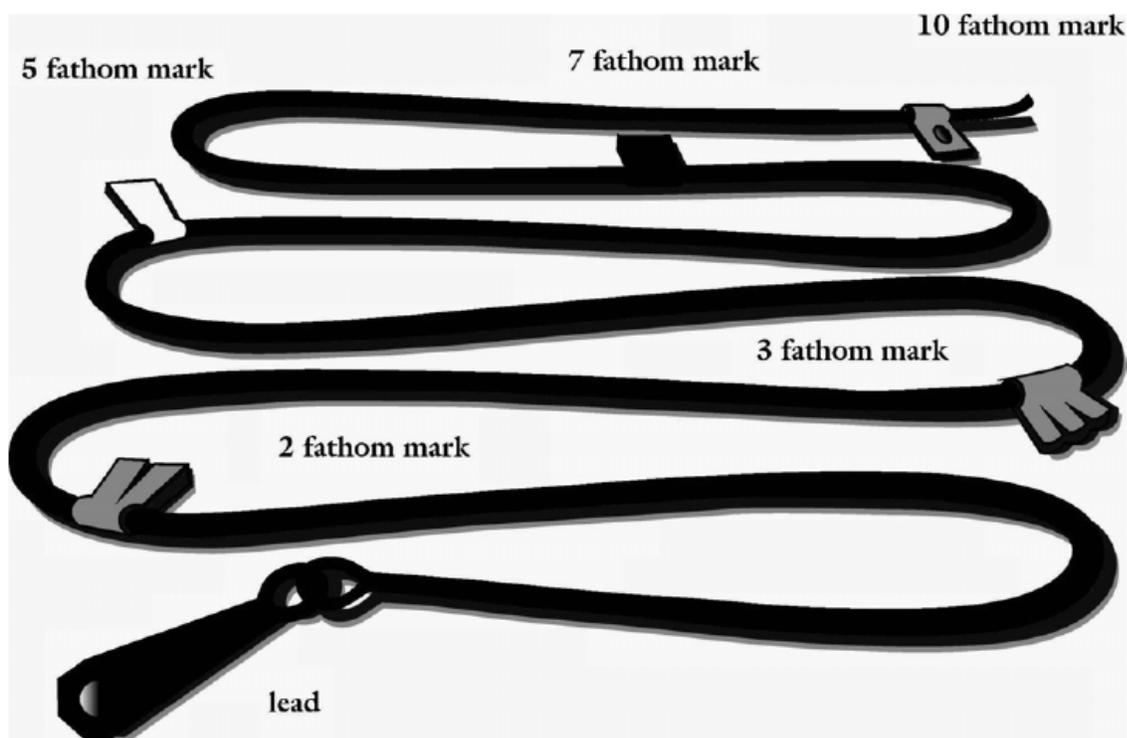
What is a Hawser?

Hawsers are large, thick lines used for either securing a vessel to the dock or towing another vessel. Hawsers vary in length and are distributed from the dock to their respective line stations as ordered. Once the lines are distributed, the crew will secure one or more lines from the vessel to the dock using a heaving line.

What is a Heaving Line?

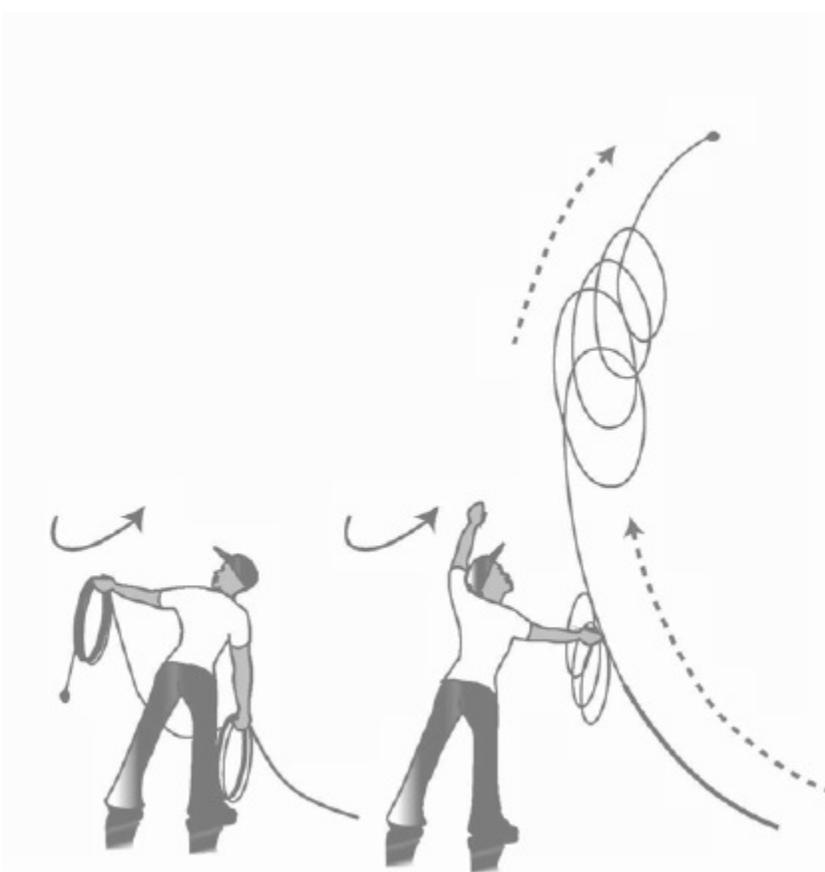
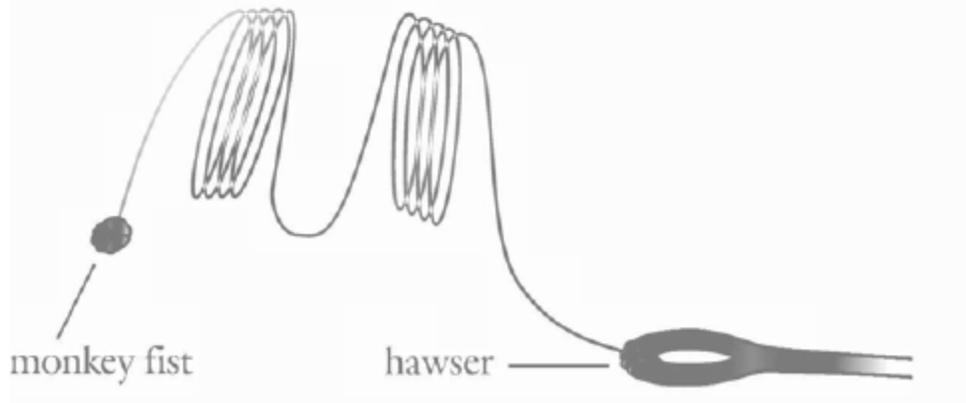
The first step in throwing a heaving line is to hitch the bitter end of the heaving line to a stationary part of the vessel. This will ensure that both ends of the line are not thrown overboard thus losing the heaving line. Once the line is secure, two neat coils are made in a clockwise manner. NEVER WRAP THE LINE AROUND YOUR ELBOW OR OTHER BODY PART. Other lads can be sent to the shore in order to catch the heaving line as it hits the dock. The person throwing the line holds one coil in each hand with the monkey's fist coil in their throwing hand. Move to the point closest to the dock and heave the line in a smooth arcing motion towards the dock WITH BOTH HANDS. Untie the bitter end of the heaving line and bend it to the eye of the hawser using a heaving line bend or bowline (not a square knot). At this point, part of the crew must go ashore to haul and part of the crew stays aboard to slack on the hawser. Once the eyesplice reaches the pier, untie the heaving line from the eyesplice and secure it to the bollard or cleat. On board, the crew will haul any slack from the line (leaving enough slack in the line to allow for the changing tides) and, using a figure-eight pattern, secure the bitter end of the hawser to the vessel.

Leadline



Heaving Line and Hawser

Heaving line



Deckhand Crew Responsibilities

Deckhands must be thorough seamen for they are responsible for many types of tasks. Deckhands, along with the Bosuns, are in charge of most tasks done "on deck". These tasks may include: flying the ensign above the ship, throwing a heaving line, setting hawsers and keeping bell time. Of course, the captain may order additional tasks that require the skills a Deckhand possesses.

What the Deckhand Crew should know:

How to give and receive orders

Line handling skills

Bell Time and 24-hour time

Vocabulary

Basic understanding of what hawsers and heaving lines are for

Knots

Be in possession of the ensign prior to boarding

Ensign

The ensign must be finished prior to your arrival as you will have no time to work on it once you arrive. It's up to the children's imagination to create the flag's design, but we ask that there be NO PIRATE MOTIFS. The school or class name and date are good things to incorporate in the design.

24" tall and 36" long is an ideal flag size

Non-absorbent fabric is recommended

Reinforce the left side of the flag and/or use grommets on the upper and lower left hand corners. Grommet kits are available at many craft or hardware stores.

Acrylic paints and/or shapes cut out of felt are ideal in creating the ensign's design.

It is best to have the teacher or another responsible party hold onto the ensign until the crew's arrival at the pier to ensure it isn't left at school.

What is a Hawser?

Hawsers are large, thick lines used for either securing a vessel to the dock or towing another vessel. Hawsers vary in length and are distributed from the dock to their respective line stations as ordered. Once the lines are distributed, the crew will secure one or more lines from the vessel to the dock using a heaving line.

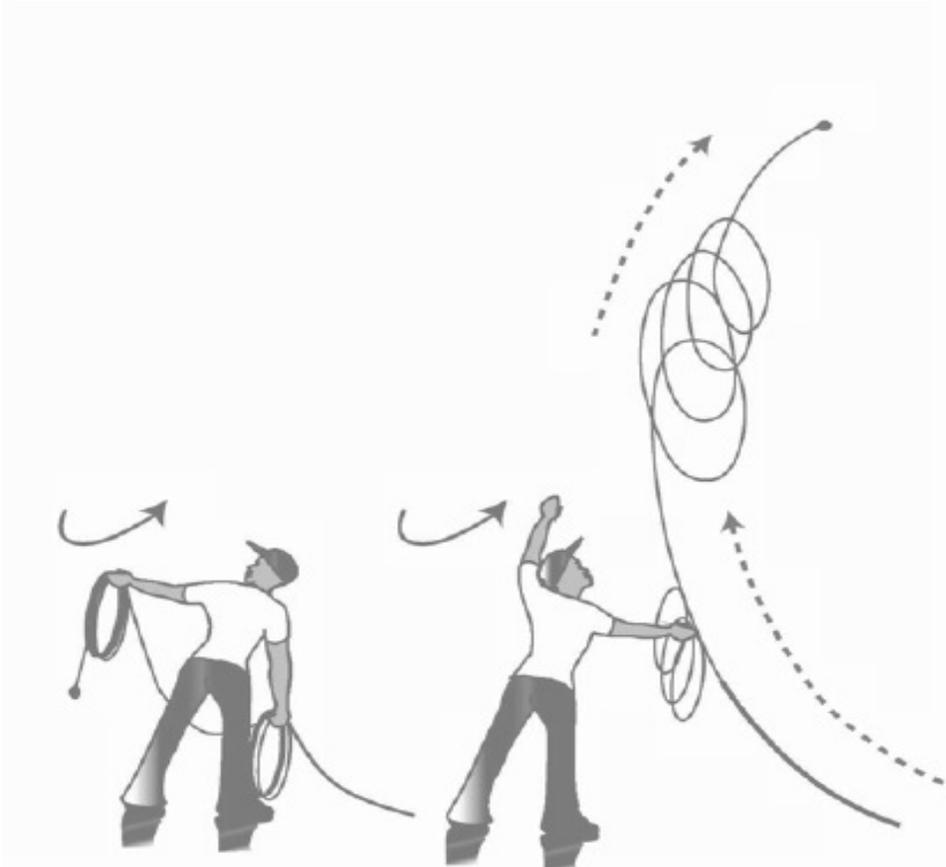
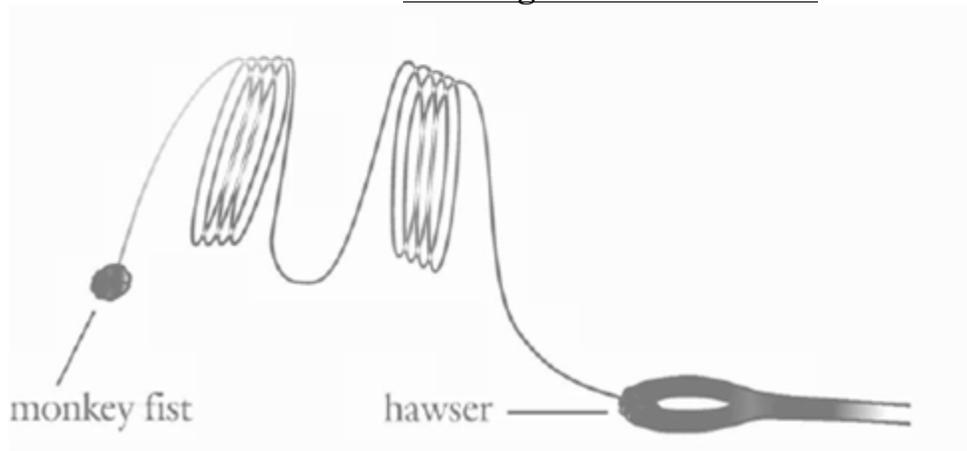
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Heaving Line and Hawser



Rigger Crew Responsibilities

The Rigger's main task is operating the bosun's chair. This takes a great deal of skill and Riggers will need to learn the various parts and how a block and tackle (pronounced "tay-kle") system work.

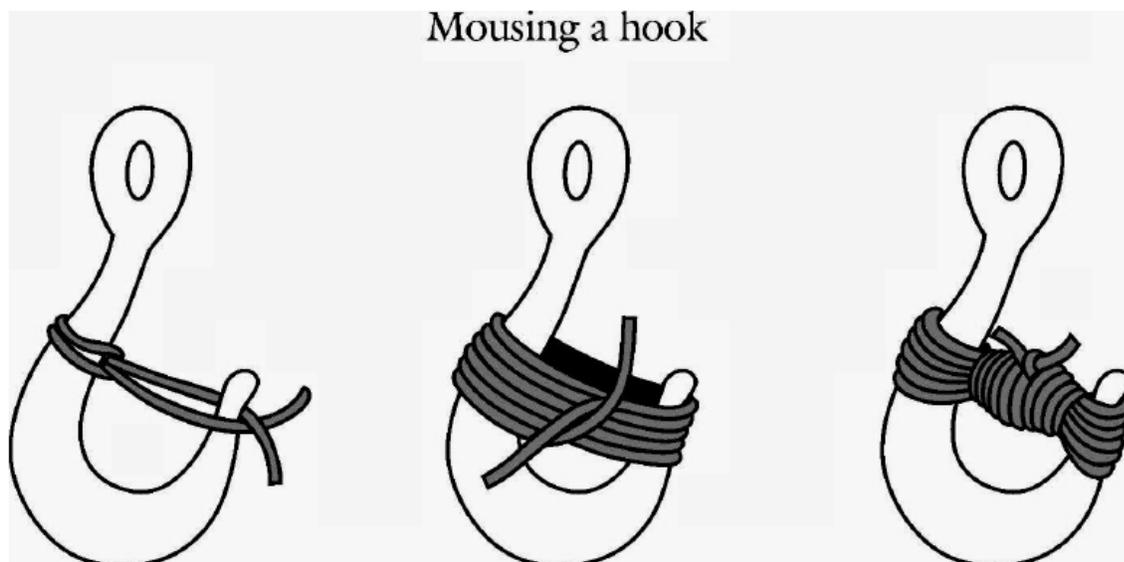
What the Rigger Crew should know:

How to give and receive orders
Line handling skills
Knots
How to mouse a hook
How to reeve a block-and-tackle

There are two types of rigging on any vessel: the **standing** rigging and the **running** rigging. The standing rigging is stationary and consists of wires called stays and shrouds which hold the masts in place. The **running** rigging is moveable and consists of lines (ropes) attached to one or more blocks for lifting power. **Running** rigging is used for hoisting sails and flags and lifting cargo or people (in the Bosun's chair).

The Mate has to know how to give and receive orders; the crew must know that they have to wait for the mate's orders before doing anything. The Mate is responsible for the crew's well-being, behavior of the crew and all the work assigned to the crew; therefore the Mate makes all decisions regarding the crew's activities and tasks and the crew reports directly to the Mate upon completion of a task or if any questions need asking.

The Rigger Crew must know basic line handling skills, coiling down, and knots such as the bowline and cleat hitch.



Block and Tackle

