

AN 'ADVENTURE' IN LEARNING

UNIT FOUR: THE COMMUNITY

LESSON I: THEY CAME TO FISH

A. Curriculum Frameworks: Content Strands and Performance Standards

HSCF: Strand 2 (Geography), LS 9: The Effects of Geography: "recognize settlement patterns, migration routes, cultural influence of racial, ethnic & religious groups."

HSCF: Strand 2 (Geography), LS 9: The Effects of Geography: "recognize settlement patterns, migration routes, cultural influence of racial, ethnic & religious groups."

HSCF: Strand 1 (History), LS 4: Society, Diversity: "patterns of emigration in search of liberty equality."

ELACF: Literature Strand: LS 9: "Identify basic facts and essential ideas."

B. Concepts:

Emigration and immigration

Industrialization

Patterns of settlement: ethnic neighborhood groups

Values and behavior of immigrant groups

C. Materials:

Overhead transparencies: Population of Gloucester I, II; Landings in the Gloucester Fisheries 1786-1859.

World map

Book: S. Testaverde, Memoirs of a Gloucester Fisherman

D. Learning Activities:

1. Display **overhead transparencies of “Population of Gloucester I” and “Gloucester’s population II**

“Where do you think they got those figures?” (pre-20th century, from Babson & Pringle’s Histories of Gloucester; for 20th century, U.S. Census or official city census.)

“When do you see the biggest jumps in population?” (between 1860 and 1900).

“What was happening in the country at that time (immigration, industrialization, after the Civil War)?”

“What do you notice about the change in the percentage of immigrants in Gloucester’s population?” (by 1895 it was 40%)

“Where did they come from?” Nova Scotia, Newfoundland, Denmark, Portugal, Finland, later Sicily, and elsewhere.

Look at a **world map**; locate Nova Scotia, Newfoundland, Denmark, Portugal, the Azores, and Sicily. “What do they all have in common?” (long seacoasts)

After 1846, when the Marblehead fleet was wrecked on the Grand Banks of Newfoundland by a storm, killing 63 men, Gloucester was left as the primary fishing port on the North Shore. Because Gloucester was nearer to the fishing grounds and because it was distant from the new industries that were developing in big cities and communities, like the shoe and leather industries, the men of Gloucester continued to fish.

2. **Look at overhead transparency of “Landings in the Gloucester Fisheries 1786-1859.”**

Compare 1847 to 1958—pounds of fish caught, value of catch, vessel tonnage, and number of men.

“How many pounds of cod were caught in 1847? 1859? What was the total value of the catch in 1847? 1859? How many men were fishing out of Gloucester in 1847? 1859?”

3. Read excerpts from Salve Testaverde's **Memoirs of a Gloucester Fisherman**:

p. 14-15 and p. 17-21. *Salve, the son of Sicilian immigrants, born in 1917, grew up in the Fort neighborhood of Gloucester. He went to sea at the age of 5 for the first time. During summers he helped his father fish. He got his first "site" at the age of 13, working as a cabin boy helping the cook onboard the seine boat St. Theresa. His schooling ended at 13. Pages 14-21 describe the Fort neighborhood. Read the excerpt and guide students to discuss the following:*

- The Fort was an Italian neighborhood, an ethnic enclave, where families lived close together, neighbors married each other, and families had many children.
- Crowded conditions—the 8 Testaverdes lived in 4 rooms.
- They had electricity and an inside toilet, but no bathtub. The tub used to wash clothes was used for baths.
- Young boys earned extra money by selling beached fish, selling newspapers, untangling and drying gill nets. Everyone in the family was expected to help out.
- There was lots of fighting among the boys—new kids were tested; one bully grew up to be mayor.
- The boys' ambitions were to become fisherman and maybe captains.

Discuss, perhaps with the aid of a Venn diagram or chart, "How are these children's lives different from yours today?" "Are the neighborhoods the same?"

Read pp. 47-49, which describes the circumstances around Salve's finally going fishing on his own when his father stays home with his ill mother. Point out how members of the family helped each other.

"Why did they take the boat out in zero-degree weather?" ('no choice—no fish meant no money, and there was no unemployment compensation')

"What are trawl lines?" "What does it mean to 'gut fish'?"

"What does he say is a sign of 'becoming Americanized'? (buying on credit) What does 'buying on credit' mean?"

"What's an icebox?"

"Who makes the rules in the family?" (His father, but then Salve as the oldest brother)

VOCABULARY LIST

Compound words:

Forecastle – fo'c'sle
Mainsail
Foresail
Topsail
Knockabout
Bowsprit
Highliner
Bulkhead

Other words:

Trawling
Line fishing
Seine fishing
Stays
Shrouds
Halyards
Sheets
Lines
Fathom
Fore
Aft
Amidships
Blocks
Compass
Windlass
Windward
Leeward
Immigration
Emigrate
Industrialization
Fisheries

LESSON II: BOUND OUT: INDENTURED CHILDREN

Background

(From “Children Bound Out as Indentured Apprentices by Overseers of the Poor, 1739-1852,” Archives Committee, City of Gloucester”)

In colonial times, the education of children was directed at preparing them to be able to work at a trade to support themselves and their families as adults. Basic education, if it existed at all, was accomplished in “dame schools,” where widows or other available ladies would teach a few local children to read enough to understand the Bible, write enough to send notes and letters, and “cipher” enough to keep business and household records. Massachusetts’ “Old Deluder Satan” Act of 1642 was the first in the new land to require that towns raise money for the basic schooling of their children. But the significant part of a child’s education was apprenticeship training. Sons would learn blacksmithing or fishing or farming or carpentry from their fathers and uncles. Daughters would learn the “household arts” of spinning, knitting, sewing, and cooking from their mothers and aunts.

Children who were orphaned or came from large or poor families whose parents could not apprentice them could be “bound out” as indentured apprentices to local tradesmen and families. The Massachusetts Bay Act of 1642, besides requiring that towns hire schoolmasters for primary education, also required that indentured apprenticeship masters see to it that their bound apprentices learned to read. Masters also had the right and duty to “admonish and correct their servants.” Courts often remanded recalcitrant children to their masters for punishment. The relationship between the master and indentured apprentice was bound by a mutual covenant: Masters would provide food, clothing, lodging, and education. Apprentices would receive vocational training and instruction in discipline, good manners, and religion. In return, during their term of indenture, apprentices promised not to marry, fornicate, gamble or give away trade secrets. At the end of the indenture term, the apprentice would receive a new suit of clothing and be expected to begin working on his own.

After the American Revolution, these indenture covenants grew rarer as the availability of printed books and the growth of schools allowed people to learn trades on their own. Also, the war had given young Americans a more independent and egalitarian spirit, and young men were less willing to bind themselves over to “masters.”

Trades represented by Gloucester indentured apprentices, 1739-1852:

| | | | |
|-------------|------------|-----------|------------|
| yeoman | husbandman | farmer | housemaid |
| baker | gentleman | carpenter | spinstress |
| blacksmith | joyner | caulker | |
| blockmaker | innholder | sadler | |
| cooper | shoreman | sailmaker | |
| cordwainer | taylor | shoemaker | |
| marines | mason | merchant | |
| fisherman | physician | tanner | |
| housewright | navigator | | |

Activity: “Bound Out”

*(From “Children Bound Out as Indentured Apprentices by Overseers of the Poor, 1739-1852,”
Archives Committee, City of Gloucester)*

| <u>Trades listed:</u> | <u>Today we would call this:</u> |
|-----------------------|----------------------------------|
| yeoman | _____ |
| baker | _____ |
| blacksmith | _____ |
| blockmaker | _____ |
| cooper | _____ |
| cordwainer | _____ |
| marines | _____ |
| fisherman | _____ |
| housewright | _____ |
| husbandman | _____ |
| gentleman | _____ |
| joyner | _____ |
| innholder | _____ |
| shoreman | _____ |
| taylor | _____ |
| mason | _____ |
| physician | _____ |
| navigator | _____ |
| farmer | _____ |
| carpenter | _____ |
| caulker | _____ |
| sadler | _____ |
| sailmaker | _____ |
| shoemaker | _____ |
| merchant | _____ |
| tanner | _____ |
| housemaid | _____ |
| spinster | _____ |

Circle the apprentice trades that have to do with the sea.
Which trades/how many were typically male? female?
Check all that are compound words.
What do you think “smith” means? “wright”? “wainer”?

LESSON III: Immigrant Census

Related curriculum area:

Mathematics

Geography

Reading

Immigration: News articles

North Shore Magazine, 2/11/78

1977 Essex County figures: most from Portugal and Greece, then Italy.

1972 Census Bureau: 1/3 Gloucester's population was "foreign stock"

Mike Lentini, 30 (Mike's Bakery, emigrated from Marsala Sicily at age 10): "In Sicily everything is different, tougher. Now that I work over here and have a family, this is my country...But sometimes I remember the old days..."

Gloucester Daily Times 11/21/98: "Immigrant share history & heritage"---SSC and Adventure"
"The Story of Immigration: Gloucester Past to Present"

Gloucester Daily Times, 6/1/93: 2 Russian sailors defect—on a factory ship anchored outside Gloucester Harbor, here to purchase herring from area fishermen to prepare for pogy fishing, ask Gloucester man in a speedboat to take them into shore to "buy thing", then ask to go to the Coast Guard or Police. One is Jewish, says he is "mistreated" back home. Receive help from a local religious group

Massachusetts Census Figures: Gloucester

1895

| | <u>Total</u> | <u>Males</u> | <u>Females</u> |
|---------------|--------------|--------------|----------------|
| Native born: | | 16,880 | 8,657 |
| Foreign born: | | 11,331 | 7,600 |
| Ireland | | 788 | 345 |
| Russia | | 701 | NA |
| Sweden | | 684 | NA |
| Italy | | 138 | 102 |
| Portugal | | 711 | 425 |
| Nova Scotia | | 528 | 342 |
| Newfoundland | | 755 | 591 |

1905

| | <u>Total</u> | <u>Males</u> | <u>Females</u> |
|---------------|--------------|--------------|----------------|
| Native born: | | 17,445 | 8,757 |
| Foreign born: | | 8,566 | 4,844 |
| Ireland | | 537 | 197 |
| Russia | | NA | NA |
| Sweden | | NA | NA |
| Italy | | 155 | 98 |
| Portugal | | 753 | 395 |
| Nova Scotia | | 528 | 342 |
| Newfoundland | | 537 | 393 |

(Parents native born: 26,011)

(Parents foreign born: 15,941)

1915

| | <u>Total</u> | <u>Males</u> | <u>Females</u> |
|---------------|--------------------|---------------------|---------------------|
| Native born: | 24,478 | NA | NA |
| Foreign born: | | 8,847 | 8,670 |
| Ireland: | | NA | NA |
| Russia: | | NA | NA |
| Sweden: | | 394 | 221 |
| Italy: | | 298 | 178 |
| Portugal: | | 943 | 528 |
| Finland: | | 750 | 393 |
| Nova Scotia | | 2,675 | 1,474 |
| Newfoundland | | 418 | 276 |
| Population: | <i>1820: 6,384</i> | <i>1855: 12,433</i> | <i>1950: 29,398</i> |

Activity: Using the Census

To the student:

Look at the Massachusetts Census figures for the population of Gloucester in 1895, 1905, and 1915. Answer the following questions:

1. Where were the greatest numbers of immigrants from?
2. What do you notice about the relative number of males and females who immigrated? Are there any groups where there are great differences between numbers of males and females? Are there groups where there are almost equal numbers of males and females? Can you make some hypotheses (guesses) about why?

(Irish immigrants were both men and women. Many women came as domestic servants. Portuguese, Italian and Canadian maritime (Newfoundlanders and Nova Scotians) men came to fish, Finns and Swedes came to work in the quarries—they were young and single, and married local girls or went back for wives after they immigrated and established themselves.)

3. Why do you think these immigrants ended up in Gloucester?
4. What problems do you think they might have had in their new home?
5. What problems might they have had in their new jobs?

LESSON III: NEWSPAPER HUNT: IMMIGRANT STORIES

Help children find old newspaper articles (available in local libraries) featuring interviews with people who immigrated to Gloucester. Have children select and read stories, and then re-tell them to classmates.

Sample news articles for reading comprehension:

North Shore Magazine, 2/11/78

1977 Essex County figures: most from Portugal and Greece, then Italy.

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LESSON IV: BUILDING AND USING A TIME LINE

Related curriculum areas:

History

Mathematics

Reading

Geography

Provide students with cards noting dates and events below. Have children arrange the cards along a time line.

Have children devise questions in response to reading the events along the time line. Create a "Questions for Research" bulletin board for individuals or groups to consult in choosing research projects or that you can use to teach the use of specific research strategies and reference tools.

Have children map the places mentioned in the time line.

Have children practice math operations in questions that refer to dates and time spans on the time line.

Time Line and Annotations

(From Melvin T. Copeland & Elliott C. Rogers, *The Saga of Cape Ann*. Freeport, ME: Bond Wheelwright Co., 1960.)

1605-1606

Champlain makes trips to the northeast shore of Gloucester Harbor. Finds 200 Indians for whom Gloucester is a popular summer resort.

1614

Capt John Smith sails by, but doesn't stay.

1623

Dorchester (England) Company find an abundance of cod on "Cape Ann" (named for the mother of King Charles I). They leave men behind to start a settlement, who are joined by several men who have been cast out of the young Plymouth Colony ("Strangers," not Pilgrims).

1624-25

Men from Plymouth establish a fishing stage (frame for drying fish) in Fisherman's Field (now Stage Fort Park). Because of religious infighting between the Pilgrims and the "Stranger" (non-Pilgrims), bands of them have been driven out or encouraged to leave.

1631

More Strangers come to Annisquam.

For the first 60 years, Gloucester fishing is not commercial. Fish are caught mostly for food. Major industries are farming and woodcutting. Wood has to be shipped to Boston and Salem as fuel and for building—Cape Ann is forested and has boats for the shipping. (There are few roads—the quickest routes are by water.)

1642

The Town of Gloucester is incorporated, a minister obtained, a meetinghouse built, and William Stevens, shipwright, is induced to settle here. His recruitment indicates that shipbuilding is deemed essential to the functioning of the town. Stevens, an ardent Puritan, is an outspoken opponent of Charles I, and is sentenced by the colonial governor to a month in prison in 1667 for his disloyal behavior.

1698

Front Street is laid (now Main Street), with paths to the waterfront

1700

Ten Pound Island: refers to the amount the settlers are said to have paid the Indians (plus 5 pounds for Five Pound Island). Samuel English, heir of Masshanomett, sachem of Agawam, transfers the title to the Town of Gloucester to Cape Ann Territory for 7 pounds.

1700+

Commercial fishing grows. As the colonies expand, the urban population needs more food. The establishment of the plantation system and slave trade is a major factor in the growth of the fishing and boat-building industries. Dried fish is needed to feed slaves in the south and on West Indian plantations and holding camps. Gloucester boats participate in the "triangle trade" by supplying dried fish to the West Indies and the American South; loading sugar, molasses, rum, and coffee for European and American markets; picking up corn, beans, bacon and hogs from

southern colonies; and bringing salt, fruit and wine back from Europe. Enterprising Gloucester captains sail to Charleston, New York, Liverpool, Havana, London, Boston, and Glasgow, their crews gone from home for months or years.

1713

The Treaty of Utrecht between England and France stops years of fighting in Nova Scotia and Newfoundland which has been endangering Gloucester fishing boats. The signing of this treaty makes the fisheries safe for Gloucestermen.

1713

The first schooner is launched by Capt. Andrew Robinson of Gloucester. An American invention, the schooner has significant technological advantages over the sloops and brigantines which have plied the waters. The schooner is gaff-rigged, which allows the crew to raise and lower sails with less labor and allows the boat to sail closer to the wind, therefore, faster. Her masts can be placed closer together, further increasing the speed and maneuverability of the boat. A spectator standing beside Capt. Robinson watching the first sail says, "Oh, how she scoons!" giving rise to the name. The first schooners have no stoves, but brick fireplaces are built into the cuddy below the forward deck; the chimney that protrudes provide a means to smoke halibut, a treat for the crew.

Trips can be as long as 2-3 months, men fishing over the side of an anchored boat with hand lines. They cut out the tongues of the fish they caught, throw the tongues into a bucket and present the bucket to the captain to claim their pay.

1737

Middle Street is laid.

Mid-1700's

Cape Ann shipbuilders compete with English shipbuilders, contributing to the growing tension between the new colony and the mother country.

1812+

The war of 1812 and the invention of the cotton gin contributes to the growth of the American economy, growth in our urban population, demand for goods and shipping, and in markets for fish. Essex shipbuilders establish themselves as premier. Launchings are celebrations. 3,000 people attend one launch, watching as the skipper's daughter breaks the traditional wine bottle over the bow.

1831

Gloucester fishermen begin fishing Georges Banks. Its strong tide and shallows are dangerous, but there is a shortage of cod elsewhere.

Stagecoach service begins between Gloucester and Boston with a stop in Salem. The fare is \$1.75 from Gloucester to Salem, and another \$1.00 for Salem to Boston.

1847

The railroad comes to Gloucester.

1861

Beginning of dory trawling. Dories hold 2 men and 6 tubs of trawl lines, each 300 feet long with hooks every six feet, or 50 hooks x 6 lines x 6 tubs+ 1800 hooks per dory, or 18,000 hooks per 10-dory schooner. Bait is cut herring; hence the old advice, "fish or cut bait." Fishermen's days

are spent baiting, setting out lines, hauling lines, unloading the dories, and “dressing” the fish (cutting off their heads, splitting them open, saving the livers for cod liver oil, removing the entrails, salting them in the hold or in barrels.

Mid-1800’s

Immigrants from Ireland arrive, refugees of the Potato Famine. Women worked as maids and domestic servants, men at whatever job they could find.

Soon after, more immigrants began arriving from Portugal (the Azores) and Italy (Sicily) to work on the fishing boats, and Finns and Swedes came to work the rock quarries of Lanesville.

Population: 1820: 6384 1855: 12,433 1950: 29,398

1862

70 schooners on Georges Bank meet sudden gale-force winds and snow. Some vessels are cut adrift and ram into each other. 15 vessels are lost, totaling 125 men, leaving 70 widows and 140 fatherless children.

1863

The Paint Factory was established as first copper paint manufacturing plant in America, using yellow ochre, bog iron ore pigment from Cape Ann swamps, as bottom paint to protect boats against barnacles and rotting.

1864

Rogers Street laid

1880

Two members of the crew of the Edward Horton, caught in a fog, row for 5 days until they reach Newfoundland.

1882

Two members of the crew of the Solomon Poole are lost in a fog. They spend 8 days in their dory without food and are picked up by a vessel bound for Pernambuco. They return home after 9 weeks.

1886

Horsecar service begins between central Gloucester and Riverdale.

1890

An electric car line serves Cape Ann.

1900

An auxiliary engine is installed in a schooner, marking the “beginning of the end” of these great boats of sail. The last schooners built are for racing as well as fishing.

1926

Adventure is launched

1929-30

The Gertrude L. Thebaud is the last schooner built for Gloucester.

LESSON VI: SUPERSTITIONS

Have children question their relatives and neighbors about superstitions they heard growing up, or that they still have. Construct a class list of superstitions. Determine the cultural roots of these superstitions, if possible.

Have children research some sailing or fishing-related superstitions. Here are some superstitions traditionally held by some Gloucester fishermen to get you started:

Bad luck:

Putting a hatch cover down the wrong way.

Allowing a woman on deck.

A bucket lost overboard

A shark following a vessel

Tobacco left near the compass would cause it to get “drunk.”

Good luck:

Red-ribboned bull’s horns keep away the evil spirits.

A horseshoe nailed to the mainmast

LESSON VII: SEA SHANTIES (SHANTEYS, CHANTEYS)

Background:

(from Stan Hugill, *Shanties from the Seven Seas*, Mystic Seaport Museum, Mystic, CT, 1994.)

Work songs, in olden days, could be found in every country and every trade. They were sung by Maoris hauling canoes in New Zealand, quarrymen cutting rock in England, African American slaves picking cotton, workers building railroads across America. Shanties were the work-songs of sailors and fishermen. They were always associated with the heaving and hauling of onboard work; it was bad luck to sing them ashore. Early shantying was simple chanting and wordless cries called “sing-outs” to encourage the seamen to work hard and in unison. One sailing adage says, “A good song is worth ten men on a rope.”

Long ago, the shantyman was hired on just to lead the work songs. Later on, the shantyman was a crew member who was an informal leader—someone who had a powerful voice, an extensive repertoire of songs, and a good memory. He would position himself at the head of a line of men and the start of his singing was a signal for the men to begin working.

Words (lyrics) and music were timed to accompany the rhythm of the hand-over-hand method of hauling sails, the final strong pulls the sheets and halyards.

Activity: “Sing-Out”

(J.O. Halliwell, ed., *The Early Naval Ballads of England*, The Percy Society, Trinity College, Cambridge, England, 1841).

To the teacher: Read the background information on work songs and shanteys. This chant was found as part of a manuscript recording the passage of a ship of pilgrims bound for the port of the shrine of St. James of Compostella in 1400 during the reign of Henry VI in England. Give the children copies of the old chant. Read it to them with as much expression as possible to convey its meaning. Have them try to figure out what the chant is saying in general and what the individual words might mean. Then show them the more modern “translation” and compare.

Anone the master commaundeth fast,
To hys shyp-men in all the hast,
To dresse hem sone about the mast,
Theyr takelyng to make.

With ‘howe! hissa!’ then they cry,
‘What howte! mate, thou standyst to ny,
They felow may nat hale the by’;
Thus they begyn to crake.

A boy or tweyne anone up-styen,
And overthwarte the syale-yerde lyen;--
‘Y-how! taylia!’ the remenaunte cryen,
And pull with all theyr might.

In modern English, this might be:

Now the Old Man gives the order
To his crowd of shipmen,
To get to their stations (about the mast)
And make sail.

‘Haul away! Hoist ‘er up!’ they cry,
‘Hey, mate, keep clear o’ me!
Can’t haul with you blowin’ down my neck’
Thus they began to croak.

A couple of deckboys climb aloft,
And overhaul the halyard lines,
‘Yo ho! Tail on the fall! the rest cry out,
And pull with all their might.

LESSON VIII: A LETTER TO MY DAUGHTER

Curriculum areas:

Reading

Writing

Have children read Captain Thomas' letter to his daughter and answer the comprehension questions below.

Have them write the answering letter.

(Joseph E. Garland, Adventure: Queen of the Windjammers, Down East Books, Camden, Maine 1985).

In 1933, Capt. Thomas found a leak in the stern of *Adventure*, but, despite hauling her out after every trip, he couldn't find its exact location. On December 22, 1933 (in the midst of the deepening of the Great Depression), *Adventure* had been fishing around Western and Sable banks. The vessel had 40,000 pounds of cod and haddock iced down below in the hold when she ran into a storm. Leaking an inch a minute, she made for Sheet Harbor, Nova Scotia, but ran into an infamous ledge called "White Shoal." She hung there on the rocks for four days, continually pumping out the water that came in and over the boat, throwing the 40,000 pounds of fish overboard to lighten her load, until a tugboat steamed up and towed her into the harbor at Dartmouth, Nova Scotia. On January 6, Captain Thomas wrote to his daughter:

Dear Babe

I thought it time to write you a few lines to let you know that I am alive and well but that is all I can say. I suppose you heard all kinds of stories of what has happend. Well it has been a preety hard trip all around and it is far from being any better for the trouble is now to get the vessel fixed up and the crew satisfied. They are demanding money for saving the vessel and insurance wont pay them. So they are after me for it. So you can imagine what kind of a time I am having. Well I suppose I have got to put up with.

I dont know how long we will be here but I think we will be here a week or more. Write me a letter as soon has get this one for a want to know how thing are getting along in regards to money matters and how everybody is.

There was an Insurance Policy due the 24th of Dec. to Johnson's but he will have to wait ontill I get home.

This is I think the hard place on earth to be. We've had the worst kind of weather from snow storms to 10 below zero. You can hardly stand on the streets. I think I wrote all I can think of so will close with love to all.

**From your
Father**

Comprehension Questions: “A Letter to My Daughter”

1. How is Captain Thomas feeling when he writes the letter?
(Relieved that he didn't lose Adventure, worried about money, missing his family especially during Christmas and the New Year.)
2. How does he like Nova Scotia?
(He finds it cold and snowy: “the hardest place on earth.”)
3. The life of a captain or crewmember was unpredictable and uncertain. What are some things that happened to Captain Thomas and the crew that they hadn't anticipated?
(The shoals, losing the cargo of fish, the repairs, the length he'd be away, missing Christmas and the New Year.)
4. A captain didn't need much formal schooling to learn his trade. Captain Thomas had gone to school a few years and learned to read and write, but he makes many mistakes in his letter. Can you find them?

LESSON IX: HELP WANTED: A CAPTAIN COURAGEOUS

To the teacher:

Ask the students to answer the questions below, without the italicized information from Copeland's and Rogers' book. You may want to share with them this information after they have contributed their own ideas. Provide sample "help wanted" ads for their reference.

To the students:

You are the owner of a schooner who wishes to hire a Captain. You need to write a classified advertisement for the position. Answer the questions below, and then write your ad. (Look at sample "help wanted" advertisements for ideas for format and language.)

1. For what work or trips is the captain needed? Consult the time line to determine what year it is, where the boat might be going and for what reason(s), what kind of techniques will be used to fish, and how long will be the trip.

2. What are the responsibilities of the position?

**Outfit the vessel with extra sails, rope, repair gear, emergency equipment*

**Make sure there is enough water, coal and wood for the trip*

**Hire the crew (a good captain had loyal crews who would return every trip)*

**Set the course*

**Assign tasks*

**Supervise the dressing and storing of fish*

**Keep the ship's records*

**Rescue lost crew*

**Direct repairs*

Maintain an 'esprit de corps' (be aware of the danger of antagonisms and horseplay among the crew members and the potential tensions among Irish, Scandinavian, Portuguese, and Italian immigrants.)

3. What are a captain's essential qualities?

*{He must be hardy, have great physical and moral courage and sound judgment, be an expert mariner and locator of fish, an able manager and a forceful leader.}**

4. What should be his age, experience, and education?

*{Captains were sometimes 19, 20, or 21 years old.}**

**from Melvin T. Copeland & Elliott C. Rogers, *The Saga of Cape Ann*. Freeport, ME: Bond Wheelwright Co., 1960.

REFERENCES:

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