

AN 'ADVENTURE' IN LEARNING

UNIT: THE LIFE

Related Massachusetts 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."*
- HSCF: Strand 1 (History), LS 6: Interdisciplinary Learning: "inventions & discoveries that have altered, for better or worse, working & safety conditions"*
- HSCF: Strand 3 (Economics): LS 11: Fundamental Economic Concepts: "understand financial record-keeping"*
- ELACF: Language Strand 7: "Describe and analyze how the English language developed*
Language Strand 15: Identify & analyze how an author's choice of words creates imagery."
- ELACF: Literature Strand: LS 9: "Identify basic facts and essential ideas."*
- MCF: Number Sense & Operations: LS 6N4: "Demonstrate an understanding of fractions as a ratio of whole numbers..." LS 6N9: "Select & use appropriate operations to solve problems involving addition, subtraction, multiplication, division...with whole numbers and decimals." 6N13, 14: "Accurately add, subtract, multiply, divide whole numbers, positive decimals, mixed numbers. 6N16: "Estimate results of computations with whole numbers..."*
- MCF: Data Analysis, Statistics & Probability: LS 6DI: "Describe and compare data sets..."*

LESSON I: THE FO'C'SLE

A. Curriculum Frameworks: Content Strands and Performance Standards

ELACF: Language Strand 7: “Describe and analyze how the English language developed

HSCF: Strand 1 (History), LS 6: Interdisciplinary Learning: “inventions & discoveries that have altered, for better or worse, working & safety conditions”

B. Concepts:

Word origins

Apostrophe in abbreviations

Basic human needs

Music to assist in work and recreation

Cooperative living in close quarters

C. Materials:

Pictures of crew in the fo'c'sle

Copies of sea chantey to distribute

D. Learning Activities

1. Display the word “forecastle” . Guide students to analyze the word parts—“fore” “castle”. Write “fo’c’s’le”. “What is the function of the apostrophes?”

The fo’c’sle was the living quarters of the crew, where they ate, slept, played, stored their personal things for two weeks or more. (On whaling ships, the trip might have lasted 3 years). It contained food, clothing, shelter—all the basic needs.

2. Look at the **pictures of the crew in the fo’c’sle**. “What do you notice in the pictures?” (how crowded it was, that the living/eating/sleeping happened in the same space). “What don’t you see that you have in your bedrooms, livingrooms, kitchens?” (tv, closets)

3. “When do you think they might have had time to ‘play’?” (sailing out to the Banks, in the evenings) “What might they have done to pass the time?” (play cards, play music, tell stories, read, make things, mend things, write letters (*many could not read or write*))

Fishermen sang two kinds of songs: sea chanteys and work songs. The melodies were simple and repetitive. The words tell their experience. The rhythms of work songs helped the men keep up the rhythm of the task so they could work together and the words sometimes reflected what they were doing (“haul away”). Sea chanteys were more about feelings and memories.

Display the word “chantey.” “What do you think the root of this word is?” (chant). Display the words “chant” and “chanson” (French word for ‘song’).

Listen to a **sea chantey**. Ask students what feelings it conveys.

LESSON II: FOOD AND CLOTHING

A. Curriculum Frameworks: Content Strands and Performance Standards

STCF: Strand 3 (Technology, yesterday, today & tomorrow: “Describe ways in which innovations & inventions address human biological, physiological and psychological needs

B. Concepts:

Important role of the cook in providing “fuel” for the intense labor

Importance of nutrients.

Strategies and technologies for food storage and preservation

Characteristics of materials and their suitability for the environment

C. Materials:

Sample menu

Oilskin

Oil-treated and untreated canvas, container of water

Crew bag

Grommet kit

Patch kit for oilskins

Sample of nets for mending

D. Learning Activities

1. “What did you have for breakfast this morning?” “What time was it?” Look at the **sample menu**.

“Do you see any of what you have for breakfast on that menu?”

“What do you notice about the meals?”

(How much food they ate—why? Needed calories for energy)

(How much meat/protein they ate—for energy, muscle)

(How much was cooked, hot)

(What time they ate—had to get up before sunrise, use the daylight)

2. *Cooking was an important job—fuel for the men. The cook had to be efficient, nothing thrown away. Leftovers. And had to please the crew. “What dishes did the cook make that you would like?”*

“How do you think they cooked their food?” (Wood stove).

“How/where did they store the food?” Look at the way dishware, pots, food, is stored in the galley. (Efficiently, away from leaks, “battened down”)

The cook had to be a seaman, too. In 1933, when the vessel was 7 years old and off the coast of Nova Scotia, a storm came up while the crew was off fishing in the dories. Only the captain, Jeff Thomas, and

*the cook were on board. Ice started forming on the rails and the halyards (the lines or ropes used to hoist the sails). Captain Thomas went on deck to knock off the ice with a mallet, then went aft to the wheel, put a hand on the wheel and then fell down on the deck, dead of a heart attack. The cook had to sail the schooner through the storm and pick up the dories. The boat put in to Halifax, her flat at half-mast. (Jane Day, *The Adventure: Her Story and Log*, 1987)*

3. Sample unfamiliar foods from the sample menu.
4. Try on the **oilskin**. “How does it feel?” “What do you notice about the material?” (slick, shiny, oily)
5. Have on hand a piece of **untreated canvas and oil-treated canvas**, and a container of water. “What do you think will happen to these pieces of cloth if we put them in the water?” “Any difference between them?” Float both pieces. “Why does the oilcloth float?” (oil and water are “repellent”)
6. “What would you pack in one bag for a 2-week trip?” Examine a **crewmember’s bag**. Discuss the items and the materials—the need for warm clothing, layers. “How might this crew member’s clothing be different from what a crew member might take along on a fishing trip today” (new water repellent fabrics, lighter-weight material—invention of oil-based nylon, plastic, Goretex, etc). “How do you think they washed their clothes?” *They didn’t. It got pretty smelly in the fo’c’sle.*

Oilskin and other clothing could be easily ripped and torn during the fishermen’s work. Grommets would come lose, clothes would tear. “What happens when your clothes get torn?” Have students mend, using a **grommet kit** and **patch kit** for oilskins.

7. *The men also spent time fixing and mending equipment. Nets were essential materials that had to be kept in good shape.*

Display types and sizes of nets, with model fish. Discuss shapes and patterns of netting (polygons).

Measure perimeter and sides of openings, calculate perimeter, calculate how much material was used in one section of net.

Have children watch you mend and try it themselves.

LESSON III: CALCULATING YOUR PAY

A. Curriculum Frameworks: Content Strands and Performance Standards

HSCF: Strand 3 (Economics): LS 11: Fundamental Economic Concepts: “understand financial record-keeping”

HSCF: Using the H/SS Frameworks in Schools: “by the end of grade 5, students...should distinguish between & know how to use primary & secondary sources...they should be able to construct substantial timelines, charts, graphs, tables, and maps...”

MCF: Number Sense & Operations: LS 6N4: “Demonstrate an understanding of fractions as a ratio of whole numbers...” LS 6N9: “Select & use appropriate operations to solve problems involving addition, subtraction, multiplication, division...with whole numbers and decimals.” 6N13, 14: “Accurately add, subtract, multiply, divide whole numbers, positive decimals, mixed numbers. 6N16: “Estimate results of computations with whole numbers...”

MCF: Data Analysis, Statistics & Probability: LS 6D1: “Describe and compare data sets...”

B. Concepts:

Changing/relative value of money and buying power

Gross and net revenue

Profit-sharing

C. Materials:

Overhead transparencies: stock lists for 1927 and 1931, expenses for 1928 and 1930, 1930 pay shares

Sears catalog from 1927

D. Learning Activities :

1. Display **overhead transparency of stocks list for 1927** (first year of Adventure) **and 1931**. Point out the summary figure for the year. “How many entries were there? What do you think each entry represents?” (a trip)

2. Display **overhead transparencies of expenses for 1928 & 1930**. “What were some of their expenses?” (payment on engine, taxes {“donation:}, insurance, “scrubbing,” “railways,” “rope,” blocks, fire extinguisher, extra dory, pier machine, stove, chains)

3. Display **overhead transparency of pay shares for 1930**.

“What was the gross stock? “ (\$78,019.85) “What does that mean?” (what they got for the fish) *The first thing the captain would do is subtract the “vessel’s quarter”—19,504.96*

Then what percentage did the captain get of what was left?” (15%) “What fraction is that?”(about 1/7) *The captain got 15% of the “vessel’s quarter”(1/4 of the gross stock). Take the “vessel’s quarter” and add the expenses—lights, insurance, mainsail= 22,561.62. That’s the working figure used to calculate the crew’s pay. Subtract the expenses for that quarter (\$9211.43) and the captain’s commission for that quarter (\$2925.74) from the \$22,561.62 = total pay for the whole crew = \$10,513.45. “What fraction of the \$10,513.45 did each crew member get?” (1/16, or up to 5/16) “J. Thomas got 5/16—can you guess why?”*

“Calculate your pay--1/16 of \$10,513.45. There’s a mistake here. If you were a crew member, were you underpaid or overpaid?” (Should be \$657.03)

4. “Let’s see what your pay would buy (your earning power.” You earned \$657.09 for one quarter of the year 1930. If that was representative of what you earned each quarter of the year, how much money did you make for the year? “ (\$2628.36)

“Look at the **Sears catalog**. Order the following items and total your expenses:

A complete set of clothing yourself (remember, it’s December—you need a coat, too.)

A complete set of clothing for your wife.

A complete set of clothing for your child.

A household appliance.

Something fun.”

LESSON IV: THEY CAME TO FISH

A. Curriculum Frameworks: Content Strands and Performance Standards

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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.”** Check to see that the figures for the years represented in II are the same as for .

“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, 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 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 describes 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, 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)

LESSON V: SUPERSTITIONS

A. Curriculum Frameworks: Content Strands and Performance Standards

B. Concepts:

C. Materials:

D. Learning Activities

Bad luck:

Putting a hatch cover down the wrong way.

Allowing a woman on deck.

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

A bucket lost overboard

A shark following a vessel

Good luck:

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

A horseshoe nailed to the mainmast

VOCABULARY LIST

Compound words:

Forecastle – foc's'le
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

REFERENCES:

- Day, Jane. *The Adventure: Her Story and Log*, Camden, ME: Capt. Jim Sharp Yankee Schooner Cruises, 1987.
- Vickers, Daniel. *Farmers & Fisherman: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*. Chapel Hill, NC: University of North Carolina Press, 1994.
- Garland, Joseph. *Adventure: Queen of the Windjammers*. Camden, ME: Down East Books.
- Testaverde, R. Salve. *Memoirs of a Gloucester Fisherman*. Rockport, MA: Rockport Publishers, 1987.

**AN ‘ADVENTURE’ IN LEARNING
UNIT/LESSON FORMAT**

UNIT TITLE

Related Massachusetts Curriculum Frameworks Content Strands and Performance Standards:

e.g.,

ELACF: Language Strand 7: “Describe and analyze how the English language developed

LESSON # (Roman Numeral): TITLE

A. Curriculum Frameworks: Content Strands and Performance Standards

B. Concepts:

C. Materials:

D. Learning Activities :

REFERENCES:

e.g.,

Vickers, Daniel. *Farmers & Fisherman: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*. Chapel Hill, NC: University of North Carolina Press, 1994.