STUDENT PREPARATION

The importance of thoroughly preparing your students for this program cannot be stressed enough. We want the students to have fun; however, they must understand that their tasks are not always easy. They need to know that they will be expected to work hard, work together, and listen to and follow orders. They must understand that the success of their voyage depends on them, their attitude, their willingness to take this adventure seriously, and most of all, their willingness to learn. You, as the leader must take the time to prepare them well, using the following materials. The better the students are prepared, the more they, and you, will gain from the program. Please take advantage of the instructions, resource materials and student curriculum provided on this website.

ACADEMIC PREPARATION

The students need to know why they are coming on this voyage. Be sure they have a solid understanding of emigration in the late 1800’s, conditions that led to mass emigration, the class system in England and some knowledge of life at sea. All participants need to understand the program scenario. There are a couple of books available that might help prepare your class. *The True Confessions of Charlotte Doyle* by Avi and *Clara Rounds Cape Horn* by Gail Faber and Michele Lasagna (which also has a Teacher Resource Guide) are both available in the San Diego Maritime Museum gift shop.

ROLE-PLAY

Our living history programs are developed around the concept of role play, where the staff and participants are expected to take an active role in re-creating history. The experience of acting as an early Californian will increase their understanding of what it was really like on a sea route to the gold fields. The students need to know that they will be expected to work hard, work together and listen. They must understand that the success of their voyage depends on their attitude, their willingness to take this adventure seriously and most of all, their willingness to learn. Our staff aboard the bark *Star of India (formerly Euterpe)* will also be pretending to be male sailors who’s lives (and livelihoods), depend on training this “new crew”, and they take their characterizations *very seriously*!

CREWS

Divide your class/group into four "watches" (crews). Many of the activities aboard the *Euterpe* are designed as group problem solving exercises. Each crew will rotate through various stations. The four crews should be named "Port", "Starboard", "Midships" and "Galley" (maximum of 8 students in the galley). Each crew needs to have a student mate who is in charge of that particular watch. Choose a mate any way you wish, but try to select a child who is capable of withstanding the added demands of leadership. Each mate is responsible to relay orders and to make
certain that his crew is safe and working hard at all times. Guiding these mates will be the ship's officers. Each one of the crews will have at least one Safety Officer. The Mate is also responsible for his/her adult Safety Officer.

**VOCABULARY**

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

**AVAST:** Stop  
**AYE:** Yes  
**AYE, AYE:** Yes, I understand and yes, I will carry out your orders.  
**CARRY-ON:** Get started. Students will often be given a series of orders; they must wait for the command “carry-on” before they begin.  
**SIR:** The Captain. Always call the Captain Sir (and nobody else).

Please check the Challenge Sheets and Resource Materials for additional preparation to enhance your experience aboard the ship.