

The USS *Constellation* Historic Ships Museum

Pier 1, 301 East Pratt Street, Baltimore, Maryland 21202-3134

AFRICAN SQUADRON READER 6TH GRADE



Photo # NH 45376 "Croomen" from Moriona on USS Sacramento

Which is a collection of historical readings, background narratives, diagrams and supplemental exercises supporting middle school students as they develop their reading skills and teachers who are helping them. The purpose of this reader is to help children learn to read and to acquaint Baltimore City School students with a little-known but important aspect of their cultural heritage.

USS *Constellation* Historic Ships Museum's African Squadron Reader¹

Reading Supplement - Statement of Purpose. The USS *Constellation* Museum's African Squadron Reader program supports Baltimore City schoolchildren and teachers in the subjects of history, reading, vocabulary, and listening. Through reading the documents contained in the Reading Supplement, analyzing and discussing them, and performing and correcting the reinforcing materials, students achieve two things. First, through reading and analyzing original historic texts written by those who touched and were touched by the trans-Atlantic slave trade, students focus on and come to grips with a little known aspect of their cultural and national heritage. Second, by thoughtfully addressing the texts and supporting materials, individually and collectively, students work to acquire and reinforce their essential communication skills. It is the objective of this Reading Program to support our city's youth and their teachers as they strive to achieve these goals.

Supporting State Curricula. The African Squadron Reader program supports Maryland's State Voluntary Curricula in the subject of history; the reading processes fluency, vocabulary, and reading comprehension; and the development of listening skills. For specific goals, see Unit IV, Chapter R.

Method.

1. The Historical Backgrounds, Post Scripts, and Additional Information sections provide a great deal of information about the circumstances surrounding the events described. Teachers may wish to preview the material and explain or read excerpts from it to the class. Footnotes provide still more detailed, factual information that when explained, will help students put the writings into a meaningful historical context.
2. Readings are taken from accounts, reports, journals, or letters. As students read or are read them, they will be exposed to new vocabulary, mannerisms of expression, and the concepts they revealed. Many students for the first time will be introduced to an extraordinarily significant page of their cultural heritage.
3. Following each reading students share their thoughts in small group or classroom discussions to gain experience expressing their own ideas. Discussions focus on the concepts addressed in each writing and how they were expressed. Once students understand a concept, they restate it in their own words.
4. Reinforcing Materials. Quizzes, exercises, games, and puzzles provide a variety of reinforcing opportunities and help ensure mastery of the new materials. New vocabulary words are underlined in the text, defined in a glossary after each reading, and are the subject of several reinforcing exercises.

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A. Historical Background² (To be read to and/or discussed with the class.)

The slave trade and the United States.

During the mid-1800s, slave trafficking between Africa and the Western Hemisphere was a booming business. Enormous profits guaranteed that the oceanic slave trade permeated the maritime industry from lowly longshoremen and caulkers to ship owners and captains. The profits that could be obtained by buying a human being in Africa for \$30 and selling him in the Caribbean for \$300 were enough to overcome many moral and philosophical hesitations and guarantee the perpetuation of the trans-Atlantic slave trade as long as there was a market for it.

For American ships, though, the trade was illegal. Although the elimination of slavery in the United States was politically impossible until the end of the Civil War, certain steps against the institution had been taken throughout the first half of the eighteenth century. In 1808, Congress banned the importation of slaves into the United States. In 1819, Congress authorized the President to use naval vessels to seize any American ships actually or intended to be used in the act of transporting slaves. In 1820, Congress declared the transportation of slaves by U.S. citizens aboard U.S.-registered ships to be piracy, punishable by death. Since then, varying numbers (albeit very small numbers) of U.S. naval vessels maintained station off the African west coast in order to at least slow down the transportation of slaves out of Africa.

During this time, Britain became the world's leading force at sea combating the trade. With the largest fleet in the world, Britain could and did maintain a significantly stronger presence in African waters than any other nation. Adding to the effectiveness of her fleet, Britain entered into agreement with most other major European powers to authorize mutual search and seizure of shipping. This meant that British ships could stop, board, and if a ship were found to be carrying slaves or fitted out to do so, the ship could be seized. The only maritime powers not willing to sign these treaties were the United States and Brazil.³ By the early 1840s the Royal Navy was once again stopping and boarding U.S. ships to determine their nationality and whether or not they were slavers.

By 1842, Congress had three reasons to cooperate with the British: first, and probably most importantly, to stop the Royal Navy from boarding U.S. ships; second, to support the growing maritime trade with Africa; and third, to appease the growing abolitionist movement in the United States. The resultant Webster-Ashburton Treaty (also known as the Washington Treaty) stipulated that each country would maintain off the African coast a naval force of at least 80 guns.⁴ It reflected America's growing commitment to slow down the slave trade at sea and its refusal to allow foreign navies to stop and board U.S. merchant ships. The happy result was that US warships off Africa

² C. Herbert Gilliland, *Voyage to a Thousand Cares, Master's Mate Lawrence with the African Squadron, 1844-1846*. Naval Institute Press, 2004. pp. 1-15.

³ The U.S. had fought a war with Britain only 30 years earlier precisely to stop foreign powers, particularly Great Britain, from stopping and boarding U.S. vessels at sea. Brazil was a major slave importation center in the Western Hemisphere, and it was against its interests to oppose slavery.

⁴ Ship size was stated in terms of its number of guns. One ship-of-the-line could carry 80 guns. Four sloops of 20 guns each could also meet the requirement. The treaty did not stipulate what type ships would be employed – only the total number of guns that would be committed by each nation.

meant fewer slave ships would deliver slaves and that US vessels would be stopped only by US naval warships and boarded and possibly seized only by US Navy crews.

Unfortunately, slave ship captains were quick to respond to the new situation. Now that Royal Naval vessels could not board U.S. ships, when a man-of-war appeared, slavers first attempted to determine its nationality. If the warship were British, the slaver hoisted an American flag and made every pretense of being a Yankee trader. The British warship would then have to bear off and observe from afar. On the other hand, if an approaching warship were thought to be American, the slaver hoisted a British flag, thus forcing the American to bear off. It is tragic to imagine how many captive Africans slipped through the blockade and into slavery as a result of this simple ruse.

The *Pons*.

This was exactly the situation when, on the morning of November 27, 1844, the British warship *Cygnets* sailed away from the African coast and put out to sea. For the preceding 20 uneventful days, her lookouts had observed a suspicious vessel, the *Pons*.⁵ *Pons* was at anchor just off the slave-trading town at Kabinda.⁶ She appeared American-built, she flew an American flag, and no slaves were observed going aboard. Thus, with no legal reason to board *Pons* or to inspect her hold for evidence, *Cygnets* sailed off.

Immediately, *Pons* showed signs of activity, her American captain turned over his command to a Portuguese officer named Gallano, and the ship began bringing aboard food, water, and what would soon total 903 slaves. By 8:00 PM, she was ready to set sail. To avoid the British ship, that evening and through the night, *Pons* hugged the coast line and remained in shallow waters.

The following morning, they again sighted *Cygnets* at a great distance. To avoid being sighted themselves, Gallano ordered the sails furled, and soon *Pons* began drifting closer to the shore – so close, that the local Africans ashore lined the nearby beach expecting the ship to run aground. While hugging the shore, *Pons*' bare masts and yards blended with the inland background and so, the ship avoided detection. At noon Gallano set the lower sails and *Pons* slowly edged her way out to sea until she'd sailed a distance from shore and the shallows were safely behind, where the higher sails were set and she picked up speed for her long trek across the Atlantic.

Two days later, on December 1, *Pons* sighted yet another vessel. Gallano moved his ship away and, probably thinking the distant ship to be the *Cygnets* again, he hoisted his American flag. Had the ship been British, *Pons* would have been in the clear and immune to search and seizure. But, as it quickly became evident, the distant ship was not British – she was American. Gallano's heart must have sunk as he watched the stranger's flag rise and then spread out high over her decks. The stars-and-stripes were as unmistakable then as they are now. Quickly adjusting to the new circumstances. The slaves he had temporarily released from the hold below to the open air of the spar deck he quickly ordered back to the hold. Neither could he risk those slaves to be seen or the possibility of their making enough noise for the American to hear, so he ordered the hatches shut and sealed. The stranger seemed more than willing to play the same game

⁵ Technically, *Pons* was a barque (bark); that is, she had three masts carrying sails fore-and-aft much like modern sail boats (rather than perpendicular to the hull such as those carried on USS *Constellation*.)

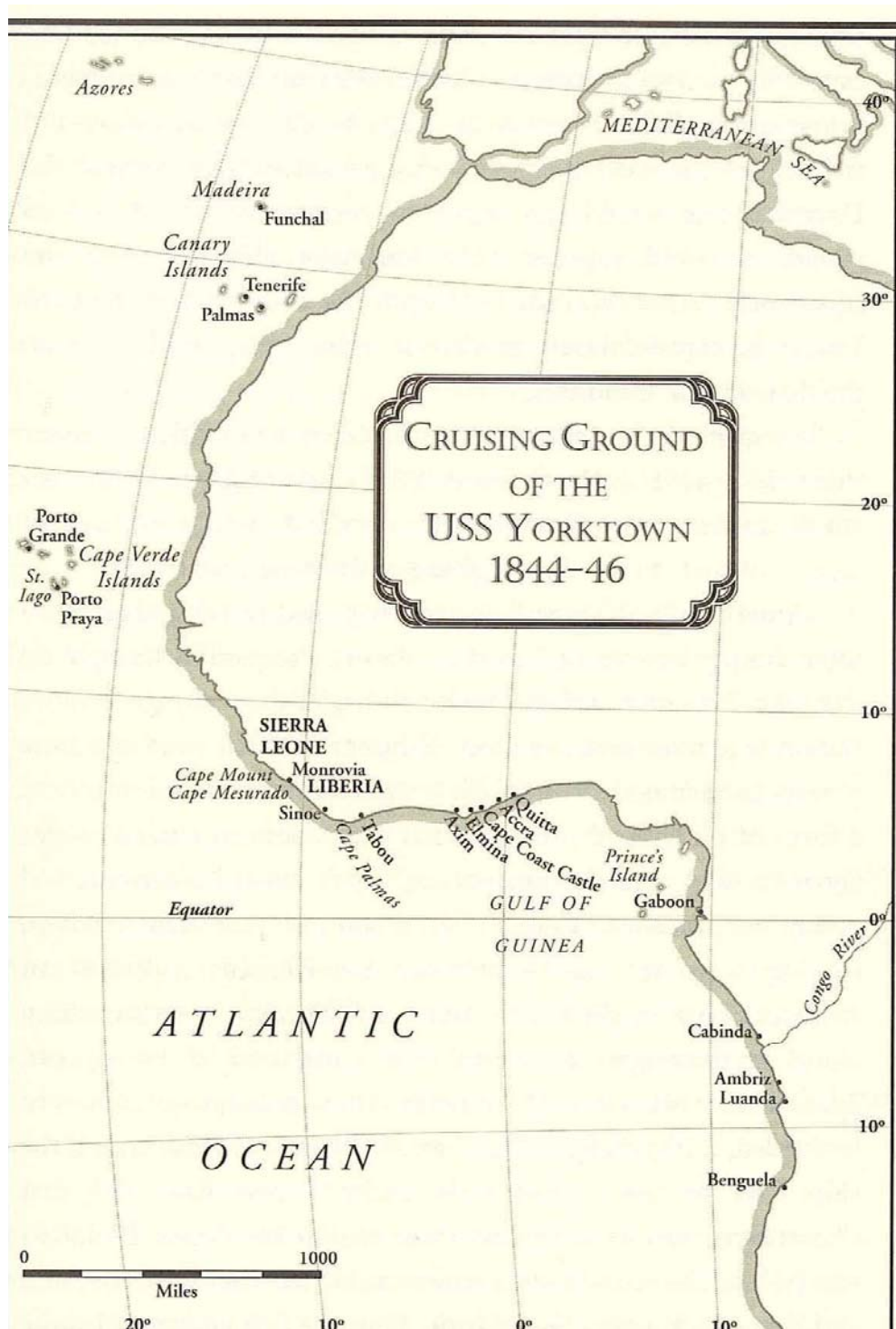
⁶ Also Cabinda. Slave trading center 25 miles northwest of the Congo River. See pp. 5 & 54.

and had hauled down the first flag and had replaced it with a British ensign. This may have given Gallano some moments of uncertainty, but when it became clear that the far off-ship was now bearing down on him and that there was nothing he could do to avoid a confrontation, Gallano's spirits must have reached new lows.

Sailing in closer for a much better look was the American warship *Yorktown*. A sloop of 16 guns, USS *Yorktown* had patrolled the West African waters for the past year. Her commander was Captain Charles W. Bell, a 46-year-old New Yorker who loathed slavery and had come to these waters twice before to do exactly what he was doing just now, his best to fight slavery. Bell was experienced. He had served in 1812 aboard the large frigate USS *United States* when she captured the British frigate *Macedonian*. He had commanded other ships off West Africa in 1839 and 1840, so he knew the waters, the climate, and as he was clearly demonstrating now, he knew the ways of slave ship captains and their tactics. As Gallano was finding out as he watched the American move in, Bell was also aggressive. In the past, Bell had expanded his fight against the slavers beyond the sea to inland slave stations where he ordered landing parties of marines and sailors to burn the places down. Today, he was not about to be deterred by any legal delicacies that might be implied by the newly-displayed British ensign. The original U.S. flag was all the authorization Bell needed, and he was not about to back down now. *Yorktown* bore down on *Pons* and her soon-to-be-unemployed Captain Gallano.

When near enough, Bell ordered a boat lowered and a boarding party soon crossed the distance between the two ships and stepped aboard the slaver. From *Yorktown*'s quarterdeck, Bell could see someone aboard *Pons* hurrying to toss materials overboard that appeared to be wrapped in white cloth. Bell suspected these were the genuine ship's documentation papers that would have proven in a court of law the ship to be American and the purpose of her voyage the transportation of slaves. He shouted to the boarding party aboard *Pons* in hopes they could arrest the destruction of the evidence, but those sailors were already fully engaged inspecting the ship and opening locked doors and battened hatches. Below decks the captives were crammed tightly together behind sealed hatches, but they must have known something was happening. They felt the ship stop and they heard the strange voices above them. Sensing that freedom was about to break in through the sealed hatches, the slaves erupted in a cacophony of rejoicing and exultation that is known only by those who have been delivered safely from spiritual oblivion. Bell's warning shouted from *Yorktown*'s decks was not heard above the jubilant chorus, and the evidence went over the side and was gone.

Although Gallano denied having any ship's papers, the facts remained that although there was not a single American crew member on the vessel, *Pons* was American-built, she had shown an American flag, and emblazoned upon her stern was the brightly painted name, "Pons of Philadelphia." To Bell, she was as American as apple pie. Immediately, he ordered a prize crew aboard *Pons* who would sail her to Monrovia, Liberia, and there move ashore the liberated Africans. The ship would then be sailed back to the United States for final disposition.



USS Yorktown's area of operations, 1844 - 46⁷

⁷ C. Herbert Gilliland, *Voyage to a Thousand Cares, Master's Mate Lawrence with the African Squadron, 1844-46*. Naval Institute Press. 2004. p. 6.

B. Captain Charles W. Bell's Report To the Secretary of the Navy, George Bancroft⁸

11 December 1845. Sir, I am sorry for the lateness of this report. I was anxious to send the ship to Liberia.⁹ There, I hoped to land the slaves and to release them from their confinement as quickly as possible.

The *Pons*, . . . was at anchor at Kabinda for about twenty days before she took on board the slaves. During that time she was watched by the British brig *Cygnnet*. As long as *Pons* stayed at anchor, the British ship could do nothing, so after twenty days, *Cygnnet* set sail and sailed away. As soon as the British left, the *Pons* loaded nine hundred and three slaves.¹⁰ Instead of sailing directly to sea, she kept in with the coast during the night. At daylight *Pons* again spotted the *Cygnnet*.¹¹ *Pons* quickly furled sails and drifted so near the shore that the villagers lined the beach in hope of a shipwreck. They remained there until noon. Upon finding they had not been discovered, they set their lower sails in order to clear the shore. As the *Cygnnet* drew off from the land, *Pons* set the remainder of her sails.¹²



Captain Charles W. Bell, USN

⁸ Charles W. Bell was the captain of USS *Yorktown* during that ship's 1844-45 cruise with the African Squadron. Ten years later, Bell was given command of the new and much larger warship, USS *Constellation*. For her maiden cruise to the Mediterranean (1855-57). *Yorktown*, like *Constellation*, was a sloop-of-war; that is, her guns were located on a single deck and she had three masts. *Yorktown*, however, was about one-third smaller and she carried a crew of only 150 men. Bell penned this report twelve days after capturing *Pons* and submitted it directly to the Secretary of the Navy. At this time, the U.S. Navy had no admirals.

⁹ Liberia: In the 1820s, the U.S. government supported colonization of Monrovia with the intent of encouraging freed blacks in the United States to relocate to Africa. The plan enjoyed a wide range of support. Christian organizations sought to expand Christianity and civilization. Philanthropists presumed that freed blacks could attain their fullest potential only in Africa from whence they or their ancestors had originated. Abolitionists predicted that an African coast populated with freed men would be less inclined toward the slave trade. Finally, even Southern slaveholders enthusiastically supported the plan. They viewed the growing populations of freedmen as a volatile element among the black community and a threat to social stability; thus, to slave holders, to the extent that the Monrovia plan would remove freed blacks from the United States, it would stabilize the institution of slavery. Be that as it may, to the United States Navy and to Captain Bell, Liberia was a nearby coast where the slaves captured at sea were landed and reabsorbed into an African community.

¹⁰ *Pons*: A slaver bark. A bark is a three-masted vessel in which the sails are arrayed fore-and-aft much like they are in a modern sail boat. Compared to *Constellation*, *Pons* was small (two-thirds as long, half as wide, and one-seventh the weight). A well-built ship, she was designed to carry a limited amount of high-value cargo quickly. When below decks aboard *Constellation*, particularly on the berth deck where the sailors slept and ate, one wonders how 300 sailors managed to do it in what seems to be so little space. Imagine then the misery of 900 slaves, (that's three times the number of people aboard *Constellation*) aboard a ship only about one-third the size.

¹¹ *Cygnnet*: (Sig'-net) the name of a British naval vessel (man-of-war) that shared *Yorktown*'s slave-interdiction mission.

Two days later we captured her. Her crew consisted of Spaniards, Portuguese, Brazilians and some from other countries. She continued under the American flag and probably carried American papers, but did not have one American on board.¹³

As I could not sail on the evening of her capture, she kept company with us that night. The next morning I regretted to learn that eighteen had died and one jumped overboard. So many died in so short a time because all the slaves had been put below decks and hatches had been closed when *Pons* encountered us. The captain had ordered all this in order to escape detection.¹⁴

The vessel has no slave deck, so upwards of eight hundred and fifty men were piled on the water casks below. About forty or fifty females were confined in one half of the round house cabin on deck.¹⁵ The other half of the cabin remained for the use of the officers. The ship appeared to be less than three hundred and fifty tons.¹⁶ It seemed impossible that one half could have lived to cross the Atlantic. About two hundred filled up the spar deck when they were allowed to come up from below. Yet the captain told me that it was his intention to have taken four hundred more on board, if he had the time.

The smell from below was so great that it was impossible to stand more than a few moments near the hatchways. Our men who went below from curiosity were forced up sick in a few minutes. Then all the hatches were off. What must have been the sufferings of those poor wretches when the hatches were closed? This was probably the reason why so many died or rather were found dead the morning after the capture. None but an eye witness can form a conception of the horrors these poor creatures must endure in their voyage across the ocean.

I regret to say that most of this misery is produced by our own countrymen. They furnish the means of shipping in spite of existing laws. There is strong evidence against the late master of the *Pons*, enough for me to detain him if I should meet with him. Yet I fear he cannot be reached by our present laws. He will no doubt make it appear that the

¹² Using only her lower sails, *Pons* was able to proceed cautiously close to the coast. Turning seaward, she left the dangers associated with shallower waters and could risk greater speeds, so she set the higher sails.

¹³ Merchant ships were required by maritime law to carry papers of registration that identified the ship's owner, place of registration (city and state), cargo, and destination. Each ship would fly the flag of its country of registry. Here, Captain Bell is implying a little skepticism that *Pons* was an American ship after all. Although she flew an American flag, not a single American was in the crew.

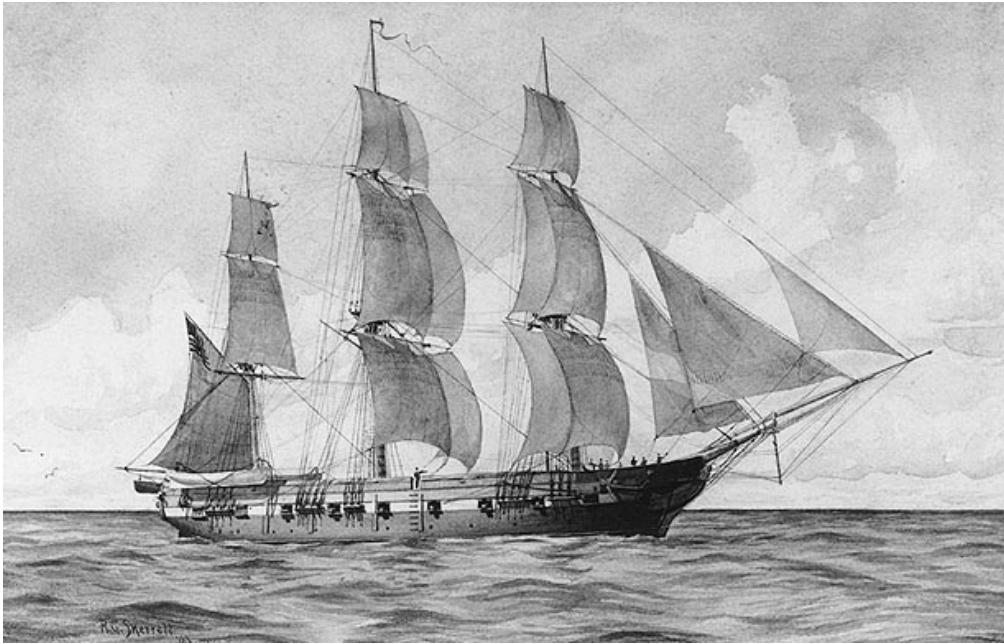
¹⁴ Hatches are opened completely only to allow the passage of cargo into or out of the cargo holds inside the ship. At other times, hatches are covered with heavy, latticed squares that do not cut off the circulation, but that are sufficiently heavy enough for people to walk and very heavy objects to be placed on them. When the circulation of air is not the primary priority, hatches are covered completely by tarps and/or boards and secured. *Constellation* has several large hatches, and they are usually kept covered with latticed hatch covers that allow a great deal of air circulation into the lower decks. When it rains or the temperature falls, the hatches are covered as described above. In order to prevent *Pons*' slaves from being seen or heard, her hatches were closed.

¹⁵ Slavers usually had two decks. The spar deck was the upper-most deck. Below that was the slave deck upon which slaves were kept for sometimes days at a time in their voyage across the Atlantic. Below the slave deck were kept ballast (iron bars totaling many tons laid along the ship's bottom for stability), water in pipes or barrels, and farina (grain, when cooked with oil, served as the staple slave food). Although conditions on a slave deck were obscenely cramped and stifling, slaves were placed on framed, planked shelves. *Pons* had no slave deck. Instead, bags of farina were laid on the ballast and between the water barrels, and thus, slaves were stowed on top of their food.

¹⁶ In fact, Bell overestimated *Pons*' size, as her displacement was, in fact, but about 200 tons.

Pons was beyond his control when the slaves were brought on board.¹⁷ Yet from the statements of the men who came over from Rio as passengers, there is no doubt the whole affair was arranged at Rio before the ship sailed. Later, they off-loaded a portion of their cargo. Then, they received on board a number of hogsheads filled with water. These were stowed on the ground tier. A tier of casks containing spirits was placed over them. They were then informed that the vessel was going to Africa for a load of slaves.

On their arrival at the latter places the spirits were kept on board until a few days before Berry gave up the command. The water casks were covered in order to elude the suspicions of any warship. For twenty days did Berry wait at anchor. There, he was protected by the flag of his country while his ship was closely watched by a foreign man-of-war. The instant that ship left for a few hours, Berry sprang at the opportunity of enriching himself and the owners. He disgraced the flag that had protected him. . . . Captain Charles H. Bell, USN



No photographs exist of USS *Yorktown*, but this is one of her sister ships, USS *Dale*. Sepia wash drawing by R.G. Skerrett, 1903. Courtesy of the Navy Art Collection, Washington, DC. U.S. Naval Historical Center Photograph Photo #: NH57817

¹⁷ James Berry was *Pons*' master and commander until the ship began loading slaves. Berry had helped plan the voyage and had captained the boat across the Atlantic from the U.S. to Africa, but as soon as slaves arrived on board, he turned over command to a Portuguese master named Gallano. Consequently, as Berry was not actually *Pons*' captain at the time of her capture, he could not be charged.

C. Post Scripts and Additional information. (To be read to and/or discussed with the class.)

Captain Bell. After returning from African waters to the United States, Captain Bell continued to serve his country. In 1855, he commanded the much larger warship, USS *Constellation*, during her maiden cruise to the Mediterranean from 1855 to 1858. During the American Civil War, he rose to the rank of rear admiral and commanded the Pacific Squadron.

Justice evaded. Captain Berry was not charged as he was not in command when *Pons* was seized. Captain Gallano came ashore in Monrovia, but quickly disappeared. The four Portuguese crew members were not tried as they were not subject to U.S. statutes at sea. *Pons'* owners never came forward and could not be tried. Throughout the entire history of the African Squadron, these and results like these were all too typical.

The liberated. It took another week for *Pons* to reach Monrovia. By that time only 764 of the original 903 captives remained alive. The survivors could not be expected to take care of themselves once they reached the shore. Boats and canoes helped transport the survivors, but the offload was not completed before ten more had died and, attracted by the bodies, sharks had infested the waters.

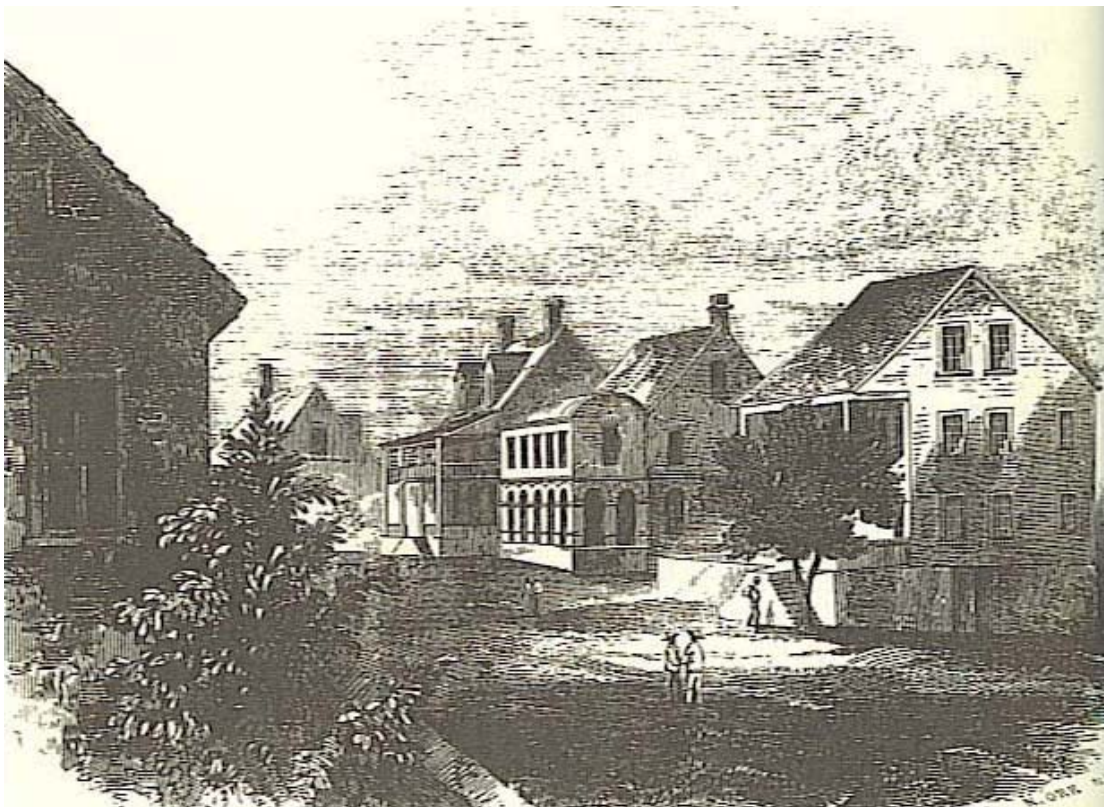
The *Pons*. *Pons* sailed to Philadelphia where she drew large crowds. She became a focal point for abolitionist movement and compelling argument against the maritime slave trade. That 900 slaves had been penned into the hold and that another 400 hundred were to have joined them outraged Northern tempers. That each slave had but about 17 square inches of space and every cubic inch of air in the hold was breathed more than twice each hour sickened Northern sensitivities. By the end of April, 1846, her sails removed, her hold purified and whitewashed, and her pumps repaired, *Pons* and everything that had been aboard was sold at public auction for \$5,657.50. After payment of expenses, the remaining money was divided among the entire crew. In 1847, her new owners changed her name to *Cordelia*, and sent her to Ireland where yet another famine was underway. There, the Irish whose desperation to flee that country overcame their reluctance to cram themselves into a small ship, boarded the "coffin ship" and sailed for America. Upon arrival in Philadelphia, the ship was seized for being overcrowded. (U.S. law forbade ships from carrying more than two passengers for every five tons of displacement. As the ship was only about 200 tons, and as she was found to be carrying 110 Irish, the ship was determined to be overcrowded by 20 persons.) The irony is staggering. Only a year earlier, the ship had carried more than 900 slaves.

The African Squadron. Including the slaves liberated aboard *Pons*, the African Squadron, between 1843 and 1862 captured 34 ships and released 3,676 slaves. Nevertheless, these numbers are quite puny when compared to the half million slaves who were transported across the Atlantic to North America or the 9.2 million taken to South and Central America. It took the American Civil War to push back the

transatlantic slave trade, and it took post-war international political and military cooperation to secure its ultimate ruin.

USS *Constellation*. In 1858, the new sloop, *Constellation*, took her place as the flag ship of the African Squadron. During her three-year tour, she captured three slave ships and released 705 slaves. Upon capturing the slave brig *Triton*, *Constellation*'s crew learned that Lincoln had imposed a blockade on the South and that the country was, in fact, in a state of civil war. Soon, she returned to the United States for refitting and new orders.

Constellation, the last all-sail ship brought into the United States Navy, and the only ship still afloat that took part in the Civil War, is berthed in Baltimore's Inner Harbor near the intersections of Pratt and Light streets. With more than 50 percent of her mass still original, she offers an unparalleled experience to students of all ages to see and learn first-hand about mid-19th century ships-of-war and those who served at sea. Daily presentations and tours provide visitors a unique opportunity to learn through hands-on activities and to feel what life in Mr. Lincoln's Navy was all about. The museum's education department offers a variety of day programs geared to support Maryland Voluntary State Curricula standards and to make learning fun.



Street in Monrovia, Liberia.¹⁸

¹⁸ Anna M. Scott, *Day Dawn in Africa*, New York: Protestant Episcopal Society for the Promotion of Evangelical Knowledge, 1858.

D. New Vocabulary.

anxious: 1. eager; 2. extreme uneasiness

brig: 1. *n* two-masted, ship-rigged vessel (ship-rigged means the sails are set 90 degrees to the vessels fore-aft angle); 2. *n* jail on board a ship

British: of Great Britain

cabin: compartment; living quarters

casks: barrels for liquids

confinement: being confined; having limitations imposed on one's ability to move about

curiosity: a desire to know

detain: to hold or restrain; to keep back

detection: discovery; being found

elude: to avoid or escape from

encountered: met; as a meeting between opponents

evidence: proof

eye witness: someone who has seen something occur

furled: rolled up and secured to the spars

hatch: horizontal opening in a ship's deck

hogshead: a large cask or barrel containing from 63 to 140 gallons

Liberia: West African nation located on the Atlantic coast between the nations of Sierra Leone and Cote Di'voire. In the 1840s, US Naval vessels returned the Africans they had rescued to Liberia.

man-of-war: A warship of a nation's navy

Master: the captain and chief navigator of a merchant ship

offloaded: took off or removed cargo from a ship

on board: expression meaning on a ship

(example: The sailor lived on the ship.: The sailor lived on board.)

overboard: off the ship and into the water

Pons: slave ship carrying 900 slaves captured by USS *Yorktown*

Rio: Rio de Janeiro, Brazil

spar: any of the many long, wooden yards, booms, and gaffs that hold, carry, or otherwise help to control sails.

spar deck: a ship's top-most, full-length deck. The spar deck gets its name because it is the deck upon which sailors work with the spars.

spirits: 1. *n* alcoholic solutions such as wine, whiskey, and rum; 2. *n* ghosts; 3. *n* lively or brisk qualities in a person or among people

tier: a layer

ton: 2000 pounds. Thus, 350 tons = 2000 pounds x 350 = 700,000 pounds

E. In Your Own Words

1. Writers in the 19th century certainly expressed themselves differently than we do today. Captain Bell's report has many statements that we would probably have written differently had we written the report. Is it possible to say or write the same thing in different ways? Here are some quotes from Captain Bell's report that reflect the different way people expressed themselves in the 19th century. Discuss what these quotations mean in the context of his report. Then, share your ideas of how we would convey the same thing but by using words and expressions we use today.

- a. As I could not sail on the evening of her capture, she kept company with us that night.
(teacher: p. 8/student: p. 1)
- b. "The captain had ordered all this to escape detection."
(teacher: p. 8/student: p. 1)
- c. "...upwards of eight hundred fifty men ..."
(teacher: p. 8/student: p. 1)
- d. "Yet I fear he cannot be reached by our present laws."
(teacher: p. 8/student: p. 2)
- e. "There, he was protected by the flag of his country . . ."
(teacher: p. 9/student: p. 2)
- f. "He disgraced the flag that protected him."
(teacher: p. 9/student: p. 2)

2. Imagine yourself the captain of USS *Yorktown* having just captured the slave ship *Pons*. Think about everything that happened: the pursuit, the capture, and what you found when you boarded *Pons*. Now, imagine that you will be writing three letters. You will send the first, an accurate report, to the Secretary of the Navy, the second letter to your brother or sister. The third letter you will send to a close friend. Think about it, then discuss the following questions.

- a. Will your three letters differ?
- b. Why or why not would your three letters differ?
- c. In what ways might a report to the Secretary of the Navy differ from a personal letter to your friend?

F. Vocabulary Stowage.

Section 1 – Word Matching Quiz - Key

- | | |
|--------------------------|---|
| d. _____ 1. cabin | a. a nation's warship |
| t. _____ 2. casks | b. off of the ship and into the water |
| a. _____ 3. man-of-war | c. to meet |
| l. _____ 4. spirits | d. compartment used as living quarters aboard a ship |
| n. _____ 5. furled | e. term meaning on a ship |
| q. _____ 6. brig | f. of Great Britain |
| j. _____ 7. master | g. proof |
| b. _____ 8. overboard | h. West African Country |
| e. _____ 9. on board | i. 2,000 pounds |
| f. _____ 10. British | j. the captain and chief navigator of a merchant ship |
| k. _____ 11. confinement | k. having limitations imposed on one's mobility; imprisoned |
| s. _____ 12. curiosity | l. alcoholic solutions such as wine, whiskey, and rum |
| c. _____ 13. encounter | m. horizontal opening in a ship's deck |
| h. _____ 14. Liberia | n. rolled up |
| o. _____ 15. elude | o. avoid |
| i. _____ 16. ton | p. to hold or to restrain |
| p. _____ 17. detain | q. a ship's jail |
| g. _____ 18. evidence | r. a layer |
| m. _____ 19. hatch | s. desire to know |
| r. _____ 20. tier | t. barrels for liquids |

Section 2 – Multiple Choice Quiz - Key

1. A _____ is a compartment on board a ship used as living quarters.
a. hold b. hatch **c. cabin** d. locker e. lodge
2. _____ are the horizontal openings in a ship's deck.
a. spirits b. tiers c. holds **d. hatches** e. spars
3. To avoid capture is to _____ capture.
a. elude b. fear c. cause d. welcome e. seek
4. The student was _____ to do well on his exam.
a. curious b. detained **c. anxious** d. offloaded e. axiomed
5. _____ is the West African nation located on the Atlantic Coast where the US Navy returned the slaves freed from the slave ships:
a. Angola **b. Liberia** c. Brazil d. Monrovia e. Haiti
6. To hold or restrain someone is to _____ him.
a. replace b. confine c. transport d. retrain **e. detain**
7. Another word for proof is _____.
a. evidence b. hearsay c. culpability d. warrant e. circumstantial
8. To avoid _____ she hid beneath the table and did not make a sound.
a. reception d. injection c. projection d. infection **e. detection**
9. Another term meaning a desire to know is _____.
a. amazement b. indifference **c. curiosity** d. intelligence e. steadfast
10. 2000 pounds is the weight of one _____.
a. fathom **b. ton** c. quart d. ship e. cannon

Section 3. Words with multiple meanings - Key

Instructions. Some of the new vocabulary words have more than one meaning. The word bank contains those words. Fill in the blanks of the sentences below with the letter of the vocabulary word that best completes each sentence.

Word Bank

(a) anxious	(b) brig	(c) hatch	(d) spirits
-------------	----------	-----------	-------------

1. He was sentenced to three days in the **(b) brig** because he was three days late returning to the ship.
2. The creaking hinges and strange sounds from the attic made her **(a) anxious** about being in the house.
3. The eggs will **(c) hatch** in ten days.
4. Although she was called a ghost ship, I did not see any **(d) spirits** throughout the night I spent on board.
5. Wine and rum are called **(d) spirits** and on a ship they are kept in casks behind closed, locked doors.
6. Every member of the team was **(a) anxious** to win.
7. When it appeared that the distant ship was coming near, he ordered the **(c) hatch** sealed and locked so the slaves below could not be seen or heard.
8. With only two masts, the vessel must have been a **(b) brig**.
9. Their **(d) spirits** were high and they felt they could not lose.

Section 4. Vocabulary Crossword Puzzle

The Capture of *Pons* – Key

		¹ C		² E													
		O		L		³ O	V	E	R	⁴ B	O	A	R	⁵ D			
		N		U						R				E			
		F		D			⁶ C	U	R	I	O	S	I	T	Y		
	⁷ L	I	B	E	R	I	A			G				E		⁸ F	
		N					S							C			U
⁹ E	Y	E					K		¹⁰ M					¹¹ T	I	E	R
		M		¹² E			¹³ S	P	A	R		¹⁴ D		I			L
		E		V					N			E		O			
	¹⁵ A	N	X	I	O	U	S					¹⁶ T	O	N			
		T		D								A					
				E						¹⁷ S	P	I	R	I	T	S	
¹⁸ C	A	B	I	N								N					
				C													
				¹⁹ E	N	C	O	U	N	T	E	R					

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Word Bank

ANXIOUS	ENCOUNTER	OVERBOARD	DETECTION	SPAR
EYE	EVIDENCE	DETAIN	MAN	LIBERIA
FURL	TON	BRIG	CABIN	CURIOSITY
CONFINEMENT	TIER	SPIRITS	ELUDE	CASKS

Key

Across	Down
3. OVERBOARD – off of a ship into the water	1. CONFINEMENT – having limitations imposed on one's ability to move about
6. CURIOSITY – desire to know	2. ELUDE – to avoid or escape from
7. LIBERIA – West African nation	4. BRIG – a two-masted ship
9. EYE – an _____ witness is someone who has seen something occur	5. DETECTION – a discovery
11. TIER – layer	6. CASKS – barrels for liquids
13. SPAR – the _____ deck is a ship's top-most, full-length deck	8. FURL – to roll up
15. ANXIOUS – eager	10. MAN – a _____ of war is a nation's warship
16. TON = 2,000 pounds	12. EVIDENCE – proof
17. SPIRITS – alcoholic solutions; ghosts; lively or brisk quality	14. DETAIN – to hold or restrain
18. CABIN – compartment; living quarters aboard ship	
19. ENCOUNTER – to meet	

Unit II. The Homecoming – The Return to Africa of the Newly-Emancipated

G. Historical Background (To be read to and/or discussed with the class.)

Captain Bell ordered a twelve-man prize crew from *Yorktown* to board *Pons* and to sail her to Monrovia, Liberia, where the slaves would be off-loaded and returned to their native land. It would have been impossible for Bell to return the slaves to their home communities as they were spread out over thousands of square miles, and it would have made no sense at all to return them to the coastal towns from which they had been loaded aboard *Pons* where they would quickly be recaptured and put aboard the next slaver that approached the coast.

Two officers and ten sailors from *Yorktown* came aboard *Pons* to find 900 slaves crammed into two compartments. On the top-most deck, they found 50 women confined in half of a cabin that was designed to be only large enough to accommodate the few officers on board. Bad as this was, they found much worse below decks when they removed the hatch covers and opened the hatches. There, 850 slaves that had been stacked together for three days like so much cord wood in what could only be described as a hell-hole. The sight horrified – the smell nauseated. Quickly, 250 of the captives were brought up to the top deck, but there was simply no room for more. The other 600 remained below. Sailors passed down water buckets, but soon fights broke out as men, now with a new hope of surviving, struggled for a drink or a sip. They had not eaten in three days, either, so the sailors cooked farina and fed them as best they could. But preparing and distributing food for 900 people was an almost insurmountable job for men who had stepped aboard *Pons* thinking they were simply going to take the vessel for a quick return to Africa, then a leisurely trip across the Atlantic. The task of feeding so many people was endless and almost overwhelming, and still, they had to sail the ship.

Master's Mate John C. Lawrence's journal reflects these demands in its scant entries that note only the feeding and dying of the Africans. It may be that by the end of the seventh day he had reached emotional end and could write no more about the suffering or his experience in it. Finally, on the seventh day, his words reveal his frustrations and anxiety, and they build to an abrupt crescendo in an appeal to God for deliverance. Then, silence, and he writes no more.

It took *Pons* two weeks to reach Monrovia during which time 139 captives perished. Forced to endure conditions we now can scarcely imagine, the survivors were still unable to cross that last distance to the shoreline on their own. Boats, canoes, and men who could handle them had to be located, and it took another day before the offload could begin. It was during that most frustrating exercise in patience that delegations from the town boated out to *Pons* and boarded her. Among the visitors were the Reverends W. B. Hoyt and J. B. Benham. Although they most certainly had the best of intentions, the fact was the ship's stench precluded any kind of lengthy stay, and the visitors returned ashore after only a short stay aboard on the top deck where they caught what glimpses they could of the horror below decks.

Revolted and moved by what they saw, Hoyt and Benham went home and described their experience in letters to friends. Their accounts of the flies, stink, filth, and the pitiful, emaciated survivors with their open sores provided a stark, emotional, first-hand account of the deplorable conditions they saw.

H. Journals & Letters

Section 1. Journal entries from Master's Mate Lawrence aboard the captured slaver *Pons*

30 November 1845. . . . Upon boarding *Pons*, I felt such a load of misery fall upon my heart that I almost wished myself a wild beast. I wanted more than anything to escape. I wanted to be away from the pain of sympathy that I felt for the sufferings of the wretched slaves confined on board. Of course, they knew some change in their destiny was about to take place. When our boats approached the bark they hailed us with clapping hands and outstretched arms. But who can represent by words the state of the wretches below in the hold. Their tongues were white and dry for want of water. Their lips were cracked open from the same reason. Their bodies were covered with loathsome scabs. They were all under the influence of a burning fever that almost burnt one's hand to touch them. Writing all this gives but a faint notion of their sufferings. How few could we comfort from this miserable state, how few could we relieve from their sufferings!

2 December 1845. Wind light; calms this day. Having got things in order we parted company from the *Yorktown* at 4:15. The wind sprung up and we soon lost sight of her. We fed and watered the slaves. In the morning there were about twenty dead. These people died of thirst etc., etc.

5 December 1845. The wind at 5 P.M. today set in fresh and continued so for 24 hours. Fed and watered slaves; twelve or fourteen dead.¹⁹

7 December 1845. Sunday. On board one week this day. . . Up to this date ninety-one slaves have died – oh for a deliverance from this floating hell; my heart is oppressed with a thousand cares – God deliver us!

New Vocabulary.

deliverance: to set free

destiny: a predetermined course of events; one's fate

etc.: etcetera; others of the same sort; in this case, persons died due being denied the basic physiological needs of sufficient air, water, or nutrition

faint: slight; to lose consciousness

hold: nautical term meaning a lower portion of a vessel in which cargo is kept

loathsome: something detestable or worthy of hate

on board: on a vessel

oppressed: spiritually or mentally burdened or crushed

notion: an individual's conception or impression

sympathy: feeling sorry for; feeling empathy in a sorrowful way

wretched: deeply afflicted, dejected, or distressed; miserable; woeful, grievous

* * * * *

¹⁹ The brevity of Lawrence's entries here are a testament to the never-ending work he is required to perform. Throughout his journal, he is frequently chatty and able to compose a good deal of verbiage. During these seven days, he is exceptionally brief. After the 7th, he writes no more.

Section 2. Excerpt from letter written by Reverend W.B. Hoyt:

14 December

Here and there might be seen individuals in their last agonies. They were unknown and apparently unnoticed. There was no offer of sympathy to relieve them in the least their misery. Their companions were dejected. **They were weighed down with their own sorrows**. My heart sickens at the remembrance of that awful scene.

As I came on the crowded deck, I saw directly in front of me one feeble and worn down by long suffering to a mere skeleton. He was pinning away and apparently near eternity.

I looked over into the hold. At the foot of the ladder lay two of the most miserable beings I ever beheld. They were appeared as though their bones almost protruded from their flesh. Large sores had been worn upon their sides and limbs. They had been forced to lie upon the hard planks on the deck of the vessel. They lay directly under the hatchway where they had crawled to obtain a little purer air. One I thought dead, until by some slight motion of the limbs I discovered his agonies were not yet ended. The other lay with his face toward me, and such an expression of unmitigated anguish I never before saw. **I cannot banish the horrid picture**. These were not isolated cases, but as they were those that were first noticed they made, perhaps, a stronger impression on my mind.

Rev. W.B. Hoyt

* * * * *

New Vocabulary.

agonies: intense pains of the mind or body; in this case, a death struggle

banish: to expel

deck: a floor of a ship or boat

dejected: depressed; cast down in spirit – downcast

impression: a telling image made on one's thoughts or feelings

isolated: set apart from others; here, "not isolated" indicates that the examples of suffering described here by Hoyt were shared by many

limbs: arms and legs

pinning: to yearn intensely; to anguish

plank: board used to make a ship's deck (Boards used to make decks are called "planks." Boards used to make the hull are called "strakes.")

protruded: to project or stick out unnaturally

sympathy: feeling sorry for;

unmitigated: unrelieved; in this case, Hoyt means unrelieved suffering

* * * * *

3. Excerpt from letter written by Reverend J.B. Benham.

15 December

The sailors pointed me to a group of three little boys, under the bow of the long boat, on deck. One of them was probably eight years of age, and almost in a dying state. He had been pinning away for the last six days. Two others, perhaps ten and twelve years of age, were sitting by him, one on either side, watching him with a great deal of apparent sympathy. They took care of him as best they could. They had procured a small quantity of oakum, with which they had made his bed. Using a small piece of muslin, they made his pillow. They did not leave him night or day, and the sailors always found one of them awake. Through an interpreter, I commended them for their kindness to the little sufferer. I promised to take them and their sick companion to live with me. I gave each a slip of paper with my name so that I might know them when I landed. The elder boys are brothers, the younger was from the same tribe.

Reverend J.B. Benham

New Vocabulary. From

interpreter: one who can explain the meaning of one language to someone who only understands another; in this case, Benham is referring to someone who translates into English the African words of someone else

muslin: a plain woven cotton fabric

pinning: to yearn intensely; to anguish

procured: acquired; obtained

quantity: amount

oakum: loosely frayed and twisted hemp fiber used to caulk seams and packing joints aboard ship

tribe: a social grouping comprised of many clans, families, and generations and including dependents, adopted outsiders, and slaves.

* * * * *

I. Postscripts & Additional Information (To be read to and/or discussed with the class.)

The entire population of Monrovia poured out and on to the beaches to watch and to offer food and water to the new Liberians came ashore. Not long after their arrival in Monrovia, each of the *Pons* survivors, now called “Captain Bell’s protégées,” was apprenticed to a sponsor who would teach a trade, English, and other skills. Local Christian missionaries took care of 100 survivors and within days had named each, collected local funds for their support, and had initiated appeals to groups in the United States that would eventually reap a substantial monetary harvest.

The Liberian government passed a special act authorizing the apprenticeship of each new arrival for an established period of time. During their apprenticeships, sponsors were to teach their charges a skill or trade and English. One hundred children were cared for by Christian missionaries who educated and converted them, and within 24 hours were sporting names like Silas Comfort, Benjamin Clark, and John Wesley.

To 21st century on-lookers, it might appear as though the recaptives had simply exchanged one brand of servitude for another, albeit it one less lethal. The fact is that in the 1840s, apprenticeships were practiced throughout the United States and accepted as a means of upward mobility. The apprentice system had been fully operational in Liberia long before *Pons* discharged her passengers, and although the unprecedented number of new apprentices certainly caused the system to bulge at the seams, the practice itself was nothing new or at all objectionable to 19th century thinking or social delicacy.

Re-colonization societies in the United States responded well to appeals for financial and logistical support, and soon, a ship from America pressed across the Atlantic with food and other supplies.

Mixed reports follow the recaptives throughout the years. Some note progresses in education and affluence, others pointed out a significant number of run-aways and a disappointing small number of lasting conversions. Be that as it may, the fact remains that those survivors who returned to Monrovia from their westward voyage to the New World did not long experience the shackles of slavery. Certainly, their experience was horrendous, and no doubt they took those memories to their eventual graves. But, *Pons*’ slaves did not continue westward across the Atlantic, they did not disappear without a trace, and their unborn generations were not delivered unto shackles. Instead, they were returned to communities in Africa. They were not submerged into oblivion, they re-emerged in a place, though not their original home, where they could start to live again. Their rest of their lives would, of course, be different than they would have been had they been left alone in the first place, but they would live, and they would start new homes and new generations, and they and their generations would be forever free.

J. In Your Own Words

1. Once again, we see 19th century expressions that we would not likely use. Consider these expressions and the thoughts or feelings they convey. Rewrite each in your own words, but be try to convey the same thoughts and feelings.

a. “Upon boarding *Pons*, I felt such a load of misery fall upon my heart that I almost wished myself a wild beast.” (Teacher p. 20; Student: p. 9)

b. “... change in their destiny was about to take place...” (Teacher p. 20; Student: p. 9)

c. “...who can represent by words the state of the wretches below...”
(Teacher p. 20; Student: p. 9)

d. “...Writing all this gives but a faint notion of their sufferings...”
(Teacher p. 20; Student: p. 9)

e. “...Having got things in order we parted company...” Teacher p. 20; Student: p. 9)

f. “my heart is oppressed with a thousand cares . . .” (Teacher p. 20; Student: p. 9)

g. “I cannot banish the horrid picture.” (Teacher p. 21; Student: p. 10)

h. “They were weighed down with the sorrows.” (Teacher p. 21; Student: p. 10)

2. Imagine that you are a sailor who had boarded *Pons*. You would have seen the same horrible conditions described by Master’s Mate Lawrence and Reverends Hoyt and Benham. Now, imagine that after spending several hours on the slave ship, you return to your own ship, *Yorktown*, and you have time to write two letters. The first letter you write to your closest family member. The second, you write to your best friend. Will each letter describe the same things? Will the descriptions be the same? If you believe your letters will be different, why do you think they will be? Write the two letters, and be prepared to explain why you wrote the same letter to each person or, if your letters are different, why they are different.

K. Vocabulary Stowage – Retention/Support

Section 1. Match each vocabulary word with its correct definition.

Key

- | | | |
|----|-----------------------|--|
| g. | 1. _____ deliverance | a. a floor on a ship |
| c. | 2. _____ notion | b. loosely frayed and twisted hemp fiber |
| r. | 3. _____ wretched | c. an individual's conception or impression |
| a. | 4. _____ deck | d. an ____ can explain the meaning of foreign words |
| k. | 5. _____ pining | e. fate; one's predetermined course |
| m. | 6. _____ protrude | f. to feel sorry for |
| f. | 7. _____ sympathy | g. to set free |
| q. | 8. _____ agonies | h. board used to make a ship's deck |
| l. | 9. _____ banish | i. on a vessel |
| o. | 10. _____ muslin | j. to acquire or to obtain |
| b. | 11. _____ oakum | k. to yearn intensely; to be in anguish |
| j. | 12. _____ procure | l. to expel |
| h. | 13. _____ plank | m. to project or stick out unnaturally |
| p. | 14. _____ isolate | n. social grouping of clans, families, & generations |
| i. | 15. _____ on board | o. a plain, woven cotton fabric |
| d. | 16. _____ interpreter | p. to set apart from others |
| s. | 17. _____ hold | q. intense pains of the mind or body |
| e. | 18. _____ destiny | r. deeply afflicted, dejected, or distressed |
| t. | 19. _____ quantity | s. a ship's lower portion in which cargo is kept |
| n. | 20. _____ tribe | t. amount |

Section 2. Fill in the blank with letter of the best word to complete each sentence.

1. He was about to lose consciousness and appeared very weak and _____.
a. articulate **b. faint** c. inspired d. destined e. occurred
2. He had been torn from his home and he _____ for his family.
a. oppressed b. compelled **c. pined** d. destined e. inspired
3. She felt wretched and _____ because she had lost her entire savings.
a. oppressed b. construed c. expired **d. dejected** e. protruded
4. His life seemed to consist of a string of _____ disasters.
a. unmitigated b. oppressed c. compelled d. banished e. sympathetic
5. The story of the slaves aboard *Pons* made a lasting _____ on me.
a. mitigation **b. impression** c. destiny d. isolation e. protrude
6. The captain punished us every day which made for a very _____ life on the ship.
a. exciting b. sympathetic c. destined d. expired **e. oppressive**
7. Because his room was _____ from the other rooms he could not hear all the noise.
a. isolated b. unmitigated c. sympathetic d. dejected e. construed
8. Loosely frayed and twisted hemp fiber used to caulk seams is called _____.
a. steerage b. below c. hold **d. oakum** e. compost
9. The music was _____ to him, so he turned off the radio to escape it.
a. sympathetic b. unmitigated c. construed d. emaciated **e. loathsome**
10. The large _____ of rice in the hold would feed us for a long time.
a. steerage **b. quantity** c. impression d. quality e. piece

Section 3 – Words with multiple meanings – Fill in each blank with the letter of the best word from the word bank. Each of the word in the word bank will be used more than once. Words are taken from “Capture of *Pons*” and “Homecoming,” so some of these will be review to you.

Word Bank

(a) anxious	(c) spirits	(e) faint
(b) brig	(d) hatch	(f) hold

1. A **(b) brig** is a two-masted warship.
2. Eager is another word meaning **(a) anxious**
- 3 One is considered in high **(c) spirits** when one is lively or displays a brisk quality.
5. When chickens are born, they **(d) hatch**.
6. Ghosts are also called **(c) spirits**.
7. He will **(f) hold** on to as many tickets as he can.
8. A **(b) brig** is another name for a ship’s jail.
9. Alcoholic solutions such as wine, whiskey, and rum are also called **(c) spirits**.
10. Someone who is extremely uneasiness could be said to be **(a) anxious**.
11. Many of the slaves who came ashore in Liberia looked weak and **(e) faint**.
12. A **(d) hatch** is a horizontal opening in a ship’s deck.
13. The cargo was kept deep below in the ship’s **(f) hold**.
14. In the cramped space with no air, he would **(e) faint** before very long.

Section 4. Crossword Puzzle

A New Homecoming - Key

¹ D	E	L	I	V	E	R	A	N	C	E									
E																			
S		² W									³ P	I	N	I	N	G			
T		R									R								
I		E								⁴ A	G	O	N	I	E	S			
⁵ N	O	T	⁶ I	O	N						C								
Y		C		P						⁷ F		U		⁸ L	⁹ I	M	¹⁰ B	S	
		H		P						A		R			S		A		
		E		R			¹¹ T	R	I	B	E			O		N			
		D		E					N					L		I			
				¹² S	Y	M	¹³ P	A	T	H	Y			A		S			
				S			R							T		¹⁴ H	O	L	D
				E		¹⁵ L	O	A	T	H	S	¹⁶ O	M	E					
				D			T					A		D					
							R		¹⁷ E			K							
							U		T			U							
							¹⁸ D	E	C	K		M							
							E												

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Key

Across

1. **DELIVERANCE** – to set free
3. **PINING** – to yearn; to anguish
4. **AGONIES** – intense pains of mind or body
5. **NOTION** – what someone thinks about something is his _____ of it
8. **LIMBS** – arms and legs
11. **TRIBE** – social grouping of many clans, families, and generations
12. **SYMPATHY** – feeling sorry for
14. **HOLD** – lower portion of a vessel used to store cargo
15. **LOATHSOME** – something detestable or worthy of hate
18. **DECK** – a ship's floor

Down

1. **DESTINY** – predetermined course of events; one's fate.
2. **WRETCHED** – distressed; miserable; woeful
3. **PROCURE** – to acquire; to obtain
6. **OPPRESSED** – spiritually or mentally burdened or crushed
7. **FAINT** – slight; to lose consciousness
9. **ISOLATED** – set apart; alone
10. **BANISH** – to expel
13. **PROTRUDE** – to stick out unnaturally; to project
16. **OAKUM** – loosely frayed and twisted hemp fiber
17. **ETC** – abbreviation for etcetera; others of the same sort

Unit III. *Constellation* Captures the Slave Ship *Cora*

L. Historical Background²⁰ (To be read to and/or discussed with the class.)

Five years after *Pons*' capture, the slave trade, always extraordinarily profitable, remained alive and well. *Yorktown* had returned home, and several other U.S. vessels now patrolled the slave routes in the West African waters. USS *Constellation* had been the flagship of this small squadron since 1859, and William Inman had been her captain. He was also the commodore²¹ of the squadron.

The African Squadron.

Commodore Inman's command had been quite successful. *Constellation* had captured the slave ship *Delicia* in 1859, and by June, 1860, his squadron had captured 14 slave ships carrying a total of 3,032 slaves. These captures represented about half of the total number of slaves freed at sea between 1839 and 1859. Still, fighting the slave trafficking business was difficult, hard on ships, and harder on crews.

The naval leaders considered the African Squadron a hardship duty assignment and hoped monetary incentives would attract enough sailors to adequately man the ships. When slave ships were captured, they were eventually sailed back to the United States where they and every bit of hardware on them were sold. Half the sales receipts the navy kept to support aged and crippled sailors. The remainder was divided among the officers and crew of the capturing ship. To this, Congress authorized a bounty in the amount of \$25 for each freed captive.

Inman's squadron was small, but surprisingly effective. It included two other all-sail sloops close in size to *Constellation* and smaller, steam-powered vessels. Slave ships were powerless to resist any of the squadron's 95 guns, but the problem had never been one of beating the slave ships once they were found. The problem had always been, and still was, first finding a slave ship in the ocean's vastness and then, managing to stop, board, and seize a suspected slave ship, legally. It was still illegal for U.S. warships to stop British vessels and for British warships to stop U.S. vessels. International agreements and delicacies would be observed, no matter the cost to those in the slaver's holds.

The ships: USS *Constellation* & *Cora*

Inman's flagship, USS *Constellation*, was relatively new and the African Squadron was her second deployment. She was built at the naval shipyard in Gosport, Virginia (now Portsmouth, adjacent to Norfolk at the mouth of the Chesapeake Bay) in 1854. She was beautiful, and she was unique. The last all-sail ship constructed for the

²⁰ Glenn F. Williams. *USS Constellation, A Short History of the Last All-Sail Warship Built by the U.S. Navy*. 2000. and Wilburn Hall. "Capture of the Slave-Ship 'Cora,' The Last Slaver Taken by the United States." *Century, A Popular Quarterly*. Vol. 48, Issue I. pp. 115-129.

²¹ The term "flagship" denoted the presence on board of the commander of a group of naval vessels. USS *Constellation*'s most significant contribution to naval and U.S. history resulted from her tour as flagship of the African Squadron, 1858-1861.

U.S. Navy, she was also the largest example of Chesapeake Bay shipbuilding. Designated a sloop-of-war, she carried a broadside battery of 20 guns on a single gun deck and a crew of approximately 340 officers and sailors. She was fast. During her first cruise in the Mediterranean (1855-58) she had regularly recorded speeds of 14 knots (about 16 miles per hour) and, wind permitting, had actually sailed circles around her steam-powered escorts. Unfortunately, her keel extended about 21 feet below the surface. In the waters off the African coast, such a deep draft meant she had to remain a considerable distance from the shore. Slave ships of shallower draft could and did hug the shoreline or venture up river estuaries. Perhaps more of a problem was *Constellation's* dependence upon the winds. In strong winds, the ship would fly through the water, and no slave ship could long escape. Unfortunately, winds are not predictable and sometimes, they disappear altogether. A large ship, *Constellation* required a lot of moving air. Slave ships were much smaller and required much less wind to maintain their headway. Thus, Inman's successes with *Constellation* were much affected by the elements.

Cora was a 405-ton barque built in Baltimore in 1851, and registered in New York. Not entering the slave-trafficking business until 1860, she had a very short career as a slaver. Like *Pons*, *Cora* had three masts that carried sails fore-and-aft much like modern sail boats. At 450 tons, *Cora* was about one-quarter *Constellation's* displacement (weight) and size. Visitors who come aboard *Constellation* today frequently remark about the cramped conditions for the crew. When one considers that more than twice that number of slaves had been packed below decks on a ship that was one-fourth the size, the horror of the slaves' nightmare begins to come into view.

Ensign Wilburn Hall.

Wilburn Hall, a recent graduate of the United States Naval Academy, reported aboard USS *Constellation* in 1859 while the ship was already in African waters. He was immediately assigned as the junior watch officer and flag-lieutenant. As the junior watch officer, Hall was the lowest ranking commissioned officer in the ship's chain of command. As the flag-lieutenant, he served as the Commodore's personal assistant. Thus, he was in a good position to observe events on board *Constellation* as they unfolded. In 1894, Hall wrote a 14-page article for *Century* magazine about *Cora's* capture. Excerpts from the article provide a unique insight into the circumstances and drama surrounding the event, and they provide excellent subject matter for the study and reinforcement of writing, vocabulary, and language development.

M. "Capture of the Slave-ship *Cora*," by Wilburn Hall

It was about 7 PM and the sea was calm as a floor. A beautiful moon lit the waters with a splendor rarely seen. The crew and officers were all on deck enjoying the refreshing change. I could hear the men singing. Messenger boys were skylarking and officers were pacing the lee quarter-deck.²² Suddenly from aloft the lookout cried, "Sail ho!"

Instantly, laughter ceased, songs ended, men jumped to their feet.

"Where away?" came sharply through the speaking-trumpet from the officer of the deck."²³

"About one point for'ard of the weather beam,"²⁴ sir."

Every eye looked off in that direction. Sure enough, bright and glistening in the reflected moonlight, the sails of the stranger were seen. Her upper sails were in view. She looked like a white phantom outlined against the clear-cut horizon. Glasses showed her to be a bark.²⁵ Soon, the ship ready for further developments. For nothing on the African coast went unexamined. Every sail meant a chase and examination. The ship now felt the wind, and had the slight heeling but which only meant that she was like a thing of life, instinctively ready for the race.

By this time came the quick, sharp, and clear notes of the First Lieutenant, "All hands on deck!"²⁶ The first lieutenant had taken the deck.²⁷ The chase was to begin. The sounds of the boatswain's whistle, and those of his mates, gave shrill notice throughout the ship. Their deep-toned voices, one after the other, repeating the order, like rolling echoes of hoarse thunder in mountain glens. Their sounds had not died away before three hundred men stood silent and expectant at their posts of duty, showing the discipline of the ship, and the eagerness of the men. There was always excitement in the chase.²⁸

Orders to the men aloft and on deck holding the lines came quick and clear. *Constellation* was simply superb in tacking, and round she came. She raised her sharp bow from the sea like a racer ready for the signal.

Soon her sails filled and she was dashing along. The *Constellation* was a remarkable sailor, and few ships were ever known to equal her. In no time at all, the courses of the stranger began to rise, showing the gain we were making. In an hour, she

²² Officers managed the ship from the quarterdeck. The lee (down wind) side of the quarterdeck was relegated to the officers while the windward side of the quarterdeck was considered the captain's province.

²³ Officer of the deck: the officer in control of the ship at the time. Upon his arrival at the quarterdeck, the captain assumes control of the ship. In his absence, the designated officer of the deck is in charge of the ship and crew.

²⁴ Weather beam: directly away 90 degrees on the up-wind side of the ship.

²⁵ Bark: three-masted ship carrying sails that are spread fore-and-aft (rather than perpendicularly to the hull)

²⁶ With his arrival, the ship's first lieutenant assumes control of the ship from the Officer of the Deck. The First Lieutenant is second in command only to the captain.

²⁷ Take the deck: nautical expression meaning to assume control or command of the ship

²⁸ Here, Hall describes the rapid and complete change in the ship from his first description. Signaled by the boatswain's call, a very high-pitched peeling whistle, a series of other calls and shouted orders pierced the quiet and propelled the whole crew to their battle stations. The evolution was characterized noise and hustle as hundreds of men scrambled to their assigned positions. The clamor was immediately followed by an absolute silence throughout the ship. The crew, now ready for whatever was to come, awaited the next order.

was nearly hull up. It was as clear as day, by that wonderfully soft light the moon gives. The stranger's sails were as white in that light as a pocket-handkerchief. The breeze had freshened, so that we were running at least nine knots.²⁹ Men had been sent aloft to wet down the topsails, and every thread was stretched with its duty.³⁰

At this time, a gun from our bow was fired – a signal for the stranger to heave to, but on she sped, silent as a dream. We could now plainly see through the glasses that there was not a light about the ship. It was a most significant sign.³¹ Another gun was fired. As the white smoke came pouring over our deck, we lost sight of the chase. As it was swept to leeward, we saw her unchanged, silent and glistening. Suspicion now amounted almost to a certainty that we had a slave-ship at hand.

I was ordered to the gun deck and there to direct one of the 32-pounders³². I was directed to carry away the upper spars and rigging, but under no circumstances to hit the vessel's hull. "Aim high and make your mark!"³³ I touched my cap and smiled; it was so like the caring warning of a mother to her son.

Soon, one gun was sending round-shot whirling through the rigging. The bark edged away still further until the wind was directly astern of her. She then went flying over the sea like a great white bird with her wings widely extended. Constellation followed suit. Every moment we hoped to bring down some of her spars or upper masts. At this time the chase was not a mile distant, but in the moonlight her distance seemed not half that.

Suddenly, our attention was attracted by dark objects on the water ahead of us. The slaver was reducing the weight of the ship by throwing overboard casks, spars, and even spare masts. The sea appeared as if filled with wreckage in a long line. All at once boats were seen.

"Steady your course," commanded the commodore.

Sure enough, they were boats, and as we sped they seemed to be coming swiftly to us. My heart beat with quick emotion as I thought I saw them crowded with human forms. Men on deck shouted that they were crowded with people, but we swept by, passing them rapidly. The slaver hoped we would stop to pick up his boats, and thus gain more time, but his ruse made us even more eager. Now, we knew the end must come soon, but there seemed no way to stop the chase without sinking her, and humanity forbade a shot in her hull.

On we went, until suddenly, I saw her course begin to change. She began coming to windward. Soon her sails were furled and she was hove to.

"Away there, first cutter, away!" called the boatswain's mates. Their shrill whistles ceased. I had barely time to get on deck after the guns had been secured. I saw the first boat, with our gallant First Lieutenant, himself, speeding like an arrow to the

²⁹ Nine knots = a little less than 10.5 miles per hour

³⁰ Wetting down sails enabled them to "hold" more air.

³¹ Ships at sea typically employ lights at night called running lights that reveal the presence and direction of the ship. A ship not using running lights would be suspected of trying to evade detection. To Hall, this alone is indicative of something suspicious.

³² 32-pounder: large 7,000 – lb. cannon firing a solid, 32-lb. iron projectile a range of about 1 1/4 miles

³³ *Constellation's* guns could not target the hull as it was filled with slaves. Consequently, Hall's gun crew had to aim higher in hopes of damaging the ship's masts, yards, sails, and rigging enough to compel her captain to stop.

vessel. Her oars splashing water like sparkling diamonds as they rose and fell. Every officer and man was leaning over the rails breathlessly waiting and watching.

We could hear the First Lieutenant in the distance. As his cutter approached the distant vessel we heard a rattling of oars. I saw the First Lieutenant quickly climbing the side. Then, as he leaped over the gangway and into the waist, he disappeared. **For two or three minutes the stillness was painful.** One could hear men breathing in their excited anxiety. Suddenly, there was a hail. In clear, distinct, and manly tones which I can recall as if heard today, “*Constellation*, ahoy! You have captured a prize with over seven hundred slaves!”

For a second it remained quiet. Then, the crew forward of the mainmast gave three loud, ringing cheers.

The prize had not been surrendered by her captain. The ship had been hove-to by her crew who were in terror of our guns.

At about 2 A.M. the Commodore ordered eight others and me to board the slaver as her prize crew. When we got on board her, we found the deck covered with all kinds of things. They were to have been cast overboard to lighten the ship. The crew were a set of cutthroats with not an American among them. The slaves were nearly all on the slave deck, shouting and screaming in terror and anxiety. I leaned over the main hatchway holding a lantern. The writhing mass of humanity, with their cries and struggles, can only be compared in one’s mind to the horrors of hell as pictured in former days.

I paid dearly for that sight. The sickening stench from hundreds of beings crowded into such a small space without fresh air, was frightful. Overcome by horror at the sight and smell, **I turned faint and sick at heart and hurried away.** Here, seated on stools, sullen and gloomy, were the officers. I assigned my small crew into watches,³⁴ and had put a man at the helm. **Finally, I had a moment’s time** to look into the cabin which was to be my home.

The next morning found us rolling in a dead calm. As the day grew on, the intense heat and glare made the slave ship a den of indescribable horror. The slaves, of course, were brought on deck, or they would have suffocated and died. We continued to do this every day from early light till sunset. They filled the waist and gangways in a fearful jam. There were over seven hundred men, women, boys, and young girls. I also ordered that beginning at daylight, they should be taken in groups of twenty or more and given saltwater baths by hose from the ship’s pumps. This brought renewed life after their fearful nights on the slave deck. That day and the next, *Constellation*’s carpenters and sail makers were aboard repairing damage as *Constellation* remained rolling near at hand.

Windsails were provided for ventilation. None but those who have actually seen a slave deck can form an idea of its horrors. Imagine a deck about 20 feet wide, perhaps 120 feet long, and 5 feet high. Imagine this to be the living and sleeping space of 720 human beings! At sundown, when they were carried below, trained slaves received the poor wretches one-by-one. They laid each creature on his side in the wings. They

³⁴ Watches are shipboard divisions of labor or working shifts. Typically, crews would be divided into two watches: port and starboard. Watches would alternate periods of duty. For example, the port watch might begin their duty at midnight and be relieved at 4:00 AM by the starboard. The starboard watch would remain on duty until 8:00 AM when it would be relieved by the port watch, etc.

packed the next against him, and the next, and the next, and so on. It was like so many spoons packed away, fitted into each other, a living mass. Just as they were packed, so they remained. The pressure prevented any movement, or the turning of hand or foot, until the next morning. Then, after their terrible night of horror they were brought on deck once more, weak, worn, and sick.

After the baths there was the horror of bringing up the bodies. Several had died during the night. Each was cast overboard with a splash as the only ceremony. For about thirty nights and days this routine continued.

In the mean time much sickness had begun to appear. Some got stomach and other similar troubles. Many suffered distressing and unsightly contagious diseases. I did all I could, but I had no medicine chest. I found some alcohol and used it where I thought it would prove effective.

They were fed twice a day, at 9:00 AM and 4:00 PM, when large buckets of water were carried around. Each captive was given a drink. I watched them as they sat chattering around tubs filled with boiled rice and peas. I always carefully examined the tubs before serving, to test the cooking. I felt a deep sense of thankfulness that more had not been lost.

After more than thirty days since parting with *Constellation*, we reached Monrovia, Liberia where we were to land the slaves.



USS *Constellation*, flagship of the African Squadron (1859-61)
The USS *Constellation* Museum, Baltimore, Maryland

N. New Vocabulary

abeam: to the side (directly abeam is 90 degrees to the right or left)

anxiety: a state of worrying

astern: behind; in this case, the wind was blowing on to *Cora*'s stern

bark: also Barque; three-masted vessel carrying the sails parallel to the hull length

beam: abeam; to the side (directly abeam is 90 degrees to the right or left)

boatswain's mates: a senior crew members responsible for passing along orders from the officers to the men. In this case, the boatswain's mates use both their whistles and verbal commands to convey orders to the crew

bow: a ship's front (opposite: stern)

casks: wooden barrels used for containing fluids such as wine or water

contagious: easily spread from one person to another

course: (1) lowest and largest sails; (2) direction of travel, a heading

cutter: one of several small boats carried on board ship

figure: one's body shape or form

First Lieutenant: second only to the captain in seniority aboard a ship

followed suit: doing the same as; doing likewise

forbade: forbidden, not allowed or permitted, restricted

gallant: courageous, valiant

gangway: an opening for access to or from a ship

hastened: hurried

heave to: come to a stop at sea

heeling: slanting or tipping to one side

helm: place from which a ship is steered

hove to: past tense of "heave to"

hull: a ship's body

hull up: nautical expression meaning that a ship's hull can be seen above the horizon (opposite: hull down – meaning that only the sails of a ship, not the hull, can be seen above the horizon)

invariable: unchanging

knot: nautical unit of measurement equaling about 1.14 miles an hour

lee: away from the wind; downwind. The side of a ship upon which the wind blows is the "windward side;" the opposite side is the "lee" side. If the wind blows on to a ship's starboard (right) side, then the port (left) side of the ship is the lee side.

leeward: down wind or away from the wind (opposite: windward)

mainmast: the middle and largest mast of a three-masted ship

peculiarity: oddness; uniqueness

point: measurement of degrees – $11\frac{1}{4}$ (2 points = $22\frac{1}{2}$ degrees; 32 points = 360 degrees)

port: (1) the left side of a ship; to the left side (Opposite: starboard); (2) a harbor city

prize: a captured vessel

prize crew: crew sent aboard a captured ship (prize) to repair and sail the ship to port

quarterdeck: the area of a vessel reserved for ceremonies, honors, and usually, officers.

On board a U.S. warship, the quarterdeck was the deck space reserved for officers from which they directed the efforts of the crew. Crew members were not allowed on the quarterdeck unless their specific jobs required them to be there.

rigging: all the ropes used to support the masts, operate the yards and sails, hoist materials, and “work the ship” that is located aloft (above the deck)

ruse: a trick meant to mislead

skylarking: a term meaning not to be working. Originally, it was a nautical term meaning to play in the rigging of a sailing ship. It could also refer to anyone on deck daydreaming or idly gazing out to sea or to the sky.

spars: Any of the long, wooden parts of a ship like masts, yards, booms, and gaffs

starboard: the right side of a ship; to the right side (Opposite: port)

sullen: brooding, ill-humor, or silent resentment

superb: excellent

tacking: turning a ship’s bow (front) through the face of the wind

touch my cap: to salute

ventilation: airflow or movement of fresh, breathable air

waist: the mid-portion of a ship’s top deck

watches: working shifts

weather: upwind (the weather side of a ship is the side upon which the wind is blowing)

windward: upwind; the side of a ship upon which the wind blows

windsails: Canvas rolled and forming a tunnel through which fresh air passes into a ship and stale air is evacuated

writhing: twisting or squirming

O. In Your Own Words

Instructions. Read and think about these quotations. What did Mr. Hall mean? Then, rewrite each statement in your own words. Be prepared to explain your choice of words.

1. "Every eye looked off in that direction." (Teacher: p.32; Student: p. 17)
2. "*Constellation* followed suit." (Teacher: p.33; Student: p. 18)
3. "... humanity forbade a shot in her hull." (Teacher: p.33; Student: p. 18)
4. "For two or three minutes the stillness was painful." (Teacher: p.34; Student: p. 19)
5. "I paid dearly for that sight." (Teacher: p.34; Student: p. 19)
6. "I turned faint and sick of heart and turned away." (Teacher: p.34; Student: p. 19)
7. "Finally, I had a moment's time . . ." (Teacher: p.34; Student: p. 19)

P. Vocabulary Stowage

Section 1. Match each vocabulary word with its correct definition.

Key

- | | | | |
|----|-------|-----------------|--|
| f. | _____ | 1. ventilation | a. down wind |
| j. | _____ | 2. writhing | b. hurried |
| t. | _____ | 3. superb | c. doing the same as; doing likewise |
| g. | _____ | 4. waist | d. a trick meant to mislead |
| a. | _____ | 5. lee | e. oddness |
| w. | _____ | 6. contagious | f. airflow or movement of fresh air |
| m. | _____ | 7. gallant | g. the mid-portion of a ship's top deck |
| r. | _____ | 8. invariable | h. not allowed or permitted |
| b. | _____ | 9. hastened | i. the body of a ship |
| h. | _____ | 10. forbade | j. twisting or squirming |
| k. | _____ | 11. casks | k. wooden barrels used for liquids |
| q. | _____ | 12. anxiety | l. brooding, ill-humor, or silent resentment |
| c. | _____ | 13. follow suit | m. courageous |
| i. | _____ | 14. hull | n. a ship's left side |
| d. | _____ | 15. ruse | o. front of a ship |
| e. | _____ | 16. peculiarity | p. a captured vessel |
| l. | _____ | 17. sullen | q. a state of worrying |
| o. | _____ | 18. bow | r. unchanging |
| n. | _____ | 19. port | w. easily spread from one person to another |
| p. | _____ | 20. prize | t. excellent |

Section 2. Fill-in. Fill in the blank with letter of the best word to complete each sentence.

1. The ship's captain stood on the _____.
a. windsail b. quarterback **c. quarterdeck** d. halfback e. phosphorescence
2. The hurricane's winds built huge waves and the ship _____ over dangerously.
a. aboded **b. heeled** c. tacked d. waisted e. prevailed
3. The ropes and lines used to support the masts and to work the ship
a. yards b. strips c. leaders **d. rigging** e. sheets
4. To get a better look at the dolphins in the water just in front of the ship, he climbed out on to the ship's _____.
a. helm b. lee c. waist d. prize **e. bow**
5. After being captured, the *Cora* was sailed back to Africa by a _____ crew.
a. prize b. tacky c. knotty d. contagious e. taut
6. The lady pretended not to be at home by keeping her house and front porch lights turned off, and I think her _____ kept the trick-or-treaters away.
a. prevail b. articles c. admonition **d. ruse** e. hull
7. He _____ to finish painting the fence before the rains came that afternoon.
a. hastened b. chastened c. fastened d. harkened e. lingered
8. On land we state speed as miles per hour, but at sea, sailors use the term _____.
a. hulls b. tauts c. watches d. tropics **e. knots**
9. The place from which the ship is steered is the _____.
a. starboard b. port **c. helm** d. bow e. stern
10. To be directly to the side of a ship 90 degrees is to be _____.
a. abaft **b. abeam** c. astern d. to the lee e. to the windward

Section 3 – Words with multiple meanings – Fill in each blank with the letter of the best word from the word bank. Each of the word in the word bank will be used more than once.

(a) port	(c) prize	(e) heel	(g) bark	(i) bow
(b) course	(d) knot	(f) watch	(h) waist	

1. The (a) port side of a ship is the left side.
2. Another term for tipping over or slanting is (e) heel.
3. A three-masted ship with sails that are parallel to the ship's hull is called a (g) bark.
4. The lowest and largest sail on a mast is called a (b) course.
5. A captured vessel is also called a (c) prize.
6. His (f) watch had begun at midnight and would not be over until 4:00 AM.
7. (i) Bow is a word meaning the front of a ship and an apparatus used to shoot an arrow.
8. Of (b) course I know the man. I've seen him on t-v a hundred times.
9. A (d) knot is a nautical unit of measurement equaling 1.15 miles per hour.
10. I could see the crew standing near the (h) waist of the ship just by the main mast.
11. A town or city harbor is a (a) port.
12. He tied the line around his (h) waist and jumped into the rough sea.
13. According to his (f) watch it was 5:53 P.M., and he was late.
14. Once the strange ship stopped, the captain sent over a (c) prize crew to board her.

Section 4.

Puzzle for Sail! – Key

[illegible]

Created with EclipseCrossword — www.eclipsescrossword.com

Key

Across

3. **STARBOARD**—the right side of a ship is its _____ side
7. **WIND**—_____sails are canvas tunnels through which fresh air is circulated below decks and stale air is evacuated
9. **LEE**—away from the wind; downwind
10. **MAINMAST**—the middle and largest mast of a three-masted ship
13. **HEELING**—tipping to one side
15. **BARK**—three-masted vessel carrying sails parallel to the hull
16. **COURSE**—lowest and largest sail; direction of travel, heading
18. **BRACED**—a ship is _____ sharp when sailing as near to the on-coming wind as possible
22. **TOUCH**—for a sailor to _____ his cap is for him to salute
24. **USSCONSTELLATION**—naval vessel that captured the slave ship *Cora*
25. **GANGWAY**—an opening for access to or from a ship
26. **SKYLARKING**—not to be working

Down

1. **PRIZE**—a captured vessel
2. **PORT**—the left side of a ship is the ship's _____ side
4. **RIGGING**—ropes aloft used to support the masts and work the ship
5. **BOW**—a ship's front
6. **KNOT**—nautical unit of measurement = 1.15 miles per hour
8. **QUARTERDECK**—area of a vessel from which officers directed the crew
11. **SPARS**—any of the long, wooden parts such as masts
12. **WATCHES**—working shifts aboard ship
13. **HELM**—place from which a ship is steered
14. **ABEAM**—to the side of a ship
16. **CUTTER**—one of several small boats carried on board a ship
17. **UP**—a ship is said to be hull _____ when its hull can be seen above the horizon
19. **ASTERN**—behind a ship
20. **CASKS**—wooden barrels used for containing fluids
21. **WAIST**—mid-portion of a ship's top deck
23. **HEAVE**—to stop at sea is to _____ to

Q. *Constellation* Captures the Slave Ship Cora - William Ambrose Leonard

“William Ambrose Leonard’s journal provides a daily account of a seamen’s life on board USS *Constellation* while the ship was in commission as the flagship of the U.S. Navy’s African Squadron from 1859-1861. As ship mates, there is little doubt that Wilburn Hall and William Leonard knew each other. Leonard’s journal provides a great deal more information about shipboard life and spans the three years *Constellation* served as flagship of the African Squadron. It includes detailed descriptions of shipboard routines, crime and punishment, leisure activities such as liberties (including a 48-hour visit to the island of St. Helena capped by a visit to Napoleon’s Tomb and Residence during his exile), shipboard clubs and societies, theatrical performances, dances, and rare and unique glimpses of some of the personalities that made up the ship’s company. Leonard effectively captures the loneliness, boredom, excitement, and endless routine of life on the African Station. He also captures the sense of the drama that accompanied *Constellation*’s pursuit and capture of the slave ship *Cora*.”

April 9th 1860. Chase, and Capture of the American Slave Barque³⁵ *Cora* of New York, with 705 slaves in her. By the United States Flag Ship *Constellation*. September 25th 1860

It was a beautiful moonlight evening. Just as the messenger boy of the watch had struck 6 bells³⁶ the lookout reported a sail on our weather bow sailing right toward us with all her sails set. On seeing us she changed course³⁷ away from us. No sooner had she done this than we did the same. Now, she was on our weather bow³⁸ and about two miles ahead of us. We could see that she had on every stitch of canvass³⁹ and that she was determined to out sail us if she could.

By 8 o’clock we saw that we had gained on her. By this time there was not a man or boy on board who was not on deck watching the chase. We were filled with excitement as to whether she was a slaver⁴⁰ or not. Everyone could see we were gaining, and in another hour, Number One gun crew was ordered to their stations. They loaded their gun with shot⁴¹ and prepared to fire. Their first shot crossed the distant ship’s bow, but she did not heave to⁴² and continued on her course. Now the boys were excited. Not

³⁵ Barque (also Bark): Three-masted ship. The fore and main masts are square-rigged (sails suspended perpendicularly to the ship’s hull) and the mizzen mast (back-most mast) is sloop-rigged (sail suspended fore-and-aft; parallel to the length of the hull).

³⁶ A ship’s bell announced the time throughout each day. Each half-hour, the bell was rung. Six bells in the early evening is 6:00 PM.

³⁷ Course: direction a ship sails

³⁸ Weather bow: forward of the ship and on the side from which the wind is blowing; up wind.

³⁹ Canvas: in this case, it means sails – they were using all their sails.

⁴⁰ Slaver: a slave ship; also a “black-birding.”

⁴¹ Shot: solid, iron cannon ball

⁴² Heave to: to stop.

one of the off-duty crew below could sleep a wink.⁴³ Everyone was on the spar deck watching.

We were fast gaining on her and the distance between the ships lessened as the slaver began to fall leeward.⁴⁴ At 10 o'clock we fired another shot at her, but it was of no use. She kept right on. When she was only about a half-mile ahead of us, she cut away one of her boats. She did this in hopes we would stop or slow down to collect it. That would have given them a chance to get away. We could see that there was nobody in the boat, so our captain did not order us to stop. We sailed on.

By now, the slaver had crossed our bow and was down wind of us.⁴⁵ We set more sail and picked up the pace. Anyone could see we were closing in on them. To lighten their load, they began throwing overboard their water casks, spars, and anchors.⁴⁶ In fact they seemed to be throwing overboard everything that was movable. When, at last, we had sailed to within hailing distance,⁴⁷ our captain gave an order to fire one more shot near her. If then she failed to heave to, the Captain ordered the next shot to be fired into her. We fired and waited. No change. The next shot cut away some of her forward-most rigging. Still, she would not heave to.

In a loud voice the Captain ordered that the cannon be loaded with shell and primed.⁴⁸ On hearing our captain's order, they hove to, whereupon we did the same.

Our Captain then hailed her and ordered that her sails be furled.⁴⁹ He ordered our cutter into the water. Men armed with pistols and cutlasses⁵⁰ climbed aboard. Each man was armed with a pistol and cutlass. The ship's 1st Lieutenant and Sailing Master commanded the boat.⁵¹ We watched as the cutter was rowed the 50 yards to the other

⁴³ Off duty crew: on board a ship, the crew is divided into watches (port and starboard). When one watch is working, the other is frequently off duty. In the evenings, the off duty watch slept below decks while the on duty watch remained on the top decks and worked. As the drama unfolded here, the off duty watch could not sleep and returned to the top deck to watch the action.

⁴⁴ Leeward: down wind, toward *Constellation*.

⁴⁵ Crossed our bow: the slaver, still forward of *Constellation*, sailed across her path from one side to the other.

Bow: the front of a ship

⁴⁶ Overboard: off of the ship

Water casks: barrels

Spars: long wooden items such as yards (yards hold the sails) and upper masts (the top parts of masts)

⁴⁷ Hailing distance: the distance between ships in which it is possible for a voice to be heard

⁴⁸ Shell: Unlike a solid shot which was a solid iron ball and could pass harmlessly by a ship, a shell would explode and cause massive and indiscriminate damage. Thus, in shouting these orders so that the slaver's crew could also hear them, the Captain's order was his intention to do harm to the slaver and, possibly, to the crew.

Primed: The last step before firing a cannon is priming it. Nothing remains to do to fire the weapon but applying a match or pulling a hammer string. By shouting out an order to prime the cannon, the captain knew that the slaver's crew was aware that he was not going to spend any more time or gunpowder with warnings. The next cannon firing would bring destruction and, possibly, death.

⁴⁹ Furled: rolled up

⁵⁰ Cutlasses: swords

⁵¹ 1st Lieutenant and Sailing Master: ship's officers junior to the captain but senior to the crew

ship. As the moonlight shone very brightly, we could see our party boarding her very plainly.

Pretty soon our 1st Lieutenant hailed our ship, “*Constellation* Ahoy! Hello! We have got a fine fat prize,⁵² chock full of slaves!”

Upon hearing this, our ships company⁵³ gave three hearty cheers, which made the bell ring. Our captain now gave orders to lower away the gig to bring the slaver’s captain, mates and crew on board of our ship. Your humble servant,⁵⁴ being one of the gigs crew, had an opportunity of seeing the elephant.⁵⁵ When we got alongside her, the officers and crew of the slaver were ordered into our boat by the 1st Lieutenant. They numbered 29 in all. We took the crew to our ship and then returned to the prize.

This being the first slaver I ever saw with slaves, my curiosity led me down below to the slave deck. The scene that presented itself to my eyes baffles⁵⁶ description. It was a dreadful sight. The slaves there were all packed together like so many sheep. Men, woman, and children were there, entirely naked, and suffering from hunger and thirst. They had nothing to eat or drink for over 30 hours. As soon as they were aware that we would be friendly to them, they commenced shouting and yelling like so many wild Indians. They were so overjoyed at being taken by us that I thought they would tear us to pieces. We then took the slaver’s captain and officers off the ship and rowed them back to *Constellation*. Upon our return, our boys crowded around us to get the news, but it was now 8 bells or 12 o’clock midnight, I went below decks to my hammock.⁵⁷ Being very tired, I soon fell asleep dreaming of the evening’s events. Adieu, W.A.L.⁵⁸

R. New Vocabulary.

1. baffles: confuses; is hard to understand or to explain
2. bow: the front of a ship
3. canvas: a sail; also, heavy material used to make sails
4. casks: barrels
5. course: the direction a ship sails; lowest sail on the main and fore masts
6. cutlass: sword
7. furled: rolled up
8. hammock: bed made of heavy canvas or netting that is hung from an overhead beam.
9. slaver: slave ship; (*syn.*) black-birder
10. spars: long, wooden pole-like items such as yards and upper masts

⁵² Prize: a captured ship

⁵³ Ship’s Company: a ship’s crew

⁵⁴ Here, the author is implying that he (your humble servant) was aboard the gig.

⁵⁵ Elephant: 19th century term implying something big; in this case, the slave ship they had spent hours pursuing.

⁵⁶ Baffles: confuses; is hard to understand or to explain

⁵⁷ Hammock: a bed made of heavy canvas or netting that is suspended from an overhead beam.

⁵⁸ Adieu: French for good-bye; W.A.L. the author’s initials (William Ambrose Leonard)

S. Vocabulary Stowage

Section 5. Beside each vocabulary word is a blank. In that blank write the letter of the best definition for that word.

Key	Vocabulary Words	Definitions
c.	_____ 1. bow	a. barrels
a.	_____ 2. casks	b. sword
d.	_____ 3. furled	c. front of ship
e.	_____ 4. spars	d. rolled up
h.	_____ 5. baffle	e. long, wooden pole-like items such as yards
i.	_____ 6. hammock	f. the direction a ship sails
b.	_____ 7. cutlass	g. a sail; heavy material used to make sails
g.	_____ 8. canvas	h. to confuse; hard to explain or understand
f.	_____ 9. course	i. bed made of heavy canvas or net
j.	_____ 10. slaver	j. slave ship

Section 6. Fill-in. Fill in the blank with the letter of the best word to complete each sentence.

1. The pickles remained fresh for months. They had been stored in wooden _____.
a. hammocks b. canvas c. **casks** d. baffles e. cannon
2. He could see the ship's _____ plough through the water making a blanket of white foam as it sliced through the waves.
a. **bow** b. spars c. casks d. baffles e. cutlass
3. She was _____ as she looked up and saw all the ship's rigging and wondered in amazement how it all worked together.
a. canvassed b. **baffled** c. sparred d. furled e. bowed
4. As the ship came to a stop the sailors climbed aloft to _____ the sails.
a. baffle b. course c. bow d. **furl** e. canvas
5. Using his _____ the sailor cut through the ropes.
a. hammock b. spars c. casks d. bow e. **cutlass**
6. The ship's _____ would take her to the Western Pacific and Japan.
a. casks b. hammocks c. cannon d. **course** e. deck
7. The heavy _____ used to make the sail had yellowed with age.
a. **canvas** b. spars c. deck d. masts e. bow
8. As he slept, his _____ swayed back-and-forth, but he did not feel any motion at all.
a. cutlass b. casks c. **hammock** d. baffles e. spars
9. The long, wooden pole-like _____ seemed so high to the boy that he thought the clouds would bump into them.
a. hammock b. **spars** c. bow d. slaver e. cutlass
10. The _____ had sailed from the coast of Africa with 705 slaves, but *Constellation* captured her and liberated the captives.
a. bow b. spars c. hammock d. warship e. **slaver**

Unit IV – Supplemental Materials

T. Support of Maryland Voluntary State 6th Grade Curricula Goals

The USS *Constellation* Museum’s “Sea Chests on Loan Program” supports the following, specific Maryland State Sixth Grade Voluntary Curricula:

Standard 1.0 General Reading Processes

Topic C. Fluency

Indicator 1. Read orally at an appropriate rate.

Objective a. Read familiar text at a rate that is conversational and consistent.

Indicator 2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression.

Objective c. Increase sight words read fluently.

Topic D. Vocabulary

Indicator 1. Develop and apply vocabulary through exposure to a variety of texts.

Objective a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.

Objective b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.

Indicator 2. Apply a conceptual understanding of new words.

Objective b. Explain relationships between and among words.

Assessment limits:

- Antonyms and synonyms
- Multiple meaning words
- Specialized use of vocabulary in specific content areas

Indicator 3. Understand, acquire, and use new vocabulary.

Objective a. Use context to determine the meanings of words.

Assessment limits:

- Above grade-level words used in context
- Words with multiple meanings
- Grade-appropriate idioms, colloquialisms, and figurative expressions

Objective d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

Topic E. General Reading Comprehension.

Indicator 1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts.

Objective a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background.

Objective c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations.

U. Supplemental Materials

Section 1. An Antebellum Timeline (Supporting Unit I.A. Historical Background)⁵⁹

The term “antebellum” means existing before a war. In the United States, the term means before the American Civil War (1861-1865). Few realize that before the Civil War the United States took steps to limit the international trafficking of slaves and to stop the involvement of Americans in that trafficking. The assignment of *Yorktown* and *Constellation* to African waters resulted from this antebellum involvement.

- 1502** First reported slaves in the New World.
- 1640** Large-scale slave importation from Africa to Caribbean.
- 1776** 13 English colonies declare independence and propose the equality of all men.
- 1794** U.S. Congress prohibits the U.S. manufacture, fitting, equipping, loading or dispatching of any vessel to be employed in the slave trade.
- 1800** U.S. Congress prohibits U.S. citizens serving on board slave ships trading between two foreign countries.
- 1820** U.S. Congress equates the slave trade with piracy. Establishes squadron in West African waters to search for U.S. ships involved in the slave trade.
- 1839** The slave ship *Amistad* is seized in U.S. waters off Long Island and taken to New London, Connecticut.
- 1842** U.S. enters into agreement with Great Britain to provide significant naval force in West African waters to interdict slave trade.
- 1844** USS *Yorktown* joins African Squadron. Captures the slave ship *Pons* (900 slaves).
- 1859** USS *Constellation* joins African Squadron (flagship, 1859-61).
- 1860** USS *Constellation* captures the slave ship *Cora* (705 slaves).
- 1861** Southern states secede the Union, plunging U.S. into a state of civil war.
- 1863** “Emancipation Proclamation” frees slaves in “border states” and Southern states occupied by Union forces.
- 1865** XIII Amendment to Constitution prohibits slavery in the United States.

⁵⁹ For additional significant events associated with this subject, see “Exploring *Amistead* at Mystic Seaport - Timeline” at <http://amistad.mysticseaport.org/timeline/atlantic.slave.trade.html>

Section 2. (To be read and/or discussed with the class)



The Powder Monkey. This photograph of a ship's boy was taken on board the Union warship, USS *New Hampshire*. The boy, 13 year old Aspinwall Fuller, was born in New York, but enlisted into the navy in Baltimore, Maryland. Before and during the American Civil War, U.S. warships carried a number of boys like Fuller. About five percent of each ship's crew were young lads thirteen to sixteen years of age. Naval regulations prevented younger boys from enlisting, but it can be presumed that many lied about their age, particularly orphans. Fuller may have been among them.

Ship's boys were an integral part of each ship's crew. They were subject to the same rules of conduct and discipline as everyone else, and they were frequently required to perform very adult duties. Their traditional nickname, "powder monkeys," developed from their responsibilities during battle. Each powder monkey was assigned to serve a cannon and to keep it supplied with gun powder. As the battle raged, the guns fired, recoiled, and were swabbed, reloaded, and run back out into firing position by the large gun crews. A ship's broadside gun line could have between two and eighteen guns, each firing as rapidly as possible. Supplying each gun with its powder charge before each firing was a young powder monkey.

To appreciate a powder monkey's job, it helps to imagine the circumstances surrounding it. As the long lines of cannons fired, their blasts hurled the guns rearward five or six feet. When they stopped their recoil, up to 14 sailors around each gun began swabbing, loading, and hauling tackles. Strewn across the decks were countless ropes, buckets, and any number of other obstacles. Add to this confusion a thick shroud of smoke and the deafening roar of each blast, and it is easy to imagine the chaotic world of the powder monkey in battle. To retrieve the powder and carry it to his gun required sustained strength, a running back's agility, and the ability to stay focused on the task at hand.

Thus, the nickname powder monkey. "Monkey" was a 19th century expression meaning "a smaller version." For example, a brass monkey was a small rack upon which cannon balls were stacked. A powder monkey, then, was a smaller version of a sailor. The nickname also reflected the monkey-like agility necessary to carry the powder through the maze of confusion on a gun deck. There was nothing childish about a powder monkey's job. Indeed, two boys much like our Mr. Fuller earned the Congressional Medal of Honor.

Young Mr. Fuller strikes a jaunty pose in front of one of *New Hampshire's* great guns. Perhaps it was this gun that Fuller served. His posture, facial expression, and the rakish tilt of his cap reflect a level of self-confidence not usually present in someone his age and suggests that by the time of the photograph, he had obtained a certain veteran-like status. The embroidery on his smock tends to confirm as much in that such needlework took time to learn and it was customary for sailors to apply their own talents and tastes to their own uniforms.

Sharing this information about the boy photographed will help students understand the different circumstances experienced by young persons in a different age. Asking them questions, and providing them an opportunity to write their own observations will cultivate their thinking and writing skills. Among the questions that might be addressed, consider the following:

1. In what ways does Aspinwall's appearance reflect his life at the time the photo was taken?
2. Can you imagine yourself sharing Aspinwall's life? What kinds of changes do you think you would experience if you were a powder monkey?
3. Does Aspinwall's pose reflect an attitude? What kind of an attitude?
4. Aspinwall's youthful appearance belies the seriousness of his duties. Still, there is little doubt that he found opportunities to have fun. What do you think he did for fun?

Student copy.



U.S. Navy photo

The Powder Monkey.

Meet Aspinwall Fuller. Mr. Fuller was a ship's boy aboard a large naval warship. 150 years ago, warships commonly carried young boys who during battle, brought gun powder to the ship's cannon. Because they were small and had to be very agile, these boys were nicknamed "powder monkeys."

This photograph reveals a lot about the boy and the life around him. Look at it closely. What information can you take from the photograph to help you form an understanding about the boy and about his life?

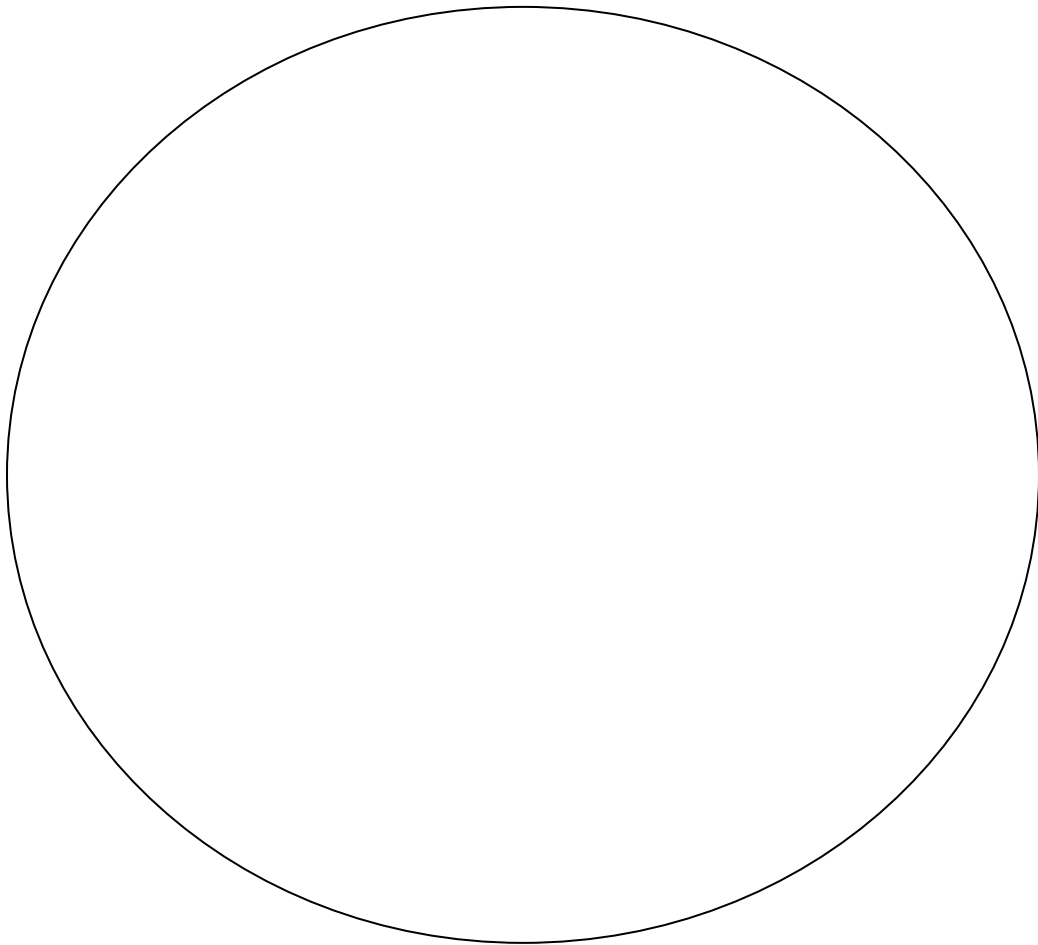
1. How old do you think this boy is?
2. What clues do you see that he might be on a warship?
3. What differences do you see in his clothing and the clothing of the boys around you?
4. How does Mr. Fuller appear to you? Shy? Confident? New at the job? Experienced?
5. Do you think his uniform looks exactly like everyone else's uniform?
6. What clues do you see that might lead you to think that the photograph was taken a long time ago?



Sailors and powder monkeys learned to embroider colorful designs on their uniforms. Here, it is easy to see Aspinwall's needlework on the front of his smock. We can only imagine what colors he used.

Many sailors embroidered designs upon the tops of their caps. Sometimes, these designs were quite elaborate, and they took a very long time to sew.

If you were a powder monkey, like Aspinwall Fuller, and had a lot of time to sew needlework on your own cap, what design would you make?



Section 3. Black Sailors in Navy Blue!



U.S. Navy photo

The sailor photographed here served aboard a U.S. naval warship. Americans of African descent served in the U.S. Navy since 1775. Black Americans were on board U.S. warships in the African Squadron, and by the end of the American Civil War, one of every five sailors on the navy's rosters was black. Indeed, Lincoln's Navy could not have maintained an effective blockade against the South without the enlistment and support of such men as pictured here.

As USS *Yorktown* closed the distance with the slave ship *Pons*, men such as the gentleman pictured here climbed up the rigging and took great interest in the convergence of the two vessels. Some of the sailors may have been the very first generation of freed men born in their families since their ancestors had been brought to the Americas. Can you imagine what they must have been thinking and feeling as they clung to the rigging and watched the two ships come closer-and-closer together?

The sailor pictured here is standing upon his ship's upper-most deck, and he is leaning against one of his ship's cannon. Look closely at the picture, and think about these questions. Then, discuss your thoughts with others.

1. What about his posture suggests that the sailor is confident?
2. What in this photo tells us that the sailor took pride in his appearance?
3. Only one person is photographed here, but it is quite possible to deduce other facts about the crew from this individual. For example, what information from this picture suggests that the size of the crew? Do you think the crew was small? (10 to 20 men), or do you think the crew was large? (300 to 500 men)
4. What do you think the other sailors wore?

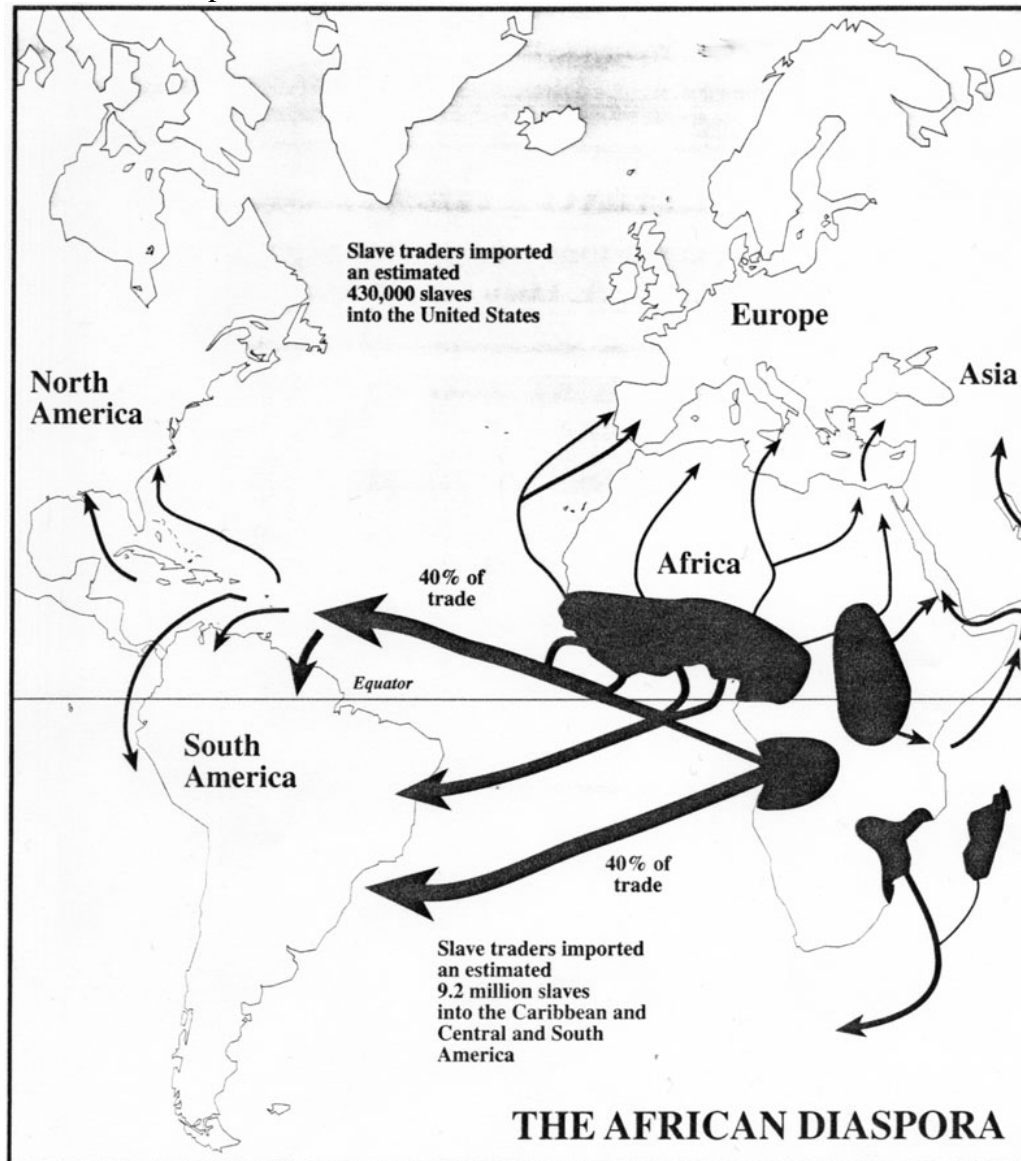
Section 4. Shipboard Concentration Game

These cards can be used to play Shipboard Concentration and will reinforce the retention of the vocabulary words that are particularly nautical in nature. The concentration game is best played in small groups. Students begin with all 20 cards face down on a table (word cards are written in capital letters). One student turns up two cards. If the word and the definition match (each word card has a corresponding definition card), the student keeps the pair and takes another turn to select another pair of cards. When he or she turns up a pair of cards that do not match, both cards are turned down again, and the next student takes a turn. When all the cards have been turned up, the student with the most cards wins. When students first begin to play the game, allow the cards to be placed face-up. This will challenge their understanding of the words and definitions. As they demonstrate mastery of the relationships, raise the level of challenge by turning the cards up-side-down.

BRIG	1. a ship's jail 2. a two-masted warship	CABIN	living compartment on a ship
CASKS	Barrels for liquids	FURL	To roll up
MAN-OF-WAR	a nation's warship	SPAR DECK	a ship's top-most, full-length deck
OAKUM	Hemp fiber loosely frayed and twisted	DECK	a floor on a ship
PLANK	board used to make a ship's deck	HOLD	Lower portion of a ship in which cargo is kept
OVERBOARD	Off the ship and into the water	MASTER	A merchant ship's captain and chief navigator

U. Illustrations

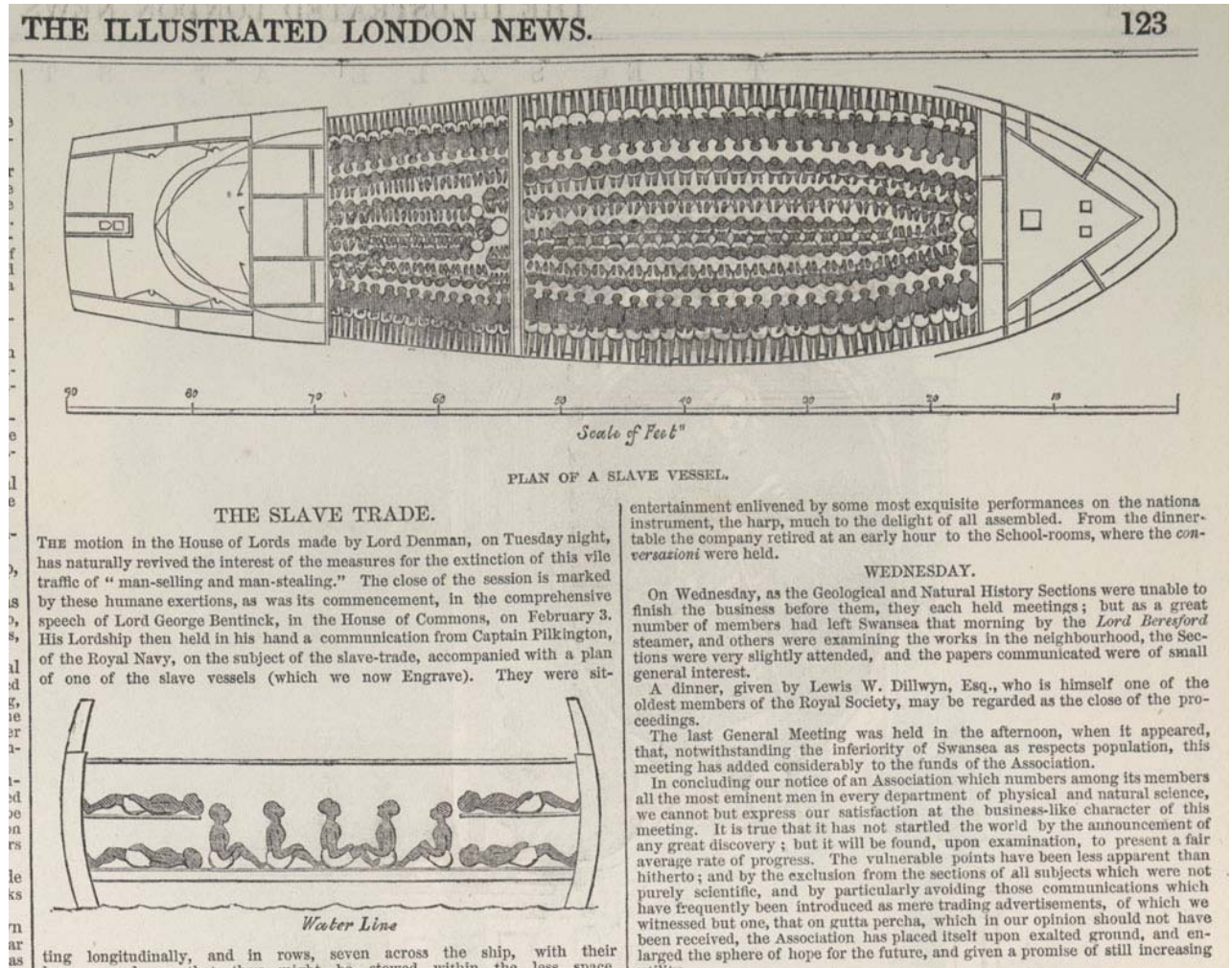
Number 1: Diaspora.⁶⁰



“Diaspora” is the forced dispersion and world-wide resettlement of a people into foreign lands. This is an account of the African Diaspora. Can you think of other peoples throughout history whose cultural heritage could also be described in a “Diaspora” picture? (Jewish, Irish)

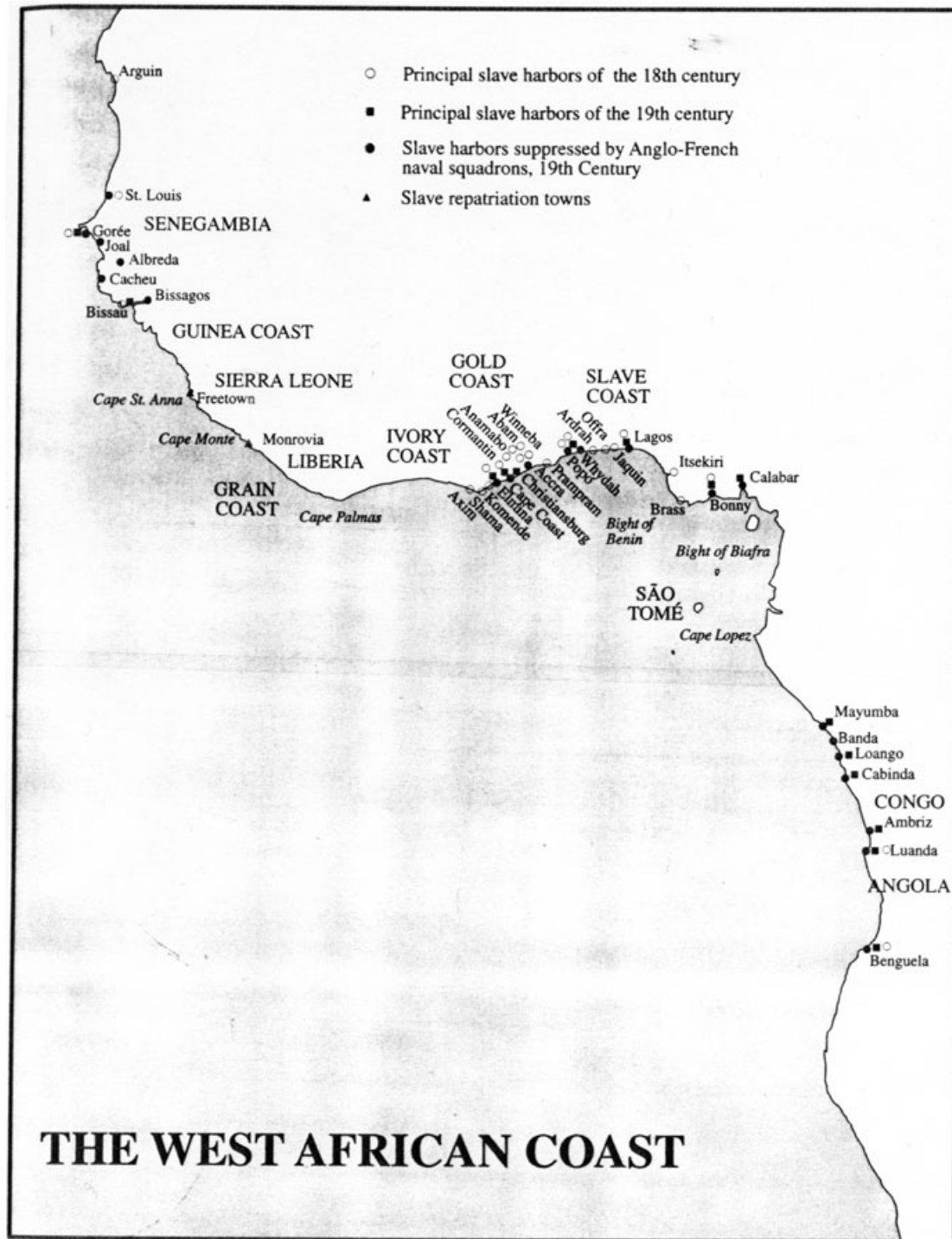
⁶⁰ Source: Paul Finkelman and Joseph Miller, eds., *Macmillan Encyclopedia of World Slavery* (New York, 1998), vol. 1, p. xlvii. (Reproduction courtesy of Macmillan Reference USA, an Imprint of the Gale Group, a Thomson Learning Company) found on “The Atlantic Slave Trade and Slave Life in Africa,” at: <http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=1&categoryName=Maps:%20Africa,%20New%20World,%20Slave%20Trade&theRecord=28&recordCount=30>

Number 2. Atlantic Crossing Stowage Plan.⁶¹



⁶¹ Source: *The Illustrated London News* (April 26, 1848), vol. 13, p. 123. (Copy in Special Collections Department, University of Virginia Library) found on "The Atlantic Slave Trade and Slave Life in Africa," at: [http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=5&categoryName=Slave%20Ships%20and%20the%20Atlantic%20Crossing%20\(Middle%20Passage\)&theRecord=62&recordCount=71](http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=5&categoryName=Slave%20Ships%20and%20the%20Atlantic%20Crossing%20(Middle%20Passage)&theRecord=62&recordCount=71)

Number 3. “Slave Ports of West African Coastal Areas”⁶²



⁶² Source: Paul Finkelman and Joseph Miller, eds., Macmillan Encyclopedia of World Slavery (New York, 1998), vol. 1, p. lvii in “The Atlantic Slave Trade and Slave Life in the Americas” at: <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=1&categoryName=Maps:%20Africa,%20New%20World,%20Slave%20Trade&theRecord=27&recordCount=30>

W. Suggested Sources

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Gilliland, C. Herbert. *Voyage to A Thousand Cares, Master's Mate Lawrence with the African Squadron, 1844-1846*. Naval Institute Press. 2004.

Williams, Glenn F. *USS Constellation, A Short History of the Last All-Sail Warship Built by the U.S. Navy*. USS *Constellation*. 2000.

*To be added to this small list of excellent printed sources will be:

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The Mariner’s Museum. “Captive Passage: The Transatlantic Slave Trade and the Making of the Americas.” at <http://www.mariner.org/captivepassage/index.html>

Mystic Seaport. “Exploring the *Amistad* at Mystic Seaport.” <http://amistad.mysticseaport.org/sitemap/welcome.html>

Williams, Glenn. “The Crowning Crime, The International Slave Trade.” USS *Constellation* website at <http://www.constellation.org>

X. Welcome Aboard! – Ship Boarding Vouchers - Classes completing two written assessments from each unit, I – III, will be eligible for free USS *Constellation* Boarding Vouchers for each student and their families. To apply for the vouchers and to register your class's participation, please provide the information requested below. Use this page as an envelope by folding it on the dotted lines so that the Museum's address is on the outside. Tape the page closed. Affix a 1st class postage stamp in the upper right corner, and mail! That's it!

Teacher's Name: _____ Grade: _____
 School: _____
 Address: _____ Phone: _____

 _____ Email: _____

Procedure:

1. Indicate the number of students that performed the section.
2. In the space beside each number, indicate the number of students that missed a particular question. For example, if three students missed question number 20, then you would write a 3 beside the 20.

Unit I, Section 1 - Number of Participants: _____
 20: _____ 19: _____ 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____ 11: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit I, Section 2 - Number of Participants: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit I, Section 3 - Number of Participants: _____
 14: _____ 13: _____ 12: _____ 11: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit I, Section 4 - Number of Participants: _____
 20: _____ 19: _____ 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____ 11: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit II, Section 1 - Number of Participants: _____
 20: _____ 19: _____ 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____ 11: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit II, Section 2 - Number of Participants: _____
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Unit II, Section 3 - Number of Participants: _____
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Unit II, Section 4 - Number of Participants: _____
 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____ 11: _____ 10: _____
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Unit III, Section 1 - Number of Participants: _____
 20: _____ 19: _____ 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____ 11: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit III, Section 2 - Number of Participants: _____
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Unit III, Section 3 - Number of Participants: _____
 14: _____ 13: _____ 12: _____ 11: _____ 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit III, Section 4 - Number of Participants: _____
 26: _____ 25: _____ 24: _____ 23: _____ 22: _____ 21: _____ 20: _____ 19: _____ 18: _____ 17: _____ 16: _____ 15: _____ 14: _____ 13: _____ 12: _____
 11: _____ 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit III, Section 5 – Number of participants: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

Unit III, Section 6 – Number of participants: _____
 10: _____ 9: _____ 8: _____ 7: _____ 6: _____ 5: _____ 4: _____ 3: _____ 2: _____ 1: _____ 0: _____

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Museum Education Coordinator
The USS *Constellation* Historic Ships Museum
Pier 1, 301 East Pratt Street
Baltimore, Maryland 21202-3134

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