

# SEA OF CHANGE

Sultana, the Tea Taxes, and the Dawn  
of the American Revolution

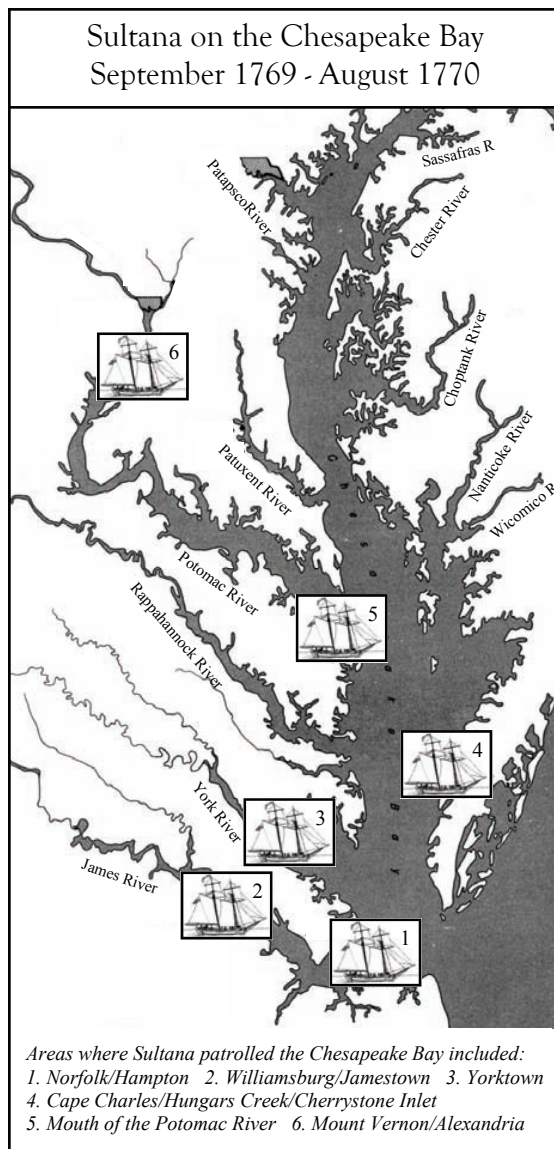


A Colonial History Unit for Classroom Teachers



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**ON THE COVER:**

*Photograph of Sultana courtesy Lucian Neimeyer. All other photographs courtesy Michael Wootton. Engraving of the Boston Massacre by Paul Revere, 1770. Engraving of British troops landing at Boston Harbor by Paul Revere, 1768, courtesy Winterthur Museum.*

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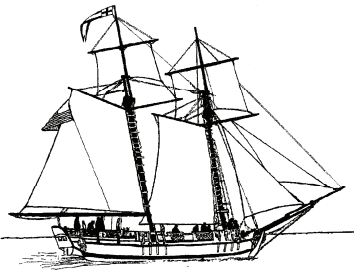
Colonial History Unit  
for  
Classroom Teachers

An Educational Initiative of  
**SULTANA PROJECTS, INC.**

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# Life in the Colonies Before 1755



Prior to the Seven Years War, the Colonists in Maryland Were Faithful Subjects of the King and Lived Under the Protection of the British Military

In 1754, Maryland was a colony of Great Britain. People living in Maryland were English citizens, they obeyed British laws and were ruled by a Royal Governor that reported directly to the King. The colonists depended upon British merchants to supply them with many important items in their daily lives including tools, clothing, furniture and weapons. These goods were sailed across the Atlantic Ocean in large ships and sent to ports such as Annapolis, Baltimore and Chester (now Chestertown). In return, colonial merchants sailed raw materials such as corn, grain, tobacco and lumber to England.

Daily life in Maryland often centered around the water. Since nearly all trade goods traveled by boat, most of Maryland's homes were located within easy walking distance of a major river. Rivers also provided the colonists with food. In the spring, striped bass, shad and herring were netted by the thousands as the fish traveled up the Bay's rivers and streams to spawn. The Bay's oyster bars also added a valuable source of protein to the colonists' diets. In the fall, migrating ducks and geese arrived by the thousands and were easily hunted.

One of the greatest benefits to being an English colony was receiving protection from the British military. This was important because the colonists had no military of their own. As a result, they lived under the threat of invasion by the French and the Spanish, who were struggling with England for control of North America. Without the help of the British military, either one of these world powers could have easily overtaken the colonists and their lands.

In 1755, tensions between England and France led to a conflict known as the Seven Years War. From 1755 to 1762, English and French forces battled each other in the Ohio Valley and Canada for control over the eastern half of North America. After a long struggle, the French were defeated and driven from their lands. However, the cost of paying, feeding, clothing and housing the soldiers had left England with a very large debt. In order to pay off this debt, King George III decided to raise money by taxing the thirteen colonies. Disagreements over how these taxes were created and enforced would soon change the relationship between England and its thirteen colonies forever.



*In the 18th century, most colonists in Maryland lived within easy walking distance of the Chesapeake Bay and its major rivers.*



# Life in the Colonies Before 1755



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What were some goods that were brought to the colonists by British merchants?

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2. Why was it so important for the colonists to receive protection from the British military?

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3. How were the Bay's major rivers important to the colonists of Maryland?

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4. How did the Seven Years War lead to a change in the relationship between England and the thirteen colonies?

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# The Seven Years War: 1755 - 1762



England Defeats France But Is Left with a Huge Debt After the War



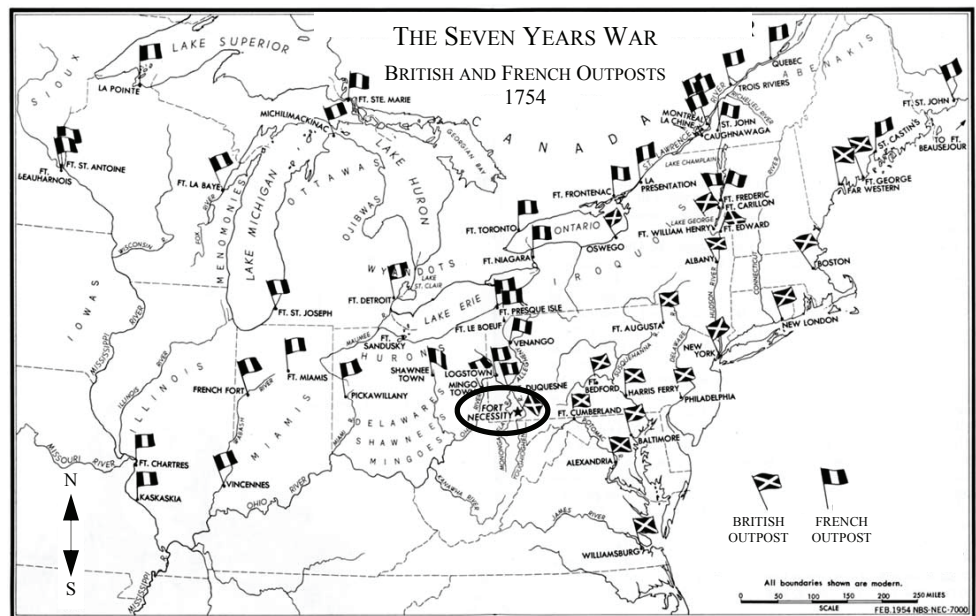
*In one of the first battles of the Seven Years War, a young George Washington and his English troops were defeated at Fort Necessity.*

One of the most important wars in the history of the world was the Seven Years War. This war was fought between the French and English for control of North America. Because many Native American tribes allied themselves with armies on both sides, the conflict is sometimes called the French and Indian War. At the end of this war, England had defeated the French and gained control of all land east of the Mississippi River.

When the Seven Years War began, France's North American empire stretched along the Mississippi River and into Canada (*for details, see map below*). England had thirteen colonies along the Atlantic coast. As more and more English colonists arrived, the pressure to expand into western lands increased. Standing in the way were the French and their Indian allies.

The first battle between the French and the English took place in the summer of 1754 at Fort Necessity in the Ohio Valley. Led by 21-year-old George Washington, the English forces were defeated and forced to retreat. This began a series of victories for France in the early stages of the war.

In the years that followed, the English took advantage of their larger numbers (there were ten times more Englishmen than Frenchmen in North America) and they soon gained the upper hand. In 1757, British troops attacked French forts in Canada. After several victories, the English army captured the important city of Quebec and France was forced to leave Canada entirely.



*While England established its thirteen colonies along the Atlantic Coast, France established outposts to the west and north. Fort Necessity (circled above), which stood right on the border of French and English claims, would become the site of the first true battle of the Seven Years War.*





# The Seven Years War: 1755 - 1762



*Before the Seven Years War the presence of the French in North America posed a serious military threat to the 13 British colonies.*



*After the Seven Years War the French fled from Canada and the Ohio valley. The amount of land controlled by England more than doubled.*

England had won an important victory in the Seven Years War. The colonists no longer had to live in fear of a French invasion, and the size of England's empire in North America doubled with the signing of the Treaty of Paris (*see maps above*). However, paying for the war had left England with a very large debt. In order to raise money to pay off this debt, the British government began taxing the thirteen colonies.

Soon after the Seven Years War, Parliament passed laws such as the Stamp Act, the Townshend Act and the Tea Act. All of these acts placed new taxes on important items in the colonial economy such as paper, paint, lead, glass and tea. Many colonists were angered by these new laws because nobody from the thirteen colonies had been invited to England to help create them. They protested the British policy of "taxation without representation" and felt that the King did not have the power to tax them without their consent. In a few short years, England and the colonists would go to war to settle their differences.



# The Seven Years War: 1755 - 1762



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. At the beginning of the Seven Years War, what parts of North America did France control? What parts of North America did England control?

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2. What was the first battle of the Seven Years War? Who led the English forces?

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3. What were some positive results of the Seven Years War for the English?

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4. What large problem did England face after the Seven Years War?

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5. How did England try to raise money to pay off their debt after the Seven Years War?

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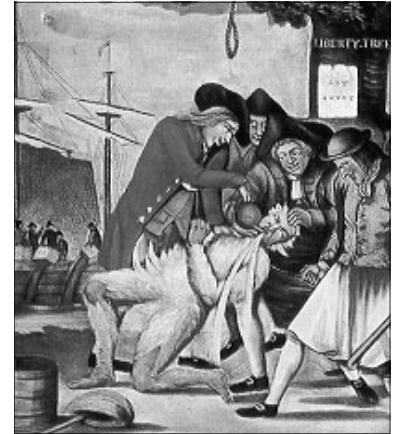
# The Stamp Act of 1765



## New Taxes Anger Colonists, Riots Break Out in the 13 Colonies

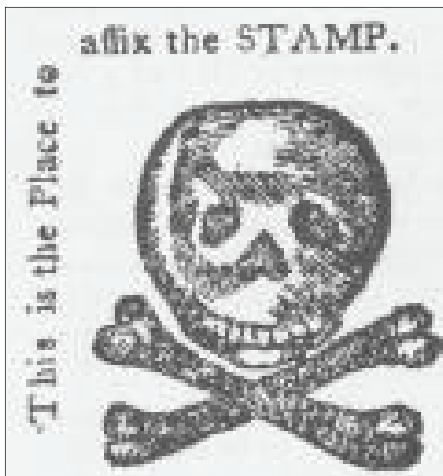
In 1763, England had a very large debt from fighting the Seven Years War. In order to raise money to pay off this debt, King George III and Parliament began taxing the thirteen colonies. One of the first taxes created was the Stamp Act of 1765.

The Stamp Act required the colonists to pay taxes on goods such as newspapers, legal documents and playing cards. To prove that the tax had been paid, colonial merchants had to use special paper that was marked with the King's stamp. This "stamp" was a raised seal that was created by applying pressure to the paper with a special tool (be careful not to confuse this type of "stamp" with the modern postage stamp!).



*This political cartoon shows a British tax collector being tarred and feathered by angry colonists.*

When word of the Stamp Act reached the colonists, they reacted with anger and violence. Riots broke out in ports up and down the Atlantic coast, and British tax collectors were threatened to be hung, beaten, or tarred and feathered (*see picture above*). In Maryland, one of the state's largest newspapers, the *Maryland Gazette*, decided to close down rather than print their issues on the King's stamped paper. Many businessmen banded together and decided that they would not sell any goods imported from England as long as the Stamp Act was in effect. These agreements were known as non-importation agreements. When English ships began arriving in ports such as Boston and Philadelphia with the stamped paper, they often had to be protected from angry mobs by British warships.



*The colonists felt that the Stamp Act meant death to liberty in America. A skull-and-cross-bones similar to this one was printed in the October 10, 1765 issue of the *Maryland Gazette* as a symbol of protest.*

On October 7, 1765, a group of colonial leaders met in New York City to protest the Stamp Act. This gathering was known as the Stamp Act Congress. One of their biggest complaints was that nobody from the colonies had been invited to England to discuss the new taxes. They protested against "taxation without representation".

Reaction to the Stamp Act was so strong that on March 18, 1766 the act was repealed (cancelled) by Parliament. For the moment, the colonists had won an important battle in the debate over England's new taxes. It also became clear that if King George III were to raise money by taxing the colonists in the future, he would need a military force in America to get them to cooperate.



# The Stamp Act of 1765



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What were three items that were taxed by the Stamp Act?

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2. In the space below, describe how the colonists reacted to news of the Stamp Act.

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3. How did the *Maryland Gazette* protest the Stamp Act?

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4. What was the Stamp Act Congress' main complaint about the Stamp Act?

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5. What did Parliament and King George III eventually decide to do about the Stamp Act?

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# The Townshend Duties of 1767



## New Taxes on Lead, Paint, Paper, Glass and Tea Anger the Colonists

One year after the repeal of the Stamp Act, King George III and Parliament taxed the colonists again when they passed the Townshend Duties. The Townshend Duties placed taxes on many items including lead, paint, paper, glass and tea. The money raised from these taxes helped England pay judges, governors, tax collectors and soldiers living in the colonies.

The Townshend Duties were very unpopular and led to many protests, especially in major ports up and down the Atlantic Coast. In Boston, for example, British tax collectors were nearly killed by an angry mob when they seized a ship belonging to a merchant named John Hancock. The men were forced to retreat to an island fortress in the middle of the harbor

until they were rescued by a fleet of Royal Navy warships (*see image at right*). Another way that people protested the Townshend Duties was by refusing to buy imported goods. Rather than relying on items that were shipped in from England, many colonists learned how to knit their own clothing and make their own paper. They found local spices to substitute for tea and left their houses unpainted. This caused businesses in England to lose money.



*When news of the Townshend Duties reached the port of Boston, chaos erupted throughout the city. In response, England sent this fleet of ships to ferry troops into Boston to restore order. The schooner Sultana would join this fleet in September of 1768, shortly after this engraving by Paul Revere was made.*

To make sure that money from the Townshend Duties was collected, King George III gave the job of enforcing the new taxes to the British Royal Navy. A small fleet of ships was created that would patrol colonial waters to prevent smuggling, protect tax collectors and restore order when necessary. The ships that were most suited for this job were sloops and schooners. These boats were perfect for patrolling the coastline because they could chase down merchant ships at a moment's notice and sail into shallow waters where large warships couldn't go. In 1768, a small schooner named Sultana was bought by the Royal Navy and added to this fleet. She would soon set sail for North America and into the growing struggle between England and the thirteen colonies.



# The Townshend Duties of 1767



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What were four items taxed by the Townshend Duties?

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2. How did England use the money raised from the Townshend Duties?

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3. What were some ways that the colonists protested the Townshend Duties?

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4. What was the role of the small fleet of ships created by the Royal Navy?

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5. Why were sloops and schooners ideally suited for patrolling colonial waters?

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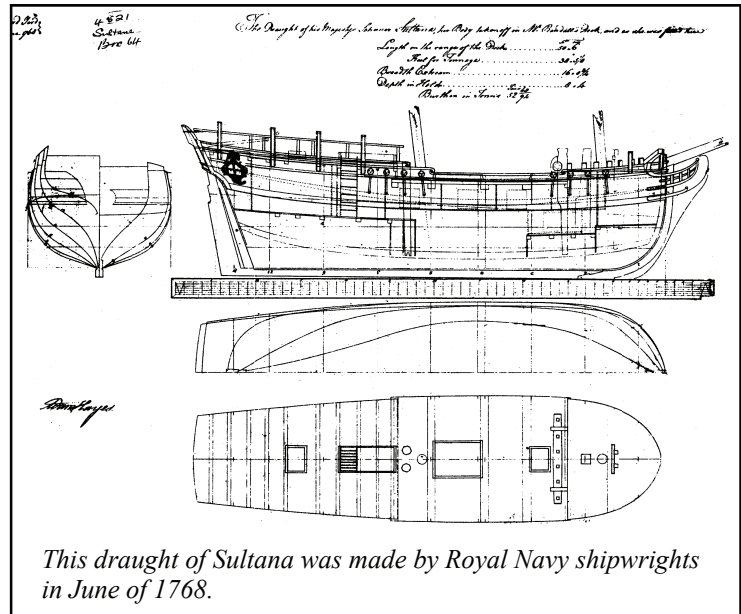


# Sultana Joins the Royal Navy



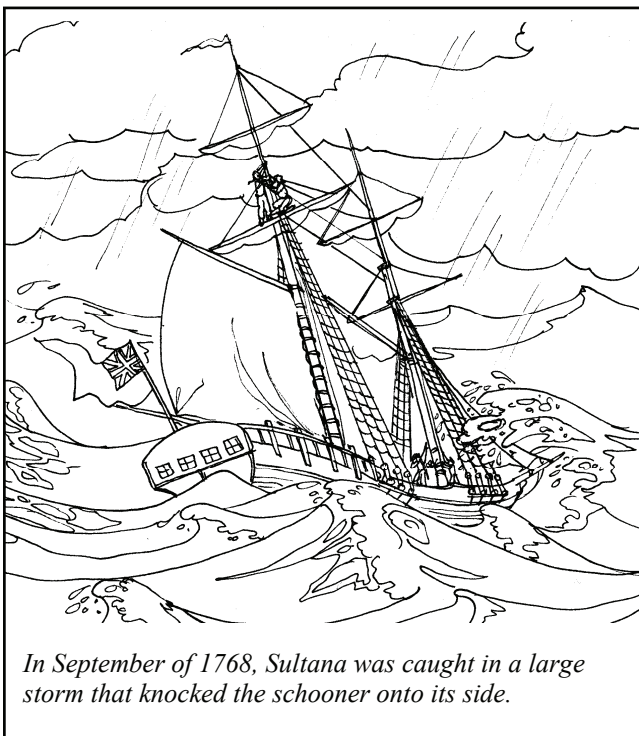
The Schooner Sets Sail for North America to Enforce the Townshend Duties

In June of 1768, the schooner Sultana arrived in Deptford, England to be surveyed by Royal Navy shipwrights. After finding that the tiny schooner was “*well wrought and put together*”, the Royal Navy decided to buy the vessel and add it to its tax-enforcing fleet in North America. Work was soon underway to provide Sultana with food, water, weapons and a crew of twenty five sailors. Topmasts and topsails were also added to increase the schooner’s speed.



This draught of Sultana was made by Royal Navy shipwrights in June of 1768.

In early September, Sultana sailed out of the English Channel and headed across the Atlantic Ocean to North America. Along the way, a storm pounded the ship with giant waves, knocking the schooner onto her side. To keep from sinking, Sultana’s officers cut away several barrels of beer and threw them overboard. Soon the storm ended and the sailors managed to reach Halifax, Nova Scotia unharmed in October of 1768.



In September of 1768, Sultana was caught in a large storm that knocked the schooner onto its side.

After reaching North America, Sultana sailed to Boston to help bring British troops into the city. The “redcoats” had been sent by King George III to restore order after angry mobs reacted to the Townshend Duties by attacking British tax collectors. This response showed how deeply the colonists resented the taxes Sultana had been sent to enforce.

For the next four years, Sultana patrolled the waters of Boston, New York, Rhode Island, Delaware Bay and Chesapeake Bay searching for smugglers. As tensions grew between England and the colonists, the searches Sultana had been ordered to carry out became more and more dangerous.



# Sultana Joins the Royal Navy



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. After the Royal Navy purchased Sultana, what were some of the items that they added to the ship?

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2. How did Sultana's officers keep the ship from sinking during the storm of 1768?

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3. What was Sultana's first job in North America?

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4. Why had British troops been sent to Boston?

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5. What were some of the areas that Sultana patrolled during her tour of duty?

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# Sultana's Commanding Officer: Lieutenant John Inglis



## Lieutenant Inglis Takes His First Command Aboard Sultana at Age 25

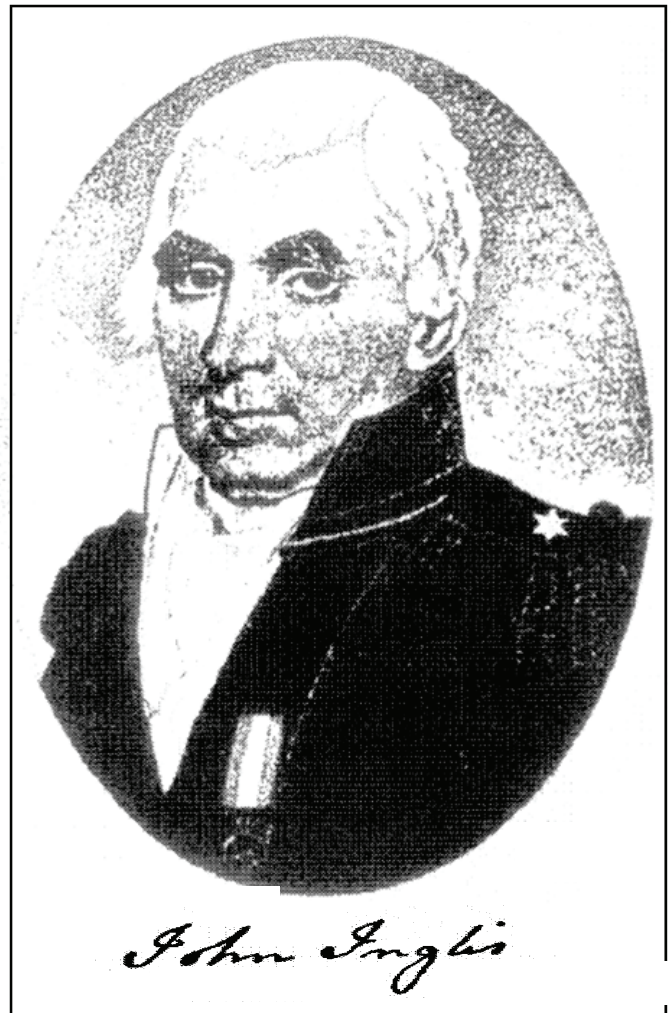
The schooner Sultana was commanded by Lieutenant John Inglis. Born in Philadelphia in 1743, Mr. Inglis did not enjoy school as a young boy. Legend has it that he made a life-sized dummy of his headmaster and trained his dog to remove its wig. When Inglis showed this trick to the headmaster, he was quickly expelled!

John Inglis first joined the Royal Navy at age fourteen. His first combat came during the Seven Years War, in which English warships fought against the navies of the French and Spanish. During this conflict, Inglis was involved in many battles and helped capture several French ships. On October 22, 1761, he was awarded for his service when he rose to the rank of 4th Lieutenant in the Royal Navy.

From 1768 to 1772, John Inglis commanded His Majesty's schooner Sultana, the smallest vessel in the Royal Navy's fleet of warships. During these years he and his crew boarded hundreds of ships while enforcing British taxes in North America. While Sultana was sailing in the Potomac River, Lieutenant Inglis even took some time off to spend an evening with George Washington at Mount Vernon!

After serving aboard Sultana, John Inglis returned to England and commanded several ships during the Revolutionary War. He was involved in several naval battles off the coast of

Africa, one of which ended with his capture by the French warship *Senegal*. In the latter years of his life, John Inglis rose to the rank of Vice Admiral, one of the highest positions in the Royal Navy. He died in 1807 at the family home in Scotland at the age of 63. During his lifetime he had fought in two of the most important wars the world had ever seen and served his country well. His legacy lives on with building of the modern schooner Sultana.



## Sultana's Commanding Officer: Lieutenant John Inglis



Below is a copy of a letter from Lieutenant John Inglis to family friend Gilbert Elliot, who had helped the young officer obtain his first command. The letter is dated July 17, 1768 - one day before Inglis set foot aboard Sultana for the first time!

I take the earliest opportunity of returning you my most sincere Thanks for the trouble & kindness you have taken in procuring me the command of a schooner, to which I had the Honour of being appointed yesterday. I have the pleasure of informing you that the greatest regard was observed to your recommendation by Admiral Hawke on whom I did myself the honour of waiting in consequence of your recommendation, & he was pleased to tell me that he upon receiving your letter had intended me for the Sultana which is the vessel I am appointed to, & she is to be Stationed on the coast of Nova Scotia which is intirely to my wishes.



She is at Deptford at present, I have seen her and think she is the best vessel employ'd that way, as she is strong and vastly pretty. you may be assured that I have a thorough sense of your kindness in this affair & that no effort of mine will be spared to do the strictest honour to the station you have put me in. In case you have any commands for me, or anything that you want to send to your brother which you would choose might go by the way of Nova Scotia you'll be pleased to inform me & believe me dear Sir your much obliged humble servant Jno Inglis.

*"I have seen her and think she is the best vessel employ'd that way,  
as she is strong and vastly pretty."*

*Lieutenant John Inglis July 17, 1768*



# Writing to Persuade: Help Lt. Inglis Recruit His Crew!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Imagine that you are trying to recruit crew members for His Majesty's schooner Sultana, which will be sailing from England to North America under the command of Lieutenant John Inglis. Your job is to convince twenty four people to work on board the ship. In the space below, write a paragraph that will persuade crew members to join the work force. Include at least three positive aspects of working on an English naval ship. Fill in the box with an illustration that might convince someone to come aboard. Use the organizer provided on the next page to structure your paragraph.

*illustration*

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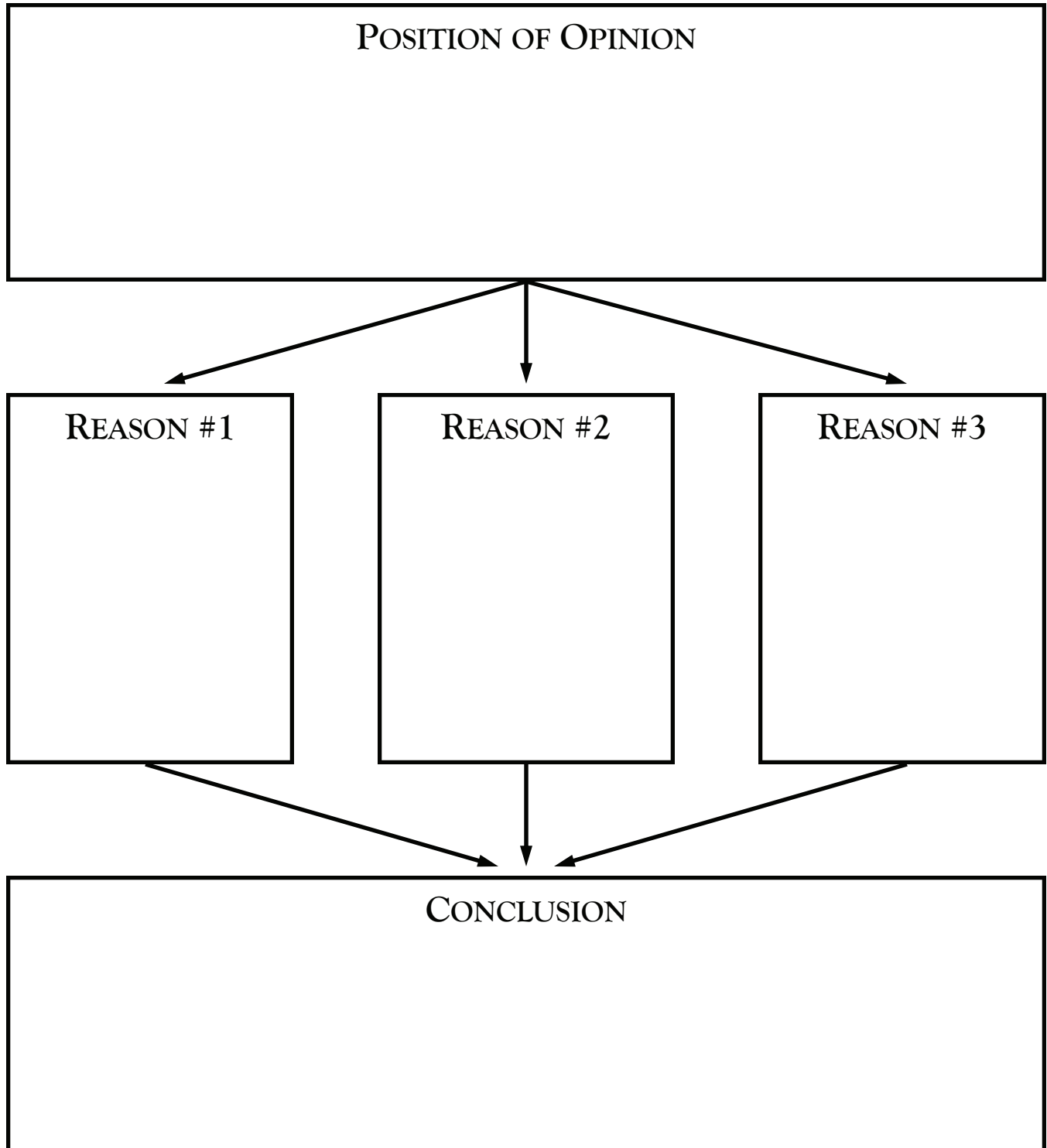


# Persuasive Organizer



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

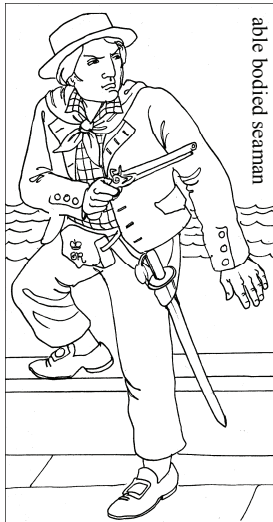
**DIRECTIONS:** Prior to writing your article, fill out this Persuasive Organizer to help structure your paragraph.



# A Day in the Life of a Sultana Crew Member



## Sultana's Sailors Endured Crowded Living Conditions and Hard Labor



able bodied seaman

While enforcing the Townshend Duties for the British Royal Navy, Sultana had a working crew of twenty five sailors. These men came from all over the world and lived a hard life filled with danger. A typical day started well before sunrise, when the anchor was raised and sails were set. From sun-up to sun-down Sultana patrolled the bays and rivers of the Atlantic Coast in search of smugglers. When a ship was sighted, Sultana would send a signal to its captain telling him to lower his sails. Sultana's crew members would then board the ship to look for smuggled goods. These searches angered the colonists and Sultana's sailors often had to bring muskets, swords and pistols with them to make sure that they cooperated. If smuggled goods were found, the ship would be seized and all of the cargo would be split between Sultana's crew members and the British tax collectors on land.



gunner

In the winter months and on days when there was no wind, crew members were kept busy doing a wide range of jobs. These jobs included repairing sails, plugging leaks, coiling ropes, spinning yarn, washing the deck and adjusting the rigging. Sometimes Sultana's commander would run the ship onto a beach so that the sailors could tip the schooner onto her side and scrub the bottom. At other times crew members were sent to shore to collect firewood, buy supplies, pull fishing nets, or fill barrels full of fresh drinking water.



surgeon

Crew members aboard Sultana were divided into different ranks. The highest ranking officer was the Lieutenant, who supervised the crew and made sure that Sultana carried out her mission. Second in command was the Master, who was in charge of navigation. These officers were assisted by the Midshipman, a young officer-in-training who worked alongside the Lieutenant and Master to help them run the ship. Another high ranking sailor was the Surgeon, who performed operations and took care of sick or wounded men.

Below the Lieutenant, Master, Midshipman and Surgeon were lower-ranking officers who performed very important jobs aboard ship. One of these men was the Carpenter, a skilled woodworker who



# A Day in the Life of a Sultana Crew Member

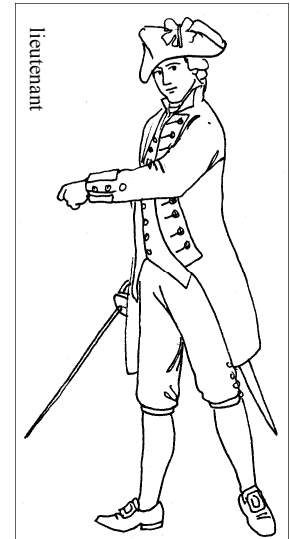


made any repairs that were needed. Another was the Gunner, who was in charge of cleaning all of the ship's cannons, muskets and pistols. All of Sultana's sails and lines were kept in working order by an officer known as the Boatswain, and all of the ship's written records were kept by a Clerk. Fifteen of Sultana's twenty five crew members held the rank of Able Bodied Seaman. These sailors often couldn't read or write. Their job was to follow orders and do all of the hard labor on the ship.

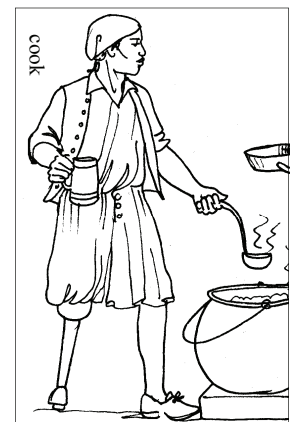
Living conditions on Sultana were crowded and miserable. While the Lieutenant, Master and Surgeon each had their own living quarters, the other 22 sailors were crammed into one large room known as the main hold. There were only 13 bunks for these men, so most crew members shared a bunk with another sailor and slept in four hour shifts called "watches". Imagine living in this crowded space in the middle of summer with no air conditioning! It is no surprise that of the 100 sailors who worked on Sultana in colonial times, 60 of these men deserted ship and never returned. If too many sailors deserted at one time, Sultana's officers would send "press gangs" into the nearest town to capture men and force them to work on the ship. This was called being "pressed" into service.

Discipline on Sultana was swift and severe. A common punishment was to get twelve lashes with a "cat-o-nine-tails" on the bare back. The "cat" was a whip with nine pieces of rope that were dipped in water or tar before the punishment was handed out. After the lashes were given, salt was poured into the open wounds to help them heal faster. Sailors who received lashes were unable to work for several days.

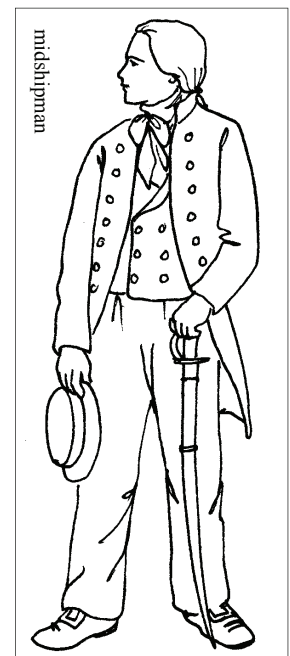
After learning how hard life was for 18th century sailors, one might wonder why anyone would have wanted to work on Sultana! Working in the British Royal Navy did have benefits. The navy gave each sailor a uniform, a place to sleep and three square meals a day. While the pay was not high, many sailors still made more money aboard ship than they could have made working on land. Working in the navy also gave men a chance to travel around the world and see new places. For some, this made it worth dealing with the crowded, stressful conditions they faced every day aboard the schooner Sultana.



lieutenant



cook



midshipman





# A Day in the Life of a Sultana Crew Member



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What activities took place aboard Sultana on a typical work day?

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---

2. How were the men kept busy during winter months or days when there was no wind?

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3. List four different ranks on Sultana's crew. Briefly describe what each officer did:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

4. What were some of the benefits of working for the British Royal Navy?

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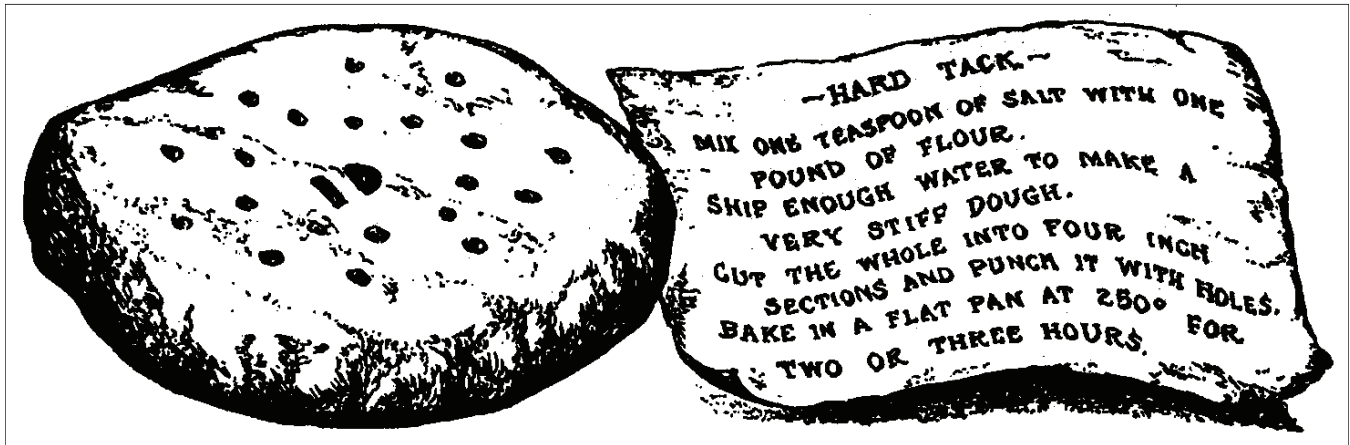
# Food on Sultana



## Beef, Bread and Beer Were the Staples of a Sailor's Diet

Keeping food stored in the holds of ships for weeks at a time without refrigeration was a major challenge for the British Royal Navy. In order to prevent foods from spoiling, most items were salted and dried. As a result, Sultana's crew members had a very bland diet which consisted mainly of hard tack, salted meats and beer.

Hard tack was perhaps the most commonly eaten item aboard Sultana. These "ship's biscuits" were made from flour, water and a little bit of salt. The stiff dough was spread over a pan and cooked at low heat for several hours, which took the moisture out of the bread and kept it from getting moldy. When the hard tack cooled off, it was so hard that it often had to be broken with a hammer. Another problem was that hard tack became infested with bugs. Sailors would dip these sea biscuits in water or beer to soften them up before eating them ..... bugs and all!



Another common food aboard Sultana was salted beef or pork. Sometimes the sailors called these meats "salt junk" because after sitting in barrels full of salt for long periods of time they would become hard as leather. Servings of beef and pork were almost always cooked in large pots of boiling water and eaten in stews.

Two popular items on Sultana were beer and rum. These drinks were used by the British Royal Navy because their alcohol content allowed them to stay fresh for long periods at sea. A typical problem aboard naval ships was drunkenness, which often led sailors to behave poorly and disobey their orders.

When Sultana sailed in the Chesapeake Bay, the crew members would go ashore to pull seine nets. These long nets had handles on each end that allowed the sailors to surround schools of fish and haul them onto the beach. Having fresh fish must have been a nice change to the daily menu!

While the 18th century crew member's diet may not sound good to you, having three protein-filled meals a day was one of the *benefits* of working in the navy. For many sailors, this diet was a big improvement over their diet on land.



# Food on Sultana



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What did the Royal Navy do to prevent foods from spoiling?

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2. What is hard tack and how was it prepared?

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3. Why did the sailors sometimes call their pork and beef “salt junk”?

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4. Why were beer and rum used by the British Royal Navy? How did this lead to problems aboard ship?

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5. What did the crew members use to catch fish in the Chesapeake Bay?

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# Student Task: Making Hard Tack



## INTRODUCTION

Hard tack was an important part of a sailor's diet in the 18th century. These "sea biscuits" were made from flour, water and salt. Hard tack was a good product to have on ships because it could last for a long time without spoiling. Since sailors were often at sea for several months, they needed foods which wouldn't rot.



Today you will make a batch of hard tack with your class. Perhaps you will be brave enough to try one of these biscuits once they have been cooked!

## PREPARING THE BATCH OF BREAD (groups of 4 - 6 students)

**To make hard tack, your group will need the following materials from the Materials Center prepared by your teacher:**

- One pound of flour
- One teaspoon of salt
- Enough water to make a very stiff dough
- One large mixing bowl
- One stick of butter
- A flat pan
- A ruler
- One large spoon

**Follow these directions to get your batch of hard tack ready for the oven:**

1. Pour the flour into the mixing bowl.
2. Mix in one teaspoon of salt.
3. Pour the water into the bowl. Mix the contents into a stiff dough using your large spoon.
4. Spread butter onto your flat pan.
5. Shape the dough by hand into small circular biscuits which are 4 inches in diameter. Use your ruler to measure the size of each biscuit
6. Place the biscuits on the flat pan until all the dough has been used.
7. Bake in an oven at 250 degrees for three hours.

Once the batch is completed, you will have a first-hand look at one of the foods that was eaten by Sultana's crew members in the 1700's!



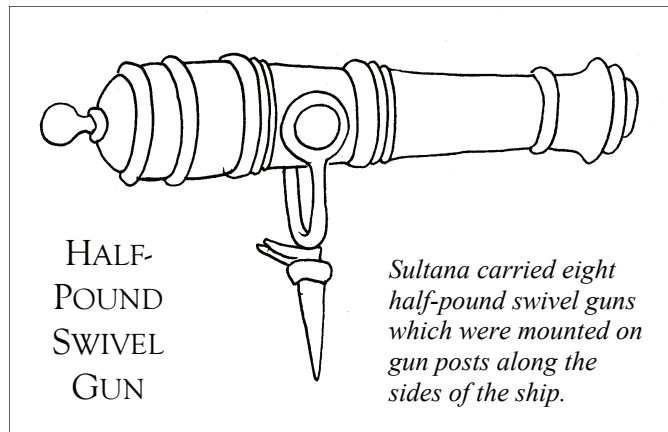
## Armaments on Sultana



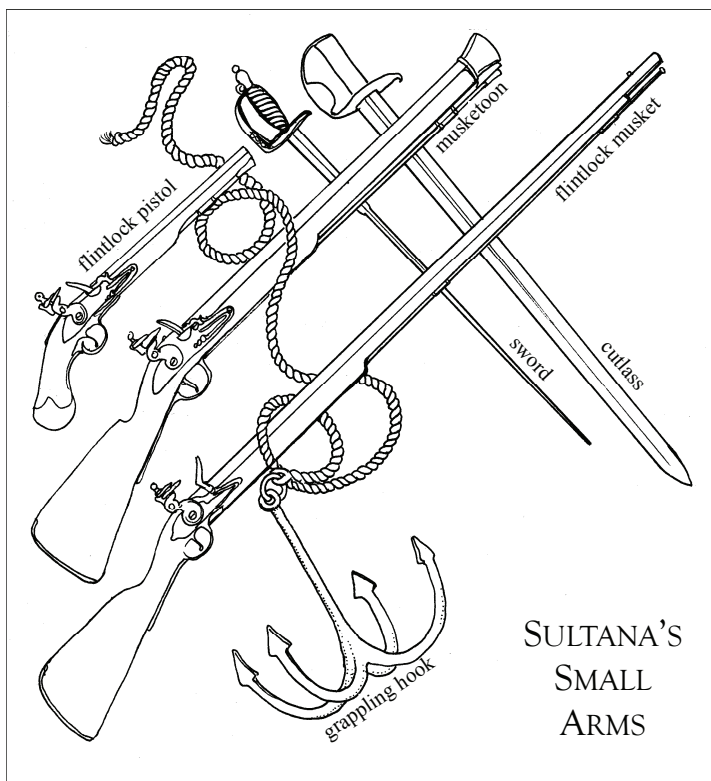
### Swivel Guns, Muskets & Pistols Helped Sailors Enforce Taxes in America

**S**ultana sailed along the Atlantic Coast from 1768 to 1772 enforcing British taxes in the thirteen colonies. Because these taxes were so unpopular, many captains didn't cooperate when they were given orders to let Sultana's crew members come aboard their ships to search for smuggled goods. In order to deal with this problem, Sultana carried several weapons including flintlock muskets, pistols, swords and swivel guns.

Swivel guns were the largest of Sultana's armaments. The schooner carried eight of these guns on posts located along the sides of the ship. Each gun could fire ½ pound of lead balls or "grape shot". After being fired these balls would spread out over a large area, taking out anything in their path (much like a modern shotgun). While swivel guns were not large enough to sink enemy ships, they could tear large holes in the other vessel's sails and rigging. They were also deadly weapons for killing members of the other ship's crew. For this reason, they were nicknamed "murder guns"! Sultana's commander often used these guns to fire warning shots at colonial ships to convince their captains to cooperate with Sultana's search parties.



When Sultana pulled up next to a ship to conduct a search, crew members often boarded the vessel at gunpoint. The weapons they carried included flintlock muskets, flintlock pistols, cutlasses and swords. Once, after Sultana made a seizure on the Delaware Bay, a fire fight broke out when angry sailors from the captured ship tried to retake their vessel. One year later, angry rebels in Rhode Island had to be held off at gun point when they threatened to burn Sultana to the water line. In these cases, Sultana's weapons helped the crew members escape with their lives!





# Armaments on Sultana



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. Why was it necessary for Sultana to carry weapons on board?

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2. What is a “swivel gun” and how were these guns used aboard Sultana?

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3. What were some of the small arms carried by Sultana?

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4. Describe two situations in which Sultana’s small arms saved the lives of the sailors on board.

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# 18th Century Medical Practices



Treating Wounds Without Antibiotics Was Challenging For Sultana's Surgeon



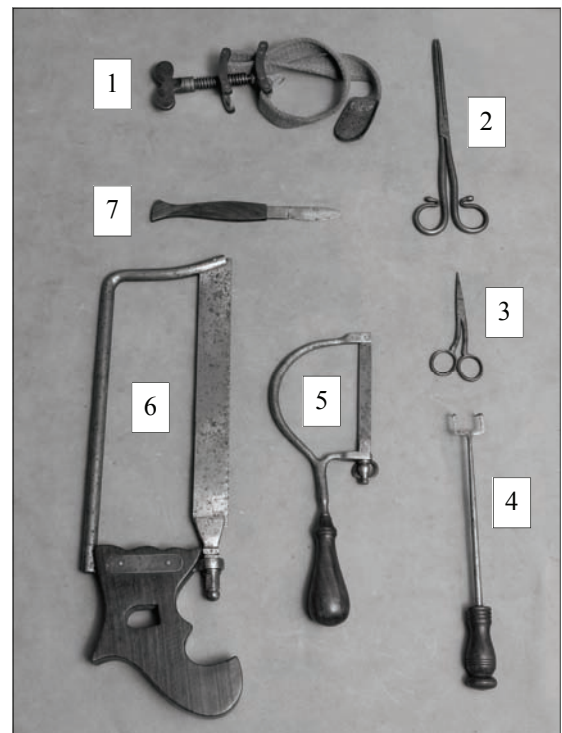
*Cutting off infected limbs with the bone saw was one way 18th century surgeons kept infections from spreading.*

Medical practices in the 18th century were primitive compared to today's standards. In Sultana's era, doctors did not know about germs or the causes of infection. Many surgeons had poor training and limited knowledge of the human body. As a result, many sailors died from wounds that today would be easily treated and cured.

One of the biggest problems on naval ships was infection. If a sailor received a wound on his arm or leg that became badly infected, Sultana's surgeon had no choice but to cut off, or amputate, the man's limb in order to save his life (*see photo at left*). This painful operation was completed without the use of pain killers. Since the surgeon's tools were not properly cleaned, sailors often died when new infections took hold after the operation was over. This was a slow and painful way to die!

Another problem aboard Royal Navy ships was disease. Because sailors lived very close to one another, diseases such as smallpox and yellow fever spread quickly and could wipe out entire crews. Without antibiotics, doctors had no way to prevent this from happening. One way to "treat" illnesses was bleeding the patient. This was done by poking a small hole in the skin and draining the sailor's blood into a bowl. Another way that doctors bled patients was by using leeches! Doctors believed that by getting rid of the "bad blood" in the body they could rid the person of their sickness. Unfortunately, this almost always did the patient more harm than good.

It wasn't until the invention of antibiotics in the 1900's that doctors began to master the treatment of illness, disease and infection. Luckily, today we live in an age where surgeons no longer have to amputate limbs or bleed their patients to save lives.



*Tools in the surgeon's kit included:*

1. screw tourniquet
2. forceps
3. scissors
4. retractor
5. metacarpal saw
6. bone saw
7. scalpel



# 18th Century Medical Practices



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What were two reasons that patients in the 18th century died from wounds or illnesses that could be easily treated and cured today?

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2. If a sailor's arm or leg became badly infected, what would be done to his limb?

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3. Why was disease such a large problem on Royal Navy ships?

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4. What was one method used to "treat" illnesses?

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5. What invention in the 1900's allowed doctors to effectively treat illness, disease and infection?

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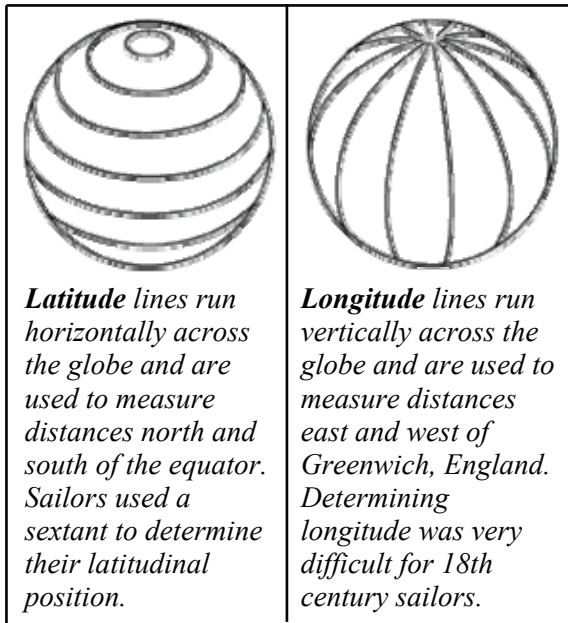
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# Navigation: Latitude and Longitude



## Sextants and Chronometers Help Sailors Find Their Position at Sea



**Latitude** lines run horizontally across the globe and are used to measure distances north and south of the equator. Sailors used a sextant to determine their latitudinal position.

**Longitude** lines run vertically across the globe and are used to measure distances east and west of Greenwich, England. Determining longitude was very difficult for 18th century sailors.

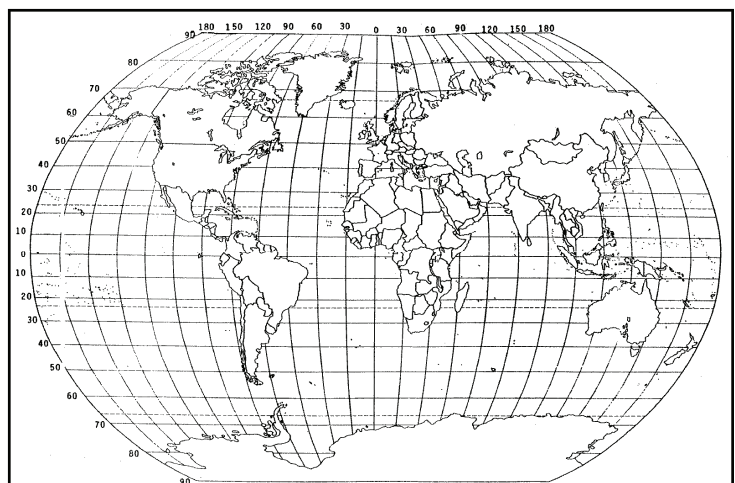
Figuring out the location of the ship without modern technology was a huge challenge for 18th century sailors. To locate their position on a map, navigators used the system of latitude and longitude.

Look at a globe in your classroom. If you look carefully, you will notice a series of parallel lines running horizontally around the globe. These are called latitude lines. The horizontal line which runs around the center of the earth is called the equator. Half of the latitude lines run from the equator to the top of the globe. These lines measure distances north of the equator. The lines which run towards the bottom of the globe measure distances south of the equator.

Another set of lines run vertically around the globe. These are called longitude lines. They are used to measure distances traveled east and west from a fixed point on the earth. The fixed point from which longitude lines are measured is Greenwich, England.

When latitude and longitude lines are drawn on a map or globe, they form a grid. If a navigator knew both his latitudinal and longitudinal position on that grid, he could figure out exactly where his ship was positioned at sea. To find the ship's latitude, sailors used a tool called a sextant. The sextant measured the angle created by the noon sun, the ship, and the visible horizon. When the measurement of this angle was found, it could be converted to degrees latitude by using a chart in the Nautical Almanac.

While most skilled navigators could easily find their latitude, figuring out the ship's longitudinal position was a more difficult task. One way longitude was determined was by telling time. If a captain had a timepiece set to Greenwich time, he could compare differences in time zones as the ship traveled east or west. For every four minutes that

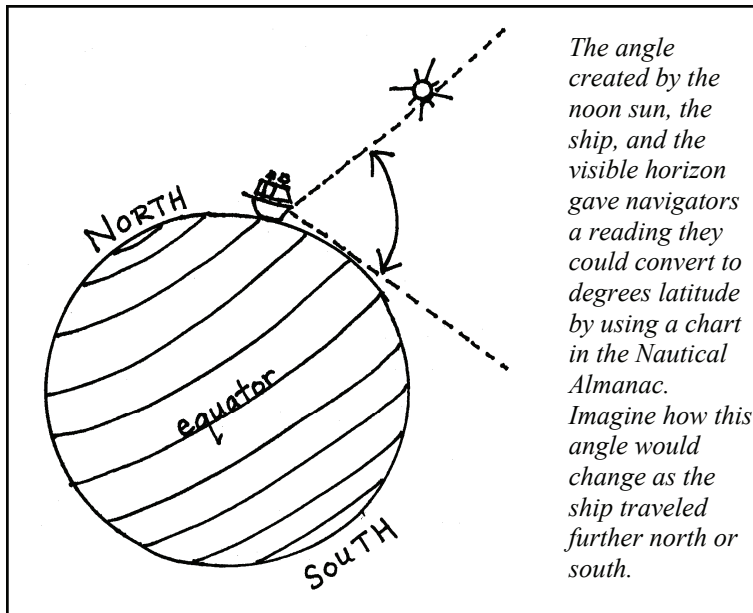


Sailors used the grid formed by latitude and longitude lines to determine their precise position at sea.





# Navigation: Latitude and Longitude

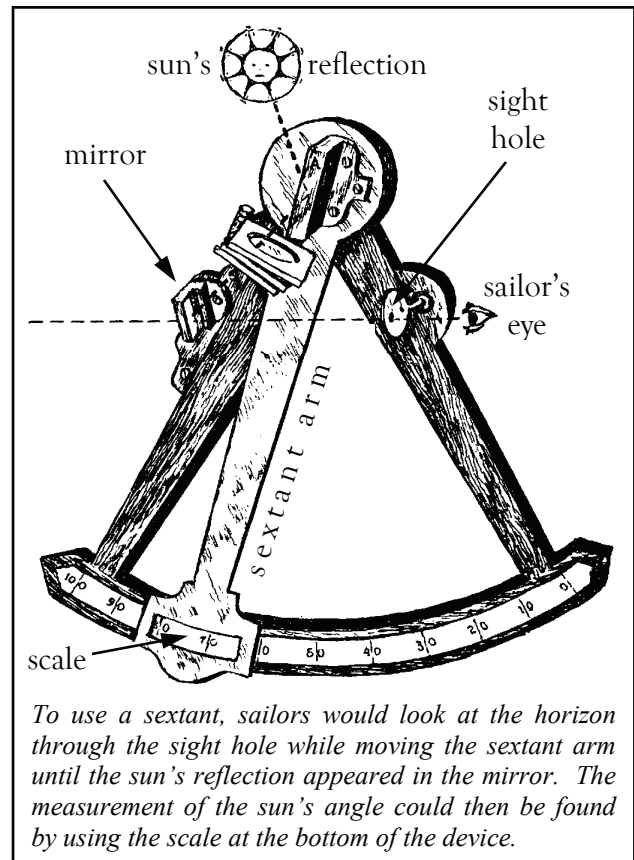


Greenwich time differed from the local time observed on board, the ship had traveled one longitudinal degree. There was one problem with using this method during the years which Sultana sailed the Atlantic Coast: they did not have a clock on board that could accurately keep time at sea. If a clock was off by only a few minutes per week, it would throw the navigator's calculations off by hundreds of miles!

What did navigators do about this problem? One solution was to

sail to the desired latitude, then set a course due east or west until landfall was reached. Another solution was called deductive (ded) reckoning. In this technique, navigators would keep track of the ship's speed every half hour, then calculate the distance they had traveled over the course of the day. If one knew the latitude, course and distance the ship had traveled, an educated guess could be made as to the ship's longitudinal position on a map or globe.

Problems determining longitude led to many lost vessels and lots of shipwrecks. In fact, finding longitude was such a large problem that for hundreds of years European governments offered rewards for the first person who invented a device that helped sailors find their longitude. Finally, in the 1730's an English carpenter named John Harrison invented a device called a chronometer. The chronometer was able to keep accurate time at sea, and towards the end of the 18th century nearly every captain had one on board to find his longitude. Unfortunately for Sultana's crew members, chronometers were not widely available in the late 1760's!





# Navigation: Latitude and Longitude



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Answer each of the following questions in a complete sentence.

1. What do latitude lines measure?

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2. What do longitude lines measure?

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3. How did navigators determine their latitude?

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4. What was the problem with using clocks to calculate longitude?

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5. What is “ded” reckoning?

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6. What invention finally solved the longitude problem?

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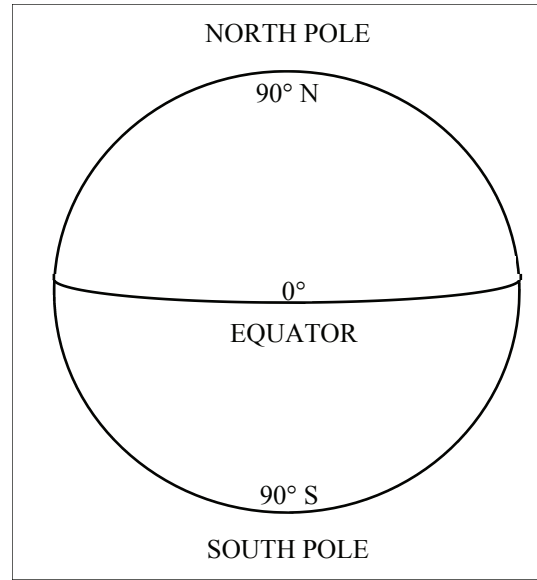
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## Hands-On Activity

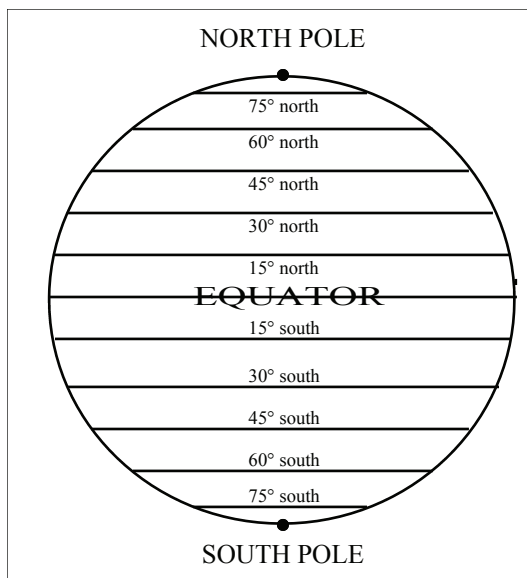
*Have Your Students Make Latitude and Longitude Lines  
On a Home-Made “Globe”*

**T**his activity helps make the concept of latitude and longitude more concrete for the students. The supplies needed are round balls and permanent magic markers. Start by giving each student a ball. Explain that their ball represents the earth. Have each student decide where the north and south poles would be located on the ball. Label each pole. The North Pole represents 90 degrees north latitude, while the South Pole represents 90 degrees south latitude. Next draw a horizontal line all the way around the middle of the ball so that it makes a complete circle. Have students label this line the equator. The equator sits at 0° latitude.



The next step is to draw five parallel circles between the equator and the North Pole. These represent latitude lines which measure distances north of the equator. Each line represents a 15 degree interval. Label the first line above the equator 15 degrees north, the second line 30 degrees north, etc.

Finally, have the students draw five parallel circles which start just below the equator and end at the South Pole. These



latitude lines are used to measure distances south of the equator. The lines are again labeled in fifteen degree intervals, with the number of degrees increasing as they approach the South Pole.

To check for understanding, call out different latitudinal coordinates and have the students identify the corresponding line on their hand-made “globe”. When the students have mastered this concept, you are ready to draw longitude lines on the globe.



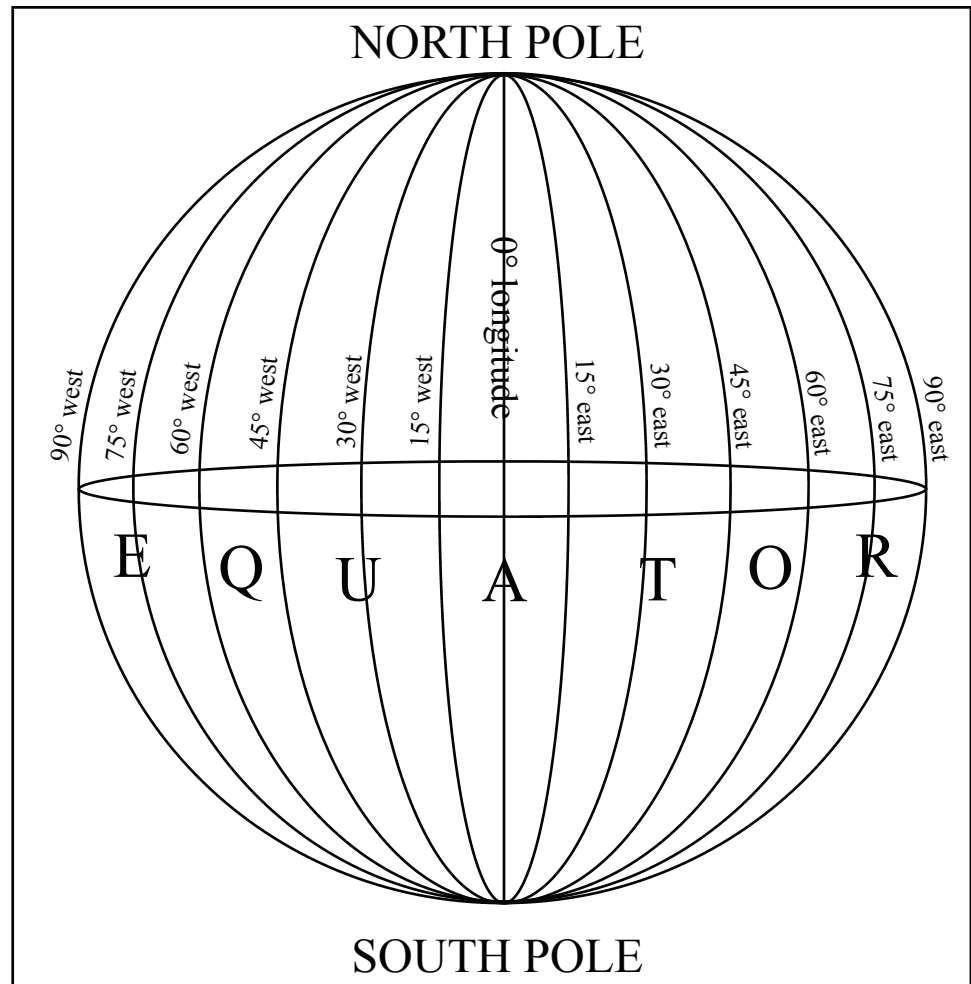
# Navigation: Latitude and Longitude



To make longitude lines, the students first draw a circle which runs perpendicular to the latitude lines and intersects both poles. This line represents zero degrees longitude. On a map or globe this line runs roughly through the center of London, England. The lines which spread out to the right of the zero degree longitude line measure the distance east of the equator in fifteen degree intervals. The lines which spread out to the left measure the distance to the west. The lines meet on the opposite side of the “globe” at 180 degrees. Sailors who reached this point could have entered it as 180 degrees east or west of London.

Accurately drawing longitude lines can be a challenging task, particularly for younger students. You may want to modify the activity to include fewer lines spreading out at wider degree intervals. Another suggestion is to use separate balls for latitude and longitude.

You can teach your students how to use latitudinal and longitudinal lines for navigational purposes by providing coordinates which lead them to specific points on their mini-globes. For example, if the coordinates given are 30 degrees north latitude, 45 degrees west longitude, the student needs to find the exact point where the 30 degree north latitude line intersects the 45 degree west longitude line. Have each student show you the point they discovered to check for understanding. Give several coordinates until the entire class learns how to use this time honored method of navigation!





# Navigation: Sultana's Sail Path

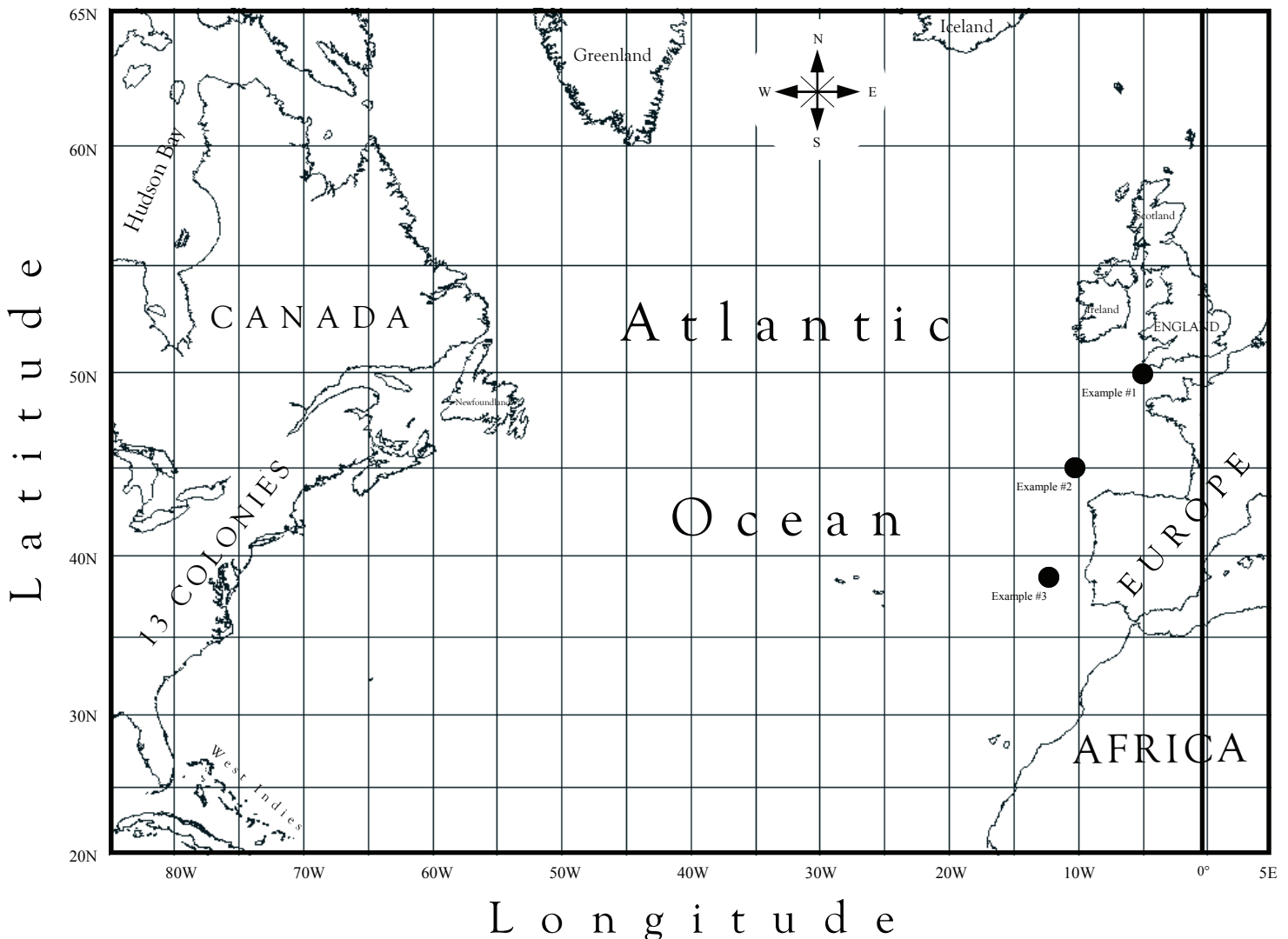


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use the map below to practice plotting latitude and longitude coordinates. For each coordinate given, put a dot where you think the ship would be. In some cases, you will need to estimate where the point is located. When you are finished plotting the points, connect the dots from right to left to view the ship's course as it traveled across the Atlantic Ocean.

**Example #1:**  $50^{\circ}$  N,  $5^{\circ}$  W      **Example #2:**  $45^{\circ}$  N,  $10^{\circ}$  W      **Example #3:**  $38^{\circ}$  N,  $12^{\circ}$  W  
These three examples have been plotted for you.

- |                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. $30^{\circ}$ N, $18^{\circ}$ W | 4. $23^{\circ}$ N, $40^{\circ}$ W | 7. $28^{\circ}$ N, $73^{\circ}$ W |
| 2. $27^{\circ}$ N, $23^{\circ}$ W | 5. $25^{\circ}$ N, $55^{\circ}$ W | 8. $34^{\circ}$ N, $73^{\circ}$ W |
| 3. $23^{\circ}$ N, $30^{\circ}$ W | 6. $23^{\circ}$ N, $68^{\circ}$ W | 9. $39^{\circ}$ N, $76^{\circ}$ W |



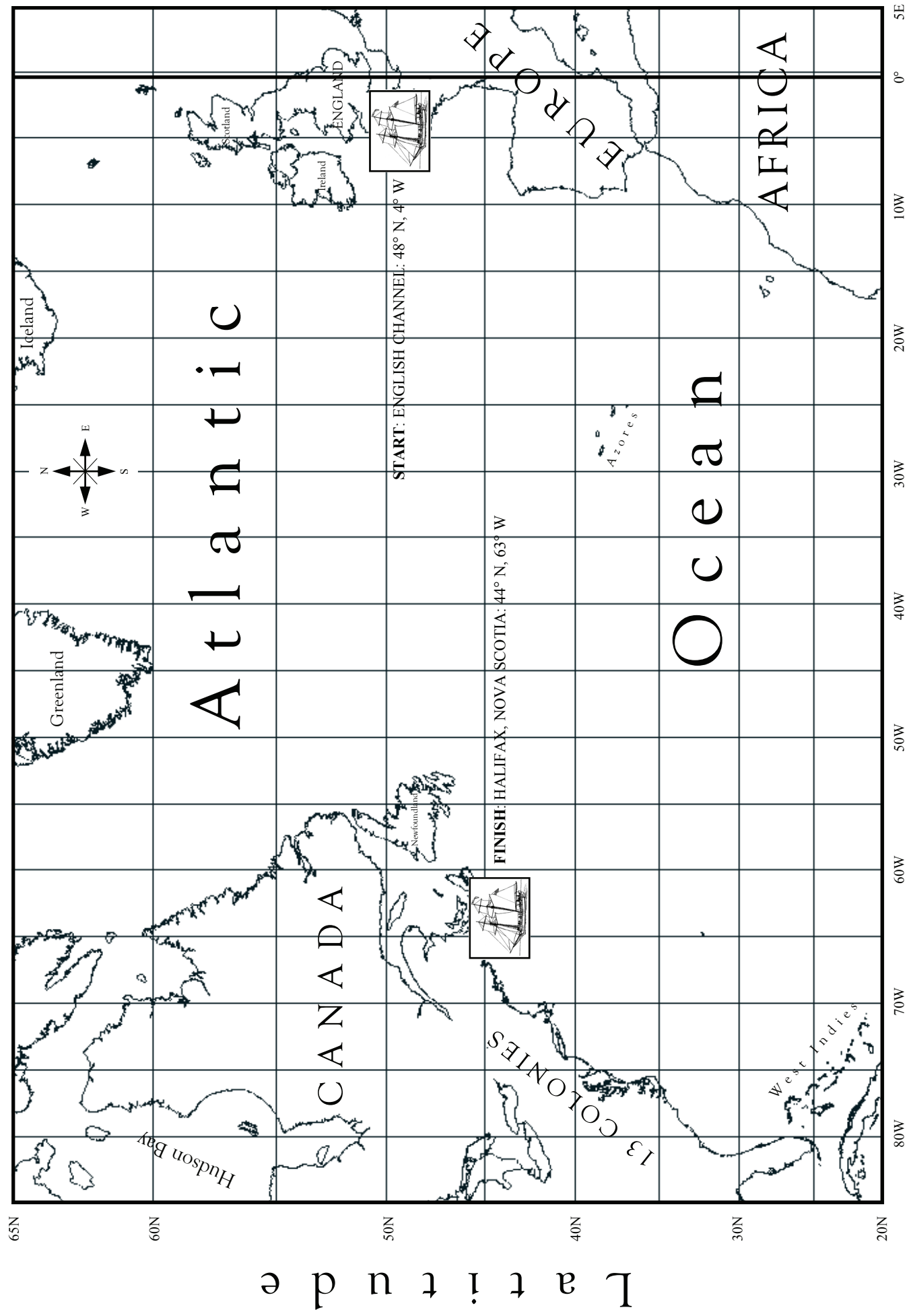


## Navigation: Sultana's Sail Path



**DIRECTIONS:** Now that you have practiced plotting points, use the latitude and longitude coordinates below to plot Sultana's actual course as the schooner sailed from the English Channel to Halifax, Nova Scotia in the fall of 1768. Record a specific point on the map for the coordinates given on each date, then connect the dots to create a visual image of Sultana's sail path. The first and last points have been plotted for you.

DATE	LATITUDE	LONGITUDE
<b>English Channel</b>	<b>48° North</b>	<b>4° West</b>
September 3, 1768	46° North	11° West
September 7, 1768	45° North	16° West
September 11, 1768	43° North	20° West
September 15, 1768	42° North	24° West
September 19, 1768	41° North	28° West
September 23, 1768	41° North	36° West
September 27, 1768	39° North	39° West
October 1, 1768	40° North	43° West
October 5, 1768	40° North	48° West
October 9, 1768	41° North	51° West
October 13, 1768	41° North	55° West
October 17, 1768	40° North	61° West
October 21, 1768	43° North	63° West
<b>Halifax, Nova Scotia</b>	<b>44° North</b>	<b>63° West</b>



Latitude

Longitude



# Navigation: Sultana's Sail Path



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTIONS: Answer each of the following questions in a complete sentence.

1. How long did it take for Sultana to reach North America?

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2. In general, what direction was Sultana traveling?

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3. Look at the progress Sultana made between September 19 and September 23, 1768.  
Why do you think the ship made more progress than usual on these dates?

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4. Look at the progress Sultana made from October 17th through October 21st.  
Why do you think so little progress was made on these days?

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---

5. Look at the latitude coordinates given. Why do they vary so little in comparison to the longitudinal coordinates?

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# Navigation: Depth and Speed



## A Lead Line and a Chip Log Were Important Tools for Navigation



*When using a lead line, sailors stood near the bow (front) of the ship and made sure they let out plenty of line.*

**K**nowing the depth of the water was extremely important for captains of all ships. If the water was too shallow, the boat would run aground and possibly sink. Sometimes knowing the depth of the water helped sailors figure out where they were.

To measure depth, sailors used a tool called a lead line. This was simply a hemp rope with a heavy piece of lead tied to one end. A mark was made on the rope every six feet, which is equal to one fathom. A crew member would throw the lead line overboard, counting the marks on the line as it sank to the bottom. By multiplying the number of marks by six, the sailor could figure out how deep the water was at that spot. If a sailor counted eleven marks, for example, that meant that the depth of the water equaled sixty six feet ( $11 \times 6 = 66$  feet).

Lead lines also had another function. At the bottom of the lead weight was a hollow groove that the sailors filled with wax. When the weight hit the bottom, the wax collected sand, mud, or other contents of the ocean floor. If

a captain knew the depth of the water and the nature of the bottom, he could make an educated guess as to where the ship was by comparing his findings to information on a chart of the area.

Navigators used a tool called a chip log to find the ship's speed. The chip log was made up of a wooden roller, a long length of rope, and a wooden triangle which was attached to the end of the line (*see photo at right*). There were knots tied into the rope every forty eight feet. The triangle, or "chip", would be thrown behind the boat. As the ship moved forward, line came off the roller. Crew members kept track of how many knots went overboard in twenty eight seconds. The number of knots counted was the ship's speed in knots, or nautical miles, per hour. By knowing the ship's average speed over the course of a day, the captain could figure out how far the ship had traveled.



*During long ocean voyages, the chip log was used every half hour to find the ship's speed. The speed was then recorded on a traverse board.*

Sultana's crew members used these methods daily to measure depth and speed. The information they gathered was very important when finding the ship's position at sea.



# Navigation: Depth and Speed



## Hands-On Activity

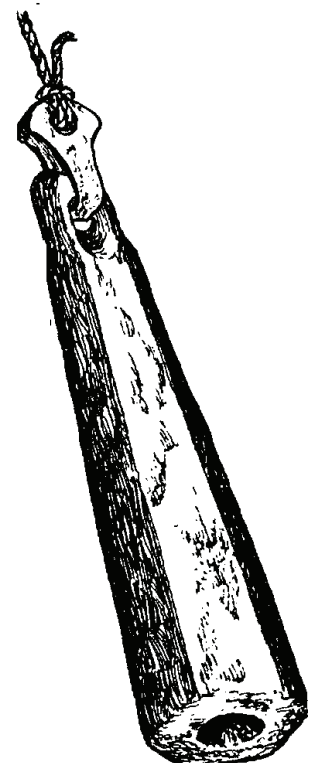
### *Make Your Own Lead Line!*

Have your students measure the height of various objects in the classroom using a lead line. You will need string or twine, a weight (lead weights, fishing weights, or any other weight that can be tied to a piece of string), and a magic marker. First tie one end of the line to a weight. Next have your students make marks on the rope every fathom, or six feet. Once the line is constructed make a list of items for them to measure. This is a great activity for developing mental math skills, as many of the objects will fall between fathom marks. The students need to use their best judgment to estimate the object's length.

Use the Student Task sheet provided to guide the students through the activity.



*When using lead lines in deep ocean water, crew members had to make sure they got plenty of line out so the weight could make it to the bottom. Here a sailor is twirling the weight to generate momentum for his throw.*



*Lead lines were used to determine water depth and the nature of the bottom.*



# Navigation: Student Task



## Measuring Distances With a Lead Line

### INTRODUCTION

Eighteenth century sailors used lead lines to measure the depth of the water when they were at sea. The lead line was a simple device that was made up of a long length of rope tied to a lead weight at one end. The line was marked every fathom, or six feet. One sailor would throw the weighted end of the line overboard while the other counted the marks as it went out. Once the weight hit the bottom of the sea, the depth was calculated and recorded in the ship's log in fathoms.

Today you will be making your own lead line and using it to measure the lengths of objects in your class. In so doing, you will be using the same technology used by the sailors of Sultana over two hundred thirty years ago!

### MAKING THE LEAD LINE (Groups of two to four students)

**To make a lead line, your group will need the following materials from the Materials Center prepared by your teacher:**

- One long length of rope or twine
- One weight (it could be lead, metal, a fishing weight, etc.)
- One magic marker

**Follow these directions to make your lead line:**

1. Tie your weight to one end of the line
2. Mark off the rope every fathom, or six feet, using the magic marker

**Now use the lead line to measure the following items in your classroom. You will need to convert your finding into feet, fathoms, and yards (one yard = three feet).**

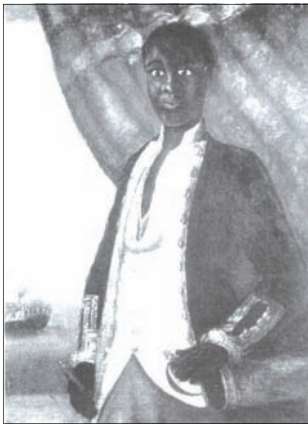
	FEET	FATHOMS	YARDS
The height of your desk			
Your own height			
The height of the classroom door			
The length of one side of your classroom			
The height of the ceiling			



# The African American Experience



## Life at Sea Filled With Hardships and Opportunities for Black Sailors



*Portrait of an enslaved sailor from Rhode Island.*

One of the crew members listed in Sultana's muster book is Prince Gould. At age 45, he was the oldest man on Sultana's crew list. He was also the only crew member in the captain's log identified as an African American. Although we don't have first hand knowledge of what his life was like on board, we can get an idea of what he may have experienced by examining what life was like for black sailors, both free and enslaved, during this time in our history.

During the colonial period, the majority of blacks in North America worked as slaves on large farms called plantations. Their days were filled with endless hours of back breaking work. Most slaves had been kidnapped in Africa, forced onto crowded ships, sailed across the Atlantic to the colonies and sold to plantation owners along the coast. Without the help of slave labor, plantation owners would have quickly gone out of business.

Some slaves worked as sailors. They were put in charge of small ships such as sloops and schooners to deliver crops to markets for their masters. In the Chesapeake Bay, many of the smaller vessels coming in and out of major ports like Annapolis, Baltimore and Chestertown were commanded by black captains and crews. These men spent much of their time away from their slave owners and played the important role of informing other slaves of news from distant ports.

Some African Americans in the 1760's were freedmen. In many cases the only jobs these individuals could find were at sea. Although life at sea was demanding and dangerous, ships were one of the only places where skilled blacks could be judged based on their abilities rather than the color of their skin. Skilled black sailors were occasionally paid more and ranked higher than unskilled white sailors. Life on large ships often demanded that the crew work together despite differences in race. Jobs such as raising the anchor, raising and lowering sails and furling topsails in heavy seas demanded cooperation amongst sailors of both races.



*Enslaved blacks often assisted their masters with transporting goods to market. They sometimes sailed on sloops and schooners manned entirely by African slaves.*



# The African American Experience



*Blacks often filled the role of servant or cook on colonial ships.*

Seamen also shared living conditions which gave them a common identity. Black and white sailors wore the same clothing and spoke the same shipboard language. They shared cramped living quarters which often brought the men closer together.

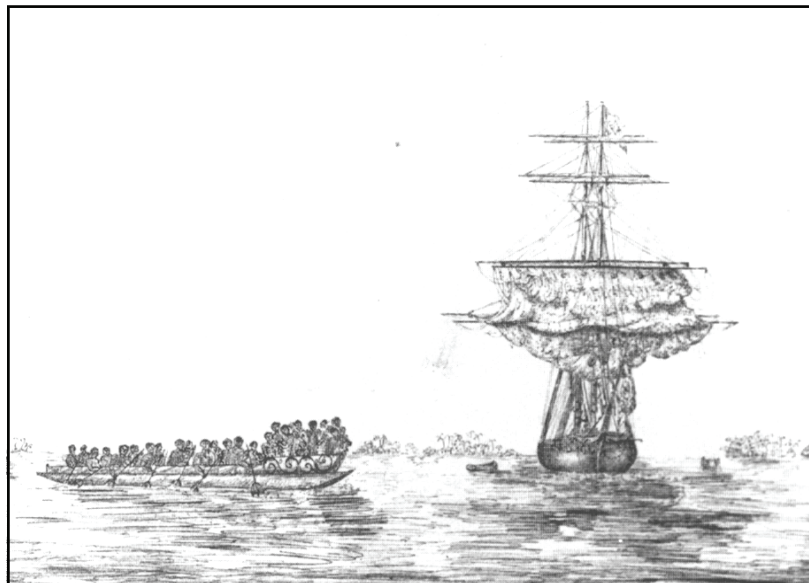
While life at sea provided modest opportunities for many slaves and free blacks, there were still cases where racism led to poor treatment of these men from white crew members. Black sailors were often teased and taunted. They often drew more than their share of beatings from harsh captains. Freed blacks at sea lived in constant fear of being captured by slave traders and forced to work on plantations.

Racial barriers also prevented skilled black sailors from becoming officers on naval ships. Many slaves and freedmen filled servant roles such as cook, cabin boy, or ship's musician while at sea. Captains often refused to pay these men when their tour of duty ended.

How was Prince Gould treated on *Sultana*? There is no way of knowing for sure.

What is known from the schooner's log books is that he was born in Rhode Island and joined *Sultana*'s crew on April 1, 1769. His arrival was recorded in the journal of crew member David Bruce, who wrote "*Prince Gould, a black man, entered onboard*". He left *Sultana* on November 22, 1769 when he was discharged in Virginia with a painful injury called a hernia. Gould's old age and poor health make it unlikely that he worked on deck. Perhaps he served as the ship's cook.

Prince Gould was one of thousands of free and enslaved blacks who served as sailors during the colonial period. These men made an important contribution to our maritime history.



*Africans were often captured on land, forced onto crowded slave ships, and sailed across the Atlantic Ocean to the colonies. There they were purchased by plantation owners who relied on slave labor to plant and harvest their crops. Here a group of slaves is being rowed out to a ship for transport to America.*



# The African American Experience



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Based on what you read about Prince Gould, compare and contrast the lives of black and white sailors in the 18th century. In the left hand column, list experiences that were unique to African American sailors. In the right hand column, list experiences that were unique to white sailors. In the middle column, list experiences that sailors of both races had in common.

Experiences Unique to African American Sailors	Experiences Shared by Sailors of Both Races	Experiences Unique to White Sailors





# The African American Experience



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to complete the following tasks.

1. Pretend you are Prince Gould. As a 45 year old free black man in 1769, your options for work in America are very limited. In the space below, write a journal entry in which you explain why you have chosen to work aboard the Schooner Sultana.

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2. As an African American sailor in the 18th century, what are some of the dangers to consider when working aboard Sultana?

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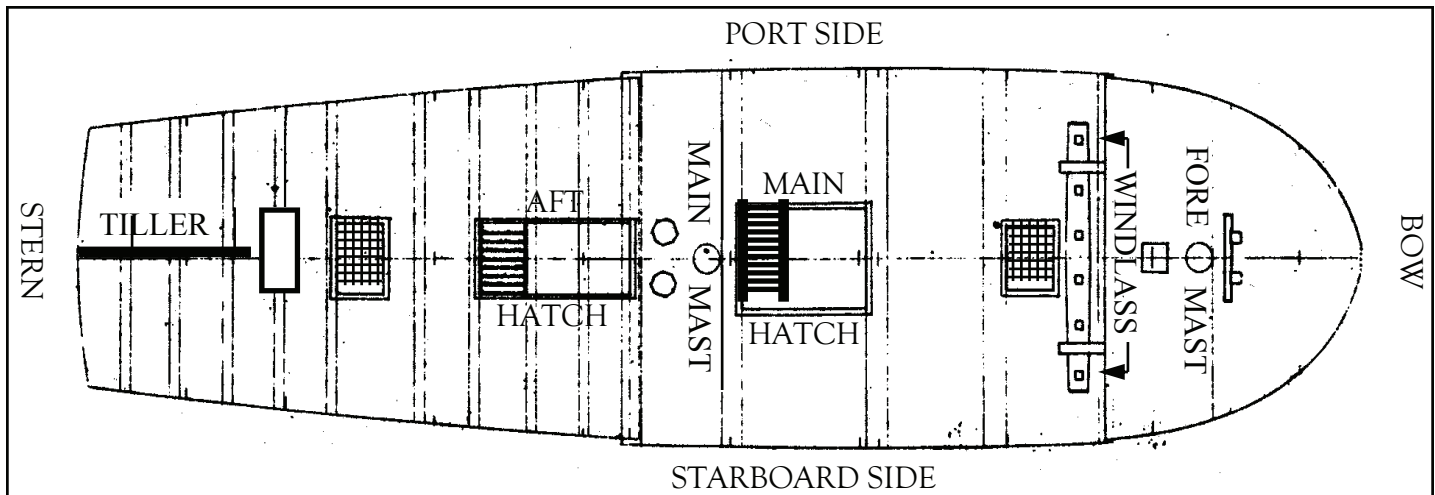
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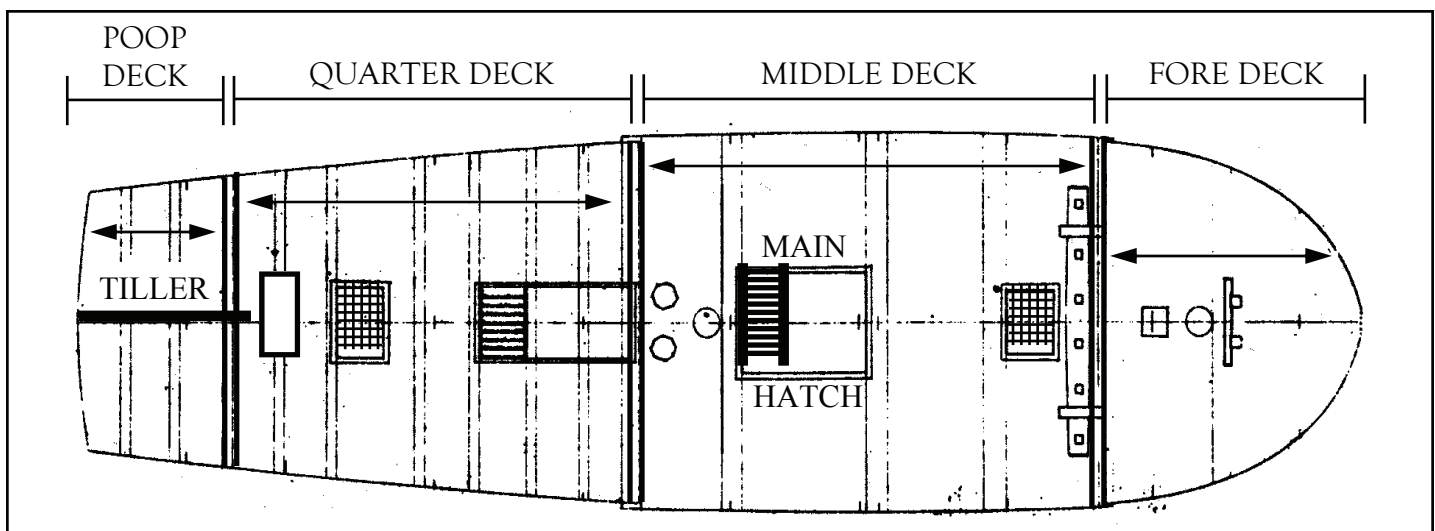


# Parts of a Ship: The Basics



*Overhead view of the schooner Sultana*

The front of a ship is called the bow, and the back is called the stern. When a sailor stands on deck and looks forward (towards the bow), the left side of the ship is known as the port side and the right side is called the starboard side. Close to Sultana's stern is the tiller, a long stick attached to a device called a rudder used for steering the ship. Other important items include the main mast, the fore mast and the windlass (a large tool used for pulling up the anchor).



Sultana's deck is divided into four sections. At the front of the ship is the fore deck, where the anchors are stored and the fore mast is located. The largest section of the ship is the middle deck where the main hatch is located. Historically, this is where cargo would have been loaded and unloaded. Towards the ship's stern is the quarter deck. On larger ships, only the high ranking officers were allowed to stand in this area. Sultana's smallest deck is the poop deck, where sailors steered with the tiller.



# Parts of a Ship: The Basics



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What is the front of a ship called? What do you call the back end of a ship?

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2. When facing the bow, what is the left side of the ship called? What is the right side called?

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3. Name each of the four decks on Sultana and describe where each is located..

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4. Where would cargo have been loaded into Sultana?

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5. As a high ranking officer on a large ship, where would you have spent most of your time?

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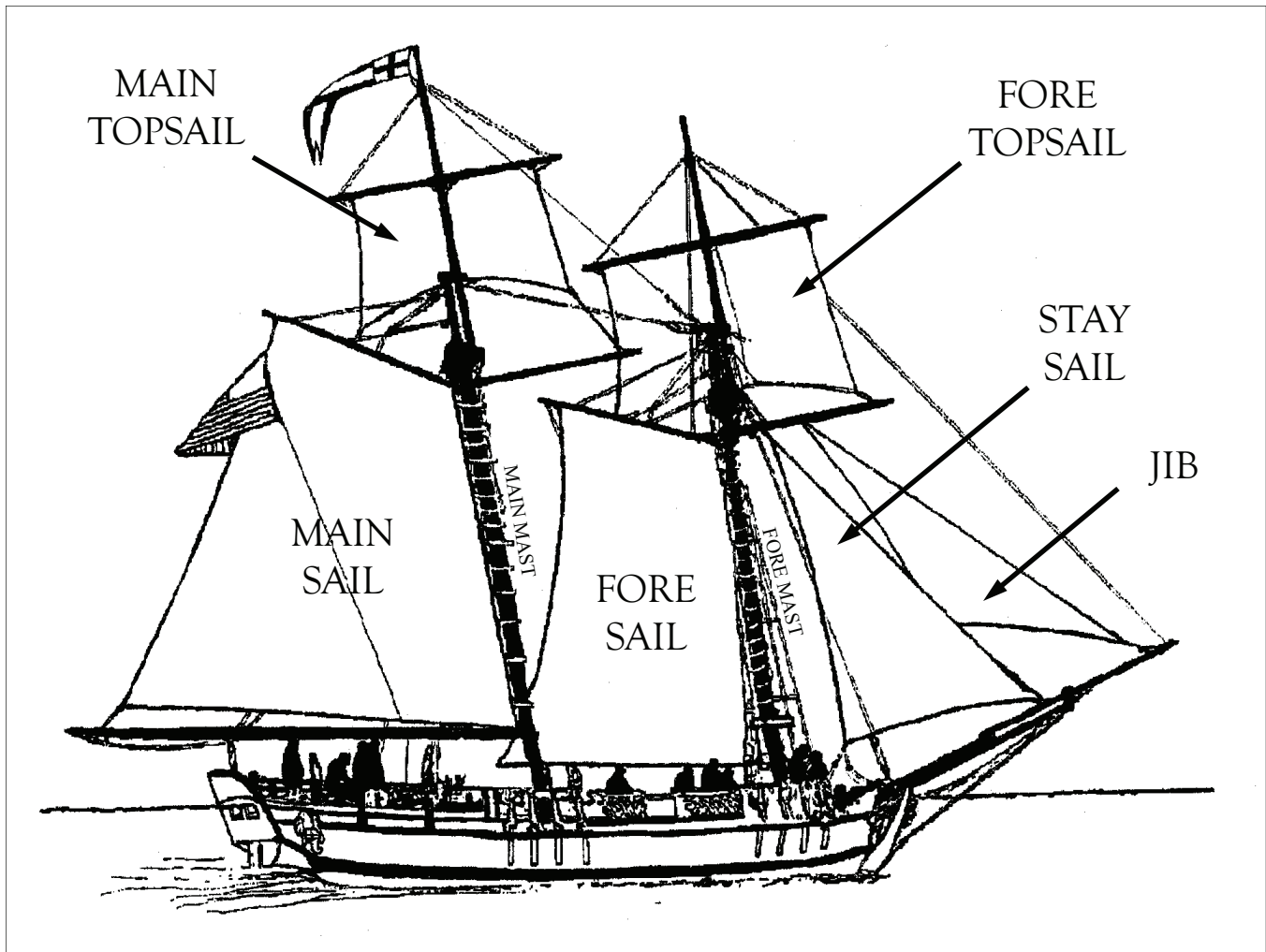
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# Sultana's Sails



Each Sail Performs a Different Function When Sultana is Underway



Sultana is powered by six sails. The main sail is the vessel's largest sail and is attached to the main mast. The fore sail is the schooner's second largest sail and is attached to the fore mast. These two sails provide the majority of the power when Sultana is underway. Near the front of the ship are two smaller sails known as the stay sail and the jib. These sails provide Sultana with more speed and give the captain better control of the bow when the ship is turning into the wind.

At the top of Sultana's sailing rig are the main topsail and the fore topsail. These sails work best when the wind is directly behind the ship. They are also very useful in light winds.

In colonial times, Sultana's commander used as many as fifteen sails! Adding more sails was important for increasing the ship's speed when Sultana was chasing down colonial ships to enforce the tea taxes. Today Sultana's top speed using all six of her sails is about twelve miles an hour.

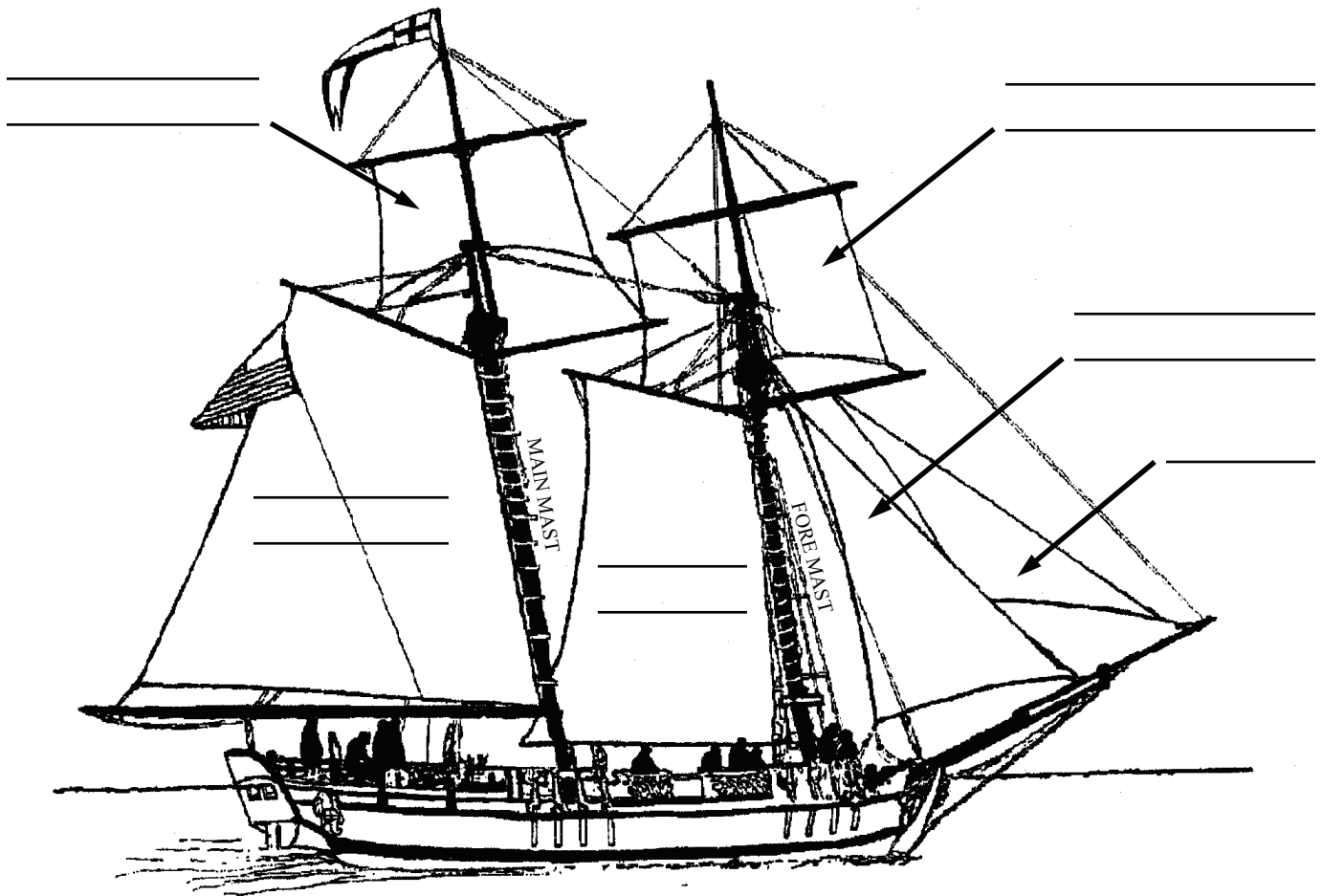


# Sultana's Sails



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTIONS: Use information from the diagram on the previous page to label each of Sultana's six sails. At the bottom of the page, briefly describe the function of each sail.



main sail \_\_\_\_\_

main topsail \_\_\_\_\_

fore sail \_\_\_\_\_

fore topsail \_\_\_\_\_

jib \_\_\_\_\_

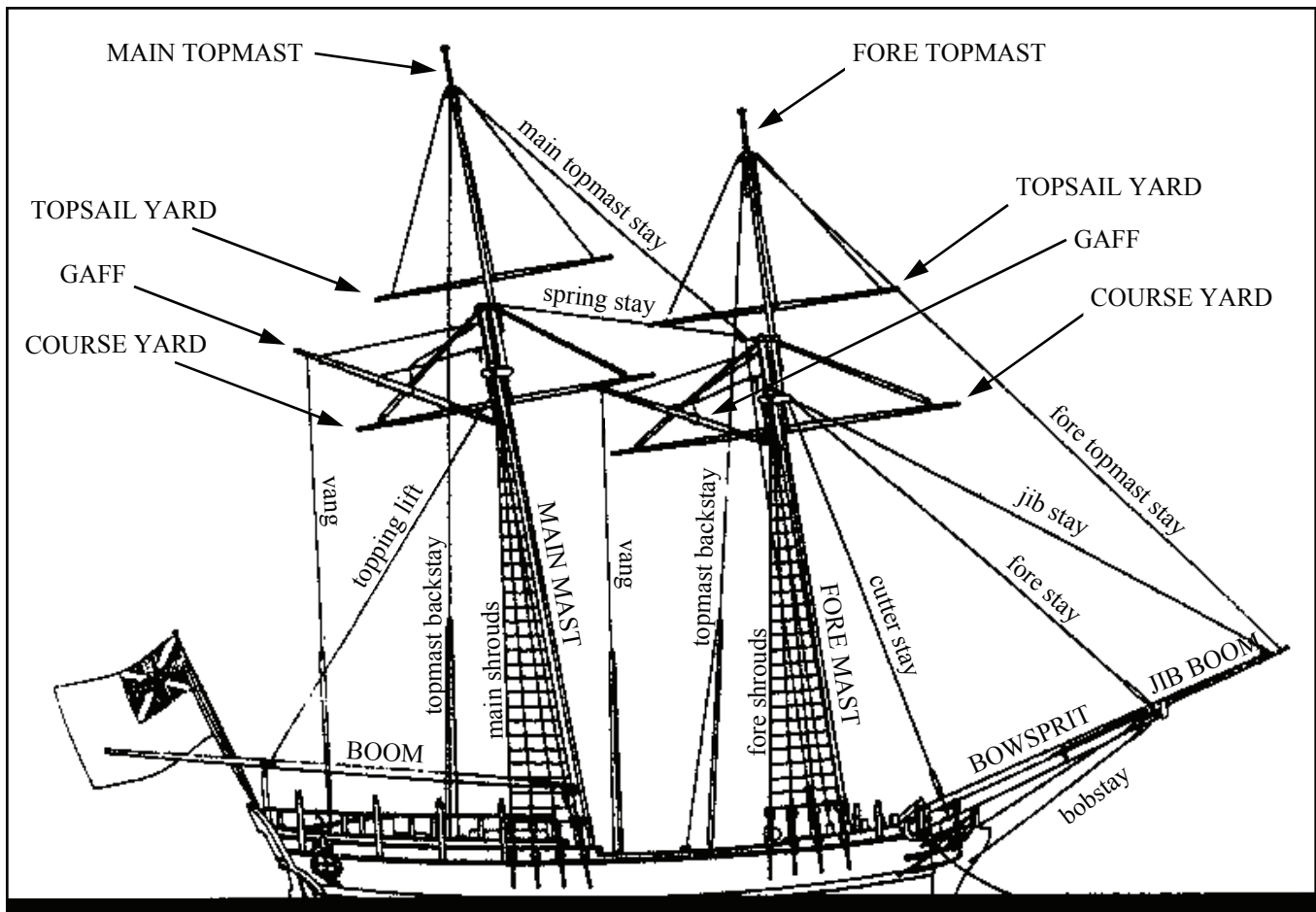
staysail \_\_\_\_\_



# Spars and Standing Rigging

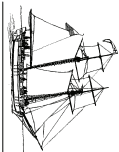


Masts, Yards, Shrouds, and Stays Form the Backbone of Sultana's Sailing Rig

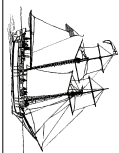


The large timbers on sailboats that hold the sails in place are known as spars. The two largest spars on Sultana are the fore mast and main mast. These masts rise vertically from the deck of the ship and are about 45 feet high. Attached to the upper ends of these masts are topmasts, which extend another 15 feet towards the sky and are used to hold Sultana's two topsails in place. Some spars lay horizontally. These spars are called yards. The upper and lower edges of Sultana's topsails are attached to the yards. Other important spars on Sultana include the boom (attached to the lower end of the main mast), the bowsprit (the lower edge of the staysail is attached to this spar), and the jib boom (used to hold the lower edge of the jib in place). All of Sultana's spars are labeled in capital letters on the drawing above.

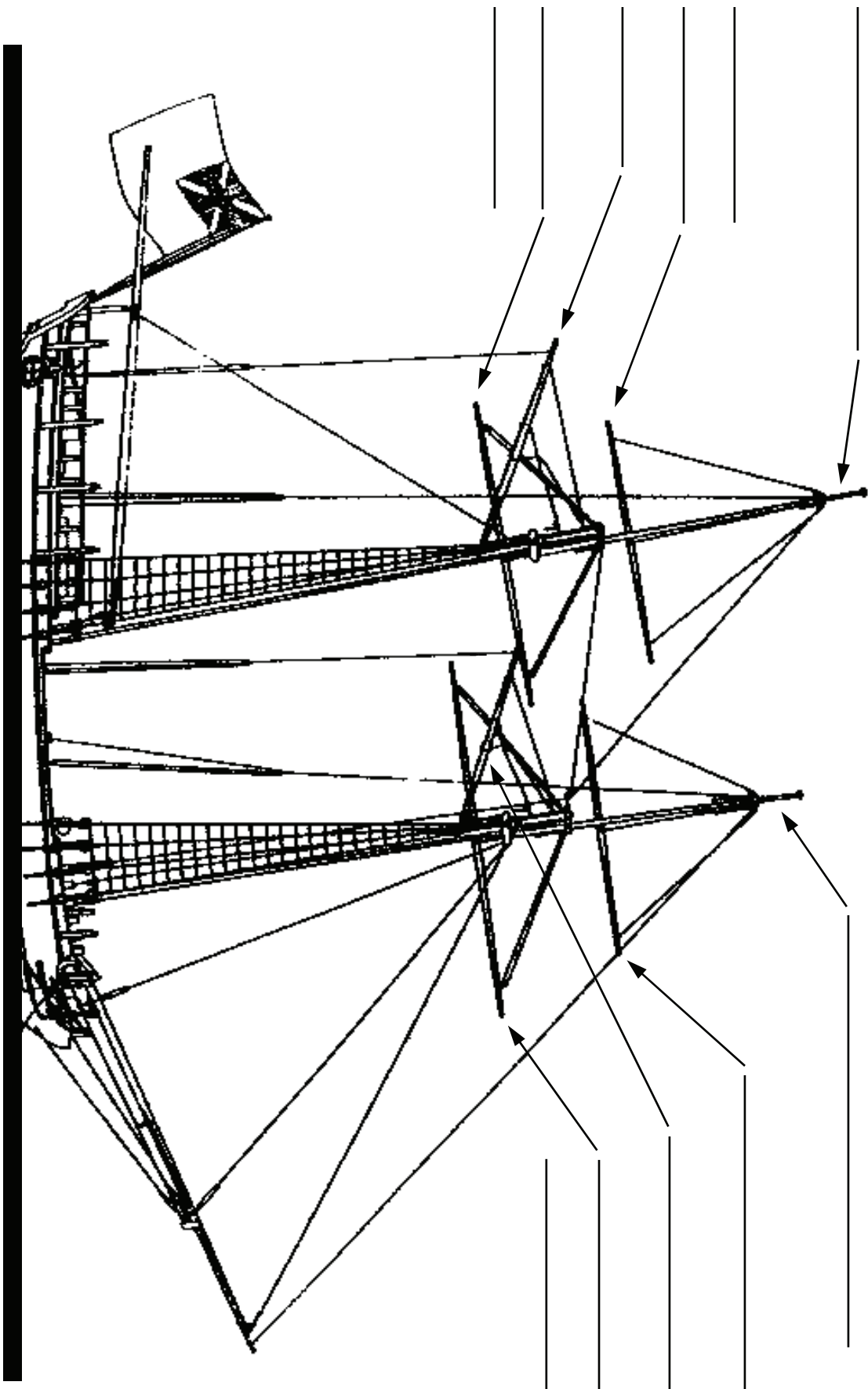
Several large cables help to hold Sultana's masts and spars in place. The cables which run from the masts to the front and back of the ship are called stays. The cables which look like ladders and are attached to the sides of the ship are called shrouds. In the drawing above, all of these cables (known together as the standing rigging) are labeled in small print. See how many of these new terms you can learn!



# Spars and Standing Rigging



**DIRECTIONS:** Use information from the diagram on the previous page to label as many parts of Sulтана's spars and standing rigging as you can!





# Sultana Patrols the Chesapeake



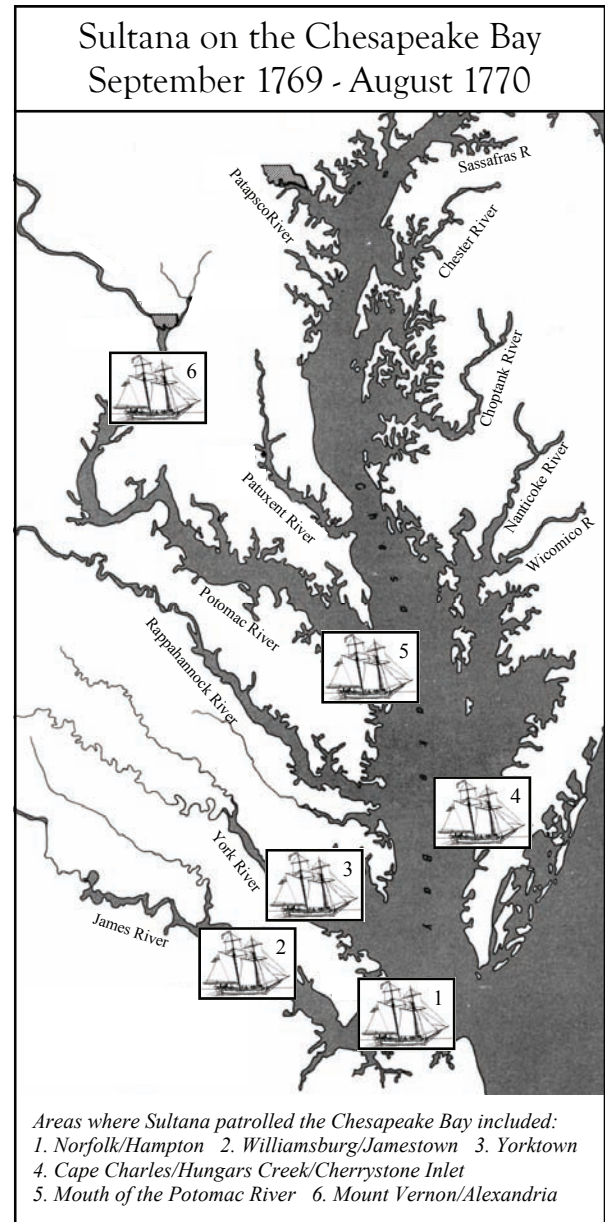
The Schooner Was Never Busier Than During Her 1769 - 1770 Tour of the Bay

The schooner Sultana spent nearly a year patrolling the Chesapeake Bay for smugglers while enforcing the Townshend Duties. Most of the schooner's time was spent near the mouth of the Bay in the Norfolk/Hampton Roads area. This was the perfect place for Sultana to anchor, as crew members could easily spot ships leaving and entering the Chesapeake from this position. Other areas patrolled by Sultana included Williamsburg, Yorktown, Cape Charles and the Potomac River.

In the 18th century, ships from all over the world sailed into the Chesapeake to deliver imported goods to Maryland and Virginia. Sultana's log books from 1769-1770 show that crew members searched incoming ships from England, Scotland, Portugal and other countries in Europe. These vessels brought manufactured goods such as furniture, weapons, tools, wine, clothing and tea to the colonies. The log books also record incoming ships from Barbados, Jamaica, Antigua and other islands in the West Indies. These boats brought products like sugar, molasses, raisins and slaves to the Bay. Other ships entering the Chesapeake came from ports within the colonies such as Boston, Philadelphia and New York.

Many of the ships searched by Sultana were leaving the Bay with cargo bound for ports all over the world. Goods sent from Maryland and Virginia to ports overseas were called exports. Some of the major exports from the Chesapeake during this time were corn, grain, tobacco and lumber. Corn and items in the economies of these two states today.

After a year of hard work in the Chesapeake, Sultana was badly in need of repairs and fresh food. On August 11, 1770, the schooner set sail and headed north for Halifax, Nova Scotia. Except for a brief return in October 1770, Sultana never sailed in the Chesapeake Bay again.



grain have remained very important



# Sultana Patrols the Chesapeake



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. Where did Sultana spend most of her time in the Chesapeake Bay? Why was this a good area to patrol?

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2. What were some other areas in the Bay where Sultana patrolled?

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3. What were some of the items that were imported from Europe to the Chesapeake?

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4. What items were imported from the West Indies to the Bay?

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5. What were four items exported from the Chesapeake in the 18th century?

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# The HMS Gaspee Incident of 1772

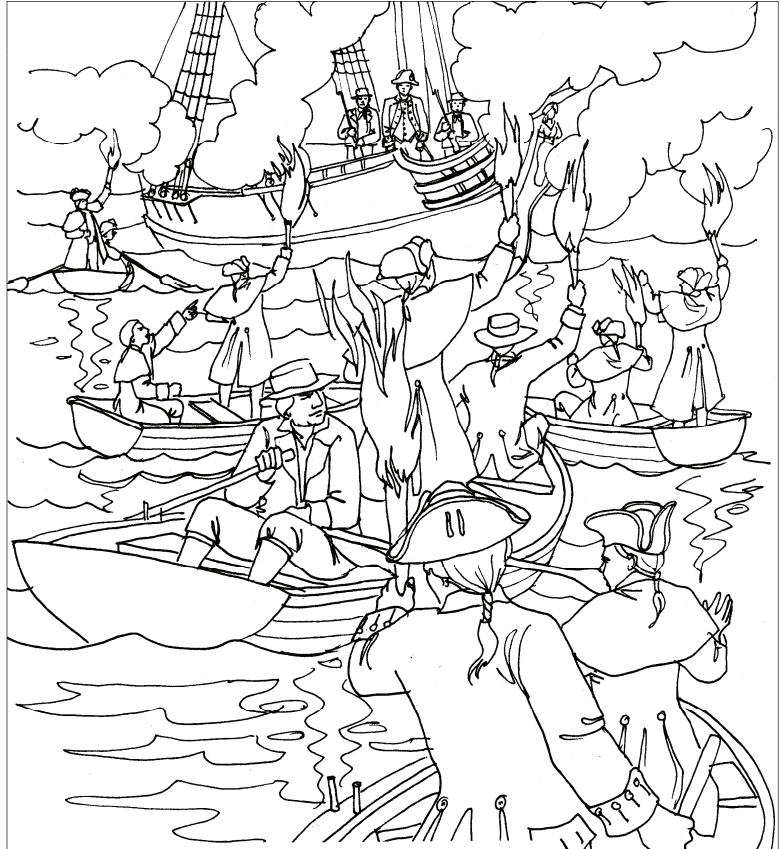


## Sultana's Sister Ship Burned to the Water Line by Angry Colonists

On January 21, 1771, Sultana's crew members searched a merchant ship in Newport, Rhode Island. They soon found that one of the ship's crew members was a sailor named Thomas Roberts, who had deserted from Sultana two months earlier. Lieutenant John Inglis quickly ordered the ship to be seized and Mr. Roberts was taken back aboard Sultana. Later that night, a group of angry colonists rowed out to the schooner and threatened to burn the ship. Sultana's crew members were ordered to load the swivel guns, muskets and pistols and stand guard against the angry townspeople. Luckily, they managed to escape.

On June 9, 1772, another Royal Navy ship named the *HMS Gaspee* was not so lucky. While chasing down a merchant ship suspected of smuggling, the *Gaspee* sailed onto a sand bar and got stuck. Later that evening, eight small boats filled with colonists rowed out to the ship with torches in hand. After some angry words were exchanged, the men shot the ship's commander (Lieutenant William Dudingston, a man hated by Rhode Island merchants), ordered the crew members off the boat and burned the schooner to the water line. Many historians today view the "*Gaspee Incident*" of 1772 as the first true act of war by the colonists against England! When King George III tried to have the colonists who burned the *Gaspee* arrested, there were almost no people in Newport who were willing to serve as witnesses in the case.

Soon after the *Gaspee* was destroyed, it was clear that Sultana was in great danger in the colonies. The schooner was simply too small to be useful in battles, and the colonists had shown that they were willing to use force to protest British rule. The Royal Navy soon decided to remove Sultana from North America and have her sailed back to England.



*On January 21, 1771, angry colonists rowed out to Sultana and threatened to burn the schooner. Luckily, Sultana and her crew members managed to escape.*



# The HMS Gaspee Incident of 1772



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. Why did Lieutenant John Inglis have a merchant ship seized in Newport, Rhode Island on January 21, 1771?

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2. What happened to the *HMS Gaspee* on June 9, 1772?

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3. Why do you think some historians consider the *Gaspee Incident* of 1772 to be “the first true act of war” by the colonists against England?

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4. What happened when King George III tried to arrest the colonists who burned the *HMS Gaspee*?

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# Sultana Returns to England



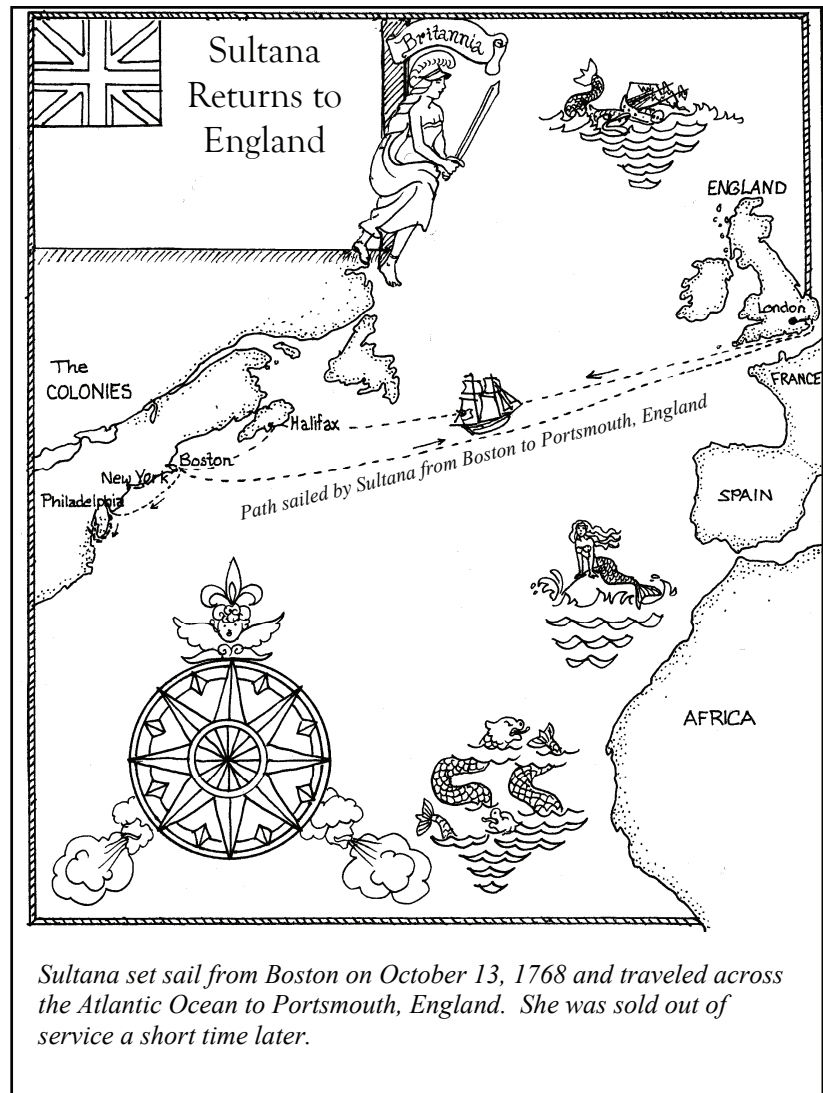
The Royal Navy's Smallest Schooner Sets Sail for England on October 13, 1772

After patrolling for smugglers along the Atlantic Coast from 1768 to 1772, Sultana had searched over 400 vessels. During this time the schooner made almost no money for England. In fact, the British government *lost* money on Sultana because they had to cover the cost of manning, arming and supplying the schooner with food for four long years!

Sultana was also being placed in danger on a regular basis. On May 9, 1772 the schooner's crew members were involved in a firefight on the Delaware Bay with five small boats filled with armed men trying to rescue the *Carolina*, a ship that had been seized the day before. One month later, one of Sultana's sister ships - the HMS *Gaspee* - was burned by angry rebels in Rhode Island. It was clear that as long as Sultana stayed in the colonies the schooner was in danger of being attacked and destroyed.

In the fall of 1772, the Royal Navy decided to have Sultana removed from North America and sailed back to England. On October 13, the schooner sailed out of Boston Harbor for the last time and headed east across the Atlantic Ocean. Seven weeks later, the vessel arrived in Portsmouth, England. The crew was paid off on December 7, 1772 and a short time later Sultana was sold at auction to a private owner.

Sultana left America just in time. In 1773 and 1774, angry colonists dumped tea into the harbors of Boston, Annapolis and Chestertown. Just two and a half years after Sultana left Boston, the first true battles of the Revolutionary War were fought at Lexington and Concord on April 19, 1775.





# Sultana Returns to England



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. How much money did Sultana make for England?

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2. Why did the British government actually *lose* money on Sultana?

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3. What happened on May 9, 1772?

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4. When did Sultana sail out of Boston Harbor for the last time? When did the crew get paid off?

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5. What do you think the author means when he says that “Sultana had left the colonies just in time?”

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# The Boston, Chester Town and Annapolis Tea Parties



## Outraged Colonists Destroy Tea in Boston and the Chesapeake Bay

In an effort to raise money for England by taxing the thirteen colonies, Parliament passed the Townsend Duties of 1767. The Townsend Duties placed taxes on several important items in Maryland's economy including paper, paint, lead, glass and tea. To help enforce these taxes, King George III and the British Royal Navy purchased a fleet of ships to patrol the Atlantic coast and make sure that colonial merchants weren't smuggling goods to avoid paying the new fees. For four years, the schooner Sultana was part of this small fleet.



*On December 16, 1773, a group of angry colonists dumped forty five tons of tea into Boston Harbor to protest the Tea Tax.*

Reaction to the Townsend Duties in the thirteen colonies was so negative that on March 5, 1770, Parliament decided to repeal (or cancel) the new taxes. However, they decided that the tax on tea would remain. As a result, many colonists refused to buy tea that came to America from England. Instead they smuggled in tea from other countries or made their own tea from local

spices. Soon merchants in England began to lose money, especially the East India Company, which had *18 million pounds* of unsold tea in their warehouses! In order to keep this company from going bankrupt, Parliament passed the Tea Act of 1773. This act allowed the East India Company to ship their tea directly to the colonies and sell it at bargain prices. This angered many colonists because they feared that colonial merchants would be driven out of business.

On December 16, 1773, a group of angry rebels calling themselves the "Sons of Liberty" protested the Tea Act by boarding three ships in Boston Harbor loaded with tea that had arrived from England. Disguised as Mohawk Indians, the men dumped over 10,000 pounds of tea into the ocean. This event today is known as the Boston Tea Party. King George III reacted to the "tea party" by ordering the closing of the port of Boston.

When this news reached other colonial ports, the people reacted with shock and outrage.

While Boston's was by far the most famous tea party that occurred in the colonies, it was only the first of many protests against the Tea Act that took place along the Atlantic Coast. In fact, two tea parties took place on the Chesapeake Bay! The first occurred in Chester Town, Maryland (known today as Chestertown). When news of the closing of the port of Boston reached Chester Town in the spring of 1774, town leaders called a public meeting to discuss what actions should be taken. In a paper called the "*Chestertown Resolves*" they stated that it was unlawful to buy, sell, or drink tea shipped from England. Shortly after these resolves were printed, a ship called the *Geddes* arrived in Chester Town with a shipment of British tea. On May 23, 1774, a small group of men boarded the ship and threw its cargo into the Chester River. Today, this event is celebrated every Memorial Day Weekend at the Chestertown Tea Party Festival (see photo at right).

In October 1774, another tea party occurred just outside of Annapolis, Maryland. There, a ship called the *Peggy Stewart* arrived with tea from England. When the ship's owner, Anthony Stewart, paid the tax, an angry mob demanded that he destroy his cargo. The mob soon forced Mr. Stewart burn his entire ship!

The events in Boston, Chester Town and Annapolis marked a turning point in relations between England and the thirteen colonies. After these "tea parties", it was clear that the colonists were not going to accept "taxation without representation" in any form, and that they were willing to act forcefully to get their point across. It was also clear that it was going to be very hard to solve the differences between England and the colonies without going to war.



*A British redcoat and several chests of tea get thrown into the Chester River during the Chestertown Tea Party, held each year during Memorial Day Weekend to celebrate the town's resistance to the Tea Tax in May 1774.*



# The Boston, Annapolis, and Chestertown Tea Parties



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What did Parliament do to save the East India Company? Why did this anger many of the colonists?

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2. What happened in Boston on December 16, 1773?

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3. Describe what happened at the “tea parties” in Chester Town and Annapolis.

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# Lexington, Concord and the Dawn of the American Revolution



First Shots Fired in Lexington, Massachusetts on April 19, 1775



*The Minute Man Memorial in Concord, Massachusetts is a tribute to the local men who fought in the first battle of the Revolutionary War.*

On April 19, 1775, the tension between England and the thirteen colonies finally boiled over. Early that morning a group of seventy five colonial soldiers, known as “Minutemen” because they could be ready to fight given a minute’s notice, gathered in Lexington, Massachusetts to face seven hundred British troops. The British soldiers were on their way to the town of Concord, where they hoped to seize weapons that the people of Massachusetts had hidden in case war broke out between England and the thirteen colonies. As the British troops marched over Lexington’s village green, the Minutemen were given the order to retreat. Suddenly, a shot rang out from behind a stone wall. Today this is known as “the shot heard ‘round the world”’. When the British fired back, eight colonists were killed and ten were severely wounded.

After this brief battle, the British marched on to Concord. They soon met a force of several hundred armed colonists known as militiamen. Because they were outnumbered, the British commander ordered his troops to retreat back to Boston, which they did under heavy musket fire. By the end of

the day, 73 British soldiers were dead and 174 lay wounded. The colonists lost 49 men, with 39 wounded.

The Revolutionary War had begun. It had been just twelve years since the end of the Seven Years War, and in that short time disagreements over whether or not the King had the right to tax the colonists without their consent had led to bloodshed. As one of a handful of ships sent to America by the British to enforce the hated “Tea Taxes”, the schooner Sultana had witnessed many of the events leading to the American Revolution, a war that would forever change the course of history.



*After marching through Lexington, the British troops were greatly outnumbered by militiamen in Concord and forced to retreat back to Boston under heavy fire. By the end of the day, over 70 British soldiers had been killed.*





# Lexington, Concord and the Dawn of the American Revolution



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Imagine that you are a colonist living in Concord, Massachusetts. On the morning of April 19, 1775, you learn that 700 British soldiers are marching towards your home intent upon seizing all of the town's weapons. Describe the sights, sounds and smells as you grab your musket, join the militia and prepare for battle! In the box provided, create an illustration of the battle scene.

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*illustration*

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# Suggested Additional Resources



## BOOKS FOR TEACHERS AND ADULTS

### **The Wooden World** by N.A.M. Rodgers

This book provides a comprehensive view of life in the British Royal Navy. Topics discussed include the Royal Navy's politics, rules and regulations, provisioning system, economic policies and leadership structure. Several chapters give the reader a detailed glimpse of daily life aboard a Royal Navy vessel.

### **Black Jacks** by W. Jeffrey Bolster

This fascinating publication enlightens the reader with a comprehensive account of the role African American sailors played in the shipping industry during the "Age of Sail". Bolster effectively describes the extreme hardships faced by African Americans at sea while pointing out that the seafaring life often represented the black man's best opportunity for employment and advancement.

### **The Royal Navy in America, 1760-1775** by Neil R. Stout

This book provides an excellent historical account of the years preceding the American Revolution, describing the heated political climate created by Britain's attempts to tax the colonists following the Seven Years War. Special attention is paid to the Royal Navy's role in exacerbating the colonists' ire towards the Mother Country while enforcing these unpopular duties. This book is out of print but used copies are fairly easy to locate on-line.

### **The Patrick O'Brien Series** (historical fiction)

These popular novels provide readers with factually-based accounts of warfare and shipboard life in the late 18th and early 19th centuries. The books are notorious for their historical accuracy, well developed story lines and meticulously detailed descriptions of life at sea.

## BOOKS FOR KIDS

### **Pirates and Patriots of the Revolution** by C. Keith Wilbur, M.D.

A detailed account of virtually every aspect of sailing during the colonial period, this book contains a wonderful collection of illustrations depicting boat building, traditional tools and clothing, weapons, navigational instruments, sails, rigging, rations, etc.

### **Cross Sections: Man-of-War** by Stephen Biesty

This publication contains detailed illustrations (cross-sections) of an 18th century British warship. The images are accompanied by highly entertaining captions which describe all aspects of the vessel and shipboard life.

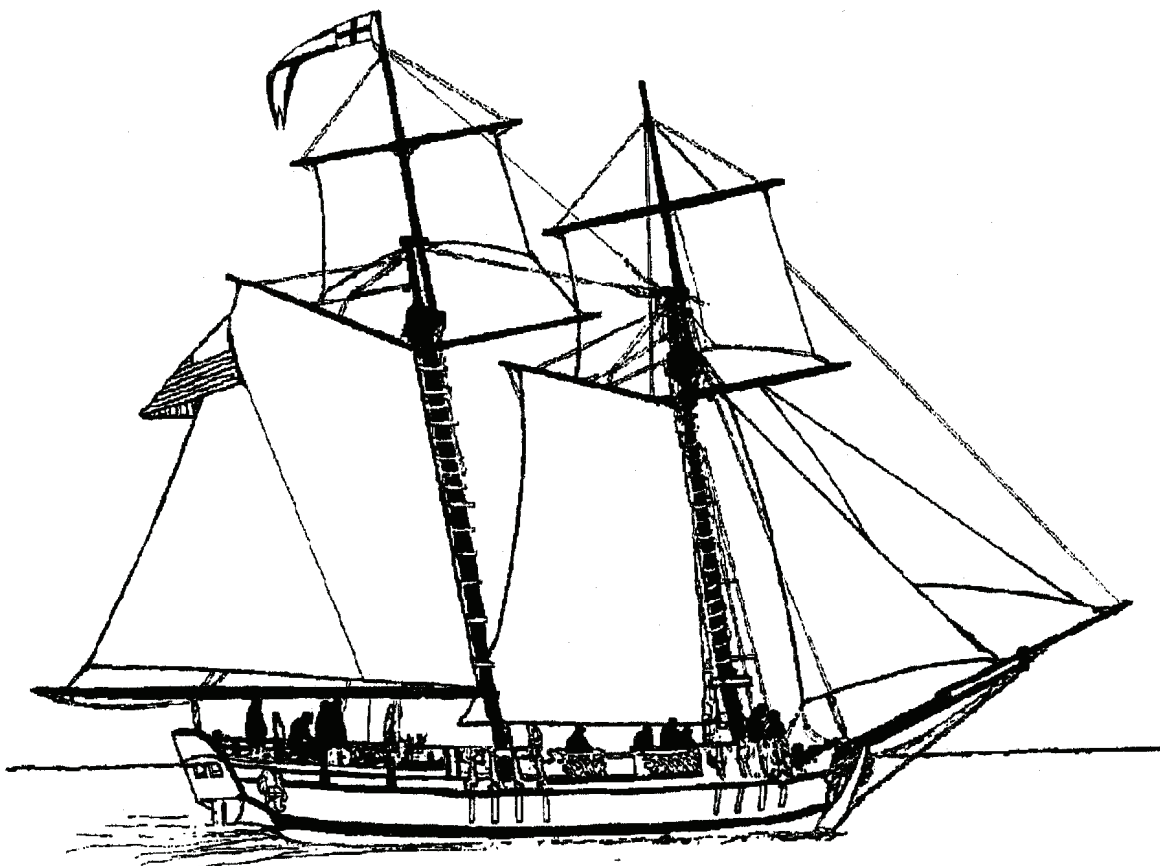
### **Sultana: The Story of a Colonial Schooner to Color** by Faith Prince and Chris Cerino

This coloring book provides young children with an array of black-line drawings depicting scenes from Sultana's 1768-1772 tour of duty in the Royal Navy. The accompanying text outlines the history of Sultana from her construction in Boston, Massachusetts to her final days as a British revenue cutter.



The Schooner Sultana, a Chesapeake Bay Gateway, is one of your entry points to enjoy and learn about the places and stories of the Chesapeake and its watershed. The 64,000 square mile watershed is a complex ecosystem. Home to over 15 million people, it has supported human occupation for 13,000 years. The Bay's natural abundance has fed multitudes, fueled rich economies and nurtured diverse cultures. Explore this and other places in the Gateways Network to experience the Bay's stories, spirit and mystery. Learn about the Chesapeake Bay restoration effort and how you can contribute. Our well-being and the Bay's health are interdependent.

Visit [www.baygateways.net](http://www.baygateways.net) for more information.



*Rendering of Sultana under full sail by Darby Hewes*



## ABOUT SULTANA PROJECTS, INC.

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Sultana Projects, Inc. is a private, non-profit 501(c)(3) organization based in Chestertown, Maryland that provides approximately 8,000 students of all ages with experiential education programs focusing on maritime history and Chesapeake Bay ecology each year. In 2004, Sultana Projects was the proud recipient of the National Maritime Historical Society's Walter Cronkite Award for Excellence in Maritime Education. Through education, Sultana Projects promotes stewardship of the Bay's unique historic, cultural and environmental legacy.

For more information about Sultana's educational programs, please contact us at

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