



GIRL SCOUTS OF NORTHERN CALIFORNIA

IN THE WIND — SECRET LIVES

A GS NORCAL COUNCIL'S OWN BADGE PROGRAM

CADETTES, SENIORS & AMBASSADORS

TO ENCOURAGE AND INSPIRE GIRLS TO EXPLORE
THE WORLD OF THE SAN FRANCISCO BAY.



PURPOSE

This Badge will help you learn what life was like in the time when sailing a Tall Ship was more than recreation; it was an important way of life. “The Secret Lives of Ships” will ask you to imagine how you would use your skills, physical, mental and emotional to live an adventurous life at sea. Also during this time many people thought girls and women should stay ashore and work. But some girls and women went aboard and worked and had fun, too.

REQUIREMENTS

Complete the Required Activity and then one activity from the Learn, Do and Share sections. Create and complete one activity of your own design and reflect upon the whole process when you have finished using the reflection form.

All members of Girl Scouts of the USA are eligible to earn the In the Wind Badge.

The In the Wind Badge is an official award and should be worn on the front of the vest or sash.

ORDER INFORMATION

To order the In the Wind Badge please visit www.girlscoutsnorcal.org and purchase the items online. Please note that shipping and handling will be added to all online orders.

Members of Girl Scouts of Northern California will not be charged for shipping and handling if they use the GS NorCal Council's Own Order Form and have badges shipped to the closest GS NorCal store in their area for members to pick up.

ORDER PATCHES ONLINE AT WWW.GIRLSCOUTSNORCAL.ORG
FOR FURTHER INFORMATION ON PATCH PROGRAMS CONTACT PATCHES@GIRLSCOUTSNORCAL.ORG

IN THE WIND—SECRET LIVES BADGE FOR CADETTE, SENIOR & AMBASSADOR GIRL SCOUTS

REQUIRED: LIFE IN THE 1800S

With what you learned from your visit to a Maritime Museum do some research in the library or on the internet with an adult and answer the following questions about the life and times of a Tall Ship in California in the 1800's:

THE TIMES

1. Who was the president of the US in 1887?
2. What was the important industry taking hold in California at this time? Briefly describe why the arrival and departure of ships and their cargo was important?
3. Had cars been invented yet? If not, when were they invented? If not, what were the main modes of travel (land and sea)?

THE VESSELS

1. Where did the Tall Ship you researched sail from and to in the late 1800's and how often did she sail?
2. What cargo might she have carried during this time?
3. How did the job of a Tall Ship change between 1899-1930?

THE CREW

1. What did crew members take with them on their voyage in their "sea chests"?
2. Describe how was life different for the crew as opposed to the officers?
3. What was a day like for a woman and her children on board a working sailing vessel?
4. How did the children continue their education while at sea?
5. Could a girl grow up to be a sailor or captain of a ship like Balclutha today?

YOU

1. What do you think you would be good at that would be helpful aboard ship? For instance, are you strong to haul on sails? Do you like heights? Are you good at math? Do you cook? Explain.
2. Can you imagine sailing as a family? What do you think the jobs would be for your parents or siblings? Explain.

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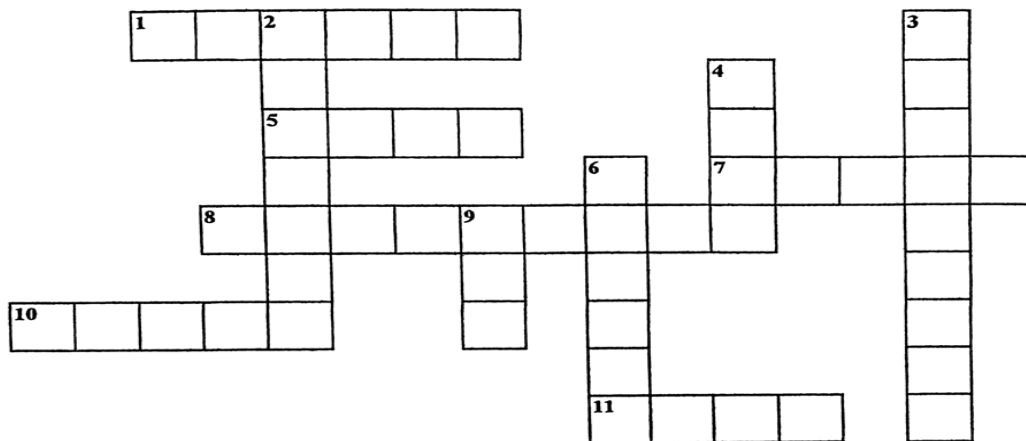
LEARN

1. Get a book about knots out of the library and learn the following knots: Square or reef knot; bowline (pronounced “bow-lynn”); half-hitch. Now teach them to someone else.

2. Look at a map of the world and trace the route the Tall Ship you researched.
 - a. How long was their voyage?
 - b. Did they stop along the way and how many times?
 - c. What would they bring to California? What would they take back with them?

3. Lighthouses were very important during this time. You can research the history of the Farrallon Island Lighthouse or any lighthouse history will do.
 - a. If you were a captain of tall ship and saw the beacon of a lighthouse, what would it tell you?
 - b. Who tended the lighthouses and what was life like for them. What did they do when they weren't stewarding sea vessels?
 - c. What was the procedure for tending the lighthouse? How were they lit and how did this change over time?
 - d. What is the state of lighthouses today?

4. Sailors have their own special language for different parts of the ship. Use this crossword to see if you can figure out the meaning of the words below



- | | |
|-----------|-----------|
| AVAST | FO'CSLE |
| GALLEY | BOW |
| CAPSTAN | GALLEY |
| HEAD | LOBSCOUSE |
| STARBOARD | STERN |
| PORT | YARD |

ACROSS

1. Sailors sleep here
5. The left side of the ship.
7. To sailors this word means “stop whatever you are doing”
8. The right side of the ship
10. The back of the ship
11. On a Tall Ship, this pole is attached to the mast and holds a sail.

DOWN

2. Sailors use this machine to raise the anchor or unload cargo
3. A stew made of salted meat, vegetables and “hard tack” biscuits
4. What sailors call the bathroom on a ship
6. The cook works here
9. The front of the ship

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DO

1. You are the captain of your own sailing ship. Build your own vessel and label all the areas including: Bow, Stern, Forecastle or fo'c's'le, Mast, Yard, Ship's wheel. Don't forget to give it a name. Find tips on building a boat here <http://www.mrmcgroovys.com/t-plans-cardboard-pirate-ship.aspx>.
2. Look up a recipe for “hard tack” and get a parent or adult friend to help you make a batch. What does hard tack taste like? What could you do to get it to taste better? How do you think sailors felt about eating it every day?
3. For this activity you will sketch a lighthouse and write a related poem. Find a “perch” not far from home where you can view a bay or river. From your earlier research make a sketch of a light house. Once completed, create a poem that takes the shape of your drawing – either around the exterior of your lighthouse or within its shape. For a topic example, you might imagine you are a lighthouse and describe what you see. You might imagine you're standing on the bow of a sailing ship to bring cargo to the next port and see the lighthouse forming in the distance. Is it the dead of night? Is it stormy or clear?

SHARE

1. Volunteer time to a maritime museum in your community and share your knowledge with others.
2. Ask for permission and schedule time with a local After School Program in your community and teach younger girls how to build their own cardboard vessel or tie nautical knots.
3. Take your experiences, your sketch and poem on the road and share it with residents at a Senior Center.

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YOUR ACTIVITY:

MY REFLECTION:

PART OF THE PROMISE AND LAW THAT RELATES TO WHAT I DID IN THIS BADGE

MY REFLECTION:

RESOURCES

Avi. *The True Confessions of Charlotte Doyle*. Harper Trophy, 2004

Written for young girls, this is a book for everyone who wants to know more about boats.

TYING KNOTS, http://www.sailingusa.info/sailing_knots.htm, or check your local library or bookstore for; Peter J. Owens. *Knots, More Than Fifty of the Most Useful Knots for Camping, Sailing, Fishing, and Climbing*: Quantum, 2007

THE MARITIME HERITAGE PROJECT, <http://www.maritimeheritage.org>

This site provides historical information about sea captains and passengers who sailed vessels to California during the gold rush.

SAN FRANCISCO MARITIME MUSEUM, <http://www.maritime.org/index.htm>

This website provides all manner of information about the history of sailing vessels, particularly those harbored at Hyde St. Pier, lighthouses and descriptions of life at sea

SAILING TERMS, <http://www.scils.rutgers.edu/-elfox/terms.html>

Definitions to help orient you.

HARD TACK, <http://www.nps.gov/archive/gett/gettkidz/hardtack.htm>

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