

Sea and Learn – Lesson Plan: A Fleet of Nations - 3

Key Stage: Three

National Curriculum Links: Citizenship – 1b; 2a, 2b, 2c; 3a, 3b, 3c

History – 1, 2a, 2b, 2e, 3a, 3b; 4a, 4b; 5b, 5c; 7a, 7d

ICT – 1a, 1b; 3a, 3b

Main Subject Focus: Citizenship and History (& ICT)

Learning Outcomes:

Children will:

- Recognise and show respect for similarities and differences.
- Be able to use their imagination to consider other people's experiences.
- Know that Nelson's fleet consisted of many ethnic groups.
- Know the recruitment procedures employed for Nelson's Navy.
- Be able to rank order a selection of crew onboard HMS Victory.
- Be able to use an Internet Search Engine effectively.

Resources Required:

- Selection of sailors' muster records from the Battle of Trafalgar
- Internet Access
- Non-fiction resources related to this period of history

Lesson Outline:

1. Begin by asking the children to look at the notes they made in the previous lesson with regards to the sailor's muster rolls from the Battle of Trafalgar. Ask each group to share their findings and any queries they had about this historical information.
1. Once you have discussed the data from this historical source, firstly focus on the different nationalities involved in the British fleet and tie in how today's British society reflects the multi-national fleet at Trafalgar.
2. Secondly, focus the discussion on how these men were recruited into the Navy. Ask the children to look at the records again and note the keywords associated with recruitment (Pressed and Volunteer).
3. Now ask the children to use Worksheet 1 to help them find out more about recruitment techniques. They should use a number of different sources to work out the answers, including the Internet. Demonstrate the use of an Internet Search Engine focusing on the use keywords. See Teachers Notes for information on useful websites.
4. Once they have completed Worksheet 1, ask them to offer their opinions about the recruitment procedures used to increase the size of the Navy.
5. To finish, ask the children to look at Worksheet 2 and working in pairs, ask them to try work out the ranking order of each crew member and to link each picture with the correct definition. They will need to use www.hmsvictory.ngfl.gov.uk and www.nmm.ac.uk to find the answers. (See Teacher's Notes 2)

Extension/Homework Ideas:

- Ask children to write a short story describing the press gang experience. They could write from one of two different perspectives – the pressed man or one of the members of the Press Gang, or both.
- Ask children to research thoroughly one of the crew members who would have been onboard HMS Victory during the Battle of Trafalgar. For example, a carpenter. Once they have found their information, set up a hot seating session, whereby children can ask each other questions about their role onboard the ship.

Sea and Learn – Teacher’s Notes (1)

Recruitment of Sailors into Nelson's Navy:

The Royal Navy often found it difficult to recruit enough men to operate on all their ships particularly during wartime. The Navy had three means to gaining seamen for the service, volunteers, The Impress Service and The Quota Act (from 1795 onwards)

Volunteer:

Received conduct money, 2 months wages in advance (to buy clothes and a hammock). Majority of volunteers were officers although some had been sent to the Navy by their parents at a young age. Joining the Navy as a volunteer was also a way of escaping prison for being in debt. Few men chose a career in the Navy as life was hard and discipline was harsh.

‘Better one volunteer than three pressed men’

Impressment:

The Impress Service was an organisation based in many small towns, especially those with a port, to ‘press’ men into the Navy. They were from a base known as the ‘Rendezvous’. Press Gangs in larger towns were led by a Captain, smaller towns had a Lieutenant. These officers rarely went to sea themselves. They employed a senior officer known as a Regulating Officer, who would then appoint some of the local hard men as ‘gangers’ to form press gangs.

Being a ganger ensured you would not be a pressed man. These gangs were paid to travel around the surrounding countryside areas to seek suitable recruits. A pressed man had to be aged between 18 and 55 years of age, although this was not always adhered to if they looked old/young enough. Some gangs took bribes from men, who would pay for their freedom, sharing the bribe between them.

Press Gangs targeted Merchant ships in port, often boarding them and taking any men they wanted, although officers and apprentices were exempt from being pressed. Merchant seamen were exempt from being pressed for the first two years they spent at sea. Some Merchant Captains built hideaways for any valuable members of the crew to hide in when the press gang boarded his ship. Press Gangs would also get into fights with locals, who tried to wrestle a captured man from their clutches. Unscrupulous villagers would also ‘tip off’ the press gangs as to the whereabouts of potential recruits for a pound reward.

An official law passed in 1740 said that no foreigner was to be pressed into the Navy but they could volunteer. If, however, they worked on a British merchant ship for 2 years, they became liable for pressing. Similarly, if they married a Briton, they became British citizens and therefore, could be pressed into the service.

Sea and Learn – Teacher’s Notes (2)

Impressment continued:

Some foreigners had Protection orders that prevented them from being pressed, although these orders could be ignored if the Admiralty gave the order to ‘press from all protections’ during times of crisis. Protection orders had to be carried at all times otherwise they could be pressed without redress.

Once pressed, the men would be held at the rendezvous building under lock and key. The regulating officer would inspect them and decide if they were fit for service, sending for a surgeon if a man claimed he was ill or suffering from some defect. The surgeon was paid a shilling for every man he inspected and was only to be kept to help the Impress Service.

Impressments were last used in Britain during the Napoleonic wars of 1803 – 1815.

The Quota Act

In 1795, the British Prime Minister, William Pitt, decided to bring in The Quota Act which said that each county had to provide a quota of men depending on its population and the number of seaports it had. These men would have to serve at sea. Counties offered a bounty for men to join up but this proved unproductive so instead they asked men convicted of petty crimes to choose between going to sea and going to jail. The consequence of this meant that many diseases such as Typhus were brought onto healthy ships and existing crews were infected.

Information courtesy of: The Royal Naval Museum, Life in Nelson’s Navy by Dudley Pope and www.nelsonsnavy.co.uk

Useful Websites:

www.nmm.ac.uk – There are two possible routes to using this website:

1. Follow links to ‘Learning’, ‘Online Resources’ and then ‘Trade and Empire’. Under ‘Classroom Investigations’, download the document ‘Who can tell us whether Naval life was full of adventure and fun?’ and use as an extension activity.
2. Follow links to ‘Learning’, ‘Online Resources’ and then ‘Trade and Empire’. Under ‘Online Activities’ go to ‘What’s My Role?’ This will help children with the rank order activity.

www.nelsonsnavy.co.uk
www.hmsvictory.com
www.royalnavalmuseum.org

Sea and Learn – Teacher’s Notes (2)

Glossary of Terms:

Able-Seaman:	A seaman with at least 3 years service
Admiral:	The supreme commander of a fleet; ranks above a vice admiral and below a fleet admiral
Armourer:	A seaman working for the Gunner to maintain small arms like muskets, bayonets, pistols, cutlasses, pikes and hatchets
Bosun:	(or Boatswain – ‘swain’ meaning keeper) A crew member responsible for keeping the hull, rigging and sails in repair, summoning the crew using a whistle. He was in charge of all work on deck.
Cabin Boy:	A young boy acting as a servant onboard
Desertion:	Leaving the armed services without permission
Forecastleman:	A seaman working on the ‘fo’c’sle’, raising and dropping the anchor and undertaking desk duties.
Gunner:	A seaman responsible for the maintenance and use of all the guns onboard and in charge of 6 mates, 12 quarter-gunners and 2 yeomen.
Gunsmith:	A seaman who made and repaired the ship’s guns under the
Helmsman:	The person who steers the ship
Landsman:	A seaman on his first voyage, who carried out basic domestic duties like scrubbing the deck, washing the beams etc. Also known as a ‘waister’ or ‘idler’
Lieutenant:	An officer ranked below a Captain
Lookout:	A seaman whose job is to watch the sea for oncoming traffic
Made his Mark:	A seaman unable to read and write and therefore signed with an ‘x’ as he claimed his share of the prize money
Marine:	A seaman serving in a professional military unit onboard ship
Master Mariner:	A seaman qualified to command a ship
Master at Arms:	A seaman responsible for discipline onboard
Mate:	Bosun’s Mate, Gunner’s Mate, and Mate of a ship, all derive their rating from the French word “matelot” meaning sailor
Midshipman:	A boy or young man serving as a junior officer, usually a young gentleman
Mutiny:	Refusal of seamen to obey orders
Ordinary Seaman:	A seaman who has had at least nine months` but less than three years` service at sea.
Post-captain:	A naval rank senior to Commander, but below full Captain
Powder Monkey:	Boy in charge of bringing the Gunner, the gunpowder.
Press Gang:	A group of men employed, under the command of an officer, to force men into service in the navy.
Purser:	Officer in charge of stores and accounts onboard
Surgeon:	A doctor looking after the men onboard
Topman:	A seaman who works on the sails and rigging
Yeoman:	A guard for the Powder Room onboard

Sea and Learn – Worksheet (1)

<p>1. List 3 ways a man could be recruited into Nelson's Navy.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>2. Why did the Admiralty have to impress men into the Navy?</p> <p>A. Because lots of people got seasick on boats</p> <p>B. Because life onboard a ship was harsh and very disciplined</p> <p>C. Because it was a Navy tradition</p> <p>D. Because they knew the men would enjoy it once they got used to it</p>
<p>3. Describe what a mutiny is</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. What is a deserter?</p> <p>A. A type of pudding you eat <u>before</u> a meal</p> <p>B. A person who lives in a sandy environment</p> <p>C. A person who is pressed into the Navy</p> <p>D. A person who leaves the ship without permission and runs away</p>
<p>5. How did The Quota Act work?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. What did 'made his mark' mean?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7. Which of these jobs describes a landsman?</p> <p>A. A farmer who supplies crops to a ship</p> <p>B. A sailor who doesn't work on a ship but on the land</p> <p>C. A sailor on his first voyage with little sea-faring skills</p> <p>D. A sailor responsible for pushing the ship away from the land</p>	<p>8. What did a volunteer buy from the Purser as he joined his ship?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Sea and Learn – Worksheet (1) answers

<p>1. List 3 ways a man could be recruited into Nelson's Navy.</p> <ol style="list-style-type: none"> 1. VOLUNTEER 2. THE IMPRESS SERVICE 3. THE QUOTA ACT 	<p>2. Why did the Admiralty have to impress men into the Navy?</p> <ol style="list-style-type: none"> A. Because lots of people got seasick on boats B. Because life onboard a ship was harsh and very disciplined C. Because it was a Navy tradition D. Because they knew the men would enjoy it once they got used to it
<p>3. Describe what a mutiny is</p> <p>A MUTINY IS A REFUSAL BY SAILORS (OR SOLDIERS) TO OBEY ORDERS. A GROUP OF SAILORS MAY EVEN TAKE CONTROL OF THE SHIP FROM THE CAPTAIN.</p>	<p>4. What is a deserter?</p> <ol style="list-style-type: none"> A. A type of pudding you eat <u>before</u> a meal B. A person who lives in a sandy environment C. A person who is pressed into the Navy D. A person who leaves the ship without permission and runs away
<p>5. How did The Quota Act work?</p> <p>THE QUOTA ACT WAS INTRODUCED BY BRITISH PRIME MINISTER, WILLIAM PITT, IN 1795. IT SAID THAT EACH COUNTY HAD TO PROVIDE A QUOTA OF MEN TO SERVE AT SEA FOR THE NAVY, DEPENDING ON THE COUNTY'S POPULATION AND THE NUMBER OF SEAPORTS IT HAD.</p>	<p>6. What did 'made his mark' mean?</p> <p>THE SAILOR WOULD HAVE BEEN UNABLE TO READ OR WRITE AND THEREFORE COULDN'T SIGN FOR ANY BOUNTY THE SHIP WON OR HIS WAGES. HE 'MADE HIS MARK' BY SIGNING WITH AN 'X'.</p>
<p>7. Which of these jobs describes a landsman?</p> <ol style="list-style-type: none"> A. A farmer who supplies crops to a ship B. A sailor who doesn't work on a ship but on a the land C. A sailor on his first voyage with little sea-faring skills D. A sailor responsible for pushing the ship away from the land 	<p>8. What did a volunteer buy from the Purser as he joined his ship?</p> <ol style="list-style-type: none"> 1. HAMMOCK 2. SLOPS/CLOTHES 3. BLANKETS/MATTRESS

Sea and Learn – Worksheet (2)

Look at the pictures and job descriptions of sailors onboard HMS Victory. Try to match each picture to the correct job description, and then put each crew member in rank order. The crew members are:


CABIN BOY

ADMIRAL

CARPENTER

PURSER

MIDSHIPMAN

	<p>I am one of the most important people on the ship. I am extremely skilled and had to pass an exam before I could go to sea. I need special tools to carry out my job onboard.</p> <p>I am: _____</p>
<p>I am the commander of the fleet with a wonderful flagship. I have won many battles and commanded my own ship. I wear a special uniform to show my importance.</p> <p>I am: _____</p>	
	<p>I am very good with money, looking after the ships accounts. I do not earn a great deal and therefore I take advantage of the opportunity to eat the crew's rations.</p> <p>I am: _____</p>
	<p>I am one of the junior members of the crew. I am quite young and I have to do domestic chores on the ship. My wages are sent back to my Mother to help the family.</p> <p>I am: _____</p>
<p>I am a young gentleman from a wealthy family. I am very good at mathematics and astronomy and I sometimes take charge of a watch on deck.</p> <p>I am: _____</p>	

Pictures courtesy of: The Royal Naval Museum and based on an idea by BECTA