

## Portraits of a Port Grades 5, 8 – 12

From Bartholomew Gosnold's encounter with the Wampanoag people in 1602 to the peak years of the whaling industry in the 1850's, this region changed from a subsistence agricultural community to a prosperous port called New Bedford. Participatory activities include stories of explorers, settlers, entrepreneurs, whalers, escaped slaves and numerous others who helped to make New Bedford historically unique.

### Learning standards will be met as students:

- Hypothesize on the ways location, resources, commercial needs, and sources of labor shaped the local economy
- Identify important leaders and groups responsible for the growth of the port of New Bedford
- Recognize the importance of maritime commerce in the development of the economy of New Bedford
- Consider how changes in supply and demand affect the price of a product

ALL PROGRAMS CORRESPOND TO THE MASSACHUSETTS DEPARTMENT OF EDUCATION CURRICULUM FRAMEWORKS.

### Suggested Pre-Visit Activities

- Review the reasons for European exploration and what explorers found.
- Have the students list the problems early settlers might have faced.

### Suggested Post-Visit Activities

- Make a timeline. Divide the students into teams. Assign each team a different period of New Bedford history: pre-Columbian; 17<sup>th</sup> century; 18<sup>th</sup> century post-Revolution years; and the 19<sup>th</sup> century whaling years. Each team will list important events and people, as well as illustrate how they think New Bedford looked during the assigned time.
- Have students write letters to the Museum's docents thanking them for the tour and mentioning things they remember from their visit.



School Programs 07/08



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