

## 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 and agriculture community to a prosperous port called New Bedford. Participatory activities include stories of explorers, settlers, entrepreneurs, whalers, former slaves and numerous others who helped to make New Bedford historically unique.

### Learning standards will be met, as students:

- Hypothesize 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
- Discuss European explorers, including Bartholomew Gosnold
- Explain the early relationships that developed between European settlers and the indigenous peoples of New England
- Explore the relationships between Puritans, Pilgrims, and Quakers in the 17th and 18th centuries
- Discover how whalers used simple machines to perform tasks onboard

### Jacobs Balcony (Limpet) – Focus on whale skeletons, conservation efforts, and uses of whale products

- What kind of whales are on display? (See attached info sheet)
- Use mirrors to show how whales see. This is important when we discuss conservation and echolocation (toothed whales only – baleen whales do not use echolocation)
- Use materials in chest and large baleen (9 plates, bowhead whale) to describe how baleen whales feed. What did we use the baleen for? Why? (Plastic before plastic was invented: strong, flexible, retains its shape)
- Why is there a net on Limpet?
  - At least 70% of all North Atlantic Right Whales have scars from fishing equipment
    - Separate approximately 70% of students from the group to provide a concrete depiction of what that would be (5 out of 7 = 71%, 6 out of 8 = 75%, 7 out of 9 = 78%, 7 out of 10 = 70%; **this math is for you, not the students**)
- Discuss the whale density illustration for Boston Harbor. What does this show us? What changed as a result of this research?
- Fargo, the scat-sniffing dog – conservation efforts – how do we track whales now? (image is in protected sheet in Limpet chest)

**Either before reaching Limpet or before entering the Sperm Whale Gallery, be sure to bring the students to the display by the elevator with the teeth, brain, eye, etc. Use the images on the wall to help explain the difference between toothed whales and baleen whales.**

### Sperm Whale

- Have students look at the skeleton, comparing it to the human skeleton. What do we have that is the same, what is different? What is missing on the whale that we have (legs), point out hip bones.
- Gather students around the sperm whale skeleton and point out the differences between baleen and toothed whales or ask students to identify the differences between this skeleton and the humpback, right whale and blue whale skeletons they have just observed.
- Discuss the importance of the sperm whale during the days of commercial whaling, the products the sperm whale provided (sperm whale oil, spermaceti, ambergris vs. right whale oil & baleen → **sea chest** (use the sperm whale model to show students what the whale would have looked like 'fully clothed')) and the byproducts made from these products.
- See the exhibition case on the wall to the right side of the door to the Bourne Room. Explain that the candles that burned with a clear, bright light, and that did not drip or smoke were made from the spermaceti
- What products did we use (oil & baleen) → let students touch baleen.
  - What purpose did it serve in the whale? (show krill)

- What did we use it for?

### Whaleboat

- Describe the hunt for whales while incorporating the various gear in the boat.
- Temple Toggle Iron replica – let students toggle it as you hold it
  - It may stick if you open it all the way. This and the fully assembled harpoon in the boat are replicas, so you can touch both while providing your explanations – why was this invention so important? (Much more cost-effective to produce than other toggle harpoons, and will not pull out of the whale)
- Utilize the harpoons in the large case in the Commercial Whaling section (should be right behind the Whaleboat).
- Explain the technology that improved commercial whaling that developed because of the specialized industry: on board try-pots, temple toggle iron, and how New Bedford became a center for whaling because of all of the specialized industry, that led to these inventions

### Lagoda

- Describe the history of the *Lagoda* and how it got its name
- Before boarding, describe benefits of shared ownership
  - Pick three students to be owners. If each owns one ship, and two are successful and one sinks, who makes money and who does not? What if they each own *part* of each ship, and two are successful and one sinks. Who makes money then? – Share the risk, share the profit.
- Let students explore the ship, walking around with them pointing out and explaining various parts of the ship. Explain the different parts of the ship and their purposes. How can you recognize a whaling vessel? How do you process a whale?

### Go A-Whaling I Must

- **As you pass by bow of Lagoda...**
  - Have the students compare the oils by sight and smell. Which would fetch top dollar? Which is the least valuable? How can they tell? Please make sure they all get a chance to smell at least the “brown and stinking” whale oil. This is the smell of money – take it in!
  - **If you have time**, stop at the harpoon exhibit and let students look around for a minute
    - Harpoons originally had fixed barbs and were “double flue” (look like arrows) or “single flue” (look like fish hooks)
    - Lewis Temple invented his toggle iron in 1848 (note: some of the harpoon guns were manufactured in 1846, before he did this)

### Scrimshaw

- Take students through scrimshaw exhibit. Emphasize that some of this artwork was done by whalers their age (many whalers began as green hands or cabin boys at the age of 13 or 14)
- This is built-in time to catch your breath and give you a chance to hit other exhibits along the way (link, glass, ship models, or start the balcony early)

### Art of Seeing Whales

- This show draws on three unique collections of art and artifacts to visually describe human interaction with whales over time, and considers culture, biology and whaling history in artistic representation from the 16th to the 21st century.
- Much of the visual art in this exhibition was inspired by the writings of Herman Melville, who at the time was both an author and a common sailor. He shipped out on the 1st voyage of the *Acushnet* in January 1841.

### Davis Observation Deck & Voyage around the World exhibits

#### Davis Deck

- Inside: Tell students what they will see when they go onto the deck
- Outside: Let students observe for a few minutes and then gather them together to point out more landmarks
- Reinforce reasons why New Bedford became a leading whaling port
  - Protected deep water harbor
  - Proximity to transportation routes in land and down coast
  - The business expertise of its residents (Quakers)
  - A concentrated community effort (all parts of the industry were locally controlled)
  - Ability to locally manufacture the oil and baleen into products for consumption
- What are all the boats in the harbor doing now? (Fishing)

### **Azorean Whalemen Gallery**

- What are the Azores? (9 volcanic islands off of Portugal)
  - Let the students feel the archway before entering the gallery
- What do the students know about the Azores? Who settles the islands? Why did New Bedford ships go there? Why did Azoreans join the ships?
- Let the students take turns looking through the binoculars in the vigia.
- Let students try on some of the Azorean clothing. How is it similar to theirs? How does it differ?

### **Cape Verdean Maritime Gallery**

- What is Cape Verde? (group of volcanic islands, like the Azores, located west of Africa)
- What do the students know about the Cape Verde islands?
- Look at the women in the image on display in the first case. How is their clothing similar to the students? How does it differ? How do they use the pano (long piece of cloth)?
  - Use pano to carry things, use it in ceremonies, and even use it as currency (money)

### **Harboring Hope in Old Dartmouth**

- Take students to map in the link across from the door to the Bourne Building
  - Show students bust of Bartholomew Gosnold. Ask if they studied explorers this year. Have them name a couple (Vasco de Gama, Henry Hudson, Juan Ponce de Leon, Christopher Columbus, Marco Polo, John Smith, and Ferdinand Magellan might be a couple names that come up – you don't need to know these at this time)
  - Ask if they have heard of Gosnold. Most likely they have not.
    - Gosnold explored the eastern coast of New England in 1602 for England. It was he and his crew who named Cape Cod, Martha's Vineyard, and the Elizabeth Islands.
    - He was here, interacting with Wampanoag, 5 years before Jamestown and 18 years before Plymouth Plantation.
    - Among the resources he was looking for was sassafras, which was believed to help common ailments (now known not to be true)
    - He traveled to Virginia 5 years later and helped John Smith settle Jamestown
- Allow students to smell the sassafras under the timeline, along with the cod, wood shavings, and feel the beaver pelt (this was also an important reason for people to settle here originally – the beaver fur could be used to make felt, which was popular especially for hats back in Europe)
- Show students drum, flag, and model of *Dartmouth*
  - Ask if they studied the American Revolution this year – they should have
    - The drum was used in the Revolution
    - The flag is for the Stamp Act Congress, which met in New York 10 years before the first shots of the Revolution were fired (Congress met in 1765)

- The *Dartmouth* was owned by the Rotch family of New Bedford and Nantucket, and was one of three ships (along with their ship the *Beaver* and another ship *Eleanor*) involved in the Boston Tea Party. After the Sons of Liberty destroyed the tea, they swept the decks of the ships clean, knowing they were owned by Americans.
- If you have time, take students to lower level of Link exhibit and discuss the interactions between the colonists and Wampanoag (trade, war, disease, etc.)
  - One of the easiest (and most important) things to do is to discuss the role of disease
    - Because Europeans had been living and working together for thousands of years in large population centers (towns and cities), they had developed immunities to many diseases. Ask the students how many of them have had a cold this year. All should have their hands up.
    - What would happen if they had the cold and met someone whose entire family, going back thousands of years, had never common in contact with the cold.
      - The new person would most likely die, as their body would have no way to fight back
      - This is what happened to the natives. Thousands perished because their bodies were not equipped to fight back against European diseases. Some Europeans also died from diseases contracted in the New World (Americas)

**Trivia about some of New Bedford's businessmen and women – feel free to include any or all of these in your tour**

- **Rowland Hussey Macy** of Nantucket shipped out on the *Emily Morgan* in New Bedford in 1837 at the age of 15, returned in 1841 with a tattoo of a red star on the back of his hand. Tried to open dry goods stores in San Francisco and later in Haverhill, MA, but failed repeatedly. Finally took what he learned and moved to New York City, where he opened “R.H. Macy Dry Goods” later shortened to “Macy’s”
- **Hetty Green** amassed her wealth after inheriting a whaling fortune (she was a Howland). She was a very astute businesswoman and had a keen eye for investments. She became the wealthiest woman in America, and on several occasions bailed New York City out of bankruptcy. She was known as the “Witch of Wall Street” for her habit of saving money at any cost – she would only pay for the bottom of her clothes to be washed, as they were the only parts to touch the street; she tried to have her son’s broken leg fixed at a free clinic
- **Lewis Temple** invented the Temple Toggle Iron but did not patent it. Despite the success of his invention, he was penniless at the time of his death only six years later.
- **Captain Paul Cuffe**, who started his career as a New Bedford whaler, became the wealthiest Native American and African American in the nation in the early 1800s. He founded the first racially integrated public school (Westport, MA).
- **Henry Huttleston Rogers** was a Fairhaven resident who amassed a fortune in the newfound oil industry in Pennsylvania. He and his wife were both descendants of passengers onboard the *Mayflower*. Though ruthless as a businessman, he never forgot his home and donated freely to organizations in Fairhaven and the surrounding area. He opened the Rogers school in Fairhaven and funded dozens of others throughout the US, donated the National Bank of Commerce building to the Old Dartmouth Historical Society (thus opening the New Bedford Whaling Museum), and even paid for Helen Keller’s education at Radcliffe College.
- **Jonathan Bourne, Jr.** (1811-1889), was one of New Bedford's most prosperous whaling agents and merchants. Born in the Monument section of Sandwich, Massachusetts, now known as Bourne (named after him), he entered the grocery business in New Bedford, Massachusetts, at the age of seventeen. He married into the Nye-Howland Family and began investing in whaling vessels. He made his first investment in the *Roscoe* (Bark) in 1836 and by 1838 left the grocery business to devote his energies to financing whaling voyages. Before his death in August 1889, Bourne acted as agent for and owned substantial shares in twenty-four vessels as well as having interest in twenty-two others.

In addition to his activities as a whaling agent, Bourne was an alderman for the city of New Bedford, Massachusetts, for five years, served on the Governor's Council also for five years, was elected state director of the Boston and Albany Railroad, acted as the director for numerous banks, companies, and manufacturing firms, and invested in various other companies and industries

Bourne, MA (Cape Cod) is named after him.

His daughter, Emily, financed the construction of the Bourne Building and *Lagoda* model, which were built 1915-1916 and gifted to the New Bedford Whaling Museum

## Whale Skeletons

### **Humpback Whale (*Megaptera novaeangliae*)**

Name: Quasimodo

Sex: Male

Died: 1932 (natural causes), washed ashore on Nomans Land (island near Martha's Vineyard)

Hanging: 1936

**Estimated Age: 3 years old (not 10-13 as we originally thought)**

Length: 37 feet

Adult length: males are 40-48 feet, females are slightly larger (42-50 feet)

Baleen whale, feeds mainly on small fish such as sand lance, capelin, and herring

Note: Quasimodo first hung in Lagoda room, moved to link in 1984 for about 12 years, moved to JFG in 2000

Current population estimated at 30,000-40,000

### **Blue Whale (*Balaenoptera musculus*)**

Name: KOBO (King of Blue Ocean)

Sex: Male

Died: 1998, struck off coast of Canada by a vessel, pushed south to coast of RI, USCG tug towed him ashore in March of 1998

Hanging: 2000

Estimated Age: 4-6 years old

Length: 66 feet

Adult length: 75-80 feet in Northern Hemisphere, 90-100 feet in Southern Hemisphere

Females are slightly larger than males (longest on record was a female from S. Hemisphere, just shy of 110 ft)

Baleen whale, feeds mainly on krill (up to 4 tons, or 40 million krill, per day)

Note: Heart is as big as a VW Beetle and weighs 1,300 pounds, 2 full grown elephants can fit into an adult blue whale's mouth, throat is no bigger than a basketball

Current population estimated at 3,000-4,000 in Northern Hemisphere, 6,000-12,000 in S. Hemisphere

### **North Atlantic Right Whale (*Eubalaena glacialis*)**

Name: Reyna

Sex: Female (fetus is also female)

Died: 2004, struck by Naval vessel along Virginia Coast, washed ashore in NC Outer Banks

Hanging: November 2008

Age: 15 years old

Length: 49 feet, females are slightly larger than males

Adult length: 45-55 feet

Fetus: 10 months into 12 month pregnancy (also a female)

Baleen whale, feeds mainly on copepods

Note: NARW are considered the most endangered of the great whales. Population estimated at 500+/- in 2014

**Sperm Whale (*Physeter macrocephalus*)**

Name: Does not have a name at this time

Sex: Male

Died: 2002, washed ashore on Nantucket Island, cause of death unknown

On display: Spring 2005

Estimated Age: 30

Length: 48 feet

Adult Length: Males up to 60 feet, females up to 36 feet

Toothed whale, feeds mainly on squid, octopus and fish

Teeth: lower jaw, average of up to 46; teeth in upper jaw rarely erupt

Current population estimated at 360,000