

Cultures with Connections Grades 4&6

Nineteenth century whalemens established cultural and economic ties with ports in the Azores, Cape Verde, Brazil, Hawaii and Alaska. Students will have the opportunity to explore the similarities and differences among these cultures through mapping, role playing and interactive exhibits.

Learning standards will be met, as students:

- Identify the differences in the climate, physical characteristics and major natural resources of New Bedford, Hawaii and northern Alaska
- Participate in a mapping exercise that follows a whaling voyage from New Bedford, MA to Barrow, AK
- Recognize the diverse nature of the American people
- Investigate objects to understand cultural traditions, ceremonies and celebrations

Braitmayer Gallery (Cultures with Connections Boxes & Mapping)

Mapping + Cultures with Connections boxes

- Discuss Yankee whalemens – who made up the crew, what did they dress like, why? (Quakers – dress conservatively, based on religious practices, clothing made from local resources)
- Transition to box by introducing Hawaii as a place where Yankee whalers stopped for provisions and crew on their voyages to the Pacific.
- Explain to the students that they are about to see and learn about objects that were/are important to the Hawai’ian people. Do students know where Hawai’i is located geographically? Identify the location on the map.
- Ask the students to share something that they know or they think they know about Hawai’i.
- Suggested Questions: What is the weather like in Hawai’i? During the 1800s how did the climate in this place affect the way of life? (clothing, housing, transportation, food sources) How does it still affect the way of life today? What are the natural resources and how are they used?
- Start to introduce the objects in the box using the storyline that you have developed as time allows.
- Ask the students if they can identify each object; further explain the objects and the importance of the object in the society. See suggested questions on the underside of the box lid. If applicable, invite a student to try on one of the clothing items or feel the material that it is made of.
- Transition to box by introducing Alaska as a place where Yankee whalers stopped for provisions and crew on their voyages to the Arctic.
- Explain to the students that they are about to see and learn about objects that were/are important to the Alaskan people. Do students know where Alaska is located geographically? Identify the location on the map.
- Ask the students to share something that they know or they think they know about Alaska.

- Suggested Questions: What is the weather like in Alaska? During the 1800s how did the climate in this place affect the way of life? (clothing, housing, transportation, food sources) How does it still affect the way of life today? What are the natural resources and how are they used? Start to introduce the objects using the storyline that you have created as time allows. Ask the students if they can identify each object; further explain the objects and the importance of the object in the society. See suggested questions on the underside of the box lid. If applicable, invite a student to try on one of the clothing items or feel the material that it is made of.
- Baleen located in column to left of Jacobs Family Gallery entrance features Inupiat artwork
- When dressing students, I recommend that you use full set of clothing on one student rather than dividing it among many
- Ways of Presenting this Stop:
 - Start at New Bedford. Describe sights, smells, sounds, etc. Describe the people. Dress students in Quaker clothing. Why did they go whaling? Have students map route to Hawaii with stops at Azores, Cape Verde, Brazil, etc. When they hit Hawaii, stop and dress students in clothing. Do same at Alaska OR...

Do entire mapping exercise, and then have students dress in different cultural attire

[Another option is to do all of the mapping and dressing in the theater with the entire student body. A power point has been created to supplement this.]

Ship Cutaway Model

- Have students sit on mattress pads from fo'c'sle bunks.
- Discuss living conditions, food, schedule, leisure time below deck
 - How do these compare to the students'? What do they do for food, fun, etc.? Have them try the ball and cup game.
- Was a whaler's pay affected by his ethnicity/heritage? Where was the crew from? (Quakers, Azoreans, Cape Verdeans, African-Americans, Hawaiians, Inupiat, etc.)

Jacobs Balcony

Use Limpet, chest, skeletons, and anatomy case (avoid the 'rudder' if possible) to discuss whales

Sperm Whale Gallery

Use the chest, skeleton, and boat to discuss general whale anatomy, why we hunted them and the process of catching a whale

Whaleboat & Inupiat

- Discuss the whaleboat
 - What is it made of? White oak and white cedar, both locally grown trees in New England
 - The harpoon still has the bark on it to help the whaler grip it even when it's soaked from seawater
 - Describe the tasks of the men and the chase

- Compare and contrast the following three points between Iñupiat and New Bedford whalers
 1. Iñupiat subsistence whaling in the Arctic was an activity that included the entire community
 2. Iñupiat sought to maintain a respectful and communal relationship with whales
 3. The Iñupiat used every part of the whale – nothing was wasted
- Describe the hunt for whales while incorporating the various gear in the boat (including toggle iron)
- What kind of whales do the Iñupiat hunt? (bowhead)
- What did New Bedford whalers learn from the Iñupiat? (how to survive winter, how to hunt bowhead)
- Use the replica snow goggles to demonstrate how baleen goggles in display case worked – why did the Iñupiat use these?

Lagoda

- Measure students for a voyage. You don't need to write down information. Simply explain that each crew member would have to be measured for identification.
- Bring students onboard
- What were the different tasks on a ship? (ex. carpenter, blacksmith, cook, cooper)
- How do you process a whale?
- As you pass the “Go A-Whaling I Must” exhibit, have the students **smell the whale oil**, especially the “brown and stinking” whale oil.

Voyage Around the World

Azores: Compare the clothing, tools, etc. to those of New Bedford residents. What similarities can the students find? What are the differences? Ask the students to find something made from natural resources (ex. the pith artwork). What is the climate like?

Cape Verde: Same thing – have the students look for similarities and differences in clothing, tools, etc. What tools were made with natural resources? What foods did they eat? What was the climate like?

Brazil: Same questions – the students should notice that the tools and clothing are very different from European and American designs. Why?

Extra notes about Portuguese and Cape Verdeans can be found below.

Portuguese immigrants came to New Bedford primarily from four locations:

* The Azores, nine islands in the Atlantic, settled by mainland Portugal, which lies 840 miles to the east; * Madeira, five islands 500 miles southeast of the Azores, off the northwest coast of Africa, also colonized by Portugal; * Cape Verde Islands, off the coast of Senegal in Africa, formerly a territory of Portugal; and * Portugal, the European nation located west of Spain and north of Morocco. Although residents of all four areas share a common Portuguese heritage, each one has distinctive customs and traditions.

The Portuguese connection with New Bedford developed from eighteenth-century whaling. Prevailing winds made the Azores first port-of-call. As ships took on supplies and crew in the Western Islands, as they were traditionally known, the stage was set for Portuguese immigration to New Bedford.

After whaling in the Azores, it was customary to hunt whales around the Cape Verdes and along the coast of Africa before cruising southwest to the Brazil Banks off the east coast of South America, and then home to New England. After 1800, New England whalers ventured into the Pacific and Indian oceans on longer and longer voyages.

There were three waves of Portuguese immigration to the city

1800-1870: The first to arrive in significant numbers after 1800, were the Azoreans. Eager to find economic opportunities or to escape conscription into the Portuguese army, they left their islands as crewmen on Yankee whalers and settled in New Bedford. Cape Verdeans began arriving after the 1850s. A significant part of the population was descended from white Portuguese colonists and black African slaves and spoke a dialect of Portuguese known as "crioulo" or "caboverdeano;" * 1870-1924: Residents of Madeira and mainland Portugal joined Azoreans in looking for opportunities in emerging industries, particularly the textile mills, of New Bedford; * 1958-present: Portuguese immigration, which had slowed to a trickle from 1917 to 1924, resumed when restrictive immigration laws were eased because of devastation caused by a volcanic eruption. Today, recently enacted restrictions have reduced Portuguese immigration significantly.

Portuguese influence in the American whale-fishery Azoreans and Cape Verdeans, who were used to hard work, made desirable crew members for whaleships. Many Portuguese seamen from New England and the islands served on American whaleships during the nineteenth century:

* In the 1860s, they comprised up to 60% of whaling crews; * They were often willing to accept the lowest shares of the profits of a whaling voyage, in their eagerness to leave the islands and make new homes in America; * Like African-American seamen, they might earn the position of captain or mate but the biases of Yankee ship owners were against them. Nevertheless, a significant number of Portuguese immigrants became mates or masters of whaleships; * From the turn of the century until American whaling ended in the 1920s, Portuguese captains and crews were the dominant force in the industry.

Settling in

As Portuguese immigrants settled into their new city, they: * Built their own distinctive communities; * Created social and fraternal groups, schools, newspapers, and businesses; * Contributed to the entire New Bedford community through public service and cultural activities. New Bedford enjoys a sister city relationship with the city of Horta, Fayal, in the Azores, while Dartmouth is linked with the Azorean town of Povoacao, Saint Michael.

Cape Verde and New Bedford

Trade between Cape Verde and New Bedford dates to the 1790s and earlier when New Bedford merchant vessels, bound for seal skins taken in the southern ocean, stopped in Cape Verde for supplies. From the middle of the 18th century the islands were also an important trade destination as the Isle of Sal provided salt, an important commodity, and American merchant vessels stopped there frequently to fill their holds with this valuable produce. Clothing and cloth were the most commonly traded American products.

Located off the westernmost cape of the continent of Africa, their geography also placed the islands in the direct path of whaling vessels sailing to the southern capes. As whalers and traders visited the islands for foodstuffs, water, and salt, the islanders themselves often joined the passing vessels. New Bedford whaling agents commonly instructed their masters to transship oil home from the "Cape de Verdes". American whalers from New Bedford visited the islands beginning as early as the 1790s and began more regular trade in the early 19th century, mostly for fruit (principally oranges, bananas, coconuts and watermelons) as well as hogs, chickens and goats. Free Cape Verdean men sometimes joined the vessels as crew, often sought deliberately by whaling shipmasters eager to fill berths on their ships. The island men left their arid homeland; a homeland often plagued by disease and active volcanoes as well as a just horror of enforced military service, and "throwing themselves on the wings of fortune", emigrated to New England onboard the convenient vehicle of the passing whaler. As the men left, at the rate of as many as one hundred a year, the women were often left behind. The Secretary General of Cape Verde, reporting in 1874 on the status of women in the islands, noted that due to so many men leaving onboard visiting whalers, "there is a great disproportion between the male and female sexes", and that many women sought passage to the U.S.A. on packet ships either in search of a husband or to join their husbands and family members.

Once landed in New Bedford opportunities opened up for people willing to work. The city by the middle of the 19th century was a dynamic industrial maritime center. Its burgeoning growth supported a diverse demographic with peoples from all over the Atlantic world building new communities in the old colonial whaling port. These opportunities included shoreside labor, textile and cordage factories, agricultural work in the nearby cranberry and blueberry fields, and the opportunity to join a deep-sea vessel and apply innate skills and talents to work up through the ranks. The whale fishery provided Cape Verdeans various means to not only make a living but to excel. Not only Cape Verdean men benefited from the fishery. Immigrant women as well worked in the sail lofts of the city. Cape Verdean harpooners, of course, were legendary in the fishery. Men like da Lomba and Bras Lopes, Theophilus Freitas and Jose Gomes were not only lead boatheaders, skilled whalers, but officers onboard such famous vessels as the bark *Sunbeam*, the bark *Wanderer*, the brig *Daisy* and the bark *Charles W. Morgan*. These were the men who populated New Bedford's sperm whale fishery of the early 20th century.

Opportunity in New Bedford was certainly not limited to factories and whalers. As the 20th century went on and the ties between the islands and the port strengthened, entrepreneurs like Roy Teixeira, Henrique Mendes, Louis Lopes, Frank Lopes and Antonio Cardoza purchased, managed and owned packet ships like the *Coriolanus*, the *Savoia*, and the *Arcturus*. These packet ships plied the Atlantic waters to and from the islands and New Bedford making the ports of Mindelo in Sao Vicente and Furna in Brava important points of embarkation for thousands of Cape Verdean immigrants to the United States. The majority settled in New England. Importantly, not only did Cape Verdeans settle in New Bedford, but between 1860 and 1965 41% of the packets trading between New England and the Islands were owned by Cape Verdeans.