

THE HISTORIC
Tucker House
& ARCHAEOLOGICAL EXHIBIT



TEACHER RESOURCE GUIDE



ACKNOWLEDGEMENTS

The Bermuda National Trust thanks AXIS Capital Holding Limited for sponsoring this publication and Dr. Brent Fortenberry for contributing valuable information to the section on archaeology at Tucker House.

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To protect Bermuda's unique natural & cultural heritage forever

Learning with the Bermuda National Trust AXIS Education Programme

The Bermuda National Trust's teacher resources focus on nature reserves and historic homes owned and maintained by the Trust, offering comprehensive resources and creative learning experiences for visitors, teachers and students. We provide first-hand experiences that cannot be re-created in the classroom. Guided tours can be scheduled with a member of our education staff for primary, middle and senior level classes. It is our hope that students will visit all Trust properties, beginning at primary 1 - 2, and experience repeated visits throughout later primary, middle and senior years. Repeat visits help students build on their prior learning and develop a deeper understanding of the concepts and terms associated with each site. Senior students are encouraged to visit each site to learn about the care and preservation of nature reserves and historical homes. Opportunities are available for senior students to participate in our AIM Programme, allowing them to volunteer their time caring for Trust properties, which can be applied to required community service hours.

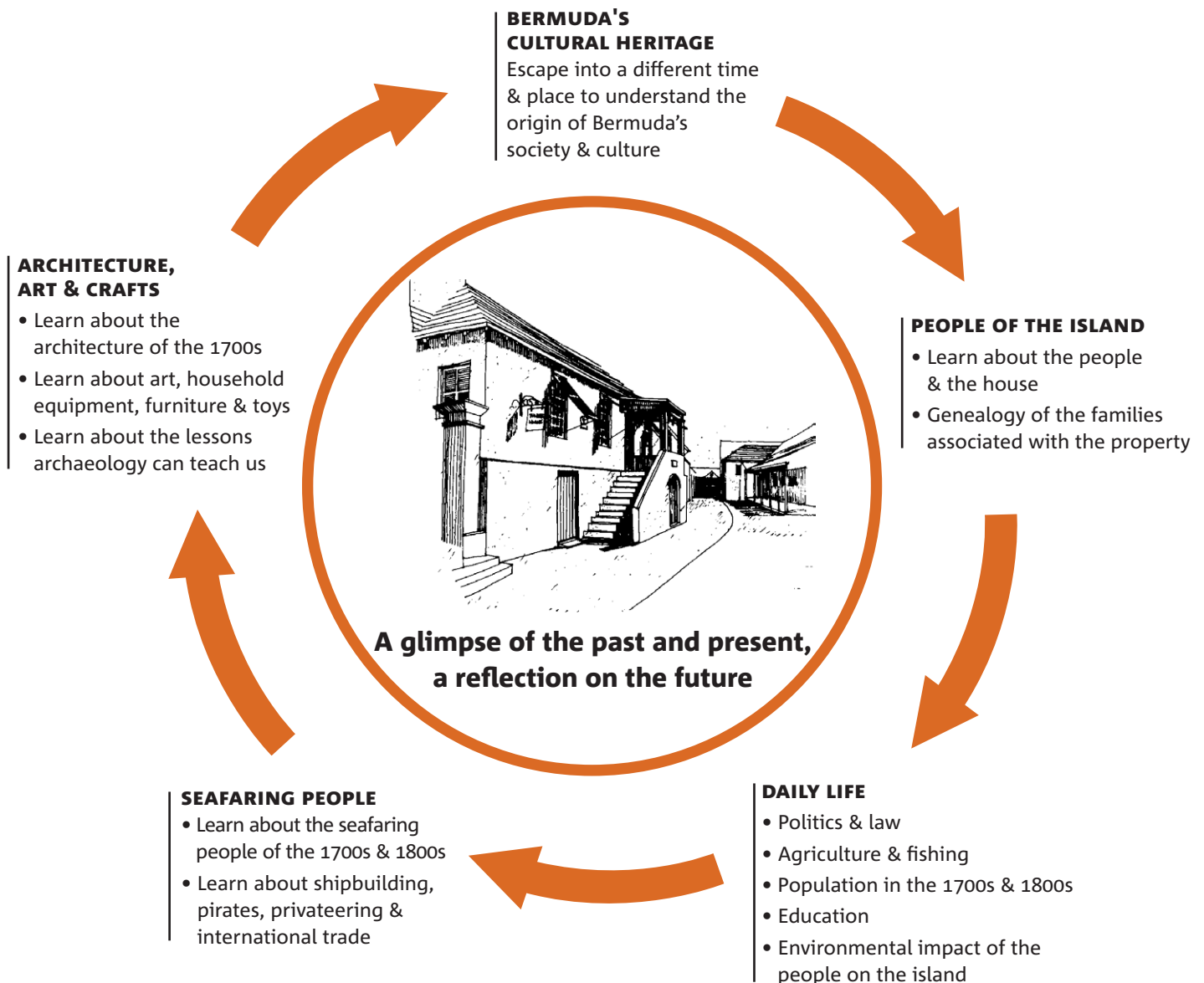


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Why Should You Visit Tucker House?

Stepping into this historic house will give each visitor a sense of the island's unique past. Engaging students will enhance the school curriculum through an informal learning setting.



Arranging a Class Trip/Teacher Resources

>Note to Teachers

Our goal is to make your students’ field trip to the Historic Tucker House in St. George’s valuable and meaningful and to stimulate a life-long interest in history. While the activities suggested in this resource are designed for Primary 5 and Middle level 2, other grade levels may enjoy visiting Tucker House to learn how people lived long ago, view the kitchen and see the artefacts in the archaeology exhibit in the lower level. Authentic sources have been used as a springboard for developing activities which we hope will engage young minds and bring history to life. Reading through the background information will assist you in answering the more probing questions from inquisitive students and help create additional activities that extend the learning associated with Tucker House.

There are a few options to support you before and after the field trip:

Teacher workshop

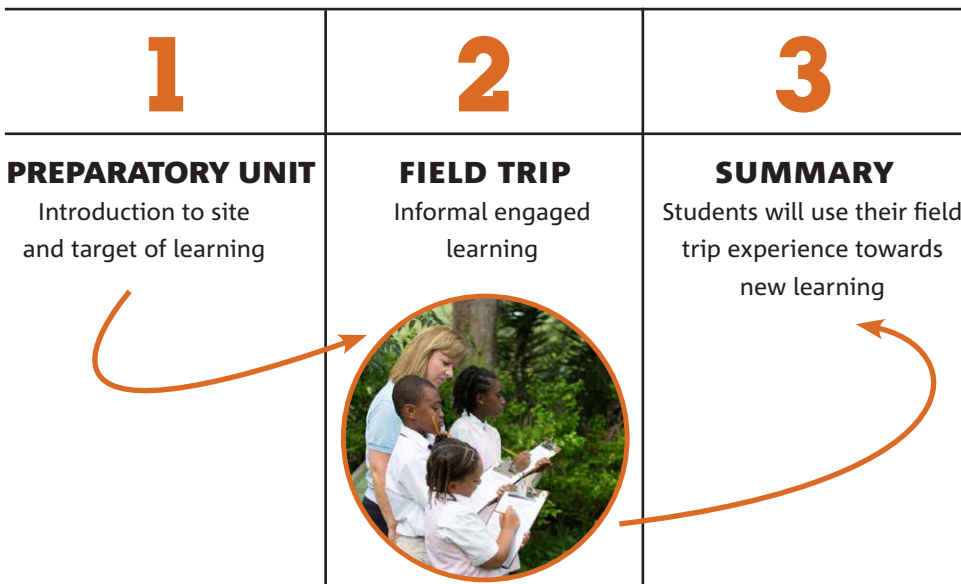
We can provide a ‘group teacher workshop’ in our AXIS Education Classroom prior to a field trip with your students. A minimum of 10 teachers is required, maximum group size is 15. The time allotted for the workshop is 1.5 to 2 hours.

The overall focus of the workshop is to obtain a copy of the Tucker House Teacher Resource Guide and network with other teachers to brainstorm ideas for additional activities that can be offered to promote student learning before and after the class field trip.

The Historic Tucker House Resource Guide is also available to download from our website.

Three-Part Learning Experience

We offer a three-part learning experience. After booking a field trip, a Bermuda National Trust educator can provide an introductory lesson for your students in your classroom, providing information about the site. This is an excellent preparation for the field trip which builds on students’ prior knowledge and is helpful for engaged learning during the field trip. After the site visit a follow-up lesson can also be scheduled. Students will be guided in a review of their field trip and summarise their new knowledge.



The significance of Tucker House and what students should know before their visit:

- The home and items will engage students and allow them to discover how people lived long ago
- This historic home was built about 250 years ago
- It was lived in until 1950
- It has a fine example of a kitchen from the 1800s
- It has an archaeological exhibit in the basement
- There is a wonderful collection of antiques including furniture made of Bermuda cedar, portraits of the Tucker family, fine porcelain and silver

Prepare your students and adults for a visit to Tucker House:

- The items in the house are from the past and most are irreplaceable. We ask visitors to look with their eyes and not with their hands.
- Light, including sunlight and flash light used in photographs, fades the colours in the paintings. Cameras may only be used outside on the grounds.

PRE FIELD TRIP ACTIVITIES

The teacher will review the chapters 'Introduction to Tucker House' (page 9 and 10) and the 'Owners and Occupiers' (page 11) with students to:

- Establish prior knowledge of this home before their visit
- Explore the differences in values between people of different times
- Compare lifestyles of people who lived in the 1700s and 1800s with those today

FIELD TRIP ACTIVITIES

As students visit the rooms they will complete the following activities (clip boards and pencils are required).

- Having Fun with Genealogy at Tucker House
- Architectural Drawing of Tucker House
- Simulated Dig Box and the Tucker House archaeology exhibit

POST FIELD TRIP ACTIVITIES

- President Henry Tucker and the Gunpowder Plot
- Joseph Hayne Rainey
- Student Family Tree
- Generation Posters
- A Day in a Tucker House in the 1700s and 1800s
- Interviewing a Grandparent
- Family Heirloom
- My Visit to Tucker House
- Architectural Drawings of Students' Homes
- Tying it all Together

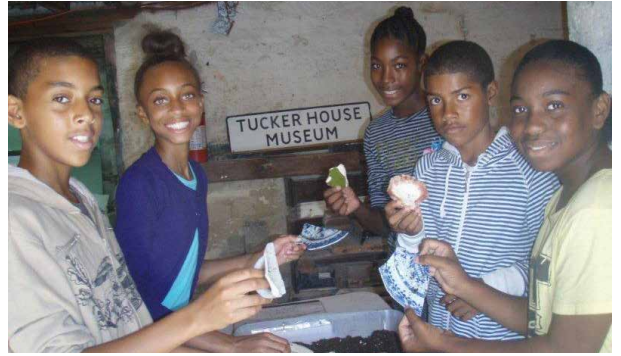
Curriculum links are provided after the activity descriptions. We appreciate feedback and invite educators to share their knowledge for supporting and/or improving our education programmes.

The Education Team
Bermuda National Trust
education@bnt.bm • 236-6483

***Scheduling a field trip to Tucker House**

To schedule a trip to Tucker House download and complete a school field trip booking form on our website, www.bnt.bm (found under the school tours heading) or copy the form in the back of this book. Return the form via email to: education@bnt.bm.

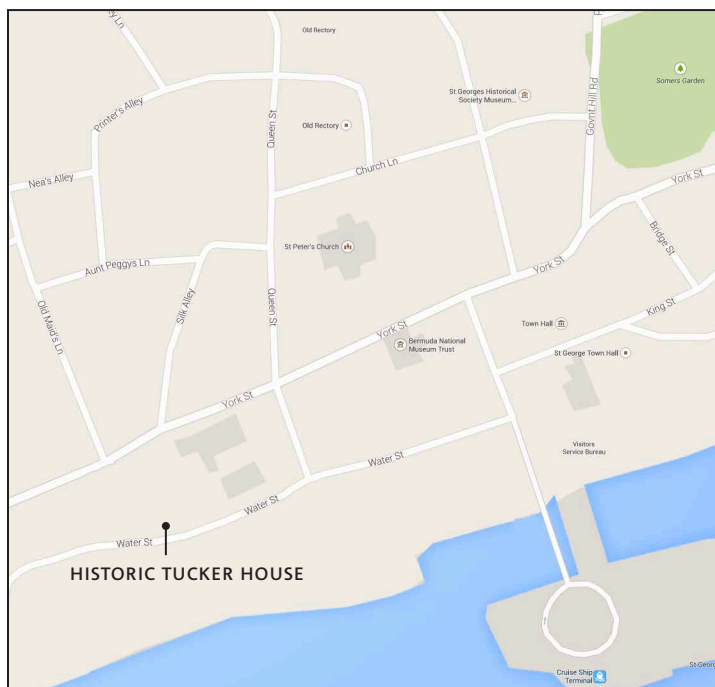
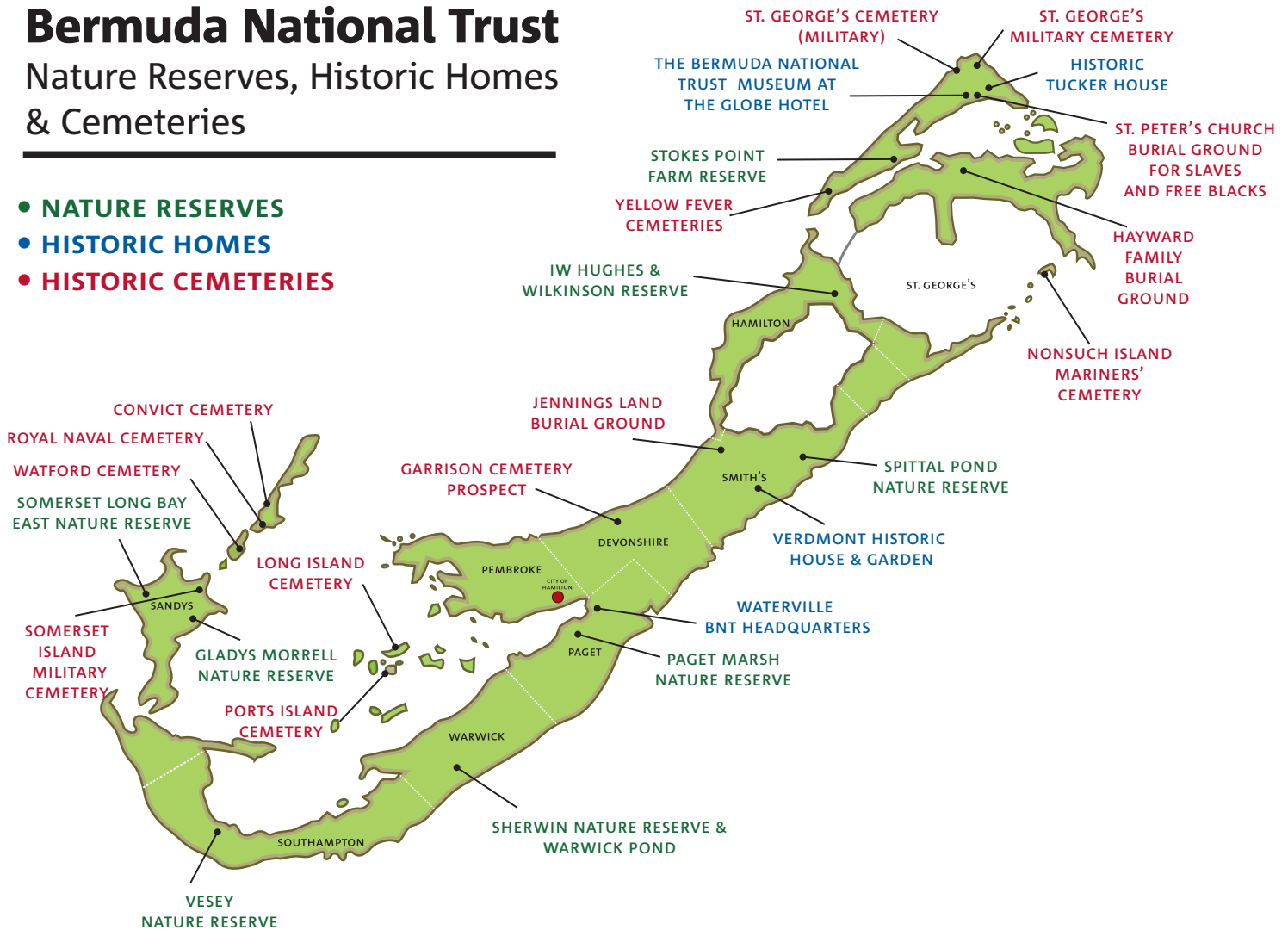
The ratio of field trips is one adult for every ten children. Additional adults are welcome.



Bermuda National Trust

Nature Reserves, Historic Homes & Cemeteries

- **NATURE RESERVES**
- **HISTORIC HOMES**
- **HISTORIC CEMETERIES**



Directions

Location: 5 Water Street, St. George's

Telephone: (441) 297-4126

Bus route: 1, 3, 10, 11

Ferry: Apr-Nov only - yellow route

THE HISTORIC **Tucker House** & ARCHAEOLOGICAL EXHIBIT



THE HISTORIC TUCKER HOUSE WAS THE FIRST PROPERTY ACQUIRED by the Historical Monuments Trust in 1939 and it remains one of the most important buildings in the Bermuda National Trust's possession. It was opened in 1953 by the Monuments Trust largely thanks to Robert Tucker of Baltimore, a distant cousin of President Henry Tucker, who bequeathed his extensive collection of Tucker family furniture to the Monuments Trust when he died at the age of 102.

The first owner of the land on which Tucker House stands was Sarah Tucker Hubbard, but it was Thomas Smith, not she, who built Tucker House. Sarah lived in a house which no longer exists on the waterside lot. In 1752 her daughters sold the northern part of the property to merchant and mariner Captain Thomas Smith, who built Tucker House much as it exists today.

The building is a typical merchant's house with cellars below and living quarters above. It has a steeply pitched hip roof on the south side, with a double-flue chimney at the west end and lateral steps up to a simple porch in a style which was common in St. George's because of the constraints of the narrow streets. The Flemish gables at the rear of the house may have been inspired by the architecture of the Dutch colonies to which Smith's merchant career took him, but they could have been copied from the Globe Hotel.

After Sarah's death, Smith acquired the waterside lot from her daughter, Rebecca Hubbard Outerbridge, and built a wharf, storehouse and fishpond. All of this prosperity was to be short-lived however; in 1771 he lost a lawsuit, and was forced to sell Tucker House and move to Mitchell House, the home of his wife Effie's aunt.

The Collector of Customs, Thomas Smith of Vermont, owned Tucker House for a short time, but sold it in 1775 to Henry Tucker and his wife Frances, the daughter of Governor Bruere. In 1770 this well-connected man had been appointed Colonial Treasurer by his father-in-law, becoming a member of the Governor's Council the following year. Thanks to the influence of his own father, he also held the posts of Secretary and Provost Marshal, which came with a handsome salary. In the 1790s he was appointed President of the Council and, occasionally, Acting Governor.



Almost immediately after Henry moved in to Tucker House, the notorious Gunpowder Plot blew up. During the American Revolution, Bermuda was fearful of losing trade with the American colonies on which they depended for food as well as profit. Colonel Henry Tucker, President Henry's father, led a delegation to Philadelphia to plead Bermuda's cause. The Americans needed munitions, and soon afterwards a group of Bermudians stole gunpowder from the arsenal above Tobacco Bay and sent it to the Revolutionary American forces in Boston. It was an embarrassing state of affairs for the son-in-law of the British Governor, but in the tense times that followed President Henry is believed to have helped calm the situation in spite of the widespread belief that his brother St. George was somehow involved.

As their family grew Henry and Frances needed to expand Tucker House. They added outbuildings, and a long extension to the north on the western side, only half of which survives. At the same time, the living quarters were upgraded. In 1807, having decided to move to England, Henry put Tucker House up for lease, but he died unexpectedly of influenza in February 1808. In 1809 his widow Frances sold the house to an agent of Gosling and Company, but when the firm went bankrupt and he could not pay the mortgage she was forced to foreclose. In 1813 the house was sold again, this time to Liverpool merchant James Richardson. In 1825 Benjamin Dickinson Harvey, ship owner and lawyer, bought the house for £ 1,100. He lived in Hamilton Parish but some of his 11 children lived at Tucker House. In his work as a lawyer, he was described as a champion of American causes in the Bermudian courts, and came under criticism for being 'a most determined Democrat'. He served as a Member of the House of Assembly for some 40 years. After his sudden death in 1833, his daughter Althea lived in the house.

In 1860 Tucker House was briefly sold to brothers William Tudor Tucker and the Reverend Richard Tucker, sons of the William Tucker who had earlier owned both the Casino and Reeve Court. They sold the house back to Althea but kept the waterside lot and the land to the north fronting on York Street. When Althea died in 1876, her nephew Captain Aubrey Harvey Tucker of the 68th Regiment of Foot sold the house to an Irishman from Londonderry, Robert Boggs, keeper of the new prison which had been built at the foot of Rose Hill. It was the daughter of Robert Boggs who sold the house to the Historical Monuments Trust in 1953, although she lived out her life there.



Joseph Hayne Rainey

During Althea's tenure, Tucker House housed another notable person. Joseph Hayne Rainey was a free black man who left his native South Carolina during the American Civil War to avoid forced labour on seaport fortifications. In Bermuda he worked as a barber, renting the detached kitchen at Tucker House as a barber shop, while his wife built her reputation as a skilled dressmaker. Rainey was self-educated, and drew on the knowledge of the merchants of the town to further his education. After the Civil War, the Raineys returned to the US where he became the first black member of the House of Representatives.

African Diaspora Heritage Trail • Bermuda

The Bermuda Department of Tourism and the international body **African Diaspora** created a trail linking sites, monuments and museums which have a common legacy of slavery and portrait the heritage and culture of the people of African descent. These sites were officially designated as part of the transnational heritage tourism initiative formed in 2001 and are part of the **UNESCO Slave Route Project** with the aim to protect and educate about the heritage and culture of those belonging to the African Diaspora. A bronze plaque on Barber's Alley created by Bermudian sculptor Carlos Dowling indicates the official heritage status of Tucker House.



The Owners & Occupiers

WORLD EVENTS	YEAR	HOUSE OWNER	NOTES
United Kingdom of Great Britain formed (1707)	1713	Sarah Hubbard née Tucker	The lot with water lot access was granted to Sarah.
Peter the Great, King of Russia dies (1725)	1749	Jane Corbusier & Rebecca Outerbridge	Daughters of Sarah Hubbard inherited the property from Sarah.
J. S. Bach dies (1750) British rule India (1757)	1752	Captain Thomas Smith & his wife Effie	Thomas bought the unimproved northern lot and built Tucker House much as it stands today.
James Cook Expedition to the Pacific (1760-1780s)	c.1760	Thomas Smith (same as above)	Thomas acquired the water lot from Rebecca Outerbridge and then built a wharf, storehouse and fishpond.
	1772	Thomas Smith of Vermont	Thomas was the Collector of Customs.
1775-1783 American Revolution & Independence	1775-1808	Henry Tucker & his wife Frances Bruere Tucker	Henry and Frances expanded the house to accommodate their family of 12 children and lived at Tucker House during the period of the Gunpowder Plot.
	1808-1809	Widowed Frances Bruere Tucker	
1803-1815 Napoleonic wars	1809-1811	John Till & his wife Maria	Frances sold the property for £3,000 by installments to John Till. Till was unable to pay his mortgage and the property went back to Frances Tucker.
	1811	Frances Bruere Tucker	The property had reverted to Frances Bruere Tucker.
	1813-1819	James Richardson	James was a Liverpool merchant.
	1819-1825	George Redmond Hulbert	
	1825-1833	Benjamin Dickinson Harvey	Bought the property for £ 1,110 . He was a well known lawyer.
Slavery was abolished in Bermuda (1834)	1833-1860	Heirs of Benjamin D. Harvey	Benjamin Dickinson Harvey's wife Mary Harvey died in 1857.
American Civil War (1860-1865)	1860	William Tudor & Rev Richard Thomas Tucker	Jan – Apr: William Tucker bought the shares in the house from heirs of B. D. Harvey and later in the year (Apr – Jun) Rev Richard Tucker bought the property from his brother.
Suez Canal opens (1869)	June 1860	Althea Dickinson Harvey (Rev Tucker kept the property to the north and south of the house)	Joseph Rainey rented the kitchen at Tucker House from 1862 to 1865 and used it as a barber shop.
Challenger Expedition (1872-1876)	1873-1876	Aubrey Harvey Tucker & his wife Gertrude	Inherited the property from Althea.
Diesel Engine patented (1892)	1876-1885	Robert Boggs	Boggs was an Irishman and the keeper of HM Prison at Rose Hill.
	1885-1907	Elizabeth Boggs	Robert Boggs' widow.
World War I (1914-1918)	1907-1917	Heirs of Robert Boggs	Henry Boggs gradually acquired the shares of his brothers and sisters.
	1917-1939	Emma Boggs	Emma was Robert Boggs' daughter.
World War II (1939-1945)	1939-1970	Bermuda Historical Monuments Trust	Emma Boggs sold the house to the Monuments Trust.
Theatre Boycott in Bermuda (1959)	1953		The President Henry Tucker House Museum opened on May 5, 1953.
U.S. President Richard Nixon orders an invasion of Cambodia, widening the war in Vietnam.	1970	Bermuda National Trust	The Bermuda National Trust began caring for Tucker House.

Tucker House Today



Tucker House was opened as a museum on Tuesday, May 5, 1953, by the Bermuda Historical Monuments Trust, forerunner of the Bermuda National Trust, who then began caring for this beautiful home in 1970. In the early years, only the front portion of the house served as the museum with the curator Miss Trotter living in the rear rooms. Admission was 25 cents or 1 shilling and 9 pence.

left:
Walled Garden

The building, which dates from the mid 18th century, is a typical merchant's house with cellars below and living quarters above. It has a steeply pitched hip roof on the south side, with a double-flue chimney at the west end and lateral steps up to a simple porch, in a style which was common in St George's because of the constraints of the narrow streets. The outside walls are white-washed with contrasting shutters in green. Tucker House has two small gardens enclosed within characteristic St. George's courtyard walls. The plants in them would have been available in Bermuda at the time Henry Tucker and his family lived here between 1775 and 1808. Some of them would have been useful for cooking or medicinal purposes.

The entrance to Tucker House is located on the southern side of the building. Steps leading from Water Street to the elevated porch guide visitors into the rectangular entrance hall.

Furniture, Paintings, China & Silver Collection

The Tucker House collection of 18th century furniture, paintings, china and silver is particularly interesting because it was largely inherited from the Tucker Family. Much of was originally assembled by President Henry's sister, Frances, who married a cousin, also named Henry Tucker. It was generously bequeathed to the Bermuda Historical Monuments Trust by their great-grandson, Robert Tucker of Baltimore. Following his death in 1950 at the remarkable age of 102, it took two years for the furniture to arrive on the island and be placed in the house.



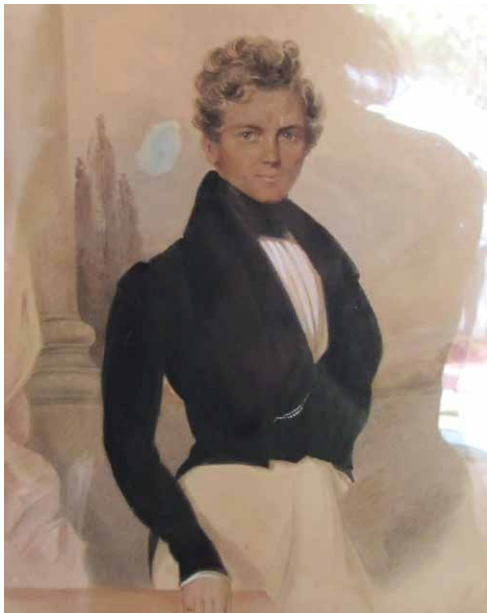
left:
Plate from English dinner service

centre:
Dining room

right:
St. George Tucker (1752-1827)

Entrance Hall

The white walls of the entrance hall are decorated with two water colour paintings. There is a small portrait of **Henry John Tucker** (1811-1843) and a second larger painting called '**The Tucker Armorial**'. There is also a framed photograph of **Robert Tucker** (1848-1950), the nephew of Henry John Tucker and donor of much of the furnishings. Furniture in this area consists of a Bermuda-made cedar high banister-back side chair and an ancient Bermuda-made cedar armchair. Both chairs are believed to have been crafted between 1690 and 1720. Noteworthy are an early brass lantern clock from c.1700 and a George III brass-mounted glass hanging lantern from c.1820.



left:

Henry John Tucker (1811-1843)
Robert Tucker's uncle

right:

Robert Tucker (1848-1950)



left:

Bermuda-made cedar arm chair

centre:

Brass lantern clock

right:

**Bermuda-made high
banister-back chair**

Drawing Room

The drawing room is located to the left of the entrance hall and is decorated with a variety of remarkable furnishings. Outstanding is a **Bermuda-made cedar tea table** from c1740. The table has a moulded rectangular top above a conforming frame with scrolled skirts on cabriole legs with dimple carving to the knees and triple, or drake, feet.



left:
Drawing room

right:
Bermuda-made cedar tea table
c.1740



left:
Drawing room

right:
English sabre and scabbard,
c.1820, manufactured by Henry
Wilkinson, Pall Mall, London

There are five beautifully crafted **Bermuda-made cedar Queen Anne chairs** with caned seats and Spanish feet. Interesting is the **English sabre and scabbard** hanging next to Colonel Tucker's portrait. It has a steel blade and was manufactured by Henry Wilkinson, Pall Mall, London c.1820.

The **Jamaican Games Table** is a superb chess and backgammon table manufactured from eighty-four different Jamaican woods crafted by Ralph Tumbull and Son, Kingston, Jamaica in March 1839.



left:
Jamaican Games Table
with Bermuda-made cedar
Queen Anne chairs

right:
Jamaican Games Table open,
1839



The **George III mahogany long-case clock** is of English origin and was made c.1810. It has a brass dial with Roman chapters, date and second hands. The arch above the clock face depicts two children on a seesaw.

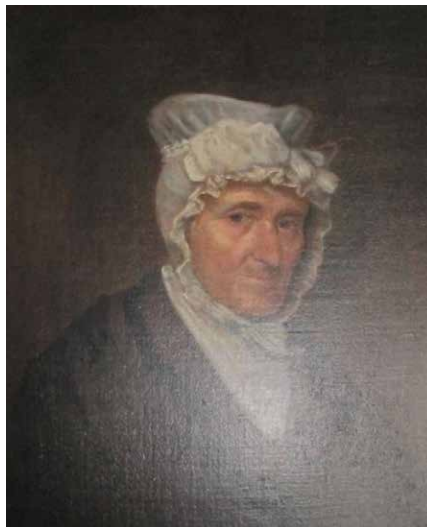
left:
Mahogany long-case clock

Portraits Displayed in the Drawing Room



left:
Major Henry Tucker (1652-1728) of Surry County, Virginia, the artist is unknown. This is the earliest Tucker portrait.

right:
Colonel Henry Tucker 1713-1787) of 'The Grove', Southampton, by Joseph Blackburn, is signed and dated 1752. Colonel Henry Tucker was a leading individual on the island during his time.



left:
Ann Tucker, née Butterfield (1722-1797), the wife of Colonel Henry Tucker by Joseph Blackburn. The painting shows her with two of her children, Nathaniel (1750-1807) and Elizabeth (1747- 838).

right:
Elizabeth Tucker (1747-1837) the daughter of Ann Butterfield Tucker and Colonel Henry Tucker by Lucius Munson.

Dining Room

The dining room is located to the right of the entrance hall. It is the largest room in the house and has a beautifully balanced feel to it. The dominating feature is the **Bermuda-made dining table** made of Cuban wood surrounded by a set of nine George III mahogany dining chairs. The table is set with an **English dinner service** depicting a colourful parrot, flowers and foliage. This transfer-printed stoneware, dates from c.1840, and would have had the colours added by hand before firing. This type of service must have been very popular in Bermuda as it was a gift from three different homes.



left:
Dining room

below:
English dinner service



Portraits in the Dining Room



left:
St. George Tucker (1752-1827)

right:
Nathaniel Tucker (1750-1807)



left:

Frances Tucker (1740-1825)

right:

Thomas Tudor Tucker (1744-1828)

Bed Chamber

The bedchamber is located off the drawing room to the far left. A delightful George III carved **mahogany four-post bedstead** is the centrepiece of the bed chamber. It is beautifully carved with flowers and wheat. It was made in England c.1785.

Other furnishings include a **Bermuda-made cedar pedestal side table**, a **George III mahogany commode** in the form of a miniature chest of drawers



left:

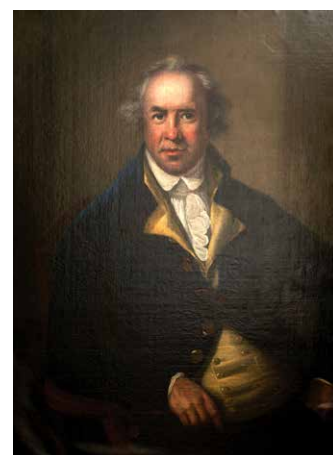
Bed Chamber

below:

Lt Colonel George James Bruere (c.1721-1780)

A **portrait of Governor George Bruere** is displayed in the bedchamber. He served in Bermuda from 1764 to his death in 1780. The portrait remained in the Bruere family until it came up for auction in 2005, and Trust Past-President David L. White bought it for the Trust. Christie's auction house attributes the painting to John Russell, RA, a leading portrait painter of his day in London. This painting is the most recent of the collection. Despite his daughter having married into the Tucker family, Governor Bruere fell out irrevocably with Colonel Henry Tucker over the Colonel's negotiations with the American Revolutionaries and the open support of two of the other Tucker sons for the American cause, and harsh words were said to have been exchanged. It was felt that it would not be right to hang their portraits in the same room as other family members.

Other paintings in the bed chamber include: Major Henry Tucker, the Marquis de Lafayette, the Tucker ship *Lion*, George Washington, and Dr Jonathan Tucker.



Nursery

The nursery is located off the drawing room and to the right of the bed chamber. The centrepiece of the nursery is a **Bermuda-made cedar tall post bedstead** from c.1840 and a smaller child's crib from c.1810. The tall posts were most likely designed to hold a mosquito net over the sleeping area. There are also various other furnishings made out of Bermuda cedar such as a **rocking chair, cradle, side chair, doll's bed** and a **small chest** next to the bedstead.

The **mahogany chest of drawers** was made in Bermuda by Henry Smith III and his brother Samuel Smith c.1810. The Smith brothers were leading housewrights and cabinet makers in Bermuda in the early 19th century. Their workshop produced some of the most sophisticated and elegant furniture ever made on the island.



left:
Nursery

Library or Silver Room

This room is located to the rear of the entrance hall. Most noticeable is an exquisite **silver candle holder** made in London c.1858, which is positioned on a round **Bermuda mahogany and cedar table** in the centre of the room. The **candle holder** was presented to Alexander Ewing Esq by the Bermuda legislature in 1864. The room also displays the Tucker family **tallboy**, which is a Bermuda-made cedar high chest of drawers.

A unique Bermuda-made **mahogany secretaire bookcase** holds a collection of fragile antique books that came from various Tucker households. The titles represent the kind of reading material typical for most good households in the 19th century.



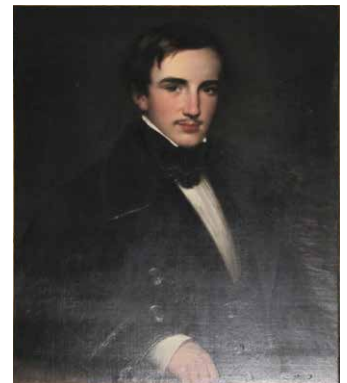
left:
Library or silver room



left:
Library or silver room
with George III mahogany
breakfront bookcase

The **George III mahogany breakfront bookcase** on the left hand side of the room has descended through branches of the Tucker family over generations. It holds a superb collection of silver items which were used by the family on a regular basis but which also provided ready capital as the price of silver maintained a basic market value. The pieces on display were made in England, America and Bermuda between 1710 (Thomas Savage's footed tray) and 1860 (silver plated water pitcher).

The large portrait hanging above the door depicts Henry St. George Tucker C.B. (1823-1897). He was the son of Henry St. George Tucker (1771-1851) and worked in the Indian Civil Service.



above:
Henry St. George Tucker C.B.
(1823-1897).

Kitchen

A small hallway beyond the library leads down a few steps into the kitchen. The hallway is decorated with a **print of the large family tree of the Tucker family**, a couple of cabinets with small silver items and a **wooden bust of Samuel Johnson**.

The kitchen contains a fire place for cooking. The room is sunken into the ground which provides a cooling effect to the area. The furnishings include a rectangular **Bermuda-made cedar stretcher table**, a **Bermuda marble topped cedar side table** and a large mahogany press (cupboard) with three-panel doors and drawers. The kitchen equipment is very interesting as the pieces are typical household equipment that would have been used by the Tuckers. The kitchen has access to two small courtyard gardens.



left:
Tucker House kitchen



left:
George III oak dough bin on stand
A dough bin was used for large-quantity baking. After preparation, the dough was placed in the bin and allowed to rise. The dough was then shaped into individual loaves and baked in the bread oven.



left:
Copper pots – used for cooking
and a **dough mould** – to bake a
single bread loaf

right:
Palmetto leaf broom – made
from palm leaves and used to
sweep floors



left:
Citrus press – designed to separate
the pulp and juice from fruit

right:
Candle mould – for making
multiple candles at one time



left:
Mortar & Pestle – for grinding
corn. Mortars of various sizes
were used in households

right:
Scale with brass pans –
for measuring during
food preparation

Archaeology at Tucker House

The Tucker House was the site of Bermuda's first terrestrial archaeological project undertaken by David Fleming in 1973. However, it was not until 1988 that archaeology fully explored the property. The archaeologists wanted to investigate the material life of Henry Tucker and begin to explore the material world of Bermuda in a comparative Atlantic perspective, most especially in relation to Williamsburg, Virginia. From 1988 to 1991 Marley Brown III from the Colonial Williamsburg Foundation, in cooperation with the Bermuda National Trust Archaeological Research Committee, undertook four seasons of work under the floorboards of the main house, now the basement archaeological museum exhibit. Additionally in 1997 Marley Brown III, along with Dwayne Pickett from Colonial Williamsburg Foundation, returned to the Tucker House to excavate under the floorboards in the kitchen.

Archaeological work in the kitchen provided evidence for the Tucker House's other famous 18th century resident, Thomas Smith, who was Collector of Customs. Smith also owned Verdmont in Smith's Parish. While the kitchen excavations did not shed light on Henry Tucker's material world, the earlier work under the main house provided a wealth of evidence for what he owned and how he presented himself and his family to the world. The archaeological evidence shows that the Tuckers used imported refined earthenware for their dinner service and imported Chinese porcelain for their tea service. Comparatively, this social display places the Tuckers on a par with some of the wealthiest urban colonists of North America, including Williamsburg, Virginia and Charleston, South Carolina. Archaeologists and historians have interpreted these signs of elite wealth not necessarily as symbols of Henry's monetary wealth. Rather, Henry's access to these goods, at potentially more affordable prices, was a testament to Bermuda's unique trading location within the 18th century Atlantic world.

Source
Dr. Brent Fortenberry, 2012



left:
Archaeology Exhibit

Archaeology Exhibit

The display cases in the exhibit show fragments of china, glass, earthenware, early buttons, marbles and artefacts made of bone. There are also clay pipes, gun flints, hat buckles and hinges, tooth brush fragments, decorative beads and shoe buckles. Not all artefacts have been identified; some remain a complete mystery to all who have seen them. Additional information on the Tucker family tree can be found in one display case.



left:
Archaeology exhibit
display cases



Teacher Resources/Activities

Before your visit/ **Introducing Students to Tucker House**

These activities are designed to be completed in advance of a visit. They prepare the students for the visit and explore lifestyles of long ago.

Getting to Know the Tucker House

OBJECTIVES

The teacher will review the chapters 'Introduction to Tucker House' and the 'Owners & Occupiers' with students to:

- Establish prior knowledge of this home before their visit.
- Explore the differences in values between people of different times.
- Compare lifestyles of people who lived in the 1700 and 1800s with those today.

***ACTIVITY 1**

Value of Assets of President Henry Tucker in 1800

The teacher will review the list of the 'Assets of President Henry Tucker in 1800' (see page 27) with students and they will answer the questions that follow.

***ACTIVITY 2**

Cost of Living in the 1800s in the US

The students will go on an outing to a grocery store with an adult and find the items that are listed on the 'Cost of Living in the 1800s in the US' worksheet. Students will record the current cost of the items and compare them to those from the past.

***ACTIVITY 3**

Let's Get Dressed Up – Field Trip option

(in preparation for a visit to Tucker House)

A fairly simple yet effective addition to your visit is to have the students dress in simplified period clothing using the resources available to them. Boys wear long trousers tucked into knee-high socks and vest over their school shirt. Girls wear long skirts and add a shawl around their shoulders.

*ACTIVITY 1/TUCKER HOUSE

Assets of President Henry Tucker in 1800

President Henry Tucker lived at Tucker House in St George's from 1775 to 1808. At one point he thought about leaving Bermuda. In 1800, his possessions were valued for tax. Review the list of assets and answer the following questions. The table shows Henry Tucker's assets valued in 1800.

ASSET	VALUE IN 1800
Houses and wharf	£800
Furniture	£400
Slaves	
• Will	£20
• Dick	£60
• James	£25
• Hagar (woman)	£20
• Lucinda	£80
• Girl	£25
• Boy	£40
• Girl	£15
Horses	£50
Cattle	£40
Land	
• 7 ½ acres Northside	£52
• 15 ¾ acres Northside and House	£160
• 58 ¼ acres adjoining Glebe	£410
• 2 acres adjoining Mr. John Lewis	£20
• 50 acres Secretary's Land	£500
• 30 acres on the Eastside	£210
• Timber on land	£25
• Income	£1000
TOTAL	£3,952

Note: In 1800, the currency used was:

Pounds (£),

Shillings (s)

Pence (d)

1 pound = 20 shillings

1 shilling = 12 pence

Conversion today: 1 £ = \$ 1.53
(value in April 2013)

QUESTIONS FOR DISCUSSION

1. What is the most expensive item? What is the least expensive item?
2. The 'houses and wharf' refers to the main house, kitchen, slave quarters and outhouse at Tucker Houses on Water Street. How much do you think the house is worth today?
3. What do you think 'timber on land' means? Why did it have a value?
4. Which items were worth less than 100 pounds in 1800?
5. How many enslaved persons did President Henry Tucker own?

*ACTIVITY 2/TUCKER HOUSE

Cost of Living in the 1800s in the US

In 1800s the average wage earner made \$16.00 a week. Some trades only made two to six dollars a week. The men driving the horse-drawn streetcars in New York in the 1880s made \$1.75 a day working a 14 - 16 hour day. Many families struggled to earn enough money for groceries, clothing and rent. The weekly spending listed in the table below is from a family which spent \$2.50 more a week than the father made, and the family had nothing left for entertainment or clothing. It is most likely that the children in the family were employed and worked a long day too.

Using the list of groceries below, visit a grocery store and find the items listed and record their cost. Compare the cost of groceries from the 1800 to today's cost and calculate the difference.

WEEKLY COST OF GROCERIES & RENT FOR 1 FAMILY	COST 1800 (US IN \$)	COST TODAY (BERMUDA IN \$)	DIFFERENCE
Bag of flour	\$1.80		
Bag of potatoes	\$1.19		
1/4 lb. of tea	\$0.38		
1 qt. milk	\$0.56		
1 lb. coffee	\$0.35		
Sugar 3 ½ lb.	\$1.05		
½ ration of meat per week	\$3.50		
4 lb. butter	\$1.60		
2 lb. lard	\$0.38		
Dried apples for treats	\$0.25		
Vegetables	\$0.50		
Soap, starch, pepper, salt, vinegar, etc.	\$1.00		
2 bushels of coal	\$1.36		
Kerosene	\$0.30		
Sundries (small miscellaneous items)	\$0.28		
Rent	\$4.00		
Total spending	\$18.50		

QUESTIONS FOR DISCUSSION

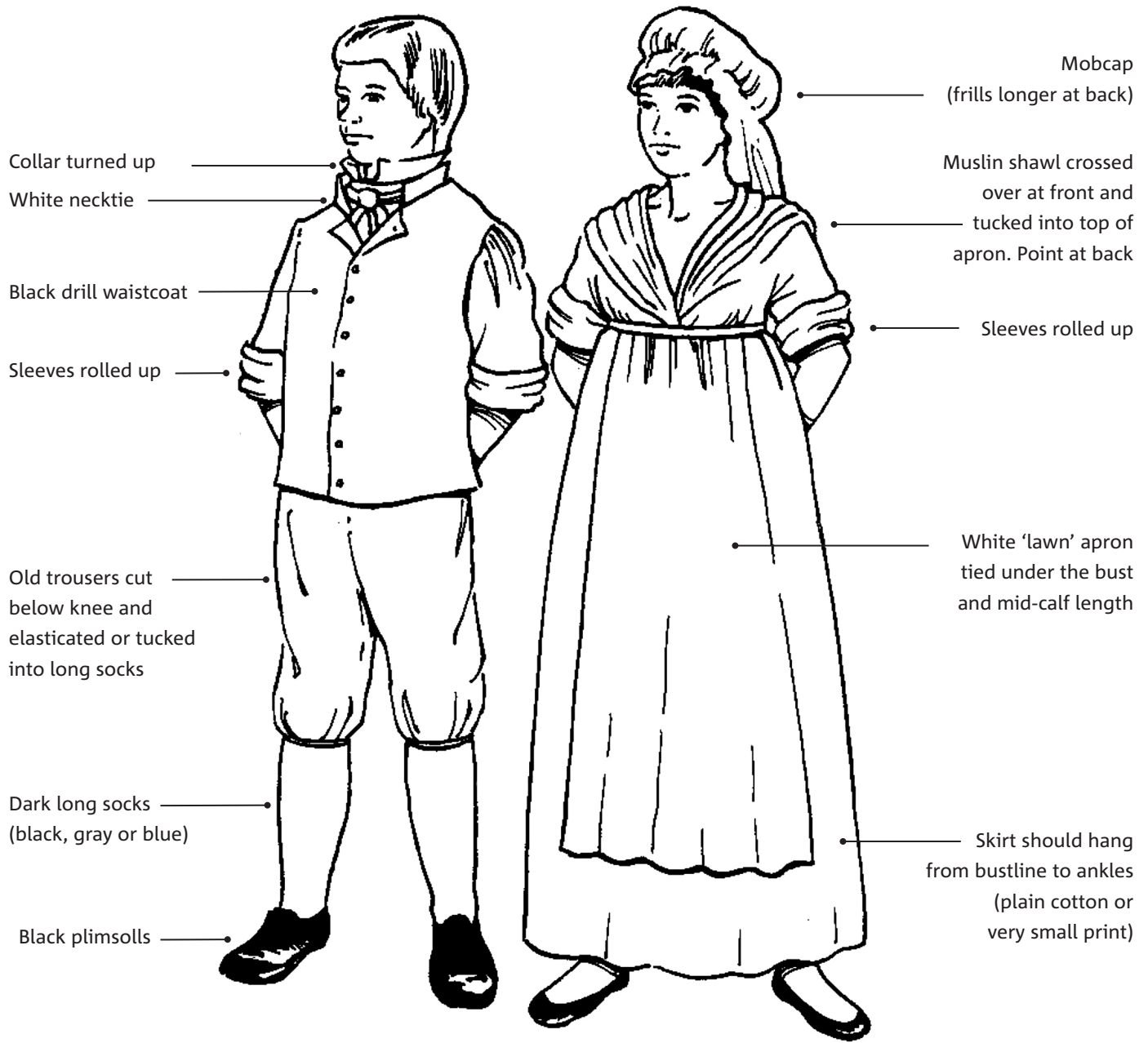
1. What was the most expensive item in 1800? What is the most expensive item today?
2. Which items would not be found on your family's shopping list?
3. What does your family buy every week that is not listed above?

Source: Meltzer, Milton. Bread and Roses. *The struggle of American labor 1865-1915*. The Living History Library

*ACTIVITY 3/TUCKER HOUSE

LET'S GET DRESSED UP

A fairly simple yet effective addition to your visit is to have the children dress in simplified period clothing using the resources available to them. Boys wear long trousers tucked into knee-high socks and a vest over their school shirt. Girls wear long skirts and add a shawl around their shoulders.



During your visit/**Class Field Trip Activities**

These activities are designed to be completed during your visit.

Occupants of Tucker House

OBJECTIVES

- To introduce the occupants of Tucker House
- To learn about the Tucker family and their genealogy
- To understand the architecture of Tucker House

*ACTIVITY 1

Exploring the Genealogy of the Tucker Family

A visit to Tucker House provides a good opportunity for an introductory activity on genealogy.

*ACTIVITY 2

Making an Architectural Drawing of Tucker House

This activity is designed to introduce students to the field of architecture and will allow them to look more carefully and in depth at the architecture of Tucker House.

*ACTIVITY 3

Simulated Archaeology Dig Box & the Tucker House Archaeology Exhibit

The students will begin this activity in the unfinished part of the basement at Tucker House learning about the role of an archaeologist, the definitions of archaeology, artefacts and archaeologist.

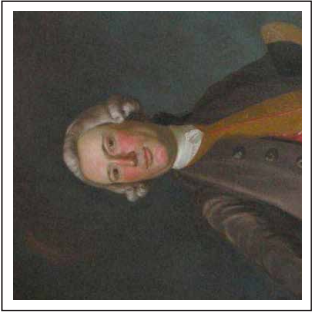
*ACTIVITY 1/TUCKER HOUSE

Exploring the Genealogy of the Tucker Family

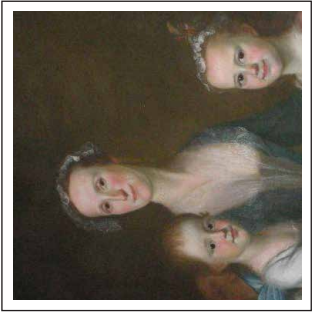
A visit to Tucker House provides a good opportunity for an introductory activity on genealogy. Several members of the Tucker family have lived at Tucker House and portraits of a few individuals are displayed on the walls in the dining and drawing rooms. Use the handout of the Tucker family tree and find the corresponding portraits in the dining and drawing rooms. See if you can locate the family members displayed in the portraits in the large family tree displayed on the wall in the hallway leading from the library into the kitchen. This activity will engage children in:

- Making history come alive
- Understanding time lines
- Encouraging organisational, planning, communication, logic, problem-solving and presentation skills

The Tuckers of Tucker House

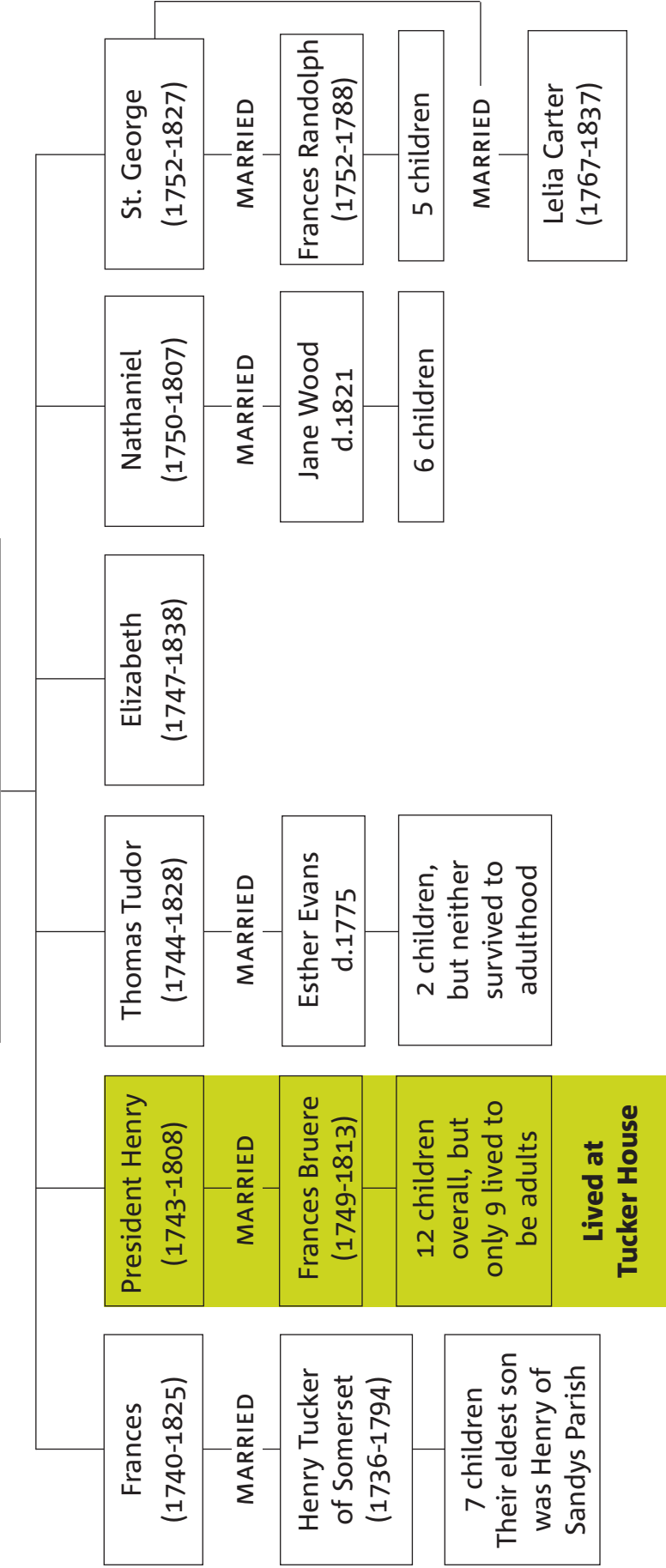


MARRIED



Col. Henry Tucker
(1713-1787)

Anne Butterfield
(1722-1797)



*ACTIVITY 2/TUCKER HOUSE

Making an Architectural Drawing of Tucker House

Architectural drawings depict the layout of buildings and are used for constructing or renovating buildings. They are vital in the design stage of a new building and help the contractor to carry out the architect's plans. Drawings are also used to create models of the final project.

This activity is designed to introduce students to the field of architecture and will allow them to look more carefully and in depth at the architecture of Tucker House.

Show the students the architectural drawings of Tucker House provided below and explain the general layout of the rooms. For this activity students can work individually or in groups of two. Choose a room in Tucker House and have students measure the length of the walls. Have them transfer the measurements onto paper by drawing walls, windows and doors. Next, ask students to add furnishings to their drawing. Have students label the items.





*ACTIVITY 3/TUCKER HOUSE

Simulated Archaeology Dig Box & the Tucker House Archaeology Exhibit

Name: _____

Date: _____

The students will begin this activity in the unfinished part of the basement at Tucker House learning about the role of an archaeologist, the definitions of archaeology, artefacts and archaeologist.

ARCHAEOLOGY

- Archaeology is the study of the human past through its material remains, its objects, buildings, and landscapes. It is a vital science that enables us to have a broader understanding of human life from its origin to today.

ARTEFACTS

- Artefacts are objects made by humans. They are portable, and can be collected through archaeological recovery techniques and taken from archaeological sites. Examples: ceramics, wine bottles.

ARCHAEOLOGIST

- They study past human life and culture by the recovery and examination of remaining material evidence.

Through the use of a 'simulated dig box' students will then discover artefacts and view images of an actual dig on one of the Bermuda National Trust's properties. They will then enter the Archaeology Exhibit and answer the following questions.

1. Define archaeology in your own words.
2. What is the name of things that remain behind?
 - List 3 examples
3. What happens to soft items that are buried underground over time?
 - List 3 examples
4. Find 3 things in the exhibit that you might find in a household today.
5. Find 3 things in the exhibit that are not commonly used today.
 - What were they used for long ago?
6. What is the most interesting item to you and why?

After your visit/Additional Information & Activities

Activities listed in this section encourage students to learn further with the help of interesting and engaging activities. They will enable students to summarise their learning and to reflect on their visit.

OBJECTIVES

- To study in depth two of the occupants of Tucker House
- To learn further about architecture, geneology and generations
- To bring history to life

*ACTIVITY 1 President Henry and the Gunpowder Plot

Study the relationship between the Gunpowder Plot in Bermuda and the American Revolution.

*ACTIVITY 2 Learn about Joseph Hayne Rainey

Have students study the interesting life of Joseph Rainey and the abolition of slavery in America.

*ACTIVITY 3 Student Family Tree

It is interesting for children to engage in detective work into the past and explore the lives of their ancestors.

*ACTIVITY 4 Generation Posters

Have students create a generation poster at home or in the classroom using magazines and online resources.

*ACTIVITY 5 A Day in Tucker House in the 1700s and 1800s

Have students write a story from the perspective of one of the people who lived at Tucker House.

*ACTIVITY 6 Interviewing a Grandparent

Have students interview a grandparent or an older person to find out what they did as a child.

*ACTIVITY 7 Family Heirloom

Have students choose a special heirloom or object in their family and write a story about it.

*ACTIVITY 8 My Visit to Tucker House/LOWER & UPPER PRIMARY

Have students draw or write about their visit to Tucker House.

*ACTIVITY 9 Architectural Drawings of Students' Homes

*ACTIVITY 10 Tying it all Together

*ACTIVITY 1/TUCKER HOUSE

President Henry Tucker & the Gunpowder Plot

Activities: In class, read ‘President Henry Tucker and the Gunpowder Plot’ and complete the questions that follow.

Extension Activity: Discuss with the students whether they have ever felt like President Henry – caught in the middle. Have them write, draw or develop a skit that tells their story. How did it end? If they were not happy with the ending, how would they change it to make it better?

Overall Assessment: Evaluate responses on ‘Values Activity’ sheet, ‘Tucker House’ booklet, and ‘Questions on President Henry Tucker and the Gunpowder Plot’.

PRESIDENT HENRY TUCKER & THE GUNPOWDER PLOT

President Henry Tucker, the eldest son of Colonel Henry Tucker of Southampton, was sent to live in St George’s and work in the shipping office to oversee the family business. While there, Henry, the solemn young man from Southampton, fell in love with Frances, the lively daughter of Governor George James Bruere, the “gallant old soldier”, and they were wed in 1770. Five years and two small children later, Henry and Frances bought Tucker House and lived in it from 1775 to 1808. During this time, Henry and Frances increased their family to 10 sons and 2 daughters, one of whom died at birth.

After a few years, Henry had a very important position – he served as President of the Governor’s Council. As President, Henry was responsible for advising the Governor on issues that arose in Bermuda and any decisions that had to be made. This meant that he had to work very closely with his father-in-law.

In 1775, shortly after President Henry moved into Tucker House, he was caught up in a major crisis – the Gunpowder Plot! In the dark of the night on August 14, 1775, a group of Bermudians crept up the hill to the north of the Town of St George and broke through the roof of a small building which stored the government supply of gunpowder. Quickly, they jumped inside, unlocked the door and rolled out the barrels, one by one. Quietly and cautiously, they transported the barrels over the hill to Tobacco Bay, where several boats waited to carry the ammunition to a larger ship anchored offshore. Once the gunpowder was safely on board the ship made its way to America where the gunpowder was used in the American Revolutionary War against Britain. Why would someone risk punishment and possibly his life to steal gunpowder? And how was President Henry involved?

The story really begins with the American colonies that did not want to be forced to pay taxes to Britain anymore, 3,000 miles away, without having any say in the matter. This and other factors led to the American Revolution that began in 1775. Britain sent soldiers to fight in America and after many battles the 13 American colonies were granted their independence in 1783. However, during the war the American colonies stopped sending any goods to other British colonies like Bermuda. This was disastrous for Bermuda because much of the wheat and other grains used to make bread, a daily staple, came from these American colonies.

With their supply of wheat cut off, were the people of Bermuda going to starve? Not if the Tucker family could help it! President Henry’s father, along with some other Bermudians, went to Philadelphia to see what could be done. The Americans agreed to send wheat IF Bermuda supplied gunpowder to them so they could fight the British troops. Thus, the gunpowder was stolen!

What we don’t know is who stole the gunpowder? President Henry’s father, the Colonel, and his brother, St. George, were supposed to have been involved in the theft, but this was never proven and no one was ever charged.

President Henry, though, was caught right in the middle between his family and his wife’s family. His family was very supportive of the American colonies seeking independence and, in fact, two of his brothers settled in America. However, he was also married to the Governor’s daughter and Governor Bruere had quite opposite views. He was fiercely loyal to Britain and King George III, and, indeed, lost two of his sons fighting for Britain in the American Revolution. How did President Henry respond? His eldest son (also named Henry) wrote, “My father kept neutral ground.” It seems that President Henry remained on good terms with both his father and his father-in-law. Not once was he ever suspected of being involved in the Gunpowder Plot.

President Henry Tucker & the Gunpowder Plot

Name: _____

Date: _____



1. When did President Henry live at Tucker House? _____
2. What was the name of President Henry's wife? _____
3. She was
 - a. the daughter of Colonel Henry Tucker
 - b. his cousin
 - c. the daughter of Governor Bruere
4. As President of the Governor's Council, Henry Tucker
 - a. ruled Bermuda
 - b. gave advice to the Governor
 - c. ruled the United States of America
5. When did the Gunpowder Plot take place?
 - a. 1175
 - b. 1575
 - c. 1775
 - d. 1757
6. What was the gunpowder used for?
 - a. the American Revolution
 - b. the French Revolution
 - c. Cup Match
 - d. July 4th celebrations
7. Why did some Bermudians steal the gunpowder?
 - a. Because Bermudians were scoundrels and often up to no-good
 - b. Because they wanted the Americans to have fireworks for their July 4th holiday
 - c. Because they didn't want the people of Bermuda to starve
8. Who was charged with stealing the gunpowder?
 - a. President Henry Tucker
 - b. Colonel Henry Tucker and his son, St. George Tucker
 - c. Governor Bruere
 - d. No one
9. In the American Revolutionary War, which side did President Henry's father support?
 - a. The American colonies that wanted their independence
 - b. The British who wanted America to remain as colonies
 - c. The French who sent troops to fight
10. In the American Revolutionary War, which side did Governor Bruere support?
 - a. The American colonies that wanted their independence
 - b. The British who wanted America to remain as colonies
 - c. The French who sent troops to fight

President Henry Tucker & The Gunpowder Plot /Answers & Extension Activity

Answers

1. 1775-1808
 2. Frances
 3. (c) The daughter of Governor Bruere
 4. (b) Gave advice to the Governor
 5. (c) 1775
 6. (a) The American Revolution
 7. (c) Because they didn't want the people of Bermuda to starve
 8. (d) No one
 9. (a) The American colonies
 10. (b) The British
-

Extension Activity

Have you ever had similar feelings of being caught in the middle?

Write, draw or develop a skit that tells your story. How did it end?

If you were not happy with the ending, how would you change it to make it better?

*ACTIVITY 2/TUCKER HOUSE

Joseph Hayne Rainey



JOSEPH HAYNE RAINNEY WAS BORN INTO SLAVERY IN GEORGETOWN, South Carolina in 1832. His father Edward Rainey purchased freedom for his family and moved them to Charleston when Joseph was 14. There both father and son worked as barbers. Rainey's mother was of mixed race with French and African ancestors. In 1859 he married Susan who was from the West Indies and also of mixed race. They had three children: Joseph II, Herbert and Olivia. In 1862, during the Civil War when the Confederacy drafted all free black men to construct fortifications around Charleston, Rainey worked building walls and digging ditches. He also worked as a cook and labourer on blockade-running ships and while doing so he and his wife fled to Bermuda and settled in St. Georges.

Bermuda had abolished slavery in 1834 and was very hospitable to the Rainneys. They rented the detached kitchen at Tucker House where he set up a barbershop. His wife had considerable talent as a dressmaker and was able to establish a business making dresses for several leading ladies of St. George's. At this time the house was owned and occupied by Althea Harvey, who inherited the house from her father Benjamin Dickinson Harvey. Rainey used the conversations with his clients to improve his education and knowledge about current affairs in Bermuda and the US.

On January 1, 1863 American President Abraham Lincoln issued his Emancipation Proclamation, declaring slavery outlawed in all Confederate States which were still in a state of rebellion. However, slavery in the loyal border-states was untouched by this proclamation and slaves there had to endure almost another 3 years before they were freed. It was the Thirteenth Amendment to the United States Constitution which finally outlawed slavery and involuntary servitude on December 6, 1865.

After the end of the Civil War in 1866 the Rainneys took their savings from Bermuda and returned to Charleston. There Rainey became increasingly involved in politics and was well regarded within the community. In 1870, he was elected to the State Senate of South Carolina and later that year he was elected to the Congress of the United States as a Republican. In 1874, he became the first black man to preside over the House of Representatives. He was re-elected four times and served until March 1879, which was a record length of service for a black Congressman only surpassed in the 1950s.

During his term Rainey supported legislation which promoted the human rights of southern blacks and economy of the south. He focused on the desegregation of schools and protection of blacks from action by the Klu-Klux Klan. He also advocated radical Republican Senator Charles Sumner's Civil Rights Bill of 1875, which outlawed racial discrimination on juries, in schools, on transportation and in public accommodation.

After Rainey retired from Congress in 1879, he was appointed a special agent of the US Treasury Department in South Carolina. He served two years and then started and managed a couple of businesses. Shortly before he died of congestive fever on August 1, 1887 he and his wife had opened a millinery shop in Georgetown.

Joseph Hayne Rainey answers to questions on next page

- | | | |
|----------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------|
| 1. Georgetown, South Carolina | 5. 1834 | 9. Republican |
| 2. His father | 6. From his clients | 10. President Abraham Lincoln |
| 3. Dressmaker | 7. The Civil War was over, Rainey wanted to enter politics to help others | |
| 4. To have a better life, to create their own businesses | 8. Racial discrimination in schools and in public places | |



Name: _____

Date: _____

Joseph Hayne Rainey

Questions

1. Where was Joseph Rainey born?
2. Who do you think taught Rainey the skills to work as a barber?
3. What skills did Susan Rainey have?
4. Why do you think Joseph Rainey and his wife escaped from the US?
5. When was slavery abolished in Bermuda?
6. How did Rainey obtain his knowledge about current affairs in Bermuda and from the US?
7. What do you think were the reasons for Rainey's return to the US in 1866?
8. What were the injustices black Americans had to endure at the time Joseph Rainey returned to the US?
9. What party did Joseph Rainey support?
10. Who was the American President who paved the road to freedom of slaves in January 1863?

*ACTIVITY 3/TUCKER HOUSE

Student Family Tree

It is interesting for children to engage in detective work into the past and explore the lives of their ancestors.

Studying genealogy and their ancestors has many benefits such as:

- Making history come alive
- Understanding time lines
- Bridging the gap between generations
- Developing a stronger sense of family
- Encouraging planning, communication, logic, problem-solving and presentation skills

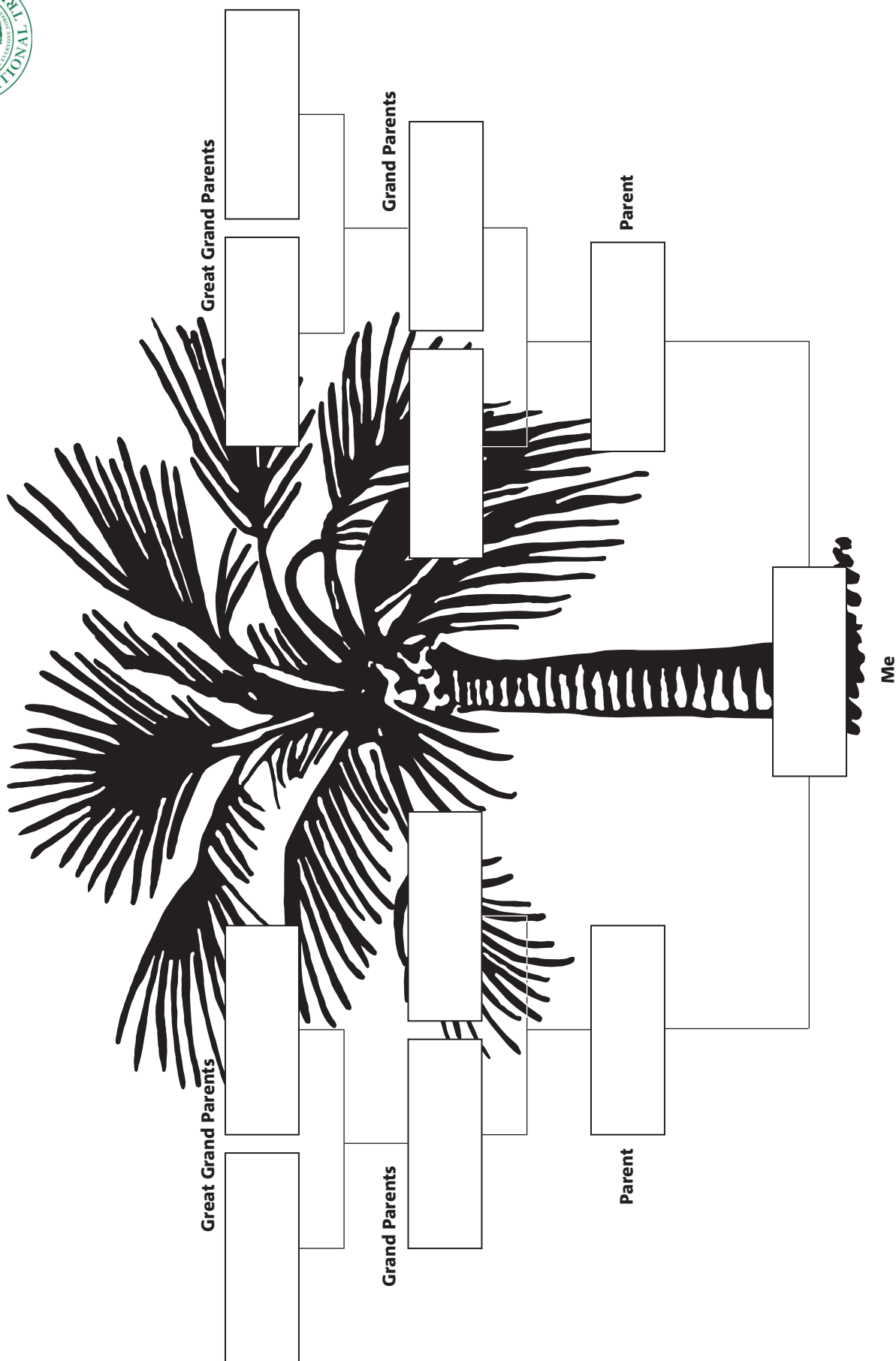
Have students use the family tree on the following page and complete their family's genealogy.

My Family Tree



Name: _____

Date: _____



*ACTIVITY 4/TUCKER HOUSE

Generation Posters

Student Generation Poster - Have students create a generation poster at home or in the classroom using magazines and online resources. Examples for their generation could include: 9/11, election of President Obama in 2008, tsunami, Michael Jackson, inventions such as the ipad. Examples for their grandparents: 1950s, the Cold War, the Beatles and Rolling Stones, inventions: colour TV.

Tucker Family Generation Poster – Have students create a generation poster of the Tuckers living in the 1700. Examples: no electricity - using candle light, - no indoor plumbing - using a privy, i or outhouse, no cars in the 1700s - walking to homes and neighbors or riding a horse.

*ACTIVITY 5/TUCKER HOUSE

A Day in Tucker House in the 1700s & 1800s

Have students write a story from the perspective of one of the people who lived at Tucker House. Include activities that this person would have carried out during the day. Imagine their thoughts and feelings as they went about these daily activities.

*ACTIVITY 6/TUCKER HOUSE

Interviewing a Grandparent

Have students interview a grandparent or an older person to find out what they did as a child:

- Did they go to school and if so where and what was it like for them?
- What games did they play?
- Did they have chores to do?
- What rules did they have at home?
- Did they ever misbehave?
- What are some of their most memorable moments?

Write a story using the information provided and include a picture taken of the individual interviewed.

*ACTIVITY 7/TUCKER HOUSE

Family Heirloom

Have students choose a special heirloom or object in their family and write a story about why it is so special. Include a picture of the item.

*ACTIVITY 8/TUCKER HOUSE

My Visit to Tucker House (Lower Primary/Upper Primary)

Have students draw or write about their visit to Tucker House using the worksheet provided for their grade level (2 different worksheets are provided).

***ACTIVITY 8/TUCKER HOUSE**
My Visit to Tucker House
/Lower Primary

Name: _____

Date: _____



Our class visited Tucker House in St. George’s today. We learned many things about this home. This is a drawing of Tucker House and my house and a list of differences between the houses. One example is already provided.

Tucker House

DIFFERENCES

No electricity

My House

DIFFERENCES

Electricity

***ACTIVITY 8/TUCKER HOUSE**
My Visit to Tucker House
/Upper Primary

Name: _____

Date: _____



1. The name of the historic home I visited was

2. It is located in

3. I visited it on (date)

4. During my visit to Tucker House I learned that ...

5. If I was telling a friend why this old house is important, I would tell them ...

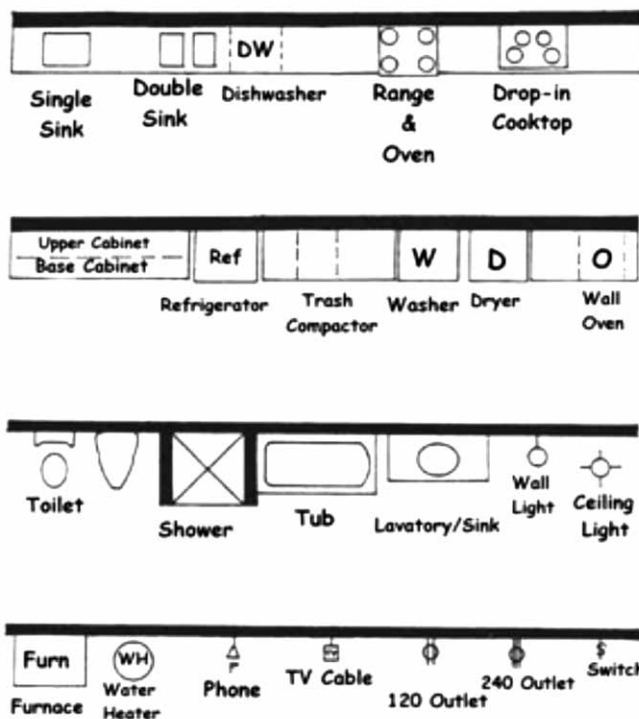
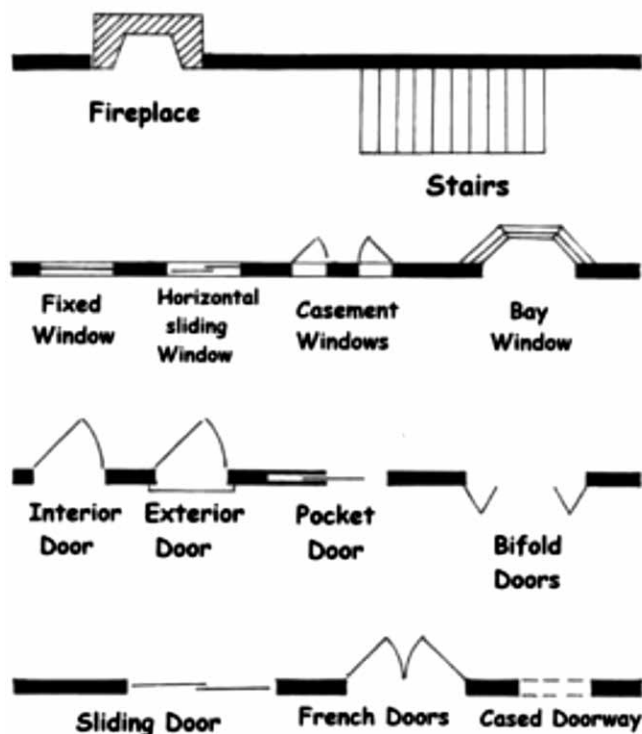
6. I would like to/not like to (chose one) live at President Henry Tucker House 200 years ago because...

*ACTIVITY 9/TUCKER HOUSE

Architectural Drawings of Students' Homes

Have students create an architectural drawing of their home and include the contents. This project can be taken to another level by entering the data in Google SketchUp program (GoogleSketchUp.com). This program will allow students to create a 3D image of their project. Below are some of the architectural symbols used in architectural drawings which will help students complete their drawings of their homes.

Architectural Blueprint Symbols



*ACTIVITY 10/TUCKER HOUSE

Tying it All Together

Compile all post visit activities into a booklet and 'bind' with a front and back cover. The covers can be decorated with crayons and markers, material or wrapping paper that is stapled or glued in place. Punch two or three holes down the side of the booklet and tie with a ribbon. Invite parents to come into the classroom and have the students share their booklets and knowledge with them.

Tucker House

Teacher Resources

Activities & Curriculum Links

Before your visit/Introducing Students to Tucker House

Activity	Grade Level	Subject	Curriculum Link
Activity 1 Value of Assets of President Henry Tucker	Primary 5	History	P5 – Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. Evaluate the extent global events have affected Bermuda in the past and/or the present. Explain the sequence and relationships of events. Form a simple organization of key ideas related to a topic.
Activity 2 Cost of Living in the 1800s in the US	Middle 2	Research Analysis	M2 – Trace the origin, growth and development of the Town of St. George in Bermuda.

During your visit/Class Field Trip Activities

Activity	Grade Level	Subject	Curriculum Link
Activity 1 Having Fun with the Genealogy of the Tucker Family	Primary 5	History	P5 – Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. Evaluate the extent global events have affected Bermuda in the past and/or the present. Explain the sequence and relationships of events. Form a simple organization of key ideas related to a topic.
	Primary 5	Math	P5 – Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables.
Activity 2 Making an Architectural Drawing of Tucker House	Middle 2	History	M2 – Trace the origin, growth and development of the Town of St. George in Bermuda. Explain how studying ancient civilisations can help us understand how others lived long ago, how the paintings, writings, tools and other artefacts give clues as to how they lived – archaeological evidence, cite examples of what can be an artefact.
Activity 3 Simulated Dig Box and the Tucker House Archaeology Exhibit			

After your visit/Additional Information & Activities

Activity	Grade Level	Subject	Curriculum Link
Activity 1 President Henry Tucker and the Gunpowder Plot	Primary 5	History	P5 – Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. Evaluate the extent global events have affected Bermuda in the past and/or the present. Explain the sequence and relationships of events. Form a simple organization of key ideas related to a topic.
Activity 2 Joseph Hayne Rainey	Primary 5	Math	P5 – Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables.
Activity 3 Student Family Tree	Middle 2	History	M2 – Trace the origin, growth and development of the Town of St. George in Bermuda. Explain how studying ancient civilisations can help us understand how others lived long ago, how the paintings, writings, tools and other artefacts give clues as to how they lived –archaeological evidence, cite examples of what can be an artefact.
Activity 4 Generation Posters			
Activity 5 A Day in Tucker House in the 1700 and 1800s			
Activity 6 Interviewing a Grandparent			
Activity 7 Family Heirloom			
Activity 8 My Visit to Tucker House			
Activity 9 Architectural Drawings of Students' Homes			
Activity 10 Tying it all Together			

References

Bermuda National Trust, *Bermuda's Architectural Heritage: St. George's* (Bermuda, 1998)

Bermuda National Trust, *Held in Trust* (Bermuda, 2008)

Jarvis, Michael J., *In the Eye of All Trade* (North Carolina, The University of North Carolina Press, 2010)

Outerbridge Packwood, Cyril, *Joseph Rainey* (The Island Press Limited, Bermuda, 1977)



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School Field Trip Booking Form

Please complete this form, scan and return via email to education@bnt.bm or fax it to: 236-0617

A member of our Education Team will be in touch with you to schedule your field trip. Thank you for contacting the Bermuda National Trust Axis Education Programme.

BNT site requested		
Date requested: Please provide 2 options	1.	2.
Contact person (full name)		
Time requested		
Phone	work	cell
Email		
School		
Year level		
Number of students		
Number of adults: Ratio for school field trips is 1 adult for every 10 students (additional adults are welcome)		
Are there students with learning/ physical difficulties? Please describe.		
Teaching objectives		
Ties with curriculum		
Please answer the following: How did you hear about school field trips and resources provided by BNT?		
Are you interested in attending workshops to learn more about our nature reserves and historical homes? If so, please indicate which sites.		

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School Field Trip Permission Form

Please complete this form, scan and return via email to education@bnt.bm
or fax it to: 236-0617

School Name:

Dear Parents,

Our class will be participating in a field trip to:

Our trip is scheduled for date: time:

PARENT/GUARDIAN PLEASE FILL OUT THE BELOW FORM AND SIGN

I, give my permission for (student's name)

to attend the trip to the Bermuda National Trust property indicated above. Please note that the Bermuda National Trust staff may take photos of individuals attending our field trips and activities, which may be featured in their publications. In signing this form I give consent for my son/daughter to be featured in BNT publications.

.....
Parent/Guardian

.....
Date

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