

THE BERMUDA NATIONAL TRUST MUSEUM AT THE

Globe Hotel



TEACHER RESOURCE GUIDE



ACKNOWLEDGEMENTS

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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.

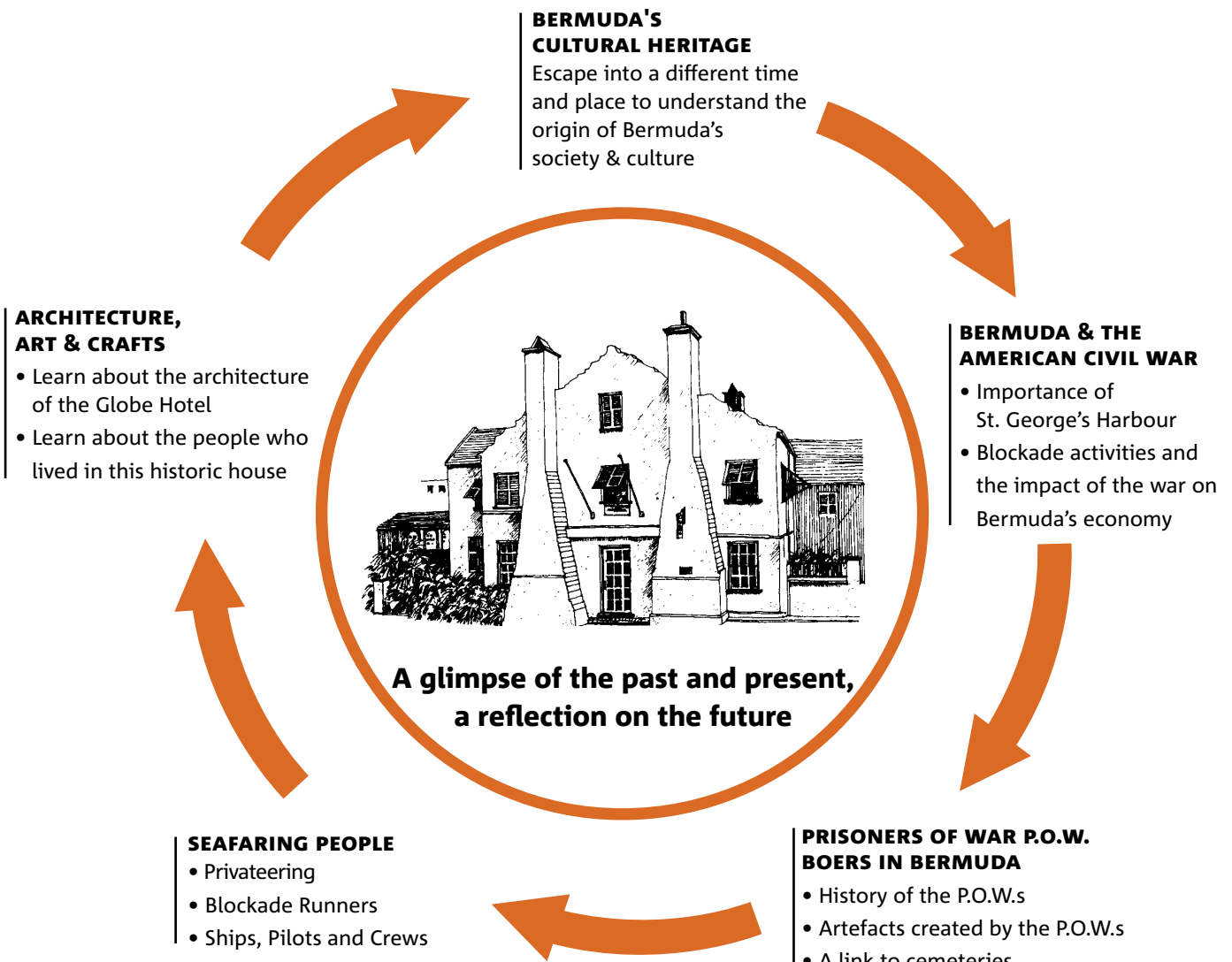


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Why Should You Visit the Globe Hotel?

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 Bermuda National Trust Museum at the Globe Hotel in St. George’s valuable and meaningful and to stimulate a life-long interest in history. While the activities suggested in this resource are noted for Primary 5 and Middle level 2, other grade levels may enjoy visiting the Globe Hotel to see the Rogues and Runners Exhibit and learn about Bermuda’s involvement in the American Civil War. 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 the Globe Hotel.

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

Teacher workshop

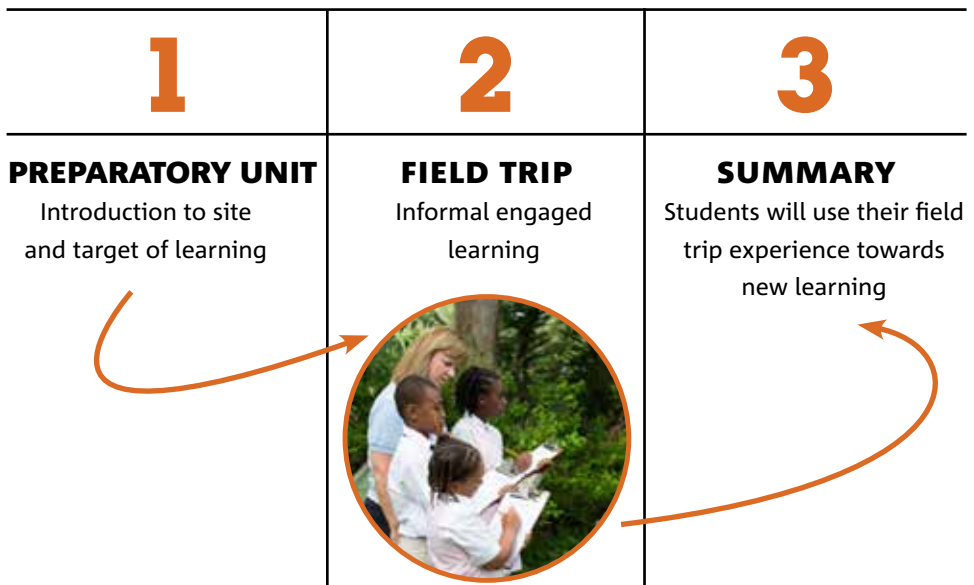
We can provide a ‘group teacher workshop’ in our AXIS Education Classroom prior to a field trip with your students. A minimum of 10 teachers is required, maximum group size is 15. The time allotted for the workshop is 1.5 to 2 hours.

The overall focus of the workshop is to obtain a copy of the Globe Hotel 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 Globe Hotel 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 the Globe Hotel and what students should know before their visit:

- This historic house was built over 300 years ago in 1699 by Governor Samuel Day.
- It is notable as one of the few early large, stone buildings in which a double span of cedar was used to make a gable roof that covered two rooms
- It is also thought to be the first use of Flemish gables in Bermuda. The Globe stands today much as it was built
- Despite Britain's neutrality in the American Civil War (1861-65), Bermudians tended to favour the South. The upper floor was used by Confederate Commercial Agent John Tory Bourne and Confederate Shipping Agent Major Norman Walker. From here they coordinated the shipments of munitions, clothing and other much-needed cargo through the blockade that the Northern States' Union had established to starve the Southern States' Confederacy. It was a turbulent yet profitable period in St. George's history and the Globe was at the heart of it
- The exhibit Rogues and Runners showcases Bermuda's involvement with the American Civil War. Students will see replica blockade runners that made the trips from Bermuda to the US, transporting goods during this period.

Please prepare your students and adults for a visit to the Globe Hotel:

- 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

Rogues and Runners – Bermuda and the American Civil War

Students will:

- Read the text 'The Blockade Runners' and answer the questions that follow
- Review the vocabulary words provided and include their definition
- Complete the timeline of the Globe Hotel

FIELD TRIP ACTIVITIES

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

- Opportunities and Risks
- Ships and Crews
- Politics of Running
- Boom Times – Impact on Bermuda

The Federal Blockade Game can be played in the open area on Ordnance Island if time permits.

POST FIELD TRIP ACTIVITIES

- Map Making
- My Visit to the Globe Hotel

While the activities suggested in this resource are noted for specific primary and middle levels, some may be modified for other ages. We appreciate feedback and invite educators to share their knowledge in order to support and/or improve our education programmes.

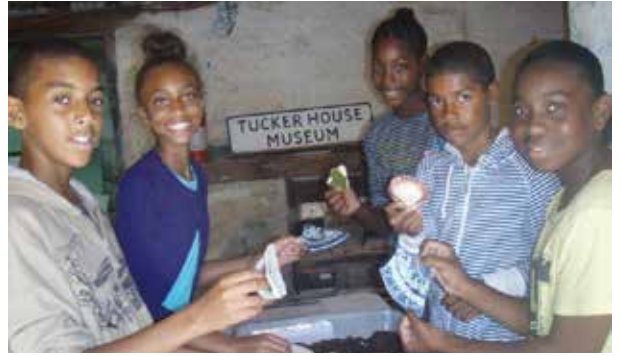
The Education Team
Bermuda National Trust
education@bnt.bm • 236-6483

*** Scheduling a field trip to the Globe Hotel**

To schedule a trip to the Globe Hotel 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.

* Teachers are welcome to visit the Globe Hotel before their visit to review the site and determine which field trip activities will meet their students' needs. Please call the Bermuda National Trust for current hours.



Bermuda National Trust

PUBLIC ACCESS PROPERTIES

- NATURE RESERVES
- HISTORIC PROPERTIES
- HISTORIC CEMETERIES



Directions

Globe Hotel is located on the corner of Duke of York Street and Kings Square, in the centre of St. George's.

Location: 32 Duke of York Street, St. George's

Telephone: (441) 236-6423

Bus route: 1, 3, 10, 11

Ferry: Apr-Nov only - yellow route

THE BERMUDA NATIONAL TRUST MUSEUM AT THE

Globe Hotel

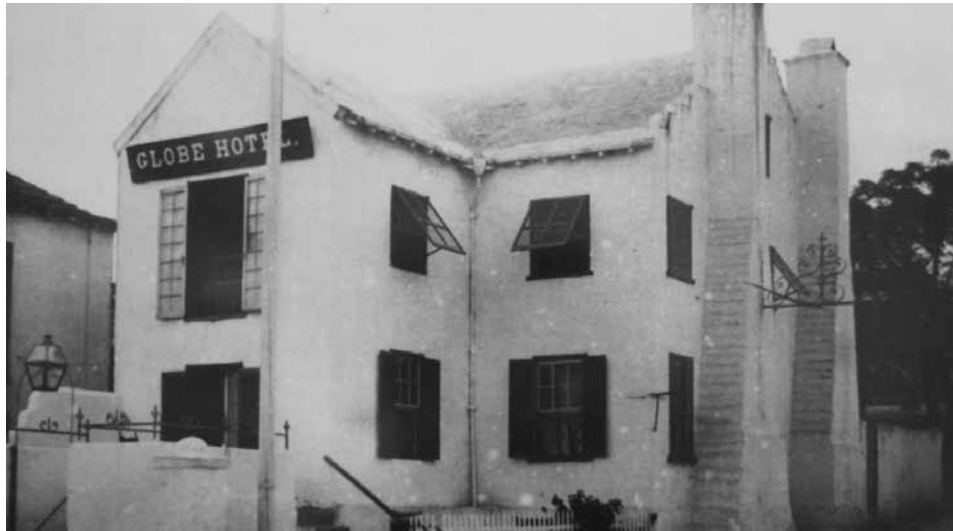


FOR THE 203 YEARS THAT ST. GEORGE'S WAS THE CAPITAL OF BERMUDA, the colony's governor maintained an official residence in the town. The first Government House was built in 1612 by Richard Moore on Water Street behind the site of the present Bank of Bermuda using the remains of the timber-framed church he had previously erected on one of the windswept hills surrounding the town. Moore's house was used by his successors throughout the Somers Island Company period. By 1685 however, the building was in poor condition. Governor Richard Cony, the last resident, complained that he and his family were "obliged to take refuge in a neighbour's house in every storm...[the roof] is so rotten and leaky that we eat and sleep in water". Cony's successor, Sir Robert Robinson, abandoned the house altogether and took lodgings in a private house in St. George's. The ruin was sold by Act of the Assembly to Samuel Harvey and others in 1693 for £83. The building was dismantled for its timber and was not rebuilt.

In 1699 the colonial government set to work building a new Government House under the direction of Governor Samuel Day. Using timber and stone cut from Crown land and workmen paid out of the colonial treasury, Day built a grand two-storey house with four large rooms on each floor, capped by a double-span roof, on the site of the old Company slave quarters on the northwest corner of King's Square. In 1701 when Benjamin Bennett replaced Samuel Day as governor, Day refused to surrender the new building. Through his influential father, Sir Thomas Day, Mayor of Bristol in England, Samuel had the Board of Trade in London grant ownership of the property to him, much to Bermuda's shock and dismay. But he never enjoyed his ill-gotten house. He was arrested for debt and died in prison on Castle Island.

In 1714 the building was granted to Day's brother Thomas, a merchant from Bristol, England. He evidently sold it to one of the Tuckers in the 1720s or 1730s. Although he left much to be desired as a governor, Samuel Day as architect produced a finely proportioned residence which contrasted sharply with traditional Bermudian building methods.





left:
The Globe Hotel in 1898

A Famous Guest...

The great author and humourist Mark Twain had dinner at the Globe Hotel with his close friend Reverend Joseph Hopkins Twichell on May 22nd, 1877. He signed the guest book with his real name, C. Langhorne and wrote about his experience at the hotel. *"....So we had much pleasant chat at the table about St. George's chief industry, the repair of damaged ships; and in between we had a soup that had something in it that seemed to taste like the hereafter, but it proved to be only pepper of a particularly vivacious kind. And we had an iron-clad chicken that was deliciously cooked, but not in the right way. Baking was not the thing to convince his sort....No Matter; we had potatoes and a pie and a sociable good time. Then a ramble through the town...."*
– Mark Twain

Its large gable roof spans two rooms, an ambitious feat made possible by an elaborate internal system of cedar braces. Day's house is also believed to be the first structure to have Flemish gables. The four chimneys buttressing the north and south sides anticipated the symmetry so prevalent in Georgian architecture, but the internal layout of the house remained irregular.

Although the two-storey wing facing east may look original, a probate inventory of Day's goods reveals that it is a later addition. An external staircase attached to the northwest corner of the building which survived up to the 1940s provided access to the upper floor. In the late 18th century this was the home of Captain Henry Tucker.

In 1800 his house and garden was worth 600 pounds and home to eleven slaves besides Tucker's considerable family. In his 1801 will, he left the house to his wife Aletta and his three sons.

An archaeological excavation sponsored by the Bermuda National Trust and the Bermuda Maritime Museum uncovered a rich array of artefacts, including musket balls, gun parts and a collection of fine ceramics, as well as a five-foot deep quarry, perhaps dating to the 1760s and dug for stone to repair the house or build the two-storey east wing.

In the 19th century the house passed through a succession of Tucker owners, but after 1860 none of them seem to have lived there. Despite Britain's neutrality in the American Civil War of 1861-1865, Bermudians tended to favour the South and *The Royal Gazette* acclaimed Confederate victories and decried Yankee 'atrocities'.



Major Norman Walker

The upper floor of the Globe Hotel was used by Confederate Commercial Agent John Tory Bourne and Confederate Shipping Agent Major Norman Walker as the office from which they coordinated the flow of desperately needed guns, ammunition, uniforms and other war materiel through the Union blockade, established to starve the southern Confederacy. It was a turbulent yet profitable period in St. George's history and the Globe was at the heart of it.

In 1867 the house was rented to Ralph Foster, the first of many proprietors of the Globe Hotel. Foster died the following year at the relatively



top:
Mark Twain in Bermuda, 1877



bottom:
Twitchell and Twain's signatures in the hotel guest book, 1877

young age of 33, but his widow continued to run the hotel and bar with billiard room for another 14 years. In 1884, the Globe Hotel was remodeled by A. J. Richardson, who installed an elevator, long since removed. Proprietorship had passed to George Clinton by 1892; he added a horse and livery service by erecting a wooden stable and coach house in the yard to the west.

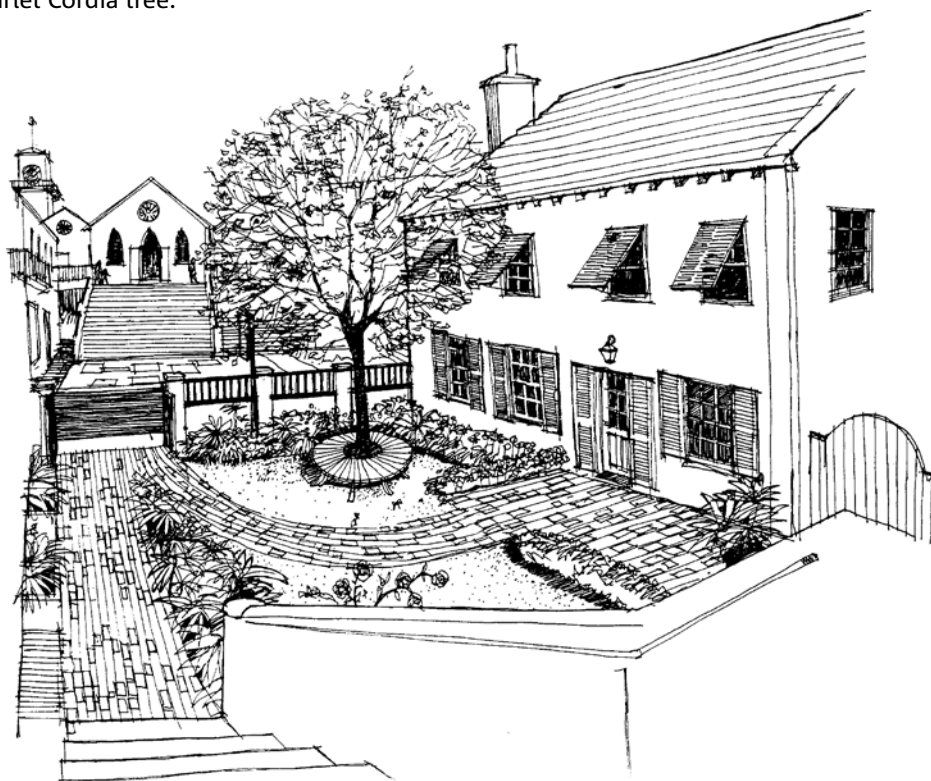
Samuel Crofts Rankin, a watchmaker, purchased the Globe Hotel from the Tucker family in 1899 and soon afterwards the operation went to one of his grandsons.

The Bermuda Historical Monuments Trust bought the house from Rankin's estate in 1951. Six years later, the Confederate Museum was opened to highlight Bermuda's role in the American Civil War, featuring the reconstructed office of Major Walker. In 1996 a major restoration of the building was carried out and a new museum created. It is now the Bermuda National Trust Museum, featuring 'Rogues and Runners: Bermuda and the American Civil War'. The new exhibit on Bermuda in the 1860s gives the Bermudian perspective on the blockade-running years. Today it also houses the St. George's branch of Trustworthy, the National Trust's shop.

Architecture of the Globe Hotel

The Globe Hotel is located on the corner of York Street and Kings Square. It is a two-storey building with an attic and a double-span roof. The four chimneys buttressing the north and south sides anticipated the symmetry so prevalent in Georgian architecture. It is believed to be the earliest structure to have Flemish gables in Bermuda.

The house has a two-storey wing facing east and a small courtyard garden to the west. The garden has many seasonal and perennial flowers in beds around a small lawn and Scarlet Cordia tree.



Great Commerce for St. George's

The trade during the civil war was immense. In a single month in 1863, blockade runners from Bermuda delivered 110,000 British and Austrian rifles, 21,000 British muskets, and 129 cannons to southern ports. In return approximately 65,000 bales of cotton, valued at more than 3 million pounds, passed through St. George's during the war.



Globe Hotel side entrance

left:

The courtyard garden

Globe Hotel Exhibits

GROUND FLOOR

The Globe Hotel is the home of the St. George's branch of the Bermuda National Trust store 'Trustworthy'. The store is located at the entrance to the Globe Hotel near the admissions area of the museum.

Prisoners of War (P.O.W.): Boers in Bermuda

Although the Boer wars were fought in far away South Africa, Bermuda was affected by these events. The small display at the bottom of the staircase presents a glimpse of the Boer P.O.W. experience in Bermuda. The British first brought Dutch prisoners, from the Transvaal Republic and Orange Free State (South Africa), to Bermuda during the second Boer War in 1901. They were imprisoned on the larger islands in the Great Sound; these islands can be seen on the western ferry route out of Hamilton.

The carvings on display were produced by prisoners and sold as souvenirs. Made from materials available on the islands (such as the endemic Bermuda cedar, animal bone and sometimes silver coin) these items are very beautiful and reflect the skills of the 4,600 men camped on tiny islands thousands of miles away from their homeland.



left:

Boer War prisoners in Bermuda

Photo: Courtesy Bermuda National Museum

right:

**Bermuda cedar table made
by P.O.W.s**

The Penny Farthing Bicycle

The Penny Farthing pictured was probably British-made from the famous factory of Robinson & Price in Liverpool and dates from 1870.

This vehicle played a major role in developing the bicycle which went on to be the major mode of transport in Bermuda through the mid 1900s.

This high-wheel bicycle has a large distinctive front wheel named after the large British "penny" coin and a smaller rear wheel after the much smaller "farthing" worth a quarter of a penny.

Although easy to ride slowly, the penny farthing was prone to accidents. The rider mounted the bicycle by putting one foot on the peg above the back wheel and scooting along, and lifting up onto the saddle. To stop, he or she had to press back on the pedals and apply the inefficient brake lever. With the centre of mass being high and not far behind the front wheel, any sudden stop or collision with a pot hole or other obstruction could send the rider over the handlebars, taking a 'header' or 'coming a cropper'!



Penny Farthing Bicycle

UPPER FLOOR

Rogues & Runners: Bermuda and the American Civil War Exhibit

From 1861 to 1865 the town of St. George's was completely caught up in the events of the American Civil War. When the Union Navy blockaded Southern ports, Bermuda became an important trans-shipment point for a fleet of fast, daring ships called blockade runners. St. George's was the centre of this activity, and this building, the Globe Hotel, was the headquarters of the agents sent to oversee this important link in the Confederate supply lines.

The exhibit begins at the foot of the stairs and is designed to guide you through this period of opportunity, turmoil and daring. Over the stairs is a copy of a painting by William Torgesson of St. George's during the Civil War. The original is in the Chicago Historical Society. This wonderful view of the harbour shows what a busy place St. George's was! Refueling, off-loading and loading, repairs, provisioning, housing, feeding and entertaining the crews ashore brought unprecedented wealth to this sleepy little town.

The upstairs exhibit, '**Rogues and Runners**', tells the exciting story of these times. Using the wonderful materials available from the Bermuda Archives and the collections of the National Trust and the St. George's Historical Society, the U.S. Civil War is seen from a distinctly Bermudian perspective.

The exhibit is **divided into four 'chapters'**, one in each room. The first room at the top of the stairs contains a panel of information referred to as 'Opportunities and Risks'. After visiting this room, continue on to other rooms in a counter-clockwise fashion.

Opportunities & Risks

The panels in this room give a brief background of the war and local attitudes toward the warring sides which set the stage for what came next.

In 1860, on the eve of the American Civil War, the British colony of Bermuda was a quiet community. Small farms, fishing and the remnants of a once strong shipping and ship-building trade anchored the economy.

Though the former 'sister colonies' in North America had become an independent nation, Bermuda's commercial, cultural and personal ties with the United States continued throughout the 19th century. Thus, early in 1861 Bermuda watched the approach of war in the United States with apprehension. Bermudians knew that the war would have an impact on the island, but few could have imagined the excitement and profit that it would bring.

The South devised a plan to use neutral ports in the Atlantic, the Caribbean and Mexico as staging areas for 'blockade runners'. Goods from Europe and Canada would be shipped to these ports and reloaded onto smaller, faster vessels for the final leg of the journey to the South.

To manage this huge enterprise the Confederacy originally relied on local agents, but by late 1862 the volume of trade had grown so large that the Confederate Government sent their own agents to oversee operations on the island.

The Story of the Great Confederate Seal

In April 1863, the Congress of the Confederate States commissioned the design of a Great Seal for the new nation's official documents. Since there were no die engravers in the Confederacy (and thus no Confederate coins) the project was assigned to James M. Mason, the Confederacy's diplomatic representative in London. Mason contracted with J.H. Foley, a British sculptor, and Joseph H. Wyon, Chief Engraver to her Majesty's Seal, to design and produce the seal.

The seal's design features an equestrian statue of George Washington which stands in Washington Square, Richmond, Virginia. The surrounding wreath represents the major agricultural products of the South: cotton, corn, sugarcane, wheat, rice and tobacco. The date of February 22, 1862 signifies the first session of the Confederate Congress as well as the anniversary of Washington's birth. The Latin motto *Deo Vindice* means 'God will Judge'. The original seal was sterling silver, measured 3½ inches in diameter and cost \$700.



The seal and press were shipped from England through Halifax to Bermuda in the care of Lt. Robert T. Chapman, CSN. Lt. Chapman made four attempts to run the Federal Naval blockade before finally reaching Wilmington, North Carolina with the seal. Due to its weight the press was left behind in Bermuda.

In August 1864, sixteen months after the seal was first commissioned, it finally reached Judah P. Benjamin, the Confederate Secretary of State in

Richmond. When Richmond fell in the spring of 1865, Secretary Benjamin gave the seal to a State Department clerk, William H. Bromwell. Bromwell managed to convey it and the Department's records safely through the Union lines to Charlotte, North Carolina.

In 1872 Bromwell sold the records in his keeping to the US Government for \$75,000 and gave the seal to his lawyer, Colonel J.T. Pickett, as a reward for negotiating the transaction. Pickett sold electroplate copies of the original seal to benefit Confederate widows and orphans. He later gave the seal to Lt. Thomas O. Selfridge, USN, who had aided in the Government purchase of Bromwell's records.

The seal remained in Selfridge's possession until 1912, when it was sold for \$3000 to three prominent Richmond businessmen: Eppa Hunton Jr., William H. White and Thomas P. Bryan. It was donated to the Museum of the Confederacy in Richmond where it remains today.

Meanwhile, the Victorian press which Lt. Chapman had brought from England in 1864 never left Bermuda. In 1888 John S. Darrell who had purchased the press at auction had a brass copy of the seal made by the original engravers in London. Darrell's press and copy of the seal are in a private collection on the island. A copy of the seal and a Victorian seal press were obtained by the Bermuda Press Ltd. in 1959. On permanent loan to the Bermuda National Trust, this press and seal are now on display at the Globe Hotel.



above:

Great Confederate Seal

left:

Victorian seal press

Ships and Crews

Any chance for Southern success in a civil war would depend on the ability to export cotton and use the proceeds from its sale to purchase and import manufactured goods. With this in mind, President Abraham Lincoln announced the 'Anaconda Plan', a naval blockade of all southern ports from Virginia to Texas. The panels tell the stories of luck and courage that characterised the blockade runners.



The Politics of Running



The exhibits in this room focus on the divided loyalties of the local residents, Bermudians and non-Bermudians. The display of the Confederate agent's office features objects from the Bermuda National Trust collections.

Despite British neutrality, the blockade activity occurred with the knowledge and sometimes approval of civilian and military officials. As a concession to Britain's

left:
**Confederate agent's
office exhibit**

neutrality, all ships' papers of vessels departing Bermuda for Southern ports listed another neutral port, such as Nassau, as their official destination – just a little smudging of paperwork!



Boom Times

This room features a wonderful diorama of the waterfront by Mr. Arthur Clark, donated by the Bank of Bermuda. It illustrates the impact of these turbulent years on the people and economy of Bermuda.

Bermuda was perfectly situated as an intermediate port between Europe and the major southern port of Wilmington, North Carolina. The opportunities for Bermudians to profit from blockade running were boundless. Ships needed coal and provisions. Crews required lodging, food and entertainment between runs. Cargoes had to be unloaded, stored and reloaded, while crews and cargoes had to be ferried to ships lying at anchor. Bermudian pilots guided the ships through the reefs; those with skills as mates, carpenters, firemen and ordinary seamen signed on as crew. The Civil War proved to be the road to riches.



left:
**Diorama of Penno's Wharf
in St. George's Harbour**

“Bermuda is a half-way house for commerce between the Confederate States of America and the Mother Country.”

– John Tory Bourne, Shipping Agent

Teacher Resources/Activities

Before your visit/ **Introducing Students to the Globe Hotel**

The lessons and activities are designed for Primary 5 and Middle Level 2; however, the activities can be adapted for other student levels and abilities.

Getting to Know the Globe Hotel

OBJECTIVES

Students will:

- Learn the historical significance of the tenants of the building
- Learn about the Boer War and how the Prisoners of War played a role in Bermuda's history at the turn of the 20th century
- Learn how great an impact and effect the American Civil War had on establishing Bermuda, more specifically the town of St. George's, as a boom town at that time.
- Establish a concrete understanding of the geographical locations mentioned in the exhibit (i.e. Britain, Bermuda, Southern States, Northern States, waterways)
- Develop an understanding of the history of the building from when it was originally built, Bermudian architecture and this building's purpose today in the historic town of St. George's
- Develop an appreciation for preserving a part of Bermuda's history

*ACTIVITY 1

Rogues & Runners: Bermuda & the American Civil War

The teacher will introduce students to the American Civil War and highlight Bermuda's role as a hub for blockade running. Students will answer the provided questions.

*ACTIVITY 2

Blockade Running: Vocabulary Words and Definitions

Students will expand their vocabulary with words connected to blockade running.

*ACTIVITY 3

Time line of the Globe Hotel

This activity will allow students to connect the Globe Hotel to local and global events.

***ACTIVITY 1/GLOBE HOTEL**

Rogues & Runners: Bermuda and the American Civil War

THE BLOCKADE RUNNERS

The American Civil War took place between the years 1861 - 1865. It was the plan of the North to starve the southern Confederacy by blocking passage of goods coming from England. Prior to the Civil War the Southern States of the US had been obtaining goods from the North. When the Civil War started they began to obtain them from England. When President Abraham Lincoln became aware of this he arranged a naval blockade of the South. This meant that cargo ships sailing from England could not get through the waterways to deliver the goods to the Southern ports.

Bermuda was a favourable place to trans-ship goods because of its location. It lies in the middle of the Atlantic Ocean, between the two countries who were trading goods. Trans-shipping means that goods are taken off a larger vessel and placed on smaller vessels which are lighter and faster. This method made it easier to get goods through the blockade. These smaller ships were known as blockade runners. If the blockade runner made it through the blockade it would unload its shipment upon arrival in the South and load up with a special commodity that England needed. This period of blockade running started a profitable time in St. George's history.

England had many huge factories that made cloth. Hundreds of people worked in these factories, and thousands of people depended on them to live. The South produced cotton which is a commodity that England deemed almost more precious than gold.

Bermudians tended to favour the South. The upper floor of the Globe Hotel was used as the office for Confederate agents to coordinate the transporting of goods through the Union blockade. The South was in desperate need of guns, ammunition, uniforms and other war materiel.

When the blockade runners were leaving the Southern States they were loaded up with cotton. They would bring the cotton to Bermuda and then it would be trans-shipped onto larger cargo ships and taken to England.

This is a brief look at the time of the blockade runners during the American Civil War. When you visit the Globe Hotel and Museum you will discover more about the effects of this period on Bermuda commerce as well as some architectural details about the building itself and the history of who lived and worked in the Globe Hotel throughout its history.

QUESTIONS FOR DISCUSSION

- 1.** When was the American Civil War?
- 2.** What did President Lincoln try to do to ships from the South?
- 3.** List the goods that England provided for the South.
- 4.** What did the South provide for the English factories?
- 5.** How was Bermuda used in the Civil War?
- 6.** Describe TRANS-SHIPED in your own words.
- 7.** What are blockade runners and why were they used?
- 8.** Why do you think Bermudians favoured the South during that time?



*ACTIVITY 2/GLOBE HOTEL

Name: _____

Date: _____

Blockade Running: Vocabulary Words and Definitions

Highlight each of the following vocabulary words in the text 'The Blockade Runners'.

Write the word on the chart and add the definition from the dictionary.

obtain

commodity

deem

depend

trans-ship

cargo

crew

blockade

agent

headquarters

architecture

proprietor

route

transport

vessel

WORD	DICTIONARY DEFINITION

Time line of the Globe Hotel

Date:

The building has had various uses over time - a home, an office during the American Civil War and a hotel. Have students create a time line of the history showing the different uses.

[illegible]

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

Teacher and students are presented with a selection of activities for investigation during their visit to the Globe Hotel

OBJECTIVES

- To develop observation skills
- To learn about Bermuda's role during the American Civil War
- To have fun with history

***ACTIVITY 1**

Opportunities & Risks • The Great Seal of the Confederacy

This activity introduces the students to the official seal of the government of the Confederate States of America, which consisted of eleven states. Students will answer the provided questions.

***ACTIVITY 2**

Opportunities & Risks • Treasure Hunt

Students will engage in a treasure hunt and list specific items exhibited in a display case.

***ACTIVITY 3**

Opportunities & Risks - Blockade Running

This activity provides ten questions about blockade running which students can answer while studying the exhibit panels.

***ACTIVITY 4**

Ships & Crews • Cargo

This activity focuses on the blockade ships, their cargo and crews.

***ACTIVITY 5**

Ships & Crews • Blockade Runners

Students are introduced to specific blockade runners and learn about their tonnage and successful runs.

***ACTIVITY 6**

Ships & Crews • Blockade Runners/Success to Loss Ratio

This activity highlights the danger of blockade running through comparison of success to loss.

***ACTIVITY 7**

Politics of Running

Students will learn about the politics and management of blockade running.

***ACTIVITY 8**

Boom Times • Impact on Bermuda

Students will observe a diorama and identify activities connected to the increase in Bermuda's economy due to the Civil War.

***ACTIVITY 9**

Federal Blockade Game

In this activity students will take different roles reenacting the activities surrounding blockade running. Roles will include blockade runners, Confederate States, Great Britain, Northern blockade and cargo ships

*ACTIVITY 1/GLOBE HOTEL

Opportunities & Risks ·

The Great Seal of the Confederacy

Name: _____

Date: _____



Locate the seal in the museum.

There are 3 sections shown on the Great Seal of the Confederacy.

1. What is written in the outer circle at the top of the seal?

2. What is written in the outer circle at the bottom of the seal that is not the English language?

What language is written? Write its English translation.

3. What date is engraved on the seal?

4. What famous president is on the horse in the centre of the seal?

5. The centre circle represents major crops in the South. List these crops.

*ACTIVITY 2/GLOBE HOTEL

Opportunities & Risks ·

Treasure Hunt

Name: _____

Date: _____



Look in the large glass case in the middle of the room. List 6 items that you see which were used in the American Civil War. Use the correct terminology from the labels.

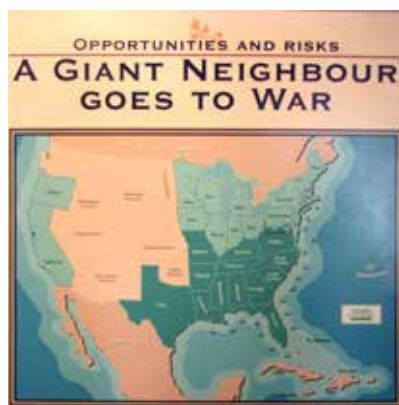
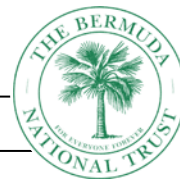
ITEM	DESCRIPTION
1	
2	
3	
4	
5	
6	

*ACTIVITY 3/GLOBE HOTEL

Opportunities & Risks - Blockade Running

Name: _____

Date: _____



The panels in this room provide information on Bermuda's involvement in the American Civil War. Review this information and complete the following questions.

1. Bermuda was considered a strategic location during the American Civil War. Describe why this was possible.
2. Why was it hard for Bermuda to pick sides when the war began?
3. What type of blockade was used in the American Civil War?
4. Who set up the blockades in the southern waters?
5. Why were the blockades put in place? What were they trying to prevent?
6. Where did most blockade runners travel to?
7. Why did they go to this specific location?
8. There were kegs on the dock when they arrived. What did the kegs hold?
9. Look at the legend on the board titled, ***The Riches of War***. What is this legend telling us?
List the colour and the items that are shown.
10. There were several artists featuring Bermuda during the American Civil War years. One artist in particular was commissioned to paint the blockade vessels for the sole purpose of the Northern States being able to identify the ships for capture.

Name the artist and one interesting fact about his work that is described

*ACTIVITY 4/GLOBE HOTEL

Ships & Crews · Cargo

Name: _____

Date: _____



Study the information around the glass-encased ship

- 1.** How many ships mentioned on the panels were captured, destroyed or sank?
- 2.** Name two of the ships and the number of tons they could hold.
- 3.** What cargo did the ships carry to the South?
- 4.** What cargo did the ships bring back?

Study the information around the room

- 1.** In 1864 what were the prices for the following luxury items?

Ribbon

Ladie's bonnet

Barrel of flour

Coffee

Pair of gloves

- 2.** How much did captains earn for doing a run of goods to the South?

- 3.** How much did the crew earn?

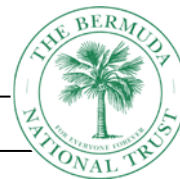
*ACTIVITY 5/GLOBE HOTEL

Ships & Crews ·

Blockade Runners

Name: _____

Date: _____



Study the identification plates displayed at the base of the glass-encased boat in the centre of the room. Record the following information in the table below:

- Names of the blockade runners in alphabetical order
- Number of tons they carried
- Number of successful runs they each had

BLOCKADE RUNNER NAME ALPHABETICAL ORDER	TONS	SUCCESSFUL RUNS

1. How many different vessels were used for blockade running?

2. Which runner carried the most tons?

3. Which runner had the most successful runs?



*ACTIVITY 6/GLOBE HOTEL

Ships & Crews ·

Blockade Runners/Success to Loss Ratio

Name: _____

Date: _____

Record the following information in the table below noting:

- Year
- Number of successes
- Number of failures (lost or captured)

Represent this information as ratios in 3 ways:

e.g. 2:3 (colon) $\frac{2}{3}$ (fraction), two to three (words)

YEAR	SUCCESSSES	FAILURES	RATIO (COLON)	RATIO (FRACTION)	RATIO (WORDS)

Complete the following questions on a separate sheet of paper:

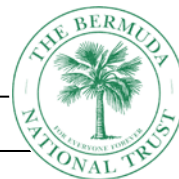
1. What was the real source of wealth at this time?
2. What were the wages for:
 - Captains
 - Firemen
 - Sailors.
3. Study the information titled, *A Sailor Lost* on the panel in the exhibit. Write a brief paragraph including his name, his wife and the two runners he worked on, where he died and how much income he had earned by 1864.
4. What did the blockade runners carry into the southern ports and what did they return with?
5. Provide an overall ratio of how many runs were attempted and how many runners were destroyed.

*ACTIVITY 7/GLOBE HOTEL

Politics of Running

Name: _____

Date: _____



By late 1862, the volume of trade through Bermuda had become so large that the Confederate Government decided to send their own agent to Bermuda to oversee the transfer of European goods to the paddle wheeler ships.

1. Who did the American Confederacy send to manage purchases in Bermuda?

2. What did the confederate agent send to Wilmington?

3. Look at the items on the desk. Describe what each item was used for.

Oil Lamp

Ink well

Clay Pipe

Pipe-tamper

Brass Tobacco box

4. What is wrapped in sack cloth across from the desk?

*ACTIVITY 8/GLOBE HOTEL

Boom Times · Impact on Bermuda

Name: _____

Date: _____



Painting of *Toig*

These turbulent years and their impact on the people and the economy of Bermuda were referred to as 'boom times'.

The opportunities for Bermudians to profit from the business of blockade running seemed endless. Ships needed coal and provisions; crewmen needed lodging, food and entertainment between runs. Cargo had to be unloaded, stored and then reloaded; crews and cargo had to be ferried to ships lying at anchor. Bermudian pilots were essential to guide the ships through the reefs; those with skills as mates, carpenters, fireman and ordinary seamen could sign on as crewmen. At first the American Civil War was viewed with apprehension, but it proved to be the road to riches for many Bermudians!

Examine the diorama of St. George's during the time of the American Civil War. There are many things going on at Penno's Wharf.

Make a list of 6 activities that you see happening in the diorama.

ACTIVITIES	
1	
2	
3	
4	
5	
6	

The Politics of Partying



1. What was the name of the lady in the photograph?
2. Who was she married to?
3. How did she and her children arrive in Bermuda?
4. Her home was described as a half-way house for Southerners. What does that mean?

*ACTIVITY 9/GLOBE HOTEL

Federal Blockade Game

Materials:

British Flag
Confederate Flag
Tourist map of Bermuda
Cotton balls
Various props for cargo – coal, buttons, metal objects, blankets, etc.

Directions:

- One group holds the British Flag – representing England
- One group stands as far away as possible with the Confederate flag – representing the South
- Two students stand in the middle, closer to the South with the map of Bermuda (representing Bermuda)
- Students stand close to each other between the South and Bermuda (representing the Northern blockade)
- Students act as Blockade Runners and try to run their ship through the blockade
- Other students travel back and forth from England to Bermuda – representing the cargo ships
- Have students take turns



After your visit/Additional Information & Activities

OBJECTIVES

The following activities will enable students to summarise their learning and to reflect on their visit.

*ACTIVITY 1 Map Making

Students will have the opportunity to connect the American Civil War to Bermuda and the UK while creating a large map indicating various activities during the war. This activity will challenge their knowledge of geography and map design.

*ACTIVITY 2 My Visit to the Globe Hotel

This activity is designed to summarise the visit in a personal reflection. Students are encouraged to write about their own experience and feelings.

*ACTIVITY 1/GLOBE HOTEL

Map Making

Materials needed:

A large map for students to see a global view of the areas involved with the blockade running

Large white coloured poster-size paper (enough for students to work in small groups), legal-size white paper (one per student), markers, rulers, scissors, and glue

Activity Introduction

The teacher will review with students:

- The American Civil War and Bermuda's involvement during that period
- The catalyst for the blockade runners
- The reason behind the economic boom in Bermuda at that time

The teacher will use the large map to point out the various countries and waterways involved in Bermuda's blockade running.

Activity Instructions:

Students will work in small groups, each creating a large map that shows the geographical location of all the countries involved at the time of the blockade runners.

Students can create a map of their own, or they can present the map in 3D or another creative way that communicates accurate geography.

Geographical locations to be included:

Northern States, Southern States, England, Bermuda and the Atlantic Ocean

Evaluation:

The students work will indicate their knowledge of the geographic locations that were involved during the American Civil War.

*ACTIVITY 2/GLOBE HOTEL

My Visit to the Globe Hotel

Name: _____

Date: _____



1. The name of the historic house I visited was

2. It is located

3. I visited it on (date)

4. If I was telling a friend why this historic house and exhibit is important, I would tell them

5. When I visited the Globe Hotel I learned about important historic events such as

6. I would like to/not like to (chose one) live at the Globe Hotel 250 years ago because

Teacher Resources/Activity Answers

Activity 1

Opportunities & Risks – The Great Seal of the Confederacy (page 24)

1. The Confederate States of America
2. 'Deo Vindice' Translation: God will Judge
3. 22 February 1862
4. George Washington
5. Cotton, corn, wheat and tobacco

Activity 2

Opportunities & Risks – Treasure Hunt (page 25)

ITEM	DESCRIPTION
1	Sabre bayonet with case
2	Enfield-style cartridge boxes
3	'Peter Tait' confederate shell jacket
4	Soldier's Irish woolen jacket
5	Enfield three-band rifle and sling
6	Collection of buttons for Confederate military uniform

Activity 3

Opportunities & Risks – Blockade Running (page 26)

1. Bermuda was a halfway house between Britain and America. St. George's had a deep and sheltered harbour which was perfect for the blockade runners.
2. Queen Victoria declared that Britain would remain neutral and, as a British colony. Bermuda was also supposed to stay neutral. Many Bermudians feared that Bermuda would be invaded by the North after they started to support the Confederate states through blockade running.
3. The blockade was a naval blockade along the coast line from Texas to Virginia.
4. The Union under President Abraham Lincoln set up the blockade.
5. The North hoped to weaken the Confederate Government and its armies through economic strangulation.
6. Most blockade runners sailed to Wilmington, North Carolina.
7. It was the closest point for ships coming from Bermuda. Wilmington was also a safe harbour as it was located 25 miles up Cape Fear River. It had good wharf facilities and excellent railroad connections.
8. Turpentine (it was collected from trees in North Carolina and used in medicine as a substitute for quinine.)
9. The legend tells us about the North Atlantic trade during the war. Shipping routes are indicated with different colours:
Red - ships transported cotton and tobacco to England
Blue - ships transported arms and supplies from England to Bermuda
Black - ships transported food from Canada and Confederate States to Bermuda
Yellow - ships transported arms and supplies to Confederate States
10. Edward James was commissioned by US Consul Charles Allen to sketch the blockade vessels for identification purpose. He also sold copies to officers and crew, thus catering to both sides of the war.

Activity 4

Ships & Crew – Cargo (page 27)

Study the information around the glass-encased ship

1.

CAPTURED (4)	DESTROYED (1)	SANK (4)
Thistle	Lynx	Mary Celestia
Florida		Florida
Banshee		Flora
A.D. Vance		Robert E. Lee

2. Thistle 305 tons, Florida 662 tons (or two others)

3. Shells, blankets, bacon & pork, pistols, lead, rifles, saltpetre, tin, leather goods

4. Cotton, tobacco and turpentine

Study the information around the room

1. Ribbon \$50.00/yard

Lady's Bonnet \$500.00

Barrel of Flour \$300.00

Coffee \$12.00/pound

Pair of Gloves \$50.00

2. Captains made \$ 200.00 on a confederate owned ship

3. Watchmen \$100.00 per run

Common sailor \$80.00 per run

Firemen \$100.00 per run

Activity 5

Ships & Crew – Blockade Runners (page 28)

BLOCKADE RUNNER	TONS	SUCCESSFUL RUNS
A.D. Vance	902	13
Banshee	325	16
Florida	662	Highly successful
Flora	359	16
Lynx	233	8
Mary Celestia	207	6
Thistle	305	2
Robert E. Lee	360	21

1. At least 120 different vessels

2. A.D. Vance

3. Robert E. Lee

Activity 6

Ships & Crew – Blockade Runners Success to Loss Ratio (page 29)

YEAR	SUCCESES	FAILURES	RATIO (COLON)	RATIO (FRACTION)	RATIO (WORDS)
1861	9	1	9:1	9/1	Nine to one
1862	7	1	7:1	7/1	Seven to one
1863	4	1	4:1	4/1	Four to one
1864	3	1	3:1	3/1	Three to one
1865	1	1	1:1	1/1	One to One

1. Seamen could earn more in three trips than in an entire year during peace times
2. Captains \$520.00
Firemen \$150.00
Sailors \$80.00
3. Charles Francis Middleton was a sailor on the Mary Celestia and later on the Leila. He survived the wrecking of the Mary Celestia off Gibbs Hill Lighthouse but drowned later on when the Lelia sank in January 1864 off the coast of Wales
4. His wife was called Augusta Middleton. In September 1862 he owned a barrel of ale, \$700.00 in gold and \$200.00 worth in other goods.
5. In 1864, forty three of the runners were captured, beached or destroyed. The success to failure ratio dropped from 9:1 in 1861 to 1:1 in 1865.

Activity 7

Politics of Running (page 30)

1. Confederate Shipping Agent Major Norman Walker.
2. They sent guns, ammunition, uniforms and other war material to Wilmington, NC.
3. Oil Lamp to light the room
Ink well to hold ink for writing
Clay pipe for smoking tobacco
Pipe-tamper for pressing tobacco inside the pipe head
Brass tobacco box to store tobacco
4. Cotton

Activity 2

Boom Times – Impact on Bermuda (page 31)

ACTIVITIES	
1	Unloading of cargo
2	Sailing
3	Providing a horse and carriage service
4	Repairing the blockade runner
5	Loading of supplies on the blockade runner
6	Promenading couples

1. Georgiana Walker
2. She was married to Confederate Shipping Agent Major Norman Walker.
3. She and her children arrived on a blockade runner.
4. Visiting Southerners “on route” to England used the Walkers’ house as a meeting place and enjoyed Mrs. Walkers’ hospitality.

Globe Hotel House/Teacher Resources

Activities & Curriculum Links

Before your visit/Introducing Students to the Globe Hotel

Activity	Grade Level	Subject	Curriculum Link
Activity 1 Rogues & Runners – Bermuda & the American Civil War	Primary 5	History	P5 – Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. Evaluate the extent to which global events have affected Bermuda in the past and/or the present. Explain the sequence and relationships of events. Organise key ideas related to a topic.
Activity 2 Blockade Running Vocabulary Words Activity 3 Timeline of the Globe Hotel	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 Opportunities & Risks - The Great Seal of the Confederacy	Primary 5	History	P5 – Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. Evaluate the extent to which global events have affected Bermuda in the past and/or the present. Explain the sequence and relationships of events. Organise key ideas related to a topic.
Activity 2 Opportunities & Risks - Treasure Hunt	Primary 5	Math	P5 – Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables.
Activity 3 Opportunities & Risks - Blockade Running Activity 4 Ships & Crews - Cargo	Middle 2	History	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 5 Ships & Crews - Blockade Runners	Middle 2	History	M2 – Trace the origin, growth and development of the Town of St. George in Bermuda.
Activity 6 Ships & Crews - Blockade Run- ners/Success to Loss Ratio			
Activity 7 The Politics of Running			
Activity 8 Boom Times - Impact on Bermuda			
Activity 9 The Federal Blockade Game			

After your visit/**Additional Information & Activities**

Activity	Grade Level	Subject	Curriculum Link
Activity 1 Map Making	Middle 2	History	M2 – Trace the origin, growth and development of the Town of St. George in Bermuda.
Activity 2 My Visit to the Globe Hotel			

References

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

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

Deichman, Catherine Lynch, *Rogues & Runners* (Brimstone Media Ltd., Hong Kong, 2003)

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



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To protect and promote Bermuda's unique natural and cultural heritage forever.



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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