

# Carter House

*A Cross-Curricular Approach*

A BEN Workshop presented by

Kelly Rodday and Tiffany Bean, November 17, 2022



# BERMUDA EDUCATION NETWORK



# Kelly Rodday

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I am a Bermudian mother of two, ages 8 and 13. I have been teaching for 20 years in both private and public education. I am currently working in the Lower Primary Division at Somersfield Academy. I worked in the Ministry for 10 years at St. George's Prep. I have a Master's Degree in Organizational Management in Education from Endicott College.

I have provided professional development for the B.U.T.'s Annual Conferences, Somersfield Academy and the ICAN Math Program.

I am also the director of the Horizon's Summer Learning Program and the Content Designer at BEN.

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# Tiffany Bean

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I am a wife, mother of three (all boys!), and lover of coffee and traveling.

I have obtained my BA.Arts From St.Mary's University, a PGCE from Sunderland University, and I am currently completing my Masters in Educational Leadership.

I have been a teacher with BPSS for 8 years, and I am currently a P4 teacher at Purvis Primary School. I am also a math tutor for The Reading Clinic.

I have taken advantage of the many learning journeys BEN has offered over the years, and have enjoyed partnering with BEN to collaborate with other teachers to make teaching and learning exciting.

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**Please introduce yourself and tell us which school you are from.**

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**What comes to mind when you  
think of Carter House?**

— <https://www.menti.com/alnsfafucetd> —

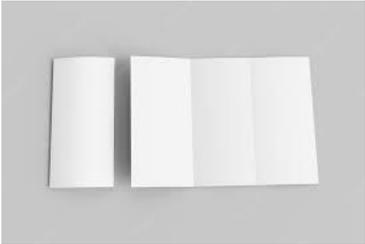
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# Lesson 1: Introduction to Bartering

Lesson 1::	Introduction and discussion	Main Activity	Reflections
<p><b>Learning Intentions</b></p> <p><b>WALT</b> Understand the meaning of non-monetary system and how it was used in Bermuda</p> <p><b>Success Criteria</b> I can discuss how the barter trade is different from the money trade</p> <p><b>Standards</b> SS04 GE001 4.SS.E1d Identify various types of payments that could have been made to an investor up to 1684</p> <p>Recall and recognize specific terminology such as: goods, services, trade, bartering, compare</p> 	<p>Resource: SWAP by Steve Light</p> <p>Before reading 'Swap' use the cover of the book to go through a 'See, Think, Wonder' exercise (see resource) Allow students to take a moment to examine the picture before responding to prompts:</p> <p>What do you see? What do you think? What are you wondering?</p> <p>Guide discussions so children understand what it means to swap something: exchanging one thing for something else) What types of things did they swap in the book? Discuss different things that students have swapped before: pokemon cards, football cards, snacks ect</p> <p>Discuss: How is swapping something different from buying it with money? What do you need to swap something? Why do you think people swapped items instead of buying them?</p> <p>Ensure students understand that Bermuda did not have money. It had natural resources which were used for the investors and settlers to make money.</p>	<p>Barter Activity</p> <p>'Barter' is another word for swapping. If someone tries to barter, they are trying to exchange goods (or services) without using money.</p> <p>Sitting in a large circle, give each student one, two, or three random objects, making sure some kids have one, some have two, and some have three.</p> <p>Choose a student to start and have them ask either the person to their left or the person to their right to trade objects.</p> <p>If the other person wants to trade, they exchange objects and the turn is over.</p> <p>If the other person does not want to trade the student keeps her object and her turn is over.</p> <p>The game continues in that direction until everyone has had a turn.</p> <p>Ask students to take turns sharing why they decided to trade or not.</p> <p>Ask students to vote by show of hands who ended up with the most valuable object(s). Why is this the most valuable and how did they get it?</p>	<p>Open a discussion on what bartering is, who it can help, and why it might not be a good thing.</p>

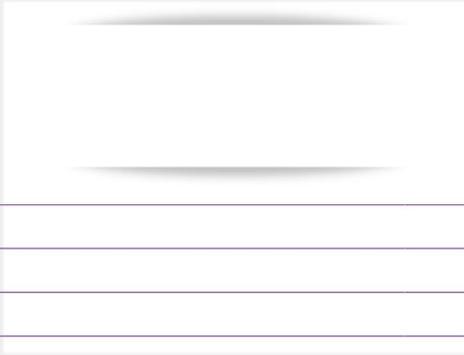
# Lesson 2: Bartering Cont..

Lesson 2:	Introduction and discussion	Main Activity	Reflections
<p><b>Learning Intentions</b></p> <p><b>WALT</b> Identify the different types of non-monetary payments that could have been made to an investor</p> <p><b>Success Criteria</b> I can discuss how the barter trade is different from the money trade</p> <p><b>Standards</b> SS04 GEO01 4.SS.E1d Identify various types of payments that could have been made to an investor up to 1684</p> <p>Recall and recognize specific terminology such as: goods, services, trade, bartering, compare</p>	<p>Review the meaning of bartering and get students to give examples.</p> <p>Discuss specific items that could be used to barter in Bermuda up to 1684:</p> <p><b>Ambergris</b> A solid, flammable, waxy and foul smelling substance of dull grey or blackish color that is produced in the digestive system of whales. Ambergris was used to make luxury perfume, and was very valuable.</p> <p><b>Tobacco</b> Tobacco growing was a very important source of income for the first settlers.</p> <p><b>Land</b> Large plots of land were attractive for investors</p>	<p>Using their knowledge on bartering and valuable items used to barter in Bermuda, students will create an attractive trifold brochure of all the material items that they have to offer an investor</p> 	<p>Students will have a chance to show their brochures.</p> <p>Closing discussion:</p> <p>Do you think money would making trading so much easier? Why? Why not</p> <p>(this is a lead up into intruding the first form of money in Bermuda: the Hog Penny)</p>

# Lesson 3: Historical Figures in Bermuda History

<p><b><u>WALT</u></b> Identify Bermuda historical figures and their contributions.</p> <p><b><u>Success Criteria:</u></b> I can explain biographical information</p> <p><b><u>TIB:</u></b> We want to understand Bermuda history</p> <p><b><u>Standards</u></b> SS04 CIV 01 4.SS.C2b Explain the relevance of historical personalities, e.g. explorers, Sea Venture shipwreck survivors</p> <p>ELA04 4Wp.02 Make short notes to record information from a text and use them to inform writing.</p> <p>4Wp.03 Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).</p> <p>4SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them.</p> <p>4SLp.04 Plan and deliver a group presentation on a familiar subject, including to a wider audience.</p> <p>4SLr.01 Begin to evaluate your own and others' talk, including what went well and what could be improved next time.</p>	<p><b>Introduction and Discussion</b></p> <p><b>Reviewing important people from Bermuda History</b></p> <ul style="list-style-type: none"><li>-Diego Ramirez</li><li>-Venturilla</li><li>-Juan de Bermudez</li><li>-Sir George Somers</li><li>-William Strachey</li><li>-Governor Moore</li><li>-Christopher Carter</li></ul> <p>(Info below)</p>	<p><b>Main Activity</b></p> <p>Jigsaw: Chose a historical figures in Bermuda History and create present day instagram Bio for them.</p> <p>Which hashtags would you use? Examples: #settler #explorer #governor #bermuda</p> <p>Would they have famous/historical friends?</p> <p>How many likes would they get?</p> <p>Draw them somewhere historically accurate.</p> <p>(See resource below)</p>	<p><b>Plenary/ Reflection</b></p> <p>Students can share their Instagram Bios with the class.</p> <p><b><i>Glow and Grow</i></b> Share feedback with others. -One aspect you really liked and why.</p> <p>-One aspect you thought could use improvement. Be sure to suggest an idea to improve it.</p>
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# Bermuda Histogram



# Lesson 4: Voyage to Jamestown Game

Lesson 4:	Introduction and discussion	Main Activity	Reflections
<p><b>Learning Intentions</b></p> <p><b><u>WALT</u></b> Describe the influence of Bermuda’s geographical location and its availability of resources.</p> <p><b><u>Success Criteria</u></b> Explain Bermuda’s role in helping save Jamestown Settlement.</p> <p><b><u>Standards</u></b> SS04 GEO01 4.SS.G2a Describe the influence of Bermuda’s geographical location and its availability of resources.</p>	<p>Explain the geographical importance of Bermuda.</p> <p>What could Bermuda offer to Jamestown?</p> <p>The Jamestown settlement is in trouble! Start your voyage at Plymouth, England and bring supplies to Jamestown, so the settlers do not starve. Roll the dice to see how many spaces you can move.</p> <p>Look out! If you land on the Jolly Roger , you've been struck by pirates and must move back 2 spaces. If you hit a shipwreck , return to Plymouth. Beware of hurricanes , landing on one will send you back 4 spaces.</p> <p>Each time you make it successfully to Jamestown from Plymouth you earn 10 points. Then start your journey back. You chose to go to Bermuda for supplies instead. A trip from Bermuda to Jamestown will earn you 5 points. The first player to earn 25 points wins. Good luck!</p>	<p>In groups of 2-4 players, play the board game. You will need the game board, directions and dice.</p> <p><i>(See resources below)</i></p>	<p>Discuss the strategies you used.</p> <p>Why would you choose to go back and forth to Bermuda?</p> <p>It was much closer than England.</p> <p>What made it dangerous? Possible answers: -shipwrecks, reefs, pirates, hurricanes.</p>

# *VOYAGE TO JAMESTOWN*

The Jamestown settlement is in trouble! Start your voyage at Plymouth, England and bring supplies to Jamestown, so the settlers do not starve. Roll the dice to see how many spaces you can move.

Look out! If you land on the Jolly Roger  , you've been struck by pirates and must move back 2 spaces. If you hit a shipwreck  , return to Plymouth. Beware of hurricanes  , landing on one will send you back 4 spaces.

Each time you make it successfully to Jamestown from Plymouth you earn 10 points. Then start your journey back. You chose to go to Bermuda for supplies instead. A trip from Bermuda to Jamestown, will you earn 5 points. The first player to earn 25 points wins. Good luck!

**QUO FATA FERUNT**

*WHITHER THE FATES CARRY US*

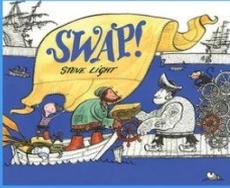


# Carter House, Bermuda

Carter House is believed to be one of the oldest Bermuda vernacular farmhouses in St David's and indeed Bermuda surviving largely in its original structure and form for over 3 centuries. The House is now a museum preserving the one of a kind culture and history of the St David's Islanders.

The museum exhibits whaling, piloting, fishing, boat building, farming and sailing through the St David's Islanders themselves, their homes and occupations. The early life on St David's was poor but happy and wholesome, and is cleverly illustrated by the house itself and the stories it contains.





# CIE STANDARDS IN THESE LESSONS



## EL04

**4Wp.02** Make short notes to record information from a text and use them to inform writing.

**\*4Wp.03** Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).

**\*4SLm.05** Show awareness of an audience, e.g. by adapting language and tone to engage them.

**4SLp.04** Plan and deliver a group presentation on a familiar subject, including to a wider audience.

**4SLr.01** Begin to evaluate your own and others' talk, including what went well and what could be improved next time.

## SS04

### **SS04 CIV 01**

**4.SS.C2b** Explain the relevance of historical personalities, e.g. explorers, Sea Venture shipwreck survivors

### **SS04 GEO01**

#### **4.SS.G2a**

Describe the influence of Bermuda's geographical location and its availability of resources.

#### **4.SS.E1d**

Identify various types of payments that could have been made to an investor up to 1684

Recall and recognize specific terminology such as: goods, services, trade, bartering, compare

# Keep in touch!

We will be asking for your feedback on this unit:

- what went well;
- what challenges there were;
- where you brought in your own ideas and resources; and
- learning that you saw in your class and in what ways.

This will help us for next year..

Thank you for attending. Please can you complete this Google Form providing feedback on our workshop.

To share any learning in action from this cross-curricular unit, please email photos to Steph at [stephanie@ben.bm](mailto:stephanie@ben.bm) - and let her know if you want to be tagged! Photos will then be posted on Instagram and FB.

\*\*\*Please make sure waivers are checked, or take photos of work.



# Link to Teacher Resources

The lesson plans, slides, and video will be shared on the BEN website as of tomorrow:

<http://www.bermudaeducationnetwork.com/what-we-do/lesson-plans/>

Feedback Form Link:

<https://docs.google.com/forms/d/e/1FAIpQLSd7q1VWaWz1CB4VUB-yOvuC7XeBBfYWjmaH46ftHvt1vtpQyQ/viewform>

