



Hope Plantation

1800

Life at a Federal Plantation
TEACHER'S WORKBOOK
North Carolina Schools
Eighth Grade

Editors - Wynne Overton and Historic Hope Foundation, Inc. Staff
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Instructions for Using This Work book

Hope Plantation offers an opportunity for students to experience plantation life in Bertie County during the late 18th and early 19th Century through special guided tours and hands-on demonstrations. This workbook provides preparatory materials for teachers who bring their classes to Hope Plantation for an educational visit.

In addition to general information about Hope Plantation and the King-Bazemore House, individual lessons have been developed for fourth and eighth grade teachers correlating with the goals of the North Carolina Standard Course of Study.

1. This teacher workbook is designed to complement a classroom visit to Hope Plantation. It can also be used as a resource on plantation life in Bertie County during the late 18th and early 19th century.
2. The workbook is divided into the following categories:
 - I. Classroom Outreach
 - II. Inquiry-Oriented House Tours
 - III. Fourth Grade Lesson Plans
 - IV. Hands-on Activities/Evaluation
3. To assist the staff at Hope Plantation in developing programs that benefit students in Bertie County, we ask that the evaluation form be completed after you have had an opportunity to use the workbook in conjunction with a tour. Please mail the completed form to the following address: Hope Plantation, 132 Hope House Road, Windsor, NC 27983.
4. Please contact the Administrator or Administrative Assistant at Hope Plantation **(252-794-3140)** if you have any questions or suggestions regarding the workbook or a tour of the site. You can also access more educational resources online at **www.hopeplantation.org**.

Verification Letter

Please return to the Administrator at Hope Plantation Prior to Your Visit

We are pleased that you are bringing a school group to Hope Plantation. To verify your registration, you should complete this form and mail it to the Administrator prior to your visit.

Name of Contact Person		School
Address		
Grade	Date of Visit	
Number of Students	Number of Adults	Phone

Activity Requested:

Inquiry-Oriented House Tours

Designate Tour Interest:

General (90 minutes)

Architecture (60 minutes)

Artifacts (60 minutes)

Life-styles of Plantation (30 minutes)

Hands-on Activities (30 minutes)*

Cooking Demonstration (30 minutes, King-Bazemore House kitchen)*

Herb Garden (30 minutes, King-Bazemore House)*

*All are contingent upon availability of Hope personnel and materials. Please **call** if you are interested so that availability can be determined.

It is important that you contact the Administrator at least 48 hours in advance if there is a need to cancel or postpone your trip.

Instructions For Touring Hope Plantation

1. Make reservations at least two weeks prior to your visit. Reservations are made by calling the office at Hope Plantation (252-794-3140).
2. Give office staff the date of visit, time of arrival, grade level, number of students in your group, number of adult chaperons (1 for every 10 students required), and any special requests.
3. Teachers may request that a tour concentrate on the history of the period, decorative arts, or plantation life. All tours will include portions of each topic; however, a more specific tour is available.
4. At the time the reservation is made, the office staff will give each teacher any instructions necessary for taking the tour. Please feel free to call again if there are any further questions.
5. All groups should check in at the Roanoke-Chowan Heritage Center.
6. Teachers will be responsible for collecting the admission fee from each student before arrival.
7. There will be times during the tour that students will be outdoors, so students should dress according to the demands of the weather.

Remember, it is important to call at least 48 hours in advance if it is necessary to cancel or postpone your trip.

Classroom Outreach Program

The Hope Plantation Outreach Educational Program has been developed to introduce students in Bertie County and the surrounding area to the educational opportunities available at this historic site.

A brief history of Bertie County, of Hope Plantation, of the King-Bazemore House, and other information is included in your school packet. Please review the materials so that the best possible classroom (site) visit can be planned for your students.

You may contact the Administrator or Administrative Assistant at Hope Plantation (252-794-3140) or email us at hopeplantation@coastalnet.com if you have any questions regarding a tour of the site.

Bertie County Fact Sheet

Established in 1722, Bertie County is named for the Honorable James and Henry Bertie, Lords Proprietors. Its western boundary extended as far as the existing colonial government, which at that time would have taken it to the Pacific Ocean.

Today, the Roanoke and Chowan Rivers border it on the east and south and flow together to empty into the Albemarle Sound. Bertie County is intersected by the Cashie River. Pronounced “caSHY” and measuring 27 miles in length, the Cashie is the longest river in the world to begin and end in the same county.

Business and Industry: lumber, furniture, other wood products, apparel, hogs, chickens, seafood processing. Perdue, Inc., near Lewiston-Woodville, is one of the largest chicken processing plants in the country.

Agriculture: peanuts, tobacco, corn, soybeans, and cotton.

Historical Highlights

The Comberford Map of 1657 bears the first recorded evidence of European settlement in Bertie County. It shows Nathaniel Batts’ house on Salmon Creek. Batts is believed to be the state’s first permanent white settler.

But even before Nathaniel Batts, the Salmon Creek area - called by scholars “the most historic vicinity in North Carolina” - was the site of an Indian village, “Big Woods,” as shown on John White’s 1585 map.

In this area lived Thomas Pollock of Bal Gra, twice acting governor and leader in the Tuscarora War; Seth Sothel, a 17th-century Lords Proprietors’ governor; Edward Hyde, the only Lords Proprietor to live in Carolina, and who was governor during the Cary Rebellion, which ended in a naval encounter in front of his home.

Others living in this area were William Duckinfield, prominent farmer,

merchant, and fur trader who held Anglican services in his home as early as 1701, and Sir Nathaniel Duckinfield Baronet, his nephew, who vied with James Iredell for the hand of Hannah Johnston, sister of Samuel Johnston. Upon rejection by Hannah, Baronet left for England, became an English officer, and lost his land at Salmon Creek through confiscation after the Revolutionary War. William Brimage, judge of the Admiralty Court, who was “senior warden” in Bertie County for the infamous Tory “Gourdpath Conspiracy,” was jailed, later escaped, fled to England, and eventually became Attorney General of the Bahamas.

Farther upstream on the Chowan River was Eden House, home of Governors Charles Eden and Gabriel Johnson. Eden’s step-daughter, Penelope Golland, through inheritance and three marriages, was one of the richest women in the colony when she married Governor Johnston. Their daughter, Penelope, and her husband, William Dawson of Williamsburg, made Eden House “an elegant center of much of the life of the Albemarle.” In turn, their son, Williams Johnston Dawson, was an 18th-century US Congressman from Bertie. The mansion house burned before 1800 and the farm land was sold in 1845 by Eden’s step-great-great-grandson, William Lowther, to Augustus Holley.

The oldest house still standing in the county, located on the banks of the Roanoke River, is the Jordan House, built in 1713 of brick laid in Flemish bond. Interestingly, a replica of the house was built in Windsor in 1977.

In the Merry Hill area are two of the largest 19th-century plantations in the county, Avoca and Scotch Hall, both situated on the waters at the head of the Albemarle Sound. The Capehart family, which first settled Avoca, had their own private race track for horse racing and their own chapel which is still standing. The name comes from the phrase “sweet vale of Avoca” in Thomas Moore’s poem, “The Meeting of the Waters.” The main house was taken down and the property is now owned by RJR/Nabisco and operates as an experimental farm.

Avoca Farm, operated by RJR/Nabisco, got its start trying to grow a chemical retardant to prevent spoilage of tobacco. Numerous products have undergone experimentation there and today a particular variety of sage is being grown for the oil that can be distilled from its flowers while still in

bloom. This oil, sold in both oil and wax form, is an important ingredient in the production of perfume.

Another of Avoca's experiments with hot peppers resulted in local farmers taking over the raising and processing of the Bohemian hot pepper, a major ingredient in Texas Pete Hot Sauce produced in Winston-Salem, NC. The peppers are so hot - many times hotter than jalapenos - that workers processing them must wear gloves and masks as even the dust from the peppers will blister the skin.

Scotch Hall, today privately owned, was the setting for one of the first novels written in North Carolina which dealt with contemporary times. Entitled *Bertie: Or Life in the Old Field*, it was written by George Higby Throop, a tutor at Scotch Hall, occupied by another branch of the Capehart family. The book was published in Philadelphia under the pseudonym of George Seaworthy in 1851 and only four copies are known to exist today.

During the Civil War, residents of Scotch Hall witnessed one of the fiercest and most famous naval clashes of the Civil War, the Battle of Batchelor's Bay, on May 5, 1864, when the Confederate ironclad ram *Albemarle* took on seven Union ships, sank the steamer *Southfield*, and routed the others.

The town of Colerain in northeastern Bertie County was named by its founder, John Campbell, for his birthplace in County Londonderry, Ireland. Campbell established a fishery on the banks of the Chowan River in the 1740s and instituted seine fishing in this country. A number of fisheries operated in the area through the next two centuries. In 1927, the Perry-Belch Fish Company, considered to be the descendant of that first fishery, was organized and at the time claimed to be the world's largest freshwater fishery. Still operating today, under the name of Perry-Wynns since 1953 and it processes river herring, white perch, rock or striped bass, and shad.

Colerain was also the home of Josiah Holley, called Bertie's first millionaire, who purchased most of John Campbell's estate. A large landowner, his nephew, Augustus Holley of Ashland and Hermitage Plantations, operated some 20,000 acres of plantation lands stretching from Colerain on the Chowan River to Baltimore. He earned a footnote in history as the financial

supporter of his wife's nephew, Thomas Miles Garrett, who - while a student at the University of North Carolina at Chapel Hill - kept one of the most valuable antebellum student diaries in the South. Garrett was Bertie's only general officer in the Civil War but never knew it. Notification of his promotion to Brigadier General reached his regiment the day after he died.

An unusual single-car ferry still operates in the county where State Road 1500 crosses the Cashie River. The Sans Souci Ferry has been immortalized in at least twenty paintings by Francis Speight, local artist of national fame, who died in 1989. One of these paintings of the ferry hangs in the Governor's Mansion in Raleigh. There is only one other single-car ferry left operating in North Carolina, Parker's Ferry near Murfreesboro.

Attractions

The **Colerain Museum** is open by appointment only and contains an interesting collection of old farm implements and local memorabilia.

Windsor (the county seat) was founded in 1769. As you cross the Cashie River on US 17 Business going into Windsor, you are entering the town just as 18th and 19th-century visitors would have as they disembarked from a sailing vessel docked at the foot of King Street. Passing through a lovely residential district with many older homes, some altered by superimposed Victorian facades and other changes through the years, you can catch a glimpse down Gray Street of **St. Thomas Episcopal Church** and graveyard. Built in 1839, it was the successor of the Colonial Church of England Chapel which stood near Merry Hill.

The Bertie County Courthouse at the corner of King and Dundee Streets divides the residential and commercial districts. It was built in the Classical style in 1909. An attractive addition to the rear was completed in 1989.

Turning left from King Street onto Granville, you will pass over Queen Street and then turn right on Sterlingworth, all names which remind us of the British heritage predominant in this area. On Sterlingworth, an historical marker commemorates nearby "**Windsor Castle**," home of Patrick Henry Winston, father of Lieutenant Governor Francis Winston, George Taylor Winston, president of the University of North Carolina, North Carolina State University, and the University of Texas, Robert Watson Winston, author and jurist, and Patrick Henry Winston,

Jr., a prominent lawyer in Washington state. NC 308 was recently named **Governor's Road** in honor of two North Carolina governors who had homes along this route. A historical marker notes Locke Craig's birthplace and the home of David Stone, Hope Plantation.

Hope Plantation, completed in 1803, houses the finest collection of coastal North Carolina furniture in one location. Also on the site are the 1763 King-Bazemore house, outbuildings, and recreated period herb and kitchen gardens. The Samuel Cox house, home to the site's caretaker, was completed in 1800 and later moved to the property.

A **National Wildlife Refuge** was designated in southern Bertie County along the Roanoke River as you cross in on US 13-17 just north of the Martin County line. Nature trails and a visitor center will be developed in the near future.

Take the **Cashie Wetlands Walk** on a boardwalk that follows a trail through the marshes, wet meadows, swamps and seasonally flood bottomland forests of the Cashie River. Relax at the **Liverman Recreational Park and Mini Zoo** which gives children an opportunity to pet the goats, sheep, donkeys, llama and about thirty other species of animals.

Miscellaneous Facts

Aulander in northwestern Bertie County: "Originally Harmon's Crossroads, the town derived its name from Andrew J. Dunning, a prominent landowner in the area, who wanted to call the town Orlando after the Florida city. Encountering the objections of post authorities, Dunning reputedly resorted to an altered spelling that retained the sound of Orlando." (p. 48, *Bertie County, A Brief History*)

"By the 1790s, peanuts had not only emerged as the leading money crop in the county but were deemed the 'calling card' of the county by the end of the decade." (p. 55, *Bertie County, A Brief History*)

Bertie County is the site of three of the only six remaining covered bridges in the state.

Governor David Stone and Hope Plantation

The land on which Hope Plantation was built was originally granted in the 1720s to members of the Hobson family by the Lords Proprietors. Later, Francis Hobson, who had possession of the property, married Elizabeth Shriver. Following Hobson's death in 1765, Elizabeth inherited the property. Several years later, Elizabeth married Zedekiah Stone, who had come from New England to settle in Bertie County. This is how the Hope property came into the possession of the Stone family.

On February 17, 1770, Zedekiah and Elizabeth Stone had a son, David. As a young man, David Stone completed his education at the College of New Jersey - now Princeton - where he graduated first in his class in 1788. He returned to Bertie County and studied law under William R. Davie of Halifax. At the age of 19, David Stone represented Bertie County in Fayetteville at the Constitutional Convention and supported the ratification of this important document. In 1790, David Stone was licensed to practice law and in that same year represented Bertie County in the North Carolina General Assembly where he served for the next five years.

In February of 1793, David Stone was deeded the Hope Plantation tract by his father, Zedekiah Stone. The property consisted of 1051 acres located five miles west of Windsor. This exchange of property from father to son is believed to have been a wedding gift, because a month later David Stone married Hannah Turner, also of Bertie County.

David Stone continued his involvement in political activities in North Carolina. In addition to his work as an attorney and member of the state legislature, he served as a Superior Court Justice and as a representative and senator in the United States Congress. Stone was also elected by the legislature as governor of North Carolina for two terms (1808-1810). As a trustee of the University of North Carolina, he saw its establishment and was active in its development until his death. David Stone's interest in education is evidenced by the fact that he owned a library of over 1400 books on a wide

variety of topics. His library was one of the largest in the state during the 1800s.

Stone's growing family and active political life demanded a suitable house with more room for children and entertaining. Documented evidence proves that Hope had reached its final stage of completion by 1803. Stone used a popular 18th-century architectural manual by Abraham Swann, *The British Architect*, to plan his house. While Hope is primarily Georgian in design, there are Federal period influences. The two most important rooms in the house, the library and drawing room, and located on the second floor.

Hope Plantation was more than a grand house. It was a self-sufficient community that produced nearly all things necessary for daily life. On the property there were buildings for blacksmithing as well as for spinning and weaving to make clothing. Also on the plantation, David Stone operated a saw mill. Other outbuildings included a kitchen, dairy, grist mill, and meat house. A large kitchen garden provided the food necessary for entertaining and feeding his large family.

David Stone had a second plantation, called Restdale, which no longer exists. It was in Wake County along the Neuse River. His holdings in Bertie and Wake counties made him one of the wealthiest men in North Carolina during the early 1800s. The labor force on both plantations consisted of over 137 slaves.

Although David and Hannah Stone had ten children, only five children lived to be adults. In 1815, Hannah died; and a year later, David Stone married Sarah Dashiell of Washington, DC. On October 7, 1818, David Stone died suddenly at Restdale at the age of 48. Stone was buried at Restdale in the family cemetery. The Stone family sold Hope in 1838, and his descendants left Bertie County.

In his short life, David Stone served Bertie County and North Carolina in many different capacities. His contributions helped to build a stronger state and nation during the years following the American Revolution.

Hope Plantation was purchased in 1966 by the Historic Hope Foundation. The house was restored to its original condition and furnished with an outstanding collection of many regional pieces of the period. It was opened as a historic house museum in October, 1972. Visitors today can learn about David Stone, the man, and the complexities of plantation life in eastern North Carolina in the early 19th century.

The King-Bazemore House

William King, builder of the King-Bazemore House, settled in Bertie County during the mid-1700s. His ancestors migrated from Norwich, England, to Virginia in the early 1600s and eventually settled in North Carolina. In 1748, William King acquired the land on which he built his home. The property was in Bertie County, north of Rocquist Pocosin, a mile south of the Halifax Road and four miles west of Hope Plantation which, at that time, was owned by the Hobson family.

William King married his cousin Elizabeth King. They built an impressive and substantial home that is believed to have been completed as early as 1763. This date is carved in the bricks on each end of the house along with “W.K.” for William King, below which is the letter “E” for his wife Elizabeth. The arrangement of initials is typical for the 1700s and similar designs are often seen on engraved silver of that period.

The house follows the “hall and parlor” floor plan and is a story-and-a-half frame structure with solid brick ends laid in Flemish bond. It has a gambrel roof with three dormer windows on both the front and back. The front door opens into the hall or main room. To the left of the hall is the parlor or main bed chamber. There are two additional bedchambers upstairs. Year later, two rooms - one being a dining room - were added to the back of the house on either side of the porch.

The King-Bazemore House was considered a large plantation during the Colonial period. Farming was the main activity on the property. William King owned 23 slaves who worked on his plantation.

Not only was King a planter, he was also a cooper. A cooper worked with wood to make barrels. All farm products such as corn, pork, fish, apples, and tobacco were sold and shipped in barrels. Naval stores such as tar and pitch were also stored in barrels.

William King died in 1778. His plantation was inherited by his wife and then by his son. In the early 1800s, Henry King added the two rooms on

either side of the porch. In 1822, Henry King sold the property to his cousin, William B. King. Eighteen years later, William B. King sold the property to Stephen Bazemore, a planter and a Baptist minister. Descendants of the Bazemore family continued to own the house until the 1970s.

In 1974, members of the Bazemore family donated the King-Bazemore House to the Historic Hope Foundation. The house was moved to its current site and restored. Archaeological research discovered the remains of a similar house on the Hope Plantation property. It is thought that this was the original Hobson home and was much like the King-Bazemore House.

Now open to the public, the King-Bazemore House is an excellent example of rural Colonial architecture and plantation life.

African-American Life

Following emancipation, as African-Americans began new lives as free individuals, they continued to use certain traditions from their pasts. Many of these traditions were first created within the freedom of their native West African homelands. Those traditions were then adapted to the confines of slave communities and gradually changed to reflect the beliefs and needs of the new, freed communities of the 1860s and 1870s, of the better-educated black communities of the 1910s and 1920s, and of African-Americans in search of civil rights in the 1960s and 1970s. Some traditions continue to influence our **culture** today. Do you know how African traditions have affected the world you live in?

Read these pages to discover traditions that carry on ideas and create objects that are based on African traditions but use American influences and raw materials. These objects are a part of African influences on American culture: objects from the past that we can study today to discover our histories.

As you read, remember that Africa is a large continent and that its cultures and traditions are even more varied than the regional differences of our state or even our country. Along the West African coast, where most of America's enslaved people came from, many countries have always spoken languages different from those spoken in neighboring countries. To communicate with each other, West Africans developed a pidgin language that used simplified grammar rules and mixed vocabulary words. They made this language largely during their passage on slave ships to America and after arriving here, but some influences still exist.

Perhaps more than other African traditions you will read about here, African wood-carving skills, like weaving and other craft skills, show the variety and **diversity** of African cultures. One indicator of African carving traditions is carving a shape from one piece of wood, such as a chair.

Another trait of some West African carvings is the use of sharp angles to suggest shapes for head and neck, arms and **torso**, knees and legs, and other

parts of a human body. Some cultures then exaggerate body parts to personalize an image. For example, a head may be enlarged to represent a knowledgeable person, larger-than-normal lips can signify a storyteller, or bent knees and oversized feet might suggest calm strength.

African-American carvers today continue to use African-inspired traits and symbols to create objects that are obviously both African and American. Strip quilts are based on the African textile tradition of sewing narrow strips of cloth together to create **wraps** or blankets. These strips were usually made of brightly colored cloth.

Thomas Day - Thomas Day, a cabinetmaker, was born in Virginia around 1801, the son of Morning S. Day. His father is unknown. Day was a free black, and around 1823 he moved to Milton in Caswell County, North Carolina.

By 1827 he had set up business as a cabinetmaker. An advertisement in the local newspaper stated that he kept on hand “a handsome supply of mahogany, walnut, and stained furniture, the most fashionable and common bedsteads, &c. which he would be glad to sell very low.”

In 1830 Day married Aquilla Wilson from Halifax County, Virginia. Like Day, she was also a free black, but an 1827 North Carolina law barred free blacks from entering the state. Day asked the General Assembly to pass a special act to allow his wife to join him in Milton.

A petition to the legislature, signed by sixty-one white citizens, described Day as “A free man of colour, an inhabitant of this town, cabinet maker by trade, a first rate workman, a remarkably sober, steady and industrious man, a high-minded, good and valuable citizen, possessing a handsome property in this town.” The General Assembly granted Day’s request.

Day trained white apprentices and owned slaves - two in 1830 and six in 1850. He and his wife were members of the Milton Presbyterian Church and sat in one of its front pews, which he had carved.

In 1848 Day purchased Union Tavern to serve as his home and workshop. The 1850 industrial census valued Day's business at \$5,800. The black cabinetmaker was then employing twelve workers.

For nearly forty years Day maintained a successful business, making furniture and producing architectural interiors for homes in Virginia and North Carolina. His early work was simple and elegant. His later work was more expressive, following the most popular styles of the day.

Day died around 1861, but his son, Thomas Jr., operated the business for at least another ten years. Union Tavern is on the National Register of Historic Places and is a National Historic Landmark. Unfortunately, it suffered a devastating fire in 1989. Efforts to restore the tavern are now underway.

Musical instruments and styles of music and dance provide many examples of African contributions to **contemporary** popular culture. Rhythm, whether kept by voice, movement, or an instrument, was of central importance to African people. Today, on countless elementary and middle school yards, that African rhythm can still be heard as children double-Dutch jump rope and play an endless array of hand games, all to an African-inspired beat. This rhythm also carries into dances like buckdancing and step shows at historically black colleges and universities.

The banjo is an African-inspired musical instrument that was first mentioned in North Carolina in Tarboro in 1787. It is a good, early example of American influences and the use of American raw materials on an African-inspired object. Since Africans could not bring possessions with them when they were brought to North Carolina, they learned to **improvise** - the body of the banjo could no longer be made from an African gourd. Enslaved Africans substituted American materials that were easier to find.

Definitions:

*In this use, **contemporary** means present-day.*

***Culture** is a community's combination of tradition, knowledge, and behavior in all parts of its life.*

***Diversity** is the difference between two or more ideas or people or things.*

*To **improvise** is to adapt, or make a substitution work, often on the spot.*

*The chest and trunk of a human body are the **torso**.*

***Wraps** are coats or blankets that can be wrapped around a person for warmth.*

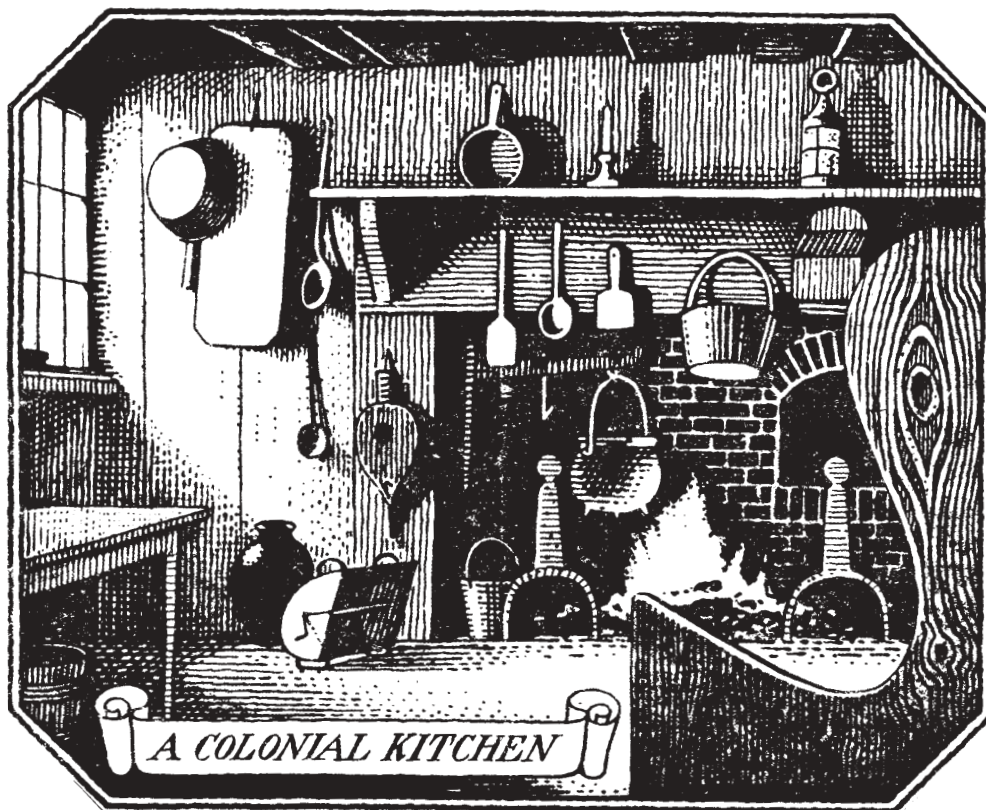
Sources: "African-American Life", adapted from Tarheel Junior Historian, Fall, 1995.

Eighth Grade Lesson Plans

The eighth grade lesson plans consist of the following:

1. Architectural style of the Georgian and Federal periods
2. Interpreting an artifact

These lessons will serve as an introduction to architecture styles and their influence on the construction of Hope Plantation and the King-Bazemore house during this period. The lessons contain activities that should be completed before, during, and after your class visit to Hope Plantation.



Georgian and Federal Period Architecture

Grade: Eighth

Objectives:

1. The student will identify the predominant architecture styles at Hope Plantation.
2. Students will participate in group learning activities.

Materials: Georgian and Federal Period worksheet for each student.
“Guide to Looking at a Building” worksheet.

Procedures:

Pre-visiting Activities:

1. Discuss and define the following words: Georgian and Federal architecture. Where did the Georgian style get its name? What is the difference between Georgian and Federal architecture?
2. Discuss buildings found in the community and compare architectural styles. Compare current trends in architecture of today and of the past. (Use form and style article as resource.)
3. Use the book *Heritage of Homes* as a source of architectural forms and styles. Check with media specialist for school’s copy.
4. As students tour Hope Plantation, point out different architectural styles and forms identified and studied before visit-example: window sash, doors, Flemish bond bricks.

Post-Visit Activities:

1. Divide students into groups and let them choose a building in the community (ex: church, courthouse). Each group will present a drawing or model of its building and a brief report on the building’s architectural details. The form “A Guide to Looking at a Building” can be used as a reference.
2. Complete additional worksheets for individual instruction as needed on architectural styles.

Resources:

- Little, M. Ruth. “Form and Style: The Keys to Architectural History.” *Tar Heel Junior Historian*. Fall, 1989. Vol. 29, 1 pp. 3-8.
- Poland, Sally. “Activity: For Architectural Detectives Only!” *Tar Heel Junior Historian*. Fall, 1989. Vol. 29, 1 pp. 43-44.

A Guide to Looking at a Building

- I. Identify the building
 - A. What is its name?
 - B. Where is it located?
 - C. When was it built?
 - D. Who was the architect?
 - E. For what purpose was the structure built?

- II. The building's historical dimensions
 - A. Does the building reflect change?
 - 1. Has it been altered to meet different functions?
 - 2. Has it been remodeled to keep it in style?
 - B. What feature makes the building unique?

- III. Function: the use of the building
 - A. What was the original use of the building?
 - B. What changes had to be made to accommodate any new functions?

- IV. Aesthetic aspects
 - A. What is the architectural style of the building? Is it historical?
 - B. Is the site of the building appropriately landscaped?
 - C. What does the building represent? Does it advertise something?

Adapted from an article by Gerald A. Danzer, "Buildings as Sources: Architecture and the Social Studies." *The High School Journal*. 51, No. 5. February 1974:207.

Georgian and Federal Architecture

The predominant styles of architecture at Hope Plantation are Georgian and Federal. The King-Bazemore House was built predominantly in the Georgian style though the later additions are Federal. David Stone built Hope Mansion during a period of transition from Georgian to Federal, and the house has characteristics of both styles. The information that follows is a brief introduction to the history of the Georgian and Federal periods.

The Georgian style takes its name from the kings of England-George I, George II, George III, and George IV - who reigned consecutively from 1714-1830. Not only was this style popular during this long period in England, but also here in American during our colonial period.

This style of architecture was inspired by and developed from that of the sixteenth-century Italian architect Andrea Palladio (1518-1580) whose architectural manuals were printed in English in 1676. Actually, the so-called Georgian architecture had been in use several decades before George I came to the throne. “Georgian domestic architecture was the first kind to rise above the regional variation vernacular buildings in England and which conformed to no other pattern - at least for its house - but that of the Italian Renaissance. Small Georgian houses have in the main one of five plans. Of these plans the ‘square one’ with four rooms on each floor...with rooms compactly disposed on each side of the central entrance was the ideal and best reflects the Italian influence.”

A main feature of this Georgian style was symmetry portrayed usually under a hipped roof. The front facade of the typical Georgian domestic building had five bays (windows and doors) on each floor, with the entrance in the center flanked by two windows on either side.

Chimneys of this “square” plan Georgian house were placed on either side of the inside or outside of the end walls or on the walls between the front and back rooms with their stacks protruding through the roof. The only non-classical part of many Georgian houses is the roof - steeply pitched to deal with rain - and its dormer windows.

The watch words of builders and their clients were two words used plentifully in the eighteenth century: neatness and elegance.

The years following the Revolutionary War - which concluded with the Treaty of Paris in 1783 - were known in the United States as the Federal period. The name was derived from the newly established type of government in this country and is used to designate those early years of our republic from its beginning until about 1825.

A new style of architecture which flourished during this time became known as Federal architecture. This new form, also known as Neo-Classical, was lighter and more delicate in design than the Georgian. It had been introduced into England in the third quarter of the eighteenth century primarily by Robert Adam and is also often called by his name. It was an adaptation based primarily on the enthusiasm for the rediscovered ancient ruins at Pompeii and Herculaneum in southern Italy. Federal architecture was far less massive and much plainer and more restrained than its Georgian predecessor. It frequently made use of the oval in the designs of its buildings, incorporating motifs of urns, garlands, swags, and draped effects.

As the Federal period advanced, there also emerged a more defined and authentic classical style of architecture. This was the Greek Revival, which had become popular by the end of the Federal period.

Activity: For Architectural Detectives Only!

Mystery Buildings!

Take out your magnifying glasses, put on your thinking cap, and prepare to test your detective skills. You have been assigned to crack the case of the two mystery buildings.

What forms are mystery buildings number one and two?

Can you identify these buildings?

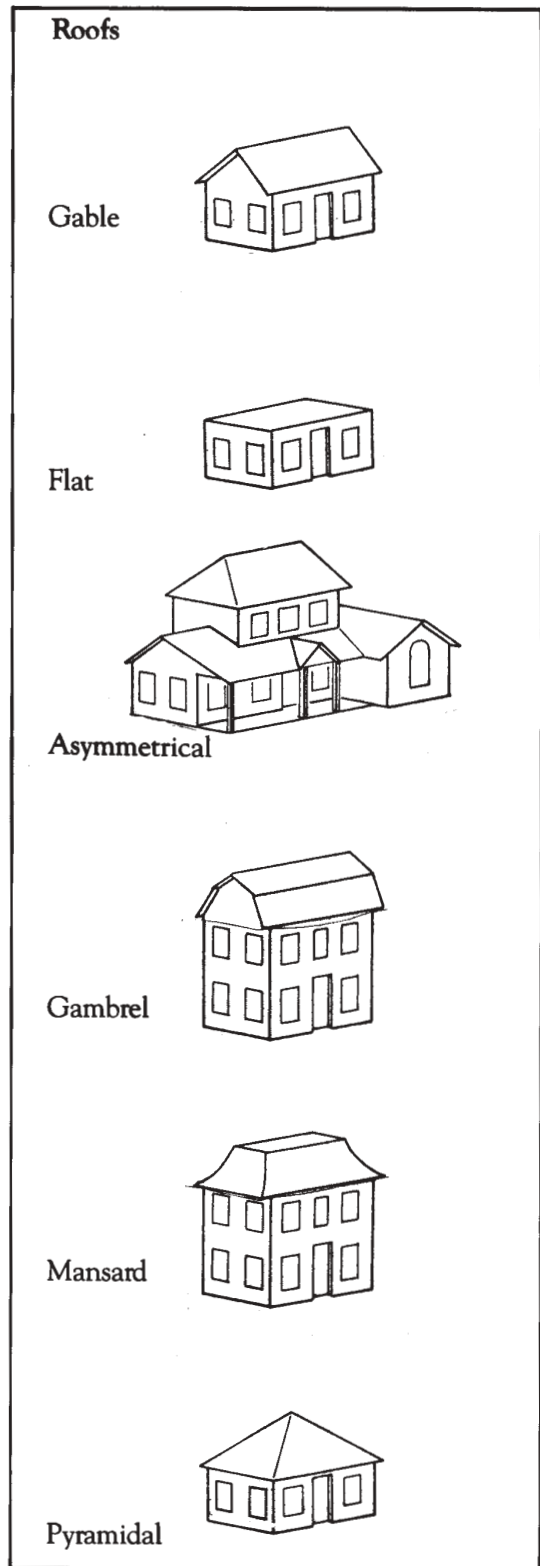
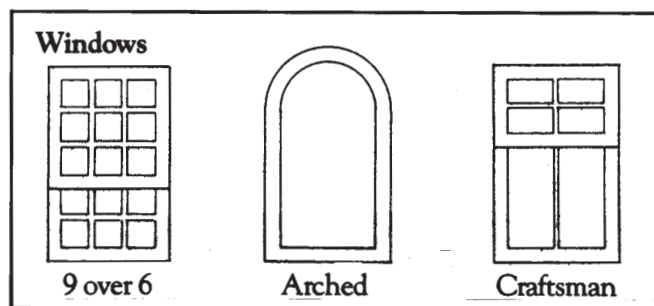
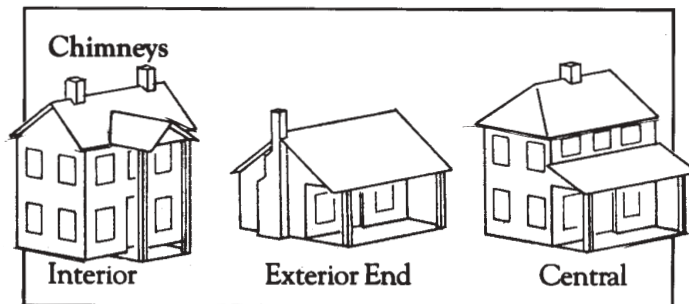
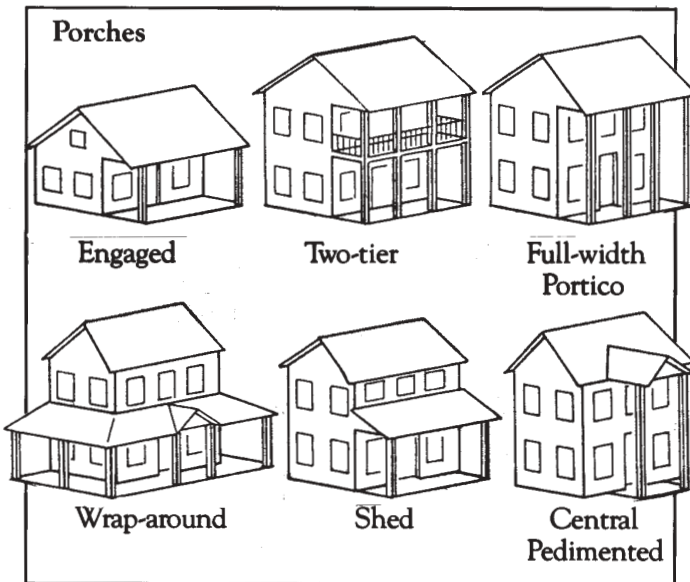
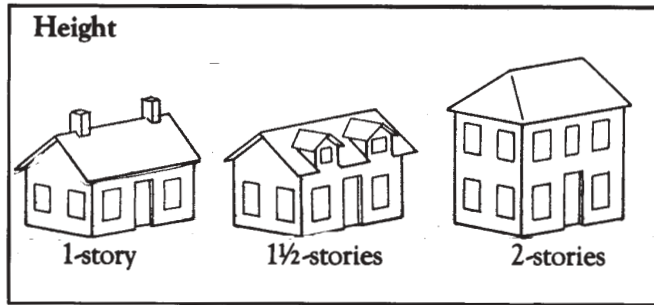
Mystery Building #1



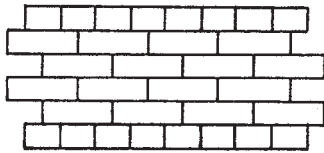
Mystery Building #2



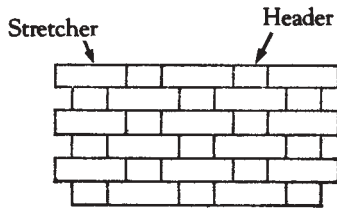
Architectural Details



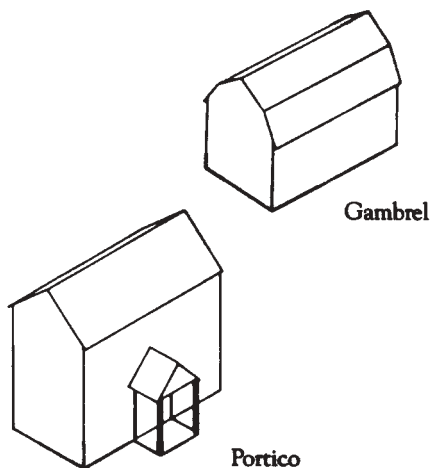
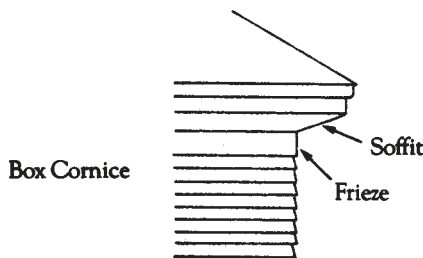
Architectural Features and Diagrams



Common Bond



Flemish Bond

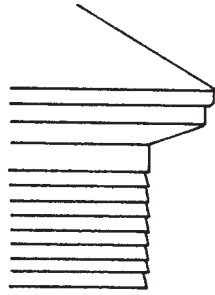


1. **Common Bond:** A type of brick construction that uses a system of arranging the bricks by alternating a row of headers with a row of stretchers.
2. **Header:** The end of a brick; a brick laid across the thickness of a wall.
3. **Stretcher:** The long face of a brick when laid horizontally.
4. **Flemish bond:** A type of brick construction that uses a system of arranging the bricks by alternating headers and stretchers in each row.
5. **Cornice:** The uppermost part of a molding, usually used to crown the wall of a building; also, a horizontal molded projection that crowns or completes a building or wall.
6. **Gambrel:** A roof design having a double slope or side with each side composed of two parts that are unequally inclined.
7. **Portico:** A covered colonnade or porch at the entrance of a building.

Name: _____

Architectural Features Matching Exercise

1. _____

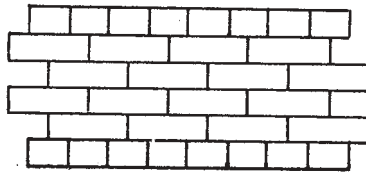


A. Common Bond

B. Portico

C. Flemish Bond

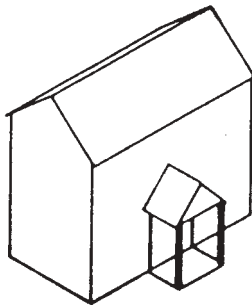
2. _____



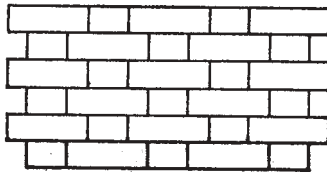
D. Gambrel Roof

E. Cornice

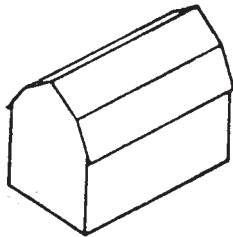
3. _____



4. _____

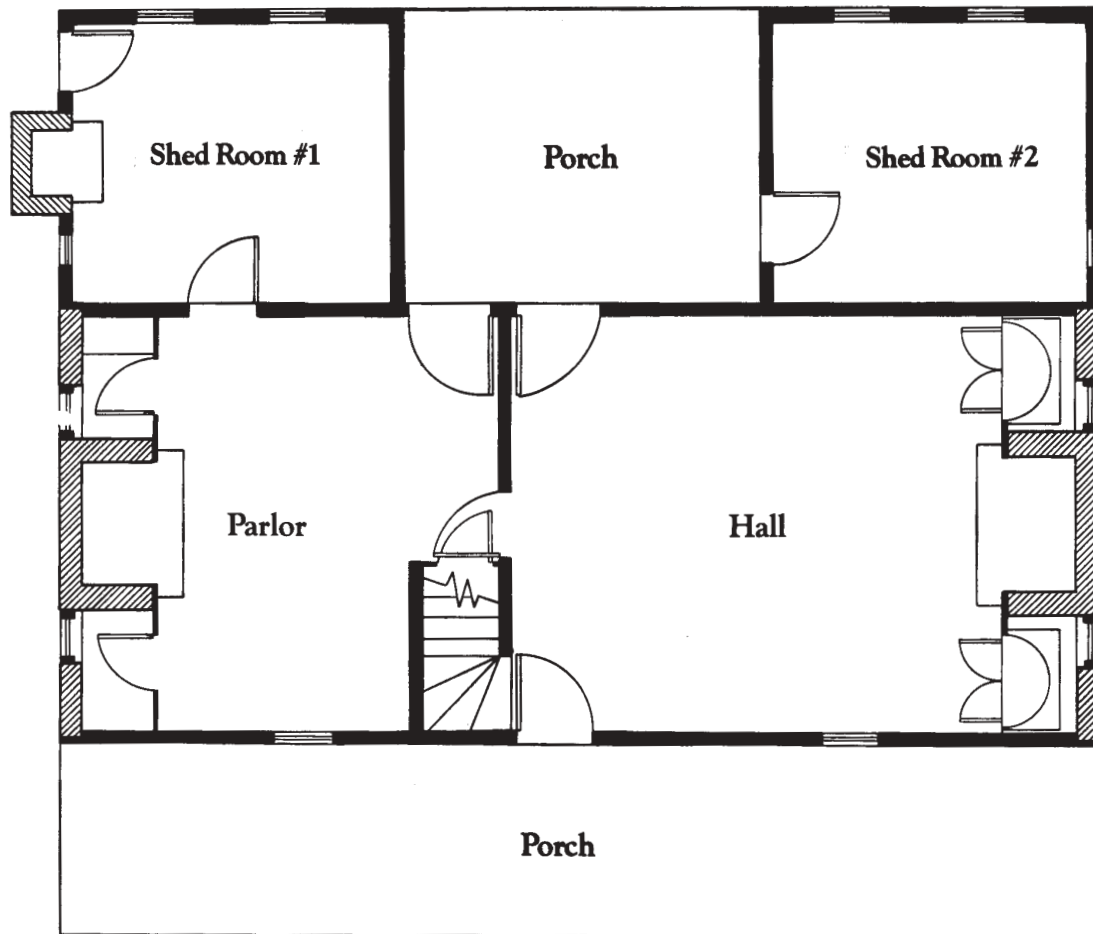


5. _____



Floor Plan for the King-Bazemore House

First Floor

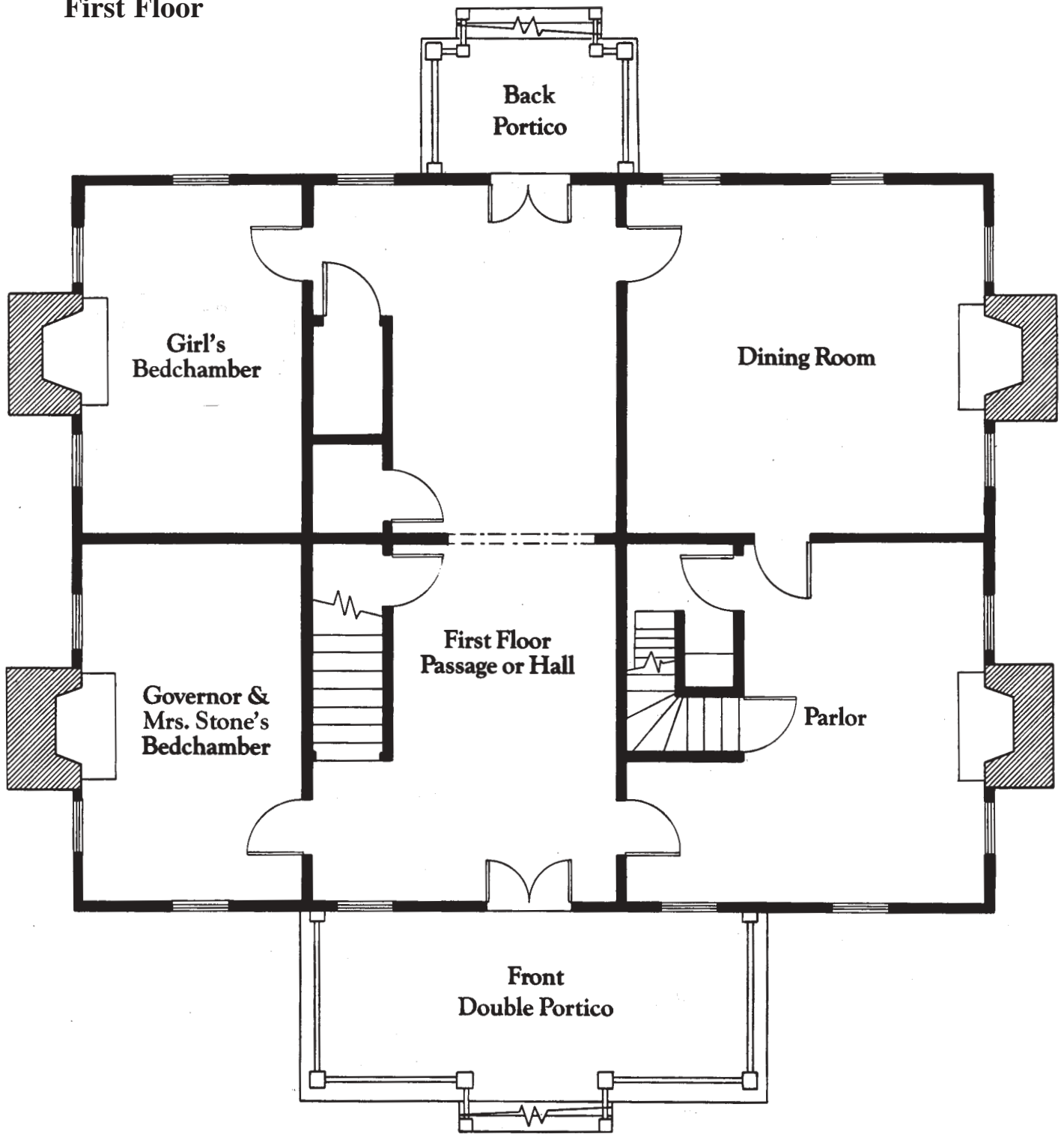


First floor rooms in the King-Bazemore house

1. **Porch**
2. **Hall** or main room. Many activities would have taken place here, such as entertaining, eating, or even sleeping.
3. **Parlor** or main bedchamber, also used for entertaining.
4. **Shed room #1** is believed to have been a dining room because of its exterior door and separate outdoor steps that would have provided access to the separate kitchen building.
5. **Porch**
6. **Shed room #2.** Its use is not known, but it may have been a bedchamber for guests (“travelers”).

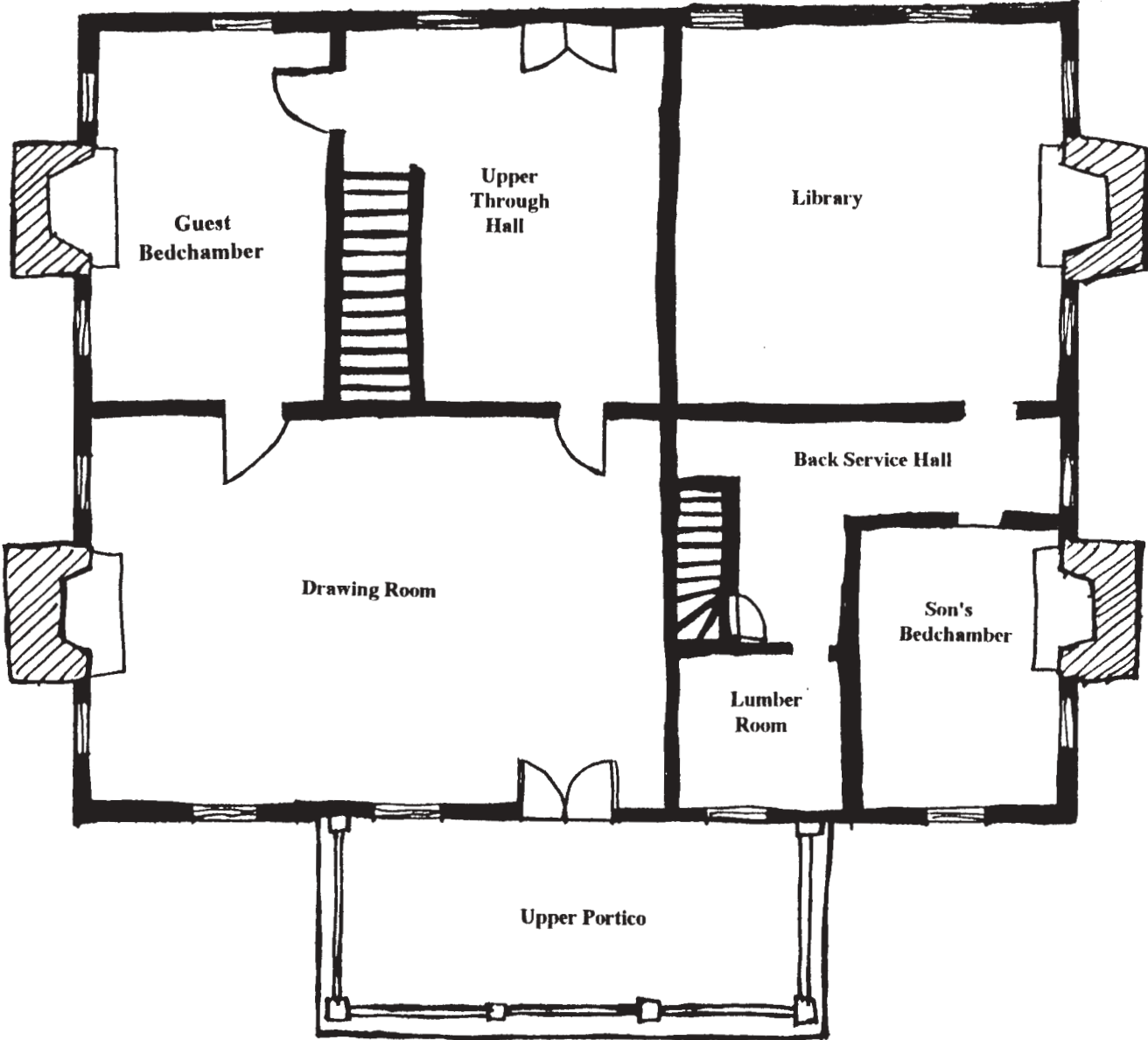
Floor Plan for the Hope Mansion

First Floor



Floor Plan for the Hope Mansion

Second Floor



Rooms in the Hope Mansion

1. **Front Double Portico.** Two-story porch.
2. **First floor passage or hall** is where visitors entered the house. Was also used in the summer months.
3. **Parlor.** Used as a family living area. Mrs. Stone could have performed many of her plantation duties from this room and entertained friends by serving tea, etc.
4. **Dining Room.** Used for formal dining and entertaining.
5. **Back portico.** Single-story porch.
6. **Girls' bedchamber** served as sleeping quarters for Governor and Mrs. Stone's many daughters.
7. **Governor and Mrs. Stone's bedchamber** served as sleeping quarters for Stone and his wife.
8. **Upstairs passage or second floor hall** was an extension of the entertaining area for the drawing room.
9. **Guest bedchamber** served as sleeping quarters for Stone's many guests.
10. **Drawing Room** was the center for formal entertaining; used for balls, formal teas, card playing, etc.
11. **Library** was Governor Stone's private library containing over 1400 books and served as his office for managing his large plantation.
12. **Service passage or hall** was used by the household servants in the performance of their duties on the second floor.
13. **Boy's bedchambers** served as sleeping quarters for Governor and Mrs. Stone's only son.
14. **Housekeeper's room or storage (Lumber Room).** Use of room is uncertain.

Interpreting An Artifact

Grade: Eighth

Objectives:

1. Students will interpret an artifact by stating information about the people and culture that produced it.
2. Students will participate in group learning activities.

Materials: Provide different objects from home/community for interpretation.
Worksheet on Interpreting an Artifact.

Procedures:

Pre-Visit Activities

1. Discuss with the students the accompanying sheet on interpreting an artifact.
2. Show students several artifacts such as arrowheads, pots and pans, and clothes. Discuss what they know about these objects. Brainstorm about the different kinds of artifacts that students think they will see at Hope Plantation.
3. Divide students into groups and tell them to do an attic search for family artifacts. (Remind them to get permission before bringing an artifact to class.) The types of artifacts to bring may be specified according to use, such as health, economic, entertainment, and decorative.
4. Have students answer the following questions about their artifacts:
 1. When was your artifact produced?
 2. How was it produced?
 3. What is the function of your artifact?
 4. Does it also have a decorative function?
 5. What material is your artifact made of?
 6. Who probably used this artifact? (Men, women, children)
 7. Would it have a financial value?
 8. Would it have a sentimental value?

Closure:

1. Each specific group should present its artifact to the members of their respective group, or to the entire class.

2. Discuss what their interpretations tell them about the people and culture that produced them.
 - A. What does your artifact reveal about the user?
 - B. Does your artifact reveal anything about the culture of eighteenth-century eastern North Carolina?

Post-Visit Activities

1. Students may choose an artifact from Hope Plantation and write a paragraph using the previous questions on interpretation of an artifact. Allow time for students to share their paragraphs with the class or with another student.
2. Post paragraphs for others to read and discuss.

Sources:

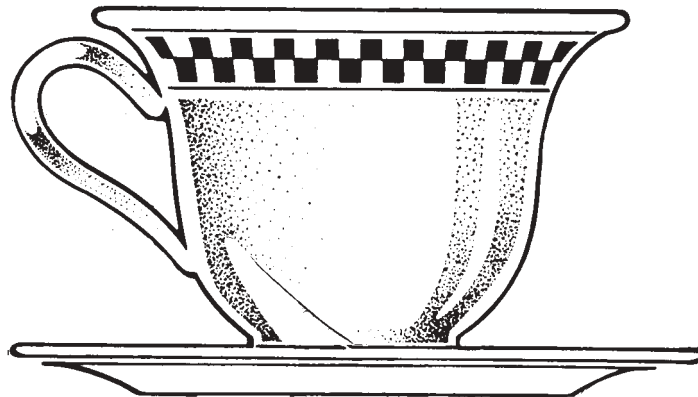
“Interpreting An Artifact.” Adapted from study guide from Colonial Williamsburg.

Interpreting An Artifact

One important goal of interpretation is to use **artifacts** to awaken the student's interest in early American life. An artifact is any object made by humans; i.e., ceramics, furniture, fences, carriages, and buildings. These artifacts can all be interpreted to reveal information about the people and culture that produced them.

An in-depth interpretation of an artifact may involve a variety of information. Basic information about an artifact often includes a description of its physical characteristics, the way it was made, its function, and where it was usually kept.

For example, a particular tea cup can be described as a creamware ceramic produced in England in the second half of the eighteenth century. The cup was generally used in the parlor or an eighteenth-century home and served as a vessel for drinking tea. This basic information becomes significant when the interpreter uses it to describe the artifact's owner or the culture of the period. In the case of the tea cup, the value of English creamware in the eighteenth century provides clues about the economic and social class of the cup's owner. The English origin of the artifact can lead to a discussion of economic and cultural interaction between Great Britain and the colonies. Because the tea cup was kept in the parlor, it probably had decorative value and most likely was used for special occasions. Therefore, an interpreter can discuss eighteenth-century entertaining and decorative styles. An interpretation of the tea cup could also include politics and the colonial boycott of tea prior to the American Revolution. Thus, the tea cup demonstrates how one artifact can be interpreted in many different ways to reveal more about life in the past than simply its own history.



Post-Visit Worksheet

Name: _____

1. Hope Plantation was originally a land grant to the Hobson family by the _____ in the 1720s.
 2. Which of the three political offices listed below did Governor Stone hold during his career?
 - A. District Attorney
 - B. United States Senator
 - C. President
 3. The dining room became an important room for entertaining during the _____ period.
 4. To accurately furnish the King-Bazemore House, Hope Foundation used the _____ 1788 _____ of William and Elizabeth King as a guide.
 5. Which of the following occupations did William King not become involved in?
 - A. Planter
 - B. Judge
 - C. Cooper
 6. A _____ was a self-sufficient farming operation, that produced everything from clothing and furniture to crops and food.
 7. To make meal preparation easier, the vegetable garden was planted behind the _____ .
 8. Kitchens were separate from the main house because of the possibility of:
 - A. Noise
 - B. Mice
 - C. Fire
 9. Did David Stone have a small collection of books in his library at Hope Plantation? Explain your answer.
-

Demonstration: Hands-On Activities

Objective:

1. Students can participate in group learning activities.

The following hands-on activities are sometimes available for students' participation:

Cooking
Herb gardening

Please contact the Administrator or Administrative Assistant at Hope Plantation for more information (252-794-3140) or email us at hopeplantation@coastalnet.com.

Vocabulary List

1. **Agriculture** - The science and art of farming or the work of cultivating the soil, producing crops, and raising livestock.
2. **Architecture** - The science, art, or profession of designing and constructing buildings; a style of construction.
3. **Artifact** - Any object made by human work or skill.
4. **Censure** - To blame, condemn as wrong, criticize adversely.
5. **Colonial** - Of or characteristic of the thirteen British colonies in North America that became the United States following the American Revolution (1607-1776).
6. **Constitution** - A document in which the system of fundamental laws and principles of a government, state, society, etc., are written down.
7. **Cooper** - A maker of barrels.
8. **Deed** - A document under seal that states a contract, transfer of property, etc.; to transfer property by such a document.
9. **Economy** - The management of the income, expenditures, etc., of a government, household, etc.
10. **Inventory** - An itemized list of goods, property, etc.
11. **Lords Proprietors** - The eight men who were given land in the New World to govern by King Charles II of England beginning in 1660.
12. **Manual** - A source book for use as a guide, reference, etc.; a handbook.
13. **Naval Stores** - Tar, pitch, and turpentine.
14. **Navigation** - The science of locating the position and plotting the course of ships.
15. **Roanoke-Chowan Area** - Region in eastern North Carolina that is located between the Roanoke and Chowan Rivers.
16. **Vernacular** - Native or characteristic of a country or place.
17. **Will** - The statement of a person's wishes concerning the disposal of his/her property after death.

Name: _____

Vocabulary Fill-in-the-Blank

1. When a plantation owner needed to have barrels made for the storage of corn or other farm products, he contracted a _____ .
2. Another term for growing crops or raising livestock is _____ .
3. After a person's death, his belongings are divided according to his _____ .
4. A shopkeeper makes a _____ of all the items for sale in his business.
5. The document that a country bases its laws on is its _____ .
6. When something is native to a region or country, it is _____ .
7. To aid in building or creating an object, a person will often use a _____ as a guide.
8. The act of _____ is used when a group or person does not agree with the actions or words of others.
9. When an object such as a chair or table is made by a person, it is called an _____ .
10. The science of designing and constructing a building is _____ .
11. King Charles II of England granted lands in the New World to eight _____ .
12. The owner of a plantation was concerned with the _____ and kept detailed records of all income and expenses.
13. Ship captains had to be very knowledgeable in the science of _____ to safely travel from port to port.
14. Bertie County is located in the _____ region of eastern North Carolina.
15. After buying property, the new owner is given a _____ .

Definitions for Herbs

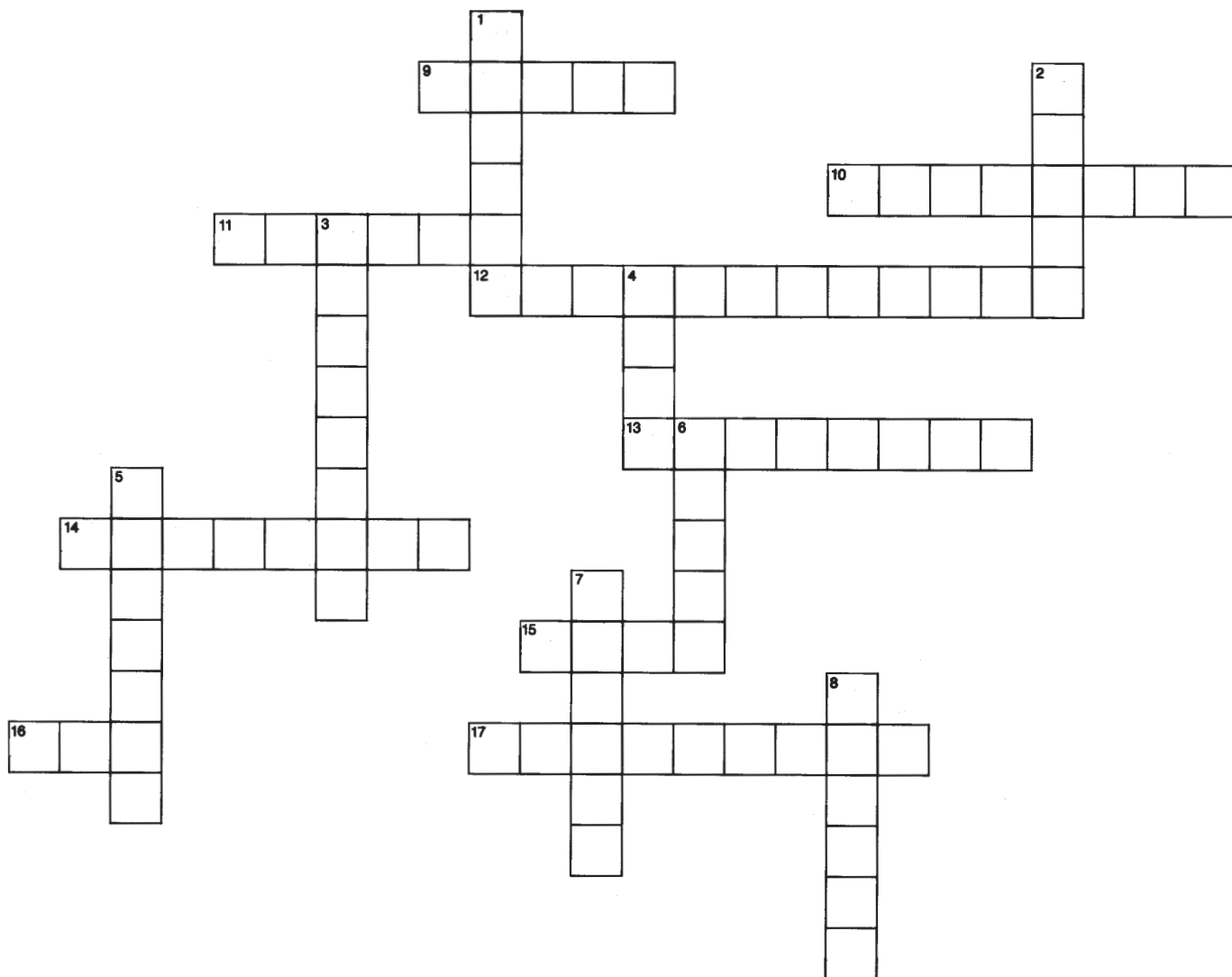
Although today herbs are generally used to season foods or for their perfume, during the Colonial and Federal periods people believed that these plants were also useful as medicines. The definitions below include examples of the believed medical uses of herbs. As you learn these definitions, keep in mind that the herbs are often not used for the same purposes today.

1. **Anise** - Flavoring used in cough medicine; also promotes sleep when seeds are steeped in warm milk.
2. **Balm** - A warm infusion drunk freely to produce sweating; or, as diaphoretics were commonly used, as an aid in the relief of the common cold.
3. **Basil** - Leaves used to deter fruit flies; leaves used to flavor tomato-based sauces, etc.
4. **Borage** - Used to cheer the spirit; a plant with blue flowers and hairy leaves, its young leaves give cucumber-coolness to salads.
5. **Chives** - A plant of the onion family with small, hollow leaves used to flavor soups, stews, salads, etc.
6. **Dill** - A seasoning for pickles and salads; used in medicine to help calm fretful infants.
7. **Fennel** - A tall herb of the carrot family with yellow flowers; used as a seasoning for salads and fish; thought to strengthen sight and alleviate toothache.
8. **Germander** - Thought to be a remedy for gout.
9. **Hyssop** - Leaves have an aromatic smell and a warm, pungent taste; used in medicine as a stimulant or tonic for the scalp.
10. **Lavender** - Employed for both domestic and medicinal uses; flowers used for their perfume and also believed to prevent moths; thought to aid in calming nerves.

11. **Marjoram** - Imparts a fine flavor to broths; sometimes a substitute for tea; used medically for toothaches.
12. **Mint** - Any of the various aromatic plants whose leaves are used for flavoring and in medicine; boiled with sugar to produce throat lozenges; thought to aid digestion; flavoring for tea, jelly, etc.
13. **Parsley** - A plant with finely-divided curled or flat leaves used to flavor or garnish some foods; in medicine, thought to help prevent kidney stones.
14. **Rosemary** - A seasoning for meats and poultry; used in medicine to give relief for bad breath.
15. **Rue** - A strong-scented herb with yellow flowers and bitter-tasting leaves; thought to be of great service in curing the common cold.
16. **Sage** - A plant of the mint family with grayish-green leaves used for flavoring meats, etc.; used in medicine to increase appetite and calm nerves.
17. **Summer Savory** - Aromatic and pungent leaves commonly used as a seasoning in salads; dried leaves were thought to expel fleas.
18. **Tansy** - A strong-smelling plant with clusters of yellow leaves used in medicine; when made into tea, thought to help prevent gout; leaves used to keep flies and ants away from food.
19. **Tarragon** - Used as a seasoning for fish, sauces, and vinegar.
20. **Thyme** - Used as a seasoning for fish, meats, poultry, and vegetables; thought to be an agreeable substitute for tea; oil from the plant used to help lessen the pain of a toothache.
21. **Yarrow** - Flowers from the plant yield an aromatic oil; in Greek mythology, Achilles healed his wounds with this plant.

Herb Crossword Puzzle

Name: _____



Down

1. Of the onion family with small hollow leaves.
2. Keeps flies and ants away from foods.
3. Relief for bad breath.
4. Flavoring for tea or jelly.
5. Used to flavor or garnish foods.
6. Flavoring used in cough medicine.
7. Used to heal Achille's wounds.
8. Of the carrot family

Across

9. Oil helps in toothache pain.
10. Believed to prevent moths.
11. Blue flowers and hairy leaves
12. Used to keep away fleas.
13. Seasoning for vinegar.
14. Gives flavor to broths
15. Increases appetite.
16. Yellow flowers and bitter-tasting leaves.
17. Remedy for gout.

Colonial Life at the King-Bazemore House

Below is the translated 1778 inventory of William King. The misspellings are corrected and possible unknown items are identified:

7 beds (mattresses) and bed steads, 1 bed (mattress), 8 frame chairs with leather bottoms, 6 straw bottom chairs, 8 flag (rush) bottom chairs, 1 desk and bookcase (secretary), 1 square black table, 1 pine table, 1 desk, 2 oval tables, 4 wooden wheels (spinning and weaving), 4 linen wheels (spinning and weaving), 1 small trunk, 3 side saddles (horses), 3 guns, 2 box irons (clothing irons), 4 heattors (horse equipment), 2 pair steelyards (kitchen equipment), 3 looking glasses (mirrors), tongs and shovel (fireplace tools), 7 stoneware jugs, 2 pitchers full of honey, 1 butter pot with butter, 1 pitcher butter, 2 pitchers, 3 hand irons (clothing irons), one pair of wedges (tools for splitting wood), 3 candlesticks, 1 pair of snuffers, 1 funnel, 4 pairs of scissors, 3 pairs of shears (barn equipment), one case and 12 bottles of brandy, one case of bottles, 4 chamber pots, 12 bottles, 6 silver teaspoons, 16 spoons, 1 silver table spoon, 7 sifters (cooking), 21 pewter plates, 6 pewter dishes, 10 pewter basins, 6 pairs of cards (spinning and weaving), a parcel of old cards (spinning and weaving), 12 knives, 18 forks, a parcel of wood, a parcel of cotton, a parcel of flax, 3 china bowls, 12 china cups and saucers, 21 earthen plates, 4 Deft bowls, 4 butter boats, 1 coffee pot, 6 tea pots, 2 cruets, 1 salt cellar, 3 milk pots, 4 sugar dishes, 25 cups and saucers, 1 mug, 3 razors...

Questions for Students Concerning William King's Inventory

1. Have students divide the inventory into specific rooms at the King-Bazemore House (the floor plan may be useful here).
 2. Have students find the items listed in the inventory that would not be found in homes today.
 3. Ask students to list items that are not on the inventory, but could be found in homes today.
 4. Using the inventory, discuss what types of activities (work and play) that took place at the King-Bazemore House.
 5. Compare the items on William King's inventory with what students saw at Hope Plantation. Example: William King had seven books and David Stone had 1400.
 6. Ask students to find all of the items in the inventory that would have been used in spinning and weaving to make fabrics and clothing. Example: wool, and flax; wheels and cards.
 7. Ask students to find all of the items in the inventory that the Kings would have used when they were traveling. Example: trunks and side saddles.
-

Find the Word Exercise

Name: _____

C A F H L O R D S P R O P R I E T O R S
H O P E P L A N T A T I O N E T S D N T
T A A R Y C O L O N I A L O L S E R A R
S I T B K V A J K R E E V R I K I A I E
B K S G O V E R N O R S T O N E C S G T
E B P M T A Y E T O L Z D F A E N H R C
L A E A S O N T M Y T N L U N F E E O H
F E D E R A L E C S I A I G R E D R E E
J I O D R B Z U H G C E N W D Y N A G R
I H A N N A H I J E A O O E C J E T C E
W N V G B Q U P G D A L E B H C P O T M
U R N G E E T B W M O D P O B I E N A P
P A N Z O O G E E T P A E F A T D S P E
K I S T A B D R A W C Q S R N X O C I W
K S L E R B M A G U E L I Z A B E T H F

Find the following words hidden in the above puzzle:

Colonial

Header

Deed

Herb

Dependencies

Hope Plantation

Elizabeth

King Bazemore

Federal

Lords Proprietors

Gambrel

Ogee

Georgian

Pot

Governor Stone

Sheraton

Hannah

Stretcher

Exercise Keys

Fill in the Blank

(page

- | | | |
|-----------------|------------------|------------------------|
| 1. cooper | 6. vernacular | 11. Lord's Proprietors |
| 2. agriculture | 7. manual | 12. economy |
| 3. will | 8. censure | 13. navigation |
| 4. inventory | 9. artifact | 14. Roanoke-Chowan |
| 5. constitution | 10. architecture | 15. deed |

Matching

(page

1. E
2. A
3. B
4. C
5. D

Crossword Puzzle (page

- | | | | |
|-------------|--------------|-------------------|---------------|
| 1. chives | 6. anise | 11. borage | 15. sage |
| 2. tansy | 7. yarrow | 12. summer savory | 16. rue |
| 3. rosemary | 8. fennel | 13. tarragon | 17. germander |
| 4. mint | 9. thyme | 14. marjoram | |
| 5. parsley | 10. lavender | | |

Post-Visit Quiz

(pages

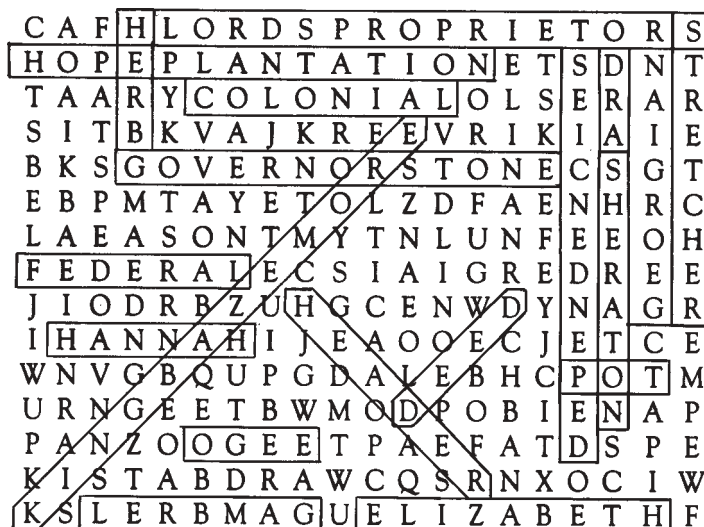
- | | |
|----------------------|---------------|
| 1. Lords Proprietors | 6. plantation |
| 2. B | 7. kitchen |
| 3. Federal | 8. C |
| 5. B | 9. No |

Kitchen

Matching

(page

- A. grease lamp
- B. toasting rack
- C. gridiron
- D. fireplace crane
- E. dough scraper
- F. nutmeg grater
- G. shingle splitter
- H. roasting oven
- I. match holder
- J. toast clip
- K. sewing bird
- L. chopping knives
- M. candle snuffer
- N. fish kettle



Teacher Evaluation Form

1. Was the workbook useful as a classroom tool?
 strongly agree agree disagree strongly disagree

2. What sections of the workbook did you use?
 Classroom outreach Fourth Grade Lessons
 Inquiry-oriented House Tours Eighth Grade Lessons
 Student Activities

3. Were the activities and study materials appropriate for your grade level?
 strongly agree agree disagree strongly disagree

4. Did the workbook activities prepare your students for a classroom visit to Hope Plantation?
 strongly agree agree disagree strongly disagree

5. Was your tour at Hope Plantation informative and organized to meet your objectives?
 strongly agree agree disagree strongly disagree

6. Will you use the workbook again to complement your classroom instruction?
 strongly agree agree disagree strongly disagree

Additional Comments:

Please return evaluation form to:

Administrator
Historic Hope Plantation
132 Hope House Road
Windsor, North Carolina 27983

NOTES

NOTES



Managed by The Historic Hope Foundation, Inc.
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www.hopeplantation.org