



Shipwreck Center

Educator Support Services Guide

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The scientific and technological aspects of our archaeological recovery efforts on the *Whydah*, and other shipwrecks, include elements of special interest to students of all grade levels with respect to areas of study such as archaeology, oceanography, environmental studies, and chemistry.

The history of the *Whydah* and the men who sailed her illustrate several important aspects of 18th-century history, specifically North American colonial history, which is appropriate to the following grade levels as delineated in the *Massachusetts History and Social Science Curriculum Framework*.

Grade Three:

- Observation of visual historical sources and narratives with the opportunity to analyze and describe their content;
- Observation of historical artifacts and interpretation of what such artifacts tell us of how people lived in the 18th century;
- Learning concepts of barter and trade in the context of pre-modern colonial America, and how these trade structures helped prompt the American Revolution.

Grade Five:

In addition to building on the above, elements of the *Whydah* story include:

- Historical maps, navigation, astronomy and other locational concepts pertinent to the study of historical geography;
- The role of supply and demand and other important factors (such as climate, soil, labor availability, and types of agriculture) in shaping the colonial American economy;
- The importance of maritime commerce—including fishing, shipbuilding, and the trans-Atlantic trades in the development of the colonial Massachusetts economy, as well as North America;

- The special place of the slave-trade in the formation of the Americas, as well as the harsh conditions of “The Middle Passage.” This is a significant part of the *Whydah Gally’s* history because the *Whydah* served as a slave ship prior to her capture by pirates.
- The special role of blacks aboard pirate vessels of the early 18th century, and their unique status of equality within pirate crews;
- The unusually democratic and egalitarian organization among pirates and how this was symptomatic of fundamental forces within colonial society that culminated in the American Revolution.

Grades Eight through Twelve:

In addition to building on the above, the story of the *Whydah* provides:

- A concrete example of concepts related to absolute and comparative trade advantage and mercantilist economic theory;
- A focus to examine the English Civil War, the “Glorious Revolution of 1688,” and the Jacobite Rising of 1715 in terms of their practical impact on the British peoples, as well as how these revolutions contributed to the “Spirit of ‘75” in terms of economic, religious and political context;
- Though not specifically covered in the Curriculum Framework, this is also an appropriate age-group to discuss a wider view of the interaction of piracy/smuggling and New England maritime history, as well as the stories of pirates who originated from New England, specifically, Massachusetts.

Exhibit Services:

For basic information on scheduling a virtual tour of the exhibit—or other questions—please email office@shipwreckcenter.org.

Scheduled school groups virtually visiting the exhibit will be given the opportunity to speak with an archaeologist who will answer questions from students, chaperones, and teachers, as well as elaborate on aspects of underwater archaeology and pirate history. Teachers are encouraged to frame questions that underscore the relevance of the experience to their own class curricula.

When scheduling a virtual tour, be sure to ask about receiving advance resources which will be of relevance and interest to your class (eg. “The Student Scavenger Sheet”, “Myth vs. Truth”, “Recommended Reading” etc.). Please feel free to photocopy any materials that have been emailed from us or downloaded from this site for your class.

Virtual School Services:

We are developing a new program for virtual-school presentations that, for most Massachusetts schools, will be more affordable than an active field trip. The specific content of a program will be tailored to curriculum needs through advance discussion, but in all cases include a presentation.

Fees are based on class size and special requests.

For more information about virtual school presentations by our staff, please contact the Shipwreck Center at office@shipwreckcenter.org

Follow Up Services:

In our experience, students frequently had questions after a field trip to the Whydah Pirate Museum or an in-school presentation. We encourage follow-up interchange in the form of an email. Teachers typically collate the questions from their classes and submit them to CHSP’s

email: office@shipwreckcenter.org. Students routinely display high levels of interest and give extremely impressive insights during such electronic discussions.

In certain instances, we are able to aid students who have selected topics relating to CHSP and its partners for a project.