



GRADE 3 HISTORY CURRICULUM AND EDUCATION GUIDE

Third grade curriculum focuses on the history of the United States and Massachusetts, with particular attention to the colonial period.

The museum provides an ideal venue for third graders to learn about the history of their home state prior to the formation of the United States. The historical map drawn in 1717 by Captain Cyprian Southack—the shipwreck salvor commissioned by Massachusetts Bay Colony Governor, Samuel Shute—shows students the Massachusetts Bay area just decades after the Plymouth and Massachusetts Bay Colonies merged in 1691. Southack's map depicts many towns (and their pre-formalized spellings) that are still present today—including Plymouth, Sandwich, "Barnftable" [sic], Yarmouth, and "Eaftham" [sic]. This map also plays a key role in the archaeological discovery of the *Whydah* more than two-and-a-half centuries later.

Educators can use the timeline of *Whydah's* journey to define time periods and vocabulary used in historical narrative. With the *Whydah's* voyage being just over three *centuries* old and the discovery of the shipwreck being just over three *decades* old, the museum not only introduces students to terminology, but also gives them an understanding of how history evolves.

Students will also see a variety of centuries-old artifacts ranging from exciting relics like pistols, cannons, silver coins, to everyday items like plates, utensils and belt buckles. The museum also contains paintings and wax statues of the *Whydah's* sailors that reflect maritime fashion and clothing of the era.

Educators wishing to focus on a biography of a famous person from Massachusetts will find several interesting characters tied to the story of the *Whydah*:

Sam Bellamy – Born in 1689 in Devonshire, England, Bellamy relocated to Cape Cod sometime between 1713 and 1715. Bellamy was a poor sailor who became one of the most

successful captains of the "Golden Age." He and most of his crew perished in a storm off the coast of Wellfleet in April of 1717.

Samuel Shute – Governor of the Province of Massachusetts Bay from 1716-1723. Shute's administration was marked by turmoil, including political disputes with the provincial assembly and exacerbated tensions with the Wabanaki Confederacy. He oversaw the trial and execution of Bellamy's surviving men.

Cotton Mather – Born in Boston in 1663, the prolific preacher and religious writer is best known for his influence on the Salem Witch Trials. Mather also spent two weeks with the convicted survivors of Bellamy's company prior to their execution.

Henry David Thoreau – Born in Concord in 1817, Thoreau was an influential writer, philosopher, historian, abolitionist and advocate of "civil disobedience." Thoreau wrote about the wreck of Whydah in his book Cape Cod—published posthumously in 1865.

John F. Kennedy, Jr. – Son of the 35th President, John Jr. was one of Expedition Whydah's original divers. He left the project in 1983 to join the peace corps.

Grade 3 Concepts and Skills

The Whydah Pirate Museum's exhibits and the *Center's* resources can be best used in the application of the following Grade Three concepts and skills:

■ **BOLD** indicates strong connection to the concept and/or direct application in a lesson plan

HISTORY (H) AND GEOGRAPHY (G)

- 1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)**
- 2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting or action. (H)**
- 3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)**
- 4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)**

5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)

CIVICS AND GOVERNMENT(C)

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

ECONOMICS (E)

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

10. Define barter, give examples of bartering and explain how money makes it easier for people to get things they want. (E)

Grade 3 Learning Standards

The Whydah Pirate Museum's exhibits and the *Center's* resources are most closely aligned with the following Grade Three learning standards:

■ BOLD indicates strong connection to the standard and/or direct application in a lesson plan

NEW ENGLAND AND MASSACHUSETTS

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

A. the growth of towns and cities in Massachusetts before the Revolution

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

CITIES AND TOWNS OF MASSACHUSETTS

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

ADDRESS, CONTACT AND PLANNING INFORMATION

For pricing, logistics and information, or to schedule a virtual class trip, please contact our office manager: office@shipwreckcenter.org

Center for Historic Shipwreck Preservation, Inc.

311 Stony Brook Road
Brewster, MA 02631
(508) 896-5110

Whydah Pirate Museum in West Yarmouth

Whydah Pirate Museum
674 MA-28 (Main St.)
West Yarmouth, MA 02673
(508) 534-9571

Whydah Wreck Site at Cape Cod National Seashore

National Park Service Headquarters, Marconi Beach
99 Marconi Site Road
Wellfleet, MA 02667
(508) 771-2144

References for History Curriculum Grades 3-12

- [1] Kenneth J. Kinkor, *Black Men Under the Black Flag*—published in *Bandits at Sea: A Pirate Reader*, edited by C. R. Pennell (NYU Press, 2001), pg. 195
- [2] Eric Hobsbawm, *Bandits* (London: Weidenfeld and Nicolson, 1969), pgs. 27-28
- [3] Kenneth J. Kinkor, *Black Men Under the Black Flag*—published in *Bandits at Sea: A Pirate Reader*, edited by C. R. Pennell (NYU Press, 2001), pg. 196
- [4] *Massachusetts History and Social Science Curriculum*—excerpted and adapted from *Education for Democracy: A Statement of Principles* (Washington, D.C.: American Federation of Teachers, 1987)