



GRADE 5 HISTORY CURRICULUM AND EDUCATION GUIDE

Fifth grade learning standards connect best with the museum's resources pertaining to transatlantic trade, the "Middle Passage", maritime commerce and Caribbean colonization.

Many fifth grade learning standards are closely or tangentially related to world in which the *Whydah's* journey takes place. The "Golden Age of Piracy" unsurprisingly coincides with the "Golden Age of Sail." The political, social, and religious forces that influenced 18th century life grew out of the preceding era's soil of exploration, colonization, early globalization, and human subjugation.

Classrooms discussing European maritime expeditions of the 15th and 16th centuries or the pre-Colombian civilizations of the West Indies can examine how the events they are studying connect to and impact the world of 1717.

Museum resources provide detailed and poignant accounts of slave ship design, slave auctions and life aboard a slaver. This information may be particularly useful for students studying the establishment and growth of slavery in the Americas.

Grade 5 Concepts and Skills

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

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

HISTORY AND GEOGRAPHY

- 1. Identify different ways of dating historical narratives (17th century, seventeenth century, 1600s, colonial period). (H)**
- 2. Interpret timelines of events studied. (H)**
- 3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)**
- 4. Use maps and globes to identify absolute locations (latitude and longitude). (G)**
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income or climate change. (G, H, E)
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

ECONOMICS

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)
- 13. Define profit and describe how profit is an incentive for entrepreneurs. (E)**
- 14. Give examples of how changes in supply and demand affected prices in colonial history. (E, H)**

Grade 5 Learning Standards

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

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PRE-COLUMBIAN CIVILIZATIONS OF THE NEW WORLD AND EUROPEAN EXPLORATION, COLONIZATION, AND SETTLEMENT TO 1700

- 5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

A. The relatively small number of colonists who came from other nations besides England

B. Long experience with self-government

D. England's strong economic, intellectual, and military position

POLITICAL, INTELLECTUAL AND ECONOMIC GROWTH OF THE COLONIES, 1700–1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. (H, E)

A. The fishing and shipbuilding industries

B. Trans-Atlantic trade

C. The port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

THE REVOLUTION AND THE FORMATION OF A FEDERAL GOVERNMENT UNDER THE CONSTITUTION, 1775–1789

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

Fourth grade curriculum focuses on geography, with an emphasis on the Western Hemisphere and its people.

The museum contains a variety of general resources that can be used to teach longitude and latitude, cardinal directions, and map interpretation. Students can also examine the historical map drawn in 1717 by Captain Cyprian Southack, who attempted to salvage the shipwreck on behalf of Massachusetts Bay Colony Governor, Samuel Shute. In addition to illustrating various locations (and their pre-formalized spellings) of colonial Massachusetts—including Plymouth, Sandwich, "Barnftable" [sic], Yarmouth, and "Eaftham" [sic]—Southack's map also factors in to the archeological discovery of the *Whydah* more than two-and-a-half centuries later.

By following the voyage of the *Whydah Gally*, Fourth graders will encounter the various cultures and people that gathered in the "New World." By the time of the *Whydah's* maiden voyage, the West Indies had become a major crossroads for trade, drawing ships, goods and people from the major European powers. Examining the colonial territories of the British, Spanish, and French empires in 1717 may help students grasp the cultural and linguistic differences that still persist throughout the Americas today.

Teachers can also use the *Whydah's* journey to expose the sometimes overlooked culture and fate of several indigenous populations—in particular, the Taínos and Lucayans of the Caribbean islands (who were wiped out) and the Miskito people of Central America (who still exist today).

Additionally, educators can refer to trade maps that examine the natural resources of different geographic regions including North America (lumber, grain, tobacco), the Caribbean islands (sugar, coffee) and the Spanish Main (gold, silver). Students will see how mercantilism and other economic forces gave rise to plantation societies, the triangular flow of commodities, the transatlantic slave trade, and a widening disparity between the wealthy (merchant class) and the poor (common sailors).

While some of these subjects can be difficult to confront, educators may find that the *Whydah's* evolution from slave ship to pirate ship provides some surprising counterbalance to such heavy history in that several members of marginalized cultures and classes found a considerable degree of freedom, equality, and democracy under the Jolly Roger. Students will find a microcosm of western diversity just by examining the *Whydah's* roll call. In addition to the many sailors from

England, Scotland, Wales, and Ireland, the crew also contained New Englanders, New Yorkers, French, Swedish, Dutch, Jamaicans, Bermudians, former slaves taken from the Guinea coast, a free mulatto born in Amsterdam, and at least two indigenous Americans—a Miskito Afro-Amerindian and a juvenile from an unidentified tribe.

Grade 4 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 Four concepts and skills:

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

HISTORY AND GEOGRAPHY

- 1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)**
- 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)**
3. Observe and describe national historic sites and describe their function and significance. (H, C)

ECONOMICS

6. Define and give examples of natural resources in the United States. (E)
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)
- 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)**

Grade 4 Learning Standards

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

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REGIONS OF THE UNITED STATES

4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. (G)

4.10 Identify the states, state capitals, and major cities in each region. (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

4.12 Identify and describe unique features of the United States. (G)

4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. at least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).

B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.

C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).

D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

MEXICO

4.23 On a map of North America, locate Mexico and its major cities. (G)

4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)

4.25 Identify the language, major religion, and peoples of Mexico. (H)

STANDARDS FOR CENTRAL AMERICA AND THE CARIBBEAN ISLANDS

4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)

4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)

4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados, and Jamaica). (H)

4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

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)