



GRADE 6 HISTORY CURRICULUM AND EDUCATION GUIDE

As with the previous grade level, sixth grade learning standards connect best with the museum's resources pertaining to transatlantic trade, the "Middle Passage", maritime commerce and European colonization.

Students learning about older currencies, trading of goods, and early globalization will find tangible and authentic artifacts of the mercantile period on display at the museum.

Classrooms studying South American and African history and geography will find connections to the *Whydah's* history in terms of the impact colonialism and institutionalized slavery had on the development of those respective regions.

Grade 6 Concepts and Skills

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

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

HISTORY AND GEOGRAPHY

2. Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization. (G)

4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
7. Use the following demographic terms correctly: ethnic group, religious group, and linguistic group. (G)

CIVICS AND GOVERNMENT

8. Define what a nation is and give examples of the different ways nations are formed. (C)

ECONOMICS

- 10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)**
- 11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)**
- 12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)**
- 13. Identify the key elements of a market economy. (E)**
14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)

Grade 6 Learning Standards

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

AFRICA

- A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)
- A.2 Use a map key to locate countries and major cities in Africa. (G, E)
- A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)

EUROPE

E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe. (G)

E.2 Use a map key to locate countries and major cities in Europe. (G)

E.3 Explain how the following five factors have influenced settlement and the economies of major European countries (G, E)

SOUTH AMERICA

SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)

SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)

SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries.

SAM.4 Identify when South American countries 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)