



GRADE 7 HISTORY CURRICULUM AND EDUCATION GUIDE

Learning standards for Massachusetts seventh graders focus on pre-modern periods of history; however certain Grade 7 skills and concepts—such as (4) distinguishing between primary and secondary sources, (5) indentifying multiple causes and effects for historical events and (6) describing archaeological evidence from societies leaving no written records—coincide rather strongly with the museum resources and the *Whydah's* history.

Teachers who wish to hone these concepts or skills may use learning standards and lesson plans meant for other grade levels. Our educators are always happy and willing to adapt our resources to meet teachers' specific lessons and goals.

Grade 7 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 Seven concepts and skills:

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

HISTORY AND GEOGRAPHY

1. Compare information shown on modern and historical maps of the same region. (G)
2. Use **correctly the words or abbreviations for identifying time periods or dates in historical narratives** (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). (H)
3. Construct and interpret timelines of events and civilizations studied. (H)

4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

5. Identify multiple causes and effects when explaining historical events. (H)

6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

CIVICS AND GOVERNMENT

7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)

ECONOMICS

8. Define and apply economic concepts learned in prekindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand*. (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)