



GRADES 8-12 HISTORY CURRICULUM AND EDUCATION GUIDE

For Grades 8-12, the *Whydah's* history coincides best with learning standards from **World History I**. Museum resources are applicable for classrooms studying topics pertaining to European colonialism and westward expansion, South American history, African history, and the Enlightenment.

World History II and **U.S. History I** cover periods that take place after the wreck of the *Whydah*. Educators covering the growth of nation states and empires or American political and intellectual thought concerning individual rights and liberties may find that the "Golden Age of Piracy" makes an interesting segue to relevant and related topics.

Students taking the economics elective may find museum resources useful in the context of studying trade and the birth of an international economy.

The museum houses an immense collection of primary sources that were used to authenticate the *Whydah's* history, including letters from colonial governors and officials, depositions under oath, minutes from the Council of Trade and Plantations, articles from the *Boston News-Letter*, court transcripts from piracy trials, and many other records. These documents provide high school students with an opportunity to analyze materials from the period and diagram when, where, and why they were created. Examining these primary sources can be particularly thought-provoking as the vast majority of them were authored by the pirates' victims and adversaries; the pirates themselves left very few written records.

These historical documents will also aid students in understanding the relationship (and differences) between primary and secondary sources, as well as how to scrutinize secondary scholarship for accuracy and thoroughness. Students can also see how the historiography of the "Golden Age of Piracy" has evolved over the last three centuries.

Grade 8-12 Concepts and Skills

The Whydah Pirate Museum's exhibits and the *Center's* resources can be best used in the application of the following high school grade level concepts and skills:

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

HISTORY AND GEOGRAPHY

1. Apply the skills of prekindergarten through grade seven.
- 2. Identify multiple ways to express time relationships and dates (for example, 1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)**
- 3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)**
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
- 7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)**
- 8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)**
9. Distinguish intended from unintended consequences. (H, E, C)
- 10. Distinguish historical fact from opinion. (H, E, C)**
- 11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)**

CIVICS AND GOVERNMENT

12. Define and use correctly the following words and terms: *Magna Carta*, *parliament*, *habeas corpus*, *monarchy*, and *absolutism*. (C)

GENERAL ECONOMICS SKILLS

13. Define and use correctly *mercantilism*, *feudalism*, *economic growth*, and *entrepreneur*. (E)

14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
22. Define and distinguish between *absolute* and *comparative advantage*, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E) (E)

WORLD HISTORY I LEARNING STANDARDS

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

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

EUROPEAN WESTERN EXPANSION, CIVILIZATIONS OF CENTRAL AND SOUTH AMERICA

WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)

WHI.13 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, economies, art and architecture, and use of slaves. (H, G, E)

WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)

AFRICAN HISTORY TO 1800

WHI.19 Describe important political and economic aspects of the African empires. (H, E) A. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings) B. leaders such as Sundiata and Mansa Musa C. Timbuktu as a center of trade and learning

WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G)

RENAISSANCE AND THE REFORMATION IN EUROPE

WHI.32 Explain the role of religion in the wars among European nations in the 15th and 16th centuries. (H)

SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT IN EUROPE

WHI.33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)

WHI.34 Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. (H)

WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation. (H)

WORLD HISTORY II LEARNING STANDARDS

The Whydah Pirate Museum's exhibits and resources are most closely aligned with the following World History II learning standards:

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

THE GROWTH OF THE NATION STATE IN EUROPE

WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E)

A. the rise of the French monarchy, including the policies and influence of Louis XIV

WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C)

A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688

B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament

WHII.3 Summarize the important causes and events of the French Revolution. (H, C, E)

A. the effect of Enlightenment political thought

C. economic troubles and the rising influence of the middle class

U.S. HISTORY I LEARNING STANDARDS

The Whydah Pirate Museum's exhibits and the *Center's* resources are most closely aligned with the following U.S. History I learning standards:

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

THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION

USI.1 Explain political and economic factors that contributed to the American Revolution. (H, C)

B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)

B. the political theories of such European philosophers as Locke and Montesquieu

USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)

GRADE 12 ECONOMICS ELECTIVE LEARNING STANDARDS

The Whydah Pirate Museum's exhibits and the *Center's* resources are most closely aligned with the following Grade 12 Economics learning standards:

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

TRADE

E.7.1 Explain the benefits of trade among individuals, regions, and countries.

E.7.2 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

E.7.3 Define trade barriers, such as quotas and tariffs.

E.7.4 Explain why countries sometimes erect barriers to trade.

GRADE 12 AMERICAN GOVERNMENT LEARNING STANDARDS

The Whydah Pirate Museum's exhibits and the *Center's* resources are most closely aligned with the following Grade 12 American Government learning standards:

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

THE NATURE OF CITIZENSHIP, POLITICS, AND GOVERNMENT

USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.

USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.

USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.

FOUNDATIONS OF GOVERNMENT IN THE UNITED STATES

USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

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)

