



LESSON THREE: Captain Southack's Map, 1717

DURATION

45 - 60 minutes

OVERVIEW

Students will analyze Cyprian Southack's map of eastern Massachusetts and identify familiar locations and geographical features.

SKILLS AND LEARNING STANDARDS

The following concepts, skills, and learning standards are addressed:

3-CS-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)

4-CS-1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)

4-CS-2. Interpret a map using information from its title, compass rose, scale, and legend. (G)

5-CS-4. Use maps and globes to identify absolute locations (latitude and longitude). (G)

LS-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)

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

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

ESSENTIAL QUESTIONS

Why are primary sources critical to the study of past events?

OBJECTIVES

By the conclusion of the lesson students will be able to:

- Interpret basic map features and chart a course using cardinal directions, longitude and latitude.
- Compare the similarities and differences between an 18th century and a modern map of Cape Cod.

MATERIALS

1. Satellite Map of Coastal Massachusetts, 2017 (provided in **Unit Materials** package).
2. Cyprian Southack's Map of Coastal Massachusetts, 1717 (provided in **Unit Materials** package).
3. Compass Rose
4. Pen or pencil and notebook or lined paper

LESSON BACKGROUND

After the *Whydah's* destruction, salvor and cartographer, Captain Cyprian Southack was hired by the governor of the Massachusetts Bay Colony, Samuel Shute, to salvage what he could from the shipwreck. Southack's recovery operation was hampered by delays, bad weather and uncooperative locals. He ultimately did not recover much from the wreck. But he did leave behind crucial primary sources that would become invaluable to the team that discovered the *Whydah* two and a half centuries later.

Captain Southack left behind a journal—detailing the daily operations (and frustrations) of the *Whydah* salvage—and a map that provided the relative location of the wreck. This map from 1717 served as the starting point in the search for the pirate galley. In the 1980s, the dive team made calculations to account for the considerable erosion of the coastline. After years of persistence, Barry Clifford and his team were able to do what Cyprian Southack could not centuries before: recover artifacts from the *Whydah*.

Southack's map has value beyond its role in the *Whydah's* discovery— it allows us to look back in time. This primary source document shows its viewers that much of Cape Cod from 1717 is still present today. The towns where students live today can be seen on this map from the past. People were living in these same towns 300 years ago. The map also reveals how much *has* changed. Modern maps contain road names and highway numbers; shopping outlets and satellite photos. Southack's map harkens to a world built around the sea. His maps detail water depth, rocky shallows, and passable channels. While Cape Cod still has a connection to its past—and to the sea—daily life in the colonial period was much different from our own.

METHODS

Students will examine both a modern and an eighteen century map of Coastal Massachusetts. Maps will be used to practice skills such as navigation (cardinal direction, longitude and latitude) and to discuss the key features and purpose of the map.

LESSON

Warm-Up:

Teachers should discuss the principle characters and events from **Lessons One and Two**.

Students should be able recall these key points:

- Bellamy's romance with Maria Hallett
- Global maritime trade and lucrative shipping lanes of the Caribbean
- Capture of the *Whydah* and her destruction off the Cape Cod

The *Whydah*'s discovery in 1984

Activity:

Teachers will pass out **Materials A (Satellite Map)** and **B (Historical Map)** to each student. Teachers should ask students to describe the materials in front of them. What are they? Where are these maps centered? Which map covers a larger area? When were they made? How and by who?

The class should also discuss the purpose of each map. How might a satellite map be used today? How might Southack's map be used in 1717? What use(s) does an old map have today?

For the final part of the discussion, the class should analyze Southack's **Historical Map**. What present day towns and locations existed back in 1717? Were they spelled the same way, and if not, why were they spelled differently? What features do not exist or would be different on a modern map? Is Southack's drawing accurate? Could it be used for navigation today?

After comparing, describing, and discussing the two maps, students will practice basic skills.

Using the **Satellite Map**, students will write down the approximate longitude and latitude coordinates of Cape Cod (42° N, 70° W). Students may also record the coordinate range of the **Historical Map** (between 41°-43° N and 69°-71° W).

Referring to the **Historical Map**, students will then practice navigating by cardinal and ordinal directions. With the Bay of Massachusetts, their own school, or some other location as a central point, students will write down the direction (with the aid of a Compass Rose if needed) of various towns and landmarks of the teacher's choosing. For example, with the Bay of Massachusetts as the starting point, these five locations would correspond with the following compass directions:

1. Yarmouth - South
2. Plymouth - West
3. Boston - Northwest
4. Buzzard's Bay - Southwest
5. Whydah wreck site - East

Wrap up:

Teachers should conclude the lesson with a discussion about the importance and function of Southack's map to the team of divers and archaeologists who found the wreck in 1984.