Shipwreck Center

Whydah Pirate Museum
History Curriculum and Education Guide

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INTRODUCTION

The Center for Historic Shipwreck Preservation presents students and educators with a firsthand opportunity to discover the colonial world of the early 18th century—a turbulent yet formative period marked by sailing ships, European expansion, human exploitation, and of course, a surge of piratical activity known as the "Golden Age of Piracy."

Until recently, serious scholarship had largely ignored the "Golden Age," leaving the subject to be romanticized or demonized by storybook novels and fantasy movies. As Ken Kinkor, the museum's late project historian and director of research, argued in his essay, *Black Men under the Black Flag*:

> "The portrayal of pirates as aberrant and predatory individuals prompted by greed, adventurism, and/or simple perversity also safely insulates audiences from the broader socioeconomic implications of piracy. That pirates and other social bandits might have been a logical byproduct of seventeenth- and eighteenth-century European 'progress' is… less than edifying to juvenile readers."[1]

One of the Center's primary goals is to transport visitors back to the pirate's world—to limit judgments about the pirates' character and instead examine the circumstances of their era.

For instance, the end of the War of Spanish Succession in 1714 led to a significant decline in both annual wages and available employment for European and colonial sailors. Those who could find work still risked life and limb at sea for a few meager pounds, while ship owners raked in massive profits from the comfort of a London office. Meanwhile, the slave trade continued to flourish, with thousands of Africans being sold into slavery and transported across the Atlantic in shackles. Many would be brutalized and worked to death on sugar plantations throughout the West Indies. The Caribbean also saw an influx of pro-Stuart supporters from the failed Jacobite rebellion of 1715-1716. Traitors to the crown, these Jacobite insurgents refused to recognize German-born George I as the King of Great Britain and sought to undermine, if not overthrow, his regime.

All of these factors—coupled with the vast nautical exchange of goods, resources and riches—led to what distinguished historian Eric Hobsbawm called, "a protest against oppression and poverty; a cry for vengeance on the rich and oppressors."[2] While flouting the law, this brotherhood of poor sailors, escaped slaves, and political exiles pursued freedom, fraternity, and

fortune on the open ocean. Although they risked death for such a lifestyle, many of these men—along with a handful of women—enjoyed a more comfortable life under the "black flag" than their class and/or race would have allowed them in normal society.

Historians often refer to the 18th century as the "Age of Enlightenment"—a title that reflects the prevalence of social and political discussion concerning fairness, inclusion, freedom of expression, and individual rights and liberties. While most scholastic history programs highlight the role of Enlightenment ideals in sparking the American, French, and Haitian revolutions of the late 18th century, few mention accounts of liberty and equality that existed aboard some pirate vessels half a century before the Second Continental Congress adopted the Declaration of Independence. To quote project historian Ken Kinkor again:

> "Pirates and other social bandits adopted social mechanisms which can be summarized as libertarian, democratic, federal, egalitarian, fraternal and communal. It may well be argued that these 'floating commonwealths' are examples of a form of pre-Enlightenment radicalism."[3]

While this swashbuckling socio-political rebellion was hardly destined to bring about the universal rights and advancements that resulted from the aforementioned movements, the pirates of the "Golden Age" are nonetheless noteworthy examples of an early democratic—albeit outlaw—society. Pirate crews split their loot equally amongst themselves. All members who pledged the *Articles* had a vote for their captain, their quartermaster, and on any major decisions regarding destinations and prizes. Some pirate articles even included statutes that provided financial compensation for those injured in service.

The *Massachusetts History and Social Science Curriculum Framework* includes an excerpt stating that, "the fate of real men and women, here and abroad, who have worked to bring democratic ideas to life deserves our whole attention and that of our students. It is a suspenseful, often tragic, drama that continues today, often amid poverty and social turmoil."[4] In that regard, the maritime uprising of 1714-1730—for all its many faults and flaws—deserves the attention of students young and old. These imperfect sea rovers and the imperfect world in which they lived, can teach us much about mankind's march toward progress and the boundless resilience of the human spirit.

OVERVIEW & ORGANIZATION

The *Center* helps schools and teachers use museum resources to enhance their lesson plans and engage their students. The Educator's Guide was designed specifically to fit the current

Massachusetts History and Social Science Curriculum Framework. The remainder of the guide is organized into the following sections:

- ► Historical Themes
- ► Museum Philosophy
- ► Grade Level Concepts and Skills and Learning Standards
- ► Address, Contact and Planning Information

Please note that this guide has been designed for History and Social Science classes. The Center also has a *Science, Engineering, and Technology Curriculum Guide*, which is available on our website.

Also note that curriculum has not been created for Pre-K through Second grade. The *Center*'s history and the museum exhibits are suited for higher grade levels. Educators of lower grade levels are welcome to discuss curriculum, lesson plans, and other opportunities with museum staff.

HISTORICAL THEMES

The Whydah Gally was a London-built, former slave ship that was captured by pirates under the command of Captain Samuel "Black Sam" Bellamy in February of 1717. While sailing north along the Cape Cod coastline, the *Whydah* and her crew went down in a violent nor'easter on the night of April 26, 1717.

In 1984, the shipwreck was discovered off the coast of Wellfleet by Cape Cod native, Barry Clifford, and his team of divers and archaeologists. The following year, Clifford's team recovered the galley's bronze bell, which bears the inscription, "The Whydah Gally 1716," and definitively confirmed the wreck is in fact the *Whydah* of historical record.

In addition to presenting the raw facts and chronology associated with the *Whydah*, her crew, and her discovery, the museum's historical narrative focuses on the following themes:

Outlaw Democracy

As discussed in the introduction, the pirates' hierarchy was surprisingly democratic. With many crewmen having once sailed under the absolute authority of a merchant captain, pirates took measures to limit their captain's power—except in times of battle. Captains could be deposed and replaced with a simple majority vote. Pirate crews also elected a quartermaster to represent their interests and to challenge the captain if he overstepped his bounds. All men who signed the articles were given a vote on any major decision regardless of race, age or position.

Diversity with Unity

The men aboard the *Whydah* were a diverse group of Anglicans, French, Dutch, Swedes, North American and Caribbean colonists, Africans and Native Americans of at least two tribes. Despite their motley mixture, the pirates organized themselves into an intimidating naval force, unified under a common spirit of revolt. Aboard ships like the *Whydah*, ability and loyalty transcended traditional boundaries like race, religion, and nationality.

Accounts of Ordinary Men

History textbooks have no shortage of accounts told from the perspective of rulers, leaders, and other famous figures. In contrast, the story of the *Whydah* is among the few told from the vantage point of common folk. The pirates' perspective gives students an opportunity to see how ordinary people responded—albeit sometimes radically—to the circumstances and conventions of their time.

Personal Stories

As the museum is built upon the artifacts and history of the *Whydah Gally* specifically, the narrative would not be complete without detailing the lives of known crew members. These individuals—each with their own experiences, personalities, and desires—deserve to have their stories told. Here are brief biographies of a few:

Samuel Bellamy- A poor English sailor who moved to Cape Cod between 1713-1715. There he fell in love with a girl from the wealthy Hallett family. He "went on the account" in hopes of acquiring a fortune and thus her hand in marriage. Charismatic and well-respected, his men elected him captain. "Black Sam" was more egalitarian than most pirates and became one of the most successful captains of the Golden Age—without intentionally killing any of his captives.

John Julian- A teenage Afro-Amerindian from the Mosquito Coast who joined the pirates in their early days. He served as the ship's pilot. Julian survived the deadly shipwreck only to be denied a trial because of his heritage. He was instead sold into slavery.

John King- 8-to-11 years old, King willingly left behind a wealthy lifestyle to join the pirates in November, 1716. He is the youngest known pirate in recorded history. King's fibula bone, leather shoe and silk stocking were discovered in 1989 and are displayed at the museum.

PHILOSOPHY

To date, *The Whydah Gally*, is the only discovered and fully-verified pirate shipwreck in the world. Furthermore, the museum contains the only authentic collection of pirate treasure anywhere. The Whydah Pirate Museum strives to make the most of these unique accolades and is guided by the following principles:

Authentic History

The history of the *Whydah*, her crew and their adventure is substantiated by over four hundred pages of primary source documents uncovered from colonial archives. The *Whydah Sourcebook* contains a wide variety of primary sources including the depositions of captured captains and sailors, articles from the *Boston News-Letter* (1704-1776), correspondence between colonial Governors and trade boards, trial testimony of the surviving crew, and even a Captain's journal detailing the original (mostly failed) salvage operation that began only weeks after the *Whydah* capsized.

Tangible History

With hundreds of thousands of artifacts in its collection, the Whydah Museum displays real objects that were last handled by real pirates. Students can see real weapons, tools, and currency from the early 18th century. Moreover, because all of these artifacts were actually on the ship, they provide an authentic glance at the wide assortment of items used by sailors three centuries ago. In addition to coins and weapons, the museum's exhibits also contain navigation instruments, sailing equipment, jewelry and clothing adornments, carpenter's tools, syringes, kitchenware and utensils, and even leisure devices like gaming tokens and smoking pipes.

A Still Unfolding Story

As diving operations and artifact excavation and conservation are still ongoing, the *Whydah*'s story is not yet complete. It remains to be seen what relics might be unearthed tomorrow or how they may influence the *Whydah*'s legacy. In the spirit of continuing discovery, the museum has an active laboratory where students can watch the excavation process unfold.

PRE-K – GRADE 2 CURRICULUM GUIDE

The *Center* has not designed the curriculum for lower elementary school grade levels. The *Whydah*'s history and the museum exhibits are suited for higher grade levels. Educators of lower grade levels are welcome to discuss curriculum, lesson plans, and other opportunities with the *Center's* staff.

GRADE 3 CURRICULUM GUIDE

Third grade curriculum focuses on the history of the United States and Massachusetts, with particular attention to the colonial period.

The museum provides an ideal venue for third graders to learn about the history of their home state prior to the formation of the United States. The historical map drawn in 1717 by Captain Cyprian Southack—the shipwreck salvor commissioned by Massachusetts Bay Colony Governor, Samuel Shute—shows students the Massachusetts Bay area just decades after the Plymouth and Massachusetts Bay Colonies merged in 1691. Southack's map depicts many towns (and their pre-formalized spellings) that are still present today—including Plymouth, Sandwich, "Barnftable" [sic], Yarmouth, and "Eaftham" [sic]. This map also plays a key role in the archaeological discovery of the *Whydah* more than two-and-a-half centuries later.

Educators can use the timeline of *Whydah*'s journey to define time periods and vocabulary used in historical narrative. With the *Whydah*'s voyage being just over three *centuries* old and the discovery of the shipwreck being just over three *decades* old, the museum not only introduces students to terminology, but also gives them an understanding of how history evolves.

Students will also see a variety of centuries-old artifacts ranging from exciting relics like pistols, cannons, silver coins, to everyday items like plates, utensils and belt buckles. The museum also

contains paintings and wax statues of the *Whydah*'s sailors that reflect maritime fashion and clothing of the era.

Educators wishing to focus on a biography of a famous person from Massachusetts will find several interesting characters tied to the story of the *Whydah*:

Sam Bellamy – Born in 1689 in Devonshire, England, Bellamy relocated to Cape Cod sometime between 1713 and 1715. Bellamy was a poor sailor who became one of the most successful captains of the "Golden Age." He and most of his crew perished in a storm off the coast of Wellfleet in April of 1717.

Samuel Shute – Governor of the Province of Massachusetts Bay from 1716-1723. Shute's administration was marked by turmoil, including political disputes with the provincial assembly and exacerbated tensions with the Wabanaki Confederacy. He oversaw the trial and execution of Bellamy's surviving men.

Cotton Mather – Born in Boston in 1663, the prolific preacher and religious writer is best known for his influence on the Salem Witch Trials. Mather also spent two weeks with the convicted survivors of Bellamy's company prior to their execution.

Henry David Thoreau – Born in Concord in 1817, Thoreau was an influential writer, philosopher, historian, abolitionist and advocate of "civil disobedience." Thoreau wrote about the wreck of Whydah in his book Cape Cod—published posthumously in 1865.

John F. Kennedy, Jr. – Son of the 35th President, John Jr. was one of Expedition Whydah's original divers. He left the project in 1983 to join the peace corps.

Grade 3 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 Three concepts and skills:

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

HISTORY **(H)** *AND GEOGRAPHY* **(G)**

1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting or action. (H)

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)

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)

*CIVICS AND GOVERNMENT***(C)**

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

ECONOMICS **(E)**

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

10. Define barter, give examples of bartering and explain how money makes it easier for people to get things they want. (E)

Grade 3 Learning Standards

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

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

NEW ENGLAND AND MASSACHUSETTS

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)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

A. the growth of towns and cities in Massachusetts before the Revolution

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

CITIES AND TOWNS OF MASSACHUSETTS

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

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

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

GRADE 4 CURRICULUM GUIDE

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 additional 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:

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

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)

GRADE 5 CURRICULUM 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:

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

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)

GRADE 6 CURRICULUM 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).

GRADE 7 CURRICULUM 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)

GRADES 8-12 CURRICULUM 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:

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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: **education@shipwreckcenter.org**

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486 Underpass 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

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[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)