

# Whydah Pirate Museum & The Center for Historic Shipwreck Preservation



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## History & Social Sciences Educators Guide

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## INTRODUCTION

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The Whydah Pirate Museum in association with the Center for Historic Shipwreck Preservation presents students and educators with a firsthand opportunity to discover the colonial world of the early 18<sup>th</sup> 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."<sup>1</sup>

One of the Whydah Pirate Museum's primary goals is to transport visitors back to the pirate's world—to limit judgments about a pirates' character; instead examine the circumstances of the 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."<sup>2</sup> 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.

<sup>1</sup> Kenneth J. Kinkor, *Black Men Under the Black Flag*—published in *Bandits at Sea: A Pirate Reader*, edited by C. R. Pennell (New York: NYU Press, 2001), pg. 195

<sup>2</sup> Eric Hobsbawm, *Bandits* (London: Weidenfeld and Nicolson, 1969), pgs. 27-28

Historians often refer to the 18<sup>th</sup> 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 18<sup>th</sup> century, few mention the 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."<sup>3</sup>

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."<sup>4</sup> In that regard, the maritime uprising of the late 17<sup>th</sup> and early 18<sup>th</sup> centuries— 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.

<sup>3</sup> 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

<sup>4</sup> *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)

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## OVERVIEW & ORGANIZATION

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The Whydah Pirate Museum *History Curriculum and Educators Guide* helps schools and teachers use museum resources to enhance their lesson plans and engage their students. The Educator's Guide holds lesson descriptions and 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:

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Please note that this guide has been designed for history and social science classes. The Whydah Pirate Museum also has lesson plans and curriculum guides for science, engineering, and technology, which are available on our website or by contacting our education coordinators.

Also note that curriculum and learning standards have not been addressed for pre kindergarten through second grade. 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 museum staff.

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## HISTORICAL THEMES

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*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 or slaver 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 & Inclusion***

The men aboard the *Whydah* were a diverse group of English, 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.

### ***Primary Accounts of Ordinary Men - Personal Stories***

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.

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 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.

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## MUSEUM PHILOSOPHY

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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 hundreds of pages of primary source documents uncovered from colonial archives. The museum's collection 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 Pirate Museum displays real objects that were last handled by real pirates. Students can see actual weapons, tools, and currency from the early 18<sup>th</sup> century. Moreover, because all of these artifacts were 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.

Students can follow seasonal events and watch recorded video lessons from our sister organization, The Shipwreck Center at <https://shipwreckcenter.org/>. We suggest this link <https://www.crowdcast.io/e/ocean-folklore> a recorded lesson from June 25, 2020, as a great pre-lesson.

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## OVERARCHING 3rd GRADE GUIDELINES

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*Students study Massachusetts and New England: the culture of Native Peoples and their interactions with European explorers and settlers; ideas about self government in the colony of Massachusetts that led to rebellion against Great Britain, the causes and consequences of the American revolution for Massachusetts, and the development of students' own cities and towns. They study these topics by exploring guiding questions such as "What is the purpose of government?" and "What is a revolution?"*

Whydah Pirate Museum programing and site visitations align with the Massachusetts Department of Elementary and Secondary Education's policy on Race, Racism, and Culturally Responsive Teaching in History and Social Science in Massachusetts by promoting teaching of diverse perspectives.

An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientations, disability, and personal experience...(and) must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussion of race, ethnicity, culture, gender, gender identity, sexual orientation and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussion about prejudice, racism, and bigotry in the past and present. Race and racism are a part of America's complicated history, and a complete history and social science education must include an honest examination of prejudice, bigotry, and oppression in the past and present. {Massachusetts 2018 History and Social Science Curriculum Framework Guiding Principle 2, p13}

### ***Standards for History and Social Science Practices***

- 1. Demonstrate civic knowledge, skills, and dispositions*
- 2. Develop focused questions or problem statements and conduct inquiries*
- 3. Organize information and data from multiple primary and secondary sources*
- 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.*
- 5. Evaluate the credibility, accuracy, and relevance of each source.*
- 6. Argue or explain conclusions, using valid reasoning and evidence.*
- 7. Determine next steps and take informed action as appropriate.*

Third grade curriculum focuses on the history of the United States and Massachusetts, with particular attention on 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 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 that are still present today—including Plymouth, Sandwich, Barnstable, Yarmouth, and Eastham. 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, and 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.

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## GRADE 3 STATE STANDARDS

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The Whydah Pirate Museum's exhibits and resources can be used to practice and apply the following Grade Three concepts and skills:

### ***Topic 1: Massachusetts cities and towns today and in history***

#### ***[3.T1] How can people get involved in government?***

[3.T31-1] On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.

[3.T31-2] Research the demographic origins of the town or city (e.g. the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent.

[3.T31-3] Explain how classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

- a. Classroom and school governments provide a way for students to participate in making decisions about school activities and rules
- b. City and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety
- c. Massachusetts communities have either a city or a town form of government governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board”, appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees.
- d. People can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings.

## ***Topic 2. The geography and Native Peoples of Massachusetts***

### ***[3.T2] How did Native Peoples live in New England before Europeans arrived?***

[3.T2-1] On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g. rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).

[3.T32-3] Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.

- a. The names of at least three native groups (e.g. Abenaki/Wabanaki, Massachusett, Mochican/Stockbridge, Narragansett, Nipmuc, Wampanoag).
- d. contributions of a tribal group from the area of the school (e.g. language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, *wampum*, and useful knowledge of medicinal plants, words such as *powwow* and *moccasin*, and man names for waterways, hills, mountains islands, and place names, such as the *Connecticut* and *Merrimack Rivers*, *Mount Wachusett*, the *Taconic Range*, *Nantucket*, *Natick*, *Seekonk*, *Agawam*, *Chicopee*).

## ***Topic 3: European explorers' first contacts with Native Peoples in the Northeast***

### ***[3.T3] How did European explorers describe the Northeast and its Native Peoples?***

[3.T3-1] Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th-17th centuries sailed westward across the Atlantic (e.g. to find new trade routes to Asia and new supplies of natural resources such as metals, timber and fish).

[3.T3-3] Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.

***Topic 4: The Pilgrims, the Plymouth Colony, and Native Communities***

***[3.T4] What were the challenges for women and men in the early years in Plymouth?***

[3.T4-1] Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the wampanoag and Abenaki/Wabanaki people.

- a. The purpose of the Mayflower Compact and the principle of self-government

***Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans***

***[3.T5] Who did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?***

[3.T5-4] Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.

[3.T5-5] Explain the importance of maritime commerce and the practice of bartering - exchanging goods or services without payment in money - in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.

- b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe.

***Topic 6. Massachusetts in the 18th century through the American Revolution***

***[3.T6] Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?***

[3.T6-2] Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American revolution, using sources such as historical maps, paintings, and texts of the period.

- f. the roles of Native Peoples and African Americans in the American revolution, some serving as Loyalists, some as Patriots.

[3.T6-?] Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.

*Students learn about North America (Canada, Mexico, and the US) and its peoples from a geographic perspective, expanding map reading, mapmaking, and geographic reasoning skills. They explore guiding questions such as “How had the geographic features of North America shaped its history?” and “What contributions have the various groups that have settled in North America made to the culture of each region?”*

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{Massachusetts 2018 History and Social Science Curriculum Framework Guiding Principle 2, p13}

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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 by Captain Cyprian Southack, who attempted to salvage the shipwreck on behalf of Massachusetts Bay Colony Governor, Samuel Shute. In addition to illustrating various locations of colonial Massachusetts—including Plymouth, Sandwich, Barnstable, Yarmouth, and Eastham—Southack's map also factors into 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) the Miskito people of Central America (who still exist today), and the Pequot people of Connecticut (who were also wiped out).

The museum openly acknowledges the *Whydah's* history as a slave vessel. Beneath the decks of a scaled-replica ship, students can glimpse the dismantled remnants of the slave quarters and learn the plight of captive Africans, transported across the Atlantic to labor on sugar plantations.

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 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.

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## GRADE 4 STATE STANDARDS

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The Whydah Pirate Museum's exhibits and resources can be used to practice and apply the following Grade Four concepts and skills:

### ***Topic 1. North America: geography and map skills***

#### ***[4.T1] What are the physical features and nations of North America?***

[4.T1-1] On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features.

[4.T1-2] On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms *continent*, *country*, *nation*, *county*, *state*, *province*, and *city*.

### ***Topic 2. Ancient civilizations of North America***

#### ***[4.T2] How do archaeologists develop theories about ancient migrations?***

[4.T2-3] Explain how archaeologists conduct research (e.g. by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migrations, settlement patterns, and cultures in prehistoric periods.

[4.T2-4] Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g. Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historical Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.

### ***Topic 3. Early European exploration and conquest***

#### ***[4.T4] What were the reasons for European voyages across the Atlantic Ocean?***

[4.T3-1] Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called *primary sources*.



[4.T3-3] Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g. voyages of Vasco Nuñez de Balboa, Jaçques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amergo Vespucci, Hernán Cortés), evaluated the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.

***Topic 4. The expansion of the United States over time and its regions today.***

***[4.T4] How has the environment shaped the development of each region?***

[4.T4-4] Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).

[4.T4a-2] Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that show important cities, state capitals, physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.

[4.T4a-5] Describe the diverse cultural nature of the region, including contributions of Native peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont, and New Hampshire, subsequent 19th and early 20th century migration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).

[4.T4b-3] Explain how natural disasters, such as hurricanes and floods, have affected the region, and how the government and citizens have responded to catastrophic natural events.

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## OVERARCHING 5th GRADE GUIDELINES

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*Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the Early Republic, the expansion of the United States, the growing sectional conflicts of the 19th century, and the Civil Rights Movement of the mid-20th century. They study these topics by exploring guiding questions such as “What is the meaning of the statement: ‘All men are created equal’?” and “Is a person ever justified in disobeying a law?”*

Whydah Pirate Museum programing and site visitations align with the Massachusetts Department of Elementary and Secondary Education’s policy on Race, Racism, and Culturally Responsive Teaching in History and Social Science in Massachusetts by promoting teaching of diverse perspectives.

An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientations, disability, and personal experience....(and) must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussion of race, ethnicity, culture, gender, gender identity, sexual orientation and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussion about prejudice, racism, and bigotry in the past and present. Race and racism are a part of America’s complicated history, and a complete history and social science education must include an honest examination of prejudice, bigotry, and oppression in the past and present.

{Massachusetts 2018 History and Social Science Curriculum Framework Guiding Principle 2, p13}

### ***Standards for History and Social Science Practices***

- 1. Demonstrate civic knowledge, skills, and dispositions*
- 2. Develop focused questions or problem statements and conduct inquiries*
- 3. Organize information and data from multiple primary and secondary sources*
- 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.*
- 5. Evaluate the credibility, accuracy, and relevance of each source.*
- 6. Argue or explain conclusions, using valid reasoning and evidence.*
- 7. Determine next steps and take informed action as appropriate.*

Fifth grade curriculum focuses on the building of the American nation from a colonial foundation to the period of civil rights activism. These 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 the world in which the *Whydah's* journey takes place. The "Golden Age of Piracy" unsurprisingly coincides with the "Golden Age of Sail" and "The Age of Trade." The political, social, and religious forces that influenced 18<sup>th</sup> century life grew out of the preceding era's soil of exploration, colonization, early globalization, and human subjugation.

Classrooms discussing the European maritime expeditions of the 15<sup>th</sup> and 16<sup>th</sup> centuries or the pre-Colombian civilizations of the West Indies can examine how the events they are studying connect with and impact the world of 1717.

Museum resources provide detailed and poignant accounts of slave ship design, slave auctions, and life aboard a slaver. Students will walk the decks of the replica slave vessel *Whydah Gally*, can visualize the voyage of a Triangular Trade route and map such travels, and observe primary source artifacts including branding needles and Akan gold - African currency used in slave ports. This information may be particularly useful for students studying the establishment and growth of slavery in the Americas and as a connection to the Black Lives Movement of today.

Additionally, fifth grade students can compare the Articles of a pirate society and the formation of free men's government aboard ship to the budding governmental principles for the United States. Relationships between the growing tension of colonists and Britain are paralleled with treatment of sailors who turned to piracy and went 'on the account,' looking for a life with individual rights and responsibilities, equality, and democracy.

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## GRADE 5 STATE STANDARDS

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The Whydah Pirate Museum's exhibits and resources can be used to practice and apply the following Grade Five concepts and skills:

### ***Topic 1. Early colonization and growth of colonies***

#### ***[5.T1] To what extent was North America a land of opportunity, and for whom?***

[5.T1-1] Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of disease introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's War in New England).

[5.T1-2] Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).

[5.T1-4] On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).

[5.T1-5] Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason).

[5.T1-6] Describe the Triangular Trade and the harsh conditions of the trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.

[5.T1-7] Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

- a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.
- b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and iron workers and could be hired out to work.

- c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).

***Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2] Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?***

[5.T2-1] Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.

- b. the slogan, “no taxation without representation”

- c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776).

[5.T2-3] Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.

[5.T2-4] Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.

[5.T2-8] Explain the reasons for the adoption of the Article of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.

***Topic 3. Principles of United States Government***

***[5.T3] How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?***

[5.T3-1] Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.

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## ADDRESS, CONTACT, AND PLANNING INFORMATION

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***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

For questions, logistics and planning information, or to schedule a class trip, please contact:

**Meredith Katz**  
**Museum Manager**  
[meredith@discoverpirates.com](mailto:meredith@discoverpirates.com)  
**(508) 534-9571**

**Jessica Sheppard**  
**Education/Conservation**  
[jessica@discoverpirates.com](mailto:jessica@discoverpirates.com)  
**(508) 534-9571**

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## PRICING

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Staff Lead/In Person Programming at schools.....\$75/class

Field Trip to Whydah Pirate Museum with on site lesson.....\$7.00/student  
\$10/adult chaperone  
(1 adult suggested per 15 students)  
FREE teacher  
FREE bus driver

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## SUPPLEMENTAL MATERIALS AND ADDITIONAL RESOURCES

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### **History of *The Whydah Gally*, Samuel Bellamy, Maria Hallett**

Kenneth J. Kinknor, Sharon Simpson, Barry Clifford, *Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship*. Washington D.C.: National Geographic, 2008.

Barry Clifford, Paul Perry, *Expedition Whydah: The Story of the World's First Excavation of a Pirate Treasure Ship and the Man Who Found Her*. New York: Cliff Street Books, 1999.

Laura Nelson, *Tales of Piracy – How Six Pirates were Captured and Killed* (History Is Now Magazine). <http://www.historyisnowmagazine.com/blog/2016/5/30/tales-of-piracy-how-six-pirates-were-captured-and-killed>

Kathleen Brunelle, *Bellamy's Bride: The Search for Maria Hallett of Cape Cod*. Charleston: History Press, 2010.

Barry Clifford, National Geographic, *The Pirate Code: Real Pirates* (DVD). Burbank: Warner Home Video, 2009.

### **Golden Age of Piracy**

Colin Woodward, *The Republic of Pirates: Being the True and Surprising Story of the Caribbean Pirates and the Man Who Brought Them Down*. Boston: Mariner Books, 2007. -see also, <http://www.republicofpirates.net/>

Marcus Rediker, *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates and the Anglo-American Maritime World, 1700 – 1750*. Cambridge: Cambridge University Press, 1987.

David Cordingly, *Under the Black Flag: The Romance and the Reality of Life among the Pirates*. New York: Random House Trade Paperbacks, 2006.

David Fictum, "The Strongest Man Carries the Day," *Life in New Providence, 1716-1717* (Colonies, Ships, and Pirates: Concerning History in the Atlantic World, 1680-1740). <https://csphistorical.com/2015/07/26/the-strongest-man-carries-the-day-life-in-new-providence-1716-1717/>

C. R. Pennell (Editor), *Bandits at Sea: A Pirate Reader*. New York: NYU Press, 2001.

### **Pre-Columbian Populations / Caribbean History**

William Keegan, Corinne L. Hofman, *The Caribbean before Columbus*. New York: NY Oxford University Press, 2017.

Black History Month (UK), Pre-Colonial History.

<http://www.blackhistorymonth.org.uk/section/pre-colonial-history/>

Caribya!, History of the Caribbean. <http://caribya.com/caribbean/history/>

### **Sailors and Maritime Commerce**

Marcus Rediker, *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates and the Anglo-American Maritime World, 1700 – 1750*. Cambridge: Cambridge University Press, 1987.

Lewis R. Fischer (Editor), *The Market for Seamen in the Age of Sail*. St. John's: International Maritime Economic History Association, 1994.

National Park Service, *Maritime Commerce* (Maritime History of Massachusetts).

<https://www.nps.gov/nr/travel/maritime/commerce.htm>

### **Transatlantic Slave Trade**

Kenneth J. Kinknor, Sharon Simpson, Barry Clifford, *Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship*. Washington D.C.: National Geographic, 2008.

Emory University, Voyages: The Trans-Atlantic Slave Trade Database.

<http://www.slavevoyages.org/>

Hugh Thomas, *The Slave Trade: The Story of the Atlantic Slave Trade, 1440-1870*. New York: Simon & Schuster, 1997.

Understanding Slavery Initiative, The transatlantic slave trade.

[http://www.understandingslavery.com/index.php?option=com\\_content&view=article&id=369&Itemid=145.html](http://www.understandingslavery.com/index.php?option=com_content&view=article&id=369&Itemid=145.html)

PortCities Bristol, Bristol and Transatlantic Slavery.

<http://www.discoveringbristol.org.uk/slavery/>