



Whydah Pirate Museum & Center for Historic Shipwreck Preservation

**Science, History & Social Science
Educational Offerings for School Groups
Grades 6-8**

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CAPE COD'S LEGENDARY SHIPWRECK

INTRODUCTION

Did you know there's a *real* pirate ship buried right off Cape Cod's coastline? Yes, it's true! The vessel is called *The Whydah Gally* and her adventure is not a myth. The former London slave ship was captured by the Pirate Prince, "Black Sam" Bellamy, and his crew over three hundred years ago. Then on the night of April 26, 1717, the *Whydah* wrecked on the Cape Cod coastline during a powerful storm.

Centuries later, thanks to advances in science and technology, as well as in-depth historical research, the shipwreck was discovered in the summer of 1984. To this day, artifacts from the *Whydah* are still being unearthed by divers and archaeologists. Get ready to learn the fascinating story of an actual Caribbean pirate ship and her discovery centuries later!

MISSION STATEMENT

This unit plan has been designed by the Whydah Pirate Museum in association with the Center for Historic Shipwreck Preservation,(our nonprofit educational partner), to use the true story of *The Whydah Gally* to teach middle school students skills and standards in history, science, and language arts. While each lesson plan can function independently, as a multi-lesson exercise the entire unit illustrates how multiple academic disciplines can work together.

During these lessons, students explore local and global history and bits of related folklore through reading comprehension and oral narration exercises. Straightforward physics and chemistry experiments demonstrate how a scientific understanding of natural processes helps uncover and conserve the past. Activities in geography, demographics, and economics illustrate the larger forces that impacted and influenced the central characters of the *Whydah's* chronicle.

The creators of these lessons hope that the use of the *Whydah's* history and artifacts will remind students that these exercises—both ours and theirs—are not fruitless or trivial endeavors, but honest efforts to reveal, understand and sustain the legacy of ordinary people, who lived extraordinary lives.

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UNIT OVERVIEW

This unit plan has been designed around your visit (or virtual visit) to the Whydah Pirate Museum, with the history and social science lessons taking place *prior* to the class field trip and the science lessons taking place *after* the trip.

These lessons are designed to give students historical background. Exploring the museum after completion of these lessons will reinforce and expand upon the concepts and standards they learned in the classroom. Guided trips to see the Whydah wreck site at the Cape Cod National Seashore (approximately a 45 minute drive from the West Yarmouth museum) can also be arranged. Touring the museum's conservation laboratory will provide students with context for the final lesson activities, which explore the science and technology used to locate and salvage artifacts.

Scheduled school groups virtually visiting the exhibit will be given the opportunity to speak with an archaeologist/educator who will answer questions from students, chaperones, and teachers, as well as elaborate on aspects of underwater archaeology and pirate history. Teachers are encouraged to frame questions that underscore the relevance of the experience to their own class curricula. Our staff will accommodate your school's platform for virtual learning.

Students and teachers can also access our Crowdcast podcast lessons through The Shipwreck Center. These are an excellent way to introduce the legend of Black Sam Bellamy and the Whydah before our curriculum and a trip to the facility.

The history of the *Whydah* and the men who sailed her illustrate several important aspects of 18th-century history, specifically North American colonial history, which is appropriate to the following grade levels as delineated in the Massachusetts History and Social Science Curriculum Framework.

Grade Six: Observation of visual historical courses and narratives with the opportunity to analyze and describe their content; Observation of historical artifacts as a form of primary sources and interpretation of what such artifacts tell us of how people lived in the 18th century; Learning concepts of colonial America and how exploration occurred then, and now.

Grade Seven: Observation of visual historical primary sources and narratives that describe the early settlement of New World colonies - specifically how map reading and navigational tool development in the 18th century; Learning from original sources including the economic, political, and ethical expansion of European nations into the expanding "developed world"; Elements of the *Whydah* story include historical maps, navigation, astronomy and other locational concepts pertinent to the study of geography.

Grade Eight: Observing the special role of blacks aboard pirate vessels of the early 18th century, and their unique status of equality within pirate crews as a budding place of democracy from actual artifacts off a documented slave ship; Highlighting the comparisons of egalitarian

organizations among pirates and how this easy symptomatic of fundamental forces with colonial society; Collaboration with peers to develop research opportunities and understand the process of stewardship balanced with funding; Learning of new technologies for decoding the physical objects retrieved from an archaeological site and how to correctly display such artifacts; Recognizing the role of piracy was dominated but not limited to just males.

LESSON ONE: THE SECOND ROUND OF PIRATING

GRADE: 6-7 (recommended for 7th graders)

DURATION: 60 minutes

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

Did you know that pirates were not just in the Caribbean Sea? Students will learn about the Second Wave of Piracy in the Indian Oceans by following the history of Billy One-Hand, Captain of the *Fiery Dragon*. Barry Clifford located a second sunken pirate wreckage in 2001. This site will be discussed with references to current excavations and ties to local/Madagascar economies. Artifacts will be compared between the Atlantic and Pacific cargos of the late 1800s. Students will list steps they would implement to rid the seas of pirates and make a safe zone for merchant and passenger vessels.

GUIDELINES AND LEARNING STANDARDS

Topic 1: Studying complex societies, past and present

[6.T1-2] Give examples of ways in which a current historical interpretation might build, extend or reject an interpretation of the past.

[6.T1-3] Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

Topic 2: Human origins, the Neolithic and Paleolithic Eras

[6.T2-6a-d] Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilizations”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

- a. An economy that produces food surpluses
- b. Dense populations in distinct areas or cities
- c. Stratified social classes
- d. Specialized occupations

[6.T2-7] Explain the ways in which complex societies interact and spread from one region to another (e.g. by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Topic 3: Western Asia, the Middle East and North Africa

[6.T3A-1] On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g. landform, population, climate) to determine important characteristics of this region.

[6.T3g-1] Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g. gold, ivory from Africa, grain from western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

Topic 4: Sub-Saharan Africa

[6.T4a-1] On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, lake Victoria). Use other kinds of maps (e.g. landform, population, climate) to determine important characteristics of this region.

Topic 5: Central America, the Caribbean Islands, and South America

[6.T5a-1] On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).

7MS-LS2-5 Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.

Topic 1: Central and South America

[7.T1a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

[7.T1a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

Topic 2: East Asia

[7.T2a-1] On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g. landform, population, climate) to determine important characteristics of this region.

[7.T2a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

[7.T2a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

[7.T2b-2e-f] Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.

- e. important technologies of China such as bronze casting, silk and gunpowder manufacture

- f. China's role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.

Topic 4: Europe

[7.T4a-1] On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g. landform, population, climate) to determine important characteristics of this region.

[7.T4a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

[7.T4a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

[7.T4a-4] Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in the time in countries in different parts of the world.

ESSENTIAL QUESTIONS & OBJECTIVES

Why were pirates forced to leave the Caribbean region? What type of plunder was available in the Indian Ocean region that would entice a pirate to travel that distance? Where were pirate friendly havens in the Pacific? Did pirates ever retire from pillaging or did they all become captured and hung?

By the conclusion of the lesson students will be able

- Understand how the majority of pirates were eliminated from the Caribbean by a royal mandate enforced by Woods Rogers in 1718
- Know that piracy was rampant in the Pacific and attacked East India Co. vessels bound for Europe and targeted the Hapsburg Dynasty.
- Recognize geographic regions of the Indian Ocean, locate Madagascar, and identify Pirate Island. Identify European countries investing with the East India Co.

LESSON TWO: PIRATE NAVIGATION & TOOLS

GRADE: 6 & 7, 8th (most pertinent to 8th grade)

DURATION: 60 minutes

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

Pirates had only crude and often incomplete maps, so how did they know where they were in the ocean? Students will observe the tools used by artisans (skilled craftsmen) for early navigation found from the wreckage of the *Whydah*. Examples include sounding weights, ring dial and navigational dividers. A brief history and mathematics discussion on how pirates calculated location will be reviewed. The lesson will cover the progression/advancement in the technology used to calculate longitude and latitude. Students will have an introduction to celestial navigation via a description of key constellations. The lesson will conclude with an activity creating quadrats to be used at home or back in classrooms.

GUIDELINES AND LEARNING STANDARDS

6.MS-PS4-2 Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.

6.MS-ESS1-1a Develop and use a model of the Earth-Sun-Moon system to explain the causes of lunar phases and eclipses of the Sun and Moon.

6.MS-ESS1-5(MA) Use graphical displays to illustrate that Earth and its solar system are one of many in the Milky way galaxy, which is one of billions of galaxies in the universe.

[6.T2-7] Explain the ways in which complex societies interact and spread from one region to another (e.g. by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

[6.T3a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city country or region.

[6.T4a-3] Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

[6.T5a-3] Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.

7.MS-PS3-2 Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

[7.T1a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

[7.T4a-1] On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g. landform, population, climate) to determine important characteristics of this region.

[7.T4a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

[7.T4a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

[7.T4a-4] Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in the time in countries in different parts of the world.

8.MS-ESS1-1b Develop and use a model of the Earth-Sun system to explain the cyclical pattern of season, which includes Earth's tilt and differential intensity of sunlight on different areas of Earth across the year.

8.MS-ESS1-2 Explain the role of gravity in ocean tides, the orbital motions of planets, their moons, and asteroids in the solar system.

ESSENTIAL QUESTIONS & OBJECTIVES

How did pirates cross open oceans? What tools did pirates use to navigate? Who were the knowledgeable pirates that used the tools of navigation? How have the tools of navigation modified/adapted over time?

By the end of the lesson students will be able to

- Understand how pirates were able to successfully navigate across open waters
- Define latitude, longitude, relative location and absolute location
- Identify when time zones were established and the creation of the Prime Meridian in Greenwich, England
- Recognize the connections between math, astrology, and piracy



LESSON THREE: FORGING A DEMOCRACY

GRADE: 6-8 (strongly suggested for 8th graders)

DURATION: **90 minutes**

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

Democracy must be reinvigorated in succeeding generations to keep the concept alive. Understanding what a democracy is, the benefits and rights & responsibilities of being an active citizen of said democracy will be discussed. Parallels will be made between European history spanning the Eighty Years War to the American Revolution to piracy. Students will learn about the conditions that lead people to the folds of piracy, how they governed themselves, and how strong leaders were elected. Students will analyze leadership styles and decision-making processes by participating in a space survival exercise.

GUIDELINES AND LEARNING STANDARDS

[6.T1-2] Give examples of ways in which a current historical interpretation might build, extend or reject an interpretation of the past.

[6.T1-3] Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

[6.T2-6a-d] Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilizations”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

- a. An economy that produces food surpluses
- b. Dense populations in distinct areas or cities
- c. Stratified social classes
- d. Specialized occupations

[6.T2-7] Explain the ways in which complex societies interact and spread from one region to another (e.g. by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Topic 4: Europe

[7.T4b-3b-e] Explain the democratic political concepts developed in ancient Greece

- b. civic participation and voting rights
- c. legislative bodies
- d. constitution writing
- e. rule of law

[7.T4c-2] Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.

[7.T4c-3a-c] Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.

- a. Military organization, tactics, and conquests; and decentralized administration
- b. The purpose and function of taxes
- c. The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a *Pax Romana*

Topic 1: The philosophical foundations of the US political system

[8.T1-1] Explain why the Founders of the US considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g. *civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law*).

[8.T1-2] Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g. *separation of powers, rule of law, representative government, and the notion of civic duty/common good*).

[8.T1-3] Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g. John Locke, Charles de Montesquieu).

[8.T1-4] Explain how British ideas about and practices of government (e.g. *the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union*) influenced American colonists and the political institutions that developed in colonial America.

Topic 2: The development of the US government

[8.T2-1] Apply knowledge of the history of the American Revolution period to determine the experiences and events that led to declaring independence; explain the key ideas about *equality, representative government, limited government, rule of law, natural rights, common good*, and the *purpose of government* in the Declaration of Independence.

[8.T2-5] Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

Topic 4: Rights and responsibilities of citizens

[8.T4-4] Define and provide examples of fundamental principles and values of American political and civic life (e.g. *liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy*).

[8.T4-5] Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

[8.T4-7] Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.

[8.T4-10] Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

Topic 6: The structure of MA state and local governments

[8.T6-4] Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article 1 of the Massachusetts Constitution.

ESSENTIAL QUESTIONS & OBJECTIVES

What were the conditions that were so oppressive to colonists and citizens that created the allure of piracy? Who were the people most likely to turn pirate? Why was a democratic rule preferred over monarchies, oligarchies, or dictatorships? What denotes good leadership?

By the end of the lesson students will be able to

- Define democracy vs other formats of government
- Know the conditions that lead to piracy and what type of individual was most prone to ‘going on the account’.
- Describing the process of signing the Articles of Piracy, a precursor to the Constitution and our Bill of Rights by 100 years!

LESSON FOUR: THE CHEMISTRY OF METALS

GRADE: 6-8

DURATION: 60 minutes

LOCATION: Classroom, Whydah Pirate Museum

PROGRAM DESCRIPTION

Conservation (versus restoration) is a unique process. The physical and chemical techniques will be reviewed; material substrate matching appropriate solutions will be highlighted for the understanding of responsible conservation. The conservators at The Whydah Pirate Museum follow the rule of reversibility. Specifically, students will be learning about the multitude of manillas found at the wreckage - one of only 4 shipwrecks worldwide with this historic form of currency from northern Africa. By continuously studying artifacts with new eyes, and new technologies, the story of the *Whydah* becomes a more complete picture.

GUIDELINES AND LEARNING STANDARDS

6.MS-PS4-2 Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.

6.MS-ETS2-1(MA) Analyze and compare properties of metals, plastics, wood, and ceramics, including flexibility, ductility, hardness, thermal conductivity, electrical conductivity, and melting point.

6.MS-PS1-7(MA) Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Apply proportional reasoning to describe, calculate, and compare relative densities of different materials.

[6.T1-2] Give examples of ways in which a current historical interpretation might build, extend or reject an interpretation of the past.

[6.T1-3] Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

7MS-LS2-5 Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.

[7.T1a-3] Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

8MA-ESS3-1 Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result of geologic processes.

Develop focused questions or problem statements and conduct inquiries

Organize information and data from multiple primary and secondary sources

Analyze the purpose and point of view of each source; distinguish opinion from fact

Evaluate the credibility, accuracy, and relevance of each source

Argue or explain conclusions, using valid reasoning and evidence

Determine next steps and take informed action as appropriate

Develop and use models

Planning and carrying out investigations

Obtain, evaluate, and communicate information

ESSENTIAL QUESTIONS & OBJECTIVES

How are artifacts removed from the ocean, brought to the lab and conserved? What is a concretion? What is the difference between conservation, preservation and restoration? What is the rule of reversibility? How are different metals reacting in salt water? What do we learn about provenance from a metal object?

By the end of the lesson students will be able to

- Describe the responsibility of preserving historical artifacts with the proper accession, storage, display and cleaning procedures
- Define stewardship, rule of reversibility, conservation, preservation, and restoration
- Understand the continuous data collected by collaborative partnerships from manillas

LESSON FIVE: ARCHAEOLOGY GRANTS AND STEWARDSHIP

GRADE: 8

DURATION: 2-3 days for research, 1 day student presentation

LOCATION: Classroom or Whydah Pirate Museum

***We strongly suggest having the education team present a lesson and slide presentation, The Golden Age of Piracy, as a preliminary foundational lesson for your class. We can come to your school with a replica cannon!*

PROGRAM DESCRIPTION

Would you like to find a sunken treasure galley? Learn about the processes involved with documentation, fundraising, and responsible stewardship when you discover an archaeological site - land or aquatic. This lesson reviews students' understanding of where pirates worked and what their motivations were. Students will be asked to consider where one might look for sunken pirate ships and what they would expect to find on such ships. Students will rollplay as an archaeologist seeking funding for expeditions to search for pirate ships, write up their plans, and present their ambition to a 'panel' of investors, scientists, and local government officials.

GUIDELINES AND LEARNING STANDARDS

Develop focused questions or problem statements and conduct inquiries

Organize information and data from multiple primary and secondary sources

Analyze the purpose and point of view of each source; distinguish opinion from fact

Evaluate the credibility, accuracy, and relevance of each source

Argue or explain conclusions, using valid reasoning and evidence

Determine next steps and take informed action as appropriate

Develop and use models

Planning and carrying out investigations

Obtain, evaluate, and communicate information

ESSENTIAL QUESTIONS & OBJECTIVES

Where are shipwrecks located? Why are the ships predominantly sunk in these locations? How do you locate a wreck? Who finances and how do you obtain funding to start an expedition?

By the end of the lesson students will be able to

- Locate geographically the regions where piracy was and is present, acquire and analyze geographic information
- Articulate their opinions in a persuasive manner to sway students to their perspective
- Research and create a multifaceted proposal
- Rollplay different perspectives as a shareholder

LESSON SIX: WHAT MAKES A QUALITY MUSEUM DISPLAY?

GRADE: 6-8

DURATION: 60 minutes

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

What makes a museum “good”? Students will learn about the many chemical, physical and biological (along with time!) factors that are working against the objects on display. Curators are caregivers to the artifacts for the duration an artifact is collected to when it is accessioned in a new museum. The process of how items are conserved will be reviewed as a comparison to preserved via slide presentation. Students will have the chance to emulate archaeologists as they work hands-on with provided concretions.

GUIDELINES AND LEARNING STANDARDS

[6.T1-2] Give examples of ways in which a current historical interpretation might build, extend or reject an interpretation of the past.

[6.T1-3] Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

[6.T2-6a-d] Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilizations”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

- a. An economy that produces food surpluses
- b. Dense populations in distinct areas or cities
- c. Stratified social classes
- d. Specialized occupations

[6.T2-7] Explain the ways in which complex societies interact and spread from one region to another (e.g. by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Develop focused questions, or problem statements and conduct inquiries

Organize information and data from multiple primary and secondary sources

Analyze the purpose and point of view of each source; distinguish opinion from fact

Evaluate the credibility, accuracy, and relevance of each source

Argue or explain conclusions, using valid reasoning and evidence

Analyze and interpret data

Construct explanations (for science) and design solutions (for engineering)
Obtain, evaluate, and communicate information

ESSENTIAL QUESTIONS & OBJECTIVES

What is involved with finding, transporting, and conserving artifacts for a museum? What are the display requirements for a museum to educate the public? How does a museum comply with ADA, fire, and other safety regulations while providing a pleasing experience for visitors?

By the end of the lesson students will be able to

- Define conservation, concretion, preservation, and accession terminology
- Identify correct signage and lighting considerations for exhibits
- Understand the chronological progression an artifact takes from a site to a museum



LESSON SEVEN: THE HISTORY OF FEMALE PIRATES AT SEA

GRADE: 6-8+

DURATION: 60 minutes

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

Were there any girl pirates? Of course! Students will discover that females have been involved in roles traditionally held by males throughout history - and from all different nationalities. References will be made from newspapers, archival records, novels, sports and movies. Focus will be on the strong, powerful, ruthless, and defiant females identifying as pirates. The underlying gender stereotypes and norms of society will be discussed in connection with the pressures placed on females which led to their decisions to become pirates. Students will have two optional activities provided as follow-up lessons included with this lecture.

GUIDELINES AND LEARNING STANDARDS

Develop focused questions or problem statements and conduct inquiries

Organize information and data from multiple primary and secondary sources

Analyze the purpose and point of view of each source; distinguish opinion from fact

Evaluate the credibility, accuracy, and relevance of each source

Argue or explain conclusions, using valid reasoning and evidence

Determine next steps and take informed action as appropriate

Develop and use models

Planning and carrying out investigations

Obtain, evaluate, and communicate information

[6.T1-2] Give examples of ways in which a current historical interpretation might build, extend or reject an interpretation of the past.

[6.T2-6c] Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilizations”) since the early 20th century, and although debates are ongoing, many cite these characteristics: stratified social classes

[8.T4-4] Define and provide examples of fundamental principles and values of American political and civic life (*e.g. liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy*).

[8.T4-7] Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.

ESSENTIAL QUESTIONS & OBJECTIVES

Who were the famous female pirates of long ago? Why would anyone (including girls) want to be a pirate? Why is it hard to find information about female pirate stories? Why was it considered so taboo for females to be at sea?

By the end of the lesson students will be able to

- Identify several female pirates from history.
- Define pirate, privateer, and seadog
- Recognize the societal demands of the Golden Age of Piracy placed upon gender. Identify reasons why females would be compelled to go on the account.
- Understand biased format history provides on females of powerful status

LESSON EIGHT: CROSSROADS OF 18th CENTURY NORTH AFRICA

GRADE: 6 & 7 (lesson examples, details and vocabulary are tailored to grade)

DURATION: 60-90 minutes

LOCATION: Classroom, Whydah Pirate Museum or Virtually

PROGRAM DESCRIPTION

Students will analyze the goods and resources that made up the transatlantic trade. Students will also study how merchants, sailors, and slaves were at the heart of global commerce. Lesson activity has students filling in their own maps to provide an overview of the shifting populations, language, and political powers of the colonial Northern Africa region. A group exercise will have students act out the trade process and demonstrate how large forces impacted the everyday lives of individuals in particular groups.

This lesson takes students to the West Indies where they will examine the political and economic conditions that shaped the 18th century world—not to mention created the conditions for the "Golden Age of Piracy." The two activities demonstrate how European colonialism and globalization altered the people, languages, and economics of North Africa in ways that can still be seen today.

GUIDELINES AND LEARNING STANDARDS

Develop focused questions or problem statements and conduct inquiries

Organize information and data from multiple primary and secondary sources

Analyze the purpose and point of view of each source; distinguish opinion from fact

Evaluate the credibility, accuracy, and relevance of each source

Argue or explain conclusions, using valid reasoning and evidence

Determine next steps and take informed action as appropriate

Develop and use models

Planning and carrying out investigations

Obtain, evaluate, and communicate information

[6.T2-6a-d] Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilizations”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

- a. An economy that produces food surpluses
- b. Dense populations in distinct areas or cities
- c. Stratified classes
- d. Specialized occupations

[6.T2-7] Explain the ways in which complex societies interact and spread from one region to another (e.g. by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Topic 3: Western Asia, the Middle East and North Africa

A. Physical and political geography of modern western Asia, the Middle East and North Africa

[6.T3a-2] On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city country or region.

G. Interactions among ancient societies in Western Asia, North Africa and the Middle East. How did ideas spread across ancient societies in the region?

[6. T3g-1] Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g. gold, ivory from Africa, grain from western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

[6.T5a-1] On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).

[6.T5a-2] Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.

[6.T5a-3] Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.

ESSENTIAL QUESTIONS & OBJECTIVES

Were the goods being produced by slave plantations necessary for human survival? Why was the Triangular Trade an essential mechanism for imperial Europe? Who were the beneficiaries of the Triangular Trade?

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

- Identify Cape Cod's maritime industries and explain how they connected to a global economy.

- Illustrate the flow of goods involved in the "Triangular Trade."
- Indicate which forces changed the demographics of Northern Africa; explain how these forces changed the demographics.

