

# Whydah Pirate Museum & The Center for Historic Shipwreck Preservation



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## Science, History & Social Sciences Educators Guide Grades 6-8

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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.

### ***Exploration and Navigation***

The story of the *Whydah* is embedded in the time of Imperial expansion and the "Age of Enlightenment." Vast new territories were being discovered and claimed for European nations, colonies established, and economies boomed. The boats and tools of exploration were cutting edge and a lure to many; crossing oceans at new speeds and traveling to the furthest parts of the world.

### ***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 Ship Wreck 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 6th GRADE GUIDELINES

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*Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Regions for grade 6 are: Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students investigate guiding questions such as “How does geography affect how societies develop and interact?” and “How have human societies differed from one another across time and regions?”*

*The integration of Earth and space, life, and physical sciences with technology/engineering gives grade 6 students relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them. Students relate structure and function through analyzing the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships in different STE domains.*

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.*

### ***Science and Engineering Practices***

1. *Asking questions (for science) and defining problems (for engineering)*
2. *Developing and using models*
3. *Planning and carrying out investigations*
4. *Analyzing and interpreting data*
5. *Using mathematics and computational thinking*
6. *Constructing explanations (for science) and designing solutions (for engineering)*
7. *Engaging in an argument from evidence*
8. *Obtaining, evaluating, and communicating information*

The sixth grade curriculum focuses on the physical geography and regions of the world. As with previous grade levels, these learning standards connect with the Whydah Pirate Museum's resources specifically with regards to the Trans-Atlantic trade, the "Middle Passage", maritime commerce and European colonization. Lessons also connect with the Second Wave of Piracy in the Indian Ocean and discussing Imperial Expansion in the Eastern Hemisphere. Classrooms studying South American and African history and geography will find connections to the *Whydah's* story in terms of the impact colonialism and institutionalized slavery had on the development of those respective regions.

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## GRADE 6 STATE STANDARDS

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

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.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.

### ***Topic 1: Studying complex societies, past and present [6.T1] What do the social sciences contribute to our understanding of the world?***

[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]. How did life on Earth begin and why did humans form complex societies?***

[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***

#### ***A. Physical and political geography of modern western Asia, the Middle East and North Africa [6T3a]***

[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.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.

#### ***B. Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500-1200 BCE [6.T3b]. What are the best explanations for why writing developed in Mesopotamia?***

[6.T3b-4d&e] Analyze the important characteristics and achievements of early Mesopotamia

- d. cuneiform writing, used for record keeping tax collection, laws and literature
- e. The first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, “if a man put out the eye of another man, this eye shall be put out.” [An eye for an eye]).

***G. Interactions among ancient societies in Western Asia, North Africa and the Middle East [6.T3g]. 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).

***Topic 4: Sub-Saharan Africa [6.T4].***

***A. Physical and political geography of Sub-Saharan Africa [6.T4a]***

[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.

[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.

***Topic 5: Central America, the Caribbean Islands, and South America. [6.T5]***

***A. Physical and political geography and indigenous populations of Central America and the Caribbean Islands [6.T5a]***

[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.

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## OVERARCHING 7th GRADE GUIDELINES

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*Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?”*

*Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of human and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.*

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8. *Obtaining, evaluating, and communicating information*

The seventh grade curriculum is a continuum of the geography and social sciences from sixth grade with a focus on ancient and classical civilizations. Students learning about pre-modern periods will continue to develop skills and concepts such as: distinguishing between primary and secondary sources, identifying multiple causes and effects for historical events, and describing archaeological evidence from societies leaving no written records. These concepts strongly coincide with the museum resources and history of the *Whydah*.

The topics within this two-year sequence offer rich opportunities for students to inquire about their world and humanity's very long history of achievements. The topics also lend themselves to exploration of what it means to be human and part of a human community, and the concepts that have arisen in societies to guide ethical interactions among individuals, communities, and nations.

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## GRADE 7 STATE STANDARDS

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

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

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.

### ***Topic 1: Central and South Asia [7.T1]***

#### ***A. Physical and political geography of Central and South Asia [7.T1a]***

[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.T2]***

#### ***A. Physical and political geography of East Asia [7.T2a]***

[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.

***B. Early East Asian societies, religions, and cultures Ancient China, c. 1600 BCE -500 CE [7.T2b]. TO what degree have Chinese societies over time been shaped by geography?***

[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.T4]***

***A Physical and political geography of Europe [7.T4a]***

[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, Banube, Ural, Rhine, Elve, 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.



***B. Ancient and Classical Greece, c. 1200-300 BCE [7.T4b]. How does the democracy of Athens compare to the democracies of today?***

[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

***C. Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE- 500 CE [7.T4c]. What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?***

[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*

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## OVERARCHING 8th GRADE GUIDELINES

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*Students study the roots and foundations of US democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?”*

*Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.*

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.*

### ***Science and Engineering Practices***

1. *Asking questions (for science) and defining problems (for engineering)*
2. *Developing and using models*
3. *Planning and carrying out investigations*
4. *Analyzing and interpreting data*
5. *Using mathematics and computational thinking*
6. *Constructing explanations (for science) and designing solutions (for engineering)*
7. *Engaging in an argument from evidence*
8. *Obtaining, evaluating, and communicating information*

The eighth grade curriculum offers a comprehensive survey of how democratic government is designed to work in the nation, the Commonwealth, and in cities and towns. This year is specifically preparing students to have the knowledge and skills to become thoughtful and active participants in a democratic society. “Government of the people, by the people, for the people” is not just a historical phrase, but an ideal that must be renewed and reinvigorated by each succeeding generation. What better way to discuss the budding ideas of self governance than with pirates?

The Whydah Pirate 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 New-Letter*, court transcripts from piracy trials, and many other records. These documents provide 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.

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## GRADE 8 STATE STANDARDS

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

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.

8. MS-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.

***Topic1: The philosophical foundations of the United States political system [8.T1]. What were the roots of the ideas that influenced the development of the United States 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 United States government [8.T2]. How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political systems?***

[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]. What is the role of the individual in maintaining a healthy democracy?***

[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 Massachusetts state and local governments [8.T6]. What is the role of state and local government in the US political system?***

[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.

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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:

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

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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://cshistorical.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/>