

# Whydah Pirate Museum Educator Support Services Guide



674 MA-28

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The scientific and technological aspects of our archaeological recovery efforts on the *Whydah*, and other shipwrecks, include elements of special interest to students of all grade levels with respect to such areas of study as archaeology, oceanography, earth sciences, chemistry and others.

The history of the *Whydah* and the men who sailed her illustrates several important aspects of 18<sup>th</sup>-century history in general—and North American colonial history in particular—which are appropriate to the following grade levels as delineated in the *Massachusetts History and Social Science Curriculum Framework*.

*Grade Three:*

- Observation of visual historical sources and narratives with the opportunity to analyze and describe their content;
- Observation of historical artifacts and interpretation of what such artifacts tell us of how people lived in the 18<sup>th</sup> century;
- Learning concepts of barter and trade in the context of Pre-Modern colonial America, and how these trade structures helped prompt the American Revolution.

*Grade Five:* In addition to building on the above, elements of the story of the *Whydah* include:

- Historical maps, navigation, astronomy and other locational concepts pertinent to the study of historical geography;
- The role of supply and demand and other important factors (such as climate, soil, labor availability and types of agriculture) in shaping the colonial American economy;
- The importance of maritime commerce—including fishing, shipbuilding and the trans-Atlantic trades in the development of the economy of colonial Massachusetts in particular, as well as in that of North America in general;
- The special place of the slave-trade in the formation of America, as well as the harsh conditions of “The Middle Passage”—since the *Whydah* had been a slaver prior to her capture by pirates, Expedition Whydah Sea-Lab and Learning Center is one of only two museums which display shipwreck artifacts directly associated with the African

Diaspora;

- The special role of blacks aboard pirate vessels of the early 18<sup>th</sup> century, and their unique status of equality within pirate crews;
- The unusually democratic and egalitarian organization among pirates and how this was symptomatic of fundamental forces within colonial society that culminated in the American Revolution.

*Grades Eight through Twelve:* In addition to building on the above, the story of the *Whydah* provides:

- A concrete example of the concepts of absolute and comparative trade advantage and mercantilist economic theory;
- A focus by which to examine the English Civil War, the “Glorious Revolution of 1688, and the Jacobite Rising of 1715 in terms of their practical impact on the British peoples, as well as how these revolutions contributed to the “Spirit of ‘75” in terms of economic, religious and political context;
- Though not specifically covered in the Curriculum Framework, this is also an appropriate age-group with which to discuss a wider view of the interaction of piracy/smuggling and New England maritime history, as well as the stories of pirates who originated from New England in general, and from Massachusetts in particular.

### **Exhibit Services:**

For basic information on scheduling a tour to the exhibit—or for hours, directions and other questions—please call the Whydah Pirate Museum at (508) 534-9571.

In addition to a heavily discounted admission, scheduled school groups visiting the Whydah Pirate Museum will be provided with a docent to answer questions from students, chaperones and teachers, as well as to elaborate on aspects of the exhibit. Teachers are encouraged to frame questions which underscore the relevance of the exhibit to their own class curricula.

When scheduling a tour, be sure to ask about receiving advance resources, available on a variety of topics, which may be of relevance and interest to your class (eg. “The Student Scavenger Sheet”, “Myth vs. Truth”, “Recommended Reading” etc.). Please feel free to copy any such materials, whether forwarded in hard-copy or downloaded from this site, for your class.

### **In-School Services:**

We have observed that field trips are not as easy to arrange as they once were. To that end, we have developed a new program for in-school presentations that, for most Massachusetts schools will be considerably more affordable than a field trip. Specific content of such a program will be tailored to your curriculum needs through advance discussion, but will in all cases include a slideshow/powerpoint presentation.

Fees are based on travel distance.

For more information about in-school presentations by Whydah Project staff, please contact the Whydah Pitate Museum at (508) 534-9571.

### **Internet Services:**

It has been our experience that students will frequently have questions after a field trip or an in-school presentation. We encourage follow-up interchange in the form of email. Teachers typically collate the questions of their classes and submit them to the Museum email:

boxoffice@discoverpirates.com. Students have routinely displayed high

level of interest, and extremely interesting insights, during such electronic discussions.

- In some instances, we are also able to aid students who have selected a project-related theme as a project.