

CAPE COD CURRICULUM

Produced By:



CAPE COD STUDENT FIELD TRIPS
Hosted by Cape Cod Sea Camps



***Literature – History – Science & Technology – Social Studies
Meets National Standards for Curriculum!***

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Title **Cape Cod in Literature**

Grade Level: 6-12

Subject(s): **Language Arts**
 History and Social Sciences

Objectives:

Using literature, this lesson will familiarize students with the geography and climate of Cape Cod before their visit to Brewster. The lesson will also introduce students to the history of the area.

Materials Needed:

Thoreau, Henry David. *Cape Cod*. New York: Penguin Books, 1865.
In lieu of reading the entire book, teachers may choose to use the following excerpt:
<http://thoreau.eserver.org/capecd04.html>

Activity:

1. Before arriving at Cape Cod Sea Camps, students will read excerpts from Thoreau's classic *Cape Cod*.
2. Upon arrival, students will walk along the beach, armed with pencil and paper (either in a notebook or on a clipboard). Students will be encouraged to explore the beach thoroughly, focusing on both the entire scene and setting as well as on the individual parts that make up the whole (e.g.: a shell, a rock, animal tracks). Students will then write in the style of Thoreau, emphasizing the importance of all aspects of nature they see on the beach.

Extension:

Students may continue their work with Thoreau's Cape Cod by imagining what he would write if he walked the beach today. Students should consider the following questions:
What is the same?
What is different?
What do you think Thoreau's reaction would be to the development of the land (e.g.: houses, large buildings, telephone wires and poles, etc.).
Do you think Thoreau would approve of the beachfront today?
After returning to school, students could revise their responses into a more formal essay in which they compare Thoreau's Cape Cod to today's Cape Cod.

Resources:

<http://thoreau.eserver.org/default.html>
<http://thoreau.eserver.org/capecd00.html>
<http://www9.georgetown.edu/faculty/bassr/heath/syllabuild/iguide/thoreau.html>

Standards Addressed:

1. This activity will help teachers meet national standards for the English Language Arts sponsored by NCTE and IRA.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

For more information about these standards, visit
<http://www.ncte.org/about/over/standards/110846.htm>

Massachusetts English Language Arts Frameworks:

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

General Standard 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

General Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

General Standard 13: Nonfiction

Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

General standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

Title **Cape Cod in Literature**
Grade Level: 6-12
Subject(s): **Language Arts**
 History and Social Sciences

Objectives:

Using literature, this lesson will familiarize students with the scenery of Cape Cod before their visit to Brewster.

Materials Needed:

Beston, Henry. *The Outermost House*. Henry Holt Incorporated, 2003.

Activity:

Students will read and discuss excerpts from Beston's classic *The Outermost House*. Groups are encouraged to visit the actual site of the outermost house which is easily accessible from Cape Cod Sea Camps.

Extension:

Through December 20, 2008, the Cape Cod Museum of Natural History will be exhibiting *A Sense of Place: The Works of Beston, Hay & Finch*. The Museum is just minutes away from Cape Cod Sea Camps. For more information, visit <http://www.henrybeston.org/CCMNH.html>

Students may continue their work with *The Outermost House* by comparing and contrasting it with Thoreau's Cape Cod. Students should be encouraged to debate their similarities and differences. After the discussion, reveal the following quote from Beston to students:

"I suppose that I do link up with Thoreau, but I do not read him and have not been under his influence. He is not a naturalist. What interests him and stirs him most deeply are the principles governing the individual life when that life is enclosed in a gregarious society. If I tie in with anybody, it is with Richard Jefferies. We are both of us scholars with a poetic joy in the visible world."

Math teachers may have students measure the area of the outermost house. 21 feet long by 16 feet wide, the house consisted of two rooms, a main room and a bedroom. Prior to their visit, students could measure a variety of objects in their homes to get a sense of how big they are. There were windows on all four sides as well as a little porch along the front. Students could render a house plan using these dimensions.

Resources:

<http://www.henrybeston.com/outermost.html>

<http://www.henrybeston.org/henry.htm>

<http://www.nps.gov/caco/planyourvisit/coast-guard-beach-eastham.htm>

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3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

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Massachusetts English Language Arts Frameworks:

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

General Standard 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

General Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

General Standard 13: Nonfiction

Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

General standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

Title **Cape Cod in Literature and History**

Grade Level: 6-12

Subject(s): **Language Arts**
 History and Social Sciences

Objectives:

Using literature, this lesson will familiarize students with the geography and climate of Cape Cod before their visit to Brewster. The lesson will also introduce students to the history of the area.

Materials Needed:

Philbrick, Nathaniel. *The Mayflower*. New York: Penguin Books, 2006.

Activity:

Students will read excerpts from Philbrick's bestseller *The Mayflower*.

After reading chapter two, "Dangerous Shoals and Roaring Breakers," students will answer to the following guide questions in writing. This activity can be done individually or in small groups.

1. Why was Cape Cod so named?

"This region was renowned for the large schools of cod that frequented those shores (p. 36)."

2. What is the depth off Cape Cod?

About 120 feet (p. 37).

3. What is Pollack Rip?

"an intricate and ever-changing maze of shoals and sandbars stretching between the elbow of Cape Cod and the tip of Nantucket Island (p. 38)."

4. What was the significance of the Mayflower Compact, according to Philbrick?

"They must 'become a body politic, using amongst yourselves civil government,' i.e., they must all agree to submit to the laws drawn up by their duly elected officials (p. 41)."

5. What were some of the natural resources that they found on the shores of Cape Cod?

"Amid the hollows of the dunes they found growths of birch, holly, ash, and walnut trees (p. 47)."

Extension:

Teachers may choose to have students analyze the Mayflower Compact using the following guide questions.

1. What were the Pilgrims clearly seeking as stated in the Mayflower Compact?

To advance their religious beliefs

2. What are the main ideas expressed in the document?

Loyalty to England and the King, deep religious faith, and the desire to establish fair laws which would apply to everyone.

3. What was the point of the document?

To establish a temporary government and laws

4. What is the historical significance of the Mayflower Compact?

It established the basis for the laws and governing of Plymouth Colony.

Teachers may also ask students to research some of the Pilgrims who signed the Mayflower Compact including:

John Carver

William Bradford

Myles Standish

John Alden

John Howland

Resources:

<http://www.socialstudiesforkids.com/wwwwww/us/mayflowercompactdef.htm>

<http://www.nps.gov/caco/forteachers/upload/pilgrims.pdf>

Standards Addressed:

1. This activity will help teachers meet national standards for the English Language Arts sponsored by NCTE and IRA.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

For more information about these standards, visit

<http://www.ncte.org/about/over/standards/110846.htm>

Massachusetts English Language Arts Frameworks:

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

General Standard 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

General Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

General Standard 13: Nonfiction

Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

General standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

This activity will help teachers meet standards set forth by the Massachusetts History and Social Science Curriculum Framework as well as the thematic strands established by the National Council for the Social Studies.

Massachusetts History and Social Science Curriculum Framework

Grade 5: United States History, Geography, Economics and Government: Early

Exploration to Westward Movement

Concepts and Skills

History and Geography

1. Identify different ways of dating historical narratives.
4. Use maps and globes to identify absolute locations.
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in the 16th and 17th century maps of the world.

Learning Standards

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations and sources of labor shaped their economies and societies through the 18th century.

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts.

5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author and the basic rights it gives to citizens of the Commonwealth.

Grade 6: World Geography

Concepts and Skills

History and Geography

Use map and globe skills learned in prekindergarten to grade five.

Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information.

Grades 8-12: U.S. History

Concepts and Skills

History and Geography

7. Show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

8. Interpret the past within its own historical context rather than in terms of present-day norms and values.

10. Distinguish historical fact from opinion.

Learning Standards

U.S. History I: The Revolution Through Reconstruction

Thematic Strands established by the National Council for the Social Studies.

Time, Continuity and Change

People, Places and Environments

Power, Authority and Governance

Civic Ideals and Practices

Title: The Wind Farm
Grade Level: 6-12
Subject(s): Science and Technology

Objectives:

Students will develop an understanding of the natural resources on Cape Cod. Students will explore the debates for and against establishing a wind farm on Nantucket Sound.

Materials Needed:

Activity:

Students will learn about the debate over the development of a wind farm on Nantucket Sound. Students can learn about the proposed project at www.capewind.org/article24.htm. Students can learn about the objections to this proposal at www.saveoursound.org/site/PageServer?pagename=NantucketSound_Threats. Students will complete the following chart to demonstrate their understanding of this issue.

Extension:

- ✓ Students will choose a side and debate whether or not a wind farm should be established on Nantucket Sound.
- ✓ Massachusetts residents can contact their elected representatives to voice their support or opposition for the wind farm.
- ✓ Students can write a letter to the editor of the Cape Cod Times or their local newspaper.

Resources:

In favor: <http://www.capewind.org/>

Opposed: <http://www.saveoursound.org/site/PageServer>

Standards Addressed:

National Science Education Standards

<http://www.nap.edu/readingroom/books/nses/6a.html>

Science and Technology Standards:

Grades 5-12: Abilities of technological design; understanding about science and technology

Science in Personal and Social Perspectives:

Grades 5-8: Populations, resources and environments; natural hazards; risks and benefits; science and technology in society

Grades 9-12: Population growth; natural resources; environmental quality; natural and human induced hazards; science and technology in local, national and global challenges

Massachusetts Science and Technology Frameworks

Earth and Space Science, Grades 9-12

2. Energy Resources in the Earth System

Physical Sciences Grades 6-8

13. Forms of Energy

Introductory to Physics, Grades 9-12

2. Conservation of Energy and Momentum

Technology/Engineering, Grades 6-8

1. Materials, Tools and Machines

2. Engineering Design

4. Manufacturing Technologies

Technology/Engineering Grades 9-12

1. Engineering Design

2. Construction Technologies

3. Energy and Power Technologies

Title **The First Encounter**
Grade Level: 6-12
Subject(s): **History and Social Sciences**

Objectives:

This lesson will introduce students to the history of the area.

Standards Addressed:

This activity will help teachers meet standards set forth by the Massachusetts History and Social Science Curriculum Framework as well as the thematic strands established by the National Council for the Social Studies.

Massachusetts History and Social Science Curriculum Framework

Grade 5: United States History, Geography, Economics and Government: Early Exploration to Westward Movement

Concepts and Skills

History and Geography

1. Identify different ways of dating historical narratives.
4. Use maps and globes to identify absolute locations.
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in the 16th and 17th century maps of the world.

Learning Standards

- 5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
- 5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations and sources of labor shaped their economies and societies through the 18th century.
- 5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts.
- 5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author and the basic rights it gives to citizens of the Commonwealth.

Grade 6: World Geography

Concepts and Skills

History and Geography

Use map and globe skills learned in prekindergarten to grade five.

Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information.

Grades 8-12: U.S. History

Concepts and Skills

History and Geography

7. Show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
8. Interpret the past within its own historical context rather than in terms of present-day norms and values.
10. Distinguish historical fact from opinion.

Learning Standards

U.S. History I: The Revolution Through Reconstruction

Thematic Strands established by the National Council for the Social Studies.

Time, Continuity and Change

People, Places and Environments

Power, Authority and Governance

Civic Ideals and Practices

Materials Needed:

Winslow, Edward and William Bradford. *Mourt's Relation: A Journal of the Pilgrims at Plymouth*. 1620.

Activity:

- ✓ Students will read portions of "Mourt's Relation" (p. 13-16) which chronicles the Pilgrims' first encounter with the Native Americans.
- ✓ Students will also read an excerpt from "The Mayflower pilgrims: Being a condensation in the original wording and spelling of the story written by Gov. William Bradford of their privations and settlement at Plymouth in the year 1620" (p. 18 - 31)
- ✓ Students will then travel to First Encounter Beach in Eastham.

Extension:

Students can compare the Pilgrims' survey system with that of the ancient Romans and with the systems used today.

Resources:

<http://www.mayflowerhistory.com/PrimarySources/MourtsRelation.pdf>

<http://www.mayflowerhistory.com/Library/library.php>

<http://www.mayflowerhistory.com/History/explore5.php>

<http://books.google.com/books?id=MGcOAAAAYAAJ&pg=PA23&lpg=PA23&dq=pilgrim+first+encounter&source=web&ots=NEmWYeTVB-&sig=Zw-rqiv91jSiqk9O23nHwqMO08Y&hl=en#PPA18,M1>

<http://www.nps.gov/caco/historyculture/>