

## *Pirates: History and Culture Syllabus*



Day Site

### Week 1

Day	Time Period	Goals	Activities
<b>Day 1</b> <b>(Mon)</b> <b>Course</b> <b>Introduc-</b> <b>tion</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Begin building classroom community</li> <li>• Share class objectives</li> <li>• Assess students' prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions (instructor &amp; PA)</li> <li>• Icebreaker: Skittles</li> <li>• Overview of class activities/projects</li> <li>• Review CTY Honor Code, questions</li> <li>• Icebreaker: People Bingo</li> <li>• Pre-assessment</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Assess students' prior knowledge and experience with pirate history/culture</li> <li>• Think deeply about pirate stereotypes</li> <li>• Analyze primary source documents</li> <li>• Reflect upon the day's work and ideas/feelings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Questions:</i> What is a pirate? Why study them? What are some stereotypes about them? What do we know about them? What do we hope to learn? KWL Chart</li> <li>• Fact vs. Fiction activity: decide which pirate statements are myths and which are true</li> <li>• Discuss answers to activity</li> <li>• Look at primary source documents, analyze and prepare short presentation with findings</li> <li>• End-of-day oral &amp; written reflection</li> <li>• Short pre-test on Greek pirates, Roman pirates &amp; Vikings</li> </ul>
	Homework	<ul style="list-style-type: none"> <li>• Extend ideas learned</li> <li>• Gain knowledge and information from family members</li> </ul>	<ul style="list-style-type: none"> <li>• Interview a family member about pirates. Find out what they know and organize the information in your notes.</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 2</b> (Tues) <b>Pirates in Antiquity &amp; Vikings</b>	9:00-11:30a.m. (10 minute break) <ul style="list-style-type: none"> <li>• Ind. Reading (w/ use of post-its)</li> <li>• Lesson on Roman, Greek pirates &amp; Vikings</li> <li>• Vocab. work</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the history of Greek pirates and Roman pirates</li> <li>• Use and enhance non-fiction reading and writing skills through project work</li> <li>• Work cooperatively with teammates on a project</li> <li>• Practice summarizing and paraphrasing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute note pages on Greek, Roman pirates from <i>The Illustrated History Encyclopedia: Civilizations, Explorations &amp; Conquest</i> as well as <i>The Magic Tree House: Research Guide to Pirates</i> by Mary Pope Osborne; use "interactive notebook" format to review what students know about the ancient Greek and ancient Roman civilizations</li> <li>• Introduce ancient Greece/Rome pirate projects: students may choose to take on the role of either a Greek or Roman citizen of ancient times who has the goal of informing fellow citizens about the threat of piracy; after choosing Greek or Roman, students research information about reasons for piracy, products/object targeted, famous leaders/people involved, and other interesting facts pertaining to that civilization's pirates; note information on rough draft of PowerPoint or brochure (draft sheets provided for students)</li> </ul>
	12:30-2:30p.m. (10 minute break) <ul style="list-style-type: none"> <li>• Pirateology work</li> <li>• Project topic brainstorming &amp; decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Continue enhancing non-fiction reading and writing skills through project work</li> <li>• Practice presentation skills/public speaking through presenting researched information</li> <li>• Understand and think critically about the history of the Vikings</li> <li>• Browse through/brainstorm topics for research, reflecting upon personal interests</li> </ul>	<ul style="list-style-type: none"> <li>• Finish PowerPoint presentation or brochure, print out for other students' current and future reference</li> <li>• Watch video on Vikings, having kids listen, then write important facts about Vikings on post-its; finally discuss &amp; stress key understandings—ABBY</li> <li>• Introduce research project; talk about examples of products they could create; give students sheets containing information about several different pirates that they may be interested in learning about</li> </ul>

Day	Time Period	Goals	Activities
	Homework	<ul style="list-style-type: none"> <li>Extend ideas learned through classwork</li> </ul>	<ul style="list-style-type: none"> <li>Read in <i>Eyewitness: Pirate</i>, pages 8-13</li> <li>Complete a Venn-diagram (3-circled) comparing Greek, Roman pirates, and Vikings</li> </ul>
<p><i>Day 3</i> (Wed) <b>The Barbary Pirates &amp; Modern African Pirates</b></p>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Continue drawing meaning from analysis of pirate primary source documents</li> <li>Practice oral presentation and explanation skills through presentations</li> <li>Understand the history and importance of the Barbary Pirates</li> <li>Review and extend learning about the Vikings</li> <li>Practice and use pirate vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Primary Source Document interpretations and presentations (continued from Monday)</li> <li><i>Map work</i> to mark areas of Roman, Greek pirates and Vikings</li> <li>Barbary Pirate introduction: overview by instructor, with drawings from textbooks; Explore "A Spanish Novelist Escapes the Corsairs" narrative about a barbary pirate experience</li> <li>Vikings, part II: Abby brings photos of Viking Longship remains to share and discuss; children complete "WIO" of interactive notebook page on Vikings</li> <li><i>Vocabulary work</i>: discuss general concepts about pirate vocabulary and pronunciation; warm-up with greetings; students are assigned a term (partners/individual) and have 7-8 minutes to create a skit showing a situation where the term could be used; audience will guess its meaning from context, then partners/individual will explain; all students note meaning in notes</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Gain knowledge about modern African pirates and think critically about this threat</li> <li>Begin research on biography focus ("Pirate Profile" project)</li> </ul>	<ul style="list-style-type: none"> <li>Modern African pirates article and discussion, using the articles: "Pirates Seize Jordanian Ship Carrying Aid to Somalia" from <i>The New York Times</i>, and "Cruise Ship Repels Somali Pirates" from BBC News.</li> <li>Research work on Pirate Profile research projects, knowing topic choice and organizing information onto notecards (use the computer lab for the first part of this period)</li> </ul>

Day	Time Period	Goals	Activities
	Homework	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class about Barbary corsairs and modern African pirates</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Eyewitness: Pirate</i> pages 14-15 (about the Barbary coast and Barbary Corsairs) and read "Modern Pirates Terrorize Africa Coast" from <i>The Boston Globe</i></li> <li>Compare Barbary Corsairs to modern African pirates using a T-chart (provided)</li> </ul>
<b>Day 4</b> <b>(Thurs)</b> <b>Privateers,</b> <b>Buccaneers,</b> <b>and New</b> <b>World</b> <b>Pirates</b>	9:00-11:30a.m. (10 minute break) Privateer overview & debate, buccaneers diary writing	<ul style="list-style-type: none"> <li>Understand and analyze the history of new world pirates (specifically privateers and buccaneers)</li> <li>Determine personal opinion on an issue and support it</li> <li>Consider both sides of an issue, despite a possible strong belief in one perspective</li> <li>Debate respectfully and respond thoughtfully to others' statements</li> <li>Understand the importance of several famous buccaneers</li> </ul>	<ul style="list-style-type: none"> <li>Early New World pirates: Privateers and Buccaneers. Discuss informational sheets on this topic from <i>The Magic Tree House Research Guide: Pirates</i> by Will &amp; Mary Pope Osborne</li> <li>Introduce privateer activity with comic from <i>The Handbook of Pirates</i> by Terry Deary</li> <li>Present the debate/challenge: to decide whether privateering was a noble pursuit ("heroes") or a greedy, underhanded one ("pirates"). Students can refer to any information in classroom books and materials given. Once they read for 10-15 minutes, they must decide their opinion and work on supporting it. After everyone has decided (individually), instructor forms groups to collaborate for debate. Finally, debate takes place.</li> <li>Buccaneers of the 1600's: introduce background information on buccaneers and word origin (French). Students will have choice to explore: Sir Henry Morgan, William Dampier, or the buccaneer base of Port Royal. They will read about their topics and then write a diary entry from the perspective of that person, or (in the case of Port Royal) someone living there. Share when done!</li> </ul>

Day	Time Period	Goals	Activities
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Enhance research skills on a famous pirate and consider his/her importance</li> <li>Understand what "The Golden Age of Piracy" was and learn about the lives of several famous pirates of that period</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development: Pirate Calls</li> <li><i>Project Research</i>: students use the variety of materials provided on their subject to continue taking notes on notecards; reminded to focus on the categories of biographical information listed on their guide sheets</li> <li>"The Golden Age of Piracy" (~1690-1720): provide information sheet from <i>The Magic Tree House Research Guide: Pirates</i> and discuss. Then, assign student partner projects to explore famous pirates of the Golden Age and create a poem or song about them: "Black Bart" Roberts and Sam Bellamy. Mention that Blackbeard, Calico Jack Rackham, Anne Bonny, and Mary Read also were famous during this time (they have been taught already or are being researched by students for projects and are being taught to us by the students)</li> </ul>
	Homework	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class about privateering</li> <li>Make a decision about your opinion and share strong reasons supporting your opinion creatively</li> </ul>	<ul style="list-style-type: none"> <li>Pretend that you are living in 1500's Europe. Privateering is occurring frequently in your time! You feel strongly about this issue, either defending the practice of privateering, or harshly criticizing it. Create an advertisement to convince your fellow citizens to share your opinion.</li> </ul>
<b>Day 5</b> <b>(Fri)</b> <b>A Pirate's Life for Me: Life at Sea &amp; on Land</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Understand the importance of having specified roles/jobs on a pirate ship</li> <li>Use decision-making skills and knowledge of self-interests and skills to determine which job would suit you best and determine most difficult/least difficult jobs</li> <li>Continue using research skills to find important information</li> </ul>	<ul style="list-style-type: none"> <li>Pirate rules and ranks reading and discussion, using materials taken from <i>The Handbook of Pirates</i> and <i>The Magic Tree House Research Guide: Pirates</i>. Writing assignment about rules you would have on your ship if you could choose them; also, deciding what rank you'd want to be if given the choice (captain, quartermaster, etc.)</li> <li>Discuss which job was most challenging, least challenging, etc.</li> <li>Pirate Profile research using resource books, internet articles (from approved list in CTY curriculum guide for Pirates course); take notes and begin organizing them into categories</li> </ul>

Day	Time Period	Goals	Activities
	12:30-2:30p.m. (10 minute break)	NO CLASS (holiday)	NO CLASS (holiday)
	Homework	<ul style="list-style-type: none"> <li>• Reinforce concepts learned in class</li> <li>• Think critically</li> </ul>	<ul style="list-style-type: none"> <li>• Read page 40-45 (about pirate life)</li> <li>• Respond: why was it important to have specified roles on a pirate ship? In what other environments is it also important to have roles? Interview a family member about pirate roles. Explain to them what each job is, and then ask them which job they'd want to have on a ship and why. Record their answers.</li> </ul>

## Week 2

Day	Time Period	Goals	Activities
<b>Day 6</b> <b>(Mon)</b> <b>Caribbean</b> <b>Pirates</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Consider personal and societal stereotypes of Caribbean pirates</li> <li>Understand how the geography of the Caribbean affected piracy</li> <li>Demonstrate understanding through composing a poem</li> </ul>	<ul style="list-style-type: none"> <li>Discuss/analyze stereotypes from the popular movies about the pirates of the Caribbean, also from the Disney theme park ride "What was piracy REALLY like in the Caribbean?"; recall information learned about "The Golden Age of Piracy"</li> <li>Research/investigate the geography/climate of the Caribbean using maps and informational books and articles. Think about how the geography/climate affected piracy. Write a speech or poem describing the relationship.</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Enhance research skills through practice and categorization</li> <li>Use decision-making skills to determine personal preference and most appropriate form for sharing research findings</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Flourishes</li> <li>Pirate Profile Research Project: organize notecards of facts found so far. Decide what type of information you have enough of, and what areas of information are lacking (and need to be found through more research)</li> <li>Continue taking notes for research project</li> <li>Decide what type of form this research will take (product); instructor shows examples of Powerpoint presentations, tri-fold displays, diary entries, etc.</li> </ul>
	Homework	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class</li> <li>Think creatively</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 30-31 in <i>Eyewitness: Pirates</i> (about Caribbean Piracy)</li> <li>Pretend that the Disney Company has asked you to help redesign its "Pirates of the Caribbean" ride at Disneyworld and Disneyland. Devise a plan detailing your ideas.</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 7</b> <b>(Tues)</b> <b>Tricks of the Trade</b> <b>Part I:</b> <b>Weapons, Navigation, &amp; Maps</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Utilize resources to find types of pirate weapons and match them with fleets/cultures that used them</li> <li>Record findings of research in notes</li> <li>Understand and discuss pirate navigational methods and tools</li> </ul>	<ul style="list-style-type: none"> <li>Pirate weapons scavenger hunt: using any resources available in the room, find as many different types of pirate weapons as you can; be sure to note the name of the weapon, as well as any notes about specific fleets of pirates who used it; also include a sketch in your notes; try to name color pictures of pirate weapons at the conclusion of the lesson</li> <li>Navigation reading and discussion: read about the vital importance of navigation for pirates to achieve their goals and elude pirate hunters; look at color images of navigational tools and guess how they were used; discuss real uses as a group</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Enhance research and project development skills</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Commands</li> <li>Pirate Profile research project work: reevaluate progress in information gathering. What categories still need more information? Use books, articles, and encyclopedias to help.</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class</li> <li>Compare and contrast past and present tools</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 24-25 and 28-29 in <i>Eyewitness: Pirate</i> (about navigation, maps, and weapons)</li> <li>Complete the Venn Diagram comparing and contrasting navigational tools used by pirates in history and navigational tools used by pirates and sailors today</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 8</b> <b>(Wed)</b> <b>Tricks of the Trade</b> <b>Part II:</b> <b>Ships &amp; Flags</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Understand the variety of pirate ships from different periods in history and different cultures/areas of the world</li> <li>• Compare and contrast various pirate ships</li> <li>• Consider symbolism of pirate flags</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast ships: each student receives an article/information about a certain type of pirate ship (galley, frigate, sloop, junk and longship/longboat) Students have 15 minutes to read about their type and take notes of important features, which fleets used them, and how they used them; finally, pair students up to compare and contrast ships using several 2-circle Venn Diagrams</li> <li>• Pirate Flags: analyze bulletin board flags for common elements, and use information from <i>The History of Pirates</i> by Angus Konstam to discuss symbolism of flags; try to interpret various flags (copies of them go around, and students write their guesses for meanings on post-its, stick them on back of flag image, then pass it on, etc.)</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Practice and use pirate vocabulary terms</li> <li>• Reflect upon self-characteristics and create a flag to represent self</li> <li>• Practice research and product preparation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Oaths</li> <li>• Make your own flag: design and create your own pirate flag out of felt. Brainstorm symbols to use (and reason for using them) and then sketch on paper first before creating actual flag.</li> <li>• Pirate Profile product creating: use notes to create chosen product for displaying information about your pirate</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>• Reinforce concepts learned in class</li> <li>• Think critically</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 34-35 in <i>Eyewitness: Pirate (The Jolly Roger)</i> and review class notes and diagrams of various pirate ships.</li> <li>• Write about the flag you created in class, explaining its elements and meaning in detail</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 9</b> <b>(Thurs)</b> <b>Pirate ballads and sea shanties</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Activate background knowledge about sea shanties and pirate songs</li> <li>• Analyze songs/shanties, drawing meaning and discussing context</li> </ul>	<ul style="list-style-type: none"> <li>• Pirate ballads &amp; Sea Shanties: have students talk about any that they have heard of and/or heard before; discuss what reasons pirates may have had for creating songs and what the songs might be about</li> <li>• Listen to several ballads/shanties, including "Mingulay Boat Song", "My Son John", "Fire Down Below" and "Coast of High Barbary" (give copies of song lyrics to students as well); analyze each one for meaning and background</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Practice and use pirate vocabulary terms</li> <li>• Work toward successful completion of project</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Respectful Address</li> <li>• Create an original sea shanty. Use what you've learned about pirates (specific fleets and pirate life in general). Be sure to integrate specific names or affiliations, along with geographical locations. Set it to a familiar tune.</li> <li>• Pirate Profile Project work (get closed to finishing)</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>• Reinforce concepts learned in class</li> <li>• Think critically</li> </ul>	<ul style="list-style-type: none"> <li>• Review classroom notes about pirate ballads and sea shanties</li> <li>• Analyze the ballad given to you on CD by instructor (with lyrics transcribed on paper for you)</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 10</b> <b>(Fri)</b> <b>Goals of Piracy: treasure and trade; the law (discipline/punishment on ship &amp; land)</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Organize knowledge of pirate fleets by reason for piracy</li> <li>Understand and analyze the punishments used on ships and on land</li> <li>Prepare/practice for theatrical activity</li> </ul>	<ul style="list-style-type: none"> <li>Categorize pirate fleets by reasons for piracy, discuss specific items targeted (use large chart)</li> <li>Discuss punishments that pirates received on ships using <i>The Handbook of Pirates</i>. Were they fair? Were they ethical? How many people survived these punishments?</li> <li>Discuss punishments by authorities. Refer to artifact photographs in Eyewitness book, pages 56-57; discuss specific reasons for their use and observations</li> <li>Prepare to reenact pirate trial of Captain Gow (from <i>The Pirates Own Book</i>)</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Experience what a pirate trial was like, understand what types of statements were made and the process followed</li> <li>Finish polishing research products</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Questions &amp; Replies</li> <li>Reenact pirate trial of Captain Gow</li> <li>Put the finishing touches on the Pirate Profile project! Instructor will assist in providing materials as needed, technology access if needed.</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 48-49 and 56-57 in <i>Eyewitness: Pirate</i> (Desert Islands &amp; Punishment)</li> <li>Select a famous pirate that we've learned about and put him or her on trial! (see sheet provided for what to discuss)</li> </ul>

Week 3

Day	Time Period	Goals	Activities
<p><i>Day 11</i> (Mon) <b>Pirates of the Indian Ocean in history &amp; today</b></p>	<p>9:00-11:30a.m. (10 minute break)</p>	<ul style="list-style-type: none"> <li>• Understand the geography of the areas bordering the Indian Ocean</li> <li>• Learn about several important individuals involved in the piracy that occurred in the Indian Ocean</li> <li>• Apply knowledge by creating a visual/textual representation</li> </ul>	<ul style="list-style-type: none"> <li>• 15<sup>th</sup> Century Indian Ocean pirates discussion: why was the Indian Ocean a good place for pirates to plunder?</li> <li>• Profiles of Indian Ocean pirates: Thomas Tew, William Kidd, Henry Every, and Edward England (kids will recognize names of Tew, Every &amp; England from flags posted in the room, Kidd from earlier discussions); famous Indian Ocean pirate base: Madagascar (background knowledge from animated movie of same name?)</li> <li>• Create large "Wanted" posters for pirates, or create warning sign to be posted in areas near Madagascar, warning people of the threats involved with traveling to the pirate base</li> </ul>
	<p>12:30-2:30p.m. (10 minute break)</p>	<ul style="list-style-type: none"> <li>• Practice and use pirate vocabulary terms</li> <li>• Understand piracy occurring in the Indian Ocean today</li> <li>• Consider solutions to a complicated problem</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Questions &amp; Replies cont'd</li> <li>• Pirates in the Indian Ocean today: use section from <i>The History of Pirates</i> as well as article, "Pirates Attack 2 Navy Warships from Norfolk in the Indian Ocean"</li> <li>• Discuss threats and students work collaboratively to come up with action plan for making the ocean safer for commercial boat traffic (consider who should be involved in helping in this effort—which countries?)</li> </ul>
	<p>Homework</p>	<ul style="list-style-type: none"> <li>• Reinforce concepts learned in class</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 46-47 in <i>Eyewitness: Pirate</i> (Desert Islands &amp; Punishment)</li> <li>• Compare and contrast pirates of Indian Ocean today and in the past using graphic organizer of choice (choice of several)</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 12</b> (Tues) <b>Pirates of the China Sea in history and today</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Understand the history of piracy in the China Seas</li> <li>Learn about importance of Ching Yih, Cheng Yih, and Shap-'ng-Tsai</li> <li>Create product showing proof of acquired knowledge</li> </ul>	<ul style="list-style-type: none"> <li>China Seas pirates in history: Ching Yih and Cheng Yih, Shap-'ng-Tsai; discuss who these pirates were and a brief history about them</li> <li>Have students read about both pirates and create an illustration/drawing/comic showing what these pirates did that made them important to pirate history; share out when done</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Understand the geography of the China Seas and how it influenced/influences piracy, esp. the Straits of Malacca</li> <li>Devise a practical plan for solving a problem</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Toasts &amp; Declamations</li> <li>China Seas pirates of today: Straits of Malacca.</li> <li>Go to computer lab to join National Geographic Magazine's investigation into the major modern problems and issues regarding the Straits of Malacca.</li> <li>Create a plan for helping make the Straits of Malacca more safe and pirate-free; make it practical and work with a partner if you wish; prepare it as if you're going to present it to the United Nations (make it realistic, not fantastical or silly! This is a serious issue.)</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class</li> <li>Create plan of action to help in resolving an issue/problem</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 54-55 in <i>Eyewitness: Pirate</i> (Pirates of the China Seas)</li> <li>Finish/discuss plan for helping improve safety of Straits of Malacca</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 13</b> <b>(Wed)</b> <b>Pirate</b> <b>folklore</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Using knowledge already gained, analyze and discuss connotation and accuracy of pirate portrayal in music and art</li> </ul>	<ul style="list-style-type: none"> <li>Pirate portrayal in music and art: listen to songs that have included mention of pirates, and analyze how they are portrayed/mood; look at art portraying pirates (Pyle painting of pirate marooned on an island) &amp; movies (<i>Goonies</i> &amp; <i>Pippi Longstocking</i>)</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Practice and use pirate vocabulary terms</li> <li>Compose a product using knowledge of famous pirates</li> <li>Work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Arggh</li> <li>How well can you talk like a pirate? Your challenge is to compose some kind of conversation with someone else. It must include terms we've learned (at least one from each category, i.e. Greetings/Partings.)</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>Reinforce concepts learned in class</li> <li>Interpret/analyze a work of art</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 60-63 in <i>Eyewitness: Pirate</i> (Pirates in Literature, Film and Theater).</li> <li>Analyze the painting you're given (among several) for accuracy of information and general mood/tone.</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 14</b> <b>(Thurs)</b> <b>The end of organized piracy, modern pirates, smuggling; post-assessment</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Understand the reasons for organized piracy coming to an end</li> <li>• Learn about the importance of Lafitte, de Soto, and Jones</li> <li>• Use knowledge of individuals to create a clever, informed product</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss end of organized piracy and last pirates (use <i>The History of Pirates</i> by Angus Konstam as excellent resource for information about time period and specific pirates); Jean Lafitte, Benito de Soto, and John Paul Jones</li> <li>• Research above individuals (using provided resource books) and create dialogue that these three pirates might have if they had met (assign roles for writing/preparation)</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>• Practice and use pirate vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Cultural Terms</li> <li>• Online pirate quizzes and challenge games (from approved websites)</li> <li>• Post-assessment for course (early finishers can read informational pirate books from around the room)</li> </ul>
	<b>Homework</b>	<ul style="list-style-type: none"> <li>• Reinforce concepts learned in class</li> <li>• Reflect upon learned information; determine important concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 64-65 in <i>Eyewitness: Pirate</i> (Questions and Answers about Pirates)</li> <li>• Write about the most important concepts you've learned these past three weeks. Why are they meaningful concepts?</li> </ul>

Day	Time Period	Goals	Activities
<b>Day 15</b> <b>(Fri)</b> <b>End-of-</b> <b>course</b> <b>concept</b> <b>mapping,</b> <b>review and</b> <b>wrap-up</b>	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> <li>Review and synthesize course content</li> <li>Consider and increase readiness for presenting information</li> </ul>	<ul style="list-style-type: none"> <li>Concept-map creation: instructor shows sample of a concept map on another topic besides pirates (on large sheet of butcher-block paper); students brainstorm ideas on a separate sheet, then sketch concept map on smaller piece of paper before creating on large piece</li> <li>Prepare for parent presentations, organize materials, possibly do trial run of presentations for another class of students</li> </ul>
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> <li>Share final thoughts on CTY experience and class</li> <li>Practice oral presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on course</li> <li>Presentations to parents! 😊</li> </ul>
	Homework	n/a	<ul style="list-style-type: none"> <li>Enjoy the rest of your summer!</li> </ul>