

Name:

Date: 7/12/13

Title of Lesson: Who are Pirates?

Subject Area(s): Social Studies

Grade Level: 4th Grade

Content Standards:

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Goals: What understandings are desired?

- Students will develop a deeper and clearer understanding of who pirates were, as well as terminology associated with piracy on the N. American West Coast
- Students will be able to correctly apply pirate terminology to individuals and situations using evidence

Prior Knowledge: what knowledge and skills do students need before this lesson?

Prior lessons regarding west coast colonial period

Prior knowledge/understandings of pirates

Objectives: What knowledge and skills will students acquire?

Students will know key ideas, parts and individuals that are integral to Mission life

Students will be able to describe connections between individuals and events based on Mission life

Materials:

Video or powerpoint – Dr. Skowronek’s presentation would be a good start

Photos (may be embedded in powerpoint) – available on Discovery Education

Videos (optional) – “Talk like a Pirate Day”

(<http://streaming.discoveryeducation.com/teacherCenter/calendar/?guidAssetId=AAAAFBC3-0DD9-4E3C-B447-BAC87B272DC2&skipSSO=true>); “Pirates” on Brainpop (<http://www.brainpop.com/socialstudies/culture/pirates/preview.weml>)

Key vocabulary list

Weekly Piracy Report (check Dr. Skowronek’s powerpoint for link)

Graphic organizer templates for compare/contrast writing; Writing “Cheat Sheets” to help with compare/contrast writing/writing process

Time: - (10-15 min)

Anticipatory Set:

- Brain Dump (or thinking map, sensory circle): Teacher will record while students share what they know/remember about pirates – tapping into all 5 senses (sounds, textures, visuals, etc.)
- Teacher will explain that the lesson will cover elements of piracy, the difference between pirates and privateers

Time: (1-2 days 30/40 min. daily)

Instruction/Activities:

- Teacher will introduce key vocabulary
- Teacher will share and explain Powerpoint presentation of piracy
- Class will discuss elements of two kinds of pirates (privateers v. stereotypical pirates; modern v. “classic” pirates), possibly beginning to compare and contrast
- Small groups of students will create graphic organizer (double-bubble map, venn diagram, 3-column chart, etc.) to compare and contrast two kinds of pirates
- Students will draft individual essays to compare/contrast different kinds of pirates using class notes and group organizers
- Students will form pairs to share their writing and give feedback (peer editing – students may switch and read partners’ papers or read them aloud individually; feedback may be verbal or written, example – “2 stars and a wish”)

Time: (5-10 min)

Closure/Assessment:

- Teacher will randomly select 3-5 students to share the main ideas or favorite elements of their partners’ essays

Extension – students will continue the writing process to publish essays