

Ahoy, Ye Mateys!



Created by Kim Solomon

July 2017

Intended for grades 4th – 5th

Introduction

Rationale

This unit was created around the concept of “structure influences outcomes”. This is an exciting unit that looks at this important concept through the eyes of a pirate. Each lesson is designed to strategically show the role of structure throughout many areas of life. Pirates are people who are not generally seen as a structured society of people, however, through this unit students will be challenged to look at things from various perspectives and look beyond the obvious. The unit includes 4 main lessons that will take about 2.5 hours each to teach.

Differentiation for Gifted Learners

This entire unit was written with the gifted learner in mind so each lesson is equipped with rigor and above grade level content. Throughout this unit students are asked to think critically about the concept of structure. Each lesson has elements that make it particularly appropriate such as, advanced level text and videos, problem solving activities, examining multiple viewpoints, and examining the multifaceted role of structure in our lives. Depth and complexity can be seen in the various models used for each lesson because they are proven to be beneficial instructional models specifically for gifted learners. These models include: higher level questioning, creative problem solving, Socratic seminar and Kohlberg's theory of dilemmas. Students remain highly engaged in each lesson because they are not only learning about pirates, an interesting topic, but also because of the various activities they are able to experience.

Intended Audience

This unit was designed for rising 4th and 5th grade students (mixed gender) in mind who are identified as gifted. Students in this age range would be from 10 years old to 12 years old. When this unit was taught, students came from a variety of schools in Durham County, NC and had varied backgrounds. It was assumed that students had general working knowledge of pirates based on information they have collected from books, TV and movies, however, no previous knowledge is required. Each lesson was created to keep students fully engaged and motivated. Throughout the unit students will be asked to work independently, in pairs, and also in class groups. Collaboration with peers will be an important element of each lesson. To help keep students motivated teacher gave opportunities for students to earn several rewards that went along with the pirate theme. Some examples are: treasure coins, plastic jewels, eye patches, etc.

The following is an outline of the entire unit.



Pirate Hierarchy

Instructional Strategy: Higher Level Questioning

- Introduce pirate codes, roles and duties
- Compare and contrast historical documents
- Draw connections between pirate hierarchy and hierarchy in other organizations (ie. Military)
- Develop a set of fictional pirate codes and punishments
- Make judgments on what a pirate's punishment should be if they break the pirate code based on various situations
- Decipher historical fact from fiction while examining well known pirate myths
- **Connect lesson back to "How does structure influence outcomes?"**

Boat Structure

Instructional Method: Creative Problem Solving

- Introduce the history of Blackbeard's ship, The Queen Anne's Revenge and how it was modified from a slave ship to a pirate ship
- Compare and contrast different types of boats based on their purpose
- Collaborate with a team to construct a boat from various materials
- Test and improve boat structure to compete against other teams
- **Connect lesson back to "How does structure influence outcomes?"**



Geography of the Outer Banks

Instructional Strategy: Socratic Seminar

- Introduce the geography/topography of the Outer Banks of NC
- Close Reading to analyze why Blackbeard roamed the NC Coast
- Socratic Seminar hypothesizing Blackbeard's strategy and examine his death
- Draw connects to numerous shipwrecks on the coast
- Shipwrecks lead to the construction of lighthouses
- **Connect lesson back to "How does Structure influence outcomes?"**

Modern Day Pirates

Instructional Model: Kohlberg's Dilemmas

- Introduce students to modern day piracy in Somalia due to loss of political structure
- Read news articles based on various perspectives
 - Ship merchants & crew
 - Somali pirates
 - Citizens of Somali
- Analyze the various view points
- Form, express and discuss their own opinions
- **Connect lesson back to "How does structure influence outcomes?"**

Unit Goals and Outcomes

Content Goals and Outcomes

Goal 1: To develop an understanding of what pirate culture was like during the Golden Age of Piracy, as well as, modern piracy.

Students will be able to...

- Compare and contrast historical documents.
- Examine the roles and responsibilities each pirate had amongst their own community.
- Explore how factors such as buoyancy, gravity, mass and volume while creating a pirate ship.
- Acquire knowledge of infamous pirates, weaponry, and legends
- Analyze various perspectives of modern day piracy.

Process Goals and Outcomes

Goal 2: To develop critical thinking skills and challenge paradigms.

Students will be able to...

- Make inferences based on evidence.
- Design and create based on criteria and trial and error data.
- Analyze the causes of positive and negative outcomes.
- Discuss text in a reflective and critical manner.
- Interpret reasons for varied perspectives.

Concept Goals and Outcomes

Goal 3: To understand the concept of structure

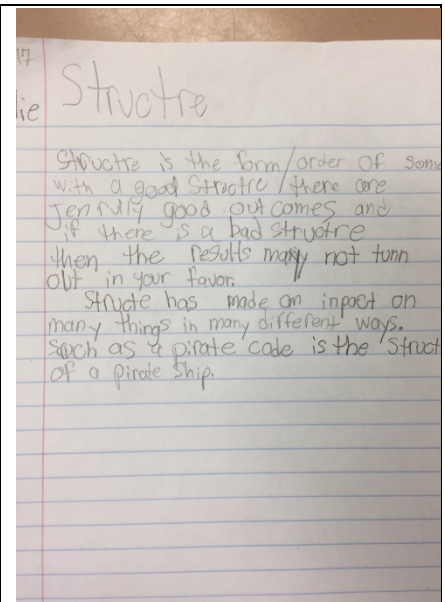
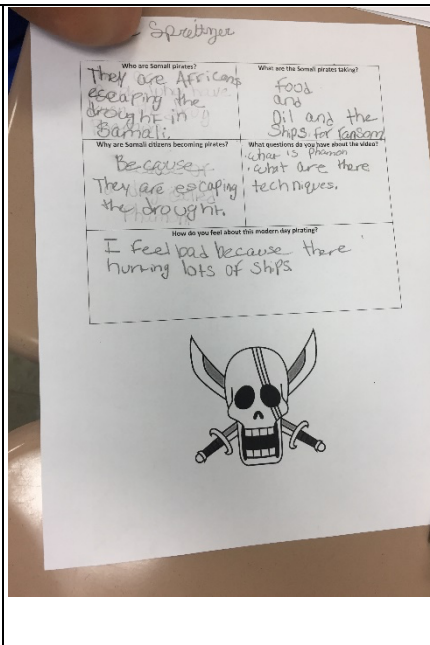
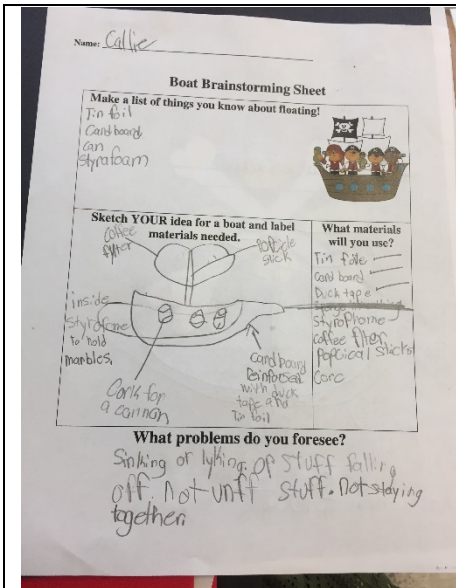
Students will be able to...

- Understand that structure is a concept that transcends subjects, genres and areas of life.
- Examine the need for structure as an organizational framework.
- Transfer their knowledge of structure to critically analyze outcomes.
- Change and modify structure to better meet needs and demands.
- Create accountability and limitations with the use of structure.



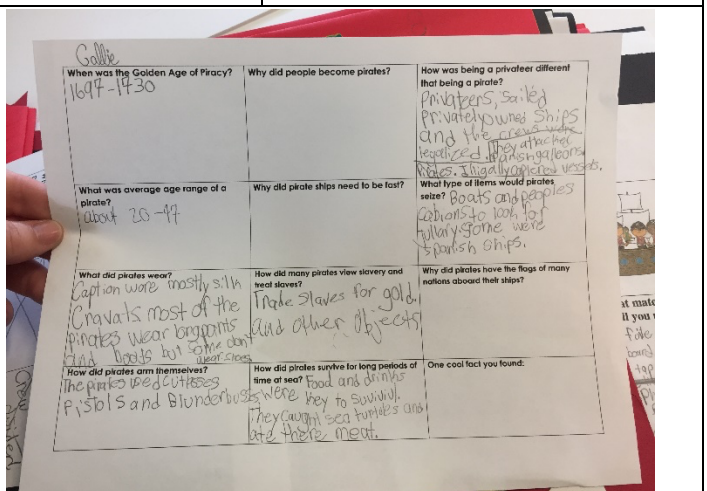
Assessment Plan

Students will show their knowledge and understanding of pirates and the concept through both formative and summative assessments. The formative assessments are discussions, writing assignments, question stems, and cooperative learning opportunities. During the lessons, the teacher will move throughout the classroom asking pre-planned questions to facilitate and check student understanding. Students will be completing various assignments and collecting them in a folder, the teacher can also use this to check for understanding and clear up misconceptions.



William A.

	Edward Law's Pirate Code	Henry Morgan's Pirate Code	Bartolomeo's Pirate Code
What is the penalty for running away or keeping secrets from the rest of the pirate crew?	What ever the crew said	is separate and turned out at the society	shall die
What is the penalty for stealing from your fellow pirates?	the captain will punish	X	loses a hole or ears slit
What is the punishment for not keeping your weapons clean?	the crew will punish	the captain or crew shall share	They must be ready for action
What kind of compensation did a pirate get if he was injured in battle?	Sum of 50 or 60 pieces of eight	800 or 500 or 100 pieces of 8 depends	800 pieces of 8
What was said about women on the ship?	X	X	the man shall suffer death
Who is the master?	X	X	X

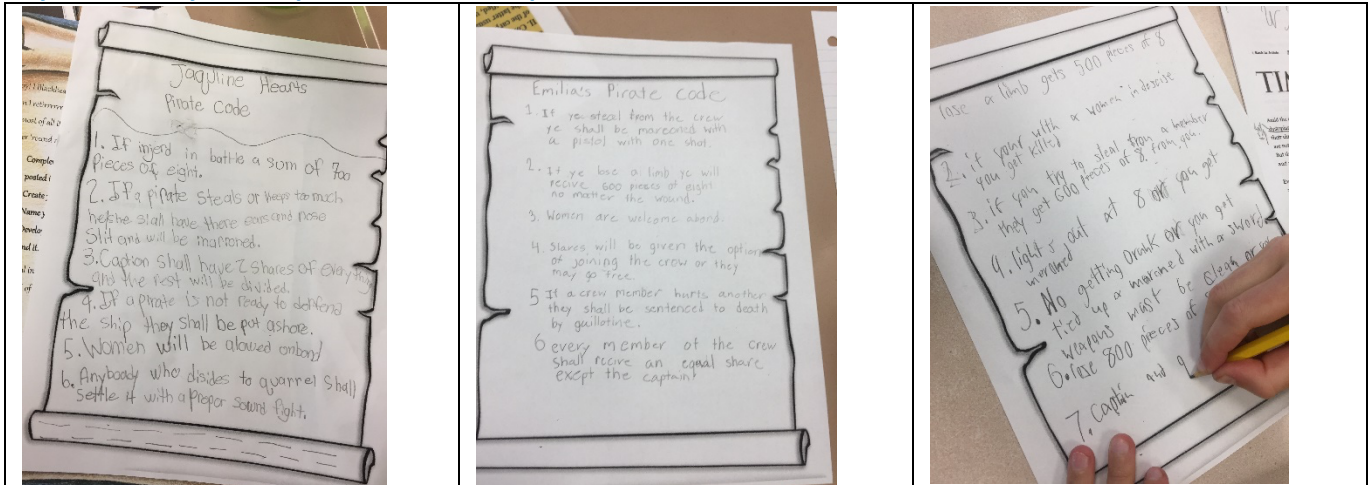


As part of the summative assessment, students will have the opportunity each day to work on the Performance Task that will be used to assess students understanding from the unit. Performance Task materials can be found following the lesson plans. Students will pretend to be a pirate who wants to become Blackbeard's successor. They will have to complete 4 tasks that reflect on both their knowledge of pirates and their understanding of how structure influences outcomes.

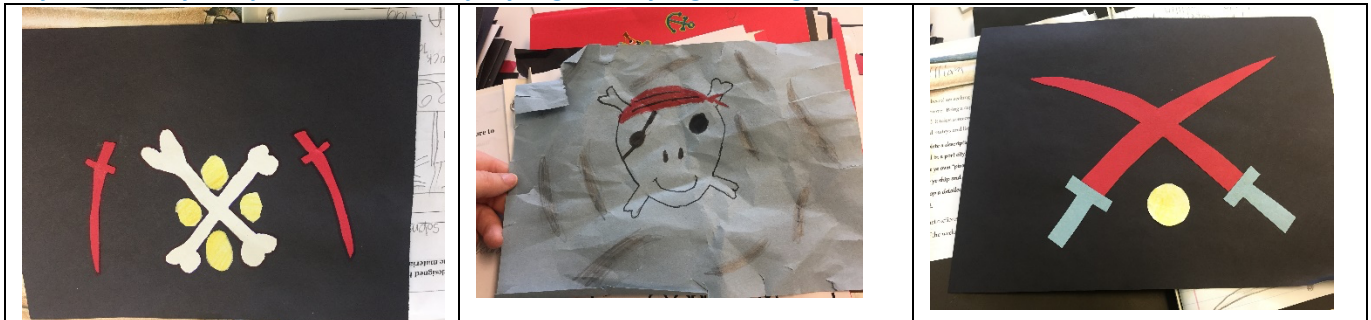
Day 1: "Complete a description page about ye self and a wanted poster that might be posted in a port city."



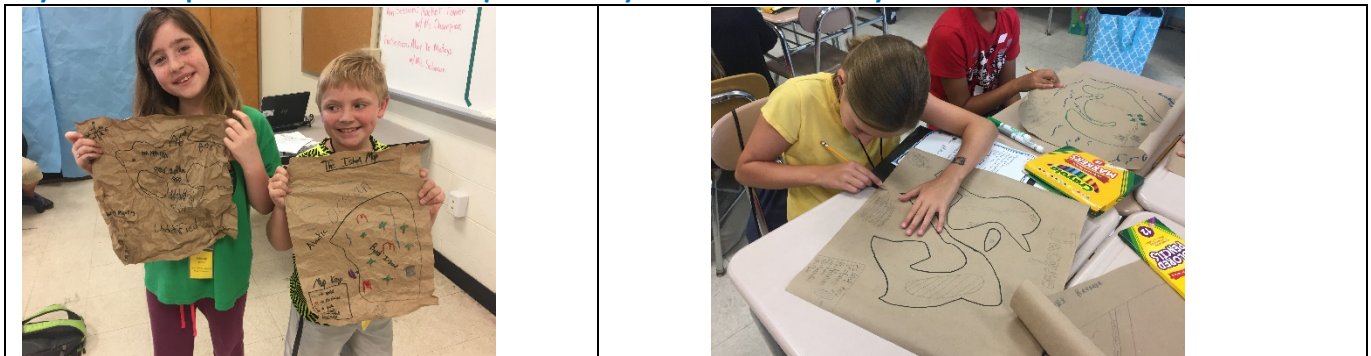
Day 2: "Create ye own "pirate code" to keep the crew in line."



Day 3: "Name ye ship and construct a jolly roger to fly high during battle."



Day 4: "Develop a detailed treasure map to where ye will hide the booty so no one will find it."



TEACHER NAME		Lesson #
Kim Solomon		Day 1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Literacy - History	4/5 (Spark Camp)
CONCEPTUAL LENS		LESSON TOPIC
Structure		Pirate Rules and Duties
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>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.</p> <p>CCSS.ELA-LITERACY.RI.4.4/5.5 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4/5 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.SL.4.1/5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4/5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
Structure Influences Outcomes		How does structure influence outcomes?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> Some famous pirates from history What pirate codes/articles are The purpose of pirate codes/articles Roles and duties of pirate crew members Understand how a democracy voting system related to how pirate made group decisions That the pirates they see on TV and movies may be fictional characters and not be like the true pirates of the past Synonyms for the term structure How structure relates to organization and guidelines 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and Contrast information in historical documents Collect information in an organized manner Collaborate and communicate with peers Make inferences and generalizations Refer to historical documents to inform decisions Write a set of their own pirate codes
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> -What have you seen in TV and movies about pirates? Read in books? -Who are some pirates that you have heard of before? -Why do you think pirates were so feared? -Talk to your team, what does the word <u>structure</u> mean? -What are some synonyms for the word <u>structure</u>? 	<ul style="list-style-type: none"> -How do you think pirates felt about society's rules and laws? -What does it mean to compare and contrast information? -What is a graphic organizer? -Why might this graphic organizer be helpful while we are comparing 3 different texts? -Why might you <u>think</u> that pirates had a <u>structured</u> society? -If a pirate broke a rule, what were some of the <u>outcomes</u>? -How might these pirate codes/articles have been useful? -What were you surprised to read about? -How do you think pirates felt about rules/laws amongst fellow pirates versus the rules/laws of society? -Suppose there were not established rules/laws amongst a pirate crew, how might things be different on board? -How do studying these documents change your viewpoint of pirates from the past? -How did pirates show respect to fellow crew works? -In what ways does it seem that the crew's Captain took care of his crew? -Based on the pirate codes we examined, which Captain would you prefer to work for and why? -Other than captain, which other crew job might you be interested in? -Why is it beneficial to have some sort of <u>structure and organization</u> when lots of people are involved? <u>How does having defined roles and responsibility create structure?</u> -How might life on a pirate ship be different if there was less <u>structure</u>, no pirate code in place and crew members had no assigned job duty? -How do you think pirates felt about voting on major decisions? -Why do people vote now in our democratic society? -Why do you think men would run away to become pirates, especially young boys? What did the pirate life have to offer, what did they think the <u>outcome</u> would be? -What similarities do you notice between the <u>structure</u> of the Navy and the <u>structure</u> within a pirate crew? <u>How do rules help create structure?</u> 	<ul style="list-style-type: none"> -How does <u>structure</u> influence <u>outcomes</u> (sailing, robbing/taking over other ships, decision making)? -How can we connect this "need for <u>structure</u>" to things we do today? -Where do we see similar examples of <u>structure</u> being used to maintain order? -Other than the military, in what other organizations do people have specific rolls and job duties? -How would the <u>outcomes/results</u> change if such structures were not in place, based on real life examples of today?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students are reading true historical documents (pirate codes) from the 1700. These will contain words and phrases they are not familiar with and will force them to use critical think to determine meaning.</p>	<p>Students will think critically and make connections based on group discussions, reading materials and experience.</p> <p>Students will use a graphic organizer to help organize information they are analyzing from 3 different documents.</p>	<p>Students will design their own pirate codes.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

First Day Activity:

As students come into class they will be given a card with a picture of a pirate on it. Students should form groups based on matching card. On the back of each card will be a fact about that famous pirate that the student will share with their group in addition to introducing themselves. Teacher will walk around and greet each student. **(10 minutes)**

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Think-Pair-Share Activity (15 minutes)

1. Have students make a list of things they have read, heard or know about pirates in SPARK notebook.
2. Have students share background knowledge with a partner or small group (depending on seating situation)
3. Have pairs/small groups share out to the class. Teacher will record student's statements. Every statement will be accepted even if groups disagree because this will serve as a baseline of student knowledge. Ask pre-lesson questions.

Questions:

- What have you seen in TV and movies about pirates? Read in books?
- Who are some pirates that you have heard of before?
- Why do you think pirates were so feared?

Set the Purpose (10 minutes)

Provide students with a brief overview of what will be learned (without giving it away) and what they can expect to experience throughout the week.

- Talk to your team, what does the word structure mean?
- What are some synonyms for the word structure?

Have a class discussion about the term structure and tell students we will be exploring different types of structure this week and paying close attention to how structure influences outcomes (results).

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Questions:

- How do you think pirates felt about society's rules and laws?
- What does it mean to compare and contrast information?
- What is a graphic organizer?

-Why might this graphic organizer be helpful while we are comparing 3 different text?

Pirate Code Activity (Compare-Contrast) (30 minutes)

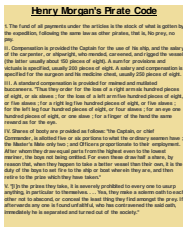
Students will be given copies of pirate codes (also known as articles) from 3 different famous pirates and a graphic organizer to record their findings for the activity. Teacher will show a short a power point to provide background information about each pirate (5 mins).



RIGHT click icon to show powerpoint

In pairs/small groups, students will read each pirate code and look for similarities and differences. The graphic organizer will be a chart that will focus on specific commonalities between the codes. For example --- What will happen if a pirate loses a limb in battle according to each pirate captain?

RIGHT click icon to open link to Documents



RIGHT click on graphic organizer to open into larger document

	Pirate Code	Pirate Code	Pirate Code
What is the penalty for running away or keeping secrets from the rest of the pirate crew?			
What is the penalty for stealing from your fellow pirates?			
What is the punishment for not keeping your weapons clean?			
What kind of compensation did a pirate get if he was injured in battle?			
What was said about women on the ship?			

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Bring class back together to discuss what they discovered. The goal is for students to ultimately see that pirates actually had a lot of respect for each other and believed in rules/laws amongst themselves. Just like you have rules in your own homes, the pirates did as well. These rules were called the Articles of Agreement or the Code of Conduct. These

rules governed behavior on board ship and provide structure. These rules were used to settle the arguments, ensure that booty was equitably shared and to see that pirates injured at the same time as completing a job on active service were compensated. When pirates joined a ship they would sign a document to signify that they would follow the rules. Having such structure in place allowed crews to somewhat maintain order and create procedures and protocols what should be followed. **(15/20 minutes)**

Questions

- Why might you **think** that pirates had a **structured society**?
- If a pirate broke a rule, what were some of the **outcomes**?
- How do rules help create/maintain structure?**
- How might these pirate codes/articles have been useful?
- What were you surprised to read about?
- How do you think pirates felt about rules/laws amongst fellow pirates versus the rules/laws of society?
- Suppose there were not established rules/laws amongst a pirate crew, how might things be different on board?
- How do studying these documents change your viewpoint of pirates from the past?
- How did pirates show respect to fellow crew works?
- In what ways does it seem that the crew's Captain took care of his crew?
- Based on the pirate codes we examined, which Captain would you prefer to work for and why?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Based on knowledge from previous activity, students will continue to explore what life as a pirate was like in terms of roles and duties.

Job Duties Activity (hierarchy structure) (30 minutes)

1. Teacher will provide a brief introduction to the jobs on a pirate ship but only introducing the title of each job that will be discussed.
2. Students will be given a set of cards that provide descriptions of each job. Together with their partner or small group, students will read and discuss each crew member's job.
3. Teacher will ask students to sort cards based on "favorable jobs" vs. "less favorable jobs"
4. Bring students back together as a large group to discuss how they grouped the jobs and why.
5. Ask students to return to the two categories and now try to rank the jobs from most important to least important.
6. Bring students back together and briefly discuss how they ranked the jobs of the crew.

Captain

The privileges of a pirate captain make it the best job by far on the pirate ship, although not without its risks. Incompetence was punished severely on pirate ships, which were democratic in nature. A captain who did not lead his pirates successfully could find himself mutinied, marooned or demoted by his fellow pirate crew. The other thing to consider about pirate captains is that they were subject to democratic orders and only had absolute authority during battle.

Quartermaster

The second best job on a pirate ship was the quartermaster. He would deal with punishments and discipline, including punishing the captain if he stepped out of line. The quartermaster represented the other pirates, taking their issues to the attention of the captain. He would also be the one to take control of any vessels won in battle, becoming his own captain.

Boatswain

The boatswain was one of the most important jobs on a pirate ship and was in charge, like a general manager. The privileges of his position were that he was also in charge of the supplies, so he would be well fed and respected by others.

Sailing Master

The sailing master has an important role, but whether or not it was one of the best jobs on a pirate ship is open to debate. Most sailing masters were hostages from naval or merchant ships, rather than pirates by nature. There were very few pirates who were skilled and trained to read maps and chart the course of the ship, so often this position was forced upon some legitimate sailor.

Carpenter

You would think that the carpenter's job on a pirate ship was pretty good: creative, hands on, skilled and relatively safe. However, in most cases it would be the carpenter who had the harsh task of surgeon on a pirate ship when it came to amputations. His skills with a saw would come in handy after battles.

Cabin Boy

Cabin boys were treated like servants on pirate ships and naval ships alike and was one of the worst jobs on a pirate ship. Cabin boys usually found themselves as stowaways looking for adventure or kidnapped as servants. Tending to the needs of the pirates and officers was a 24 hour job.

Powder Monkey

This was a dangerous and tiring job during battle. The powder monkeys would run from below deck taking gunpowder to the cannon crews during times of battle.

Swabbies

Mopping the decks was a daily chore and could be particularly dangerous during treacherous weather. Swabbies were the lowest rank on a pirate ship and a job that most wished to avoid.

<http://www.piratestoys.com/blog/fun-facts/best-and-worst-jobs-on-a-pirate-ship>

RIGHT click the icon of the page to open document

Questions

-Other than captain, which other crew job might you be interested in?

-Why is it beneficial to have some sort of structure and organization when lots of people are involved?

-How might life on a pirate ship be different if there was less structure, no pirate code in place and crew members had no assigned job duty?

How does having defined roles and responsibility create structure?

-How do you think pirates felt about voting on major decisions?

-Why do people vote now in our democratic society?

-Why do you think men would run away to become pirates, especially young boys? What did the pirate life have to offer, what did they think the outcome would be?

-What similarities do you notice between the structure of the Navy and the structure within a pirate crew?

Real World Connection - We see this today in different branches of the military. Allow students to discuss this and lead them to specifically associate it to the Navy, as it is most closely related. Quickly show a visual of the hierarchical structure of the navy for them to make connections.

In order for crews to be successful every crew member had a job and each job was important in the bigger picture (just like in the Navy). It can be assumed that the best job on a pirate ship was captain however, there were lots of jobs on a pirate ship that needed to be taken care of in order for the safe and successful voyages that would lead to their great treasures and battles. The crew collectively had a lot of power because they would vote to make decisions. They voted on where and when to go ashore, to decide where a ship would travel, and even whether or not to attack a ship they met at sea.

Another Real World Connection - This voting process is much like our democracy voting system.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

In closing, ask post lesson questions. Again the goal is to help students see that all crew members having a role/duty and all crew members having a vote provided structure amongst a group of pirates. This structure has a positive impact on outcomes. It allows pirates to be more efficient when sailing the sea, attacking ships and when making decisions that would affect everyone on board.

Questions

- How does structure influence outcomes (sailing, robbing/taking over other ships, decision making)?
- How can we connect this “need for structure” to things we do today?
- Where do we see similar examples of structure being used to maintain order?
- Other than the military, in what other organizations do people have specific rolls and job duties?
- How would the outcomes/results change if such structures were not in place, based on real life examples of today?

Performance Task – allow students to get started on part of the performance task. They will:

- Pretend to be a pirate captain and come up with a name and background story for their persona
- Create a set of pirate codes/articles to be used on their ship

Additional Activity if needed:

The additional activity will require knowledge gained from the activity on pirate codes/articles and the activity on roles of a crew member.

Sticky Situations Activity

Students will be given situations to discuss in small groups. The situations involve a questionable action taken by a crew member. Each team will need to refer to the given pirate code discuss and vote on if the crew member in question broke the code (the crew's structure) and what should be the outcome (punishment).

- The First Mate decides that he should have better food and double the rum of the regulars on board.
- Barnacle Bill goes up on the deck to look at the stars, but it's so dark he lights a candle to find his way. The Captain tells him that he must swab the deck an extra time. Bill is furious.
- Dangerous Dave couldn't be found in his quarters when the ship was attacked at dawn. He said he was too sleepy and didn't hear the commotion..
- During a fierce fight, Fuzzy Beard is revealed to be a girl! She's fought so well that she'd like to join the crew.
- Tatters is so excited about climbing aboard a Spanish galleon and helping to defeat the enemy that he demands a huge share of the prize.
- Red has been wounded. The surgeon amputates his leg just below the knee. The Company wants to put him ashore at the next port without pay.
- Curly Kid spent his free time playing poker for money. He bets his first share of plunder and loses it. Now he'd like to get reimbursed.
- It's Friday night and Bangles is tired. He doesn't feel like playing his fiddle, but the Captain insists.

- Johnny claims he's the best pirate on board and Patches disagrees. They start fighting until the Quartermaster tells them to go get their pistols.
- It's dawn and an enemy ship is approaching but Cool Hand Luke says he can't joining the fighting. He forgot to clean his pistols after yesterday's fight.
- While unloading the treasure, Slippery Sam pockets an emerald but it falls out of his pocket and is seen by other crew members.

TEACHER NAME		Lesson #
Kim Solomon		Day 2
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Science - Art	4/5 (Spark Camp)
CONCEPTUAL LENS		LESSON TOPIC
Structure		Ship Design
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>3.P.2 Understand the structure and properties of matter before and after they undergo a change.</p> <p>5.P.2 Understand the interactions of matter and energy and the changes that occur.</p> <p>K.P.2 Understand how objects are described based on their physical properties and how they are used.</p> <p>4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.</p> <p>4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.</p> <p>4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.</p> <p>5.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.</p> <p>8.V.2.1 Create art that uses the best solutions to identified problems.</p> <p>CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Structure Influences Outcomes		How does structure influence outcomes?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> • Items that can sink (metal, dense plastics, clay) and those that can float (styrofoam, cork, pieces of wood, craft foam, some plastics) • The structure of something influences the outcome • The role of gravity and buoyancy in boats • Buoyancy is the ability to float on water • Things float when they are positively buoyant – less dense than the water they are sitting on • Ships are designed in different ways to best suit their purpose (ex. pirate ship vs merchant ship) 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Take on leadership rolls • Work collaboratively in groups • Think critically to problem solve • Design, construct, test and modify original designs of their ship • Justify the materials they selected and why they used them as they did

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • How did Blackbeard modify the <u>structure</u> of the Le Concorde slave ship to be a better pirate battle ship? • How was the ship better suited for pirating <u>as a result</u> of those changes? • Why are there different types of ships in terms of how they are <u>structured</u>? • How might sailing a ship without an engine be different than one with an engine? • What do all ships have in common? • What would be the <u>outcome</u> if I put this piece of aluminum foil in the container of water? • How can I modify or change the foil to make it sink? 	<ul style="list-style-type: none"> • How will you <u>structure</u> a boat that floats well enough to support a heavy load without sinking? • What might be the benefits of building one type of boat over another? For example, a platform boat (e.g., a raft or barge) versus an open boat (e.g., a rowboat or canoe)? • What's would be the <u>outcome</u> if you didn't find a way to make your boat waterproof? How do you plan on doing this? • How big do you need to make your boat to hold the given amount of times (pirate figurines, pennies, or marbles)? • How will the weight be tested? What might be the <u>result</u> if the items were placed on the ship all at the beginning verses one item at a time? • How does your design meet the criteria for success? • What specific goal are you trying to achieve, and how will you know if the <u>outcome</u> was successful? • Why did you <u>structure</u> your ship that way? • Which design do you think will have the best <u>result</u>? Why? • How do you plan to start tackling this challenge? • Why did you decide to name your ship the _____? • What is the hardest problem to solve as you build your project? • Why do you have to do something a few times before it has the <u>outcome</u> you want? • What do you think is the best feature of your design? Why? • How are you going to distribute the wait on your ship? • What have you tried that didn't work? Why do you think it didn't work? How did you modify the <u>structure</u> and make changes? 	<ul style="list-style-type: none"> • How did your ship's effectiveness compare to your classmates'? What do you think made the difference in <u>outcomes</u>? • What did you learn from this experiment? What worked and what didn't? What would you do differently next time and why? • How were some of the ships (that floated or sank) similar in terms of <u>structure</u>? What are some things that the designs had in common? • Why do you think your ship did not have a favorable <u>outcome</u>? • How might you have changed the <u>structure</u> of your ship if you were given additional time? • What role did buoyancy and gravity play in this activity? • What role did the <u>structure</u> of your ship play in its effectiveness to float? • How did the <u>structure</u> of your ship influence its <u>outcome</u>? • Think back to the video we watched about Blackbeard, Why do you think the Queen Anne's Revenge could have run aground?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	The creative problem solving method is being used to help foster divergent and convergent thinking. This problem solving process forces students to think critically, take risks, and work collaboratively. Leadership skills are further developed as they think creatively to accomplish the task before them.	Students are divided into small groups to create a ship that will float. The ships that are produced will be a product of the team's personal creativity, problem solving skills and engineering.	

Concept Goal as it relates to this lesson: *The structure of a ship is very important and can influence how it sails (the outcome).*

Opening activity (10 minutes)

Provide students with various books about pirates of the past (2 or 3 books per group). Allow students about 10 minutes to read through and gather additional information from reading and discussing the text. As students look through the books they will have a handout with various questions. They should fill in as many squares as they can find the answer from the books provided. Books will rotate amongst the table throughout the week.

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Show students the following video. (3 min 20 sec)

<https://www.youtube.com/watch?v=v71FTF0pSD4> (Smithsonian Channel)

Opening Questions: (they all bring attention to a ships structure)

- How did Blackbeard modify the structure of the Le Concorde slave ship to be a better pirate battle ship?
- How was the ship better suited for pirating as a result of those changes?
- Why are there different types of ships in terms of how they are structured?
- How might sailing a ship without an engine be different than one with an engine?
- What do all ships have in common?

Demonstrate the following students: (10 minutes)

- Show the students two sheets of aluminum foil that are exactly the same size. Ask them if they think the aluminum foil will sink or float if you place it in the water. Give students an opportunity to explain their guesses.
- Place one piece of aluminum foil on the top of the water. Ask them if they can think of any way to change the second sheet of aluminum foil so that it sinks rather than floats.
- Crumple the second piece of aluminum foil into a ball and place it in the water. Ask students why they think the ball of foil sank when the sheet of paper floats.

Students will need to use the knowledge gained from the demonstration to successfully complete the ship challenge below. At this point teacher will divide students into groups of 4-5 students. Teacher will allow students time to organize into groups and introduce themselves. (5 minutes)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Mess Finding:

Students are presented with the following challenge: In teams, students must name and create a pirate ship (boat) that must float and hold the weight of a given amount of pirate figurines (or pennies/marbles if figurines are not available). The ship must float at least 10 seconds without leaking, sinking or tipping over. Students are given various materials to create and test their boat. Teacher will project the task on the board and show the size of the water container so students can estimate an appropriate boat size. **(5 minutes)**

Fact Finding:

Students will view the available materials. At this time they may not touch or experiment with any items. **(5-10 minutes)**

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Problem Finding:

Groups will return to their seats and discuss the task at hand. Teacher will present the directions and criteria on which students will be judged. Teacher will read and project the following questions on the board for students to think about. **(10 minutes)**

Click the icon below to view powerpoint



- How will you structure a boat that floats well enough to support a heavy load without sinking?
- What might be the benefits of building one type of boat over another? For example, a platform boat (e.g., a raft or barge) versus an open boat (e.g., a rowboat or canoe)?
- What's would be the outcome if you didn't find a way to make your boat waterproof? How do you plan on doing this?
- How big do you need to make your boat to hold the given amount of times (pirate figurines, pennies, or marbles)?
- How will the weight be tested? What might be the result if the items were placed on the ship all at the beginning verses one item at a time?



Ideas Finding:

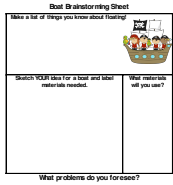
Working as a team students will come up with a plan on how they will build their boat. Each will student will first brainstorm on their own and complete an independent planning sheet. **(5-7 minutes)**

When team members are finished they will share what each of them has come up with. At this stage, all ideas are welcome, and criticism is not allowed. Teacher will walk around and facilitate to make sure groups are focused and are problem-solving. The plan must be drawn out on paper and materials must be labeled. **(15 minutes)**

Sketch the boat designed by the TEAM. Make sure to label the materials you plan to use.

Team members:

[Click icon below to go to actual document](#)



Facilitating Questions/statements

- How does your design meet the criteria for success?
- What specific goal are you trying to achieve, and how will you know if the outcome was successful?
- Why did you structure your ship that way?
- Which design do you think will have the best result? Why?
- How do you plan to start tackling this challenge?
- Why did you decide to name your ship the _____?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Solution Finding:

Students should select the best plan that they feel will not only be successful but will also meet the required criteria.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Acceptance Finding: (30-40 minutes)

Students begin to carry out their plan. Students will self-assign roles within the team to accomplish the task. Teams will be given 30 – 45 minutes to complete the task. During this time they will build and test their boat. Each team will receive a tub of water that they can use to test the effectiveness of their boat.

Facilitating Questions

- What is the hardest problem to solve as you build your project?
- Why do you have to do something a few times before it has the outcome you want?
- What do you think is the best feature of your design? Why?
- How are you going to distribute the wait on your ship?
- What have you tried that didn't work? Why do you think it didn't work? How did you modify the structure and make changes?

When students have had time to test and improve their models, they will present them to the class. Each group should be prepared to explain the rationale for its boat design before testing the weight it will support. **(20 minutes)**

Closing Questions

- *How did your ship's effectiveness compare to your classmates'? What do you think made the difference in outcomes?*
- *What did you learn from this experiment? What worked and what didn't? What would you do differently next time and why?*
- *How were some of the ships (that floated or sank) similar in terms of structure? What are some things that the designs had in common?*
- *Why do you think your ship did not have a favorable outcome?*
- *How might you have changed the structure of your ship if you were given additional time?*
- *What role did buoyancy and gravity play in this activity?*
- *What role did the structure of your ship play in its effectiveness to float?*

Engineers have to pay close attention to how they structure and design things because they have to ensure that the building, bridges, homes, ships, etc. will not only last but will also be safe.

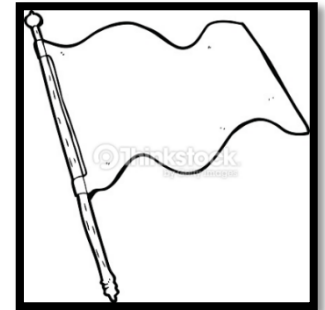
- *How did the structure of your ship influence its outcome?*
- *Think back to the video we watched about Blackbeard, Why do you think the Queen Anne's Revenge could have run aground?*

Performance Task work time: (20 minutes)

Show student the first minute of this video about the use of pirate flags:

<https://www.youtube.com/watch?v=p3fztn2roaw> (National Geographic)

Discuss how pirate flags were designed (structured) to scare off or instill fear (outcome) in people on other ships. Flags were seen as an iconic symbol, as they are today, and were designed to send a specific message. Flags often included weapons, skeletons, blood and other feared icons to help pirates gain status and maintain dominance.



Given a flag template and coloring supplies, students will create their own personal "Jolly Roger" pirate flag. Examples will be provided for students to study and gain ideas from. At this time students will also come up with a name for their flagship.

TEACHER NAME		Lesson #
Kim Solomon		Day 3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	History	4 th – 5 th
CONCEPTUAL LENS		LESSON TOPIC
Structure		Geography
LEARNING OBJECTIVES (from State/Local Curriculum)		
8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States. 8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States. 8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States 8.G.1 Understand the geographic factors that influenced North Carolina and the United States.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Structure Influences Outcomes		How does structure influence outcomes?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
Students will know... <ul style="list-style-type: none"> • What the NC Outer Banks are • Where Blackbeard (and other pirates) docked • How the structure of the Outer Banks played an important role in surprise attacks • Why Blackbeard was a feared pirate • Mary Read and Anne Bonney were two famous women pirates 		Students will be able to... <ul style="list-style-type: none"> • Actively read and respond to text • Compose questions and dialogue about a text • Analyze positive and negative effects of NC’s Outer Banks • Locate the Outer Banks on a map • Work collaboratively and participate in group discussion • Collect data on another student
GUIDING QUESTIONS What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What kind of persona did Blackbeard create for himself? • Why do you think people feared Blackbeard? • If Blackbeard was so feared and unpredictable, why might people want to be part of his crew? • How might <u>structure</u> and strategy relate to one another? 	<p>Model Questions</p> <ul style="list-style-type: none"> • Why did the women disguise themselves as men? • What role did women have in society during this time? • Why would Mary's mother dress her as a boy?? • Who was the pirate that Anne fell in love with? • In what ways did they disguise themselves to look like men? • It sounds like Anne and Mary came from a wealthy family, what appealed to them about pirate life? • Why did claiming they were pregnant save their lives? <p>Questions to SPARK conversation (if needed):</p> <ul style="list-style-type: none"> • Why did pirates steal from merchant ships? • What do you think they did with the goods that they stole? • Why might locals want to buy stolen goods from the pirates rather than British merchants? • How could piracy have actually helped economic <u>structure</u>/development in small coasts towns? <p>Extension Questions</p> <ul style="list-style-type: none"> • How did Blackbeard's hideout ultimately lead to a fatal <u>outcome</u>? • Why do you think the attacking ships were able to sneak up on him undetected? 	<p>Post Questions:</p> <ul style="list-style-type: none"> • In what way did the <u>structure</u> of the outer banks help pirates have a favorable <u>outcome</u>? • In what ways did the <u>structure</u> of the outer banks pose a threat to pirates and other sailors? • As years went by, how did the NC become a safer place in terms of sailing? • Why are lighthouses beneficial to sailors? • How does the <u>structure</u> of a lighthouse play an important role in ships being able to detect where the shore line is? • <u>How does structure influence outcomes?</u> • In what ways did the <u>structure</u> of NC's Outer banks <u>influence</u> positive and negative <u>outcomes</u> for pirates and other sailors?
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>This lesson asks students to look at multiple perspectives in terms of positive influences and negative influences.</p> <p>Text provided to students is above grade level text.</p>	<p>Students are self-lead through this teaching method (Socratic Seminar). Students will facilitate the discussion themselves and will be responsible for crafting questions that will impact the group discussion.</p>		

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed

Opener Activity: Show Fact or Fiction Powerpoint game



RIGHT Click icon above to open powerpoint

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Teacher will show students the following Smithsonian clip about Blackbeard, a famous pirate whom roamed the NC shores. **Warning:** Video does contain brief language "furry from hell" while describing the fear people had towards Blackbeard. Video also contains a reenactment scene of Blackbeard shooting a crew member in the knee. **(3 minutes)**

<https://www.youtube.com/watch?v=-QdMC9qGQQ>

Pre-lesson Questions (5 minutes)

- What kind of persona did Blackbeard create for himself?
- Why do you think people feared Blackbeard?
- If Blackbeard was so feared and unpredictable, why might people want to be part of his crew?
- How might structure and strategy relate to one another?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will be provided with a news clipping about women pirates Mary Read and Anne Bonney. Students will be given a few minutes to read this independently. When finished the teacher will model a "close read" by making margin notes, underlining important points and forming questions about the text. **(10 minutes)**



mini page
newspaper.pdf

Click icon above to see article (only page 4)

Model Questions

- Why did the women disguise themselves as men?
- What role did women have in society during this time?
- Were women not allowed to inherit family money or did Mary's mom just wish she has a son instead of a daughter?

- Who was the pirate that Anne fell in love with?
- In what ways did they disguise themselves to look like men?
- It sounds like Anne and Mary came from a wealthy family, what appealed to them about pirate life?
- Why did claiming there were pregnant save their lives?

Teacher will explain that Blackbeard choose NC as his hideout and place to attack merchant vessels for a specific reason.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding. Each student will be asked to read the article silently



seminar article.docx

[Click icon above to see the article](#)

Students will each be provided with a copy of an article, Blackbeard and Other Pirates, written by NC's Visitor Guide. The article will detail additional information about Blackbeard and how the structure of NC's coast (the Outer Banks) served beneficial for pirating.

(10-15 minutes) Students should read the article independently following the "close read" method that was modeled and specifically ask questions in the margin to be discussed in the seminar portion of the lesson.

Teacher will go over guidelines before starting

Teacher will divide students into 2 groups for the Socratic seminar, an inner circle and an outer circle. The inner circle begins dialogue while the outer circle actively listens. The students in the outer circle should take notes about the dialogue and compose questions they have about the dialogue they are observing.

Outer circle students will specifically be observing one student from the inner circle. The discussion in the inner circle will begin when the leader (chosen by the teacher) asks one of their article response questions. The students in the inner circle will respond and continue to pose questions to further discussion.

After about 10 minutes of discussions the members of the inner circle and the outer circle will swap positions and roles. During both seminars the teacher serves as the facilitator when needed. **Total seminar time is estimated to be about 20 minutes.**

Questions to SPARK conversation (if needed):

- Why did pirates steal from merchant ships?
- What do you think they did with the goods that they stole?
- Why might locals want to buy stolen goods from the pirates rather than British merchants?
- How could piracy have actually helped economic structure/development in small coasts towns?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

When the seminar is complete student should return to their seats and reflect in their SPARK journal on how structure influences outcomes. When **5 minutes** has passed the teacher will pull the group back together to debrief and reflect on the activity and on student responses. Responses will probably only highlight the positive influences that the NC coast had for pirates such as Blackbeard. To help students dig a little deeper so the following video which will provide a more descriptive explanation and visual of how the Outer Banks enabled Blackbeard but it will also explain how it led ultimately to his death.

<https://www.youtube.com/watch?v=f2ZnDkiqLso> (6 minutes)

Questions

- **How did Blackbeard's hideout ultimately lead to a fatal outcome?**
- **Why do you think the attacking ships were able to sneak up on him undetected?**

Following the video clip have a brief discussion about the new information learner. Teacher will show the "Ghost Fleet of the Outer Banks" map that marks all the spots of boats that have been shipwrecked because of NC's shoreline (this is why we are called The Graveyard of the Atlantic". Teacher will then show a second map, this map shows the shoreline today and marks the lighthouses that have been constructed along the coast to help sailors. **(10 minutes)**

Post Questions:

- **In what way did the structure of the outer banks help pirates have a favorable outcome?**
- **In what ways did the structure of the outer banks pose a threat to pirates and other sailors?**
- **As years went by, how did the NC become a safer place in terms of sailing?**
- **Why are lighthouses beneficial to sailors?**
- **How does the structure of a lighthouse play an important role in ships being able to detect where the shore line is?**

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- **How does structure influence outcomes?**
- **In what ways did the structure of NC's Outer banks influence positive and negative outcomes for pirates and other sailors?**

Based on the new information, have students revisit what they wrote in their SPARK journals about how does structure influence outcomes (concept). Have them create a T-chart to list possible pros and cons in terms of NC's Outer Banks as it relates to pirates (content).

(5-10 minutes)

At the end of the lesson students will have time to work on their performance task.

TEACHER NAME		Lesson #
Kim Solomon		DAY 4
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Dilemmas	Language Arts - Social Studies – Current Events	4/5 (Spark Camp)
CONCEPTUAL LENS		LESSON TOPIC
Structure		Modern Piracy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
Structure Influences Outcomes		How does structure influence outcomes?
CONTENT KNOWLEDGE		PROCESS SKILLS
<i>(What factual information will students learn in this lesson?)</i>		<i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> • That a dilemma is a problem in which may or may not have a right answer • That there are multiple perspectives to every situation • Having structure can create balance and order • Lack of structure could create chaos and turmoil 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare and contrast perspectives • examine a situation critically • read and gain understanding from text • analyze various points of view and factors • form, express and discuss their own opinions • work collaboratively in a group • discuss and defend current events in Somalia • locate Somalia on a map • summarize text and communicate that to others • determine an author's purpose • synthesize information from multiple sources and make connections across text
GUIDING QUESTIONS		
<i>What questions will be asked to support instruction?</i>		
<i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>-What is a dilemma?</p> <p>-Give me an example of a situation that has a right and wrong thing to do.</p> <p>-Can someone provide an example of a situation where people might have different opinions?</p> <p>-What is your reaction to this video?</p> <p>-How does this compare to pirates of the past?</p>	<p>Why are people turning to piracy again as a way of life?</p> <p>What is meant by the phrase “<u>political structure</u>”?</p> <p>How can the <u>organization</u> of a country's government <u>influence</u> its community?</p> <p>Every situation has multiple perspectives. Who can explain what that means?</p> <p>-What similarities do you notice in how your groups ranked things and how this group ranked them?</p> <p>-Why do you think this group but this card at the top? This card at the bottom?</p> <p>-From whose perspective do you think this statement is from?</p> <p>-What card did your group decide to eliminate? Why?</p> <p>-Which statements do you think are from individuals who believe pirating is ok?</p>	<p>-Who is negatively impacted by the Semolina pirates?</p> <p>-What are some of the positive <u>outcomes</u> to this modern day piracy?</p> <p>-Who is benefiting from these robberies and hijackings?</p> <p>-How might things be different if the county's government was <u>restructured</u> and unified?</p> <p>-Why do the pirates feel they are justified in what they are doing?</p> <p>-What do you think it is going to take to put a stop to these sea robberies?</p> <p>-Who agrees with the pirates? Why?</p> <p>-Who thinks the pirate are wrong? Why?</p> <p>-Who is undecided? Why?</p> <p>-How might <u>structure and organization</u> help prevent chaos?</p> <p>-How does <u>structure influence outcomes</u> in this case of modern day piracy?</p>

	<p>-Which statements do you think are from people who disagree with what the Somali pirates are doing?</p>	<p>-How has the LACK of <u>structure</u> in this country opened doors for things like this to take place there? -Who changed their opinion from the beginning of this lesson until now? What <u>influenced</u> the change in perspectives? -How does ones perspective impact ones opinion about this topic? -Thinking back to everything we have learned and done this week, In what ways can the <u>structure</u> of something <u>influence</u> its <u>outcome</u>?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will read above grade level text and be exposed to sensitive material.</p>	<p>This teaching model (Kohlberg) requires that students look at situations from multiple perspectives and engage in higher level thinking.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Concept Goal as it relates to this lesson: Turmoil and chaos can be a result of no structure.

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Opening activity (10 minutes)

Provide students with various books about pirates of the past (2 or 3 books per group). Allow students about 10 minutes to read through and gather additional information from reading and discussing the text. As students look through the books they will have a handout with various questions. They should fill in as many squares as they can find the answer from the books provided. Books will rotate amongst the table throughout the week.

Step 1 Introduce and clarify the nature of the dilemma.

Questions

-What is a dilemma?

-Give me an example of a situation that has a right and wrong thing to do.

-Can someone provide an example of a situation where people might have different opinions?

Pirates are not just people of the past. Piracy is on the rise in Somalia, an African country. Have students locate Somalia on a map projected on the board. Have students make statements based on what they observe (ex. It is located off the coast of Africa. It is located near....).

Introduce the idea of Modern Day Pirates through YouTube video.

<https://www.youtube.com/watch?v=6ZLFEdx3u0>

Students will complete graphic organizer in SPARK journal.

Who are Somali pirates?	What are the Somali pirates taking?
Why are Somali citizens becoming pirates?	What questions do you have about the video?

Questions

-What is your reaction to this video?

-What questions do you have about the video?

-How does this compare to pirates of the past?

Students will individually write down their opinion on pirating in Somalia. Allow them to reflect on how they feel, what they find interesting and record any questions they have.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Step 2 Have students clarify the facts of the situation and identify the issues involved.

- To provide students more insight to the Somali pirates give each group a set of articles about pirates in Somalia. Each student (in the group) should select a different article to do a close reading on. Teacher will explain how to do this. Students are encouraged to record their thoughts, feelings and questions in the margin of the articles. **(15-20 minutes)**
- When students have completed the readings allow them to discuss what they learned with their group. Group members should be able to summarize their own articles and share any key points or opinions presented by the author. **(15 minutes)**
- Once groups have had an opportunity to discuss then the teacher will lead a group discussion on the topic of "Modern Day Piracy." (see questions below) **(10-15 minutes)**

Links to articles used in this activity:

"No Vessel is Safe from Modern Pirates"

<http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/business/7280042.stm>

"Is Africa Facing a New Wave of Piracy?"

<http://www.bbc.com/news/world-africa-39849352>

"Somali Pirates Tell Their Side"

<http://www.nytimes.com/2008/10/01/world/africa/01pirates.html>

"How Somalia's Fisherman Became Pirates"

<http://content.time.com/time/world/article/0,8599,1892376,00.html>

"Why Do Some Somalis Become Pirates?"

<http://thegrio.com/2011/05/09/why-do-somali-people-become-pirates/>

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Questions

- **Why are people turning to piracy again as a way of life?**
- **What is meant by the phrase "political structure"?**
- **How can the organization of a country's government influence its community?**
- **Every situation has multiple perspectives. Who can explain what that means?**

When we are making decisions we base those decisions on our perspective. Some people have a tendency to see things from only one point of view while other people are able to look at a situation from more than one angle and analyze it. The following activity is going to allow us to read comments/opinions from multiple people about the topic of current day piracy in Somalia.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Step 3 Have students identify a tentative position on the action the central character should take and state one or two reasons for that position.

(15 minutes) The students need to be working in groups of three or four during this activity. Begin by using the sheet “Pirate Perspective” cards. The cards are about piracy off the coast of Somalia. Each one presents a different stance on the issue. Students should consider each one and then arrange in a diamond pattern, with the comment they consider to be most acceptable or that they most identify with to be placed at the top of the diamond. The other 8 then need to be ranked following discussion. There are 10 cards so the students will have to discard one card in order to create the diamond shape. The statements need to be printed onto card and then cut up and put into envelopes. Each group in the class gets an envelope.



pirate
perspectives.docx

[Click icon above to see perspectives](#)

The diamond pattern is explained below:

Top choice
Next two choices
The next three choices
Next two choices
Bottom choice

Step 4 Divide the class into small groups

(15 minutes) After each group has ended discussions and created their “diamond” groups may walk around and look at the structures completed by other groups. Encourage students to look for similarities and differences among how groups ranked the comments.

Teacher will walk around and facilitate/listen to discussions.

- What similarities do you notice in how your groups ranked things and how this group ranked them?**
- Why do you think this group put this card at the top? This card at the bottom?**
- From whose perspective do you think this statement is from?**
- What card did your group decide to eliminate? Why?**
- Which statement do you think are from individuals who think the pirating is ok?**
- Which statements do you think are from people who disagree with what the Somali pirates are doing?**

Step 5 Reconvene the class for a full class discussion of the dilemma

Ask groups to return to their desks for a full class discussion. **(15 minutes)**

Show additional video:

<https://www.youtube.com/watch?v=W1T8M6cp3-o>

Questions

- Who is negatively impacted by the Semolina pirates?
- What are some of the positive outcomes to this modern day piracy?
- Who is benefiting from these robberies and hijackings?
- How might things be different if the county's government was restructured and unified?
- Why do the pirates feel they are justified in what they are doing?
- What do you think it is going to take to put a stop to these sea robberies?
- Does anyone in the class agree with or side with the pirates? If so, explain why.
- How might structure and organization help prevent chaos?
- How does structure influence outcomes in this case of modern day piracy?
- How has the LACK of structure in this country opened doors for things like this to take place there?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Step 6 Ask students to reevaluate their original positions individually

(10 minutes) Have students re-evaluate their own opinions. Provide them with a sheet to individually respond and rank the given comments about Semolina piracy.

Questions

- Did anyone change their opinion from the beginning of this lesson until now? What changed?
- How does ones perspective impact ones opinion about this topic?
- Thinking back to everything we have learned and done this week, In what ways can structure influence outcome?

Final discussion of the week:

Because this is the last day I would like students to be able to share some things they learned. We will use the "engage" activity what was worked on at the start of every lesson to guide this last portion of the day. Students can share out information they discovered, ask any unanswered questions and share any new information they learner.

Students will have time to work on the performance task for the remainder of the class.

Performance Task

Ahoy! I Blackbeard am seeking to find a successor to take over me ship and crew when I retirrrrrre. Being a captain takes a lot of responsibility and leadership skills but most of all it takes someone who is structured! Arrrrrr ye up for the challenge? Gather 'round mateys and listen up to what ye must do if ye wants to take me place:

- Complete a description page about ye self and a wanted poster that might be posted in a port city.
- Create ye own “pirate code” to keep the crew in line.
- Name ye ship and construct a jolly roger to fly high during battle.
- Develop a detailed treasure map to where ye will hide the booty so no one will find it.

Additional instructions will be provided each day but ye must finish the assignment by the end of the week or ye will be forced to walk the plank!



Information for YOU:

Day 1 Pirate description & Wanted Poster

Appearance: _____

Name _____

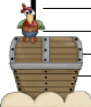
Clothing: _____

How the Character Became a Pirate: _____

Pirate's Name _____

Age and Any Basic Information: _____

Likes and Dislikes: _____



Wanted!

Pirate's Name _____

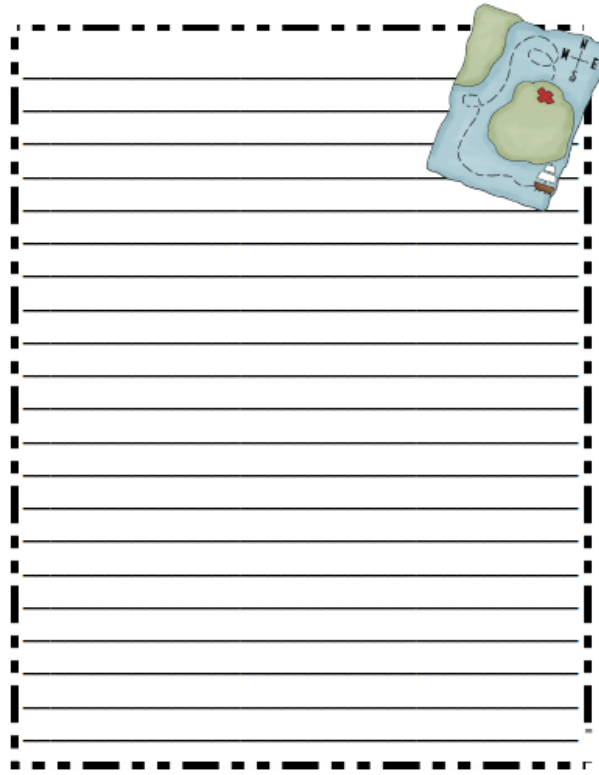
Pirate's Ship's Name _____

Location Last Seen _____

Crime _____

Reward

Day 2 Create a Pirate Code



Day 3 Name your pirate ship and create a jolly roger

This will be a hands on activity

Day 4 Students will create a detailed map and write instructions to where they will hide their treasure.

Ye map must have:

- A title for your treasure map Example: Captain Army's Treasure Map
- A name for the island written clearly Example: Pirate Island
- A compass rose with cardinal and intermediate directions
- Label for the ocean Example: Atlantic Ocean
- A map key
- Six (6) symbols on your key
 - Choose from these items for your symbols: forest, lake, river, mountain, volcano, desert, waterfall, valley, peninsula, bay, plain, cave, plateau, hill
 - All 6 symbols should be on your island map and should match their item
 - Use only one of each kind of symbol. For example, only place 1 lake on your island and 1 river.
 - Below are examples of symbols you can create for your map:



Unit Resources

Blackbeard and other Pirates. (n.d.). Retrieved July 18, 2017, from

<https://www.outerbanks.com/blackbeard.html>

This will link you to NC Visitors Guide website. This article is used in the Socratic seminar to examine how the structure of the Outer Banks played a role in piracy.

Bravura Media Company. (2016, March 27). Blackbeard's Ocracoke Inlet. Retrieved

from <https://www.youtube.com/watch?v=f2ZnDkiqLso>

This Youtube video will provide visuals on Blackbeard's hiding spot and how he was eventually captured and killed.

Dibnam, B. (1997, August 16). Blackbeard the Feared. The Mini Page Archive. Retrieved

from <http://dc.lib.unc.edu/cdm/ref/collection/minipage/id/4655>

This is a kids "mini page" devoted to various pirates. For this unit the section on female pirates was used.

Gettleman, J. (2008, September 30). New York Times: Somali Pirates Tell Their Side: They

Want Only Money. Retrieved from

<http://www.nytimes.com/2008/10/01/world/africa/01pirates.html>

Article on Somali pirates. This article is from the perspective of Somali pirates and their justification for current piracy.

Informoverload. (2017, April 24). Somali Pirates Try to Take Over. Retrieved from

https://www.youtube.com/watch?v=_6ZLFEdx3u0

This YouTube video provides information about pirates in Somali in 2017.

Kachroo, R. (2011, May 09). Why do some Somalis become pirates? Retrieved from

<http://thegrio.com/2011/05/09/why-do-somali-people-become-pirates/>

Article on Somali pirates. The articles discuss various reasons for Somalia piracy.

National Geographic. (2012, February 16). Five Pirate Myths That are Actually True.

Retrieved from <https://www.youtube.com/watch?v=p3fztn2roaw>

This YouTube video explains 5 pirate myths that are actually fact. It goes into specific detail about pirate flags and how they were used.

Oladipo, T. (2017, May 15). BBC World News: Is Africa facing a new wave of piracy?

Retrieved from <http://www.bbc.com/news/world-africa-39849352>

Article on Somali pirates. This article examines the current issue of piracy in Africa.

Rankin, N. (2008, March 11). BBC World News: No vessel is safe from modern pirates.

Retrieved from

<http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/business/7280042.stm>

Article on Somali pirates. This article examines modern pirates off the coast of Africa.

Smithsonian Channel. (2013, October 24). The Scariest Ship to Ever Sail the Seven Seas.

Retrieved from <https://www.youtube.com/watch?v=v71FTF0pSD4>

This YouTube video is about Blackbeard's infamous ship the Queen Anne's Revenge. It explains how he seized a slave ship and restructured it to be a pirate ship.

Smithsonian Channel. (2013, October 24). The Most Terrifying Pirate in History. Retrieved

from <https://www.youtube.com/watch?v=-QdMC9qGQQ>

This YouTube video provides information about Blackbeard, one of the most feared pirates.

Tharoor, I. (2009, April 18). How Somalia's Fishermen Became Pirates. Retrieved from

<http://content.time.com/time/world/article/0,8599,1892376,00.html>

Article on Somali pirates. This article describes why Somalia fishermen are turning to piracy to support their families.