

Sail the Seas
To Discover Real Pirates

Lauren McKeown

Grades 4th – 6th

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Rationale:

During this learning experience students will investigate pirates in a way that is rarely explored. Most people believe that pirates were considered to be violent criminals and gained much power after committing crimes. This unit is designed to encourage students to learn and investigate the true roles of pirates throughout history. The unit addresses daily living, social-hierarchy amongst the ship and the Pirate Code of Conduct.

Many people today believe the glamorized pirate lifestyle that Hollywood has portrayed to us through movies, is indeed a true representation of a life of piracy. Therefore, young people of today may have developed false opinions on pirates and how they negatively affected society. In actuality, pirates were not always causing fear in communities. In certain communities, pirates were able to supply important goods to poor people who could not afford goods at the market in their town or city. After the completion of this unit, students will have a more realistic view on pirates. The students should, therefore, be able to filter information they acquire about pirates and understand the truths and separate the myths.

Differentiation:

During this course, students will have a chance to learn and gather new information regarding the life of a pirate. This unit will allow the students an opportunity to enhance their critical thinking skills. All through the unit the students will be given factual information about famous pirates. Some of this information will be new to the students because, true facts about pirates are not always accurately portrayed in the movies. Throughout class time and during partner discussions, the students will develop questions as to why pirates are portrayed as violent, when some pirates just

wanted to find and sell goods at cut-prices. In this course of study, the students will question their prior, as well as, their newly developed levels of knowledge about pirates, which will in turn promote a higher level of thinking. This unit is design to demonstrate to the students that it is essential that they do not simply accept facts and information as presented. They should challenge themselves and investigate the ideas of how society views and portrays pirates, which will elevate the level in which the students think.

Goals and Outcomes

Content

Goal 1: To develop an understanding of key facts about Pirates and their socially and economically roles, based on factual information and evidence presented during the unit.

Students will be able to....

- A. Analyze the effect and influence pirates had over their communities.
- B. Describe the experiences and activities that occurred during a pirate's daily life.
- C. Compare and contrast the perception of pirates during their time period, to the perception our current society has on them.

Process

Goal 2: To develop and foster higher level thinking skills and apply these skills, specific to Pirates, as they examine their history, lifestyles and their influence on society.

Students will be able to....

- A. Provide evidence to support claims and opinions.
- B. Make inferences based on evidence and historical facts that are discovered through research.
- C. Participate in discussions about the lifestyle of pirates and their impact on society.

Concept

Goal 3: To understand how perception shapes communal views.

Students will be able to....

- A. Analyze the reasons for pirates being glamorized in movies and advertisements.
- B. Advance their opinions about pirates toward a more accurate view after researching a pirate's moral code and their lifestyle.

NC State Standards:

4.C.1.1: Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

SL. 4. 1A 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

SL. 4. 1C 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.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and while drawing inferences from the text.

5.H.2: Understand the role of prominent figures in shaping the United States.

5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.

Assessment Plan

In order to complete this task, the students had to imagine themselves in the role of a crewmember on a pirate ship. It was important that they have an understanding of what the life of a pirate actually involved. They had to visualize a scenario and place themselves in that role. In order to get the most out of the unit, the students, had to have an understanding of the relationships between each of the crewmembers, as well as, each of their roles in the day-to-day duties while on board the ship.

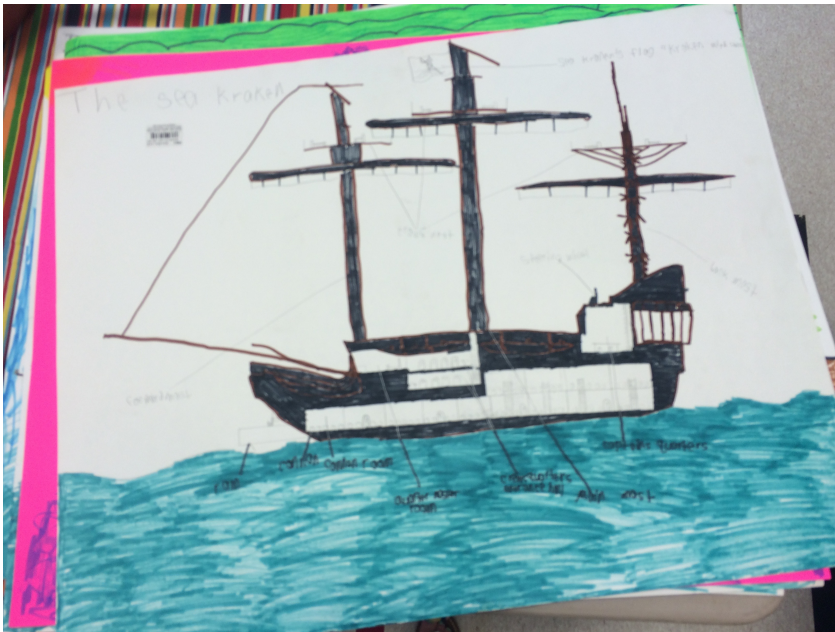
The students were instructed to design a pirate ship as part of this unit. The layout of the ship had to be conducive to each and every member's ranking, needs and job. Each student had to consider the number of people that would be on board, the length of the journey and the amount of supplies necessary to accommodate everyone involved in the trip. One very important concept that needed consideration was that the ship served, not only as every crew member's home, but also, as a "floating" community while they were at sea. This segment of the assignment involved high level thinking skills that challenged the students to be analytical, creative and resourceful in order to accurately complete the assignment.

Performance Task

The Governor of North Carolina has announced he would like to honor a pirate and his/her crew with a new pirate ship. This pirate must provide the Governor with a ship design that is labeled and planned cost effectively. You are a famous pirate and have just

traveled home from a long voyage. At the conclusion of your latest voyage, you have determined that you are in need of a new ship. As the leader of your crew, you are committed to design a new ship to help you and your crew on your next voyage.

Your task is to design a pirate ship that can hold weapons, daily supplies and all of your crewmembers. Submit your design to the Governor of North Carolina illustrating and explaining the reasons you and your crew need a new state of the art ship.



		Lesson #
McKeown		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual thinking strategy model	Social Studies	Grades 4-6
CONCEPTUAL LENS		LESSON TOPIC
Perception		Pirates
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</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>	
Perceptions reflect society.		How do perceptions reflect our society?	
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>Know the dangers pirates experienced daily.</p> <p>Know the role Pirates played in America’s history.</p> <p>Know and identify items that pirates valued such as weapons, money and tobacco.</p> <p>The routes pirates took on voyages</p>		<p>Students will discuss ideas in a small group setting.</p> <p>Students will make generalizations and draw conclusions about pirates.</p> <p>Students will be able to practice expressing ideas clearly.</p>	
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:	
<ol style="list-style-type: none"> 1. What do you know about pirates? 2. Based on what you know or have heard, how might you describe pirates? 3. What similar perceptions did you notice you and your peers made? 4. What different perceptions did you notice you and your peers made? 		<ol style="list-style-type: none"> 1. What do you believe is happening in this picture? 2. What inferences can you draw from looking at this picture? 3. What do you see that supports what you are saying/thinking? 4. Will you explain your inference in more detail? 5. If we continue looking what else can you see? 	
POST LESSON QUESTIONS:			
<ol style="list-style-type: none"> 1. Explain how your opinion of pirates has changed? 2. What conclusions can you draw about pirates? 3. After looking at the picture, what helped you draw your conclusions? 4. Explain the role pirates played in our history. 			
DIFFERENTIATION <i>(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.</i>			
Content	Process	Product	Learning Environment
	Students engage in an in-depth analysis of an image to promote critical thinking.		<p>Independent thinking time</p> <p>Collaborative groups</p> <p>Small group setting</p>

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PLANNED LEARNING EXPERIENCES

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

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.*

The icebreaker activity will require all students to form a circle while sitting on the floor. Each student will have a handful of M&M's. The teacher will have a poster that explains what each color means. The students will first share using the red M&M's. The red M&M's ask the students to share something about yesterday, something they did that was fun/ or not etc. Depending on how many they have of each color depends on the number of times they share. For example, if a child has 3 green M&M's they will share 3 things they enjoy listening to or watching on TV.

(See the color chart at the bottom of lesson plan. This will be on a poster that is visible to all students during the icebreaker.)

As a hook students will view the video,

<http://www.learn360.com/ShowVideo.aspx?lid=24774996&MediaFormat=3360063&SearchText=pirates&ID=350049>

The teacher will stand at the posted chart paper and pose questions to the students. The teacher will ask the first question from pre-lesson, "What do you know about pirates?" The teacher will write students' responses on the posted chart paper. After the students have expressed all their knowledge, as a group, the students will reflect and review all comments posted. The teacher will then pose a second question to the group, "Based on what you know or have heard, how might you describe a pirate?" The teacher will write students' responses on the posted chart paper. After the students have expressed all their knowledge, as a group, the students will reflect and review all of the comments that are posted.

Once the students have viewed the video they will be asked to brainstorm and think of the top 10 things a pirate would need in throughout their daily lives. The group will have about 3 minutes to think independently and write their ideas down on an index card. The teacher will call for students to share a few of their ideas with the class. Once the student's ideas have been shared with the group. The teacher will share a PowerPoint presentation with information on pirate's daily lives and materials they needed to survive.

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.*

<http://files.abovetopsecret.com/files/img/lt54d6cbf0.jpg> (image used for lesson)

The students will be asked to take 5 minutes to reflect on the photo. During this time there will be no talking. Students are allowed to write down their ideas and/or thoughts during the reflection period. After the two minutes have passed, the students will be asked to place their notes in the floor and the teacher will collect the pencils from the group. This will help the students focus on the discussion.

During this phase the teacher will stand beside the photo in front of the group. The teacher will take on the role as a facilitator. The teacher will then ask, "What do you believe is happening in this picture?" After students give a response, the teacher will point to what was mentioned in their explanation. Once the students have finished giving their answers the teacher will rephrase the student's response. As the facilitator, it is important to ask the students to provide evidence to support their claims.

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.*

During this portion of the lesson the teacher will not indicate if the students are correct or incorrect. The teacher will continue to re-state the student's statements. The students will provide support for their ideas or statements made during the lesson. The teacher will require an explanation with their answer, by asking, "What do you see that supports what you are saying/thinking?" During the lesson the teacher will encourage them to share what helped them come to this conclusion. This type of instructional model will encourage students to share their thoughts and ideas with the whole group, thus sparking new ideas and conversations.

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*

After several students have shared their thoughts and opinions with the group, it is important for the facilitator to ask, "What do you see?" "What makes you say or think that?" It is also necessary to connect and link the ideas together that students have shared. The teacher will review by paraphrasing the last two students' observations. This will allow previous ideas to be reviewed and connected. It will be very beneficial to link the evidence provided by the students, in order to show the similarity and differences between ideas.

Hopefully, these connections will help the students form more complex ideas and continue building on their critical thinking.

The teacher will pose the following question to the students, "How does exploration influence society?" Students will have 5 minutes to think independently about their answer. After the allotted time students will share their thoughts out loud.

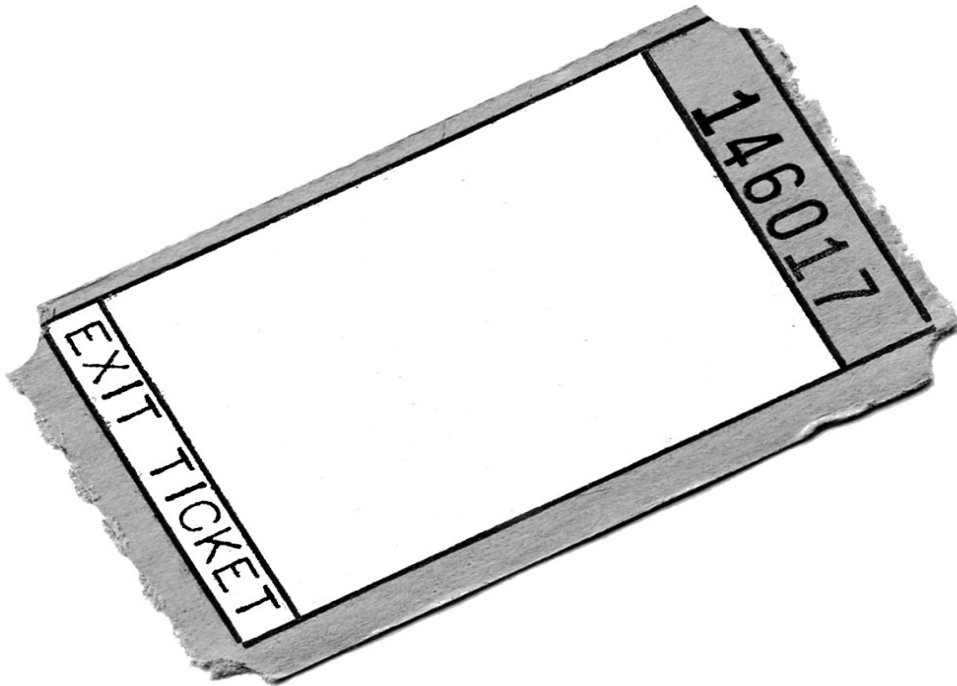
Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

First, students will be asked to share any thoughts and feelings they may have experienced during the lesson. The teacher will need to take a step back and continue to let the students talk and build off of each other's responses.

Once the student discussion seems to be coming to a close, the teacher will then have the students complete an exit ticket. The exit ticket question: Do you believe pirates affected society in a positive or negative way? The exit ticket will require students to answer the question and justify their opinions.

See exit ticket below.

See M&M's chart for icebreaker below exit ticket.



TEACHER NAME		Lesson #
McKeown		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Model	Social studies	4-6 grades
CONCEPTUAL LENS		LESSON TOPIC
Perception		Pirates
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>SL. 4. 1A 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>SL. 4. 1C 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> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and while drawing inferences from the text.</p> <p>RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</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>	
Perception reflects society.		How do perceptions reflect our society?	
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>Know the dangers pirates experienced daily.</p> <p>Know the role Pirates played in America’s history.</p> <p>Know the some values that pirates possessed.</p> <p>The routes pirates took on voyages.</p>		<p>Students will discuss ideas in a small group setting.</p> <p>Students will have opportunity to observe peers discussing and examining texts.</p> <p>Students will make ask questions and draw conclusions about pirates.</p> <p>Students will be able to practice expressing ideas clearly.</p>	
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:
<ol style="list-style-type: none"> 1. How would you encourage your community to tolerate or accept pirates? 2. Explain how pirates traveling experiences are different from todays experiences while traveling? 3. How have human possessions evolved over time? 4. Based on your knowledge, what are some desirable values that pirates possessed? What makes these values desirable? 5. What are advantages and disadvantages of pirate exploration? 	<ol style="list-style-type: none"> 1. It is very clear that many people were afraid of pirate values. Explain the need to be a ruthless pirate. 2. Why do you think the British government supported privateering for a while? 3. What ideas support the necessity of exploration? 4. Describe and justify necessary characteristic pirate leaders need to have in order to be successful or powerful. 5. During their travels, pirates encountered numerous ships while at sea. How did the pirates determine which ships were worthy of taking a risk? 		<ol style="list-style-type: none"> 1. How would you describe your experience in the inner and outer circle? 2. If you were the author of either passage, what would you change? 3. What are advantages and disadvantages of pirate exploration? 4. How have human possessions evolved over time? 5. What are some reasons you, would venture out on the seas to explore new lands? 6. Express any “burning” questions or wonderings you still have after this lesson.

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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
	Students engage in an in-depth analysis of an article to promote critical thinking.		Independent reading and thinking time. Small group discussion setting

PLANNED LEARNING EXPERIENCES

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

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.*

The teacher will come into the class dressed in a Pirate costume. During the hook time the students will have chart paper in the middle of their table with the word "Pirates" in the center. There will be a handful of markers at each table group so the students can write their thoughts on the chart paper. The students will be asked to brainstorm and write down everything they know about pirates for a time period of 2 minutes. Once the students have completed the 2 minute brainstorming task, the students will then be given 3 minutes to walk around the other tables and read the comments on the chart papers prepared by their peers.

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.*

The students will be required to read the passage "*Pirates and Privateers*" from www.readinga-z.com. The students will be given a time period of 15 minutes to engage in close reading. During this time, the students will determine questions they will pose to the group. In addition, they will write comments about the text and or their feelings about the passage they plan to share with the group.

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.*

The students will group their chairs to create a large circle. It is very important that all students are prepared with their questions and comments, as well as, having all necessary materials with them as the circle is formed. The opening question, "How has exploration of new territories changed over time?" will be posted on the Promethean board to allow the group conversation to begin among the students. The students will be involved in this group discussion for 15 minutes. A shy student will be given a question that the teacher has prepared. This student will present the teacher prepared question to the group in order to help the conversations to continue. This specific student will ask, "It is very clear that many people were afraid of pirates values. Do you believe ruthless pirates feared others just like them?"

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*

The students will break away from the large circle to read a passage about Blackbeard. The passage website is <http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/20080417gr5set2.pdf>. The students will be given a time period of 10 minutes to engage in close reading. During this time, the students will determine questions they will pose to the group. In addition, they will write comments about the text and or their feelings about the passage they plan to share with the group. After the allotted time the students will return to the large circle group. The opening question, "Pirates had their own codes during voyages. How would you describe the success or failure based on these principles?" The students should link information from their previous knowledge, the reading materials and their discussions to answer the question. The students will discuss their thoughts with the large circle group. During the group conversation, ideas from both materials will be linked together to form a better understanding of pirate exploration.

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

The students will be given an exit ticket that they will respond to at the end of the lesson. The students will be asked to respond to the essential question of the lesson, **“How does exploration impact a community?”**

TEACHER NAME		Lesson #
McKeown		3
MODEL	CONTENT AREA	GRADE LEVEL
	Social Studies	Grades 4-6
CONCEPTUAL LENS		LESSON TOPIC
Perception		Pirates
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>4.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</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>
Perceptions reflects society.		How do perceptions reflect our society?
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>Know the dangers pirates experienced daily.</p> <p>Know the role Pirates played in America's history.</p> <p>Know and identify items that pirates valued such as weapons, money and tobacco.</p> <p>The routes pirates took on voyages.</p>		<p>Students will discuss ideas in a small group setting.</p> <p>Students will make generalizations and draw conclusions about pirates.</p> <p>Students will be able to practice expressing ideas clearly.</p>
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:
<ol style="list-style-type: none"> What have you learned about pirates over the past few days? How can you describe the affect pirates have had on the United States history? 	<ol style="list-style-type: none"> After sharing your charts with your partner(s). What trait do you see that is similar in both descriptions and why? What would you add to 	<ol style="list-style-type: none"> If you could speak to a Pirate today, what advice would you give them and why? There are tons of myths about pirates. In your opinion, why are more

<p>3. What character traits do you feel that pirates should possess?</p> <p>4. How did that specific trait help them be more successful?</p> <p>5. What do you believe motivated people to become pirates during those times?</p>	<p>your chart and explain why?</p> <p>3. During pirates travel, they took refuge in towns until their next voyage. What do you believe pirates looked for in their temporary resting place?</p> <p>4. During pirates travel, they took refuge in towns until their next voyage. What type of people do you believe they befriended or avoided?</p> <p>5. Based on your knowledge of pirates, what type of qualities would they look for in crew members?</p>	<p>tales told about pirates than actual facts?</p> <p>3. If pirates had never existed how would the world's history be different?</p> <p>4. What do you believe motivated people to become pirates during those times?</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>Independent reading and thinking time.</p> <p>Small group discussion setting</p>

PLANNED LEARNING EXPERIENCES

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

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.*

Students will enter the room and be asked to form a circle. In the background music from Pirates of the Caribbean will fill the room. Students will toss around a ball while the music is playing and once the music stops the student holding the ball will share their ideas on the following question, "What have you learned about pirates over the past few days?" Once most of the students have shared they will have a seat.

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.*

The students will be asked to take their learning over the past two days and apply their knowledge gained from the teacher, personal or their peers. Each student will receive a piece of chart paper with a picture of a pirate in the middle. The students will have around 5 minutes to write down as many character traits they would use to describe a pirate to another person.

The teacher will have a conversation on words that are acceptable for the activity words such as (mean, bad and scary) will not be words they can use on their charts.

After the allotted time, the children will partner up with another student and share traits on each child's poster. During this discussion students will need to justify their reasons for choosing that word. Guiding comments/questions will be posted to help aid in the discussion amongst partners.

Once most groups seem to be finished I will ask students to think independently and then share their comments with their partner. *After sharing your chart with your partner(s). "What traits do you see that is similar in both descriptions and why?" The other question I will ask is "What would you add to your chart and why?"*

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.*

Students will create Pirate trading cards to share information with their peers. Students will research and complete their trading cards on the website, <http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>.

Students will complete the trading card by providing information that has been learned through the course. Once they have completed their card I will save their card and I will print their cards to share with a partner the next day.

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*

The remaining time, the students will research designs of pirate ships and work on their performance task.

The Governor of North Carolina has announced he would like to honor the pirate and his/her crew with a new pirate ship. The pirate must provide the Governor with a ship design that is labeled and cost effective. You are a famous pirate and have just traveled home from a long voyage. At the conclusion of your latest voyage you have determined you are in need of a new ship. As the leader of your crew, design a new ship to help you and your crew, on your next voyage.

Your task is to design a pirate ship that can hold weapons, daily supplies and all of your crewmembers. Submit your design to the Governor of North Carolina illustrating and explaining the reasons you and your crew need a new state of the art ship.

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

To conclude the lesson students will be given an index card and asked to write a 3-2-1.

On your index card tell me: 3 things that interest you about Pirates. 2 things that you still wonder about Pirates. 1 thing you would like change about pirates.

Questions to help guide students:

Can you prove that idea?

I agree/ disagree with..... Because.....

In my opinion.....

I would like to add.....

Can you explain what you mean?

PLANNED LEARNING EXPERIENCES

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

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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.*

The students will be required to read the passage "*Pirates and Privateers*" from www.readinga-z.com. The students will be given a time period of 15 minutes to engage in close reading. During this time, the students will determine questions they will pose to the group. In addition, they will write comments about the text and or their feelings about the passage they plan to share with the group.

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.*

The students will group their chairs to create one large circle. It is very important that all students are prepared with their questions and comments, as well as, having all necessary materials with them as the circle is formed. The opening question, "How have perceptions of pirates changed overtime?" will be posted on the Promethean board to allow the group conversation to begin among the students. The students will be involved in this group discussion for 15 minutes. A shy student will be given a question that the teacher has prepared. This student will present the teacher prepared question to the group in order to help the conversations to continue. This specific student will ask, "It is very clear that many people were afraid of pirates values. Do you believe ruthless pirates feared others just like them?"

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*

The students will break away from the large circle to read a passage about Blackbeard. The passage website is <http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/20080417gr5set2.pdf>. The students will be given a time period of 10 minutes to engage in close reading. During this time, the students will determine questions they will pose to the group. In addition, they will write comments about the text and or their feelings about the passage they plan to share with the group. After the allotted time the students will return to the large circle group. The opening question, "Pirates had their own codes during voyages. How would you describe the success or failure based on these principles?" The students should link information from their previous knowledge, the reading materials and their discussions to answer the question. The students will discuss their thoughts with the large circle group. During the group conversation, ideas from both materials will be linked together to form a better understanding of pirate exploration.

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

The students will be given an exit ticket that they will respond to at the end of the lesson. The students will be asked to respond to the essential question of the lesson, **“How do perceptions reflect our society?”**

TEACHER NAME		Lesson #
MCKEOWN		4
MODEL	CONTENT AREA	GRADE LEVEL
Independent Project	Social Studies	4th grade – 6th grade
CONCEPTUAL LENS		LESSON TOPIC
Perception		Pirates
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>4.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</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>
Perceptions reflect society.		How do perceptions reflect our society?
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>Know the dangers pirates experienced daily.</p> <p>Know the role Pirates played in America’s history.</p> <p>Know and identify items that pirates valued such as weapons, money and tobacco.</p> <p>The routes pirates took on voyages.</p>		<p>Students will discuss ideas in a small group setting.</p> <p>Students will make generalizations and draw conclusions about pirates.</p> <p>Students will be able to practice expressing ideas clearly.</p>
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:

<ol style="list-style-type: none"> 6. After sharing your charts with your partner(s). What trait do you see that is similar in both descriptions and why? 7. What would you add to your chart and explain why? 8. Based on your knowledge of pirates, what type of qualities would they look for in crew members? 	<ol style="list-style-type: none"> 1. After sharing your trading cards with your partner(s). What trait do you see that is similar in both cards, explain why you think that is? 2. What do you find most interesting to your chart and explain why? 3. What is something that has surprised you while you have been working on your project? 4. What problems have you encountered while working on your product? How did/can you solve the issue? 	<ol style="list-style-type: none"> 1. What process did you go through to develop and create this product? 2. Now that you have completed your product. In what ways do you think you need to improve? 3. How do you feel about this product? What part of it do you particularly like? Why? 4. What did you enjoy most about this product? 5. After completing your pirate ship how do you feel it would aid in a pirate's exploration of new land?
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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>Independent reading and thinking time. Small group discussion setting</p>

PLANNED LEARNING EXPERIENCES

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

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.*

Once students enter in the classroom they will be given their trade cards from the previous day. After the students have a chance to look at their cards the teacher will begin playing music. While the music is playing students will walk around the room until the music stops. When the music stops, the children will find the closest person to them and find a location in the room to share their card with a partner. The children will have about six minutes to share their cards. Once it seems that all students have shared their cards the music will begin to play again. This process will continue two more times to allow students to learn about other famous pirates.

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.*

The remaining time, the students will research designs of pirate ships and work on their performance task.

The Governor of North Carolina has announced he would like to honor the pirate and his/her crew with a new pirate ship. The pirate must provide the Governor with a ship design that is labeled and cost effective. You are a famous pirate and have just traveled home from a long voyage. At the conclusion of your latest voyage you have determined you are in need of a new ship. As the leader of your crew, design a new ship to help you and your crew, on your next voyage.

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.*

During this portion of the lesson, students will continue to work on their performance task independently.

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*

During this portion of the lesson, students will continue to work on their performance task independently.

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

Once students have participated in a post lesson discussion. Each student will be given an index card to complete a written response. On the index card the students will answer question number # 5 from the post lesson questions and return their response to me before they leave the class.

Resource Page:

Pirates

Osborne, W., & Murdocca, S. (2001). *Pirates*. New York: Random House.

This book was necessary to find factual information about pirates. This book provided a clear description of the daily lives and roles of pirates while on board the ship.

Blackbeard Reading passage

<http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/20080417gr5set2.pdf>.

This was essential for the Socratic seminar so that students could receive background information on Blackbeard and his lifestyle while being a pirate. After reading this passage, students were able to see the difference between pirates in movies and real life pirates.

Pirates and Privateers

Fifield, M. (n.d.). *Pirates and Privateers* (p. 24). Reading A-Z.

This was essential for the Socratic seminar so that students could receive background information on a pirate's lifestyle while being on the sea. After reading this passage, students were able to see the difference between pirates in movies and real life pirates.

Exit Ticket

<http://everybodyisageniusblog.blogspot.com/2012/08/exit-tickets.html>

The exit ticket used during the unit was to assess the students learning after each lesson. This allowed me to change the instruction for the next lesson or review a topic that was not understood by students.