

Pirates of the Lowcountry

Standards Addressed:

Social Studies:

- 3-2.6:** Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and other groups who made up the diverse population of early South Carolina.

Language Arts:

- 3-2.6:** Use graphic features such as graphic organizers as sources of information.
- 3-6.2:** Use print sources and non-print sources to access information.
- 3-6.7:** Use appropriate aids to support oral presentations.

Objectives:

- The students will research the story of either, Stede Bonnet, Richard Worley, Anne Bonny, or Blackbeard, and create a visual display that depicts the contributions, and life of the pirate in Charleston.

Materials:

1. Wikipedia description of pirate
2. Teacher-made pirate graphic organizer
3. Pencils
4. Student notes from Pirate Scavenger Hunt Program and Museum Tour (Powder Magazine)
5. Crayons/markers/colored pencils
6. Tri-fold display board/or poster board (1 per group)
7. Scissors
8. Glue
9. Construction paper

Information/Reference:

1. www.wikipedia.com
2. Powder Magazine

Procedure:

Day One

- The teacher will begin class discussion by asking students, “What do you remember from our visit to the Powder Magazine about Pirates?”
- The teacher will explain to students that they will work in groups to research a pirate. They will use Wikipedia descriptions and notes from the Powder Magazine field trip of their assigned Pirate to complete graphic organizer with the following attributes:
 1. Born and Died (When and How?)
 2. Life before Piracy
 3. Ship name
 4. Flag illustration
 5. Travels
 6. Unique facts
- The teacher will assemble students back together and reflect about graphic organizers. The teacher will then explain that the students will create a poster with

drawings that represents all attributes of their particular pirate. (This will take place the next day)

- The teacher will gather the graphic organizer and store until the next day.

Day Two

- The teacher will call the students together and remind them of their assignment for the next 30 minutes.
- The groups will assemble at their tables and then receive the graphic organizer from their teacher.
- The groups captain will be prompted to go to the art supplies table and take the supplies back to his/her group.
- The teacher will give each group a poster board to begin their project.
- After fifteen minutes of creative group work, the teacher will instruct the students to clean up and put their art supplies back on the table. (captain)
- The last fifteen minutes of Social Studies, the groups will present their graphic organizer and collage to the rest of the class.
- The remaining groups and classroom teacher will quietly listen and look at the presenting group. Questions may be taken for one minute from the “audience” for one minute following presentation.
- Graphic organizers and poster boards will be displayed either in or outside the classroom (depending upon wall space)

Assessment:

- In order to assess this assignment, the teacher will perform informal observations of the day one activities. In addition, the teacher will complete the attached rubric at the end of the second day. The students’ research (graphic organizer), group collage, and overall presentation will be graded.

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Names _____

CRITERIA	3	2	1	0
Web Research	Completes all of the graphic organizer with accurate information	Completes most of the graphic organizer with accurate information	Completes some of the graphic organizer with some accurate information	Incomplete graphic organizer with inaccurate information
Collage	Neatly done, visual representations for all parts of the graphic organizer	Somewhat neat, visual representations for all parts of the graphic organizer	Somewhat neat, visual representations for some of the graphic organizer	Not neatly done, visual representations missing for most of the graphic organizer
Presentation	Visual representations explained clearly and with appropriate volume	Visual representations explained clearly, without appropriate volume	Some visual representations not explained clearly and without appropriate volume	Visual representations not explained clearly and without appropriate volume

Total score _____

BORN AND DIED WHEN AND HOW?	LIFE BEFORE PIRACY	SHIP NAME
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PIRATE NAME



DRAW FLAG	TRAVELS	UNIQUE FACTS
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 **The Powder Magazine** 



This *Teacher Resource Packet* was completed as part of a requirement for a Social Studies course in the Master of Arts in Teaching (MAT) program at the College of Charleston (CofC)

For further information, please visit The Charleston Powder Magazine website at <http://www.powdermag.org>.