*![MMj02544920000[1]]()*

*Partial Multi-text Unit created by Dr. Beth M. Frye*

*Appalachian State University*

*Pirate Diary: The Journal of Jake Carpenter*

Written by Richard Platt and Illustrated by Chris Riddell

*What If You Met a Pirate?*

*Written and Illustrated by Jan Adkins*

You are invited to go on a piratical journey with Jake Carpenter. You will read about Jake’s adventures through the diary he kept throughout his travels. You will learn about colonial America and pirates, as well as many other exciting people, places, and happenings. In addition, you will be reading sections of the nonfiction book *What If You Met a Pirate*? by Jan Adkins. You will expand your knowledge of pirates as you read more specific information about topics introduced to you through Jake’s adventures.

**Multi-Text Outline**

**4th Grade Language Arts Block of 1 hour**

**Before Reading Activities**

**Day 1**

* Unit Launch: PIRATES. What I Noticed
	+ Students will listen to music, view books, pictures, and articles related to pirates.
	+ Students will complete a worksheet about what they noticed about these areas.
* KWL on Pirates (Individual and Whole Class)

**Days 2 and 3**

* Internet Workshop

**During Reading Activities**

**Days 4 and 5: Students will read silently or engage in reciprocal teaching and work on their corresponding comprehension activities denoted by 🌣**

**Section 1**: pp. 1-21 ***Pirate Diary*** [We will read pages 1-13 together through a **Shared Reading**. We will stop after reading the entry for *Sunday 30th .* Students will continue reading silently and will read pages 13-21. Be sure to stop **before** the entry labeled *Saturday 20th*.

* + Double Entry Diary (DED), Character Sketcher, and Vocabulary (Word Wizard Notebook)

***What If You Met a Pirate*** by Jan Adkins:

* + - What about plunder? pp. 22-23 [contraband] **(Shared Reading-1)**
		- Who got to be a pirate? pp. 6-7 **(Reciprocal Teaching-2)**
		- What did a pirate ship look like? pp. 10-11 **(Independent Reading-3)**

**Day 6:** Discussion of Section 1 (Including vocabulary activities); students begin working on Section 2.

**Days 7 and 8**

**Section II**: pp. 21-37 ***Pirate Diary***

* + Discussion Director, Vocabulary (Word Wizard Notebook), and Piratical Articles/Jolly Roger

***What If You Met a Pirate*** by Jan Adkins:

* + - What if you met a pirate? pp. 2-3 **(Independent Reading)**
		- How would you know a real pirate? pp. 4-5 **(Independent Reading)**
		- Who was who aboard a pirate ship? pp. 16-17 **(Independent Reading)**
			* Enough cooking and sewing! What about cannon? pp. 18-19 **(Reciprocal Teaching-1)**
			* How did pirates attack? pp. 20-21 **(Reciprocal Teaching-2)**

**Day 9:**  Discussion of Section 2 (Including vocabulary activities); students begin working on Section 3.

**Post-Reading Activities**

* I Poem from Blackbeard’s Perspective
* Composing a Legend

**What I Noticed About These Areas**

**AREA 1**

 **AREA 2**

**AREA 3**

**K-W-L Chart**

**Directions:** You will be completing a K-W-L on **Pirates.** First, think about what you know and what you want to know. Write that information in the “K” and “W” section of the chart. To help you come up with information for the “K” section and questions you would like answered for the “W” section, use the following words: WHO, WHAT, WHEN, WHERE, WHY, AND HOW. Finally, after you have read the book and explored other resources, think about what you have learned. Write that information in the “L” section of the chart.

**L** – What I **Learned**

**W** – What I **Want** to Know

**K -** What I Think I **Know**

After completing your research and gaining an understanding of your topic, go back to the “K” column and see if any of the ideas you thought you knew were inaccurate. Check any of them that are inaccurate, according to your research. On the back, rewrite any of your statements that were inaccurate so that they are correct. Then go to the “L” column and begin grouping or categorizing what you have learned.

After completing your research and gaining an understanding of your topic, go back to the “K” column and see if any of the ideas you thought you knew were inaccurate. Check any of them that are inaccurate, according to your research. On the back, rewrite any of your statements that were inaccurate so that they are correct. Then go to the “L” column and begin grouping or categorizing what you have learned.

**Piratical Internet workshop**

|  |
| --- |
| This Internet workshop will introduce you to PIRATES. You are invited to explore information on the Internet. Take notes in your Pirate Journal. Come prepared to share your information at our workshop session. Please answer the following questions: 1. Go to the bookmarks set for the following Web sites:

<http://www.isd12.org/bhe/Archives/Activities/Pirates/Pages/General/pirates.html><http://library.thinkquest.org/J0110360/history.htm>Explore the information on Pirates. In your words, what is a Pirate? What was it like to live like a pirate? Give at least 3 specific examples.1. Go to the bookmarks set for the following Web sites: <http://www.rochedalss.eq.edu.au/pirates/pirate1.htm>

<http://library.thinkquest.org/J0110360/index.htm><http://www.isd12.org/bhe/Archives/Activities/Pirates/Pages/General/pirates.html><http://blindkat.hegewisch.net/blindkat/pirates/diff.html>You will explore these sites and answer the following questions on your Data Retrieval Chart (DRC). [See next page. This will help you keep the information organized.] *Who were the pirates known as Buccaneers? How was their name derived? In other words, how did they get their name? What were their other nicknames? When and where did they live?* 1. Go back to Question 2. Did you notice any differences in how the sites reported how the Buccaneers name was derived? Explain. Go back to your DRC and see if you can find information about the authors of each Web site. Please write that information under the heading “resources.” How did you know where to go to answer the questions about the authors of the sites? What helped you locate that specific information?

Write down the strategies you used to find the authors of the Web sites. After evaluating this information, how would you say the Buccaneer’s name was derived?1. Go to the bookmarks set for the following Web sites and read about privateers:

<http://www.pride2.org/NewPrideSite/MD/Lesson11/Lesson11_5.html><http://www.pride2.org/NewPrideSite/MD/Lesson11/Lesson11_11.html> <http://blindkat.hegewisch.net/blindkat/pirates/diff.html>Who were privateers? Who commissioned privateers? What is a Letter of Marque? Why were these letters issued? Do you think privateers were pirates, patriots, or both? Explain. Be ready to justify your response through a class debate. |

**Data Retrieval Chart (DRC) Buccaneers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resources** | **Who were the pirates known as Buccaneers?** | **How did they get their name?** | **What were their other nicknames?** | **When and where did they live?** |
| **Rochdale Site** |  |  |  |  |
| **Thinkquest** |  |  |  |  |
| **Pirates general information page**  |  |  |  |  |
| **Pirates of the Caribbean****(blindkat)** |  |  |  |  |

***DOUBLE ENTRY DIARY: Section I***

You will write a ***Double Entry Diary***, otherwise known as a ***DED***. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of historical fiction and nonfiction.

As you are assigned your reading, you will write a total of **FOUR entries** from Section 1 of *Pirate Diary.* You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you?

You will write each entry so that it looks something like this table:

|  |  |
| --- | --- |
| **From the book (words, quotes, passages). Please include the page and paragraph.** | **What it means to me** |
| ***Quote:*** *“My family came to the American Colonies from England.” (p. 5)* | ***Inference/Question:*** *We know from our studies of Colonial America that many colonists fled England because they did not have religious freedom. Others came because the farmland was free or cheap. I wonder why Jake’s family came to America?* |

Below are options that you may choose to write about and how you might organize your thoughts:

|  |  |
| --- | --- |
| **Significant passage copied from the text; include page and paragraph #.** | **Connections or reactions to recorded statement** |
| 1. *Quote*
 | *Reaction (How you feel about the quote)* |
| 1. *Quote*
 | *Connection (Self, Text, World)* |
| 1. *Quote/Picture*
 | *Inference (What you think it means)* |
| 1. *Quote*
 | *Question* |
| 1. *Prediction*
 | *What Really Happened (You will complete this after you know)* |
| 1. *Question you have or something you don’t understand*
 | *Answer or possible answer* |
| 1. *Fact*
 |  *Your Opinion* |
| 1. *Effect (What happened?)*
 | *Cause (Why did it happen?)* |
| 1. *Author’s Craft (Simile, metaphor, personification)*
 | *Explanation of what it means and how it adds importance to the passage* |

We will read pages 1-13 together during a Shared Reading. We will stop after reading the entry for *Sunday 30th .* You will continue reading pages 13-21. Be sure to stop **before** the entry labeled *Saturday 20th*. As you are reading, think about the following:

* Jake and his family
* Colonists’ feelings about paying taxes—what is your opinion?
* Author’s craft-simile (comparison using ***like*** or ***as***) and personification (giving human or person traits to objects or things)
* Ports of Call: England, Jamaica, West Indies
* Ship’s cargo: salt fish, rice, timber
* Pirate punishments
* Navigation on the ship
* Make a prediction after reading *Friday 19th* entry: Who is aboard the “other vessel” Jake sees?

**Use the above ideas when writing your DEDs.**

**Below are 5 examples of DEDs from the first section of *Pirate Diary.* Remember, you only have to write down 4 entries.**

|  |  |
| --- | --- |
| ***1. Quote:*** *“It is the third year of the reign of our good King George, and the tenth of my life.” (p. 5)* | ***Reaction:*** *Jake is ten years old like a lot of you. Jake calls King George “good.” I wonder if he and his family are loyal to the King.* |
| ***2. Quote****: “…if you can put up with old Captain Nick!” (p.7)* | ***Connection****: This makes me think that Captain Nick is not such a pleasant person, maybe he’s disgruntled and cruel. I wonder if something ghastly happens because of this Captain Nick?*  |
| ***3. Quote:*** *“Candles are permitted only inside a horn lantern, which protects the ship against fire” (p. 10)* | ***Inference****: I imagine with the entire ship made of wood and rope, sailors must be very careful to prevent fire on the ship. I wonder where they store the gun powder and how safe that is?* |
| ***4. Quote:*** *“Abraham at last answered my questions about the cargo. Apart from the fish, all of it is contraband, which is to say, smuggled goods.” (p. 13)* | ***Reaction:*** *I like the way the author explained this word in the context of the story. Contraband=smuggled goods.* |
| ***5. Effect:*** *Many American Colonists didn’t think they “should have to pay taxes…” (p. 13)* | ***Cause:*** *Because they had an “English king who cares nothing about us and gives us no say in the way our affairs are run…” (p. 13)* ***Thus the saying, “No taxation without representation.”*** |

**Character Sketcher 1**

**Section I**

Your job as Character Sketcher is to think carefully about **Captain Nick** as you read. You will be given a passage with a page and paragraph where you can find information about your character. Reread the passage carefully. As you are reading, think about **descriptive words (traits)** that capture how your character acts or looks. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. You will want to use descriptive words for your character traits. You do NOT want to use words like good, bad, nice, and mean. Be sure to use your “**Descriptive Character Traits**” page for help. In addition, you will create an **artistic impression** of your character. When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your “artistic impression” of the character will probably be on a separate piece of paper.

You are invited to learn more about **Captain Nick.** Please take notes on how **Captain Nick** acts and looks.

* To begin, reread the following passages and determine “descriptive words” that capture **Captain Nick’s** personality and explain *why* the words describehim.
* **Reread page 12**: paragraphs two and three. Which character trait words describe Captain Nick**?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What words in the passage were your context clues? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Reread page 17 Thursday, 11th entry**.
* Captain Nick acts

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Reread **page** **19**. Which words describe **Captain Nick?**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* He acts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Which words describe ***Uncle Will*?**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Uncle Will acts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On another paper, use the passages that describe Captain Nick’s actions and appearance to help you complete an artistic impression of him. Enjoy!

**Word Wizard**

**Section I**

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

1. the **word and the page and paragraph** where it is located
2. a **child-friendly definition** for the word (remember to use your context clues)
3. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
4. any **associations/connections** you may have with that word
5. an **illustration or sketch** of the word

 After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Image of Word Wizard Notebook Entry

**Section 1 Words from *Pirate Diary***

|  |
| --- |
| glum p. 7 par. 1 |
| grimy p. 7 par. 3 |
| gloomily p. 7 par. 6 |
| baffle p. 11 last par. |
| contraband p. 13. par. 2 |
| fury p. 19 last par. |
| fortunate p. 21 par. 1 |
| pity p. 21 par. 2 |

**Vocabulary Activities Section I *Pirate Diary***

**Have you Ever?**

**Directions:** Read the following sentences and answer them accordingly.

1) Describe a time when you showed **pity** for something or someone.

2) Describe a time when you felt **glum**.

3) What has recently **baffled** you? Explain.

4) Give an example of **contraband** aboard the *Greyhound.* How did the crew feel about contraband?

5) Have you ever been full of **fury** or **furious**? Describe it.

6) Name a time when you felt **gloomy**. Why were you **gloomy**?

 Do you know of a place that you think is **gloomy**?

7) When did you last feel **fortunate**?

 When have you or someone you know been in an **unfortunate** situation?

8) Describe something that is **grimy.** How did it get that way?

**Synonyms and Antonyms**

**Directions:** Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

|  |  |  |
| --- | --- | --- |
| **Synonym** | **Word** | **Antonym** |
| sympathy; compassion | **pity** | dislike; disgust; contempt |
|  | **baffle** |  |
|  | **glum** |  |
|  | **gloomy** |  |
|  | **grimy** |  |

**Forms of a Word**

**Directions:** Look at the vocabulary in bold print. Recall its definition (look back at your notebook if needed). Think of the different forms of the word and write each in the appropriate column. Not all forms of the word will be completed each time like the first example.

|  |  |  |  |
| --- | --- | --- | --- |
| **Noun** | **Verb** | **Adjective** | **Adverb** |
| bafflement  | **baffle** | baffled; baffling  | bafflingly  |
| **fury** |  |  |  |
|  | **pity** |  |  |
| **fortune** |  |  |  |

Discussion Director Section II (pp. 21-37)

**Directions**: Your job is to involve the students in your group by thinking and talking about the section of the book you have just read.  You are going to ask questions that really help the students in your group thinkabout the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the Discussion Directoris to come up with **five (5) thinking questions.** You really want to make your group THINK about the reading.  You are trying to make sure everyone in your group understands or comprehends the reading.  It is very important that you ask your group critical thinkingquestions and NOT easy, right- there, in-the-book questions.  You want the members of you group to stop, think, look back at the text, and synthesize and interpret what they have read. Remember you may wish to begin your questions with the following words/phrases:

**Who?, What?, Where?, When?, Why?, How?, If\_\_\_\_\_\_\_ then\_\_\_\_\_\_\_\_?**

          **You need to write down the following:**

1. the **questions**
2. your **answers** to your questions
3. **the page numbers** where the students can reference the text to justify their responses to your questions

You may want to focus on the following events when thinking about and developing your questions:

* **The pirate attack: cause and effect**
	+ **Major events that occurred and why they happened**
* **Pirate facts and your opinions about pirates**
* **Conditions aboard the ship**
* **Marooning**
* **Whales**
* **Careening the ship**
* **Henry Jennings**
* **Cannons-How do they work?**

Examples of a few good thinking questions might be:

1. How did the pirates board the *Greyhound*?
2. How did the crew react to the pirates? What is your opinion of the crew’s reaction?

**Jolly Roger**

**Section II**

Pirates sailed under flags often called *Jolly Rogers.* The origin of the name has several theories: it could come from the French term *joli rouge* meaning "pretty red" or from an old English expression for the devil: *Old Roger*. Many pirates created their own designs, and women in the West Indies would sew the flags for them.

* **Individually, create a Jolly Roger**!
	+ Research the various pirate flags using your books and the following Web sites:

Jolly Roger

<http://www.isd12.org/bhe/Archives/Activities/Pirates/Pages/Flags/flags.html>

<http://tayci.tripod.com/flaglang.html>

<http://www.inkyfingers.com/pyrates/flags/index.html>

<http://blindkat.hegewisch.net/pirates/jolirouge.html>

<http://www.kipar.org/piratical-resources/pirate-flags.html>

<http://www.cosmosmith.com/jolly_roger.html>

* + Create your own Jolly Roger incorporating elements from the famous pirate flags.
	+ Write a paragraph explaining the design of your flag and how the symbols would be intimidating.
	+ We will display these in our classroom. Have lots of fun!

Pirate Articles: Oath of loyalty

Section II

1. **Pirate Articles**-Work in groups of 4 or 5 (your discussion group) and complete the following:
* Reread the Pirate Code on pp. 32-33 in our book *Pirate Diary*.
* Are these articles of agreement fair?
* Are the punishments just?
* What is it about the “pirate company” that would attract individuals to a life of piracy?
* How does life aboard a pirate ship resemble a democracy? What are your thoughts?
1. Compare/contrast the pirate code aboard the *Greyhound* to articles from other pirate ships. Be prepared to discuss your findings.

Be sure to check out the books in class along with these web sites:

<http://blindkat.hegewisch.net/pirates/articles_new.html>

<http://www.geocities.com/cptblood_1999/page15.html>

<http://www.intandem.com/NewPrideSite/MD/Lesson11/Lesson11_14.html>

1. Electing a Captain and Crew
* Reread pp. 16-17 in *What If You Met a Pirate*? and consult the following web sites: <http://blindkat.hegewisch.net/pirates/capcrew.html>

 <http://www.cindyvallar.com/piratecrew.html>

* Work as a democracy with your classmates: Please name your ship and select your [Captain](http://blindkat.hegewisch.net/pirates/capcrew.html%23qm%23qm#cap) and crew.
	1. [Quartermaster](http://blindkat.hegewisch.net/pirates/capcrew.html#qm#qm)
	2. [First Mate](http://blindkat.hegewisch.net/pirates/capcrew.html#mate#mate)
	3. Bosun [Boatswain](http://blindkat.hegewisch.net/pirates/capcrew.html#swain#swain)
	4. The Master [Pilot](http://blindkat.hegewisch.net/pirates/capcrew.html%23qm%23qm#pilot) Sea Artist
	5. [Cabin Boy](http://blindkat.hegewisch.net/pirates/capcrew.html#cboy#cboy)
	6. Chips [Carpenter](http://blindkat.hegewisch.net/pirates/capcrew.html#carp#carp)
	7. Guns [Gunner](http://blindkat.hegewisch.net/pirates/capcrew.html#gunner#gunner)
	8. The Leadsman
	9. [Powder Monkey](http://blindkat.hegewisch.net/pirates/capcrew.html#pmonkey#pmonkey)
	10. Striker
	11. [Surgeon](http://blindkat.hegewisch.net/pirates/capcrew.html#surg#surg)
	12. Jack O’ the Dust and Jemmy Ducks
	13. Sails
	14. Cooper
	15. Sparks
1. Finally, as a group, create your own Pirate Articles.

**Word Wizard**

**Section II**

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

1. the **word and the page and paragraph** where it is located
2. a **child-friendly definition** for the word (remember to use your context clues)
3. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
4. any **associations/connections** you may have with that word
5. an **illustration or sketch** of the word

 After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

**Section II Words from *Pirate Diary***

|  |
| --- |
| grudgingly p. 21 last par.  |
| defiantly p. 23 line 1 |
| bitterly p. 23 par. 3 |
| opposition p. 23 last par.  |
| idly p. 26 par. 4 |
| reluctant p. 32 par. 3 |
| disapproves p. 35 par. 2 |
| mournful p. 35 par. 3 |

**Vocabulary Activities Section II *Pirate Diary***

**Making Choices**

**Directions**: Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don’t say anything.

1) If any of the situations I describe might cause **defiant** behavior, say “**I would defiantly oppose**.” If not, don’t say anything.

* A little child drawing on your bedroom walls
* Ice cream being offered BEFORE dinner
* A parent refusing to feed you dinner
* A thief trying to steal your dog

2) If any of the situations I say could cause you to act **grudgingly**, say “**I would** **grudgingly comply**.” If not, don’t say anything.

* Your mom has asked that you let your little brother play with your new toy
* You have an opportunity to go to the beach and take a friend along
* You are asked to go to bed an hour early because you have a big game to play the next day

3) If any of the things I say could be **mournful**, say “**mournful.**” If not, don’t say anything.

* Your mom buying you a present
* Your pet dying
* Running into your teacher at the grocery store
* Losing a race by 1 second or a game by 1 point

4) If any of the things I say are **idle** behaviors, say “**idle**.” If not, don’t say anything.

* Watching TV
* Washing the dishes
* Sitting on the sofa
* Running a race

5) If any of the situations I describe may cause your **disapproval**, say “ **I** **disapprove**.” If not, don’t say anything.

* A friend coming over to play
* Your little brother or sister being allowed in your room when you are not there
* Giving all of your belongings away
* Eating oatmeal for breakfast, lunch and dinner for an entire week

**Vocabulary Activities Section II *Pirate Diary***

**Synonyms and Antonyms**

**Directions:** Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

|  |  |  |
| --- | --- | --- |
| **Synonym** | **Word** | **Antonym** |
|  | **mournful** |  |
|  | **defiant** |  |
|  | **bitter** |  |
|  | **reluctant** |  |
|  | **disapprove** |  |

**Vocabulary Activities Section II *Pirate Diary***

**Learning Common Prefixes**

Write short definitions for these words. Use your context clues and what you know about word parts to help you write the definition:

|  |  |  |
| --- | --- | --- |
| **Word** | **Page and Paragraph Number** | **Definition** |
| **dis**appointed | p. 7 par. 6 |  |
| **dis**agree | p. 32 par. 2 |  |
| **dis**approves | p. 35 par. 2 |  |
| **dis**appear | p. 35 last par. |  |

What does the prefix “**dis**-“ mean?

You are searching for the treasured prefix **dis**-. As you read, ANY MATERIALS, write down all words you find that begin with the prefix **dis-.**

**Vocabulary Activities Section II *Pirate Diary***

**Learning Common Prefixes**

Write short definitions for these words. Use your context clues and what you know about word parts to help you write the definition:

|  |  |  |
| --- | --- | --- |
| **Word** | **Page and Paragraph Number** | **Definition** |
| **un**furled | p. 12 last par.  |  |
| **un**load | p. 13 par. 2 |  |
| **un**lucky | p. 19 par. 2 |  |
| **un**expected | p. 46 par.2 |  |

What does the prefix “**un**-“ mean?

You are searching for the treasured prefix **un**-. As you read, ANY MATERIALS, write down all words you find that begin with the prefix **un-.**

**Section IV-*Notes for the Reader***

Part A

**You will read pages** 56-57 with your classmates and teacher. In addition, you will read pages 28-29 from the book ***What If You Met a Pirate?***

Please answer the following questions in you pirate notebook:

1. Who were the colonists?
2. What are the Navigation Acts?
3. How did the colonists feel about Navigation Acts?
4. Who were freebooters?
5. Describe the relationship between the colonists and the pirates.

Part B

**You will read pages** 58-61 with your classmates and teacher. In addition, you will read pages 24-27 from the book ***What If You Met a Pirate?***

Please answer the following questions in you pirate notebook:

1. What did you learn about the different kinds of pirates?
2. Out of all the pirates mentioned in this section, which ones do you find most interesting? Please explain why.

**Wrapping It Up…Post-Reading**

***I Poetry and Blackbeard***

**Step 1**

In the book, ***Blackbeard’s Last Fight,*** by Eric A. Kimmel, we meet Blackbeard the famous pirate.

Listen carefully as I read aloud. Take notes on the information you learn about Blackbeard. Please record your information on your Data Retrieval Chart (DRC) folder.

**Step 2**

You are invited to continue researching Blackbeard! As you read, think about the following questions for each section and take good notes, adding information to your DRC.

***Blackbeard: Pirate Terror at Sea*** National Geographic for Kids

<http://www.nationalgeographic.com/pirates/bbeard.html>

BOOM:

1. What’s going on in this section?

2. Why do you think the pirates boarded the ship?

3. Describe Blackbeard.

IT WAS A REIGN OF FEAR:

1. When would pirates typically attack ships?

2. How did Blackbeard and his crew capture ships?

a. Why would the pirates first target the sailor at the ship’s wheel?

b. How would a pirate determine a ship’s nationality?

BLACKBEARD WAS BRITISH:

1. What was Blackbeard’s real name?

2. What was Blackbeard’s life like as a young seaman?

3. Describe privateers.

4. How did Blackbeard become captain of his own ship; describe it.

MOST MERCHANT SHIPS:

1. Describe the cargo of merchant ships.

2. Describe Blackbeard.

3. What happened to the cargo ship in Charleston?

4. Why would Blackbeard have wanted a medical chest?

 Blackbeard made a home base:

 1. Where did Blackbeard make a home? Why?

 2. Describe Blackbeard’s relationship with the colonists of NC? Why did they tolerate him?

 3. How could Blackbeard’s pirate bash have led to his demise or downfall?

SPOTSWOOD SENT TWO SLOOPS:

1. How did Blackbeard know he was trapped?

2. How did his crew react?

3. Describe Blackbeard’s “wait and see” plan.

4. How were Blackbeard and his crew finally defeated?

5. What do you think about the way Blackbeard’s story ends?

**Step 3**

Continue your research; check out these sites for additional information:

* <http://channel.nationalgeographic.com/channel/blackbeard/ax/main_fs.html> National Geographic Movie about Blackbeard
* <http://www.blackbeardlives.com/theplank.htm>-- RealAudio or Quick Time Audio Clips from Historians Discussing Blackbeard
* <http://www.teachshole.com/exhibit.htm>-- The Story of Blackbeard
* <http://www.ocracoke-nc.com/blackbeard/crew/original.htm>
* <http://library.thinkquest.org/03oct/00492/page26.html>

Use the (DRC) to organize your information.

**Step 4**

Using the information you have learned about Blackbeard, create an I POEM written from Blackbeard's perspective. You may wish to use the graphic organizer for the I POEM to organize your information before composing your I POEM. See our [I POETRY PAGE](http://re4030.wordpress.com/i-poetry_persona-poems/) for I\_Am\_GraphicOrg (Graphic Organizer) and IamPoem\_Blank\_4 (Student Copy with lines*)*.

Be sure that your I POEM:

* Is in the form of an I Poem
* Includes thoughtfully chosen words and images to reveal character
* Includes example of figurative language
* Incorporates factual information from research
* Demonstrates considerable effort with artistic impression

***Writing a Legend***

<http://www.delicious.com/fryeb>

**Data Retrieval Chart (DRC) Blackbeard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resources** | **1. When did the pirate live?** | **2. Where and how did the pirate’s career begin?** | **3. What were the pirate’s favorite weapons?** | **4. What did the pirate look and dress like?** |
| ***Blackbeard’s Last Fight* by Eric A. Kimmel** |  |  |  |  |
| **Internet Site:****National Geographic** |  |  |  |  |
| **Additional****Internet Sites:** |  |  |  |  |

**Data Retrieval Chart (DRC) Blackbeard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resources** | **5. What was the pirate’s life like?** | **6. How did the pirate act and treat others?** | **7. Why is the pirate legendary?** | **8. What became of the pirate?** |
| ***Blackbeard’s Last Fight* by Eric A. Kimmel** |  |  |  |  |
| **Internet Site:****National Geographic** |  |  |  |  |
| **Additional****Internet Sites:** |  |  |  |  |