

Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Hooked on Pirates

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) • Demonstrate knowledge of geography of ancient piracy and practice using a timeline</p> <ul style="list-style-type: none"> • Map the ancient and modern countries around the Mediterranean • Arrange and illustrate historically important events including the development of ships <p>Performance: 1.8, 1.9 Knowledge: (CA) 1 (MA) 1 (SS) 3 MAGLE: NO.1.C (Gr. 5) SSGLE: MUSWH.3b.C (Gr. 6); TSSI.7.B (Gr. 5-8) NETS: N/A DOK: 3</p>	<p>Class observation by teacher</p>	<p><u>Ancient Pirates:</u> Students will:</p> <ul style="list-style-type: none"> • map: <ul style="list-style-type: none"> • Tyre • Byblos • Sidon • Arwad • find chronology of events – AC/BC • arrange events in chronological order • compare and contrast events • figure passage of time – create problems for passage of time
<p>(B) Identify and interpret sources and examples of citizen rights and responsibilities (e.g., voting).</p> <p>Performance: 1.9, 1.10 Knowledge: (SS) 2,6 CAGLE: W.2.Ea-f (Gr. 5) SSCLE: MUSWH.3b.G,J,M; PPGS.2.B (World History) SSGLE: TSSI.7.G NETS: N/A DOK: 3</p>	<p>Teacher evaluation of paragraph using a scoring guide</p>	<p><u>Pirate Code:</u> Students will:</p> <ul style="list-style-type: none"> • read and discuss: <ul style="list-style-type: none"> • articles of agreement • issues and solve them based on pirate code • explain decisions • write a paragraph

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<p>(C) Relate past piracy to modern piracy</p> <p>Performance: 1.5, 1.6, 1.8, 3.1, 3.2 Knowledge: (SS) 5-7 CAGLE: W.2.Ea-f (Gr. 5) SSCLE: EGSA.5.G,Ib (Geography); RIGIT.6.N.1 (World History) SSGLE: TSSI.7.G (Gr. 5-8) NETS: N/A DOK: 4</p>	<p>Teacher evaluation of letter using a scoring guide</p>	<p><u>Modern Pirates:</u></p> <ul style="list-style-type: none"> • Discuss past piracy • Students will: <ul style="list-style-type: none"> • read article on modern piracy • compare and contrast past and present piracy • map “hot spots” of modern piracy • write a letter to a UN official explaining 2 or 3 steps that should be taken to eradicate modern piracy
<p>(D) Apply geography to interpret the past</p> <p>Performance: 1.4-1.6, 1.8-1.10, 2.1, 3.5, 3.6 Knowledge: (CA) 4 (SS) 3,5,7 CAGLE: W.2.Da; W.2.Ea-f (Gr. 5) SSCLE: MUSWH.3b.I,O (World History); EGSA.5.B,Ea (Geography) SSGLE: TSSI.7.A,B (Gr. 5-8) NETS: N/A DOK: 3</p>	<p>Teacher evaluation of map and written summary – assessed using a scoring guide</p>	<p><u>Triangle Trade:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • read and answer questions • map triangular trade route • review primary and secondary sources • read accounts of: <ul style="list-style-type: none"> • captured slaves • Rev. Robert Walsh – 1829 • compare and contrast accounts • write a summary

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<p>(E) Write the details of America’s relationship to the Barbary Pirates and how it established the United States as a world naval power</p> <p>Performance: 1.7, 1.9, 2.2, 3.5, 3.6 Knowledge: (SS) 5-7 SSCLE: EGSA.5.C; RIGIT.6.K; TSSI.7.C (Geography) NETS: N/A DOK: 3</p>	<p>Teacher evaluation of map – assessed using a scoring guide</p>	<p><u>Barbary Pirates:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> create a map with key places read and discuss the: <ul style="list-style-type: none"> events of the rescue of the hostages events leading to the War of 1812 write a letter, which reflects the objective, from the perspective of an American sailor involved in the events between Tripoli and America
<p>(F) Create a pirate trading card</p> <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.A (Gr. 5) NETS: N/A DOK: 3</p>	<ul style="list-style-type: none"> Peer evaluation using a scoring guide Teacher evaluation using a scoring guide 	<p><u>Trading Card – Famous Pirates:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> select a pirate read information create a symbol for the pirate record key facts about the pirate’s life share with other students
<p>(G) Debate Captain Kidd: Pirate vs. Privateer</p> <p>Performance: 1.5-1.8, 1.10, 2.1, 2.3, 2.4, 3.1, 3.5, 3.6, 4.6 Knowledge: (CA) 1-6 CAGLE: R.1.Hf-h; W.2.Aa,b; W.2.Ba,b; LS.1.B (Gr. 6) LS.2.A; IL.1.C (Gr. 5) NETS: N/A DOK: 4</p>	<ul style="list-style-type: none"> Student evaluation of debate presentations Teacher evaluation of written debate summaries using a scoring guide 	<p>Students will:</p> <ul style="list-style-type: none"> read Sir Francis Drake background discuss primary and secondary sources take notes on Sir Francis Drake and chart evidence create arguments participate in: <ul style="list-style-type: none"> debating peer evaluations