

Scheme of Work - How I Became a Pirate

Lesson 1:	Introduction and discussion	Main Activity	Plenary/Reflection
<p>Learning Intentions</p> <p>WALT: Use identify fiction and nonfiction texts.</p> <p>TIB: We want readers to enjoy different types of vocabulary</p> <p>SC: I can identify facts in a piece of fiction</p> <p>Standards: 3Rv.01 Deduce the meanings of unfamiliar words from their context.</p> <p>3Rv.04 Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.</p> <p>*3Ra.01 Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.</p> <p>*3Wv.01 Use specialised vocabulary accurately to match a familiar topic.</p>	<p>Concept Mapping Pirates: Set a timer for 5mins and ask students to write or draw everything they know about pirates. Share response</p> <p>Introduction: Learning to be a pirate was not all fun. They mainly learnt about sailing and how to look after their ship. There were a lot of scrubbing decks and looking after the canons. There was not much entertainment – no TV or computer games. They would listen to stories told by older pirates – (hardly any pirates knew how to read because they were kidnapped when they were young and never went to school!) They liked singing “sea shanty” songs and they liked telling jokes and making up special Pirate phrases. Their favorite thing is treasure! Sometimes they would hide their treasure and they had to learn how to draw a map so that they could come back and find it again.</p> <p>https://youtu.be/-bacGyOKpBY https://youtu.be/qP-7GNoDJ5c</p>	<p>Read How I Became a Pirate to the class. As you read, talk about the book and explain pirate vocabulary.</p> <p><u>Fiction vs NonFiction</u></p> <p>Is this book fiction? How can you tell?</p> <p>Pirates were real even though this story isn’t.</p> <p>Make a chart facts and fiction parts of How I Became a Pirate</p> <p>“Maybe that’s why their teeth are green” Scurvy and health connection. Scurvy video https://youtu.be/s28WsELZIXk</p>	<p>Share and discuss responses</p>

Lesson 2:	Introduction and discussion	Main Activity	Plenary/Reflexion
<p>Learning Intentions WALT: Use symbols to represent a message TIB: Symbols are all around us. SC: Create your own flag and explain the meanings behind the symbols.</p> <p>Standards: 3.SS.C2 Explain the significance of Bermuda's symbols and landmarks to better understand Bermuda's national identity</p>	<p><i>Pirate Attack</i> <i>The sight of a ship flying the Jolly Roger from its masthead would strike fear into the hearts of any law-abiding person, whether on land or at sea.</i> <i>Sometimes a pirate captain would run up a friendly flag in order to lull his prey into a sense of false security, only to unfurl his true colors when he was almost on top of the vessel or victims he sought.</i></p>	<p>Create your own flag with a coat of Arms. What message do you want your flag to send to others? What symbols will you use to represent your message?</p> <p>Vocabulary -Coat of Arms -Jolly Roger</p>	<p>Gallery walk of flags. Students place completed flags on their desks as everyone walks around the room to admire them. Allow students to explain why they chose certain symbols for their flags and what they represent.</p>
Lesson 3:	Introduction and discussion	Main Activity	Vocabulary
<p>WALT: Bermuda had pirates and privateers that helped to bring funds and acquired the basic necessities for the island.</p> <p>SC: I can explain what a typical day of a pirate or privateer looked like.</p> <p>Standards: 3.SS.G2a Identify the basic needs and resources of Bermuda SS.P3.E1a Demonstrate the use and value of money as a means of exchange, e.g., direct purchase 3.SS.G1c Create and interpret simple maps of the community using cardinal directions, basic symbols and keys.</p>	<p>Why did Bermuda have Pirates? Pirates brought money into Bermuda. The money was split with the captain and crew.</p> <p>The difference between Pirates and Privateers. Privateers have permission to steal from the queen</p> <p><i>Treasure was what pirates lived for. They took it wherever they could, either from ships or on land, often amassing huge fortunes in gold, jewels and other rare commodities such as silks and spices.</i></p>	<p>Imagine what it would have been like to a Bermudian Pirate or Privateer. What would a normal day look like for them? What chores would you have to do? How would you steal treasure? Where would you hide your treasure? Draw your treasure and a map to its location. Draw and or write about it in your journal.</p> <p>Sea Shanty -Sugar, tea and rum lyrics -Where does it come from? -How do you make it?</p> <p>Trade embargo</p>	<p>Share and discuss responses</p>

Lessons 4 and 5:	Introduction	Main Activity	Plenary/Reflection
<p>WALT: Use quotation marks to show dialog</p> <p>SC: Use quotation marks to write a skit using pirate language</p> <ul style="list-style-type: none"> • 3SLp.01 Read aloud with expression appropriate to the meaning and sound of the words. • 3SLp.02 Show awareness of different voices when reading aloud. *3Wv.01 Use specialized vocabulary accurately to match a familiar topic. *3Rv.05 Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning. • 3SLp.03 Use knowledge of punctuation and grammar to read familiar texts with accuracy. • 3SLp.04 Use speech, gesture and movement to create a character in a drama. • 3SLp.05 Plan and deliver a presentation independently on a familiar subject in a familiar context. • 3Wg.03 Use speech marks to punctuate direct speech. 	<p>Quotation marks Why do we use quotation marks? What do they represent? What information do they give the readers? Watch this Electric Company Video on quotation marks https://youtu.be/Bea_2ANKJ5o</p> <p>What do you imagine pirates sounded like? Were they quiet and calm or loud and rowdy? Were they well mannered or rough and rude?</p>	<p>Write a short scene with Pirates and Privateers talking to one another and. Be sure to include pirate phrases, jokes and proper quotation marks.</p> <p>Pirate Language and Phrases to include:</p> <p>“Ahoy thar, Matey!” “Shiver me timbers” “A good one to boot” “Landlubber” “Down the hatch, me laddies!” “After it me hearties” “swabbing the decks” “Batten down the hatches” “Up yonder pole”</p>	<p>Perform the scenes for the class. When acting it out for your classmates, be sure to sound like a pirate!</p> <p>Share constructive feedback with each group once they have performed.</p>

BEN Maritime Continuum:

P3 Pirates

P4 Carter House

P5 Gunpowder Plot

The Bermudian:

“The Problem with Pirateers”

<https://www.thebermudian.com/heritage/the-problem-with-privateers/>

Bermuda Pirates

Directions:

Roll the dice and move that many spaces.

If you land on a treasure chest , roll again.

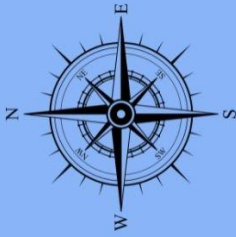
If you land on a hurricane , go back to Bermuda and start again.

If you land on the Jolly Roger , go back 2 spaces

2 -4 Players



Bermuda



Florida, USA

Havana

Cuba

Cayman Islands

The Bahamas

Turks and Caicos Islands

Haiti

Dominican Republic

San Juan

Puerto Rico

British Virgin Islands

Antigua and Barbuda

