

# Pirates and Privateers

*A Cross-Curricular Approach*  
A BEN Workshop



# BERMUDA EDUCATION NETWORK



# Kelly Rodday

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I am a Bermudian mother of two, ages 8 and 13. I have been teaching for 20 years in both private and public education. I am currently working in the Lower Primary Division at Somersfield Academy. I worked in the Ministry for 10 years at St. George's Prep. I have a Master's Degree in Organizational Management in Education from Endicott College.

I have provided professional development for the B.U.T.'s Annual Conferences, Somersfield Academy and the ICAN Math Program.

I am also the director of the Horizon's Summer Learning Program and the Content Designer at BEN.

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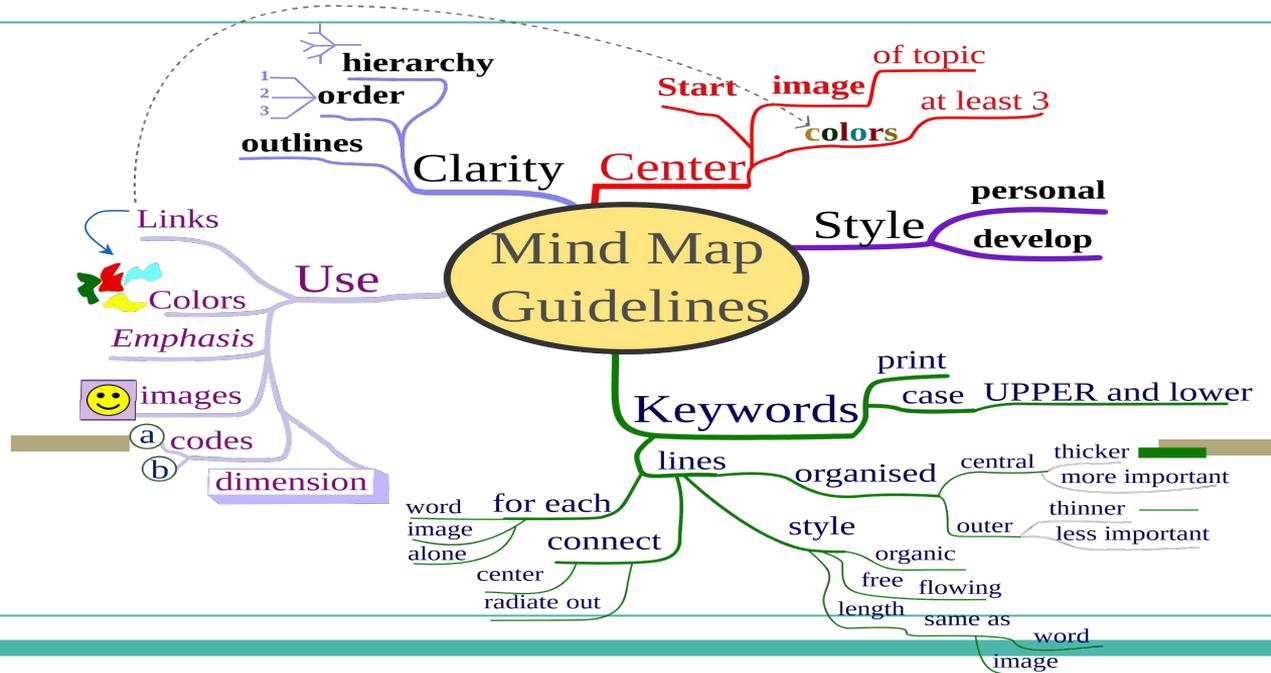
Why couldn't the pirate crew  
play cards?

Because the Captain was standing on the deck

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# Mind Mapping



<https://www.menti.com/aloiqg6hyhop>

# Lesson 1:

## Introduction to Pirates

Learning to be a pirate was not all fun. They mainly learnt about sailing and how to look after their ship. There was a lot of scrubbing decks and looking after the canons. There was not much entertainment. 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 favourite 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.

## How I Became a Pirate by Melinda Long and David Shannon

Read [How I Became a Pirate](#) to the class. As you read, talk about the book discuss fiction and nonfiction

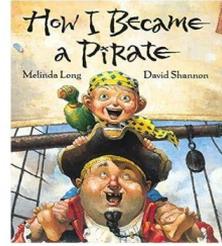
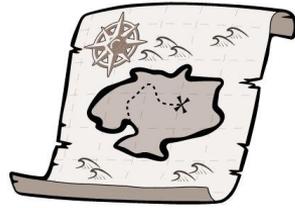
Is this book fiction? How can you tell? Pirates were real even though this story isn't.

Make charts exploring how the author incorporated facts into this fictitious story.





# Facts from How I Became a Pirate



- Pirates sang chanteys
- Pirates sailed under the Jolly Roger flag. It had a skull and crossbones on it to warn others of danger
- They had their own way of speaking.
- There was a captain in charge
- The crew had a lot of chores to do
- There were not any fresh vegetables on board
- They did have green teeth and get scurvy due to poor diets and hygiene
- Storms were very dangerous, they did not have weather apps or news updates to warn them.
- Pirates would get lost because there was no GPS or apps back then. Pirates would create their own maps



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How much did the pirate pay  
for his earrings?

A buck an- ear

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What are the 10 letters of the  
pirate alphabet?

I, I, R and the seven Cs!

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# Lesson 2: Creating Your Own Flag



## **Introduction:**

### *Pirate Attack:*

*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. 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 colours when he was almost on top of the vessel or victims he sought.*

## **Main Activity:**

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? This can be done with construction paper and markers or there is a link to do it digitally in the bitmoji classroom. <https://www4.lunapic.com/editor/?action=flag-generator>

### Vocabulary:

- Coat of Arms
- Jolly Roger

## **Plenary/ Reflection:**

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.

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Why don't pirates shower  
before they walk the plank?

Because they will just wash up on shore

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# Lesson 3: Pirate Treasure

## **Introduction:**

Why did Bermuda have Pirates? They brought money into Bermuda. The money would be split with the captain and crew.

There is a difference between Pirates and Privateers. Privateers have permission to steal from the Queen. A large portion of the money would go back to the queen. Being a privateer also meant you were protected by the Queen.

*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.*

## **Main Activity:**

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 it?

Draw your treasure and a map to its location.

Draw and write about it in your journal.

## **Plenary/ Reflexion:**

Share and discuss responses



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How did the pirate get his Jolly  
Roger so cheap?

He bought it on sail

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How do pirates prefer to  
communicate?

Aye to Aye

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# Lessons 4: Writing Pirate Scenes

## **Introduction:**

Review the Use of 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](https://youtu.be/Bea_2ANKJ5o)

## **Main Activity:**

Imagine Listening to Pirates

What do you imagine pirates sounded like? Were they quiet and calm or loud and rowdy? Were they well mannered or rough and rude?

Write a short scene with Pirates and Privateers talking to one another. Be sure to include pirate phrases, jokes and proper quotation marks.

Include pirate language and phrases:

*Ahoy thar, Matey!*

*Down the hatch, me laddies!*

*Up yonder pole.*

*Shiver me timbers!*

*After it me hearties!*

*A good one to boot!*

*Swabbing the decks!*

*Landlubber.*

*Batten down the hatches!*

# Lessons 5: Performing Pirate Scenes

## Plenary/Reflection:

Perform the scenes for the class.

When acting it out for your classmates, be sure to sound like a pirate!

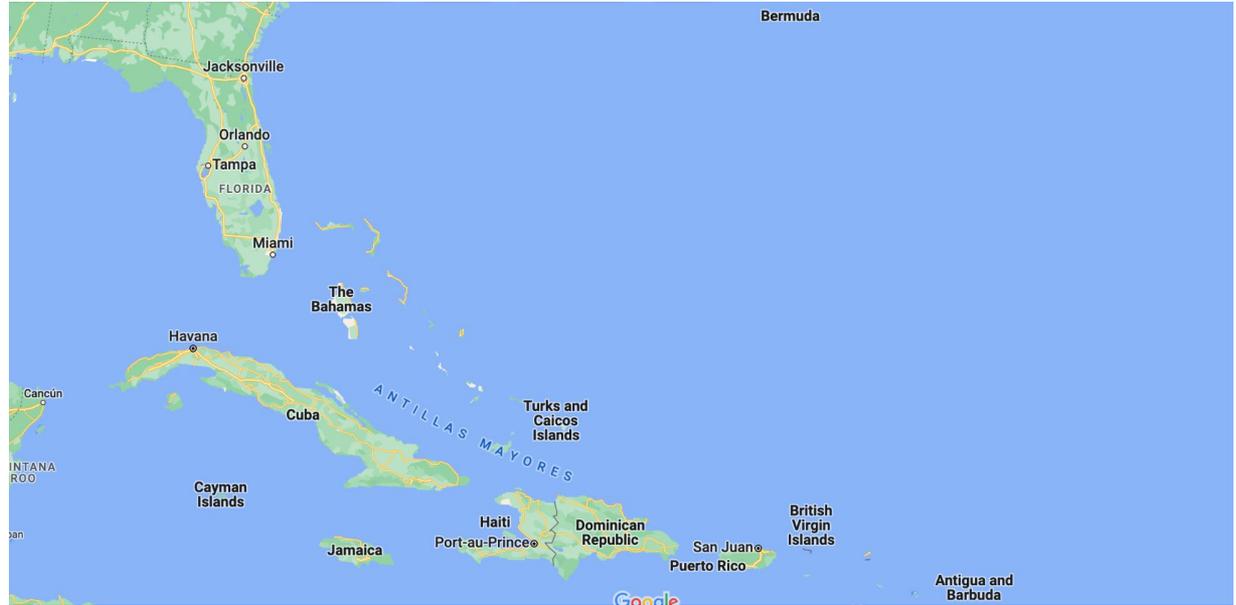
Share constructive feedback with each group once they have performed.



# Geography Connection

BEN recognizes that our students need more general knowledge in geography.

*3.SS.G1b Identify, name and locate places using basic map skills, i.e. natural and manmade environments e.g. beaches, parks, church, school, businesses, landmarks, parishes, villages, towns and capital city*



# 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



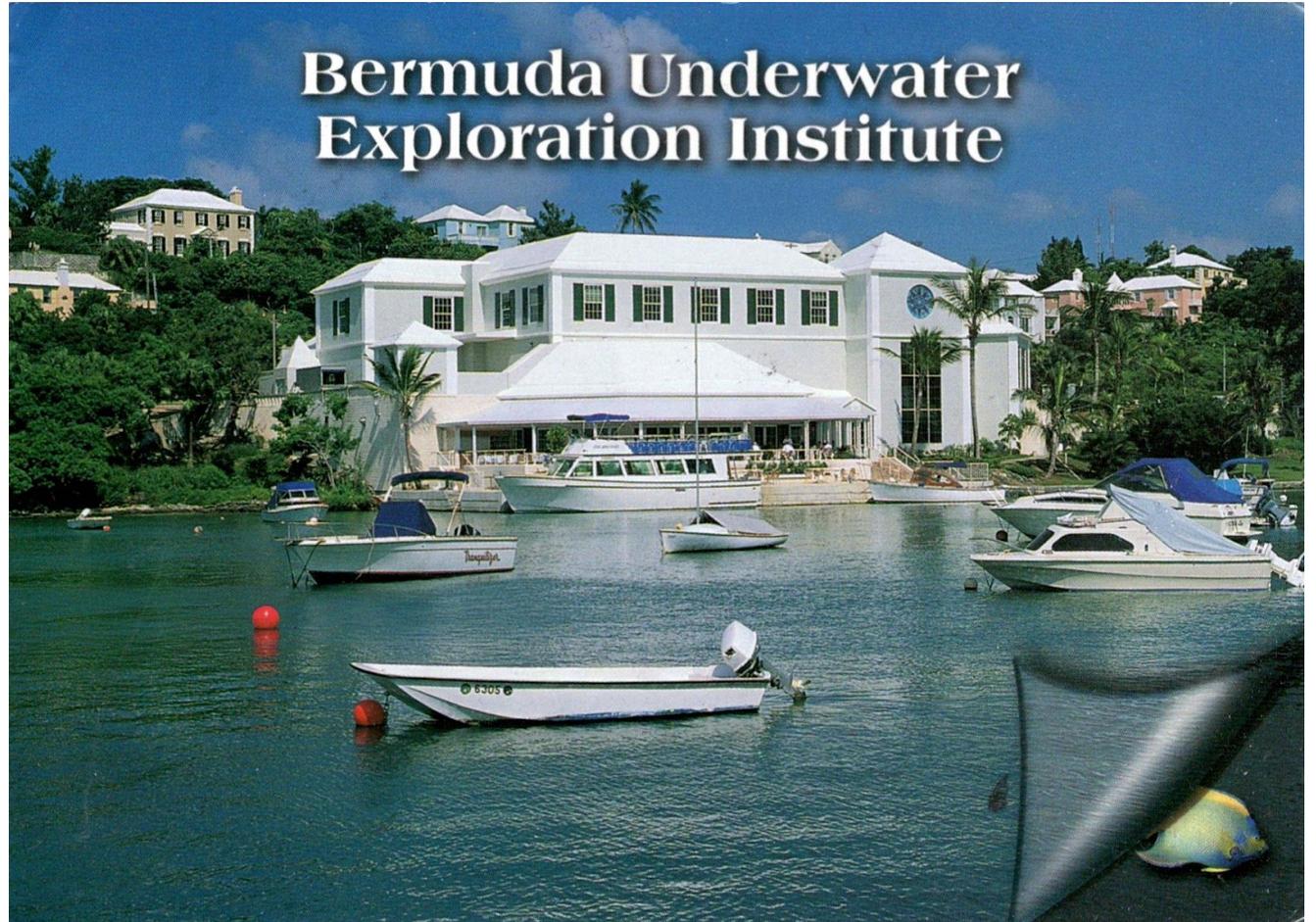
Antigua and Barbuda

# Pirate Shanties

There was a recent Tik Tok trend of this sea shanty

<https://youtu.be/-bacGy0KpBY>

# A Pirate's Life



# BUEI Lesson: A Pirate's Life



## **Introduction:**

*Meet some of Bermuda's legendary pirates and privateers, including Captain Nathaniel North.*

*Are you ready to join the crew?*

## **Main Activity:**

Pirate Clothing and Gear; different ships

Movement Activity: Captain's Coming!

Parts of a Ship

Life Aboard the Ship - eating, sleeping, passing the time

Defending the ship - weaponry and loading a cannon

Dividing the booty

## **Plenary/ Reflection:**

Are you ready to sign up to be a pirate? If you were the captain of a ship, what rules would you put in place?

# Link to Teacher Resources

The lesson plans and slides will be shared on the BEN website:

<http://www.bermudaeducationnetwork.com/what-we-do/lesson-plans/>

Slides for bitmoji classroom

[https://docs.google.com/presentation/d/1mM\\_yXdCna7jXFsXvJiDgKeXMtoO6p4inpDmwgs1gzGw/edit?usp=sharing](https://docs.google.com/presentation/d/1mM_yXdCna7jXFsXvJiDgKeXMtoO6p4inpDmwgs1gzGw/edit?usp=sharing) :



# Keep in touch!

We will be asking for your feedback on this unit:

- what went well;
- what challenges there were;
- where you brought in your own ideas and resources; and
- learning that you saw in your class and in what ways.

This will help us for next year..

Thank you for attending. Please can you complete this Google Form providing feedback on our workshop.

To share any learning in action from this cross-curricular unit, please email photos to Steph at [stephanie@ben.bm](mailto:stephanie@ben.bm) - and let her know if you want to be tagged! Photos will then be posted on Instagram and FB.

\*\*\*Please make sure waivers are checked, or take photos of work.

Feedback Form Link:

<https://docs.google.com/forms/d/e/1FAIpQLSd7q1VWaWz1CB4VUB-yOvuC7XeBBfYWjmaH46ftHvt1vtpQyQ/viewform>