**The Golden Age of Pirates**

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| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Social Studies |
| Concepts | Perspective, truth, subjectivity |
| Reading Focus | Students will learn to use the comprehension strategies of Visualizing and Making Connections as they read, think, talk and seek to understand the text. |
| Text Type | Informational |
| Academic Vocabulary | America, Christopher Columbus, city, dance, democratic, direction, election, food, law, map, medicine, ocean, rights, road, ship, symbol, town, water |

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| **Topic Talk** | * This book explores the concepts of perspective and interpretation. * Show students the cover of the book and read the title aloud. * Ask: “What do you know about pirates?” Brainstorm as a group what they know. * Ask: “What do you see on the cover of the book?” * Have students close their eyes and imagine what might happen next from the picture. Explain that by picturing the scene in their mind, they are visualizing. * Point out the words “golden age” in the title, have students predict what they mean. |
| **Contents** | * Read the titles of the chapters aloud. * Explain that contents pages are helpful to show you what is to come in the book. * Have students think, pair, share about any new things they have learned about the book from the chapter titles. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Use the Visible Thinking Routine “Step Inside” to explore perspectives about piracy.   Follow this link: <https://pz.harvard.edu/sites/default/files/Step%20Inside_2.pdf>  This routine helps students to explore different perspectives and viewpoints as they try to imagine things, events, problems, or issues differently. In some cases, this can lead to a more creative understanding of what is being studied.  Three core questions guide students in this routine:   1. What might different people perceive about pirates? 2. What might people or pirates know about or believe? 3. What might people or pirates care about?   *© Harvard Graduate School of Education*   * Read the chapter title and page 2 aloud. * Have students think, pair, share about where their knowledge about pirates comes from – books, TV, movies (or other sources). Explain to students that they are making a connection between this book and another type of text – so this is a text-to-text connection. * Read the chapter 2 title and page 3. * Have students think back to their predictions about what “golden age” means. Were they right or wrong? Discuss the general meaning of a “golden age” and why this time period of piracy is named this way. * Read pages 4 and 5 aloud. * Have students close their eyes and to make a mental picture in their head of pirates attacking a ship at sea. Explain that they are visualizing the text. * Encourage students to use their 5 senses to imagine what they might see, hear, smell, feel, and taste. * Ask students if they can make text-to-text connections about pirates being mean. Ask: “What other pirate stories do you know where pirates are mean? Are there stories where they are not mean?” (Remind students that texts don’t have to be books, but can be articles, films, tv shows, or other artworks.) * Read the chapter title and pages 6 and 7 aloud. * Have students close their eyes and imagine they are on the pirate ship they just read about. Ask the students to visualize using all five of their senses. * Ask: “What would you see?” “What would you smell?” “What would you hear?” “What would you taste?” “What would you feel around you?” * Read page 8 together. * Ask: “Do you think being a pirate would be fun or not? Why?” * Have students to look back through the book to find reasons (evidence) why they think this. * Ask: “Why do you think pirates would be both mean and playful?” * Set a purpose for reading from chapter 3 to the end of the book:   + Try to picture what you are reading as you go to practice visualizing.   + Try to make connections between this book and other “texts” you know as you read.   + Pause at the ant questions to answer them and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Have students share something they learned about pirates that they didn’t know. 2. Discuss how making connections to other texts helps to build context and think of similar knowledge. Ask: “How did thinking of other pirate stories help you to understand this book better?” 3. Ask students to think about how using all 5 of their senses helped them to visualize the text better, and to share their ideas. | |
| **Writing Prompts** | *Fiction* | Imagine you are a sailor in the year 1725. One day, you are sailing along when you see a pirate ship coming toward you! What happens next? |
| *Informational* | Draw a treasure map, and then write instructions for how to find the treasure. Swap with a friend and see if you can work out where each other’s treasure is hidden. |
| *Letter Writing* | Imagine that you have been captured by pirates and you have had to join their crew. Write a letter home, telling your friends about your new life on a pirate ship. |
| *Opinion* | A lot of pirates started out as regular sailors, but they became pirates to make more money. Do you think it’s okay to do that? Write an opinion piece explaining why, or why not. |
| *Research* | Find out about a real pirate from the Golden Age of Pirates. Write an article about his or her life from his or her perspective. |