

**Pre-Visit  
Activities for  
PIRATES!  
Exhibit**



**1. Overview**

- In this lesson, young students will learn basic information about pirates and make their own pirate hat by following directions given by the teacher. The purpose of this activity is to create excitement about pirates before the students visit the museum.

**2. Objectives****Students will:**

- Discuss what they know about pirates;
- Describe aspects of the lifestyle of pirates;
- Discuss what life might have been like on pirate ships;
- Create their own pirate hat by following directions.

This activity also supports Alabama Course of Study Content Standards:

## Visual Arts

## Kindergarten

1. Use selected materials to produce works of art.

1<sup>st</sup> Grade

1. Create works of art using a variety of techniques.

## Social Studies

2<sup>nd</sup> Grade

1. Compare features of modern-day living to those of the past.

**3. Time Required**

- Approximately 1 hour

**4. Materials Required**

- Copies of hat pattern
- 2 pieces of black construction paper per child  
(For younger students, have the hat pieces pre-cut so that the students just staple the pieces together.)
- Copies of skull and crossbones page
- Scissors
- Glue
- Tape
- Stapler
- Feathers
- Sequins or stickers
- Paper towels or wipes to clean hands

## 5. Instruction

### a. Introduction to Lesson

“Raise your hands if you know something about pirates. Raise your hand if you can tell me one thing about pirates.” (*Call on students for ideas about pirates*)

“Pirates were people who traveled on ships over 200 years ago. Most pirates were men, but a few were women. They robbed other ships that carried supplies or treasures like gold and silver. Even though they stole things from other ships, they were not allowed to steal from each other.”

“Pirates would sometimes wear clothes or things that they captured from other ships. They often wore hats because it was usually very bright and sunny at sea. They wore hats or scarves to protect their heads from the sun. Today we are going to make our very own pirate hats.”

“I will show you how to make the hat. Please listen to the directions and watch how I make the hat. Do not begin the project until I tell you to start.”

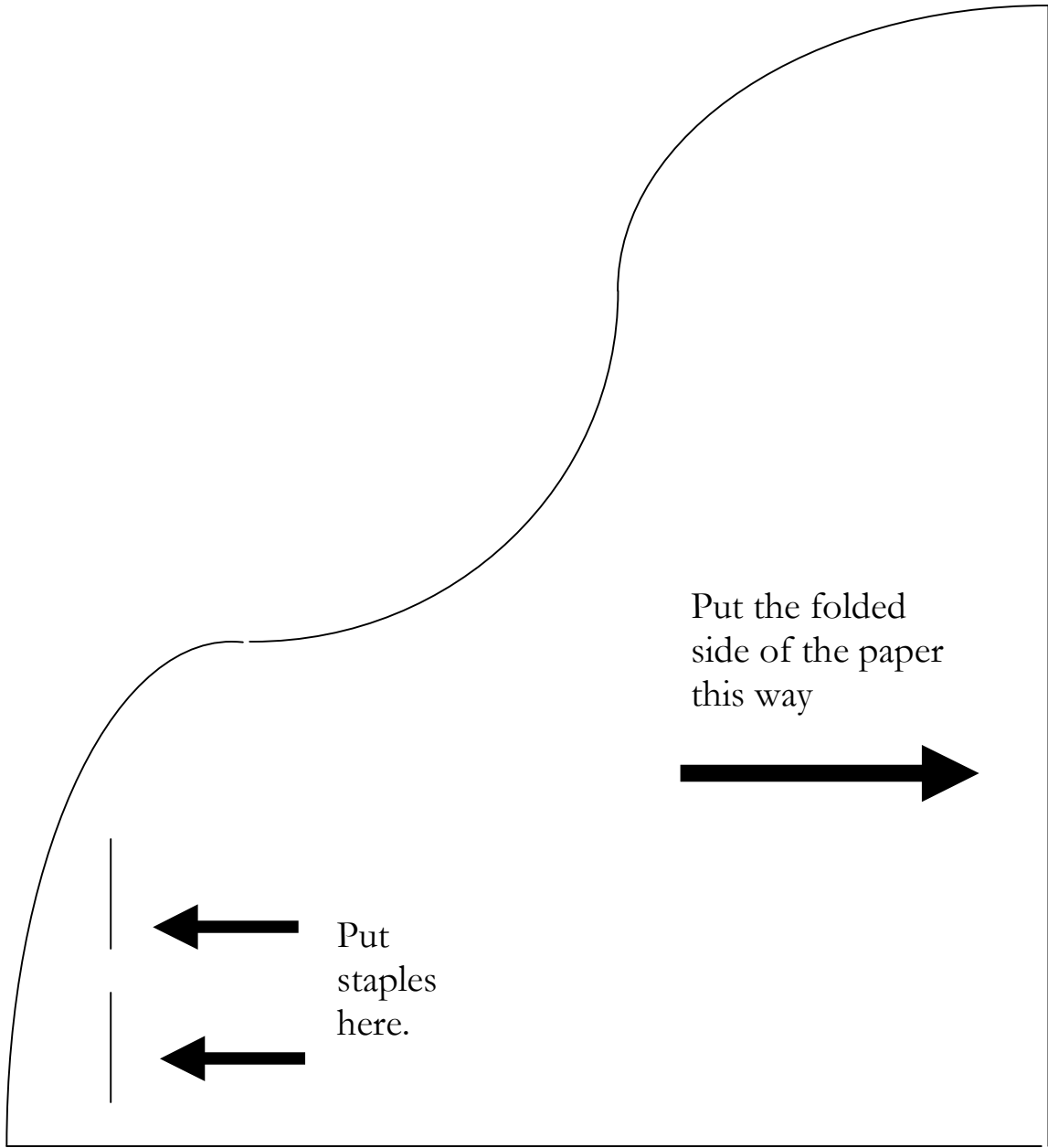
### b. Project Directions

*(DEMONSTRATE HOW TO DO THIS PROJECT WHILE GIVING THEM THE DIRECTIONS)*

1. Fold each of your black pieces of construction paper in half.
2. Then trace the pirate hat pattern on each piece of paper. Make sure the arrow points to the folded side. One piece of paper is for the front of the hat and one is for the back of the hat.
3. Staple the sides of the pieces together at each end to form the hat.
4. Cut out skull and crossbones from sheet and paste onto the hat.
5. Tape on some colorful feathers and stick on some sequins or stickers all the way around the edge of the hat to form a contrasting border.
6. Your hat is finished. Try it on!



# Hat Template



### 1. Overview

- In this lesson, students will learn about the compass rose and what it is used for. They will learn about historical maps used during the age of pirates, and they will make their own treasure map.

### 2. Objectives

#### Students will:

- Discuss what they know about pirates and buried treasure,
- Identify parts of a map,
- Correctly label the compass rose,
- Create a treasure map of an imaginary island,
- Understand what a compass rose is and what it is used for,
- Practice the orientation of the cardinal directions.

This activity also supports the following Alabama Course of Study Content Standards for Social Studies:

#### 1<sup>st</sup> Grade

6. Identify landmasses, bodies of water, and other physical features of Earth on maps and globes.

#### 2<sup>nd</sup> Grade

7. Identify continents, oceans, and the equator using technology, maps, and globes.

#### 3<sup>rd</sup> Grade

1. Locate the prime meridian, equator, tropic of Capricorn, tropic of Cancer, international dateline, and lines of latitude and longitude on maps and globes.

### 3. Time Required

Approximately 2 hours

### 4. Materials Required

- Paper bags, (lunch size or grocery bags)
- Copies of Compass Rose Worksheet
- Pencils, colored pencils, crayons, markers, etc.
- Safety scissors
- Watercolor paints
- Compasses or other objects to make circles with
- Brushes
- Paper towels
- Rulers
- Newspapers or table covers
- Copies of sample historic maps



## 5. Instruction

### a. Introduction to Lesson

“Although the belief that pirates buried their treasure is mostly a myth, some pirates did bury their treasure. The most famous pirate believed to have buried his treasure is William Kidd. His treasure is thought to be buried in a booby-trapped money pit on Oak Island, Nova Scotia. Another famous pirate, Sir Francis Drake, captured more treasure than his pirates could carry, and they buried most of it in Panama where they intended to go back to get it, but were not able to. A pirate named J.J. Mitchell is also believed to have buried treasure on Dauphin Island. In the 1830s, he went looking for it. People are not sure if he found it.”

Although there no pirate “treasure” maps are known to exist today, there are many maps from the age of pirates. Let’s take a look at what maps looked like during this time period.”

“These maps date to the 1500s. At the time, it involved a lot of work to make a map. Maps were hand drawn and then engraved on copper plates so that they could be reprinted. Lets look at some maps from the 1500s.

*(SHOW STUDENTS THE MAPS FROM THE FOLLOWING WEB PAGES. THESE CAN BE PROJECTED ON A LAPTOP PROJECTOR OR PRINTED AS TRANSPARENCIES.)*

<http://www.loc.gov/exhibits/kislak/images/kc0025.2s.jpg>  
[http://www.loc.gov/exhibits/kislak/images/kc0025\\_1s.jpg](http://www.loc.gov/exhibits/kislak/images/kc0025_1s.jpg)  
<http://www.loc.gov/exhibits/kislak/images/kc0025.4s.jpg>

“What is one thing that all of the maps have?”  
*(COMPASS ROSE)*

“One of the most important things on a map is the compass rose. The compass rose shows what direction the map is oriented to. Without the rose to show direction, we wouldn’t know which way was north, south, east, or west.

“Now we are going make sure that we know the directions of the compass rose. I want you to complete the worksheet I am handing out. ”  
*(HAVE STUDENTS COMPLETE COMPASS ROSE WORKSHEET. READ DIRECTIONS ALOUD.)*

“Now that you have completed your compass rose, we are going to make our very own treasure maps. What are some other things that you would include on a treasure map?”  
*(PATH TO THE TREASURE, EQUATOR, LATTITUDE, LONGITUDE, LANDMARKS, X MARKS THE SPOT, ETC.)*

Before you get started, I am going to show you how to make the map.

## **b. Directions for Treasure Map**

*(TEACHERS SHOULD DEMONSTRATE THE FOLLOWING STEPS WITH THE EXCEPTION OF PAINTING THE MAP)*

1. Cut open a recycled lunch/grocery bag with safety scissors.
2. Draw an island or continent on the blank side of the bag. You can use a real island or continent or an imaginary one.
3. Draw a square or rectangle of the map's outer boundaries.
4. Create a bird's-eye view. Include landscape details such as lakes, mountains, forests and rivers. Invent your own symbols if necessary.
5. Using the metal compass or other circular object, draw a circle for the compass rose in a corner of the map to show the orientation of directions.
6. Label and color the compass rose.
7. Make a dotted line to draw a path to the treasure.
4. *For Third Graders only: Using a ruler, draw one or more of the following things on your map: equator, Tropic of Capricorn, Tropic of Cancer, or a few lines of latitude and longitude.*
5. Cover your work area with newspaper.
6. Use watercolors to color forests, water, and other landscape details. Make the maps colorful like the historical maps.
7. While the paper is still damp, crumple it.
8. After a few minutes, flatten the paper.
9. Tear around the edges to create an aged look for your Treasure Map.

### **Suggested Lesson Plan for 3-5 Grades:**

<http://www.nationalgeographic.com/xpeditions/lessons/17/g35/piratemap.html>

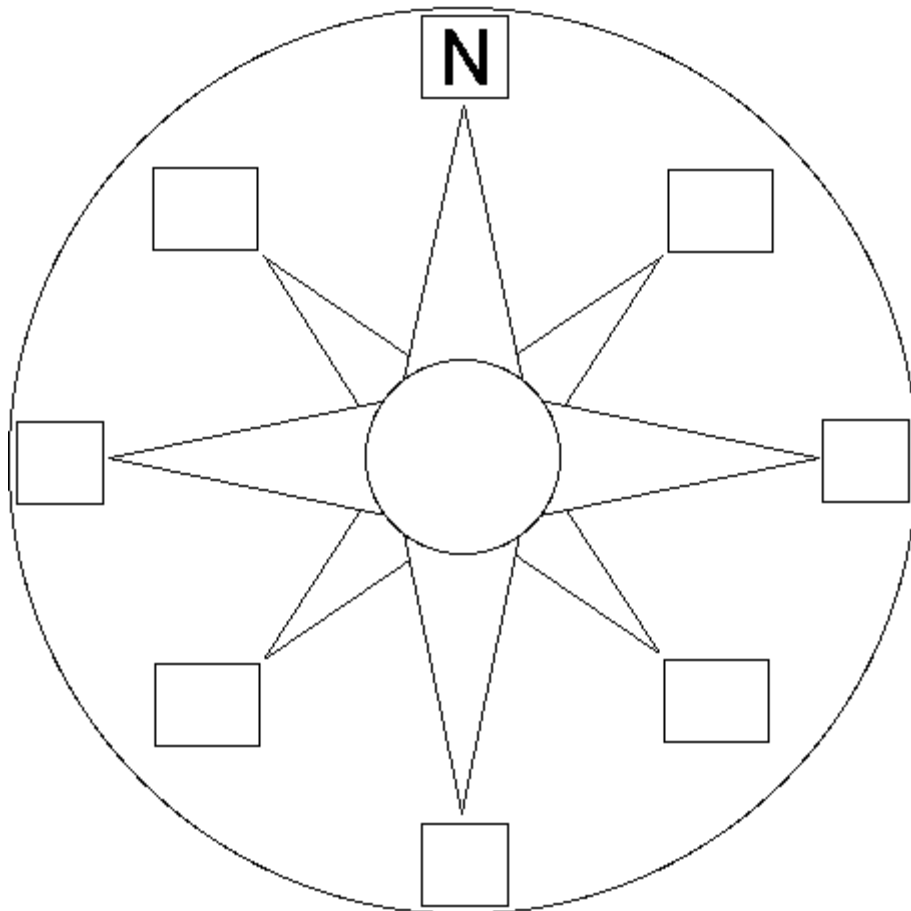
\_\_\_\_\_ Name

## COMPASS ROSE WORKSHEET

On the compass rose below, only north is filled in. Fill in the rest of the directions on the compass rose, using the standard abbreviations:

N=North, S=South, E=East, W=West, NE=Northeast, NW=Northwest, SE=Southeast, SW=Southwest.

When north is at the top of the compass rose (as it often is), south is at the bottom, east is on the right, and west is on the left. Northeast is between north and east, northwest is between north and west, southeast is between south and east, and southwest is between south and west.



### 1. Overview

- In this lesson, students will learn about the life of a pirate. They will choose a pirate to do a report on. They will use the library and internet to do research for the report.

### 2. Objectives

#### Students will:

- Discuss what they know about pirates;
- Describe aspects of the lifestyle of pirates;
- Research an individual pirate using library and internet resources.
- Copy images of the pirate for the report if they exist.
- Write a 200-word report on a pirate. (4<sup>th</sup> and 5<sup>th</sup> Grades)
- Write a 300-word report on a pirates (6<sup>th</sup>-8<sup>th</sup> Grades)
- Briefly share the story of their pirate with the class or on the field trip to the museum.



This activity also supports Alabama Course of Study Content Standards:

#### Social Studies

##### 5<sup>th</sup> Grade

1. Locate physical features that impacted the exploration and settlement of the Americas.
6. Identify the impact of trade routes on emerging colonies in the Americas.

##### 7<sup>th</sup> Grade

2. Compare the government of the United States with other governmental systems.

#### English/Language Arts

Supports numerous content standards at 4-8 grade levels.

### 3. Time Required

- Approximately ½ hour of instruction and 3-4 hours of independent work for students

### 4. Materials Required

Library access

Internet access

Paper

Pen or pencil or computer and printer

## 5. Instruction

### a. Introduction to Lesson

Spain, France, and England were at war in Europe during the earliest years of discovery in the New World. These conflicts helped to shape the settlement and development of the New World. Pirates took advantage of the competition between the nations. European exploration of the New World soon turned into exploitation and plunder.

By the 1500s, Spain claimed vast tracts of land in Central and South America and soon began discovering and sending treasures home by the boatload. There were vast amounts of silver from Peru, gold from mines throughout Central and South America, jewels from Columbia, pearls from Venezuela, and spices from Honduras.

Rival nations realized that Spain controlled the wealth of resources in the New World, and they sought their fair share. The kings and queens of France and England issued commissions called letters of marque for professional pirates called privateers.

### b. Development

***Why do you think the French and English rulers hired professional pirates?***

(They were allowed to capture Spanish ships and settlements as long as they gave a share of the earnings to the crown.)

After a few of the Spanish treasure ships were captured by French pirates, the Spanish began sending all of the treasure ships at once in a convoy called the “flota” or fleet.

Armed ships protected the treasure ships, but French or British ships were still able to separate and capture stragglers. The French and British pirates also began attacking the settlements where the treasures were kept before they were sent out by ship. Pirates also attacked supply ships on their way to Spanish ports and generally followed the trade routes. The Spanish also commissioned their own privateers to attack and capture British, and French ships.

***Why do you think people became pirates?***

People became pirates for many reasons. For many, it was a lucrative business opportunity, the chance to make a fortune in the world. Some French Huguenots became pirates because they were exiled from France and apparently saw an opportunity to get back at the Roman Catholic Church by attacking Spanish ships.

For others, it was an escape. Former or escaped slaves often became pirates as a means of escaping from slavery. Sometimes British sailors joined a pirate crew when the ship was attacked because life in the British Navy was very unpleasant at during this period. A few women even become pirates to have a different way of life than the few choices that women had at this time. Most women were expected to get married and stay home at this time.

Pirate ships were generally run as small democracies. Crews voted on things. The captain was elected by the crew. There were also rules. Beginning in the second half of the 17th century, buccaneers operated under a set of rules that became known as Articles of Agreement, or the pirate's code.

***Why would pirates need rules?***

Pirate articles varied from one captain to another, and sometimes even from one voyage to another, but they generally included rules of discipline and punishments, and outlined each crewmate's share of treasure, and the compensation for the injured. Each crew member was asked to sign or make his mark on the articles, then swear an oath of allegiance or honor.

## **6. Suggested Student Assessment**

Now that you know something about pirates, I want you to do a report on a specific pirate from a list I am handing out to all of you. The report is to be 200 –300 words in length. You will have time to go to the library and do research, and/or have time to do research on the internet. Use images of the pirate to supplement your report if they exist.

*(TEACHERS: IF YOUR SCHOOL HAS THE TECHNOLOGY, YOUR 8<sup>TH</sup> GRADERS SHOULD BE ABLE TO DO A SIMPLE POWERPOINT PRESENTATION ON A PIRATE.)*

**A word of caution about the internet! There is a lot of pirate information on the internet that may or may not be true. Have students stick to reputable websites run by universities, museums, exhibits, National Geographic, the History Channel, or other education related websites.**

## List of Pirates

John Hawkins  
Sir Francis Drake  
Robert Searles  
Andrew Ranson  
Francisco Menendez  
Blackbeard-Edward Teach  
Black Bart-Bartholomew Roberts  
Henri Caesar  
Michel (or Nicholas) de Grammont  
Anne Bonny  
Mary Read  
“Calico Jack” Rackham  
Laurens de Graaf  
Anne Dieu-Le-Veut  
Jacquotte Delahaye  
Sir Henry Morgan  
William Kidd  
James Campbell  
Mary Sabinal Campbell  
J. J. Mitchell  
William Augustus Bowles  
Jean Lafitte  
William Dampier  
Stede Bonnet  
Samuel Bellamy  
Charles Vane  
Flora Burn  
Grace O’Malley  
Lady Mary Killigrew  
Thomas Tew