A Very Questionable History:
Plundering Pirates

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Introduction and Rationale

"What sort of a man trades another man's life for a ship?" asks the striking lass of the young man wrapping her injured hand tenderly with a gunpowder stained bandage, the best he has to offer. He puffs a low snort of derision, a black scowl washing over his face. "Pirate!" he spits out, his face hardening. The scene cuts away to two men in a darkened captain's chamber of an 18th-century sailing vessel. A man of late middle age with a lined face leans ever so slightly back in his chair, feigning nonchalance, and with a disparaging air says to a second, younger man, "So, you expect to leave me on some beach, with nothing but a name and your word that that's the one I need and watch you sail away in my ship?" The wizened face chortles scornfully. "Oh, no" answers the younger man in mock surprise, "Oh, no, no, no! **I** expect to leave **you** standing on some beach, with absolutely *no* name at all, watching **_me_** sail away on **_my_** ship, and **_I'll_** shout the name back to **_you_**. Savvy?" The older man "But that still leaves us with the problem of me standing on some beach with naught but a name and your word that that it's the one I need." The second man pauses thoughtfully, tossing a green apple he has taken from the captain's table into the air. Cupping it expertly as it falls back into his hand; he exhales softly, looking directly into the eyes of the first man. "Of the two of us," he says slyly, "**_I_** am the only one who hasn't committed mutiny, therefore, **_my_** word is the one we'll be trusting…" baring his teeth in a grim leer as the ship gently pitches and yaws. Where are we? Why, in none other than the captain's chamber of Jack Sparrow's beloved *Black Pearl* from the *Pirates of the Caribbean: Curse of the Black Pearl*. These scenes lift the curtain on the vagabond, cutthroat life of a pirate, a way of life that has not changed a great deal through the centuries. Modern-day pirates continue to live a life of ruthless freedom and short-lived danger, fraught with episodes of run-ins with the authorities.

Middle school is a time in life that marks the beginning of adolescence, a double edged sword. It is when one begins to experiment with boundaries, stepping away from the careful guidance of the parent and family values into a world of boundless opportunities for mischief and mayhem that prepares one for adulthood. It is a time of hormone controlled rebelliousness and brain rewiring that sometimes results in even dangerous experimentation for young people as they make their way into maturity. It presents a challenge for parents and teachers to channel the young person's interest and participation into positive activities. It is also a time for profound growth and earth shattering soul shaping. So how does one balance the adolescent's need to experiment with one's negative nature, and still have one foot in 'proper' grounding? One of the challenges of teaching any child is hooking said child into a lesson. Now imagine that your middle school students do not speak English or are still learning and come from a culture that emphasizes group over individual achievement. How can a teacher resolve that 'difficult discourse'? How do you coax them out of that cultural mindset and help them develop their own sense of personal accomplishment and identity that is valued in this culture to be able to answer the question "What can YOU do?" from such a middle school student? Try walking on the "wild side" with me into the world of *piracy.*

The topic of piracy is a controversial one. It is one that is wrought with many questions about those who engaged in it and the circumstances that surrounded them. Some men chose it willingly, and some had it chosen for them. Students will explore the topic and develop higher level thinking skills with essential questions, central to this unit. They are taken from the movie cited above and beg the question, "Is there ever an occasion where the right course of action is through an act of piracy?" (*Governor Swann, Pirates of the Caribbean: Curse of the Black Pearl*) or "Can a person still be a worthy individual, even if they have committed an unscrupulous act?" This is a question that is very relevant to the middle school child, who needs to know that there is forgiveness in this society when we err, even when there would perhaps be none in their own. Moreover, asking these questions begins the cascade of tasks that will ultimately lead to the other end of the intellectual spectrum for collectivistic thinkers, who value facts over problem analysis. Many of the immigrants coming to the United States and other developed nations around the world hail from what is known as "collectivistic" cultures (Triandis, 1995; NCELA, 2005; DeCapua & Marshall, 2009), i.e., cultures that place the greatest value on what their group can do as opposed to our culture's stress on individual achievement. They are also high context cultures that place a great deal of importance on the past. This lesson taps into their culture's penchant for history as a vehicle for learning.

Collectivist culture members are field dependent and learn material best with social content. As a culture that values tradition, history is a focal point for them, and a vehicle for sparking interest in their new country's language. The initial approach of historical story telling works well with their natural affinity for learning through observation. The subsequent components of this unit will gradually evolve into the development of an individual product, something new for the collectivist student. Members of collectivist cultures also do well by tying the experience to something relevant to them. Researching current events related to piracy for a global understanding and documentation of piracy today, coupled with creation of a journal of a child their age traveling with a famous pirate, strengthens that personal connection to the language and the material to be taught.

In the five years that I have instructed this type of middle school student, I have researched and tried an immense variety of methods, and have finally found the interdisciplinary approach coupled with the M.A.L.P. (Mutually Adaptive Learning Paradigm) model of instruction as developed through the DeCapua & Marshall study (2009) and the basic concepts of the Freierian style of teaching to be most effective with this type of student. Though not all of the concepts of Brazilian educator and theorist Paulo Reglus Neves Freire are relevant to success in this culture, many can be. The Freierian style of teaching asks the teacher to learn how the learner learns and the students learn from their teacher what works for them to develop what he calls "critical consciousness", or higher level thinking for purposes of developing more insightful learning. The M.A.L.P. model paired with the Freierian approach is a journey of discovery for both teacher and student, and a mutually beneficial experience for the teacher that is open to it. The Freierian mindset is one of shared responsibility in the learning process. The teaching model is M.A.L.P., which begins with what the students is familiar with. Generally beginning with oral content is a good approach with these students to pull them into the content. The students are then moved into or lured, depending on your point of view, to producing a written product of "critical consciousness".

These students need engaging immediate relevance to their daily instruction, or something that they know, and interconnectedness between disciplines. "If the culturally based conditions of SLIFE (or SIFE, Students with Interrupted Formal Education) for learning are met, they are more likely to become engaged in the classroom (Chowela, Blaire, and Ciercie West-Olatunji, 2010) (Triandis, 1995). The two major conditions needed are: (1) feelings of interconnectedness; and (2) lessons with immediate relevance. They must also be taught thinking and problem solving strategies. This is best achieved through thematic, authentic instruction. Thematic instruction has demonstrated increases in learner achievement. (Beane,1997). "Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas" (Caine & Caine, 1997). Thematic instruction is also comprehensible to these students because this type of instruction is centered on a crucial theme connecting a variety of disciplines that when linked; build a web of knowledge that is transferable to any real world problem. Lessons are most meaningful for the collectivist student using thematic strategies that have a historical foundation because they also involve corporeality, i.e., biographies and/or legends about real people. These instruments build a connection through both historical material and/or current events, because they involve actual people (biographies and/or legends about real people) and production of artifacts, both physical and virtual.

In this unit, the major concept to carry forth is that the skills we need to successfully navigate everyday experiences throughout human history have come from all disciplines in an integrated and natural fashion. Moreover, it employs a new strategy developed at Monkseaton High School of Tyne and Wear in the United Kingdom called "spaced learning", where mini-lessons are integrated into a lesson integrating information/modalities from other disciplines to paint a map of the unit to the child and lay the foundations for an individual product. "The mechanics behind spaced learning are straightforward: the teacher gives a quick-fire PowerPoint presentation, of about three slides a minute and the pupils listen and read the screen, effectively taking in the information twice. After a gap, the same presentation is run, but there are missing spaces where the children have to fill in the missing words and repeat them aloud, which keeps their minds active and thinking. At this point they can also ask questions. After a second break, a similar presentation takes place." This is having excellent results academically and in engaging the students that are producing marginal results.

My thematic unit integrates skills needed in a variety of disciplines moving students from an oral starting point to a written product generated by each student around an experience relevant to them personally. It teaches phonics of the long A and O sounds, as well as ă through text of authentic materials of the reading, as used in many of the pirate expressions. Children will learn colorful idioms still used in the English language today which are holdovers from the days of piracy. It includes information from their new country's historical roots and links to their own country's history around the central theme of piracy. It teaches technology and the history of life in the Golden Age of Piracy through a production of a virtual museum box. It teaches navigational skills of which stars to use when navigating in different hemispheres for extension of the theme into science. It teaches longitude and latitude map reading skills as well as critical analysis of the development of maps through the ages to support understanding of the discipline of social studies. It also teaches the very necessary lesson of ratios and fractions for equal distribution of "the treasure" from a pirate raid extending into the realm of mathematics. There

is also geometry/hands-on/arts element in which the students will create a "brass monkey" and can be used either for advanced students or lay the foundations for grasping the concepts of geometry. The unit culminates with a written product of a pirate handbook and journal of a child's memories of sailing with the historical pirate of their choice. It also explores piracy through current events to make this information relevant to their current situation and their future. This unit is designed to be taught over a period of 4 weeks, i.e., one half of a quarter. I will introduce the unit in the middle of the first quarter and run it through to the end of the first academic session. Collectivist students work best in small groups, therefore the majority of the work will be done in this manner. There must be a gradual transitioning to an individual product from the oral opening prediction exercise. The second phase should lead from a series of jigsaw activities to an individual product which will have visual, written and oral components. It is intended to be integrated with and support content curriculum for the various grade levels and, as such, may be disassembled and re-assembled according to the instructor's needs. It is of vital importance that any unit that deals with ESL students must cut a swath across the content areas that students must face in their daily schedules. It is the deepest wish of this author that the activities that have been developed are more natural to a student from a collectivist culture than the linear teaching approach they probably face in today's manufacturing classroom. The structure of this unit is such that the teacher can make it as broad or as brief as he or she would like. It has a special focus on mathematics and science that may be used either for differentiation or to expand the existing skill set of the collectivist student.

Strategies

Pivotal Moments

This introduction is designed to entice the student into connecting to the past and present, old and new cultures, and building an individual identity through a written product using a new language and a fresh approach to knowledge. It is also designed to build reading skills to assist fostering a cultural apprenticeship, a concept well known in collectivistic societies. This unit is full of imagery to create a setting in which visualization is the vehicle to language acquisition in a written and oral individual product and knowledge gained through the printed word. The unit opens by employing the "Probable Passage" strategy employing this link:

HYPERLINK
"http://www.youtube.com/watch?v=4qHX493bB3U"http://www.youtube.com/watch?v=4qHX49 3bB3U

("Wild Thing" by the Troggs). I will distribute the words to the song; we will practice them and see if I can get the students to guess what our topic is. This sets the tone and will spark their interest. Using the 'Thinking Maps' Circle Map, we will fill in words from the song in the outer circle to get to the main idea in the inner circle. If they can't (and they probably won't) I will switch to this link:

HYPERLINK
"http://www.youtube.com/watch?v=JjxnZEcoi2Q&feature=related"http://www.youtube.com/wat ch?v=JjxnZEcoi2Q&feature=related.

This is a clip that opens up with one of the most famous lines of the movie, *Pirates of the Caribbean: Curse of the Black Pearl*. This must be played without a visual to sharpen the listening/comprehending ear. In a soft, sly voice, we hear a familiar refrain echo into the room "You forgot one very important thing, mate…I'm Captain Jack Sparrow…" and the video clip then leads into the theme known and loved by people around the world. I have yet to run into a child who doesn't know this, and hasn't squealed in delight this sound!

The strategy will be called "Book Club" and the format is a game format. Correct predictions will earn each correct prediction points toward time at the "beach", a classroom corner with a lawn chair whose sole purpose is to enjoy leisurely reading. The class will be divided into groups of three. The group's task will be twofold: a) prediction and b) final analysis. At this point I will have them write all the words they know to describe pirates, historical, current and fictional on a Circle Thinking Map™®. The inner circle will have the class conclusion that the theme of the unit is "Pirates!" at that moment. We will then move into the first in a series of 24 lists to open the chapters.

In the prediction phase of the exercise, the class will be divided into groups of three. Each group will consist of a reader, a scribe and an analyst. Grouping should be heterogeneous but roles should be rotated with each chapter. Rules should be discussed in the initial session about respecting different opinions or ideas. The reader reads aloud for the group when called on, the scribe fills in the Bracket Thinking Map® chart with the thoughts of the group about the chapter. The analyst will act as a group leader, leading discussions and acting as a liaison between the group and the teacher. They will write a sentence predicting what they think will happen in the chapter. The analyst will also present their group's predictions about the chapter. I will have a packet of 24 lists consisting of 5 words each. Each vocabulary word will be on an index card. Each student group will have a poster size laminated version of the Bracket Thinking Map®. I will open each chapter with Probable Passage. Using the Bracket Thinking Map®, the chapter words written on index cards by the scribe of each group will be placed by under the categories (used to help students to develop prediction skills) as perceived by the students. I will label the categories according to "Characters", "Setting", "Problem", and "Outcome(s)". There will also be a bracket called "Miscellaneous" where unknown words and/or concepts will fall for later investigation. Each student will write prediction sentences on sentence strips which the analyst will present to the class. The chapter will be read aloud by the group readers.

The next step is the "Final Analysis" phase of Probable Passage strategy which I have renamed "Book Talk" purely for the children's sake. The teacher asks the students to reflect on where they placed the words on the chart, and decide if that was the author's intent.

The Written Word

The ability to decode, read and produce a written product is a fundamental skill in this society. It precedes the ability to understand and manipulate the ever popular computer and immense variety of experiences that it offers. Many of the students that are entering the United States now have vastly different levels of exactly these skills. The spectrum of literacy and writing skills in children from these cultures ranges. Some cultures consider writing an art form that only the

highly educated or chosen may learn and some cultures have never had a written language. Quality of education and levels of education will also greatly vary depending on many factors such as a student's socio-economic status, possibly caste levels, political conditions in the country from which the student hails, organic problems, or even because of undiagnosed learning disabilities that might have gone unnoticed had the student not come to this country.

The '*Written Word*' component of this unit will address the input and output of the reading process, the input being the reading aspect and the output being the writing aspect. It will address the expansion of vocabulary, as well as reading and writing skills to be acquired in the course of the unit of study. The written word must not only include vocabulary development, but also a decoding element. A student cannot read if they are not able to decode the text. They cannot analyze a text that they cannot read. The devil is in the detail. Analytical skills, a critical building block of thoughtful scholarship, will be learned through graphic organizers and authentic text. Perhaps one of the most difficult aspects of language acquisition for most children, but perhaps most significantly for international children, is the skill of organized and comprehensible writing according to the Western style. This is due in large part to the fact that the story is being told in an unfamiliar language with unfamiliar words, and will be perhaps very different in style from the epics from either the religious culture, ethnic heritage that they originate from. It is quite a stretch to compare and contrast epic heroes/heroines from one culture to another.

Without a doubt, in this day and age, there must be a virtual component to any unit. It is, however, the opinion of this very tech savvy teacher that there is a lamentable lack of handwriting instruction over the past generation. Herein lies a diabolical conundrum for me and, frankly, a huge stumbling block. How can I integrate the vastly diverging modalities into an integrated product? It is felt, moreover there is studied proof, that there must be a physical interaction of the material that puts ideas to paper through the pen. Physical manipulation of a pencil to paper is the ultimate precision skill creation of a deeply personal product. It cultivates fine motor skills, and supports the development of reading skills. Realistically, I appreciate the extreme unpopularity of the physical manipulation of the common pencil, and the lure of the video screen and keyboard. It is in that vein that I bow to the popularity of the computer and its power to entice the student into the realm of expression. The journal that will be created, therefore, will utilize a two pronged approach. It will utilize the logistical skills of a paper graphic organizer to dovetail with the virtual journal, in which the student will acquire to express themselves through the virtual medium, yet requiring thoughtful preparation with pencil. More to the point, they will be required to carry a notepad to write down thoughts and inspirations that occur to them in the course of their day. This will not only assist them as an organizational tool, but also as a memory aid and language development.

There is also a phonetic component to this unit. English is an alphabetic language that has multiple historical influences from a variety of languages. This makes it confusing for the English language learner. The phonetic focus of this unit will be woven throughout the authentic text on the sounds of long A and O phonemes. These are prominent sounds in much of the English language, and are prominent in the speech of the 18th-century pirate. It will be introduced using a multisensory approach. This strategy will be dovetailed with the Probable Passage strategy. Distribute a piece of paper for the students to keep up with this. For each word with a ō, make a "Ι" and for each ā make "Ø" on the paper. The "Ι" will stand for a clap and the "Ø"

will stand for a stamp of the feet. In the first reading of the story the students will make notations of the symbols and after the story, they will clap the rhythm of the language. They can keep a running list of this and build a song rhythm that at the end of the story they may be able to write their own pirate song to.

The teacher will use the following phonics strategies as well.

Visual Phonics Hand Signals
Use of Onset and Meaning to Figure out a word
Sound out a word by elongating a sound
Recheck writing by rereading and monitoring sounds
Use Pattern Knowledge to Figure Out Words
Understand variation in Sounds of English; Use Table of phonics sounds and the variations of spellings

Having established the phonemic focus, the choice of the child friendly account of Treasure Island by Robert Louis Stevenson, the 'Treasury of Illustrated Classics' version. (Abridged, adapted, and illustrated by Quadrum, Quadrum Solutions India, Modern Publishing a Divisions of Unisystems, Inc. New York, New York) was an easy one. Told from the first person point of view of Master Jim Hawkins, the child begins to form an idea of what it must have been like to live the life of a young adventurer. Life stories, both real and fictional are popular with children and offer not only fleeting escapes to diverse realms, but an opportunity for the teacher to build critical thinking skills and foster imagination through role play, much like the *Dungeons and Dragons* gaming theory. To lay the groundwork for the creation of the cabin boy's/girl's journal of life with a famous pirate captain, we must scaffold the experience of pirate life in a variety of modalities. For that, we must create a concrete and structured approach to tame the essence of the pirate into a comprehensible sense for the child to fathom the material and corporeal individuals that they were as well as the times they lived in, by creating a Power Point presentation of childhood at that time based on the chapter in Kirstin Olsen's *Daily Life in 18th-Century England* published by The Greenwood Press Daily Life Through History Series. A structured approach also builds analytical perception skills for critical thinking, important to the determination of cause and effect in problem-solving and solution development.

The Math and Science of Pirates

Pirates were skilled mathematicians, and not for altruistic or scholarly reasons. Children will find the idea of math as an application to something adventurous irresistible. Addition and subtraction was the favored aspect of piracy, closely followed by division as their second favorite aspect of mathematics utilizing the maxim of equal shares. Many of these children will lack basic mathematical skills and this is a fun way of engaging students in what might otherwise be a rote activity of rudimentary abilities. The paradox of piracy is that it was, in fact, a true democracy, and the lowest cabin boy received as much of the ill-gotten spoils as the captain. They used a truly egalitarian system and every man (or woman) had their merit. Even slaves were entitled to an equal share, and often enjoyed the confidence of the captain over other crew members. A famous example of that was the case of Blackbeard, a famous Carolinian pirate. Blackbeard's most trusted compatriot, an escaped slave named Caesar, who devoted himself to the serving the

interests of the unabashedly violent pirate through thirteen wives and countless adventures of mayhem, political intrigue and wholesale destruction on a large scale. Caesar, said to be an African chief, became wealthy under the patronage of Blackbeard, but lamentably lost his life after the demise of Blackbeard at the hands of Lt. Robert Maynard and his crew. The mathematic principles of 'treasure' division will be combined with percentages and proportions, basic addition and subtraction as well as division and multiplication. Children will comprehend the fact that multiplication is simply fast addition.

A role play game as a crew member of an imaginary Spanish ship attacked by North Carolina pirate Blackbeard will be the setting for this mathematics exercise which can be tied into social studies with the creation of a treasure map as well, i.e., where they might bury the treasure along the Outer Banks. The students might further design a series of traps similar to the ones on Oak Island of Canada to protect it. The subsequent division of spoils and what they could buy will open up a speculation exercise of the essential questions. What are the essential questions of this unit? 1) Is there ever an occasion where the right course of action is through an act of piracy? - *Governor Swann, Pirates of the Caribbean: Curse of the Black Pearl* and 2) Can a person be a good person, even if they have done a bad thing? Students can brainstorm on the ethics of piracy and the circumstances that led and lead good people into a life of piracy in history and today. They will compare and contrast the circumstances of historical pirates with the pirates of today in the China Sea, off the coast of East Africa, as well as the Caribbean. Students will also explore under what conditions they might continue. The example of Klaus Stoertebekker, one of the few German pirates in world history, and his exploits against the powerful Hanseatic League of the Baltic and North Seas will be used. He and his crew will be used as an illustration of why the circumstances of the times may have provided powerful incentive for men to turn to piracy.

An additional brain extending component will be added called "*Freezing the Balls of a Brass Monkey*". A "brass monkey" was the brass holder of the cannon balls on and below the decks for the cannons on the ships. This is designed for the more curious ESL student, or interested parties and academically gifted students. Students will design a brass monkey for their pirate captain to impress him (or her). This is an exercise in basic geometry and human ingenuity. The exercise will be to create a square base with recesses in a square plate to accommodate 30 cannon balls. Old sailor lore has it, although discredited by the US Navy, that the metal of brass will contract much faster than the iron of the cannon balls. This has the effect of popping the iron cannon balls easily when the temperatures dropped which made them easy to access in winter battles.

Pirates had a surprising grasp of and expertise in practical science. They navigated by determining latitude and longitude. One of the most valued items to a pirate was not necessarily the treasure, but good charts and the medical kits. Blackbeard was known to have blockaded the Charleston harbor and held the town hostage for approximately one week over medicinal supplies to cure his crew of a 'social' illness. This could be tied in with the health unit on sexually transmitted diseases, with parental consent for the brave teacher willing to do this with middle school students, may the saints preserve you.

A significant skill for a pirate was navigation, a job that generally fell to a quartermaster. There are two types of navigation: celestial navigation, and dead reckoning. Dead reckoning, most certainly the most commonly employed method of navigation by the pirates, was used for

coastal navigation or clusters of islands. It was difficult to use it for anything other than that. It was based on the use of charts, a compass and terrain features. Dead reckoning is also based on course and speed. Basically you know where you started, your direction and approximate speed is measured in knots. A knot is a nautical mile per hour, and a nautical mile is 6000 feet or 2000 yards and one minute of latitude. (Formula: Distance=speed x time). This was useful in determining position and utilizing terrain features for confirmation of location.

Celestial navigation is much more sophisticated and requires a functional chronometer, an astrolabe (the early form of a sextant), and site reduction tables adapted from the original Mesopotamian and Babylonian mathematical site reduction tables whose origins were rooted in astrology. This was the method that was preferred by navigators of more regular routes or shippers. Pirates, being the opportunists they were, would follow the merchant traders on their established routes and raid them. Students could be introduced to the legal definition of "stalking" through this.

Language Activities

The sequence of the unit, *A Very Questionable History: Plundering Pirates*, has a common-sense situated learning approach that is favored by members of a collectivistic culture. It employs a content-based curriculum for middle school and provides vocabulary and concept development to provide a foundation for linguistic competence across the content areas through thematic instruction. It utilizes artifacts, both tangible and virtual, to solidify knowledge into a unit understanding that develops transferable and analytical skills.

A teacher might be able to use a learning styles questionnaire to determine preferred learning styles by the students. If the teacher's state uses the WiDA standards, the student's areas of strengths and weaknesses are already noted in a standardized test. Additionally, North Carolina teachers can use a document called "LEP Committee Strength and Weakness Analysis" found in each student's cumulative folder.

Phonetic Activity

A brainstorming activity where the children are broken out into pairs and take different sections of the book to identify the long "ā" and "ō" vocabulary is the first activity on the agenda. A list of words with the phonemic sounds focus will be listed on a group poster (group product) by all the students. Words will be checked and/or eliminated by the teacher according to the specified criteria. Once the determination has been made as to which words fit the criteria, each child will make a selection of five words for the assignment. They cannot be the same five words as another child (individual assignment). The children will have to decide what words they know has the same sound as the vowel focus sound. They will write their five new words on separate sentence strips. Over the vowels "a" and "ō", on the sentence strip, they will have to draw a picture of a word they know which uses the same sounds. **Example**: The word '*Main*', as in the '*Spanish Main*' might be written on a sentence strip. Over the "**ai**" of "*main*", the student might draw a picture of a "grape" to represent the long ā sound. By the same token, if the new word is "ocean", above the "o" of the word, they might draw a "no" with a "forbidden" symbol over the word. It is important for the students to understand that the combinations of letters in English

often constitute one sound. They will be given a list of spellings that constitute ā and ō vowels. On the back of each sentence strip they will write each spelling combination in the English language that would use either of these two There are a number of letter combinations that are frequently found in the English language that although spelled differently, pronounce that combination as a single sound, as in the given example "**ai**" in "*main*". If they can identify a sound with a graphic representation, it might serve as a focal point for remembering the sound. Concurrently using toys with the sound in their words is an even friendlier way to make the English language more approachable.

Journal and Museum Box Activity

We will begin by creating and maintaining two T-charts. They will be running logs of words and definitions (individual product), and the imagery they invoke (group product).

On the first T chart we will write the "Words I Don't Know" and the definitions in context. They will look up the definitions of the words and write sentences with the words in context.

We will then move into categorizing the words into classifications of sensory words as a group project. The sensory words will be "Hearing", "Tasting", "Smelling", "Feeling", "Color", and "Seeing" words in the second classification chart.

Students will make index cards of vocabulary words to correspond to *Treasure Island* according to their personal understanding. Each student will have different words that are unfamiliar to them. They will write the word on the front of the card and write the sentence the word comes from (the context) and determine definitions from the context. They will be placed on a steel ring for collection. They can share the words with each other to build their understanding of the story together.

We will map the story using the sensory words in context to understand the story of Master Jim Hawkins and his adventures with Long John Silver, the squire and the doctor in Treasure Island by Robert Louis Stevenson in a sequential map.
We will create "Foldables" for Treasure Island for quick analysis of the story as well as create a timeline of events.

They will write a reflection on the character most memorable to them, and their reasons for it. They will examine the nature of the pirate and their relationship with them through the adventures they create in their journal as well as historical documents and/or research of the pirate.

They will write epitaphs using alliteration or rhyme in the style of Old West epitaphs with irony.(See HYPERLINK "http://www.innocentenglish.com/funny-dumb-quotes-questions-sayings/funny-epitaphs.html" http://www.innocentenglish.com/funny-dumb-quotes-questions-sayings/funny-epitaphs.html for examples) They will write the epitaph for the pirate from their journal with whom they travelled.

This will be supported by the creation of a virtual journal AND a virtual museum box. The museum box, a collection of artifacts that creates a visual collection of items that demonstrate the various aspect of the pirate life to correlate with the journal can be found on HYPERLINK "http://museumbox.e2bn.org" http://museumbox.e2bn.org. We will study pirate flags and create our own, write our own pirate story sailing with the historical pirate of our choice in a sea journal, putting the student in the place of a cabin boy (or girl!). They will make a pirate handbook in their journal and learn the words and phrases that are still in language today, such as scuttlebutt or yawing.

Radio Reader

Oral skills are some of the first skills to develop, despite the "silent period" that all ESL students go through. Focus on inflections, cadence and fluency of speech will be practiced through a 'Radio Reader' style (à la PBS) radio show dramatizing the final battle of the infamous North Carolina pirate Blackbeard with Lt. Robert Maynard. Students will watch a video from the History Channel (HYPERLINK "http://www.history.com/videos/blackbeard-strikes-fear-off-east-coast" \l "blackbeard-strikes-fear-off-east-coast"http://www.history.com/videos/blackbeard-strikes-fear-off-east-coast#blackbeard-strikes-fear-off-east-coast). A written script, sound effects, and recording will be employed.

Mathematics and Science Activities

These activities will be taught in separate units as lessons. The integration and reinforcement component of the lesson will be through writing. The student will be required to write an adventure entry in their journal where they had to used the mathematical and science skill with their infamous captain. A journal entry will be created for each mathematic and science lesson.

1.   In the first mathematics exercise, they will develop a profile of their ship, its crew and their skill set. They will also have to have character profiles of a antagonist who will try to best them. They will also create a victim ship, its country of origin, its route and likely payload, and point of origin and the raid based on the geography of the area where they choose to have the attack. They will have to decide what is and is not valuable to them according to what was available at the time, and what would have been considered valuable at the time. They will have to decide also based on the type of ship most pirates had, what they can logically store and sell quickly at the docks in Tortuga. They will also have to consider the crew members on the pirate ship and how much they need to pay their shipmates and allot it fairly with the exception of their nemisis, whom they will be permitted to mathematically cheat. They have to come up with a way to logically do this and prove their nemisis will not notice it. They will have to write an episode in their journal about the day they took their victim ship, what they took, what the student's portion was, and how they cheated their nemisis.

2.   In the second stage, they will have to plan their escape. They will be given a point of robbery, and from that point they will have to find a place to hide on the map. They will have to use Dead Reckoning method of navigation after having investigated the terrain where they will have to escape and hide. The student will have to recall the longtitude and latitude from a map, the type of terrain in their geographical area and what the advantages and disadvantages of the terrain are.   They will have to cite how they used 'dead reckoning' to escape and elude the

authorities.

3.   In the geometry exercise, the student is put on the spot by their captain through opportunity. They are told by the captain "Cannon balls are rolling all over the deck of the ship! Fifty gold coins to the man that can come up with a way to keep these cannon balls on deck and handy!" The captain is furious, because cannon balls cost a lot of money and they have to be kept near cannons for reloading. The student is told that they have served aboard another ship where they were a "Powder Monkey" a young child who carried and set powder for the cannons aboard sailing ships. None of the other 'swabs' knows how to fix the problem, but *they* do. The student was once pressed into the British Navy service when they were grabbed them off the street while running an errand for their family. They are further told that life in the British Navy was hard, because Powder Monkeys were considered expendable, and they were constantly in the line of fire. The student, like many others before them, will 'abandoned ship' at the first opportunity, as everyone who could *did*! They can't come after them because the authorities never got the student's real name after all. That was where they met their current captain, whose pirates pressed them into service when they were running an errand for the captain of the British Navy ship they were on in a Jamaican port of call. The pirates offered the student their freedom and a share of treasure if the student joins them, and of course, provide a bit of intelligence on the British Navy's next moves in the Carribean where they are currently plundering. Since the student isn't British, they happily join the pirates for a new opportunity to go home, rather a bit more wealthy than when they left. So, they very much want want to impress their new captain with skill. Create a model of a"brass monkey" with 16 recesses in a square plate to securely accommodate 30 cannon balls near the cannon on deck. Write about how you created the brass monkey with th exact dimensions of the tray and the cannon balls, because you are about ready to 'cast off' again and come home to your family with your treasures. Write about how your new captain is very pleased with their efforts invention but how they suspect that he might try to keep them if they seem clever, so they are leaving the note for the next Powder Monkey that replaces them once they escape this captain. "

        More advanced students can create their own game either through animation or in a board game.

Resources

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        York: Teachers College Press, 1998.
        This work is a more progressive approach toward a more integrative partnership for
        learning to strengthen the learning experience.

        Caine, Geoffrey, and Renate Nummela Caine. *Education:On the Edge of Possibility*.
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        This is a book brain based teaching and learning. Principle 11 is one of the principles that
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This article was reviewed for understanding the discontinuity between culturally diverse students and the American classroom.
"Closing Scene." Pirates of the Caribbean: Curse of the Black Pearl. Theater viewing. Directed by Gore Verbinski. Charlotte, NC: Walt Disney Films, 2003.
This closing scene is used to demonstrate the essential question of this unit.

Daily Telegraph. "Revealed: New Teaching Methods That Are Producing Dramatic Results". Telegraph.co.uk - Telegraph online, Daily Telegraph and Sunday Telegraph - Telegraph. HYPERLINK "http://www.telegraph.co.uk/education/5166111/Revealed-new-teaching-methods-that-are-producing-dramatic-results.html" http://www.telegraph.co.uk/education/5166111/Revealed-new-teaching-methods-that-are-producing-dramatic-results.html (accessed November 2, 2010).

This article was chosen because of the innovative technique of shortened and/or multiple stage lesson plans and its positive effect on student performance.

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This article was chosen for its reference to the impact of attitude and aptitude on second language acquisition, and individual variations. It was also chosen for its study on the role of first language on second language.

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This article was chosen because it is the opinion of this writer that far too little emphasis
is placed on the value of physically interaction between paper, pencil and ideas. This
article demonstrates the important of this act and the mental resources that we utilize in
using this method to support learning.

Le-Rong, Lilly. "Enhancing Communication: Toward Optimal Learning in Limited
English Proficient Students." Language, Speech and Hearing Services in Schools 27, no.
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http://www.newfoundations.com/GALLERY/Freire.html (accessed November 1, 2010).
This article was chosen to demonstrate the Freirian approach of learning partnership
between the student and the teacher. A dynamic partnership of mutually beneficial
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Marshall, Helaine, and Andrea DeCapua. "Engaging English Language Learners with
Limited or Interrupted Formal Education." Educator's Voice III (2010): 1.
This article was chosen for its foundational concepts for dealing with Students of
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Naval History and Heritage Command. "Term: Brass Monkey." Naval History and
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This website was chosen to provide history on the term "Brass Monkey".

Office of English Language Acquisition "North Carolina: Rate of EL Growth ." National
Clearinghouse for English Language Acquisition. HYPERLINK
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Olsen, Kirstin. Daily Life in 18th-Century England (The Greenwood Press Daily Life Through History Series). New York: Greenwood Press, 1999.
This book is a good source for the teacher to provide children with background information on daily life in 18th century England.

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"Recapturing the Black Pearl" *Pirates of the Caribbean - The Curse of the Black Pearl* (Two-Disc Collector's Edition). Theater viewing. Directed by Gore Verbinski. Hollywood, CA: Walt Disney Video, 2003.

This scene was chosen to demonstrate the ruthless mentality of pirates.

Triandis, Harry C.. Individualism and Collectivism (New Directions in Social Psychology). Oxford: Westview Press, 1995.
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Visual Phonics. "See-the-Sound/Visual Phonics." See-the-Sound/Visual Phonics. HYPERLINK "http://seethesound.org" http://seethesound.org (accessed November 2, 2010).

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Student Resources

"Funny Tombstones and Epitaphs from Old Cemeteries." Funny Jokes, Pictures, Bloopers and More: Innocent English. Innocent English, n.d. Web. 26 Nov. 2010. HYPERLINK "http://www.innocentenglish.com/funny-dumb-quotes-questions-sayings/funny-epitaphs.html" http://www.innocentenglish.com/funny-dumb-quotes-questions-sayings/funny-epitaphs.html.

This website will show the style that was used in the Old West that gave a flavor of the person's character and style. It can also be used to teach rhyme and irony.
"Blackbeard Strikes Fear Off East Coast — History.com Video." *History.com — History Made Every Day — American & World History*. HYPERLINK "http://www.history.com/videos/blackbeard-strikes-fear-off-east-coast#blackbeard-strikes-fear-off-east-coast" http://www.history.com/videos/blackbeard-strikes-fear-off-east-coast#blackbeard-strikes-fear-off-east-coastThe History Channel, n.d. Web. 26 Nov. 2010.

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Museum Box. "Museum Box Homepage." Museum Box Homepage. HYPERLINK "http://museumbox.e2bn.org" http://museumbox.e2bn.org (accessed November 2, 2010).

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Thinking Maps, Inc. "Welcome to Thinking Maps." Welcome to Thinking Maps. HYPERLINK "http://www.thinkingmaps.com" http://www.thinkingmaps.com (accessed November 2, 2010).

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Pirates of the Caribbean: Curse of the Black Pearl, directed by Gore Verbinski, Walt Disney Pictures, 2003, closing scene.
Triandis, Harry C. "Individualism and Collectivism" Westview Press, 1995, OFFICE OF

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Daily Telegraph. "Revealed: new teaching methods that are producing dramatic results - Telegraph." Telegraph.co.uk - Telegraph online, Daily Telegraph and Sunday Telegraph - Telegraph. HYPERLINK "http://www.telegraph.co.uk/education/5166111/Revealed-new-teaching-methods-that-are-producing-dramatic-results.html" http://www.telegraph.co.uk/education/5166111/Revealed-new-teaching-methods-that-are-producing-dramatic-results.html (accessed November 2, 2010).

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