



Exquemelin, Alexander.
Frontispiece. The Buccaneers of America. Library of Congress.
 Exhibitions – The Culture and History of the Americas – the Buccaneers of America, 1678.

Buccaneers: Pirates who Pillaged, Plundered and Became the Scourge of the Seven Seas

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Students will use a portion of *The Buccaneers of America 1678* to discover the importance of using Primary Source information to better understand the past.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Realize that the events of long ago still influence current events. Our understanding of the connections helps guide our thinking today and may influence the future. • Recognize that the interests, values, and decisions of people influence history. Not all decisions or actions take into consideration the interests, or well-being, of all people affected. • Understand that the past is better understood by examining both primary and secondary source documents. 	
Recommended time frame	2 – 3 class periods	
Grade level	Middle School	
Curriculum fit	Social Studies and ELA	
Materials	<ol style="list-style-type: none"> 1. Pictures of the 4 buccaneers: Francois L’Ollonais, Captain Henry Morgan, Bartholomew the Portuguese, and Rock Brasiliano. 2. Maps of Central America and the Caribbean. 3. Computers with Internet access. 4. Paper and Pencils 5. KWL paper for pirates 6. Image Investigation sheet 7. Power Point of Primary and Secondary Sources 	

Michigan State and Common Core State Standards

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5 - U1.2.2 : Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

5 - U1.4.2 : Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

CCSS Reading Standards for literacy in History/Social Studies.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Procedures

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Day One:

- Portraits of the four buccaneers – Students in groups of 1 or 2 will look at two of the portraits and fill in the Image Investigation handout. There will not be any indication that the images are of pirates.
- The class will share what they have observed in the pictures by speaking or by writing down information on a white board. By asking leading questions, if students have not figured out that the images are of buccaneers, the teacher will help students reach that point.
- Pirate Worksheet - Students will spend a few minutes writing what they already know or think they know about pirates. Each student should try to write 10 things.
Students should also write what they would like to know about pirates.
- On the bottom of the sheet, students will answer where they can find information on buccaneers.
- Next, the teacher will present a power point on primary and secondary resources.

	<p>Day Two:</p> <ul style="list-style-type: none"> • Students will use <i>The Buccaneers of America, 1678</i> on the LOC website. http://www.loc.gov/flash/pagebypage/buccaneers/ • As they read, they should fill in their Pirate worksheet. If what they knew has been found to be true, they should mark the T. If they are able to answer something they want to know, they should write down what they discovered. In the column labeled, “What I Learned”, they should write down what they learned, which question it answers, and on which page the information was found • Also, as they read, students should fill in the map showing where the different buccaneers lived and landed. <p>Day Three:</p> <ul style="list-style-type: none"> • If necessary, students can finish up the pirate book. There will be questions that have not been answered, so ask this question: “What type of primary resources do you think would help answer the rest of your questions.” • Students will write three paragraphs. <ul style="list-style-type: none"> ○ One detailing what they thought they knew about pirates and what they have learned. This information should come directly from the Buccaneer source. ○ The second explaining their interaction with the primary resource. ○ The third answering this question: How do the events of long ago still influence current events? • The paragraphs will be used to share out either with partners or with table groups. • As time allows, discuss with the whole group the questions raised above.
<p>Evaluation Back to Navigation Bar</p>	
	<p>This learning experience will be evaluated by looking over the students’ handouts and by looking over their paragraphs.</p>
<p>Extension Back to Navigation Bar</p>	
	<ul style="list-style-type: none"> • Some students maybe interested in reading the whole <i>Buccaneers in America</i> book. They can read a free e-book at:

<https://play.google.com/books/reader?id=TGzUAAAAMAAJ&printsec=frontcover&output=reader&authuser=0&hl=en&pg=GBS.PP1>

- Interested students could investigate other pirates.
- Current events: What about pirates today? Both in the Caribbean and off the coast of Africa.
- Look for primary resources about how people felt about the pirates.
- Compare the “Pirates of the Caribbean” movies to the Buccaneers in America Book.

Historical Background

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Buccaneers were a cross between genuine privateers, commissioned to defend a country's colonies and trade, and outright pirates. Typically English, French, and Dutch adventurers, the buccaneers plied the waters among the Caribbean islands, and along the coasts of Central America, Venezuela, and Columbia ore that 300 years ago. "The Buccaneers of America" is a remarkable eyewitness account by Alexander Exquemelin, first published in 1678. Alexander Exquemelin, thought to be a French surgeon who enlisted with the buccaneers for a time, chronicles the bold feats of these raiders as they disrupted shipping on the high seas and terrorized Caribbean settlements. Exquemelin provides fascinating details of the French presence in Hispaniola (now Haiti and the Dominican Republic), describes the features of that country and its inhabitants, and comments at length on the origin of the buccaneers, vividly recounting their rules of conduct and way of life.

The bold plunderers come across as shrewd strategists, crack shots, fine navigators, wild debauchers and greedy adventurers who frequently engaged in vicious acts of cruelty.

This information is from the Buccaneers of America website.

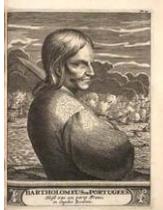
The Buccaneers of America can be read as a free e-book through Google at the link below.

<https://play.google.com/books/reader?id=TGzUAAAAMAAJ&printsec=frontcover&output=reader&authuser=0&hl=en&pg=GBS.PP1>

Primary Resources from the Library of Congress

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Image	Description	Citation	Permanent URL
	<p>Page by page presentation of <i>The Buccaneers of America</i>, 1678.</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>"The Library of Congress Presents The Buccaneers of America." <i>The Library of Congress Presents The Buccaneers of America</i>. 27 July 2010. Web. 25 June 2012. <http://www.loc.gov/flash/pagebypage/buccaneers/>.</p>
	<p>Frontispiece of <i>The Buccaneers of America</i>, 1678.</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>Exquemelin, Alexander. <i>Frontispiece</i>. Digital image. <i>The Buccaneers of America</i>, 1678. The Library of Congress, 27 July 2010. Web. 25 June 2012.</p>
	<p>Picture of Henry Morgan</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>Exquemelin, Alexander. <i>Henry Morgan</i>. Digital image. <i>The Buccaneers of America</i>, 1678. The Library of Congress, 27 July 2010. Web. 25 June 2012.</p>
	<p>Picture of Rock Brasilian</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>Exquemelin, Alexander. <i>Rock Brasilian</i>. Digital image. <i>The Buccaneers of America</i>, 1678. The Library of Congress, 27 July 2010. Web. 25 June 2012.</p>

	<p>Picture of Bartholomew the Portuguese</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>Exquemelin, Alexander. <i>Bartholomew the Portuguese</i>. Digital image. <i>The Buccaneers of America</i>, 1678. The Library of Congress, 27 July 2010. Web. 25 June 2012.</p>
	<p>Picture of Francois Lolonois</p>	<p>Library of Congress. Exhibitions – The Culture and History of the Americas – the Buccaneers of America</p>	<p>Exquemelin, Alexander. <i>Francois Lolonois</i>. Digital image. <i>The Buccaneers of America</i>, 1678. The Library of Congress, 27 July 2010. Web. 25 June 2012.</p>
	<p>Baptista Boazio (fl. 1588-1606) View of entire route of Sir Francis Drake's West Indian Voyage Hand-colored engraving, 1589 (25.1)</p>	<p>Library of Congress. Jay I. Kislak Collection Rare Book and Special Collections Division (25.1)</p>	<p>Boazio, Baptista. <i>View of Entire Route of Sir Francis Drake's West Indian Voyage</i> Hand-colored Engraving, 1589. Digital image. <i>The Culture and History of the Americas</i>. Library of Congress, 27 July 2010. Web. 23 June 2012.</p>
	<p>Baptista Boazio (fl. 1588-1606). Santo Domingo [Dominican Republic] Hand-colored engraving, 1589 (25.3)</p>	<p>Library of Congress. Jay I. Kislak Collection Rare Book and Special Collections Division (25.1)</p>	<p>Boazio, Baptista. <i>Santo Domingo</i> Hand-colored engraving, 1589. Digital image. <i>The Culture and History of the Americas</i>. Library of Congress, 27 July 2010. Web. 23 June 2012.</p>

	<p>A New and Accurate Chart of the West Indies with the Adjacent Coasts of North and South America. Drawn from the best Authorities, assisted by the most approved modern maps & Charts. . . . By Eman. Bowen, Geographer to His Majesty. [London: ca. 1720].</p>	<p>Library of Congress. American Memory. Geography and Maps Division</p>	<p>Bowen, Emmanuel. "A New and Accurate Chart of the West Indies with the Adjacent Coasts of North and South America / Drawn from the Best Authorities Assisted by the Most Approved Modern Maps & Charts and Regulated by Astronoml. Observations by Eman. Bowen, Geographer to His Majesty." Map. 1720. N. pag. <i>Library of Congress Geography and Map Division</i>. Library of Congress. Web. 23 June 2012.</p>
	<p>Early Map of Hispaniola</p>	<p>Library of Congress Geography and Map Division. Hispaniola--Maps--Early works to 1800. Bellin, Jacques Nicolas, 1703-1772.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4930+ct000117))</p>
	<p>Boy with coat in hand is 11 years old. Been there 9 months. Started at 50 cents a day. Now gets 60 cents. Loray Mill. "When I sweeps double space I gets 90 cents a day, but it makes you work. " Location: Gastonia, North Carolina.</p>	<p>Library of Congress Prints & Photographs Reading Room > Prints & Photographs Online Catalog</p>	<p>http://hdl.loc.gov/loc.pnp/nclc.01350</p>

	<p>Jim Hawkins watching pirates coming ashore in canoes</p>	<p>Library of Congress >> Prints & Photographs Reading Room > Prints & Photographs Online Catalog > Record</p>	<p>http://hdl.loc.gov/loc/ppp/aa22a53351</p>
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Rubric

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Teacher Name:

Student Name: _____

Score: /32

CATEGORY	8	6	4	2
Overall impression	Paragraphs were well written with few grammatical errors.	Few errors in spelling and grammar. Paragraphs lacked a solid flow	Errors were persistent in writing, format was lacking in detail	Little to no formatting Many errors in spelling and grammar
Paragrraph 1	At least three items listed about what has been learned and direct link to the source.	At least two items listed about what has been learned and direct link to the source.	At least one item listed about what has been learned and direct link to the source.	Some items listed, but no direct link to the source.
Paragraph 2	Thoughtful answer including at least three reasons.	Good answer including at least two reasons.	Ok answer including at least one reason.	No reasons given.
Paragraph 3	Thoughtful answer including at least three reasons.	Good answer including at least two reasons.	Ok answer including at least one reason.	No reasons given.

