

Teacher: Karin Steadman

Title: **Barbary Coast Pirates**

Subject: US History

Topic: Early American Foreign Policy

Grade: 8th

Lesson Duration:

School: Harrison School

<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is designed for students to understand the frame of reference for piracy, the Barbary Coast, and early American Diplomacy. Students will learn about the birth of the US Navy under John Adams and early American foreign policy via Washington, Adams, and Jefferson. Students will understand the cause and effects of piracy on American trade, the concept of paying tribute, and understand if the problem of piracy has been solved.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 4</a>  <b>Standard 1:</b> United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans  <b>Standard 3:</b> The extension, restriction, and reorganization of political democracy after 1800  I. Time, Continuity, and Change VI. Power, Authority, and Governance IX. Global Connections
<b>Standard(s):</b> <i>State, Local or National</i>	1.1 Students know the general chronological order of events and people in history. 1.2 Students use chronology to organize historical events and people. 5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history. 5.4 Students know the history of relationships among different political powers and the development of international relations.
<b>Themes/Concept:</b>	Understanding the frame of reference for piracy, the Barbary Coast, American Diplomacy, and the advent of the US Navy.
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	Where was the Barbary Coast? Why was the United States frustrated with the Barbary Coast? What stage was American foreign policy at, during the first thirty years of the nation's founding? What were reasons that the pirates were demanding tribute? Was the problem of piracy permanently solved? Give examples to support your answer.
<b>Elements</b> <i>(What you want the students to understand)</i>	<ul style="list-style-type: none"><li>▪ Piracy has been going on for hundreds of years and continues in today's world - explain the economic, political roots of piracy.</li><li>▪ Analyze the different perspectives of Washington, Jefferson,</li></ul>

	<p>the pirates, merchants, and sailors.</p> <ul style="list-style-type: none"> <li>Students will understand the growth of the US Navy under the influence of John Adams.</li> </ul>		
<b>Launch Activity (Hook)</b>	Map activity to locate the Barbary States, the major water features of the planet, the continents and "main players" (France, England, United States, Northern Africa)		
<b>Knowledge &amp; Skills</b>  <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	George Washington Thomas Jefferson Tribute Pirates Corsairs Mediterranean Barbary States - Libya, Algeria, Tunisia, Morocco, Tripoli, Tunis Impressments	John Adams Birth of US navy Strait Mediterranean Sea Atlantic Ocean	<b>Skills:</b> Cause/Effect  Draw logical conclusions  Restate major ideas of a complex topic in a concise form

**Lesson Methodology** *(How will you conduct the lesson; activities...?)*

**Assessment Evidence:** *What evidence will show that students met the learning goal?*

**Traditional Assessment** *(Quizzes, Test, Selected Responses)*

Pretest and post test vocabulary words. Short answer responses covering the essential questions. Persuasive paragraph.

**Portfolio Assessment**

Students may choose to do one of the following:

- write a petition to the Barbary pirates sharing grievances, requesting better treatment of US ships on the behalf of the US
- Write a letter to your parents, while you are being held captive by the corsairs. Describe how you got into the situation and solutions that have been tried.
- create a wanted poster for the Barbary pirates
- prepare a persuasive statement to be read before the Barbary pirates as to why they should stop their attacks on US ships

**Authentic Assessment** *(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)*

- Students memorize the poem "Old Ironsides" and present a dramatic reading to the class.
- Students will read the NY Times article and write a comparison/contrast paper about the similarities and differences between today's pirates and the pirates on the Barbary Coast.
- Construct a timeline of important events from beginning of the United States Navy
- Students could produce a skit showing both sides of the

- Create a PowerPoint that shows the United States interacting with the Barbary States:
  - Who, What, When, Where, Why, How, and So What

**Student Self-Assessment**

- Provide students with self-assessment rubric
- Peer-review and collaboration

**Differentiation Associated with this unit**

Students will read the NY Times article and write a comparison/contrast paper about the similarities and differences between today's pirates and the pirates on the Barbary Coast.

**Resources and instructional tools:**

[http://memory.loc.gov/ammem/collections/jefferson\\_papers/mtjprece.html](http://memory.loc.gov/ammem/collections/jefferson_papers/mtjprece.html)  
<http://www.legallanguage.com/resources/poems/oldironsides/>  
[http://www.stephenjaygould.org/ctrl/treaty\\_tripoli.html](http://www.stephenjaygould.org/ctrl/treaty_tripoli.html)  
[http://en.wikipedia.org/wiki/Barbary\\_corsairs](http://en.wikipedia.org/wiki/Barbary_corsairs)  
[http://en.wikipedia.org/wiki/First\\_Barbary\\_War](http://en.wikipedia.org/wiki/First_Barbary_War)  
[http://ageofpirates.com/article.php?Barbary\\_Coast\\_Pirates](http://ageofpirates.com/article.php?Barbary_Coast_Pirates)  
<http://www.nytimes.com/2009/04/12/weekinreview/12gettlemans.html>  
[http://www.google.com/search?q=barbary+coast+pirates&hl=en&safe=active&client=firefox-a&rls=org.mozilla:en-US:official&hs=TD1&tbs=tl:1&tbo=u&ei=ftBvStO8EY-KsgPI4sHdCA&sa=X&oi=timeline\\_result&ct=title&resnum=11](http://www.google.com/search?q=barbary+coast+pirates&hl=en&safe=active&client=firefox-a&rls=org.mozilla:en-US:official&hs=TD1&tbs=tl:1&tbo=u&ei=ftBvStO8EY-KsgPI4sHdCA&sa=X&oi=timeline_result&ct=title&resnum=11)  
<http://www.legallanguage.com/resources/poems/oldironsides/>

**Books:**

A History of US, Joy Hakim. pages 86-89.

TCI America to Industrialism, Chapter 12 - Foreign Policy

**Multimedia Resources:**

Excerpt from the movie *John Adams*, about his dealings with the pirates and the clip where the ship he is sailing on is attacked.

Excerpt from the movie *Master and Commander*, so students can have a visual of what the ships were like, how battles were fought, and an understanding of life on the sea.