



Peace and Pirates

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that they just heard about Andrew Jackson and the Battle of New Orleans. Ask students to share what they learned about Andrew Jackson and why he was important. (Andrew Jackson was the U.S. General who defeated the British in the Battle of New Orleans. He had an army of soldiers, militiamen, Native Americans, African Americans, and pirates.) Remind students that the Battle of New Orleans took place two weeks after the war ended. Prompt further discussion with the following questions:

- Why did the British attack New Orleans? Why did they want to control the Mississippi River?
- Why did the Battle of New Orleans take place two weeks after the end of the war?

Background Information and Essential Terms

5 minutes

Tell students that today's read-aloud is called "Peace and Pirates." Ask students what they know about pirates. Explain that a pirate is someone who attacks and steals from a ship at sea. Remind students that a *privateer* is a private ship, or a sailor on a private ship, that was hired to attack and steal from other ships. Tell students that today they are going to learn more about two well-known pirates, Jean (*SZOHN*) and Pierre (*pee-AIR*) Lafitte. They knew the coastal area, swamps, and waterways near New Orleans.



Bayous

← **Show image 8A-5: Photo of Louisiana swampland**

1. In today's read-aloud you will hear that the pirates knew the swamps and *bayous* (BYE-yus) of New Orleans very well.
2. Say *bayous* with me three times.
3. Bayous are marshy, muddy areas near a lake or river.
4. The water in the bayous is muddy and moves very slowly.
5. [Show additional images of the New Orleans bayous and invite students to point out what they see. Ask whether the water looks clear or muddy.]



Privateers

← **Show image 8A-4: Portrait of Jean Lafitte**

1. In today's read-aloud you will hear that *privateers* and pirates played an important role in the War of 1812.
2. Say *privateers* with me three times.
3. Privateers are ships that are not navy ships, or are sailors who are not part of the navy, but who work for the government. Privateers are allowed to attack and steal from enemy ships.
4. Some privateers used to be pirates. Jean Lafitte and his pirate friends were famous privateers who helped General Jackson during the Battle of New Orleans.
5. [Show additional images of Jean Lafitte, and invite students to describe him. Ask why some pirates might decide to become a privateer.]

Purpose for Listening

Tell students to listen carefully to learn about these two pirates and the role they played in the Battle of New Orleans.



- 1 It started in 1812 but it wasn't over until January 1815.
- 2 *Dejected* means to feel sad because of failure or loss.
- 3 If *dejected* means to feel sad, what do you think *jubilant* means? (feeling or expressing great joy)

Peace and Pirates

← Show image 8A-1: Illustration of War of 1812 ships

“The War of 1812 actually lasted almost three years,” started Grandfather Lafitte.¹ “Both sides won battles here and there. The Americans felt **dejected** when the British burned Washington, D.C.² But they felt **jubilant** when they successfully defended Baltimore and New Orleans.”³

“Who won the War of 1812?” asked J.P.

“That’s a tough question to answer,” replied Grandfather Lafitte. “There wasn’t an outright winner. However, in many ways, by preventing the British from capturing several of our key ports, we felt that we had won.”



← Show image 8A-2: Illustration of kids and Grandfather on the porch

“Did the British think they had won?” Adele chimed in.

“I don’t know about that. I am sure they felt that there was no clear winner. There’s no question that both sides were happy to stop fighting. And Americans were relieved that the British did not get any more land in our country. The peace treaty stated that both sides would have to accept the land agreements that existed before the war.”⁴

“That’s good, but I still haven’t heard anything about pirates,” urged J.P.

“Well now you are going to,” Grandfather Lafitte replied. “You see, privateers and pirates played an important role in the War of 1812.”

- 4 Peace is a time when there is no fighting or war.



← Show image 8A-3: Image of War of 1812 privateer ship

“What are privateers? How are they different from pirates?” asked Adele.

“Privateers were basically government-approved pirates. That means they were allowed—and sometimes even encouraged—to stop British merchant ships and take the cargo. Sometimes they

were asked to seize the ships, too. This was often the only way the United States could get the supplies we needed.”

“Do you mean to say that President Madison told privateers to steal stuff?” asked J.P., amazed at the thought.

“Well,” said Grandfather Lafitte, “Many things happen in times of war that would not ordinarily happen. Back then, there were more privateers who owned ships than there were U.S. naval ships and sailors. For a big part of the war, the British had blockaded many of our ports. We had no way to get supplies. We could not trade with other nations. We needed all the help we could get. So these privateers helped us by taking merchant ships and cargo that we desperately needed.⁵ By the end of the War of 1812, there were several hundred perfectly legal American privateers!”

“Were the privateers pirates before the war?” asked J.P.

← **Show image 8A-4: Portrait of Jean Lafitte**

“Some privateers were pirates,” Grandfather Lafitte replied. “But others were young men who saw it as a way of making money. The most famous, or shall we say, *infamous*, pirates-turned-privateers from that time were two brothers named Jean and Pierre Lafitte.” Grandfather paused.⁶

“Jean Lafitte was an excellent sailor and **navigator**.⁷ He helped spy on the British when they began their attack on New Orleans. Pierre was an expert smuggler of stolen goods.⁸ Because they had been pirates, they knew the swamps and bayous of New Orleans very well.⁹ Jean in particular could find his way around the dense, jungle-like swamps that confused most people.¹⁰ He even created secret waterways and canals that only he and his fellow pirates knew about. They could escape from anyone who tried to capture them. They hid their stolen goods in these secret places, too.

← **Show image 8A-5: Photo of Louisiana swampland**

They knew the area so well that General Andrew Jackson asked them to help him defend New Orleans. He offered them a full pardon if they agreed.¹¹ They did. Many people believe that

- 5 If they desperately needed supplies do you think that means they needed them very badly or not at all?



- 6 *Infamous* means to be famous, or well-known, for being bad.

- 7 A navigator is a person who finds out how to get to a place.

- 8 A smuggler is someone who takes things illegally to another place.

- 9 [Show Image Card 26 (Louisiana Bayou).] A bayou is a slow-moving body of water, filled with plants, found in low-lying areas.

- 10 Remember, Jean was the good navigator.



- 11 *Pardon* means to forgive legally so that the act or acts committed are no longer considered to be crimes.

Andrew Jackson would not have won the Battle of New Orleans without the help of Jean Lafitte.”

“Wait. Did you say *Jean . . . Lafitte?*” asked Adele, staring right at her brother, whose full name was Jean-Pierre.¹²

“Are we related to Jean Lafitte!?” gasped J.P.

“We are, it seems, descendants of his brother Pierre,” explained Grandfather Lafitte.¹³ “I will tell you a little more about your namesakes. They were quite fascinating characters.”

Now Grandfather had the children’s attention.

“No one knows for certain where Jean and Pierre Lafitte were born,” began Grandfather Lafitte. “Some believe that they were born in France, others that they were born in the French colony of Saint-Domingue.¹⁴ Pierre was the older of the two and they think he was probably born in 1770, whereas Jean was born around 1776. But no one knows for sure.”

“I guess they don’t have birth certificates for pirates!” joked J.P.

← **Show image 8A-6: Map of Baratavia island**

“Both of the brothers were well educated. In fact, Jean spoke at least four languages. The Lafittes were such good pirates that they had a warehouse in New Orleans filled with stolen goods. At one point, the brothers took over a whole island in Baratavia Bay, Louisiana.¹⁵ They called the island ‘The Temple.’ This island was like a settlement full of smugglers and pirates.¹⁶ And Jean Lafitte was their leader. The pirates sold their stolen goods right there on the island and everyone went there to shop—the rich and the famous, and even everyday farmers.”¹⁷

“Wow!” exclaimed J.P., listening, spellbound by his grandfather’s story.

“Yes,” laughed Grandfather Lafitte. “As the war moved into their hometown, they used their secret waterways in the swamps and bayous to keep a close eye on the British. Despite Jean Lafitte’s best efforts, the British eventually found his island. They seized his

12 Adele’s brother’s name is Jean-Pierre, and their last name is Lafitte. What do you think that means?

13 Descendants are people who are related to someone who lived in the past. Who are Adele and J.P. descendants of? (Jean Lafitte)

14 What would it have been like to be a pirate in the swampy bayous of New Orleans?



15 Saint-Domingue is now known as Haiti. It was once controlled by France and was the richest island in the Caribbean.

16 [Point to Baratavia on the map.]

17 Why do you think that people bought goods from the pirates?

fleet of pirate ships and all the treasures he and his brother had stored there.”

“Did the British capture Jean and Pierre, too?” wondered J.P.

“No, the brothers weren’t on the island at the time,” Grandfather Lafitte replied.



← Show image 8A-7: Picture of Jean Lafitte’s blacksmith shop¹⁸

18 This is a photograph of a building that is believed to have been used by the Lafitte brothers as a New Orleans base for their Barataria smuggling operation.

19 A patriot is someone who loves and is willing to fight to protect his or her country.

20 Jean commanded an army of hundreds of buccaneers, or pirates.

21 Ancestors are people in your family from a long time ago.

“Jean and Pierre Lafitte never thought of themselves as pirates.

They considered themselves loyal **patriots** and businessmen.¹⁹

But it’s been pretty well documented that, with the help of Jean, Pierre, and their army of buccaneers, which is another name for pirates, Andrew Jackson knew every move the British made. Thanks to them, he was able to outsmart and outgun the British!”²⁰

“This really is the most amazing story ever!” exclaimed J.P. “I can’t wait to tell my friends that my **ancestors** were pirates.”²¹

“I hope you’ll also tell them all you’ve learned about the War of 1812,” said Grandfather Lafitte. “You are now both experts on the subject. I’m sure your teacher will be very impressed with your new knowledge.”

“Granddad, you never told us what is in your journal,” prodded Adele. She had been curious about Grandfather’s journal ever since she noticed it when they first arrived.



← Show image 8A-8: Illustration of poster and the journal²²

22 [Point to and say the word *Bazaar*.] A bazaar is a type of market that sells many, many different things.

Grandfather Lafitte opened up the leather journal. Attached to the first page was a very old, crinkled poster. He carefully unfolded the yellowing page.

“The Lafitte brothers advertised their stolen goods on posters and billboards in New Orleans. This is one of the posters. It may even have been held in the hands of Jean and Pierre Lafitte,” said Grandfather Lafitte.

J.P. and Adele looked at the poster. It read:

COME ONE! COME ALL! TO JEAN LAFITTE’S BAZAAR

SATURDAY. FOR YOUR DELIGHT: CLOTHING GEMS AND KNICK-KNACKS FROM THE SEVEN SEAS

The children read the poster several times. They both gently touched the delicate, old document. Then, Grandfather Lafitte folded it up and tucked it back inside the journal.



← **Show image 8A-9: Illustration of J.P. and Adele running home**

“Now, I suggest you two scallywags skedaddle. Take some time to think about all the things you have learned. As I always say, if we know something about the past, we can do a better job with the future.”²³

With that, J.P. and Adele hugged their grandfather good-bye and ran all the way home. The grassy fields in front of their grandfather’s farmhouse were now bathed in late afternoon sunshine.

“We are related to pirates, Adele,” J.P. said in a loud whisper to his sister as the two raced excitedly home.

“I know,” whispered Adele. “I just don’t know if we should tell anyone.”²⁴

23 What do you think Grandfather means by that?

24 What would you think if you found out you were related to pirates?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What skills did Jean and Pierre Lafitte have that made them successful pirates? (Jean was an excellent sailor and navigator; Pierre was an excellent smuggler.)
2. *Inferential* Why was it difficult for the United States to get supplies during the War of 1812? (because the British had blockaded many of their ports)
3. *Inferential* Why did General Jackson want the help of Jean and Pierre Lafitte? (Jean and Pierre knew the swamps and bayous around New Orleans very well. They could help Jackson win the Battle of New Orleans.)
4. *Evaluative* What knowledge did Jean and Pierre have that the British did not? (Jean and Pierre knew their way through the jungle-like swamplands around New Orleans and the British did not.) How did this knowledge help them? (Answers may vary.)

5. *Inferential* How are pirates and privateers the same? (Answers may vary, but should include that they are sailors on private ships.) How are they different? (Answers may vary, but should include that privateers were hired to help the government.)
6. *Evaluative* Why do you think Adele wasn't sure that they should tell anyone about their pirate ancestors? (Answers may vary.) Would you want to tell if your ancestors were pirates?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Do you think that Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte? (Answers may vary.) Do you think it was right to pardon them? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Dejected and Jubilant

5 minutes

1. In the read-aloud you heard, "The Americans felt *dejected* when the British burned Washington, D.C."
2. Say the word *dejected* with me.
3. *Dejected* means to feel sad because of loss or failure.
4. The small puppy looked dejected when the bigger dog got the ball.
5. Have you ever felt dejected or known someone who felt dejected? Try to use the word *dejected* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I felt dejected when . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. You have heard that the word *dejected* means to feel sad because of loss or failure. In the read-aloud you also heard, “But [the Americans] felt *jubilant* when they successfully defended Baltimore and New Orleans.” The word *jubilant* means to feel great joy, so it is an antonym, or opposite, of the word *dejected*. (You may want to ask students to demonstrate what a person might look like when they are feeling *dejected* or *jubilant*.)

Now, I am going to read several sentences. If I describe something that might make someone feel sad, say, “They would feel *dejected*.” (You may want to have students sit, or remain seated, or show you what someone might look like if they felt *dejected*.) If I describe something that might make someone feel great joy, say, “They would feel *jubilant*!” (You may want to have students stand and raise their arms, or show you what someone might look like if they felt *jubilant*.)

1. After searching the neighborhood for hours, the children still could not find their dog. (They would feel *dejected*.)
2. On the last day of school, the kids were excited for summer break. (They would feel *jubilant*.)
3. The children’s lost dog came home all by itself! (They would feel *jubilant*.)
4. The baseball team won the championship in extra innings! (They would feel *jubilant*.)
5. The opposing baseball team lost the championship after extra innings. (They would feel *dejected*.)

➤ Above and Beyond: Create a horizontal word wall, writing the word *dejected* on the extreme left and the word *jubilant* on the extreme right of a horizontal line. Next, ask students to brainstorm other words that describe happiness and sadness (e.g., *happy, glad, joyful, upbeat, cheerful*; and *sad, blue, down, glum, unhappy*). Place the words along the horizontal word wall in the proper relationship to the end words, *dejected* and *jubilant*. You may choose to do this activity as a whole group, or have students complete it individually or in small groups.



Complete Remainder of the Lesson Later in the Day



Peace and Pirates

8_B

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Extensions

20 minutes

A Picture Gallery of America in 1812: Jean Lafitte (Instructional Master 8B-1)

20 minutes

- Show Image Card 24 (Jean Lafitte).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of Jean Lafitte.
- Have students recall important details from the read-aloud. You may prompt discussion with the following statements:
 - Jean Lafitte helped Andrew Jackson win which battle? (The Battle of New Orleans)
 - Jean Lafitte was a privateer, but some say he was what? (a pirate)
 - Jean Lafitte was an expert navigator of what area? (the swamps and bayous around New Orleans)
- Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Jean Lafitte using Instructional Master 8B-1.
 - First, they should draw a portrait of Jean Lafitte in the frame.
 - Next, they should write “Jean Lafitte” in the space beneath the frame. (You may wish to write this name on the board.)
 - Then, ask students to write a sentence or two in the space provided, telling something they learned about Jean Lafitte.

- Finally, students should share their drawing and writing with their partner or home-language peers.

Researching the War of 1812 (Instructional Master 8B-2)

20+ minutes

Divide students into small groups. Have groups pick an Image Card.

[You may do this with cards face up or down. Suggested Image Cards for students to choose from include Image Card 5 (James Madison); Image Card 6 (Dolley Madison); Image Card 8 (USS *Constitution*, or “Old Ironsides”); Image Card 13 (White House); Image Card 15 (U.S. Capitol); Image Card 18 (Battle of Baltimore at Fort McHenry); Image Card 20 (Mary Pickersgill and her flag); and Image Card 22 (Andrew Jackson).]

Tell students that they are going to research the topic on their Image Card using trade books and the Internet, or by using the set of pre-selected sources you will give them.

Explain that they will use Instructional Master 8B-2 to write down what they find about their topic. Talk with students about the various resources you are making available to them. [See the list of Recommended Resources at the front of the Anthology.]

For your reference, completed charts should follow these lines:

| | |
|---------------|---|
| Who? | James Madison |
| What? | fourth president of the United States |
| Where? | He was from a large plantation in central Virginia. |
| When? | He was born on March 16, 1751. |
| Why? | He was president during the War of 1812. |

You may prefer to have students work in pairs to orally fill in the chart together while one person acts as the scribe. Give students time to read and discuss their findings in small groups, and then come back together as a class to share the information students found.

Note: You may want to continue research and/or sharing as part of the Culminating Activities.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the War of 1812 to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.