

BCSCR



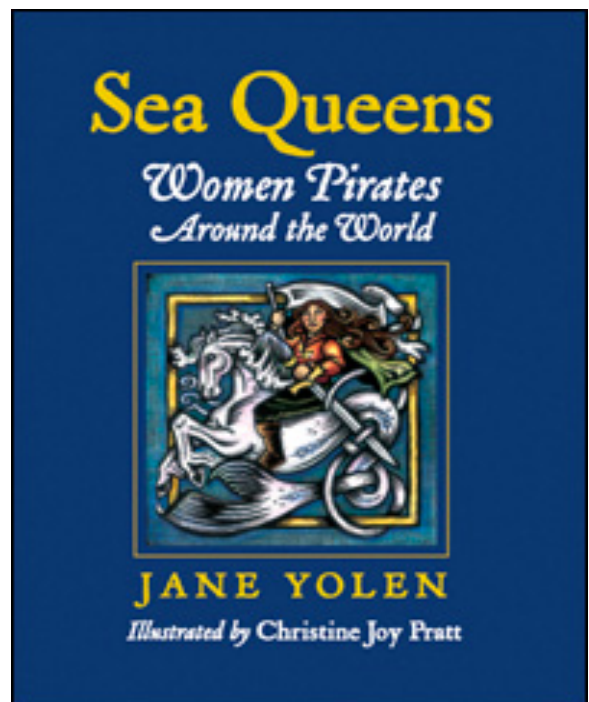
Building Communities that  
Support Children's Reading

Arizona

# Sea Queens

By Jane Yolen

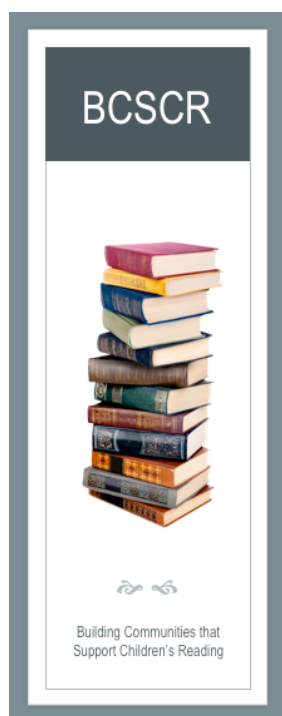
RL 7.1



**5<sup>th</sup> Grade – Informational Book**

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The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

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| 4th        | Blast into the Past - Fiction | Blast into the Past - Informational                  |
|------------|-------------------------------|--|
| 3.2        | Oh Say, I Can't See           | George Washington's Teeth                            |
| 3.9        | The Whipping Boy              | Bullies are a Pain in the Brain                      |
| 5.1        | Traitors Gate                 | Sir Cumference and the Isle of Immetter              |
| <b>5th</b> |                               |  |
| 4.5        | Number the Stars              | Candy Bomber   |
| 5.3        | Bull Run                      | You Wouldn't Want to Be a Nurse in the Am. Civil War |
| 5.6        | Julie of the Wolves           | Alaska   |
| <b>6th</b> |                               |  |
| 4.7        | Al Capone Does My Shirts      | You Wouldn't Want to Be a Chicago Gangster           |
| 5.3        | Snow Treasure                 | War Dogs   |
| 6.2        | Door in the Wall              | Castles  |

| 4th        | Exciting Excursions - Fiction   | Exciting Excursions - Informational          |
|------------|---------------------------------|--|
| 3.3        | 97 Ways to Train a Dragon       | Sir Cumference and Great Knight of Angleland |
| 3.9        | Because of Winn Dixie           | What's for Dinner                            |
| 4.7        | From MUF of Mrs. BEF            | Turn of the Century                          |
| <b>5th</b> |                                 |  |
| 4.4        | The 13th Floor                  | Sea Queens                                   |
| 4.9        | Jeremy Thatcher, Dragon Hatcher | Sir Cumference and Dragon of Pi              |
| 5.3        | The Cay                         | Ouch   |
| <b>6th</b> |                                 |  |
| 5          | Mr. Tuckett                     | Get the Scoop on Animal Poop                 |
| 5.3        | The True Confessions of CD      | 26 Women who Changed the World               |
| 6.8        | The 21 Balloons                 | Sir Cumference and the Vikings Map           |



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# Synopsis

## Sea Queens



Yolen's historical text clarifies that female pirates did exist. Yolen and Pratt's nonfiction picture book gives historical accounts of several women pirates from around the world while also providing readers with the fictional stories about these brave, blood-thirsty, booty-plundering women. Even though sailors often considered the presence of a woman on board a ship to be bad luck and the ship to be the only "lady" of the sailors' affections, some exceptional women chose to conquer the man's world of seafaring. Although this book celebrates these courageous women by telling their stories, it also maintains the reality that all pirates—women included—are vicious, if not villainous. The exciting lives of these "Sea Queens" require no embellishment.

## Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

- 5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  
- 5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Vocabulary

## Sea Queens



**Booty** – Plunder, loot, treasures illegally obtained

**Buccaneer** – Another word for pirate

**Cutlass** – Short, heavy, single-edged sword

**Mutiny** – When sailors rise up against the authority of their captain and seize the ship for their own

**Grog** – A very potent alcoholic drink

**Privateer** – An armed ship that sails under the commission of a king or queen and only fights against the sovereign's enemies; also a sailor on such a ship

**Jolly Roger** – The most popular pirate flag

**Artifacts** - a simple object (such as a tool or weapon) that was made by people in the past

**Democratic** - based on a form of government in which the people choose leaders by voting

**Ballad** - a slow popular song that is typically about love: a kind of poem or song that tells a story (such as a story about a famous person from history)

**Disguised** - to change the usual appearance, sound, taste, etc., of (someone or something) so that people will not recognize that person or thing

**Fictionalized** - to change (a true story) into fiction by changing or adding details

Name: \_\_\_\_\_



# Notepad

## Sea Queens

### Chapter

### Notes

|                      |  |
|----------------------|--|
| The Sea Queens       |  |
| Artemisia            |  |
| Queen Teuta          |  |
| Alfhild              |  |
| Jeanne de Belleville |  |
| Grania O'Malley      |  |

|                          |  |
|--------------------------|--|
| Lady Killigrew           |  |
| Pretty Peg               |  |
| Charlotte de Berry       |  |
| Anne Bonney<br>Mary Read |  |
| Rachel Wall              |  |
| Mary Anne Talbot         |  |
| Madame Ching             |  |



# High Level Questions

## Sea Queens

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Which of the Sea Queens did you like the best and why?
2. Many of the women pirates in the book have clear weaknesses as well as strengths. Compare and contrast two women in the book. What are their strengths and weaknesses?
3. Explain Grania O'Malley's relationship with her husbands Donal-an-Cogahaidh O'Flaherty and Richard-an-Iarainn.
4. The author used side notes throughout the book. How did they support the main text?
5. What was Siward's motive when he gave his daughter, Alfild, a viper to raise?
6. How would you justify women pretending to be men in order to go to sea?
7. Read the quote by Robert I Nesmith on page 5. In your own words, what do you think he is saying?
8. What kind of inferences can you make about Lady Killigrew and England in the 16th century?
9. Do you think there are women pirates roaming the seas today? Why or Why not?
10. What 5 questions would you ask Madame Ching if you met her?



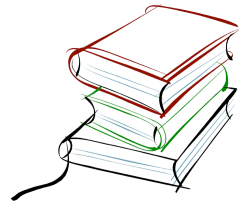


# Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Arizona Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific Arizona Reading Standards for Information.



# Choice Board

## Sea Queens

|  |   |  |
|--|---|--|
| <p>What inferences can you make from the way women pirates dress? Explain in a paragraph.</p> <p>5.RI.1</p>  | <p>Create a Venn Diagram comparing any two women pirates in the book.</p> <p>5.RI.3</p>               | <p>Give a 2 minute oral presentation on how the author uses shaded sidebars to support the text.</p> <p>5.RI.8</p> |
| <p>Write a newspaper article about The Pirate Code.</p> <p>5.RI.1</p>  | <p>Complete the table Why I Became a Pirate.</p> <p>5.RI.3</p>  | <p>Create a diorama about one of the pirates.</p> <p>5.RI.8</p>  |
| <p>Get a bar of soap. Using a toothpick and pencil carve your own illustration similar to those in the book. Then use tempera paint to create your own prints.</p> <p>5.RI.1</p> | <p>With a partner, make a short play, acting out the life of one of the Sea Queens.</p> <p>5.RI.3</p> | <p>Draw a poster about one of the American pirates.</p> <p>5.RI.8</p>  |



# Why I Became a Pirate!

| PIRATE NAME | EVENTS THAT LED TO PIRACY | HER ENDING |
|-------------|---------------------------|------------|
|             |                           |            |
|             |                           |            |
|             |                           |            |
|             |                           |            |
|             |                           |            |

# Choice Board

---



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |



# Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



# RAFT Matrix

## Sea Queens

| Role               | Audience             | Format      | Topic   |
|--------------------|----------------------|-------------|---|
| Mary Anne Talbot   | British Admiral      | Letter      | Why I refused to fight my own people          |
| Newspaper Reporter | London Times Readers | Article     | Charlotte de Berry<br>Truth or Fiction        |
| Author             | Book Publisher       | Short story | What you didn't know about a "Roundup" pirate |
| Historian          | Women Sailors        | Poster      | Why not to become a pirate                    |

# RAFT Matrix Rubric



**STUDENT NAME:** \_\_\_\_\_ **NOVEL:** \_\_\_\_\_

**Accuracy**

Information is accurate and supported with specific details from the novel.

5            4            3            2            1

Comments:

**Role**

The writing is credible in the role assigned.

5            4            3            2            1

Comments:

**Format**

The proper format was used.

5            4            3            2            1

Comments:

**Conventions**

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5            4            3            2            1

Comments:

**Creativity**

Writing shows imagination and originality.

5            4            3            2            1

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete

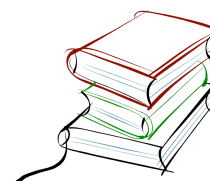
# RAFT Matrix



---

| Role | Audience | Format | Topic |
|------|----------|--------|-------|
|      |          |        |       |
|      |          |        |       |
|      |          |        |       |
|      |          |        |       |





# College & Career Readiness

## Sea Queens

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

### **Kid friendly writing rubrics and checklists Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

### **Duties of a Ship's Captain**

<http://everydaylife.globalpost.com/duties-ship-captain-1239.html>

<http://www.theguardian.com/money/2011/jan/15/working-life-ships-captain>

### **Background on Shipping Routes**

<http://www.marinetraffic.com/>

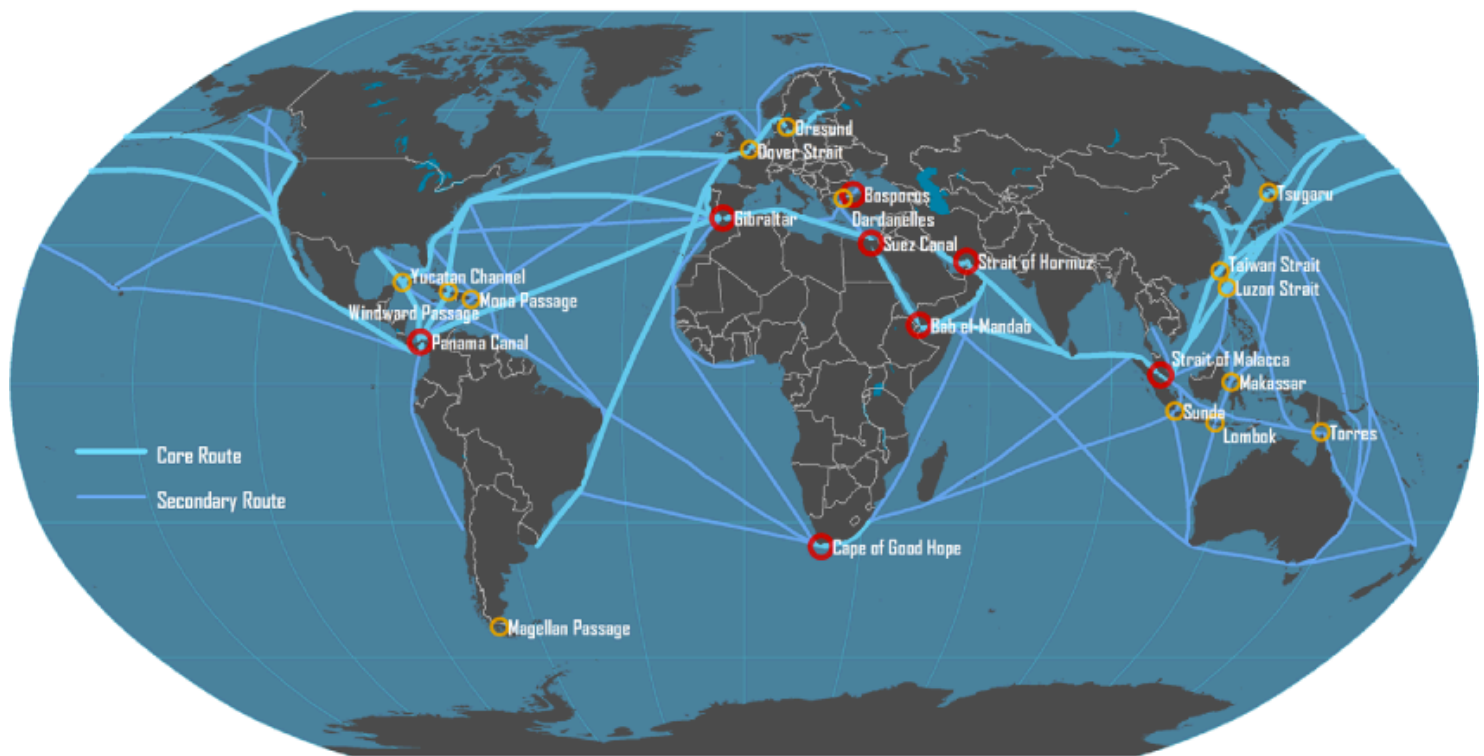
<http://www.searoutefinder.com/>

### **Video**

<http://www.history.com/videos/life-aboard-a-pirate-ship#life-aboard-a-pirate-ship>

<http://www.kidsknowit.com/interactive-educational-movies/free-online-movies.php?movie=Pirates>

<http://natgeotv.com/uk/wicked-pirate-city/videos/dangerous-pirates>



## Main Maritime Shipping Routes

Main Maritime Shipping Routes - There is potentially an infinite number of maritime shipping routes that can be used for commercial circulation, but the configuration of the global system is relatively simple. The main axis is a circum-equatorial corridor linking North America, Europe and Pacific Asia through the Suez Canal, the Strait of Malacca and the Panama Canal. Maritime routes are a function of obligatory points of passage, which are strategic locations, of physical constraints (coasts, winds, marine currents, depth, reefs, ice) and of political borders. As a result, maritime routes draw arcs on the earth water surface as intercontinental maritime transportation tries to follow the great circle distance. Main shipping lanes are those supporting the most important commercial shipping flows servicing major markets. Secondary shipping lanes are mostly connectors between smaller markets. In part due to physiography, geopolitics and trade specific locations play a strategic role in the global maritime network. They are labeled as strategic passages and can be classified into two main categories:

- **Primary passages** are the most important since without them there would be limited cost effective maritime shipping alternatives which would seriously impair global trade. Among those are the Panama Canal, the Suez Canal, the Strait of Hormuz and the Strait of Malacca, which are key locations in the global trade of goods and commodities.
- **Secondary passages** support maritime routes that have alternatives, but would still involve a notable detour. These include the Magellan Passage, the Dover Strait, the Sunda Strait and the Taiwan Strait.

## Ship Captain: Job Duties and Information About Becoming a Ship Captain

From cruise ships to freighters, all sea-going vessels sail under the command of a captain. Learn about education and training requirements, as well as the economic outlook for ship captains.

### Career Definition

Ship captains are in charge of the operations of sea vessels, such as cruise ships, fishing boats, tugboats, freighters, barges or ferry boats. They maintain logs detailing a ship's course and speed, weather conditions and other factors that influence movement of the ship. Ship captains also manage a ship's crew, supervise loading and unloading of either passengers or cargo and may be involved in the hiring of crew members. In many cases, work as a ship captain takes one away from home for extended periods of time.

### How to Become a Ship Captain

#### *Required Education*

A ship captain must possess at least a high school diploma, though associate's, bachelor's or master's degrees in marine science or marine engineering are offered by many maritime colleges or academies. Courses in these degree programs can include management, logistics, navigation and maritime safety and laws. Experience is another route one might take to become a ship captain, such as spending years as a deckhand or officer. Depending on the type of vessel commanded, a captain's license from the United States Coast Guard may be required.

### ***Skills Required***

Ship captains must have excellent communication, customer service, administrative and problem-solving skills. They must have the ability to adapt to changing conditions and respond to emergency situations. Ship captains also need to have knowledge of maritime laws and regulations.

### **Career and Economic Outlook**

According to the U.S. Bureau of Labor Statistics (BLS), jobs for captains, mates and pilots of water vessels are projected to grow by 14% from 2012-2022. This faster-than-average job growth projection is based in part on the expected increase in freight shipping and the increase in tourism via cruise ships. Most job opportunities can be found in coastal areas or those near freshwater ports and docks. According to the BLS, the average salary for ship captains was \$73,760 as of May 2012.

### **Alternative Career Options**

#### ***Train Engineer***

For those who want to be in control of a mode of transportation, but who prefer to work on land, becoming a train engineer or operator may be a better career option. Train engineers, also called locomotive engineers, control the movement of trains that carry passengers or freight. There are no education requirements for train engineers, but a 2-3 month training period is typically required. Also, train engineers must be certified by the Federal Railroad Administration, which requires passing tests to prove competency and physical ability. As of May 2012, train engineers earned an average annual salary of \$54,830. The BLS projects that this career will decline by 4% from 2012 to 2022.

#### ***Fisher***

Those interested in working on water vessels for long periods of time may prefer to catch fish rather than steer the boat. Fishers locate and catch fish, as well as packing and storing the fish for sales. Fishers can learn on the job or complete courses or a 2-year degree program in fishing technology. Fishers who operate large commercial fishing boats may be required to complete a U.S. Coast Guard training course. Over half of fishers were self-employed in 2012, according to the BLS. The BLS also reports that this is not a growing career field. In fact, fishers are expected to decline by 5% during the 2012-2022 decade. The average salary for fishers and related workers was \$36,900 in May 2012, according to the BLS.

# Where in the World?

## Modern Day Piracy Map



# Research Task Rubric

| Construct Measured  | Score Point 3  | Score Point 2   | Score Point 1   | Score Point 0   |
|---|--|---|---|---|
| <b>Reading<br/>Comprehension of Key Ideas<br/>and Details</b> | The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.  | The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.  | The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.   | The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no</b> analysis and <b>little to no</b> textual evidence.  |
| <b>Writing<br/>Written Expression</b>                         | <p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul> |
| <b>Writing<br/>Knowledge of Language and Conventions</b>      | The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .   | The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .   | The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .   | The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .  |

# Narrative Task Rubric

| Construct Measured                                       | Score Point 3  | Score Point 2  | Score Point 1  | Score Point 0  |
|--|--|--|--|--|
| <b>Writing<br/>Written Expression</b>                    | <p>The student response</p> <ul style="list-style-type: none"> <li>• <b>is effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul> | <p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion;</li> <li>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul> |
| <b>Writing<br/>Knowledge of Language and Conventions</b> | <p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>   | <p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>   | <p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>  | <p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>   |