Jean Lafitte
Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 2
Social Studies
Standard 4 - Citizenship
- GLE 2.4.1: Describe the character traits of good citizens and discuss examples of responsible citizens

Grade 3
Social Studies
Foundations of the American Political Systems
- GLE #28: Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

Roles of the Citizens
- GLE #29: Identify the qualities of people who were leaders and good citizens as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)

Louisiana and United States History
- GLE #53: Identify people and their influence in the early development of Louisiana (H-1C-E1)

Objectives

1. The student will discuss Jean Lafitte’s life as a pirate and a privateer in Louisiana.
2. The student will identify the differences between a pirate and a privateer.
3. The student will triangulate a mock underwater archeological site.
4. The student will describe Jean Lafitte’s role in the Battle of New Orleans.

Pre-Visit Activity

Materials needed: Bad Guys and Gals of the High Seas book (see Resources for more information)

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on
- Introduction to Vermilionville and
- Vermilionville PowerPoint
The teacher will read the book *Bad Guys and Gals of the High Seas*. The reading of this book will be used to prompt discussion about the truths and myths about pirates. Additional information on a pirate’s life can be found at the following web address: [http://www.kidzworld.com/article/6948-a-day-in-the-life-of-a-pirate](http://www.kidzworld.com/article/6948-a-day-in-the-life-of-a-pirate).

**Anchor Lesson**

**Materials needed:** 1 ruler per group, positions of hidden artifacts (document #1) – 1 per group, hidden artifacts pictures (document #2) – 1 set per group, string, *Jean Lafitte: The pirate Who Saved America* book

Jean Lafitte considered himself to be a privateer and not a pirate. Privateers have permission from a government at war to capture any enemy ships. In 1807, the United States made it illegal to trade with Great Britain and France. Jean Lafitte smuggled goods into the Port of New Orleans in South Louisiana. He did more business in Louisiana than any other individual. During the War of 1812, British troops wanted to capture New Orleans in order to take control of the Mississippi River. Lafitte warned Governor Claiborne of their plot. His warnings were originally ignored, but eventually they were believed. Lafitte offered his assistance and worked alongside General Andrew Jackson. The Battle of New Orleans was won by Americans in just an hour and a half. Lafitte was then pardoned for the crimes he committed as a pirate. However, Jean Lafitte eventually went back to his pirating ways. He left New Orleans and built a pirate empire in Galveston, Texas. One of his crewmen accidently attacked a Mexican ship so the American government ordered Lafitte and his men to leave Galveston. It is said that he threw his treasure into the sea when leaving the area. People still search for his lost treasure today.

Other background information on Jean Lafitte will be given to students by reading pages 35-40 from *Jean Lafitte: The Pirate Who Saved America*. The teacher will lead a discussion on Jean Lafitte as a pirate and a privateer. He/she will also talk about his impact in South Louisiana and his role in the Battle of New Orleans. The teacher will then highlight his life in Galveston and his lost treasure as a transition into underwater archeology.

Triangulation is a method used by underwater archeologists to plot a wreck site. Archeologists form a survey by measuring horizontally from two known points on a baseline to a third unknown point. Artifacts can be found where the two points intersect.

Prior to class, the teacher will prepare the mock shipwrecks using poster boards. Each group will need a mock shipwreck. Each mock shipwreck will be outlined on a poster board. Draw a horizontal line known as the baseline, through the shipwreck. The baseline will be labeled from left to right in 3-inch increments (#1 through #8 – making the baseline at least 24 inches long).
The teacher will tell students they are going to pretend to be underwater archaeologists and that they are about to make a dive on a recently discovered shipwreck of Jean Lafitte. Students will be divided in groups of 4 or 5. Each will have a mock shipwreck assigned to them. Before students enter the room, the mock sites will be laid down and the artifacts (compass rose, anchor, ship wheel) will be hidden under. The teacher will demonstrate how to triangulate a point by measuring north or south from two different points on the baseline. The artifact will be hidden at the point where the measurements intersect.

For example: The anchor is located north of the baseline, four feet from position #2 on the baseline, and three feet from position #3 on the baseline. Where the two strings intersect is where the artifact can be found. NOTE: When poster board is complete, try hiding the artifacts under it and figure out the correct measurements to use.

Once the strings are cut at the right length and positioned on the baseline, take the tips of the strings and make them connect. The artifact will be hidden where the strings intersect.

The students will be divided into groups of 4-5. Each student will be given a handout with the exact location where each hidden artifact can be found.

Students will move to their assigned mock site. Group members will take turns measuring distances from each known point on the baseline. Once they have intersected the two points, artifacts will be revealed.
Post Activity

Materials needed: Antique Design Craft Paper (document #3)

The teacher will hold a class discussion on how Jean Lafitte was a pirate and/or a privateer. Then, students will create a Wanted Poster of Jean Lafitte. Students will be able to decide how much they would pay for his capture and they will have to specify is Lafitte is wanted as a pirate or a privateer, giving reasons for their choice.


Evaluation

The assessment will consist of making sure students are able to find the hidden artifacts and present their case of whether they think Jean Lafitte was a pirate or a privateer.

Differentiation of Instruction

Kinesthetic Learners will benefit from completing the “Triangulation” activity.

Teachers will offer assistance to struggling groups during the Anchor Lesson.

Resources


Shipwreck Mapping: [http://thunderbay.noaa.gov/pdfs/shipmapmainteacher.pdf](http://thunderbay.noaa.gov/pdfs/shipmapmainteacher.pdf)


Antique Design Craft Paper on amazon.com
Position of Hidden Artifacts

Anchor: The anchor is located north of the baseline, 4 feet from position #1 and 3 feet from position #2. Where the two tape measures intersect is where the artifact can be found.

Compass Rose: The compass rose is located south of the baseline, 3 feet from position #4 and 3 feet from position #6. Where the two tape measures intersect is where the artifact can be found.

Ship Wheel: The ship wheel is located north of the baseline, 5 feet from position #4 and 4 feet from position #7. Where the two tape measures intersect is where the artifact can be found.
Document #2 - Pictures of artifacts to hide under the cloth.
Document #3 – Wanted Poster
Also available on www.amazon.com – search for Antique Design Craft Paper