**Atlantic Piracy in Global Perspective, c. 1500-1750**

0.1 – Schedule at a Glance

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| **THEME** | **Readings before the class** | **Key Lessons** | **Assets** | **Discussions/Assessments** |
| **Before the module** | * 0.2 - About this Module for Students |  | * 0.0 - Module Lesson Plan * 0.1 - Schedule at a Glance * 0.2 - About this Module for Students |  |
| **Lesson 1: The Dawn of a Golden Age of Piracy in the Emerging Atlantic World c. 1500** | * 1.1 – Reading 1: The Dawn of a Golden Age * 1.2 – Primary Sources: Cabot, Staden, and Léry | * Explore and define piracy and the “Atlantic World” * Examine why piracy surged in the Atlantic c. 1500 * Learn about Spanish and Portuguese wealth and piracy in the “Atlantic Triangle” * Consider who are the pirates, and what they “pirate” | * 1.0 – Presentation * 1.1 – Reading 1: The Emerging Atlantic World * 1.2 – Primary Sources: Cabot, Staden, and Léry * 1.2a – Discussion – Draw a Pirate * 1.2b – Discussion Instructor Guide – Draw a Pirate * 1.3a – Discussion – The Dawn of a Golden Age * 1.3b – Discussion Instructor Guide – The Dawn of a Golden Age | * 1.2a – Discussion – Draw a Pirate * 1.2b – Discussion Instructor Guide – Draw a Pirate * 1.3a – Discussion – The Dawn of a Golden Age * 1.3b – Discussion Instructor Guide – The Dawn of a Golden Age |
| **Lesson 2: 16th Century Piracy, Commodity Trades, Labor Regimes** | * 2.1 – Reading 2: 16th Century Atlantic Piracy * 2.2 – Primary Sources: Nichols and Drake | * Examine how sixteenth-century piracy reflected emerging imperial patterns of labor and trade in the Atlantic from indigenous demographic collapse to the rise of the trade in enslaved Africans * Examine the relationship between commodity trades and Atlantic-global networks of exchange and piracy | * 2.0 – Presentation * 2.1 – Reading 2: 16th Century Atlantic Piracy * 2.2 – Primary Sources: Nichols and Drake * 2.2a – Discussion – 16th Century Piracy * 2.2b – Discussion – 16th Century Piracy | * 2.2a – Discussion – 16th Century Piracy * 2.2b – Discussion – 16th Century Piracy |
| **Lesson 3: 17th Century Imperial Competition in the Atlantic and Piracy on Land and at Sea** | * 3.1 – Reading 3: 17th Century Imperial Competition * 3.2 – Primary Sources: Frethorne, Esquemeling, Morgan, and Samuel | * Examine how piracy changed with the arrival of more European competitors in the Caribbean * Explore how on-land networks in Europe and in the mainland Americas helped piracy to flourish * Consider why the buccaneers came to characterize the Caribbean in the seventeenth century | * 3.0 – Presentation * 3.1 – Reading 3: 17th Century Imperial Competition * 3.2 – Primary Sources: Frethorne, Esquemeling, Morgan, and Samuel * 3.2a – Discussion – 17th Century Imperial Competition * 3.2b – Discussion Instructor Guide – 17th Century Imperial Competition | * 3.2a – Discussion – 17th Century Imperial Competition * 3.2b – Discussion Instructor Guide – 17th Century Imperial Competition |
| **Lesson 4: 18th Century Piracy, Plantations, and Global Markets: A Changing Climate for Piracy** | * 4.1 – Reading 4: 18th Century Piracy, Plantations, and Global Markets * 4.2 – Primary Sources: Villany Rewarded, Bonny and Read, and Roberts | * Explore the “golden age” for pirates in the Atlantic and efforts to stop piracy by the global British Empire * Examine the persistence of piracy in colonial economies and the romanticization of piracy in the 18th century * Consider what really brings the “golden age” of piracy to a close | * 4.0 – Presentation * 4.1 – Reading 4: 18th Century Piracy, Plantations, and Global Markets * 4.2 – Primary Sources: Villany Rewarded, bonny and Read, and Roberts * 4.2a – Discussion – 18th Century Piracy, Plantations, and Global Markets * 4.2b – Discussion Instructor Guide - 18th Century Piracy, Plantations, and Global Markets |  |
| **Conclusion** | * 5.1 - Reading 5: Conclusion | * Reflect on the central causes of piracy in the early modern Atlantic World and today * Consider cases of piracy and how we perceive and define it in the present | * 5.0 – Presentation * 5.1 - Reading 5: Conclusion * 5.1a – Discussion – Conclusion * 5.1b – Discussion Instructor Guide - Conclusion * 5.2a – Final Assessment 1 * 5.2b – Final Assessment 2 * 5.2c – Final Assessment 3 * 5.2d – Final Assessment Instructor Guide |  |