**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
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| **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
* 1.3a – Discussion – The Dawn of a Golden Age
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| **Lesson 2: 16th Century Piracy, Commodity Trades, and 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 Instructor Guide – 16th Century Piracy
 | * 2.2a – Discussion – 16th Century Piracy
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| **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
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| **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
 | * 4.2a – Discussion – 18th Century Piracy, Plantations, and Global Markets
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| **Conclusion** | * 5.1 - Reading 5: Conclusion: Piracy Past and Present
 | * 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
 | * 5.1a – Discussion – Conclusion
* 5.2a – Final Assessment 1
* 5.2b – Final Assessment 2
* 5.2c – Final Assessment 3
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