WANTED!
Edward Teach, AKA “Blackbeard”

Overview
Students will learn about the infamous pirate Blackbeard and his time spent off the North Carolina coast. Students will then imagine their own colonial pirate, and create a wanted poster describing and depicting their created criminal.

Grade
5

North Carolina Essential Standards for 5th Grade Social Studies
• 5.G.1.2- Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
• 5.C.1.3- Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

Essential Questions
• Who was Blackbeard and what types of activities did he engage in?
• What impact did pirates have on colonial life?
• Why did some colonial officials do business with pirates, while others wanted them punished?
• How and where did Blackbeard’s life come to an end?

Materials
• Blackbeard Image, attached
• Textbook reading on Blackbeard
  If a textbook reading is unavailable, teachers can use the attached handout or see LEARN NC’s Digital Textbook reading at http://www.learnnc.org/lp/editions/nchist-colonial/1669.
• Blackbeard Internet Scavenger Hunt & Answer Key (optional), attached

Duration
60 minutes

Teacher Preparation
To draw your students into the lesson on pirates, and also to have a bit of fun with them, create a batch of “bone soup” to serve as an example of pirate food and to offer to students for sampling. (If prepared properly, they will not want to sample it!) Bone soup was considered a healing potion and was often drunk by sea pirates. It was made from animal bones and fish bones that were slowly simmered. With little food on hand at times, pirates would boil any bones they could find along with just about anything else they had on hand. The soup was usually very thin and guzzled rather than eaten with a spoon. To create bone soup, teachers should concoct the most unappealing mixture they can in a clear bowl. Water, perhaps colored with food coloring, and containing various bones will do the trick. (Save your dinner bones or visit the pet store and purchase some bones.) Ensure all the bones can be seen through the liquid chosen for the base. Teachers may
also want to make or purchase sweet bread or honey cake, two other colonial pirate favorites, to allow students to actually taste after offering them the soup.

**Procedure**

**Warm Up: Feast Like a Pirate!**

1. Tell students that today they will be learning about North Carolina pirates. Ask students to brainstorm things they already know or believe to be true about pirates. Ask them to discuss (charting their thoughts on the board):
   - What comes to mind when you hear the word pirate?
   - What did pirates do?
   - Who are some famous pirates you have heard of?
   - How did they dress?
   - Where did they spend their time?
   - What did they eat?

2. After asking what students think pirates ate, ask students if any of them are hungry, and if they would like to try a bit of pirate food. After they respond, take out the clear bowl or jar of pre-made “bone soup” (see “Teacher Preparation” instructions above) and hand out a few spoons to students who said they were hungry and wanted to taste the pirate food. Tell the students to dig in! Naturally, they will probably change their minds. Explain that they are looking at bone soup, and that bone soup was considered a healing potion and was often drunk by sea pirates. It was made from animal bones and fish bones that were slowly simmered. With little food on hand at times, pirates would boil any bones they could find, along with just about anything else they had on hand. The soup was usually very thin and sipped rather than eaten with a spoon.

3. Next, tell students you have one more type of pirate food that they can sample. Ask who is up for it (ideally, no students or less students than before will raise their hands.) This time, take out a tasty looking cake or loaf of sweet bread, explaining that pirates also ate honey cake and homemade sweet breads. Tell students it’s too bad none of them wanted any, and pretend to put it away. (To aggravate students even more, if a few students actually raised their hands, teachers can pass them a taste and then pretend to remove the rest.) At this point, a kind teacher might want to pass around the pirate treats for everyone to enjoy.

**Blackbeard**

4. Next, tell students that one of the most infamous pirates actually spent a lot of his time along the coast of North Carolina. Project the attached image of Blackbeard and ask students to describe what they see. Give students a quick overview of Blackbeard, also known as Edward Teach or Edward Thatch, who is said to have overtaken and pillaged 40 ships at sea in a short two years. Sea chases, cannon battles, and sword fights were common occurrences in Blackbeard’s time, yet his appearance was so gruesome that he often frightened opponents off before a sword was ever drawn.

5. Assign students a reading on piracy and Blackbeard from their textbook, or provide the attached handout (and instruct students to read and answer the questions that follow (either individually or in pairs.) Another option is to use LEARN NC’s Digital Textbook reading at [http://www.learnnc.org/lp/editions/nchist-colonial/1669](http://www.learnnc.org/lp/editions/nchist-colonial/1669). (This site also provides links to primary source documents regarding piracy and Blackbeard that can help bring the history to life for students.) Once students are finished, go over the main points of the reading and the questions together.
Create a Pirate “WANTED!” Poster

6. Tell students that based on what they have read and learned about piracy, they will create a WANTED poster for their own invented colonial North Carolina pirate. Tell students to first brainstorm ideas for their pirate by considering:
   • How old is your pirate?
   • What might he/she look like?
   • What type of life does your pirate lead and how might this have effected her/his appearance?
   • What actions might the pirate have previously taken? What crimes has he/she committed?
   • What identifying habits or traits might your pirate have? How will someone know to recognize him/her?
   • What is your pirate’s name? Does he/she go by any aliases? (Students can have fun creating pirate names by adding their own name to phrases such as: The Dread Pirate..., Salty..., Captin’...Little...; or by adding an adjective to their name.)
   • What are the pirate’s favorite colonial hangouts? Where was the pirate “last seen”?

7. Explain that final WANTED posters should be completed on art paper (paper can be manipulated to look aged or worn if desired) and should contain a visual rendering of the pirate, as well as a brief description containing the information above. The poster should also note the reward for turning this pirate in. The WANTED poster should be creative, but also realistic to colonial times (for example, there shouldn’t be a phone number on the poster to call if the pirate is seen, since telephones were not yet invented.)

Additional Activities
• Assign the attached internet scavenger hunt on Blackbeard.
• Watch excerpts from National Geographic’s Blackbeard, Terror at Sea: https://www.youtube.com/watch?v=IzRYrztZVA
• Discuss the recovery of the Queen Anne’s Revenge, Blackbeard’s infamous ship that was discovered off the coast of NC in 1996; a simple Internet search will produce multiple possible readings
Pirates in Carolina Waters!

During the **Golden Age of Piracy** (1689-1718), numerous rogues pursued their lawless and murderous trade throughout the New World. Preying upon lightly armed merchant ships, pirates seized their contents and sometimes killed those who resisted. Because of its shallow sounds and inlets, North Carolina's Outer Banks became a hideout for many of these outlaws in the seventeenth and eighteenth centuries. Using their smallest ships, pirates could slip through the inlets and hide until a large vessel sailed into view out in the ocean. Pirates would then dash out and capture valuable cargo.

**Edward Teach**, known as **Blackbeard**, was the most notorious pirate in the history of seafaring. Believed to be a native of England, Edward Teach likely began his pirating career in 1713, when he became a crewman aboard a Caribbean sloop commanded by pirate Benjamin Hornigold. In 1717, after Hornigold accepted an offer of general amnesty by the British crown and retired as a pirate, Teach took over a captured 26-gun French merchantman, increased its armament to 40 guns, and renamed it the *Queen Anne's Revenge*.

During the next six months, the *Queen Anne's Revenge* served as the flagship of a pirate fleet featuring up to four vessels and more than 200 men. Teach became the most infamous pirate of his day, winning the popular name of Blackbeard for his long, dark beard, which he was said to light on fire during battles to intimidate his enemies. A big man, he added to his menacing appearance by wearing a crimson coat, two swords at his waist, and bandoleers stuffed with numerous pistols and knives across his chest.

There is some evidence that some colonial officials did business with pirates, while others tried to put an end to their illegal activities. For example, in May 1718, the *Queen Anne's Revenge* and another vessel were shipwrecked off the coast of North Carolina, forcing Blackbeard to desert a third ship and most of his men because of a lack of supplies. With the single remaining ship, Blackbeard sailed to Bath in North Carolina and met with **Governor Charles Eden**. Eden agreed to pardon Blackbeard in exchange for a share of his sizable booty.

However, at the request of North Carolina planters, **Governor Alexander Spotswood** of Virginia dispatched a British naval force under **Lieutenant Robert Maynard** to North Carolina to deal with Blackbeard. On November 22, Maynard found Blackbeard’s ship and attacked. Blackbeard’s forces were defeated and he was killed in a bloody battle of Ocracoke Island. Legend has it that Blackbeard, who captured more than 30 ships in his brief pirating career, received five musket-ball wounds and 20 sword lacerations before dying. In the end, Maynard allegedly cut off Blackbeard’s head and hung it from the mast of his ship as he sailed back to Bath, sending a strong message regarding how pirates would be dealt with.
Answer:

1. Visualize Blackbeard. Describe or sketch (use the back) what you think he might have looked like:

2. Characterize Blackbeard’s personality.

3. Why did some colonial officials do business with pirates, while others wanted them captured and punished?

4. Why do you think pirates were often displayed in public after being punished/killed?

Sources:
http://www.history.com/this-day-in-history/blackbeard-killed-off-north-carolina; http://www.qaronline.org/
Name: ______________________________

Internet Scavenger Hunt: Blackbeard the Pirate


Day 1: Caribbean

1. What was Blackbeard’s real name?__________________________________________________________

2. Where was he born?______________________________________________________________

3. How many times was Blackbeard married?______________________________________________

4. What is the “Jolly Roger”?__________________________________________________________

Day 2: Charleston

5. What did Blackbeard want from Charleston in 1718?____________________________________

6. What was Charleston’s valuable export?___________

Day 3: Carolina Coast

7. Name two types of weapons pirates used._______________________________________________

Day 4: Beaufort

8. When and where was the wreckage of a ship thought to be Blackbeard’s Queen Anne’s Revenge found?__________________________________________________________

9. What artifacts have been recovered from the ship?________________________________________
Day 5: Bath

10. While a resident of Bath, North Carolina, Blackbeard received a pardon from the governor of North Carolina. What was the governor’s name?________________________________________________

Day 6: Ocracoke

11. The governor of Virginia decided that Blackbeard needed to be stopped. What was the Virginia governor’s name?________________________________________________

12. Who was the Royal Navy sailor who killed Blackbeard and cut off his head?___________________________

13. Where did Blackbeard’s final battle take place?_______________________________________________
Internet Scavenger Hunt: Blackbeard the Pirate
Answer Key

1. What was Blackbeard’s real name? Edward Teach (Thatch, Tache, Tatch)
2. Where was he born? Jamaica
3. How many times was Blackbeard married? 14
4. What is the “Jolly Roger”? The skull and crossbones pirate flag
5. What did Blackbeard want from Charleston in 1718? Medicine (mercury)
6. What was Charleston’s valuable export? Rice
7. Name two types of weapons pirates used. Cannon, blunderbuss, pistol, cutlass, knife, grappling hook, boarding ax
8. When and where was the wreckage of a ship thought to be Blackbeard’s Queen Anne’s Revenge found? Beaufort Inlet, NC in 1997
9. What artifacts have been recovered from the ship? Bell, blunderbuss, lead sounding weight
10. While a resident of Bath, North Carolina, Blackbeard received a pardon from the governor of North Carolina. What was the governor’s name? Charles Eden
11. The governor of Virginia decided that Blackbeard needed to be stopped. What was the Virginia governor’s name? Alexander Spottswood
12. Who was the Royal Navy sailor who killed Blackbeard and cut off his head? Lt. Robert Maynard
13. Where did Blackbeard’s final battle take place? Ocracoke Inlet, NC