

## Teaching Points in the Virtual Exhibition

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is designed to be used as part of education programs for students aged 10 to 14. In this section, teachers will find links to the virtual exhibition and to the competencies and knowledge this group of students is expected to develop in the various educational programs, as well as suggestions for including the exhibition in teaching plans.

### Links between the virtual exhibition and the competencies and knowledge to be developed in different education programs

- Quebec: Elementary Cycle Two
- Quebec: Elementary Cycle Three
- Quebec: Secondary Cycle One
- Quebec: Secondary IV (pre-reform)
- Ontario: Grades 6 and 7

### Suggestions for including the virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* in a teaching/learning plan

- Preparation
- Exploration
- Reinforcement

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*Note: Information on education programs is taken from the following documents.*

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC, *Québec Education Program: Preschool Education, Elementary Education*. Government of Québec, 2001.

[http://www.mels.gouv.qc.ca/DGFI/dp/programme\\_de\\_formation/primaire/educprg2001h.htm](http://www.mels.gouv.qc.ca/DGFI/dp/programme_de_formation/primaire/educprg2001h.htm)

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC, *Programme de formation de l'école québécoise: Enseignement secondaire, premier cycle*, Gouvernement du Québec, 2003, 559 pages.

[http://www.mels.gouv.qc.ca/DGFI/dp/programme\\_de\\_formation/seconaire/prformsec1ercycle.htm](http://www.mels.gouv.qc.ca/DGFI/dp/programme_de_formation/seconaire/prformsec1ercycle.htm) . (In French only.)

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC, *History of Quebec and Canada—Secondary IV (Secondary School Curriculum, General and Vocational Education)*. Government of Québec, 1983, 48 pages.

[http://www.mels.gouv.qc.ca/DGFI/dp/programmes\\_etudes/seconaire/hqc4a.htm](http://www.mels.gouv.qc.ca/DGFI/dp/programmes_etudes/seconaire/hqc4a.htm)

ONTARIO MINISTRY OF EDUCATION, *The Ontario Curriculum: Social Studies, Grades 1-6; History and Geography, Grades 7 and 8*. Government of Ontario, 2004, 88 pages.

<http://www.edu.gov.on.ca/fre/curriculum/elementary/grade6.html>

## **Quebec: Elementary Cycle Two**

Although the exhibition is designed primarily for students in Elementary Cycle Three, the fact that it is presented in the form of an adventure comic book and deals with a fascinating historical period means that it is also suitable for children in Grades 3 and 4.

We suggest that you also consult the page entitled “Suggestions for Including the Virtual Exhibition *Pirates or Privateers? Boarding on the St Lawrence* in a Teaching/Learning Plan.”

### **Cross-Curricular Competencies**

#### Use information

- Put information to use
  - Imagine possible uses for it
  - Apply it in new contexts

#### Exercise critical judgment

- Form an opinion
  - Weigh the issues involved
  - Go back to the facts, verify their accuracy and contextualize them

### **Subject-Specific Competencies**

#### Languages

- Read a variety of texts
  - Use the content of texts for various purposes
  - Respond to a variety of texts
  - Use personal, social and cultural background to interpret texts

#### Social Organization

- Understand the organization of a society in its territory
  - Make connections of continuity with the present
  - Define the influence of people or events on social and territorial organization

### **Essential Knowledge**

#### Languages

- Understand multilayered text structures
  - Understand the multilevel structure of a Web site
- Use hyperlinks to interact with text content
- Navigate through a Web site to search for information

#### Social Organization

- Define the influence of people and events on social and territorial organization in 17th- and 18-century New France
  - People and institutions (companies, exploration, trading posts)

### **Research and Working with Information in History**

Use the site to experience the process of researching and working with information, with a class discussion as the starting point.

- Learn about a problem
- Ask questions
- Plan research
- Gather and process information
- Organize information
- Communicate the results of research

### **Techniques Specific to History**

- Use a timeline
- Decode and interpret illustrated documents
- Find historical information in a document

### **Techniques Specific to History, Corresponding to Competencies Targeted in the Education Program**

- Decode and interpret a historical object
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## **Quebec: Elementary Cycle Three**

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is specifically designed to enable students in Elementary Cycle Three to approach the topic in a way that is both fun and educational. They will

- explore in greater depth a historical period that they have already seen in overview;
- discover how history, as a discipline, is studied and constructed;
- develop their interest in, awareness of, and ability to think critically about social history.

The topics covered, the presentation in the form of an adventure comic book and the tone and vocabulary of the informative texts are appropriate for students aged 10 to 14. The competencies and knowledge targeted in the virtual exhibition are listed here.

We suggest that you also consult the page entitled “Suggestions for Including the Virtual Exhibition *Pirates or Privateers? Boarding on the St Lawrence* in a Teaching/Learning Plan.”

### **Cross-Curricular Competencies**

Use information

Put information to use

Imagine possible uses for it

Apply it in new contexts

Exercise critical judgment

Form an opinion

Weigh the issues involved

Go back to the facts, verify their accuracy and contextualize them

### **Subject-Specific Competencies**

Languages

Read a variety of texts

Use the content of texts for various purposes

Respond to a variety of texts

Use personal, social and cultural background to interpret texts

Social Organization

Understand the organization of a society in its territory

Make connections of continuity with the present

Define the influence of people and events on social and territorial organization

### **Essential Knowledge**

Languages

Understand multilayered text structures

Understand the multilevel structure of a Web site  
Use hyperlinks to interact with text content  
Navigate through a Web site to search for information

#### Social Organization

Define the influence of people or events on social and territorial organization in 17th- and 18-century New France (review of Cycle Two)  
Cycle Three: merchants, the Loyalists, the Conquest  
Relations and differences with the Thirteen Anglo-American Colonies in the 18th century

#### **Research and Working with Information in History**

Use the site to experience the process of researching and working with information, with a class discussion as the starting point

Learn about a problem  
Ask questions  
Plan research  
Gather and process information  
Organize information  
Communicate the results of research

#### **Techniques Specific to History**

Use a timeline  
Decode and interpret illustrated documents  
Find historical information in a document

#### **Techniques Specific to History, Corresponding to Competencies Targeted in the Education Program**

Decode and interpret a historical object

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## **Quebec: Secondary Cycle One**

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is specifically designed to enable students in Secondary Cycle One to approach the topic in a way that is both fun and educational. They will

- explore in greater depth a historical period that they have already seen in overview;
- discover how history, as a discipline, is studied and constructed;
- develop their interest in, awareness of, and ability to think critically about social history.

The topics covered, the presentation in the form of an adventure comic book and the tone and vocabulary of the informative texts are appropriate for students aged 10 to 14. The competencies and knowledge targeted in the virtual exhibition are listed below.

We suggest that you also consult the page entitled “Suggestions for Including the Virtual Exhibition *Pirates or Privateers? Boarding on the St Lawrence* in a Teaching/Learning Plan.”

### **Cross-Curricular Competencies**

Use information systematically

Gather and select information

Use information and communication technologies

Exercise critical judgment

Develop personal potential through discovery of historical roots and social identity

Develop language and communication skills

### **Subject-Specific Competencies**

Social Sciences—History

Interpret social phenomena using historians’ methods

### **Education Program Content**

European expansion: colonization, trade, issues, territories

The American and French revolutions

### **Research Process**

Exploration of the site and its content will familiarize students with all stages of the research process.

### **Other Subject Areas for Which the Site Could Be Used as a Teaching Aid**

Languages

French or English, as a first or second language

## **Quebec: Secondary IV (pre-reform)**

Although the virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is specifically designed for students aged 10 to 14, its historical content offers the opportunity to explore little-known aspects of Canada's history that are also related to the Secondary IV program. A visit to the virtual exhibition could complement the pedagogical activities in the History of Quebec and Canada course, helping students to:

- realize that a number of factors, some little-known, influenced the outcome of conflicts and the development of territories;
- discover how history, as a discipline, is studied and constructed;
- develop their interest in, awareness of, and ability to think critically about social history.

## **Subject: History of Quebec and Canada**

Modules 2 and 3

The virtual exhibition focuses on privateers in the St Lawrence River and Gulf between 1690 and 1814. This social phenomenon lasted for more than a century and influenced the outcome of the different colonial conflicts.

### Unit 2.1

The practice of raiding on the St Lawrence influenced the colony's development through its impact on shipping of provisions and supplies, as well as on conflicts and regime changes.

### Unit 3.1

Privateers were very active during the Seven Years' War and contributed to the capture of Louisbourg and Quebec City.

### Unit 3.2

During the American Revolution, privateers waged war at sea by attacking a number of British ports and fishing operations in Canada, especially along the North Shore and the Gaspé Peninsula.

## **Possible Uses of the Site**

- Use historical texts as part of a research process
  - o The texts are an excellent resource, written at an appropriate reading level, rigorously researched and containing highly relevant information.
- Synthesize information and express a point of view.
  - o Each section concludes with an explanation of the impact of raiding on the various groups studied (the general population, ships' crews, captains, shipowners, and the colonial authorities). These are good examples of the interactions that could serve as a basis for students' interpretation of a social phenomenon. On the site, students will find information about

circumstances, actions and their consequences, and the witnesses and actors involved. They will even be able to consult some archival documents.

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## **Ontario: Grade 6**

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is specifically designed for students aged 10 to 14. The historical content presented in the form of an adventure comic book will catch the interest of that age group and meet the learning objectives concerning the historical context of early New France.

*Subject: History of Canada*

### **Expectations regarding site content**

Explain the beginnings of New France and the factors that affected its development.

The practice of raiding on the St Lawrence influenced the colony's development through its impact on shipping, conflicts and regime changes.

### **Learning content**

Settlement of New France: Compare different ways of life open to a young French man or woman arriving in New France, choose one, and justify the choice.

The privateers of the St Lawrence were from France or New France. The section of the virtual exhibition devoted to privateer crews contains a wealth of information that will help students form a realistic, detailed picture of the privateers' way of life.

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## **Ontario: Grade 7**

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* is specifically designed for students aged 10 to 14. The historical content presented in the form of an adventure comic book will catch the interest of that age group and meet the learning objectives concerning the historical context of New France, the Conquest and the British Regime.

*Subject: History of Canada*

### **Expectations regarding site content**

Present the context and scope of the major historical events that preceded and followed the Conquest.

Privateers played a significant role in coastal defence and sea battles during the Seven Years' War, especially in the colonies. They contributed to the capture of Louisbourg and Quebec City, and also tried to intercept ships to prevent supplies from reaching the colonies.

### **Learning content**

The Conquest period

Analyze the factors and events that influenced relations between Aboriginal peoples, French Canadians, the French and the British from the signing of the Treaty of Utrecht in 1713 until the Conquest.

Describe, based on research, the major events leading to the British conquest of New France.

Privateers had considerable influence on the wars in the colonies. Studying that influence and the impact then and now of the privateers' presence on the St Lawrence will shed new light on those conflicts and help students absorb the above-mentioned learning content.

An external enemy: the first threat to the new British colony

Describe the primary causes of the Anglo-American War of 1812 to 1814 and situate the key figures involved in it.

In the Great Lakes and the St Lawrence, the War of 1812 was also fought by British and American privateers. During this conflict, the tactic of raiding was taken to new technological heights.

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**Suggestions for Including the Virtual Exhibition  
*Pirates or Privateers? Boarding on the St Lawrence*  
in a Teaching/Learning Plan**

To make the use of the virtual exhibition as productive and enjoyable an experience as possible, we suggest combining it with other teaching/learning activities. Teachers can include this activity as part of a project or theme of their choice, in order to vary their pedagogical approaches.

We also suggest that teachers treat the virtual visit like a trip to a real museum by assigning students a preparatory activity beforehand and, after the visit, reviewing the knowledge and competencies developed.

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## **Preparation**

It is always a good idea to have the students participate in a preparatory activity in class before visiting a Web site. These activities may take various forms, but the purpose of all of them is to **spark the students' interest and encourage them to ask questions.**

The question on the site's homepage can be used to launch the discussion:

***Pirates or privateers?***

The following are a few examples of activities that might inspire your class.

### **1- The Image of Pirates**

Divide the students into small groups and ask them to draw a pirate with the typical characteristics, such as an eye patch, a wooden leg and a parrot.

Or, instead of a drawing, ask the students to list the characteristics of pirates: What do they wear? What do they do? Where do they live?

With either version of this activity, each group can share its results with the rest of the class.

The teacher can then ask, "Were there pirates on the St Lawrence?" and give the answer, "Actually, there were privateers," thus piquing the students' curiosity.

### **2- Troops During the Conquest**

An older group studying the history of Quebec could be asked to discuss the forces that participated in the Conquest (or Seven Years' War). Privateers played an important, though little-known, role throughout the various conflicts that affected Canada during the 17th, 18th and 19th centuries. This discussion could be used as a starting point for the research process, which would include consulting the site.

### **3- Supply Ships**

The teacher could also lead a discussion of the importance of supplies during wartime. As the students may be more familiar with the importance of supplies to the United Kingdom during World War II, the class could discuss the role played by German submarines in disrupting shipping. During another historical period, privateers played the same role on the St Lawrence River. Thus, it is possible to highlight the similarities and differences between these two conflicts that took place in the waters of the St Lawrence at different times.

### **4- Interpreting Objects**

The virtual exhibition *Pirates or Privateers? Boarding on the St Lawrence* showcases a number of objects from museums in Quebec, the rest of Canada, the United States, and Europe. Some of these objects can be used to arouse the students' curiosity. Objects can be especially evocative, creating links to the everyday reality of another period, and these connections can be used to stimulate and facilitate learning.

Objects to consider:

- Sailor's hat
- Louis Prat's ex-voto
- Sailor's ditty bag

- Bar shot
- Comb

Questions to ask:

- What was this object used for?
- Who made it? How?
- Who used it? How?
- What is it made of?

You can then draw connections between each object and the privateers, as a way of approaching the site.

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## Exploration

### **1- Game site**

The site is designed as a **self-contained activity**, that is, visitors can learn by playing the game. Not only will it encourage students to ask questions and seek out information, it will also be fun for them.

If the virtual visit and game take longer than the time allocated, students can be encouraged to continue the activity at home.

Alternatively, each student (or small group) can be given one or two tasks, and later pool what they have learned.

### **2- Student Projects**

The site is also a very useful resource for students researching larger projects. The texts, which are of a high academic standard but adapted to young readers, offer an **intellectual challenge**. A glossary is included, so that students can learn the vocabulary that goes with the topic. There is plenty of room for teachers to use their imagination in assigning multidisciplinary projects:

- Group project
  - Peer learning
  - Literary and artistic project: create a comic strip as a sequel or a variant of the one on the site; write a story about a privateer using the information gathered.
  - Geography project: create a map of the locations where privateers were active.
  - Second-language project: use the site and its glossary in the student's second language.
  - First-language project: a descriptive, informative or narrative text.
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## **Reinforcement**

**Review the learning accomplished and the competencies developed** during the previous step. Of course, the activity selected will depend on the objectives of the virtual visit and what the students saw on the site.

Here are a few suggestions to help you develop follow-up activities:

### **If you have played the “Galermont’s Adventure” game**

#### 1- Pirates and Privateers

Ask students, working in small groups, to name the similarities and differences between, for example, the pirates of the Caribbean and the privateers of the St Lawrence.

#### 2- Another Story

Suggest that the younger students invent, based on what they have learned, another adventure starring Galermont.

#### 3- Full Class Discussion

If the students divided up the sections of the site among them, they can come together as a class after their virtual visits and share what they have learned.

#### 4- Opinions

Have the students participate in a discussion of the role and importance of the privateers. Encourage them to develop their own opinions about the privateers’ activities and the impact they had on the people and the economy of the colony, based on material presented on the site.

### **If you have not played the game**

#### 1- Full Class Discussion

Share the information gathered.

#### 2- Learning Through Objects

Each student or group of students selects an object, image or archival document shown on the site. Each individual or group must then make a presentation to the class about the object, describing it (what it is made of, how it is constructed, what it is used for) and how it is connected with the privateers and the conflicts featured on the site and discussed in class. The historical content of archival documents can be a rich source of information and ways to interpret it.

#### 3- Information and Communication Technologies

Have the students use different communication media to present the results of their research: texts, maps, drawings, films, etc.

#### 4- Opinions

Have the students participate in a discussion of the role and importance of the privateers. Encourage them to develop their own opinions about the privateers' activities and the impact they had on the people and the economy of the colony, based on the material presented on the site.