



Pirate Diary: The Journal of Jake Carpenter
 Written by Richard Platt and Illustrated by Chris Riddell

What If You Met a Pirate?
 Written and Illustrated by Jan Adkins

You are invited to go on a piratical journey with Jake Carpenter. You will read about Jake’s adventures through the diary he kept throughout his travels. You will learn about colonial America and pirates, as well as many other exciting people, places, and happenings. In addition, you will be reading sections of the nonfiction book *What If You Met a Pirate?* by Jan Adkins. You will expand your knowledge of pirates as you read more specific information about topics introduced to you through Jake’s adventures. As your teacher, I invite you to keep your own *Diary* of sorts.

You will begin a **Double Entry Diary**, otherwise known as a **DED**. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of historical fiction and nonfiction.

As you are assigned your reading, you will write a total of **six entries** in your DED—one from each section of *Pirate Diary* **and** one from each section of *What If You Met a Pirate?*. You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you? You will also answer the questions in Section IV.

You will write each entry so that it looks something like this table:

From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me

Here are options that you may choose to write about and how you might organize your thoughts:

Significant passage copied from the text; include page and paragraph #.	Connections or reactions to recorded statement
<i>Quote</i>	<i>Reaction (How you feel about the quote)</i>
<i>Quote</i>	<i>Connection (Self, Text, World)</i>
<i>Quote/Picture</i>	<i>Inference (What you think it means)</i>
<i>Quote</i>	<i>Question</i>
<i>Prediction</i>	<i>What Really Happened (You will complete this after you know)</i>

<i>Question you have or something you don't understand</i>	<i>Answer or possible answer</i>
<i>Fact</i>	<i>Your Opinion</i>
<i>Effect (What happened?)</i>	<i>Cause (Why did it happen?)</i>
<i>Author's Craft (Simile, metaphor, personification)</i>	<i>Explanation of what it means and how it adds importance to the passage</i>

Here is what your schedule will look like:

Section 1

Part A

We will read pages 1-13 together. We will stop after reading the entry for *Sunday 30th*.

You and your partner or small group will read pages 13-21. Be sure to stop **before** the entry labeled *Saturday 20th*. As you are reading, think about the following:

- ❖ Jake and his family
- ❖ Colonists' feelings about paying taxes—what is your opinion?
- ❖ Author's craft-simile (comparison using *like* or *as*) and personification (giving human or person traits to objects or things)
- ❖ Ports of Call: England, Jamaica, West Indies
- ❖ Ship's cargo: salt fish, rice, timber
- ❖ Pirate punishments
- ❖ Navigation on the ship
- ❖ Make a prediction after reading *Friday 19th* entry: Who is aboard the "other vessel" Jake sees?

Remember to write at least 3 journal entries for Section 1. In addition, remember to add to your *Dictionary of Piratical and Nautical Terms*. Remember to include sketches, associations and anything else to help you remember important words and terms. Think about adding the following terms:

<ul style="list-style-type: none"> ❖ brig ❖ masts ❖ starboard ❖ port ❖ contraband ❖ customs taxes ❖ molasses 	<ul style="list-style-type: none"> ❖ upper topsails ❖ first mate ❖ helmsman ❖ flogged ❖ latitude ❖ backstaff ❖ almanac
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Look for **Martinique**, the **West Indies**, **Atlantic Ocean**, **Caribbean Sea**, and **Jamaica** on the [map](http://www.isd12.org/bhe/Archives/Activities/Pirates/images/Map.gif). [http://www.isd12.org/bhe/Archives/Activities/Pirates/images/Map.gif]

Here is an example of a DED from the first section.

Quote: “My family came to the American Colonies from England.” (p. 5)	Inference/Question: We know from our studies of Colonial America that many colonists fled England because they did not have religious freedom. Others came because the farmland was free or cheap. I wonder why Jake’s family came to America?
Quote: “It is the third year of the reign of our good King George, and the tenth of my life.” (p. 5)	Reaction: Jake is ten years old like a lot of you. Jake calls King George “good.” I wonder if he and his family are loyal to the King.
Quote: “...if you can put up with old Captain Nick!” (p.7)	Connection: This makes me think that Captain Nick is not such a pleasant person, maybe he’s disgruntled and cruel. I wonder if something ghastly happens because of this Captain Nick?
Quote: “Candles are permitted only inside a horn lantern, which protects the ship against fire” (p. 10)	Inference: I imagine with the entire ship made of wood and rope, sailors must be very careful to prevent fire on the ship. I wonder where they store the gun powder and how safe that is?
Quote: “Abraham at last answered my questions about the cargo. Apart from the fish, all of it is contraband, which is to say, smuggled goods.” (p. 13)	Reaction: I like the way the author explained this word in the context of the story. Contraband=smuggled goods.
Effect: Many American Colonists didn’t think they “should have to pay taxes...” (p. 13)	Cause: Because they had an “English king who cares nothing about us and gives us no say in the way our affairs are run...” (p. 13) Thus the saying, “No taxation without representation.”

Example of Dictionary of Piratical and Nautical Terms:

Quayside (pp. 6, 7, 10) quay is a platform that runs along the edge of a port or harbor, where boats are loaded and unloaded, so quayside is the side of the ship that is next to the dock. On p. 6, you get a glimpse of the quayside.

Part B

Please read your book, *What If You Met a Pirate*, by Jan Adkins for further information on:

- ❖ Who got to be a pirate? pp. 6-7
- ❖ What did a pirate ship look like? pp. 10-11
- ❖ What about plunder? pp. 22-23 [contraband]

Please write at least 2 journal entries about the information you read.

Section II

Part A

You will read pages 21-37.

As you are reading, think about the following:

- ❖ **The pirate attack: cause and effect**
 - Major events that occurred and why they happened
 - Jolly Roger
- ❖ **Pirate facts and your opinions about pirates**
- ❖ **Conditions aboard the ship**
- ❖ **Marooning**
- ❖ **Pirate Articles-Oath of Loyalty (Connection to our government? Democratic society? What do you think?)**
- ❖ **Whales**
- ❖ **Careening the ship**
- ❖ **Henry Jennings**
- ❖ **Cannons-How do they work?**

Remember to write at least 3 journal entries for Section II. In addition, remember to add to your *Dictionary of Piratical and Nautical Terms*. Remember to include sketches, associations and anything else to help you remember important words and terms. Think about adding the following terms:

❖ quarterdeck	❖ deserters
❖ boatswain	❖ league
❖ maggots	❖ tacking
❖ marooning	❖ careen
❖ moored	❖ powder monkey
❖ articles	❖ magazine

Part B

Please read your book, *What If You Met a Pirate*, by Jan Adkins for further information on:

- ❖ What if you met a pirate? pp. 2-3
- ❖ How would you know a real pirate? pp. 4-5
- ❖ Who was who aboard a pirate ship? pp. 16-17
- ❖ Enough cooking and sewing! What about cannon? pp. 18-19
- ❖ How did pirates attack? pp. 20-21

Please write at least 2 journal entries about the information you read.

Activities:

1. Pirates sailed under flags called *Jolly Rogers*. The origin of the name has several theories: it could come from the French term *joli rouge* meaning "pretty red" or from an old English expression for the devil: *Old Roger*. Many pirates created their own designs, and women in the West Indies would sew the flags for them.
- ❖ **Individually, create a Jolly Roger**-Research the various pirate flags and make your own incorporating elements from the famous pirate flags. Be prepared to discuss the design of your flag and how the symbols would be intimidating. Please feel free to use fabric and other materials. We will display these in our classroom. Have loads of fun!

Jolly Roger

<http://www.isd12.org/bhe/Archives/Activities/Pirates/Pages/Flags/flags.html>
<http://tayci.tripod.com/flaglang.html>
<http://www.inkyfingers.com/pyrates/flags/index.html>
<http://blindkat.hegewisch.net/pirates/jolirouge.html>
<http://www.kipar.org/piratical-resources/pirate-flags.html>
http://www.cosmosmith.com/jolly_roger.html

2. **Pirate Articles**-Work in groups of 4 or 5 and complete the following:
 - ❖ Reread the Pirate Code on pp. 32-33 in our book *Pirate Diary*. Are these articles of agreement fair? Are the punishments just? What is it about the "pirate company" that would attract individuals to a life of piracy? How does life aboard a pirate ship resemble a democracy?
 - ❖ Compare/contrast the pirate code aboard the *Greyhound* to articles from other pirate ships.

Be sure to check out the books in class along with these web sites:

http://www.intandem.com/NewPrideSite/MD/Lesson11/Lesson11_14.html
http://blindkat.hegewisch.net/pirates/articles_new.html
http://www.geocities.com/cptblood_1999/page15.html

3. Electing a Captain and Crew

- ❖ Reread pp. 16-17 in *What If You Met a Pirate?* and consult the following web sites: <http://blindkat.hegewisch.net/pirates/capcrew.html>
<http://www.cindyvallar.com/piratecrew.html>
- ❖ Work as a democracy with your classmates: Please name your ship and select your Captain and crew. Please recount today's decisions through a diary entry as Jake may have written it.
 - a. Quartermaster

- b. [First Mate](#)
- c. Bosun [Boatswain](#)
- d. The Master [Pilot](#) Sea Artist
- e. [Cabin Boy](#)
- f. Chips [Carpenter](#)
- g. Guns [Gunner](#)
- h. The Leadsman
- i. [Powder Monkey](#)
- j. Striker
- k. [Surgeon](#)
- l. Jack O' the Dust and Jemmy Ducks
- m. Sails
- n. Cooper
- o. Sparks

❖ Finally, create your own Pirate Articles.

Section III

Part A

You will read pages 37-54.

As you are reading, think about the following:

- ❖ *New Providence*-Bahamas
- ❖ Author's craft-simile and personification
- ❖ Money- *pieces of eight*
- ❖ Saint Elmo's Fire
- ❖ Manatees and mermaids
- ❖ Passing time on the ship
- ❖ Tools on the ship
- ❖ The "Dutch Saw" and Ben...what do you think happened?
- ❖ England's King George and the Act of Grace...what are your thoughts? Would you have taken the pardon? Be prepared to defend your answer.
- ❖ The storm at sea and its effects
- ❖ Jake's relationship with Abraham
- ❖ Uncle Will

Remember to write at least 3 journal entries for Section III. In addition, remember to add to your *Dictionary of Piratical and Nautical Terms*. Remember to include sketches, associations and anything else to help you remember important words and terms.

Part B

Please read your book, *What If You Met a Pirate*, by Jan Adkins for further information on:

- ❖ How did pirate ships sail? pp. 12-13
- ❖ What did pirates do all day? pp. 14-15
- ❖ Where did all those pirates go? pp. 30-31

Please write at least 2 journal entries about the information you read.

Section IV-Notes for the Reader

Part A

You will read pages 56-57 with your classmates and teacher. In addition, you will read pages 28-29 from the book *What If You Met a Pirate?*

Please answer the following questions in your pirate notebook:

1. Who were the colonists?
2. What are the Navigation Acts?
3. How did the colonists feel about Navigation Acts?
4. Who were freebooters?
5. Describe the relationship between the colonists and the pirates.

Part B

You will read pages 58-61 with your classmates and teacher. In addition, you will read pages 24-27 from the book *What If You Met a Pirate?*

Please answer the following questions in your pirate notebook:

1. What did you learn about the different kinds of pirates?
2. Out of all the pirates mentioned in this section, which ones do you find most interesting? Please explain why.