

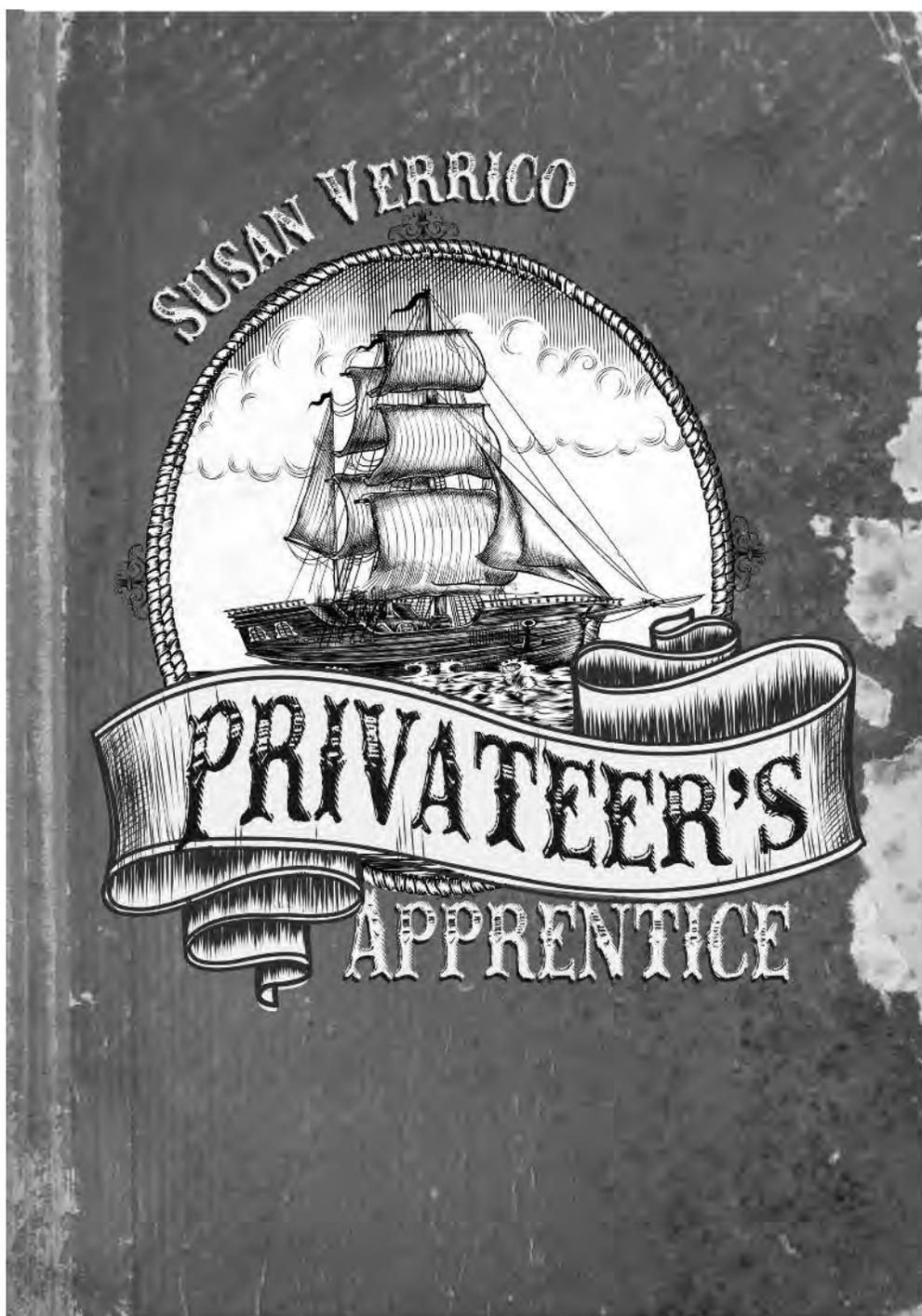
Teacher's Guide for

PRIVATEER'S APPRENTICE

Written by Susan Verrico

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Ages 8–12 / Historical Fiction



ABOUT THE BOOK

In 1713, thirteen-year-old Jameson Cooper, recently orphaned, pens his thoughts as he sits in jail in Charles Towne, South Carolina. He contemplates how his life “turned for the worse” after a plague claimed both of his parents and he was forced to leave the only home he ever knew. He wonders what is to come, for he has been sentenced to be auctioned off to the highest bidder as punishment for stealing a loaf of bread.

Instead, Jameson is kidnapped and taken aboard the *Destiny*, where he will sail under the infamous Captain Jack Edwards (also known as Attack Jack) and his one-eyed mate Solitaire Peep. Attack Jack has been authorized by Queen Anne to map the New World and claim land in her name. A high seas adventure awaits Jameson as he struggles to reconcile his former life as a printer’s son with a future unlike anything he could ever have imagined. A secret island, a motley crew—some of whom wish Jameson harm—a battle with a Spanish merchant ship, and a dwindling food supply all add to the adventure and drama that await readers of *Privateer’s Apprentice*.

ABOUT THE AUTHOR

Susan Verrico grew up in Florida before moving to NJ as a teenager. She currently lives in southern New Jersey where she teaches Language Arts in a middle school.



**THE TEACHER’S GUIDE FOR PRIVATEER’S APPRENTICE
ADDRESSES THE FOLLOWING COMMON CORE STANDARDS
FOR ENGLISH LANGUAGE ARTS**

READING LITERATURE

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades...

WRITING

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short research projects to answer a question...
- Write routinely over extended time frames...

SPEAKING AND LISTENING:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...

LANGUAGE:

Determine or clarify the meaning of unknown and multiple-meaning words or phrases...

PRE-READING ACTIVITIES

Before beginning *Privateer's Apprentice*, conduct the following activities to deepen reader's understanding of the novel's plot and the characters' motivations:

- Research the causes of Queen Anne's War. Students can work independently or with a partner to gather facts. Discuss findings as a class or form small groups to share information. Have students complete a KWL (Know / Want to Know / Learned) chart or a similar graphic organizer.
- Study period maps of Europe and North America. Point out Spain, France, and England. Identify Charles Towne and Jameson's route to and from Crossed Island. (Use the graphic inside PRIVATEER'S APPRENTICE as well as an historical map.) Extend the discussion by asking students to speculate about what would have happened if Spain and France had joined forces during a period when nations fought to control and claim territory in the New World.
- View photographs of brigantine and merchant ships. Discuss the general uses for each ship.
- Discuss plagues, such as the fever of 1793, and their causes and consequences.

COMPREHENSION CHECK AND DISCUSSION POINTS

The questions and discussion points on the following pages vary in complexity. Select those that best match the ability of the readers and your lesson's purpose. The answers to some questions can be found by looking back in the text. Use these to monitor comprehension. Other questions require more critical analysis or seek a student's personal view. These questions lend themselves to class and peer discussions, as do the Connect/Reflect/Predict prompts. Some of the Connect prompts are of a personal nature and are simply intended to help students better understand a character's feelings or motivation.

Note: Vocabulary words can be selected based upon grade and reading ability.

CHAPTER ONE

VOCABULARY REVIEW

indentured servant; treaty; parchment; devour; fortnight; constable; stride; brigantine; recorder, plague, compliment, clout, alley, accompany

COMPREHENSION CHECK AND DISCUSSION POINTS

- What happened to Jameson's parents?
- Why did Jameson have to leave the print shop?
- Why did Jameson find it hard to believe the silver-bearded man's claims?
- Jameson was obviously deeply saddened by the death of his parents. What other emotions might he have felt when the mysterious man came to claim the print shop? Look for evidence in the text to support your answer.
- Why did a boy hurl an egg at Jameson when he didn't even know him? What would make someone bully a stranger?
- Why was Jameson suspicious of Suzanne when he heard her French accent?

CONNECT

Think about a time when you felt that you were treated unfairly or falsely accused. What are some feelings you experienced?

REFLECT

Should Jameson have stayed and defended his right to the print shop? Was he too hasty in leaving?

PREDICT

What will happen to Jameson at the auction?

WRITING ACTIVITY

Imagine a scene that is not in the book, such as one of the nights Jameson spent in the alley. Write a journal entry in which you describe the events from Jameson's perspective.

CHAPTER TWO

VOCABULARY REVIEW

bidder, stocked, barely, murmur, solitaire, engrossed, term, accused, hesitant, command, harbor, wharves

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why would Mr. Carver pretend not to know Jameson?
- What errand does the baker send Jameson to complete?
- Why did Old Netty appear afraid of the Captain and Solitaire Peep?
- Why does Mr. Carver purchase Netty's term?
- After the baker purchases his term, what plans does Jameson make for his future?
- Was the baker justified in accusing Jameson of stealing the bread?

CONNECT

Why did Mr. Carver ignore Jameson? Has someone ever ignored you? How did that make you feel?

REFLECT

Did Jameson's outburst on the auction stand make his situation worse?

PREDICT

What will happen to Jameson when he goes home with the baker?

WRITING ACTIVITY

Jameson stood up for Netty when Strabo struck her with his whip. Write about a time when you defended someone. How did you feel? What risks are involved when you stand up for someone else?

CHAPTER THREE

VOCABULARY REVIEW

vision, mournful, fathom, familiar, fury, thief, rage, gust, mumble, ration, jumbled, clogged, stomp, occurred, feast

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why was Jameson confused when he first awoke on board ship?
- Using context clues on page 24, define “petticoat clinger.”
- Why did Ferdie force Jameson to lie about his age?
- Why was the crew so angry when they saw Jameson?
- Why did Gunther say he wouldn’t sail with children?
- Why did the Captain allow Jameson to remain on board ship?

CONNECT

Have you ever been less than truthful about something? Do you think you would do things differently now if you had the chance?

REFLECT

Should Jameson have been honest about his age? Maybe the Captain would have taken pity on him and returned him to Charles Towne if he had admitted that he was thirteen. What do you think?

PREDICT

What will the Captain do if he finds out Jameson isn’t sixteen?

WRITING ACTIVITY

Did Jameson lie when he didn’t tell the Captain his true age? Is keeping silent the same as lying?

CHAPTER FOUR

VOCABULARY REVIEW

passageway, pewter, trimming, recoil, gander, wedge, seize, penmanship, prowl, throne, treason, deed, deceit, disrespect, pardon

COMPREHENSION CHECK AND DISCUSSION POINTS

- Based on their words and behavior, what are some character traits that describe Cook and Solitaire Peep? Look for evidence in the text to support your answer.
- Why didn't Jameson tell Solitaire Peep that he didn't intend to steal the bread?
- Why didn't Jameson demand that the Captain return him to Charles Towne?
- What is the purpose of a Letter of Marque and Reprisal?
- Why was the first man taken aboard ship tossed overboard? Why is that a concern for Jameson?

CONNECT

Have you ever tried to convince someone to change their mind about something, like Jameson did with the Captain? How did that work out?

REFLECT

Should the Captain have returned Jameson to Charles Towne? Was he right to keep him, knowing that Jameson was taken by mistake?

PREDICT

Will Jameson eventually confess his age to the Captain?

WRITING ACTIVITY

Write and produce a flyer advertising Jameson as a runaway. Include descriptive details about Jameson's appearance. Describe his last known whereabouts.

CHAPTER FIVE

VOCABULARY REVIEW

crouched, lookout, rascal, sparingly, garment, quality, plucked, enemy, discard, binding, greedily, throb, flutter, reluctant, occasionally

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why was there a goat on the ship?
- How often did the sailors take baths?
- How did Solitaire Peep view Jameson's journal?
- Why did Solitaire Peep think the gull meant trouble?
- Where did the clothes that Solitaire Peep gave Jameson come from? Why did that give Jameson a chill?

CONNECT

Have you ever disliked someone because of who that person was (such as a player on a rival team)? Was that fair to the other person?

REFLECT

How would it feel to be unable to read? Consider Solitaire Peep's response to Jameson's journal when you think about this.

PREDICT

What do you think will happen now that the birds have been spotted out so far from land?

WRITING ACTIVITY

Write from Jameson's perspective. Describe his activities after he was brought up onto the deck by Ferdie and Jabbart. Take creative liberty and include events not mentioned in the book.

CHAPTER SIX

VOCABULARY REVIEW

storage, porthole, confine, fierce, commotion, nuzzle, quell, scuffle, eavesdrop, tiller, awkward, tonic, doubt, hatch, fumes

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Cook lock Jameson in the storage room?
- Who shared the storage room with Jameson?
- What food supplies were stored there?
- Why did Ferdie try to make a deal with Jameson to keep quiet?
- What did the Captain infer when he said, “He’ll serve Queen Anne or he will serve no one”?
- What are some words that might characterize Jameson’s personality, based on how he talked to the Captain and Ferdie?

CONNECT

If you discover someone is talking about you behind your back or speaking about you unfairly, how should you handle it?

REFLECT

Would Jameson have been better off telling the Captain that Ferdie threatened him?

PREDICT

Will Jameson and Ferdie get into a fight, despite the Captain’s warning?

WRITING ACTIVITY

Jameson eavesdrops on Ferdie and the Captain because he hears them talking about him. Would you do the same? Is eavesdropping wrong no matter what?

CHAPTER SEVEN

VOCABULARY REVIEW

flush, exhausted, ladled, sodden, superstitious, sufficient, tension, swab, annoyance, defensive, galleon, horizon, squid, bow

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why didn't Cook want Jameson to help gather the eggs?
- Why was Solitaire Peep concerned about the direction from which the gulls flew?
- Why did Gunther think Jameson was to blame for the gulls?
- What accident did Gunther suggest might happen to Jameson?
- Why was Jameson so defensive and disrespectful when Solitaire Peep questioned him about the gulls?

CONNECT

Think of things in your life that require you to follow rules. Are these rules useful or do rules just get in the way?

REFLECT

Why didn't the Captain stop Gunther from threatening Jameson?

PREDICT

Will Gunther hurt Jameson or is he just making empty threats?

WRITING ACTIVITY

Brainstorm a list of rules for life aboard ship, as determined by Cook. Begin with his rule for gathering eggs.

Less challenging: Write a list of general rules that sailors should follow onboard a ship. Begin with Cook's decision not to leave a candle with Jameson.

CHAPTER EIGHT

VOCABULARY REVIEW

pallet, envision, ritual, lurch, furl, billow, rightfully, deemed, unite, feted, self-pity, midst, deliberately, haze, compass

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Queen Anne give the Captain a sea artist's kit?
- How did the Captain know that Jameson is an artist?
- What does Jameson plan to do when Queen Anne's War ends?
- Why did the Captain tell Jameson that his back was "bent from self-pity?"
- What assignment did the Captain give Jameson? Why?
- Why did a Spanish flag fly over *Destiny*?

CONNECT

What is something new you've learned recently? What's the next thing you're going to try to accomplish?

REFLECT

Did Jameson complain too much or was his behavior reasonable, given his situation?

PREDICT

Will the switched flag trick the Spanish into thinking *Destiny* is a friendly ship?

WRITING ACTIVITY

Jameson pretends to write a letter to his parents sharing all that he has learned while onboard ship. Write a letter to someone you care about telling them some new things you've done or learned recently.

CHAPTER NINE

VOCABULARY REVIEW

illusion, seek, situation, flattery, loyalty, brilliant, hoist, ruse, rigging, heave, mock, defiant, lanky, musket, churn

COMPREHENSION CHECK AND DISCUSSION POINTS

- What trick did the Captain play on his enemies?
- When Ratty Tom said, “Aye, she sails for Philip,” what did he mean?
- Why did Solitaire Peep tell Jameson to get some sleep?
- Did the Captain make Jameson climb the lines to stop Gunther from complaining or did he have another reason?
- Did Jameson fall because he was overconfident or because Gunther didn’t tie him properly? Look for evidence in the text to support your answer.

CONNECT

Playing tricks can be fun, but they can also backfire. Can you think of a time when you played a trick on someone and it didn’t go as planned?

REFLECT

Did Jameson make his situation with Gunther worse by antagonizing him?

PREDICT

Will the Spanish merchant attack?

WRITING ACTIVITY

Gunther accuses Jameson of spoiling the ruse, and Jameson feels guilty as well. What do you think? Did Jameson spoil the ruse? Only the Spanish captain knows for sure. Assume the role of the Spanish captain. Write a one paragraph entry in the captain’s log in which you record the day’s events and reveal whether Jameson spoiled the ruse.

CHAPTER TEN

VOCABULARY REVIEW

current, fierce, retch, precious, bumbling, sear, slaughter, boar, clench, muted, flintlocks, daggers, abandon, bolt, bide, scoff

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Jameson seem to give up in the water?
- How did Cook treat Jameson's wounds?
- How did Jameson know that an enemy ship was approaching when he was below deck?
- Did the Captain make the right decision when he waited to see if the Spanish merchant would fire first?
- Why wouldn't the Captain and Solitaire Peep defend Jameson when Gunther blamed him?

CONNECT

Think of a time when you were blamed for something. Was the accusation fair?

REFLECT

Was Jameson to blame for spoiling the ruse?

PREDICT

What will happen during the battle with the Spanish merchant?

WRITING ACTIVITY

Is it better to walk away from a fight as the Captain wanted to do or stay and fight as Gunther wanted? What would you have done if you were the Captain?

CHAPTER ELEVEN

VOCABULARY

stern, ignite, shred, particle, pace, vessel, gape, crippled, careen, oaf, soil, assured, guarantee, resolve, impudent

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did the Spanish merchant pull away from *Destiny* instead of firing again?
- Why did Gunther want to keep fighting?
- What did the Captain infer when he said, “I still do not know why the man was up on deck when I had given the order to go below.”
- How did the crew repair the broken mast?
- What did the “Yellow Jack” represent?
- Why did Jameson ask the Captain for permission to wear the royal uniform?

CONNECT

Think about a time when you earned special recognition or privileges. What do you remember most about that?

REFLECT

Did Jameson deserve to be given a royal uniform?

PREDICT

Will the Spanish merchant leave *Destiny* alone? How will the other crew members react when they see Jameson in the royal uniform?

WRITING ACTIVITY

“It is not age alone that determines a man. I have seen grown men hide when the fighting began.”
What did the Captain mean when he said this?

CHAPTER TWELVE

VOCABULARY

orient, adorn, midst, subside, belch, lurch, spasm, hammock, terrorize, galley, wrench, cauldron, cackle, crevice, survey

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why type of fabric was the new sleeping shirt that Cook gave Jameson?
- Where was *Destiny* heading?
- How did Jabbart learn that the ship was leaking?
- Why did the Captain order that the food be tossed into the sea?
- What food was Cook allowed to keep?
- Why didn't the Captain sail to a closer beach instead of one that was five days away?

CONNECT

The Captain had to make a hard decision when he ordered the food tossed into the sea. Think of a time when you had to make a hard decision. Did you make the right one?

REFLECT

If you were *Destiny's* captain, what would you have done when the ship started leaking?

PREDICT

Will the ship make it safely to land?

WRITING ACTIVITY

Do you agree with the Captain's decision to toss the food into the sea? Write a note to the Captain in which you express your opinion.

CHAPTER THIRTEEN

VOCABULARY

glint, distract, timber, resounding, absentminded, impatient, maneuver, decay, thicket, lodge, trespass, pang, protrude, shallow, longboat

COMPREHENSION CHECK AND DISCUSSION POINTS

- What did Solitaire Peep mean when he said that the changing color of the sea was as useful as the marking on a map?
- How did Jameson feel about returning to Charles Towne?
- Why was the island called Crossed Island?
- How was it decided who would go to shore first?
- How did Jameson feel about Crossed Island? Look for evidence in the text to support your answer.

CONNECT

Think about a place that you've visited that you didn't like at first. Did you eventually grow to like it?

REFLECT

Does Jameson have an easier job as sea artist than the other members of the crew? Explain your answer.

PREDICT

What awaits *Destiny's* crew on the island?

WRITING ACTIVITY

Using the text as a guide, write a "For Sale" or a "Vacation Rental" flyer for Crossed Island.

CHAPTER FOURTEEN

VOCABULARY

swarm, vow, hostile, charred, capable, rustle, clump, crouch, plunge, collapse, carcass, waterspout, boucan, complicated, brittle

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Jameson go into the woods?
- What did Cook mean when he told Gunther that his “mouth spews words like a waterspout when the Captain and Solitaire Peep are not nearby to hear. Tis empty like a summer’s well when they are.”
- Why did Cook build a boucan? Why was that necessary?
- What type of wood did Jabbart need to build a new mast? What did he need to repair the floor?
- What superstition did Cook believe helped Jameson fight the wild boar?

CONNECT

Jameson was reluctant to enter the woods after he was attacked by the wild boar. Can you recall a time when fear held you back from doing something you wanted to do?

REFLECT

Should Cook respond to Gunther or would it be better to ignore him? Why?

PREDICT

Will the Captain tell Jameson where he and Peep were, or will it be a secret?

WRITING ACTIVITY

Write a narrative poem detailing the events of this chapter, including Jameson’s battle with the wild boar.

CHAPTER FIFTEEN

VOCABULARY

caution, seaworthy, congratulate, whet, rebuke, authority, scornful, tend, soothe, steady, flint, sulk, famished, gaze, torment

COMPREHENSION CHECK AND DISCUSSION POINTS

- Was Solitaire Peep being fair when he reprimanded Jameson about the animals?
- What did the Captain write about when he and Jameson were in his cabin?
- Why were the maps so valuable?
- Why did the Captain need to hide the map?
- Why would the Captain and Jameson face death if the maps were found?

CONNECT

Were you ever unfairly accused? How did you feel? Was your reaction similar to Jameson's?

REFLECT

Did Jameson neglect the animals? Should he have taken responsibility for them without having to be told?

PREDICT

Will the maps be safe or will they be lost?

WRITING ACTIVITY

Pretend that you are the Captain and write an entry for the ship's log.

CHAPTER SIXTEEN

VOCABULARY

intent, saplings, crave, outer, guarantee, clamp, conversation, muffle, flicker, tangle, soggy, beyond, swipe, satchel, gouged

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why wouldn't Solitaire Peep allow Jameson to help scrape the boat clean? What was he assigned to do instead?
- What were some foods that Cook prepared for the crew?
- How long did it take to repair the mast?
- What were some of the signs they saw that suggested that a storm was near?
- How did the impending storm affect their food source?
- What was in the leather satchel that Solitaire Peep carried into the woods?
- Where were Solitaire Peep and Jameson going and why?

CONNECT

Have you ever experienced a terrible storm such as a hurricane? Based on your own knowledge, consider how a hurricane differs from a regular thunderstorm.

REFLECT

Was Jameson the right person to help Solitaire Peep hide the maps?

PREDICT

What will happen while Jameson and Solitaire Peep hide the maps?

WRITING ACTIVITY

Write from the perspective of some of the creatures on Crossed Island as the storm nears. (Brainstorm a list to get started.) What would they have seen, heard, or smelled? What would they have done to prepare for the storm?

CHAPTER SEVENTEEN

VOCABULARY

foul, adjust, gradual, incline, hoist, crevice, source, ache, shriek, struggle, moldy, cautious, ledge, force, narrow

COMPREHENSION CHECK AND DISCUSSION POINTS

- Describe the conditions inside the cave. Try to use a word from each of the five senses: hear, see, touch, smell, taste.
- Describe the spot where Solitaire Peep and Jameson buried the maps. Why did they choose that location?
- Why did Solitaire Peep decide to rest before starting back to camp?
- Why was Solitaire Peep so alarmed when he woke up from his nap?
- How did Solitaire Peep and Jameson become separated inside the cave?
- Who rescued Jameson?

CONNECT

Have you ever been in a scary or dangerous situation? What happened? What emotions did you feel?

REFLECT

Was it a good idea for Solitaire Peep to take a nap?

PREDICT

Will Solitaire Peep find his way out?

WRITING ACTIVITY

Using the text as your guide, write down instructions for someone to follow if they find the maps. Use the text to guide you. Describe cave markers, twists, and turns, as described by Jameson.

ATTENTION READERS AND TEACHERS: SPOILER ALERT!

CHAPTER EIGHTEEN

VOCABULARY

anchor, responsible, hollow, swept, raging, wrath, refuge, registered, protest, complaint, assume, daft, flaunt, linger, abide

COMPREHENSION CHECK AND DISCUSSION POINTS

- How did the Captain explain Solitaire Peep's fate to the crew?
- What happened to the pigs and the goat?
- Why did the Captain think that there would soon be plenty of food for the crew?
- Why did the Captain tell Jameson to stay below deck once they reached Charles Towne?
- Why did Gunther think that he was second-in-command? How did this affect Jameson?
- Why did the Captain tell Gunther that Jameson's age no longer mattered?

CONNECT

Think about what you know about bullying. What makes someone a bully? How is bullying best handled? Discuss your thoughts with your teacher.

REFLECT

Was the Captain too easy on Gunther?

PREDICT

What do you think Gunther will do when he goes into town?

WRITING ACTIVITY

Write a song or rap about the storm on Crossed Island. For inspiration, listen to other songs about storms and hurricanes.

Less challenging activity: Write a supply list for the Captain to give Gunther. What supplies would you put on the list?

CHAPTER NINETEEN

VOCABULARY

taut, route, loom, absence, concentration, wander, avoid, dwindled, gradually, weary, assistance, impatient, dim, expires, piracy

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why was Jameson so shocked when he saw himself in the Captain's mirror?
- What did the Captain think happened to Gunther? How did Jameson feel about Gunther's absence?
- What happened to the Captain and Jabbart when they were in town?
- What did the Spanish captain claim about *Destiny*?
- What news about Spain and France did Jameson find shocking?
- Why was Jabbart upset when he and Jameson found the Letter of Marque in the Captain's cabin?

CONNECT

Each year brings changes as we grow older. Think about how you've changed in the last year or so. How have you grown as a person? Would someone you haven't seen in a while have any trouble recognizing you?

REFLECT

Was Jameson wise to answer Gunther back? Should the Captain have sent another crew member to town instead of Gunther?

PREDICT

Do you think Constable Smyth will listen to Jabbart and Jameson's explanation about the Captain and the Letter of Marque? Why or why not?

WRITING ACTIVITY

Write a list of points that Jameson should present to Constable Smyth to explain about the Spanish merchant.

CHAPTER TWENTY

VOCABULARY

sweeping, peacock, trickle, satisfaction, secluded, ashamed, ordinary, worthless, dense, expensive, fanciest, criminal, sniveling, hearth, rummaging

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Jameson and Jabbart decide not to tell anyone about their plan?
- Why didn't Jameson and Jabbart wear their uniforms?
- Whose tavern did they stop at? Who did they hope to see?
- Why did Carver treat Jabbart and Jameson so well?
- Why didn't Jabbart think Carver would recognize Jameson?
- What did Jameson say to Old Netty to help her remember him? Why those words?

CONNECT

Do you trust your friends enough to share all of your thoughts and actions with them?

REFLECT

Should Jameson have risked going to Carver's tavern? Was that a good decision or a poor one?

PREDICT

How will Netty help Jameson?

WRITING ACTIVITY

Brainstorm with a partner to create a list of foods that might have appeared on Carver's menu. Think about the time period and how food was prepared back then. Would your favorite food have been on the menu? Create a menu for Carver's Tavern listing three meals: breakfast, lunch, and dinner.

CHAPTER TWENTY→ONE

VOCABULARY

posted, declaration, clanking, habit, dangerous, tarry, weary, pier, accident, viper, defense, amongst, steaming, continue, exchange

COMPREHENSION CHECK AND DISCUSSION POINTS

- How did Netty react to the news about Solitaire Peep?
- What did she tell Jameson about the relationship between Carver and the new printer?
- Why did Netty think he would visit the tavern that night?
- What did Netty say will be needed to set the Captain free?
- What was Jameson's plan?

CONNECT

Think about a time when you made a plan to do something. How did that plan turn out?

REFLECT

Do you think Jameson should have trusted Netty with the plan?

PREDICT

Will the new printer visit the tavern? If he doesn't, what might Jameson do then?

WRITING ACTIVITY

Write as if you are a customer in Carver's Tavern: You are observing Netty, Jameson, and Jabbart.

What do you see, hear, and smell?

Option 2: Write as if you are a mouse scurrying beneath the tables looking for food. What do you see, hear, and smell?

CHAPTER TWENTY-TWO

VOCABULARY

disappointment, seize, secure, flee, extinguish, glisten, vulture, merrily, suspicious, nudge, brim, morsel, engraved, threshold, shutters

COMPREHENSION CHECK AND DISCUSSION POINTS

- What did Netty say would happen to the Captain if the printer didn't come to the tavern?
- What did Jabbart say he and Jameson should do if they couldn't carry out their plan?
- How did Jameson answer Jabbart?
- Why did the printer think that the table Netty offered him was going to collapse?
- What time did Jameson and Jabbart arrive at the print shop? What was the printer's name?
- How did Jameson handle his anger when he saw the print shop with a new sign?

CONNECT

Consider a time when you were really angry about something. Did you demonstrate the same patience as Jameson?

REFLECT

Was Jabbart too quick to give up on the Captain? Can you think of something else Jabbart might have done if the printer hadn't arrived?

PREDICT

Will Jameson be successful? What might go wrong?

WRITING ACTIVITY

The Captain is sitting in the same jail where Jameson once was kept. Look back at chapters one and two. What advice might Jameson offer to him? Would Jameson tell him about the plan to free him, or would that be too risky? Write a note from Jameson to the Captain. Think of how it might be secretly delivered to him.

CHAPTER TWENTY-THREE

VOCABULARY

savor, fleetingly, generous, identical, excitement, survey, sopping, splattered, smug, beckon, accomplished, dismay, relief, discuss, overcome

COMPREHENSION CHECK AND DISCUSSION POINTS

- What was Jameson trying to do?
- What challenges did he face as he carried out his plan?
- How did Jameson feel about forging a new Letter of Marque?
- What does he think his father would say?
- What fear did Jameson express to Jabbart as they walked back to the ship?

CONNECT

Have you ever tried to justify something you did that you knew was wrong?

REFLECT

Should Jameson have taken extra time to clean up after himself? What was more risky: staying longer to clean up or leaving a mess that might be discovered?

PREDICT

What will the printer do if he discovers someone was in his shop? Will he realize it was Jameson?

WRITING ACTIVITY

Jameson has many thoughts about the printer and how he claimed Jameson's home. Writing from the perspective of Jameson, pretend that you are writing a note to the printer about how you feel.

CHAPTER TWENTY-FOUR

VOCABULARY

escort, confident, disdainful, bold, amazed, shield, challenge, comeuppance, signaling, clinch, evidence, infamous, applaud, proof, magistrate, fake

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why was Jabbart amazed at the townspeople's behavior?
- Why would the townspeople want to see the Captain convicted of piracy?
- What were the charges against the Captain?
- How did the magistrate trap the Captain?
- What does the magistrate say will happen to Jameson if he is lying on the Captain's behalf?
- Why did the printer say that the Queen's signature was valid, when he didn't remember printing the Letter of Marque?

CONNECT

Have you ever "saved the day?" Think about at home or at school, or perhaps at an athletic event.

REFLECT

Should Jameson have risked himself to save the Captain?

PREDICT

Where will *Destiny* sail now?

WRITING ACTIVITY

Today, some people write letters to judges asking for leniency or a harsher penalty for the accused. Write a letter to the magistrate in which you try to persuade him to free the Captain. Include a "call to action" at the end of your letter.

CHAPTER TWENTY-FIVE

VOCABULARY

incredulously, stunned, foul, rank, flaunt, course, fungus, drifts, fling, provoke, granted, likely, dwell, resembles, spears

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Cook want to keep the dead fish in Jameson's net?
- Why didn't the Captain fill the hold with food in Charles Towne?
- Where is *Destiny* sailing next? Why are they sailing there?
- What happened to Gunther?
- What did Jameson see when he gazed up into the night sky? What did he do?

CONNECT

Have you ever made a wish, such as "upon a star" or when blowing out birthday candles? Do you think these types of wishes really work or are just for fun?

REFLECT

Was it wise for the Captain to leave Charles Towne without food? Did he put his well-being above that of his crew?

PREDICT

What will happen when *Destiny* reaches Crossed Island?

WRITING ACTIVITY

If you could have three wishes come true, what would they be?

CHAPTER TWENTY-SIX AND EPILOGUE

VOCABULARY

looming, conceals, blur, audience, thirst, wisps, commotion, faint, slime, hereon, rustling, commission, lodges, uncertain, alarm

COMPREHENSION CHECK AND DISCUSSION POINTS

- Why did Jameson turn away when the cave came into view?
- Why did the Captain tell Jameson to hurry?
- What did Jameson think had happened to the maps?
- What did Cook tell Jameson about goats and full moons?
- Why did Solitaire Peep stay in the cave rather than follow Jameson to safety on the night of the storm?
- Jameson faced many challenges throughout his journey. Think about everything that happened to him and how he responded. What “lifelong lesson” can you take from this?

CONNECT

Think about a time when you received a pleasant surprise. What was the surprise? Recall how you felt at that moment.

REFLECT

Should Solitaire Peep have remained behind and let everyone think he had perished? Was that fair to the crew?

PREDICT

What will happen to Jameson and the crew of the *Destiny* when they reach England? Will Jameson ever return to Charles Towne and become a printer?

WRITING ACTIVITY

Write from the perspective of Solitaire Peep, and detail his life on the island while the others were in Charles Towne. Think about where he slept, how he found food and cooked for himself, and how it felt to be alone.

CULMINATING ACTIVITIES

Plan a Meal: The crew of the *Destiny* was plagued by a shortage of food. Plan a feast to celebrate Peep’s survival and the Captain’s release! Ask students to plan and prepare (at home) food that the crew might have eaten. If you live near a beach and can obtain transportation funding, it might be fun have a picnic there, on towels spread out on the sand. Each student can be responsible for packing a “sailor’s lunch.” Students can bring along pen and paper and sketch various scenes (as Jameson did while on Crossed Island).

Create a Giant Story Block: Using poster board or another large type of paper, assign scenes from the book to groups of students to draw and paint. Each scene should tell part of the story. Line the blocks up in order and display them in the class or hall.

Perform a Play: Create a script for *Privateer’s Apprentice*. Have students act out the parts. Invite a younger grade to be the audience.

CROSS CONTENT EXTENSION ACTIVITIES

Many of these activities cross over into other areas other than those noted below.

SCIENCE AND MATH

- Investigate native plant life common to the Caribbean and Florida.

Art Component: Produce a catalogue or poster of plants that might have existed on Crossed Island. Label and color specimens.

Technology Component: Use the internet to create a virtual catalogue of botanical specimens.

- Research plagues, diseases, and treatments of the eighteenth century.

Technology Component: Prepare a report, using software such as PowerPoint

- Assume the role of a meteorologist and research storms prediction. Create a weather journal, covering the five days prior to the hurricane on Crossed Island.

Technology Component: Produce a skit or video of a segment predicting the hurricane that hit Crossed Island.

- Assume the role of a zoologist and research animals and reptiles common to Florida and the Caribbean. Speculate as to what animals might have existed on Crossed Island using the location described in the book. Group results according to species.

Art Component: Create a brochure or catalogue of these animals and reptiles.

Technology Component: Use the internet to conduct research. Use a variety of software packages to showcase the results.

- Research astronomy and its role in navigation.

Art Component: Paint or draw a picture of *Destiny* sailing at night. Include the constellations that they might have seen on their voyage.

Technology Component: Conduct research on astronomy and astrology using the Internet.

- Assume the role of a cartographer and create a map of Jameson's journey. Use a current map as a reference.

More challenging: Incorporate longitude and latitude into the map. Use computer programs or GPS technology as an aid.

Art Component: Assemble a sea artist kit, using present day art supplies.

○ Investigate the effect of over-harvesting on the ecosystem. What positive or negative effect on natural resources do humans have on an uninhabited region?

Technology Component: Use the internet to conduct research. Graph findings using a specific time on the island, such as a month or year.

○ Create a blueprint for or replica of *Destiny*, using a variety of available tools, including technology.

○ Produce a list of the supplies that were onboard when *Destiny* first left Charles Towne. The teacher can provide the list or the class can develop it together. Students can add foods not listed in the book, but that would have been common for the period, such as fresh fruit. Ask students to re-inventory their supplies after the Captain gives the order to toss the food into the sea and again when the ship arrives on Crossed Island.

- Convert the quantities of supplies remaining, using a mathematical measurement such as fractions. For example, if two-thirds of the onions are gone, how many remain?
- Create a graph showing the initial supply and the amounts that remain after the food is tossed into the sea and upon arrival at Crossed Island.

SOCIAL STUDIES

○ Research one or more of the following:

- court systems and judicial procedures in the eighteenth century.
- privateers who turned pirate, such as Blackbeard and Sam Bellamy.

Technology Component: Produce a biographical video of one of the pirates.

- Queen Anne's War, its causes, and its outcomes.
- early trade routes and import/export practices between the Colonies and Europe.
- how the desire for land and natural resources led to conflicts between European nations and Native Americans during the eighteenth century. How might that have influenced Captain Edwards?

○ Conduct a mock trial of the Captain on charges of piracy.

○ Discuss and create a Code of Conduct for life onboard ship.

Art Component: Use quill and ink and "parchment" to create the Code.

○ Study historical maps and early exploration of North America.

Art Component: Create a map to hang on the classroom wall

ART

- Draw a favorite scene or character from the book.
- Create a wall mural depicting a scene from the book.
- Create a ship in a bottle or sand art representing *Destiny* careened on Crossed Island. Use two-liter plastic soda bottles. Ships can be drawn and cutout using a thick paper that can be bent to stand up.
- Create a papier-mâché model of Crossed Island, showing the cliff, water, sand dunes, and other features.
- Create a movie trailer or flip-book that summarizes the story.
- Create a comic book covering the events in one or more of the chapters.
- Draw the scene on the beach depicting the crew huddled around the fire, as Jameson did.
- Use wood or tile blocks and ink to create a replica of the Letter of Marque.
- Make parchment paper.

Teacher's guide for *Privateer's Apprentice* prepared by Susan Verrico.

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