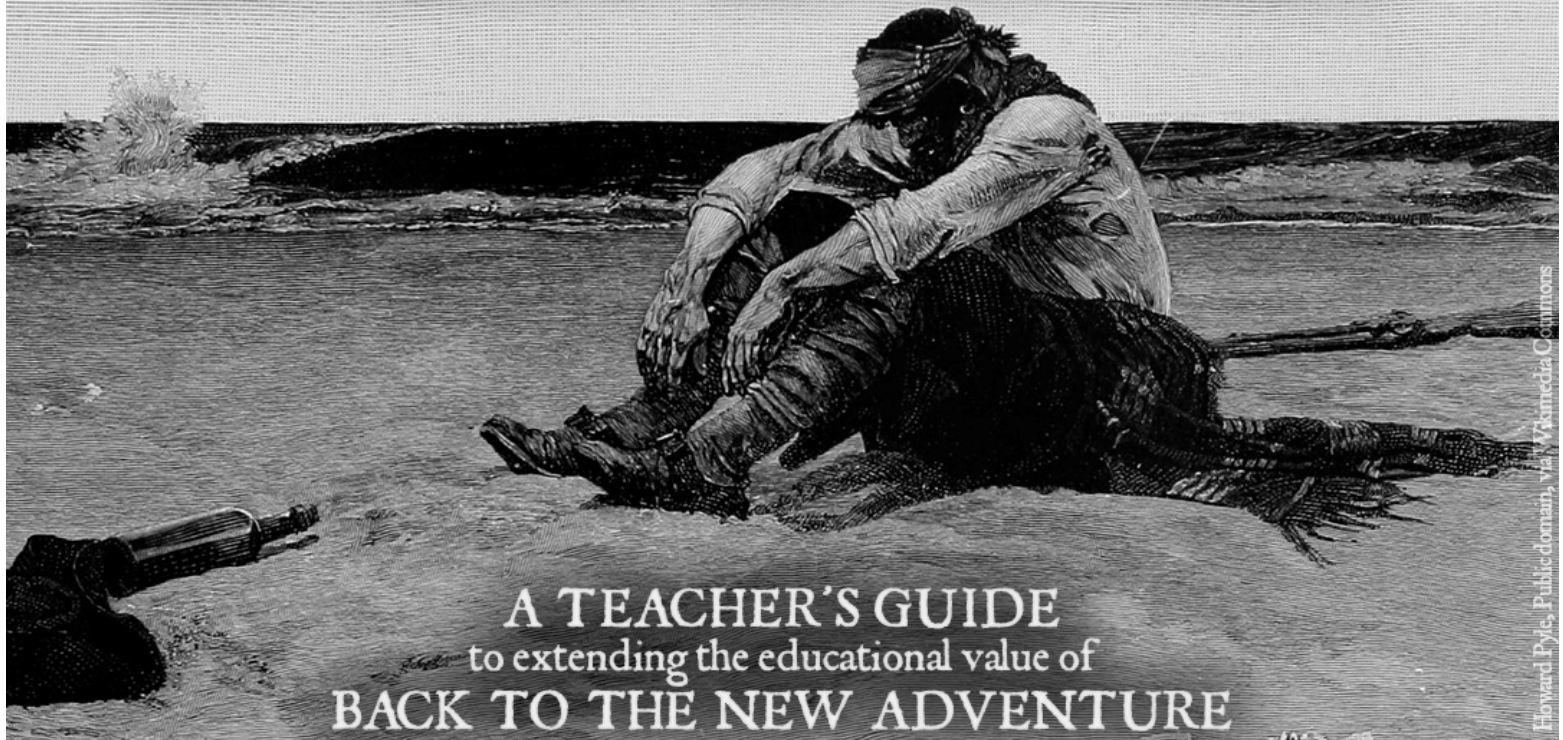


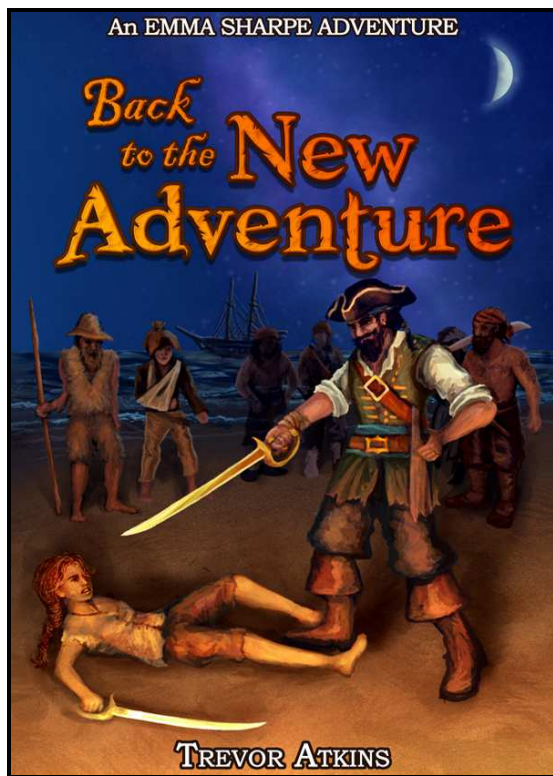
FOR EXPLORING A POINT IN HISTORY



A TEACHER'S GUIDE to extending the educational value of BACK TO THE NEW ADVENTURE

EmmaSharpesAdventures.com

#Back2tNewAdventure



Back to the New Adventure A historical novel for middle-grade readers by Trevor Atkins

The *New Adventure* is betrayed! It's 1704 and Queen Anne's War is well underway. After two years apart, Emma Sharpe has rejoined her old shipmates only for disaster to strike. The *New Adventure* is taking muskets and powder to Bermuda when a French ship attacks. Knocked overboard in the fight, Emma awakens on a desert island with just her belt knife and the clothes on her back. She soon finds cabin boy Jack Randall is marooned with her, and the young sailors work together to find a way back to civilization. But what about the rest of their crew? Can Emma and Jack rescue them from their captors in time? Or must they get revenge instead?

BACK TO THE NEW ADVENTURE is an early 18th century historical fiction. Follow the adventures of thirteen-year-old Emma Sharpe as she must survive being marooned, duel a pirate captain, break into a French jail, and chase down the ship taking a captured crewmate back to France for execution, all before it's too late!

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1. Introduction

Back to the New Adventure takes place almost two years after *The Day the Pirates Went Mad* and is the 2nd book in the Emma Sharpe's Adventures series. Like the first book, it is also an entertaining 'cozy' historical fiction that conveys a 'boatload' of learning about the life and times of those sailing the seas 300 years ago, during the Age of Sail. Though intended for ages 10-14, older readers can also enjoy this story and it is suitable for sharing with younger readers when supported by an adult.

Back to the New Adventure is available internationally via Amazon:

ebook: <https://www.amazon.com/Back-New-Adventure-ebook/dp/B0DMWWRW5M/>

paperback: <https://www.amazon.com/Back-New-Adventure/dp/1989459048/>

We hope this teacher's guide will prove equally useful in both the classroom and for the homeschooler or distance learner, helping to extend the educational opportunities related to this story of Emma's second adventure!

This guide is comprised of three (3) main sections, each focusing on a different topic area:

- 1. The Story** – This section looks at the book itself and challenges students to re-imagine the cover, consider the locations used as part of the setting, think about how they would survive there, and what (un)lovable creatures one might come across.
- 2. Character Study** – This section asks students to look into what makes a character a character, and how characters can share viewpoints with the reader. Students will also consider what might happen if they have a character make different choices than what were made in the story as written.
- 3. Connecting With History** – This section has students look at the historical aspect of this story. Which people, places, and events are from the real world? One of the larger activities is to create a timeline of story events aligned against real events. Students can also make a presentation on STEAM events occurring just before and after the story.

More to come! Additional story-related STEAM activities and behind-the-scenes are being added to the website on an on-going basis. Activities will include cooking/baking, solving navigation problems, careening the ship, training with the cannons, constructing a model ship, and more!

Subscribe to our newsletter to get updates about this and other news.

<https://eepurl.com/gqUrEL> 😊



1.1. **About the Author**

Trevor lives with his family on the west coast of Canada and has been working with words for much of his life, but has only recently pursued historical fiction. A storyteller and role player of detailed characters, Trevor finds it natural to weave together many intertwining plot threads when writing. His bane is the perfecting effort of revision – there always seems to be more that can be tweaked and improved. But then comes the day when enough is enough, and the story must be set free for others to see!



Find Trevor's author news and updates at:

- <https://www.facebook.com/trevor.atkins.author/>
- <https://www.instagram.com/tatkingswrites/>
- <https://emmasharpesadventures.com>

1.2. **Ask the Author**

Want to ask Trevor something about Emma's adventures in *Back to the New Adventure*?

Send an email to publishing@silverpath.com, making sure to include "Back to the New Adventure" somewhere in the subject line.

Or, you can send a letter via regular mail to:

Trevor Atkins
PO Box 99900 HX 396 836
RPO Shaughnessy
Port Coquitlam, BC
V3C 0C7

In the latter case, be sure to include a self-addressed stamped envelop (SASE) for the reply.



Howard Fyle, Public domain, via Wikimedia Commons

2. The Story

A book's cover is often the book's first impression on a reader. Now that you've read the book, let's look at it again.

1. What scenes from the book are shown on the covers? Why do you think these scenes were chosen?

2. Now that you have read the story, is there another scene you would put on the front cover?

3. What do you feel is the story's central message or theme? Describe how you think the title is related to this.

2.1. Cover Artist

The publisher has asked you to add another illustration or two to the book's interior. Get your ideas ready!

4. What would you draw for the new illustrations? A scene from the book? A character focus? Something else? Describe your ideas or make a rough sketch on a separate paper.

5. In 3-5 sentences, write your own “book blurb” for the back cover. Think about how you would make the person reading your description want to find out more about the story.

6. Can you think of 2-3 alternative titles to go with your book blurb and the theme you identified earlier?

2.2. *Where in the World?*

This story is set at the turn of the 18th century and during the Golden Age of Piracy when sailing ships roamed the world's oceans.

7. Emma's own adventures take her to quite a few different places. Can you map the Table of Contents to those locations?

Chapter Title	Location(s)
Beached	
Jack was Nimble	
Night Sky	
A Raft	
Crossing Over	
Exploring Samana	
Cave Ghost	
A Welcome Sight	
Supply Run	
Deal and Duel	
To Nassau	
A Pirate Haven	
Charles Town	
A Missing Record	
Old Acquaintances	
A New Ship	
Now Port-De-Paix	
Jail Break	
Practically Friends	
The Long Chase	
Hoist the Colours	
All Together	
Epilogue	

8. Which location would you most like to visit? Why?

9. In this story, Emma finally got to visit Nassau, but she was not very impressed. When should Emma return if she wanted to see a real pirate haven and some of the most famous pirates?

10. After Queen Anne's War, it was estimated that there were thousands of pirates operating in and around the Caribbean. Why were there so many pirates at this time?

Deepen the Research
What happened to end the pirates' control of Nassau?
Where did they all go?

2.3. An Inspiring Survivor

The author was inspired to write this story in part by Daniel Defoe’s novel “Robinson Crusoe” and his own family’s camping trips.

11. After finding Jack, Emma mentions that she needs fire, food, shelter, and water to be able to survive. If you were in her position, in what order would you tackle those four things? Would you change that order if you needed to survive in your own local climate?

Surviving on Samana:	Surviving in your local climate:
1)	1)
2)	2)
3)	3)
4)	4)

12. Warren Shivers was on Samana for a lot longer than Emma and Jack. What do you think a typical day in his life would be like?

13. If you needed to live somewhere isolated for a long time like Warren Shivers, what are two things you would want to have with you? Why?

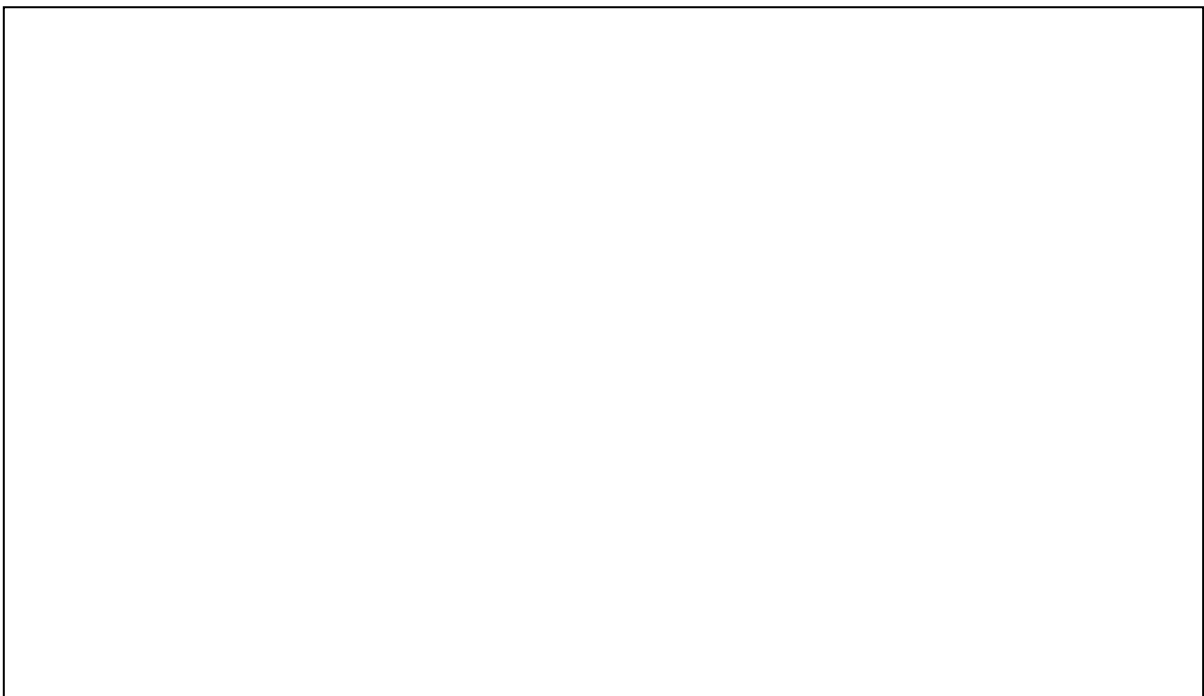
Did you know? *In a survival situation, the Rule of Threes refers to a generalization of how long one could survive without food, water, oxygen, etc. The rules depend on the environment you are trying to survive in, of course. But considering these rules may help one more effectively make decisions in a survival situation.*
[https://en.wikipedia.org/wiki/Rule_of_threes_\(survival\)](https://en.wikipedia.org/wiki/Rule_of_threes_(survival))

2.4. Flora and Fauna

The setting of a story or individual scene provides the location, time period, environment, and overall atmosphere. Descriptions of the setting aid the reader in visualizing the scene and the characters within it.

- 14.** In this story, there are references to scenery, flora and fauna, and weather and temperature. For you, which scene could you visualize in the most detail? What aspect of the setting made it stand out the most?

- 15.** Choose one creature mentioned in the book and research some basics facts about it, including whether it is endangered today. Include a sketch of the creature.

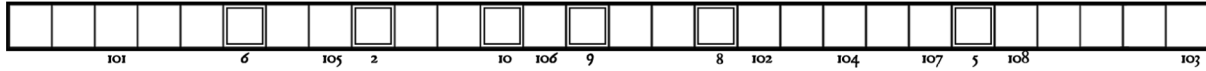


2.5. Wordy Activities

Solve these word puzzles using the glossary from the book (see Appendix included herein). Then combine the letter clues to discover the secret message!

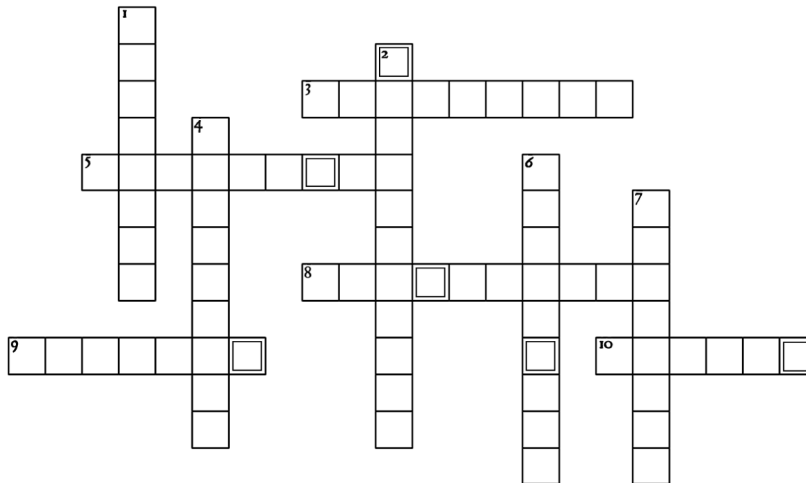
A Secret Message!

Use the letter clues from each puzzle below to solve the secret message!



Crossword

- | | |
|-----------------------------------|----------------------------------|
| 3. Spanish gold coins | 1. A platform under the bowsprit |
| 5. A type of shot with a chain | 2. A long, knee-length coat |
| 8. A supplier of food & beverages | 4. A store to get fancy hats |
| 9. To take treasure by force | 6. A rascal or villian |
| 10. Made from ground corn | 7. Put ashore on a desert island |



Word Jumble

- TONK
[] [] [] [] []₁₀₁
- NSIBAOT
[] [] [] [] [] [] [] []
- LEKPAINISMR
[] [] [] [] [] [] [] [] [] [] []₁₀₂
- DEYAEED
[] [] [] [] [] [] [] []₁₀₃
- HSPGRAOTE
[] [] [] [] [] [] [] [] [] [] []
- PSAR
[] [] [] []₁₀₄
- ECNREA
[] [] [] [] [] [] [] []₁₀₅
- YNIMUT
[] [] [] [] [] [] [] []₁₀₆
- GPYOR
[] [] [] [] []₁₀₇
- GEYREASTWAE
[] [] [] [] [] [] [] [] [] [] []₁₀₈

Y	K	D	M	X	O	C	T	C	M	Y	P	D	L	R	X	Q	G	G	U	P	O	C	B	A
E	U	U	P	D	M	I		I	L	I	E	P	O		W	I	D	W	R	J	U	L	I	K
H	T	O	J	Q	R	R	Z	T	J	Z	E	P	B	T	G	F	G	L	I	P	O	U	P	H
F	E	S	P	P	R	Z	F	C	L	M	W	V	S	L	X	M	F	O	Y	O	R	J		F
X	X	Z	S	R	E	E	E	F	R	A	S	K	C	I	X	K	B	K		W	U	P	E	F
Z	N	W	M		I	Z	H	H		A	S	I	O	N	Y	Q	V	Y	O	E	S	C	K	
I	O	T	M	E	X	V	D	J	U	T	Z	S	U	E	Z	G	F	C	B	Y	Q	T	E	G
B	C	A	B		N	N	A	C	L	E	S	J	S	S	D	L	G	C	H	F	W	Q	S	S
M	S	I	D	A	R	P	U	T	X	V	S	P	E	M	U	Q	D	R	A	N	G	I	O	
T	Y	I	E	O	R	E	K	Z	E	E	K	G	I	X	K	G	S	Y	H	J	A	M	F	M
P	O	W	D	E		M	O	N	K	E	Y	L	T	H	Z	O	J	O	W	J	P	T		F
H	O	G	S	H	E		D	D	V	J	R	O	G	F		H	Y	J	G	C	K	I	I	M
V	V	K	V	T	O	N	K	S	Y	N	N		R	G	A	W	M	B	T	T	K	S	G	O
P	U	M	T	J	A	N	K	K	I	K	O	F	U	M	V	R	J	P	U	O	Z	V	H	E
C	H	G	N	R	N	E	X	S	V	Z	G	M	W	L	K	S	B	F	T	U	L	D	T	X

Word Search

- | | |
|---------------|-----------------|
| Binnade | Pieces of eight |
| Bloody flux | Poignard |
| Bowsprit | Powder monkey |
| Cutlass | Privateer |
| Granny's knot | Ratlines |
| Hogshead | Sweep |
| Lobscouse | Whipstaff |
| Mizzenmast | |

Letter clues: find a place in the Secret Message for the letters missing from the words you find!

3. Character Study

Regardless of the details the author may know about their characters, a lot of this information may not be explicitly described in the current story. Moreover, some characters are not very “fleshed out” even for the author. In these cases, a reader gets to use their imagination to fill in the blanks.

1. Pick a major character and a new minor character from the story from the list below, or another of your own choosing.

- **Major characters:** Emma, Jack, Captain Garrett, Catherine, Mr. Bellows
- **Minor characters:** Annabel, Mrs. Webster, Lieutenant Duprey, Mr. Barr, Liam Cormack, Aisling Cormack, Cecily, Jacob, Étienne, David, Cookie, Joseph, Mr. Hodges

2. Answer the following questions for each character chosen. If possible, reference the story to support your answers. Otherwise, use your imagination.

	Name:	Name:
What kind of person are they? What are their primary personality traits?		
Are they wealthy? What is their position in society?		
What is their level of education? Where did they get it from?		
What drives them? What are their goals?		
What are they afraid of? How do they deal with their fears?		

3.1. A Choice of Character

Our choices, and the choices made by others, drive the events in our lives. A different choice can change what happens next and, in some cases, a series of choices can change the world.

- Reference a choice or decision made by each of the characters you picked above. Describe what you would change and what would happen next. How might this change impact Emma, the *New Adventure*, and the story overall.

	Name:	Name:
What is the choice you would change?		
What would you have done differently?		
What will change in the immediate future?		
How will this change affect Emma?		
How will this change affect the crew of the <i>New Adventure</i> as a whole?		
Will this change affect how the story ends? What is the new ending?		

3.2. O Captain! My Captain!

Emma and Jack have sailed with Captain Garrett for a number of years now. He has taught them many things, and they have seen him in many different situations. Before this adventure, Emma and Jack had not met many other ships' captains.

4. How many ships' captains can you remember from the story? Can you also name their ships?

5. From the names you listed above, which captain would you most like to sail with? Why?

6. What do you think the captain you chose to sail with would do if they saw a strange sail on the horizon?

7. Capitaine Marchand might have won the battle with Captain Garrett if the trick with the exploding gig had failed. Which of the captains you listed above do you think would give Captain Garrett the hardest fight? Why?

4. Connecting with History

Emma and Jack lived during the Age of Sail, more than 300 years ago. The author has tried to capture some of what it was like to live in that time, and to sail upon the seas in particular.

1. What are two things you found out from this story that you did not know before about this time in history.

2. How do you know you can trust that the things you have identified above are true? What if the author made them up? Can you find one or more sources that confirm these facts?

4.1. People

In historical fiction, reality and fiction are mixed together. This is often the case with the people mentioned in the story. Some are fictional creations and others were really there.

3. List as many real people as you can find mentioned in the story and note where each of them lived.

4. Find a reference source for at least one of the people you listed and write a short biography about them. Or alternatively, pick another person that lived at the same time who you find more interesting and research them instead.

4.2. Places

Emma travels about the West Indies in this story, and she visits many places along the way.

5. Pick a location Emma visited in her travels. What is there today?

6. For a second location, describe it over the course of history. How did it come to be populated, what drove it to its peak, and what happened after that?

4.3. Events

When writing this story, the author documented a high-level timeline of events leading up to Emma falling overboard and being washed ashore on a desert island, and then he made a more detailed timeline for the events of Emma’s following adventures.

7. Pin as many events as you can on a timeline of your own, using the dates and references to the passage of time in the story. Here is a sample timeline. Create your own format!

Year	Story Event	Real Event
1702		(May 15) The English, the Dutch, and the Austrians formally declared war against Spain and France as part of the War of Spanish Succession. This is also called Queen Anne's War.
	(June 12) News of England entering the War of Spanish Succession reaches Barbados and the crew of the <i>New Adventure</i> .	
	(July) The <i>New Adventure</i> visits Charles Town to give Annabel Barlow Bill's share of the treasure recovered from the <i>Swift</i> .	
	(Fall) Emma leaves the <i>New Adventure</i> in Bristol and frees her parents from debtors' prison. The reunited family buys a new farm further up the River Avon.	

1703		(July/October) Nassau invaded and briefly occupied by French and Spanish allies
		(November 26) The Great Storm of 1703
1704	(April 21) Jack and David visit Emma at her family farm. She returns with them to the <i>New Adventure</i> . They set sail from Bristol for Port Royal.	
	(June 30) The <i>New Adventure</i> leaves Port Royal with its cargo of muskets and powder for St. Georges.	
	...	
		* include links to reference sources

8. Look up more real events from around the world that occurred during the same time as the events in the story. Add those that interest you to your timeline.

From the timeline of story events, you should be able to determine the answers to the following questions.

9. How many days were Emma and Jack marooned?

10. How long did it take *Le Phénix* to sail from Port-de-Paix to Corvo?

11. What is another piece of information you can infer from the data you have included in your timeline?

4.4. STEAM Powered

Things are always changing and 300 years ago it was no different. Make a presentation addressing the following questions regarding accomplishments in science, technology, engineering, arts, and mathematics.

12. What were some major STEAM events (anywhere in the world) that occurred in the 50 years before those in this story?
13. What major STEAM events occurred in the 50 years immediately after?
14. Which event in Emma's estimated lifetime would she be the most excited about? Why?
15. Which of the events you mentioned made the biggest impact on the present day? Why? Support your answer.



5. Appendix – Book's Glossary

For convenience, the glossary from “Back to the New Adventure” has been duplicated here. You may also find the complete glossary from both books at <https://EmmaSharpesAdventures.com>

Articles (Ship's) – the document sailors were often re-quired to sign with the captain of a ship. It would detail the name of the ship, rank or role of each sailor, any shares or salary, the nature of the voyage, its intended duration, any regulations to be observed aboard ship or in port, and punishments for violating the same.

Bastion – an angular structure projecting out from the corner of a curtain wall, consisting of two faces and two flanks. Normally the same height as the wall.

Beakhead – a structure forward of the hull that served as a working platform under the bowsprit and was often or-nately decorated.

Binnacle – the waist-high wooden housing for the ship's compass and other navigation tools, located in front of the helmsman's station at the whipstaff or ship's wheel.

Bloody flux – typically referring to dysentery, a type of gastroenteritis, caused by ingesting certain harmful bacteria, protozoa, or parasitic worms, resulting in fever, stomach cramps, and bloody diarrhoea.

Bowsprit – a spar protruding forward from the ship's prow to provide anchor points for the sails extending be-yond the bow. The bowsprit is held down by a stay running to the ship's stem or a dolphin striker to counter the upward pull of the jibs and forestays.

Caracara (Crested) – a raptor with a wingspan of over four feet, mostly brown in colouration with a blue beak, bare orange face, and white markings on the neck, wingtips, and tail. It mainly feeds on dead animals, and is aggressive towards black vultures and turkey vultures at carcasses, but it will also take live prey if the possibility arises.

Careen – to beach a ship in order to clean, caulk, and repair the hull. The ship is typically emptied of all cargo, cannons, and other heavy items beforehand.

Chainshot – a type of shot created by connecting two half-balls with a short chain, which spins in the air when fired. Used to cut through masts and rigging of an enemy ship.

Chip log – a wooden board attached to the log line. The chip log is tossed overboard and the number of knots payed out over a certain time interval indicates the ship's speed.

Cutlass – a short, slashing sword often with a solid basket-shaped guard over the hilt. Popular during the Age of Sail, it was robust enough to hack through heavy ropes, canvas, and wood, and short enough to use in close quarters during boarding actions or below deck.

Davy Jones' Locker – the final resting place of ship-wrecks and sailors lost at sea; the seabed.

Dead reckoning – a method of navigating using a previ-ously known position, along with records of speed and heading over a period of time, to calculate one's current location.

Deadeye – a thick, wooden disc with three holes drilled through it, reminiscent of the eyes and nose of a skull, typi-cally used in pairs with a lanyard run between them to function like a block and tackle.

Doubloons – a Spanish gold coin worth 128 reales and twice as much as the gold pistole, which in turn was worth two escudo. Common folk may have used doubloon to refer to any of these three gold coins.

En flûte – a French naval expression for a warship sailing without some, or all, of its cannons, taken from the name of the common Dutch cargo-carrier, the fluyt.

Firkin – a small wooden cask for liquids or foodstuffs, defined to be 8.5 ale gallons in 1688. A 1/4 of an ale barrel and 1/6 of a hogshead.

Go upon the account – when a sailor turned to piracy, often signing a Ship's Articles, it was compared to going into business for themselves as no wages would be paid until there was plunder to be shared out.

Granny's knot – consists of two identical half knots tied one on top of the other making an untrustworthy knot that, according to Admiral W.H. Smyth in *The Sailor's Word-Book of 1867*, is "...derided by seamen..."

Grapeshot – unlike a solid cannonball, this ammunition is an arrangement of smaller round shot packed tightly into a canvas bag, looking like a bunch of grapes. When fired, the round shot sprays out in a cone and is effective against people as well as rigging, spars, and sails.

Gunwale – the top edge of the hull where there is often reinforcement to support firing the guns on a warship. Pronounced "gunnel".

Gybe – a manoeuvre where a sailing ship turns its stern through the wind, as opposed to a tack, which is when the bow crosses the wind. For a square-rigged ship, gybing, or jibing, is called "wearing ship".

Head (Ship's) – where the ship's crew relieved them-selves. Initially, sailors leaned against or sat upon rails around the bowsprit, hanging out over the water. By the 1800s, ships began using a plank seat with a hole.

Hogshead – a large cask of a specific volume of liquid or foodstuff. In 1688 the volume was set at 51 ale gallons, with an ale gallon being 282 cubic inches.

Hominy – made from corn that has been soaked in diluted lye or slaked lime and ground into grits or flour. The ground corn is boiled into porridge and mixed with butter, cheese, meat, spices, etc. as called for by the recipe.

Huckster – a food vendor who sells their goods without a stall, approaching customers in a market, on the street, or door-to-door.

Justaucorps – a long, knee-length coat worn by men in the late 17th century and throughout the 18th century. French in origin, it was part of a three-piece ensemble in England, which also included breeches and a waistcoat. This ensemble eventually evolved into the modern-day three-piece suit.

Knot – one nautical mile per hour; indicates a ship's speed. The term is derived from counting the number of knots that unspool on the log line in a specific amount of time after the attached chip log is dropped into the water.

Letter of Marque (and Reprisal) – a government commission or license that authorized a private person to attack and capture vessels of a nation at war with the issuer. Captured ships, or prizes, were

subject to condemnation and sale under prize law, with proceeds distributed according to the shares held by each of the privateer's financiers, the captain, the crew, and the issuer of the commission.

Lobscouse – a stew made with salted meat, onions, and other ingredients, using ship's biscuit to thicken the dish.

Luff – a sail will flap, or luff, when losing wind or when the wind is blowing equally on both sides. For example: the sails will luff when the bow passes through the wind (as the ship tacks).

Lye – obtained by leaching alkaline salts from wood ashes with water to produce caustic lye water, which in turn can be used in curing certain foods and making soap.

Magazine (Ship's) – the storehouse within a ship where powder for the cannons is stored, typically located below the waterline.

Mantua – a pleated dress with elbow-length, cuffed sleeves and a high, square neckline worn looped and draped up over a contrasting petticoat and a stomacher.

Marlinspike – a narrow steel or iron spike used as a lever to open strands of rope for splicing, to untie tight knots, and to tighten knots more than could be done by hand alone. Also effective as an improvised weapon.

Marooned – to have been put ashore on a deserted island or coast, intentionally abandoned with little hope of rescue or escape.

Millinery – a place to obtain any manner of fashionable hat, various accessories, and other clothing, including the fabric to make your own. The shop may also offer washing, mending, and starching services.

Mizzenmast – the mast nearest the stern on a ship carrying two or more masts.

Mutiny – the revolt of a ship's crew against the captain and officers, typically with the aim of taking control of the vessel.

Muttonchops – side-whiskers that are narrow near the ear and become broad and round along the lower jaw.

Pieces of eight – Spanish silver coins worth 8 reales or 1/16 of a doubloon, also referred to as dollars or pesos, and could be cut into eight pieces, or bits, to make change.

Pluff mud – a soft, thick, dark mud formed primarily from decaying salt marsh grasses and oyster shells. Has a distinct rotten-egg smell.

Plunder – to take goods or treasure by force; to loot, pillage, sack, or steal.

Poignard – a small, slender dagger typically worn by the upper classes.

Porgy – bottom-dwelling fish with strong teeth that live in shallow temperate waters, also known as sea breams.

Powder monkey – a member of the gun crew who carries gunpowder to the cannons from the magazine in the hold, but only as needed in order to minimize the risk of fire and explosions.

Privateer – a private person or ship permitted by a commission, or letter of marque, to attack foreign ships and take them as prizes. This commission was the proof the privateer was not a pirate.

Public house – an establishment that serves alcoholic drinks, nowadays called a pub. The term was used to differentiate between private houses and those open to the public as alehouses, taverns, and inns.

Ratlines – the lines tied between the shrouds of a sailing ship to form a ladder, allowing sailors to go aloft as lookouts, to work with the sails, or to conduct repairs.

Reveille – a musical call on a bugle, fife-and-drum, or pipes to rouse military personnel at sunrise. The name comes from the French for “wake up”.

Sallywag – a rascal; a good-for-nothing; a mischievous or even villainous person.

Slops – originally referred to wide, puffy trousers popular with seamen because of the ease of movement they afforded. By the late 17th century, slops came to refer to sailors clothing in general, not just the trousers.

Spar – a length of wood used in the rigging of a sailing vessel to carry or support its sails. These poles include yards, booms, masts, and the bowsprit.

Stall board – a protruding board attached to the sill of an open window, acting as a counter from which to serve food and drink to customers standing in the street.

Steerageway – the minimum speed required for a ship to respond to its helm, so it may steer.

Storm-wracked – beset or destroyed by a storm.

Sweep – a long oar used to row or manoeuvre a sailing ship when there is no wind.

Taffrail – the handrail around the deck at the stern of a ship.

Victualler – an innkeeper, a landlord of a public house, a butcher, or a person who supplies food, beverages, and other provisions.

Whipstaff – a long, thin pole connected at a right-angle to the rudder, allowing the helmsman to steer the ship. The whipstaff preceded the invention of the more complex ship's wheel.

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