

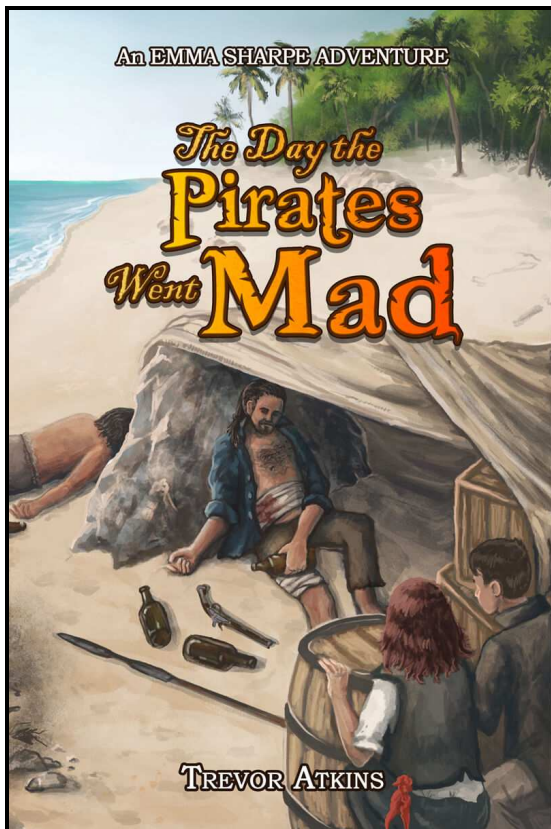
FOR EXPLORING A POINT IN HISTORY

A TEACHER'S GUIDE to extending the educational value of THE DAY THE PIRATES WENT MAD

EmmaSharpeAdventures.com

#TDTPiratesWentMad

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The Day the Pirates Went Mad

A historical novel for middle-grade readers
by Trevor Atkins

In 1701, orphanage runaway Emma Sharpe changed the direction of her life when she stowed away aboard the *New Adventure*. A year later, she's rated an able seaman and is an important part of the crew. Just how important becomes clear during her next voyage to the West Indies when the crew recovers an abandoned pirate treasure. As tempers fray and unusual arguments become more frequent, Emma starts to believe there might really be a curse on the gold they took. With the help of cabin boy Jack Randall, Emma dares to confront the growing threat of violence amongst the formerly close-knit crew. Will they save everyone in time? Can they save themselves?

THE DAY THE PIRATES WENT MAD takes place at the turn of the 18th century and the Golden Age of Piracy is just around the corner. Follow the adventures of eleven-year-old Emma Sharpe as she learns to sail the sea, bonds with her shipmates, and then must save them all from a cursed pirate treasure before it's too late!

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1. Introduction

The Day the Pirates Went Mad was written to be an entertainingly educational ‘cozy’ historical fiction, conveying 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 10-12, older readers can also enjoy this story and it is suitable for sharing with younger readers when supported by an adult.

The Day the Pirates Went Mad is available internationally via Amazon:
ebook: <https://www.amazon.com/Day-Pirates-Went-Mad-ebook/dp/B091JMKVG3/>
paperback: <https://www.amazon.com/Day-Pirates-Went-Mad/dp/1989459021/>

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 first 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 and to consider what makes one a pirate. For further study, students can suggest similarities of this story to the classic pirate tale, *Treasure Island*. Students also look into the theme and setting of the story.
- 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! A companion volume to this teacher's guide will expand upon the STEAM activities Emma was involved with in the story. Activities will include cooking/baking, solving navigation problems, laying on supplies, careening the ship, training with the cannons, constructing a model ship, acting out a scene from the story, and more!

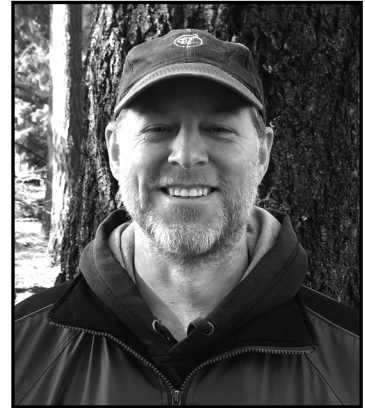
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<https://eepurl.com/gqUrEL> 😊



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://emmasharpesadventures.com>

1.2. **Ask the Author**

Want to ask Trevor something about Emma's adventures in *The Day the Pirates Went Mad*?

Send an email to publishing@silverpath.com, making sure to include "The Day the Pirates Went Mad" 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.



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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 did the book's front cover tell you about the story when you first saw it? How has your impression changed now that you have read the story?

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

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

4. In addition to the title and author's name, what other key pieces of information are typically included on a book's covers? Are any missing from this book? Why might that be?

2.1. Cover Artist

The publisher has asked you to come up with an alternative cover for the book. Get your ideas ready!

5. What would you draw for the illustration? A scene from the book? A character focus? Something else? Describe or rough sketch your idea on a separate paper.

6. In 3-5 lines, 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.

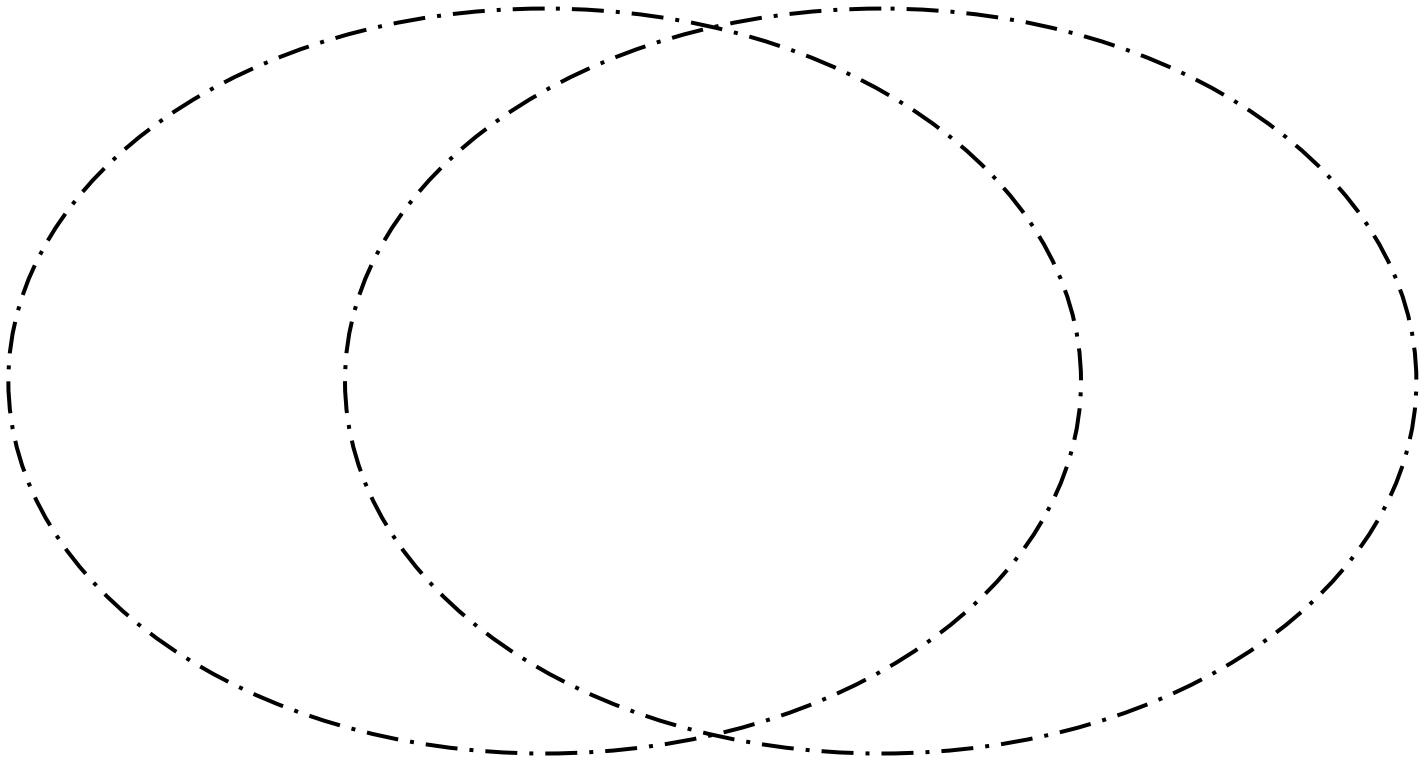
7. Can you think of 2-3 alternative titles to go with your book blurb and the theme you identified earlier?

8. Sketch a complete cover (front, back & spine) for the book using your idea for the illustration(s). Include your book blurb and the key information you identified in the earlier questions. Use a separate paper.

2.2. The Golden Age of Piracy

This story is set at the turn of the 18th century and during the Golden Age of Piracy. In the story, it is explained to Emma that there is a distinction between being a pirate and being a privateer.

9. What are the similarities and differences?



Did you know? Often privateers were described as pirates by the country from which they were seizing ships and looting towns. The Spanish, for example, considered Henry Morgan to be a pirate regardless of any letters of marque he may have been granted by England. Morgan firmly rejected this label, going as far as to famously sue the English publishers of Alexandre Exquemelin's book, "History of the Buccaneers of America", wherein Morgan was described as engaging in pirate-like activities.

10. Can you find another famous ship's captain who is often described as a pirate, but was really operating as a privateer?

11. At the end of the story, Emma mentions that the news brought by the packet ship to the governor of Barbados was about war. What historical war is being referred to?

12. After this 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 caused the end of the Golden Age of Piracy?
What happened to all the pirates? (Hint: it was not just one thing)

2.3. Pirating Inspiration

The author was inspired to write this story in part by R.L. Stevenson's novel "Treasure Island" and Y.E. Allison's poem "Derelict" that expands upon the few lines of verse Stevenson included in his story. (Note: If you have not read "Treasure Island" or "Derelict", they are now only an internet search away!)

13. What are some similarities, or common elements, between this story and *Treasure Island*?

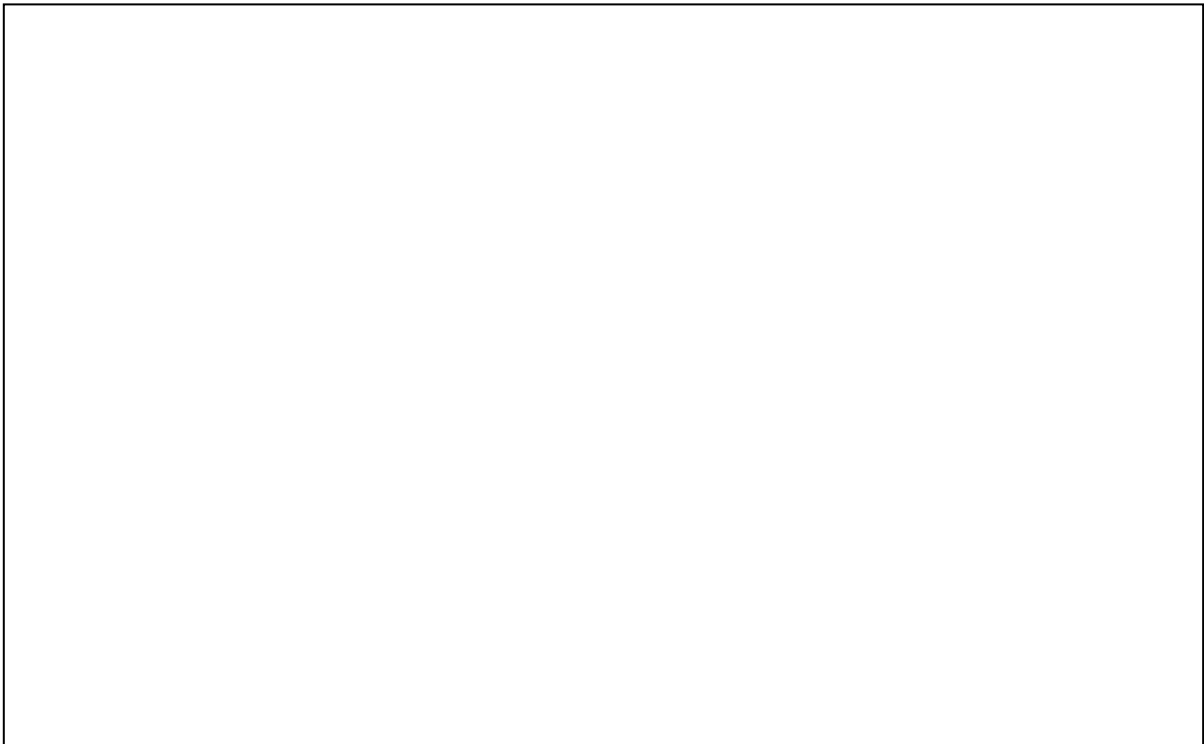
14. *Derelict* describes a bloody scenario of dead sailors found aboard an abandoned ship. Can you find evidence in this story of how the poem inspired the author?

2.4. Creature Comforts

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.

15. In this story, there are references to scenery, flora and fauna, and weather and temperature. How do you think the story would change if there were no mention of these things?

16. 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. Then combine the letter clues to discover the secret message!

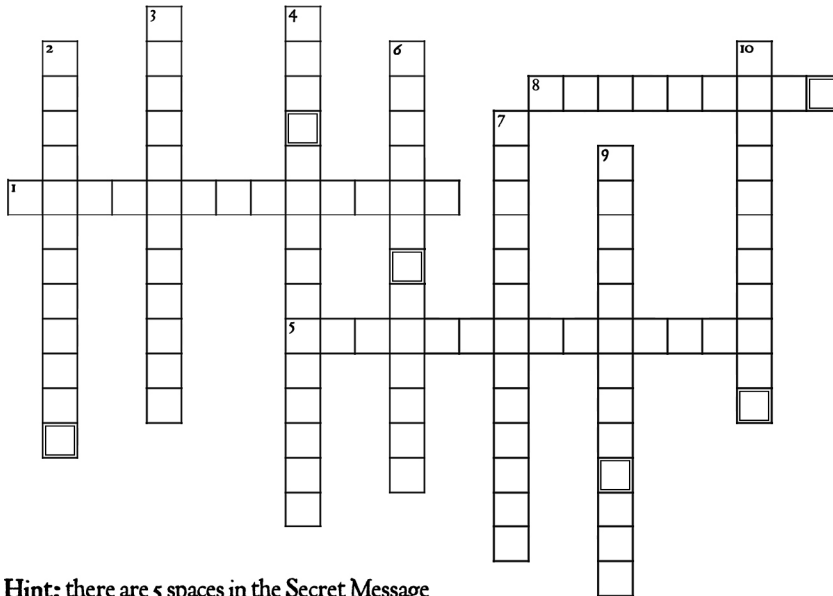
A Secret Message!

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

101	103	8	2	9	102	10	104	4	6										

Crossword

- | | |
|----------------------------------------|---------------------------|
| 1. Navigation method | 6. For flogging |
| 2. One who fetches gunpowder | 7. Treasure |
| 3. Used to adjust a cannon's elevation | 8. When you need to go |
| 4. A final resting place | 9. A document for signing |
| 5. Needed by privateers | 10. Any exposed deck |



Word Jumble

HCPTMOUSTN	
ECNBILAN	
NAEREC	
ULSSTAC	
GFLGOIGN	
LLUDNABBRE	
DOAEOMRN	
YLWLSCAGA	
EPUSCSPR	
DPEESR	

Hint: there are 5 spaces in the Secret Message

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

Word Search

Chandlery	Magazine
Doldrums	Mainbrace
Grapeshot	Mutiny
Hazard	Plunder
Hogshead	Ratlines
Hornpipe	Salmagundi
League	Whipstaff
Lobscouse	

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 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 minor character from the crew of the *New Adventure*.

- **Major characters:** Emma, Jack, Captain Garrett, Catherine, Mr. Bellows
- **Minor characters:** Korede, Henry, Morgan, Cookie, Dr. Thorne, Signe, David, William, Martyn, Tom, Clara, Kazim

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?		
What is their relationship to others in the crew? Who do they like or dislike?		
Why do you think the captain picked them to be part of the crew?		
Why have they chosen to sail aboard the <i>New Adventure</i> and not with some other ship?		
Did their personality change during the story? Was this because of the statue?		

3.1. A Captain's Wisdom

Captain Garrett is a teacher to Emma and Jack. He has them do navigation problems, write poetry to practice their penmanship, and conducts discussions with them about the books they are reading. He also tells them many things. In this way, he shares some of his beliefs and values.

3. What is one idea you noticed Captain Garrett communicating directly to another character by straightforwardly telling them his opinion?

4. What is one idea you noticed the captain communicating indirectly through dialogue or his own actions?

5. Can you identify a belief or value the captain holds that might not be typical for that time in history? What is the case in the present day? In your opinion, does this need to change? Why?

6. For each of the characters you picked above, what is a belief or value that they hold? If possible, reference the story to support your idea. Otherwise, use your imagination to add “flesh” to this character.

Name:	Name:

7. In conversation with Henry, Clara talks about becoming a pirate. Do you think the characters you picked could become pirates? Why? Or why not?

3.2. A Letter Home, a Poem, OR an Interview

Choose at least one of the following options. Work on a separate piece of paper.

3.2.1. Option 1: A Letter Home

In the very beginning of the story, we read Emma's letter that she sent to her parents after returning from her voyage to Zanzibar.

8. Choosing one of the characters you picked above, have them write a letter immediately after a particular event in the story. To whom would they write? A spouse, their child, another family member, a good friend, a trusted official? What would they say? Include a sketch of something related to the contents of the letter.

3.2.2. Option 2: A Poetic Moment

Emma wrote a poem at the end of the story, capturing her thoughts about the golden statue.

9. How does this poem relate to the central message you identified previously?
10. Poetry often invokes vivid imagery and strong emotion. Write your own poem related to something from the story, using any form you choose. Include a sketch related to your poem.

3.2.3. Option 3: Some Old News

This story took place over 300 years ago. News was not communicated in the same manner as it is today.

11. Can you find a real news article from that time? Can you find one about pirates?
12. Now imagine you are a reporter living on Barbados when the *New Adventure* arrives. Write your own news article about the recent experiences of the crew. Who do you “interview” and what is the story they tell you? Include a sketch of something related to the article.

3.3. 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.

- 13.** 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?		

4. Connecting with History

Captain Garret may have taught Emma many things, but Jack also told her a lot about life at sea when she first came aboard.

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 what the author has written is fact? 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.

4.2. Places

Emma travels to the Zanzibar Archipelago and then to the West Indies. 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 the story, the author documented a high-level timeline of events leading up to Emma stowing away aboard the New Adventure and a more detailed timeline for the events of Emma's voyages.

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
1692	<u>Adam Garrett</u> runs away to sea at age 15.	
		June 7, an <u>earthquake destroys much of Port Royal</u> , Jamaica.
	The merchant ship Adam is on is captured by Captain Laurens de Graaf. Learning of Adam's navigation abilities, they give him a chance to join the crew.	
1693	<u>Catherine Ducharme</u> arrives in France. She joins the Salle d'Armes de Liancour to master swordplay, duelling pistols and musketry.	
	Vivian Conway opens the Conway Home for Girls and Boys in Bristol.	
1694		<u>Francois Le Sage</u> of <i>Le Tigre</i> sails with

		Laurens de Graaf in a raid on Jamaica. The raid captures thousands of slaves, but Le Sage is killed, along with fifty of his men, while attacking fortified plantations.
	Adam Garrett is <i>Le Tigre's</i> navigator during the raid on Jamaica. With the aid of <u>Robert Bellows</u> , Adam is able to bring a timely warning to his family's plantation and they manage to fight off Le Sage.	
		<u>Mary II</u> of England dies, leaving <u>William III</u> to continue as the sole ruler.
	First of two bad years for Emma's parents' farm.	
1695	...	
		* include links to reference sources

8. Look up 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. Approximately, how long did it take the *New Adventure* to cross the Atlantic?

10. How long would the crossing have taken if the *New Adventure* had not encountered the doldrums?

11. Using your timeline of story events, can you guesstimate the age of each of Captain Garrett and Catherine Ducharme at the end of the story? How about Emma and Jack?

12. What is another piece of information you can infer from the data you have added to the 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.

13. What were some major STEAM events (anywhere in the world) that occurred in the 50 years before those in this story?
14. What major STEAM events occurred in the 50 years immediately after?
15. Which event in Emma's estimated lifetime would she be the most excited about? Why?
16. 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 “The Day the Pirates Went Mad” has been duplicated here. It can also be found online at <https://EmmaSharpesAdventures.com>

Articles (Ship's) – the document sailors were often required to sign with the captain of the 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.

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.

Bota bag – a traditional Spanish leather bag lined with goatskin, tree sap, or other resins; used for carrying liquids. Commonly has a narrow nozzle allowing a person to drink without touching the mouth of the container.

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

Cat-o'-nine-tails – also known as “the cat”, this multi-tailed whip is used in floggings. The nine thongs or tails are made by unravelling a thick rope into its three smaller ropes, each of which is unravelled again. Each line is then knotted several times along its length, giving the cat its “claws”.

Chandlery – a one-stop-shop for ships needing to resupply their stores or to purchase other naval equipment.

Cutlass – a short, slashing sword with a hilt featuring a solid basket-shaped guard. 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 shipwrecks and sailors lost at sea; the seabed.

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

Derrick – named for a type of gallows, a derrick is a hoisting apparatus with a tackle rigged at the end of a boom for lifting and lowering cargo.

Doldrums – an area near the thermal equator where converging trade winds can create windless weather for days or weeks at a time.

Fishing (the boom) – strengthening where a broken spar (mast, yard, gaff, boom, etc) is being rejoined by using one or more additional pieces of wood set parallel to the spar, and then wrapped, or woolded, together with rope or chain.

Flogging – whipping the bare back of a person, often with a cat-o-nine-tails, as a punishment for numerous offences.

Gunner's Quoin – a wedge placed under the barrel of a cannon to adjust the elevation of the gun within its carriage.

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.

Hazard (game) – an involved betting game using two dice, where the caster tries to roll a specific series of sums. A precursor to the simplified game of Craps.

Head (Ship's) – where the ship's crew relieved themselves. 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.

Hornpipe – an Irish, Scottish and English dance without partners, typically done in hard shoes to help each dancer keep in time.

Justacorps – 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. The term was derived from counting the number of knots in the log-line that unspool in a specific amount of time after the attached chip log is dropped into the water. The speed of the ship can be calculated from this count.

Landlubber – a person who has little to no experience with the sea, or lacks the skills to sail upon it.

League – originally defined as the distance a person could walk in an hour; at sea, a league is three nautical miles.

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 the 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).

Mainbrace – braces control the angle of the yards and the mainbrace is the largest and heaviest of all the rigging. If the mainbrace is shot away in battle, or is otherwise severed, the ship will be at the mercy of the sea, unable to change direction until the rope is repaired.

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

Malapertness – being rude and disrespectful in speech or manner; impudently bold; saucy.

Manifest (Ship's) – a document which officially specifies the nature and quantity of the cargo stowed aboard a ship. Typically used by customs officials, this document helps determine if the cargo placed on board a ship at the beginning of its voyage was still on board upon arrival at its destination.

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

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.

Nicking the necks – breaking or chopping off the necks of bottles containing wine or spirits; not bothering with the corks.

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

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

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

Pressed (into service) – forcibly recruited into the military or navy. Although the great majority of those pressed were taken from merchant ships, landsmen were also included when the need was great.

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.

Salmagundi – a dish of whatever seafood, meat, vegetables, fruits, and nuts the cook has at hand, all dressed with oil, vinegar, and spices.

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

Scuppers – openings at deck level that allow water to drain off the ship instead of pooling within the gunwales.

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.

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

Trucks (wooden) – the wheels on a gun carriage.

Weather deck – any deck exposed to the outside air.

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.

Wooding and watering – resupplying a ship with wood and water, and other goods when possible.

Wormer – a double screw, like intertwined corkscrews, fixed to a long handle and used to draw out wadding or bits of cartridge bags left in a cannon after firing.

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