

Museum Experience

Pirate's Apprentice

Students explore the Shipwreck Galleries and hear stories about life on board a 17th century sailing ship; shipwrecks; survivors; mutiny and treasure.

Apprentice pirates learn how to load and 'fire' a cannon and handle genuine cannon balls. Create a real pirate atmosphere by coming dressed as your favourite pirate (parrot optional)!

This program is relevant to the following Learning Areas and Outcomes:

English

Speaking; Listening; Viewing

H&PE

Interpersonal Skills; Self Management

Society &
Environment

Place and Space; Time, Continuity and Change;
Resources; Natural and Social Systems

Technology
& Enterprise

Technology in Society



Duration: 1 hour

Suits: Years K - 3

Cost: \$5.00 per student
All program costs are GST inclusive.

Venue: Shipwreck Galleries, Cliff Street, Fremantle

Please advise if special disability access is required.

For information and bookings:

Contact: Phone: 9431 8455
Fax: 9431 8490
Email: freoedu@museum.wa.gov.au

Pirates Apprentice: Pre and Post Visit Activities

The Arts

p3-4

The Jolly Roger

Arts Ideas

Students generate art works that communicate ideas.

Art Responses

Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.

Health & Physical Education

p5-6

Pirate Captain Game

Skills for Physical Activity

Students demonstrate the movement skills and strategies for confident participation in physical activity.

English

p7-16

Arrrrh!

Let's Talk Like a Pirate

Speaking

Students speak with a purpose and effect in a wide range of contexts.

Listening

Students listen with purpose, understanding and critical awareness in a wide range of situations.

Viewing

Students view a wide range of visual texts with purpose, understanding and critical awareness.

Maths

p17-21

Counting Treasure

Working Mathematically

Students use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.

Science

p22-23

Eye Patches & Blind Spots

Science in Daily Life

Students select and apply scientific knowledge, skills and understandings across a range of contexts in daily life.

Society & Environment

p24

Bouquet Garni of Spices

Place and Space

Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.

Time Continuity and Change

Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

Technology & Enterprise

p25

Pirate Treasure Chest

Technology Process

Students apply a technology process to create or modify products, process systems or environments to meet human needs and realize opportunities.

Pirates Apprentice: THE JOLLY ROGER

The Arts



Pirate Flag Origins

Every pirate crew had its own flag – usually with skeletons, skulls, bones and swords. The pirate flag was often called the ‘Jolly Roger’. When a pirate crew raised a black Jolly Roger flag to another ship it meant: ‘If you give up, we’ll let you live.’ If the ship under attack started to sail away (escaping from the pirates), then a red Jolly Roger flag was raised which meant: ‘Get ready to be attacked!’ Then the pirate ship would attack the target ship and the people on it.

Tracing and Cutting Practice

Photocopy a Skull and Cross Bones template for each student. Encourage them to trace over all features of the template, keeping in mind to do so with steady, relaxed, tracing. (They don’t need to actually colour in the page as the skull and cross bones are typically white.)

After tracing over all features of the Jolly Roger, instruct students to cut around the outside of the image. They can place their cut out template somewhere in the classroom or on a black background to create their own ‘Jolly Roger’.

Design your own Pirate Flag

Look at a collection of Pirate flags (i.e., from Pirate books or, type Pirate Flags into Google Images and it will present a plethora of different pirate flags) and identify the different signs, symbols and images on these. Generate a discussion about what the symbols represent and what the flag is communicating.



Following discussion, encourage the students to create their own pirate flag with images and symbols of their own choosing. Invite them to present their flag to the class and explain what their chosen symbols and colours represent.



Source: <http://images.google.com.au/images>

Pirates Apprentice: **THE JOLLY ROGER
TEMPLATE**

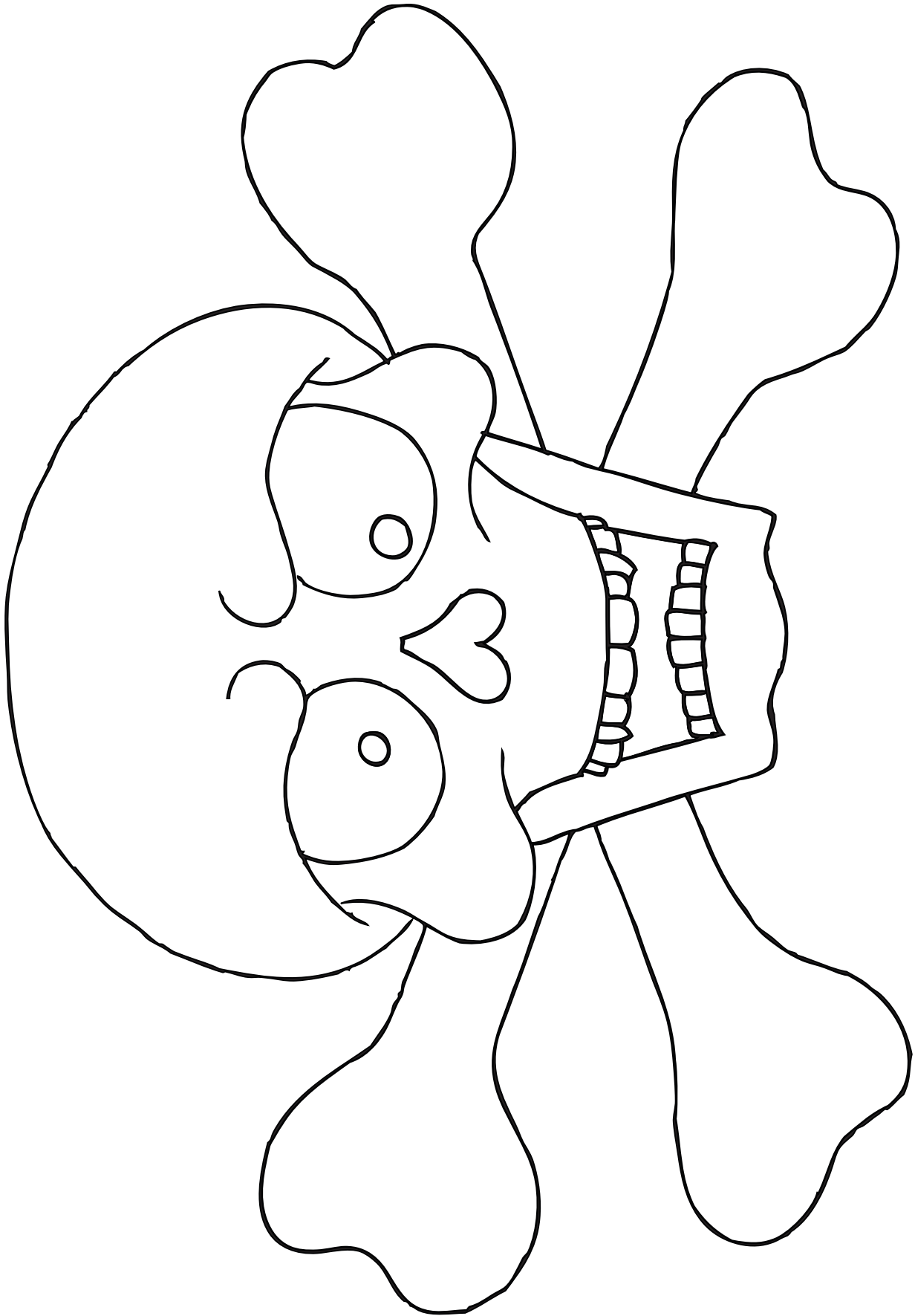


Illustration: Mike Brevenholt

Pirates Apprentice: PIRATE CAPTAIN GAME

H&PE



This is a fun game to play with your students to help them become familiar with key words and terms.

One player is chosen as the 'Pirate Captain' who determines the size of the 'boat' (the amount of space in which to play the game). There must be a front and back of the boat, and of course, a right and left hand side to move to. The captain calls out orders (see below) to the rest of the players who are the crew. If a player does not follow an order correctly, or is the last person to do so then they are out! This decision is made by the captain who is always right. The game is played until only one person is left. If you'd prefer to make the game less competitive, then crew members can simply stand out for a count of 20 before rejoining the game.

Pirate Captain Verbal Commands

Attention on Deck: salute and yell, 'Aye, aye captain!'

Bow: Run to the front of the boat.

Stern: Run to the back of the boat.

Port: Run to the left side of the boat.

Starboard: Run to the right side of the boat.

Captain's Cabin: Everyone runs towards and touches the captain's shoulder. The last one is out.

Scrub the Deck: Everyone on their knees 'scrubbing' at the floor.

Shimmy up the Mast: Everyone jogs on the spot moving their arms and down in front of them as if they were climbing up a mast.

Crow's Nest (The 'lookout' near the top of a mast.): All players find a partner. The lightest player hops on their partner's back. Those without partners, or who make their crow's nest too slowly are eliminated.

Row the Boat: Each player finds a partner, sits down face to face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow can stand out for 20 seconds before rejoining the game.

Man-Over-Board: Players find a partner as quickly as possible. One partner must lie on their stomach while the other places their foot on their partner's back. Children without a partner or, pairs that are too slow can stand out for 20 seconds before rejoining the game.

Additional Variations for Extra Fun

1. **Three Mates in a Row:** the crew must form groups of three and sing 'Row, row, row your boat' Anybody who is not in a group of three is out.
2. **The 'Love Boat':** crew members grab a partner and dance. Anybody without a partner is out.
3. **Sick Turtle:** Everyone falls onto their backs and waves hands and feet in the air. The last one is out.
4. **Up Periscope:** Every player falls on their back and sticks one leg in the air. The last one is out.

Pirates Apprentice: **Key Words**

Bow

The front end of the boat.

Stern

The rear end of the boat.

Hull

The body of the boat without masts or sails.

Masts

The upright poles which support the sails and rigging.

Sails

A big canvas kite which catches the wind and propels the boat along.

Rigging

The ropes and lines attached to the masts and sails.

Port Side

Left hand side of the boat.

Starboard Side

Right hand side of the boat.



Ahoy!

Hello

Avast!

Stop and pay attention.

Land Lubber

A 'land lover.' Someone who doesn't want to go to sea.

Grog

A drink that pirates enjoyed. It was a mixture of rum, water and spices.

Cutlass

A popular sword among pirates.

Davy Jones Locker

The bottom of the sea. The final resting place for many pirates and their ships.

Plunder

Treasure taken from others.

Spice Trader

Also known as an East Indiaman. A large ship designed to carry lots of cargo, particularly spices.

Pirates Apprentice: *Arrrrrrrh!*

LET'S TALK LIKE A PIRATE

English



Pirate Vocabulary

Incorporate some pirate terms into your class conversation. You're bound to have a laugh.

Ahoy: a greeting; 'Hello'

Arrrh: a word that can mean many things, from 'yes', 'maybe', 'I'll think about it', or even 'I don't know.'

Aye Aye: I'll do that right away, or 'Yes, I understand'

Avast: a way of saying: 'Stop and pay attention' or, 'What are you doing?'

Booty: treasure, spices, jewels, or anything taken illegally.

Jolly Roger: a pirate flag usually showing white skull and crossbones on a black background.

Landlubber: land lover; a person who does not sail.

Matey: a friend and/or shipmate

Plunder: the act of robbery or raiding.

Scallywag: a bad person; scoundrel.

'Shiver Me Timbers!': to express shock or surprise; the idea of timbers shivering comes from the shaking that occurs when sent up in the mast (timbers).

Oral or Written Narrative

Display the Pirate Images to the class and ask them to create an exciting storyline related to each picture. They can make it up off the top of their head spontaneously and verbally share it with the class, or you may prefer them to actually write a written narrative about the picture.



Can You See What I See? Game

Organise students in pairs and give one partner Game 1 and the other partner Game 2 of the Can You See What I See? game. Students sit opposite one another with the pages held up in front of them so the other person can't see the page.

Students describe the contents of each picture to each other until two differences have been found for each of the five pictures. So much fun!

Buddy Class Reading

Many schools conduct 'Buddy Class' activities where a senior class and a junior class spend time together. Have a box of Pirate story books available for senior and junior buddies to read together. Ask the young students to mime the actions in the story.

Suggested Pirate Story Books:

Allen, P. (1991). I Wish I Had a Pirate Suit, Puffin.

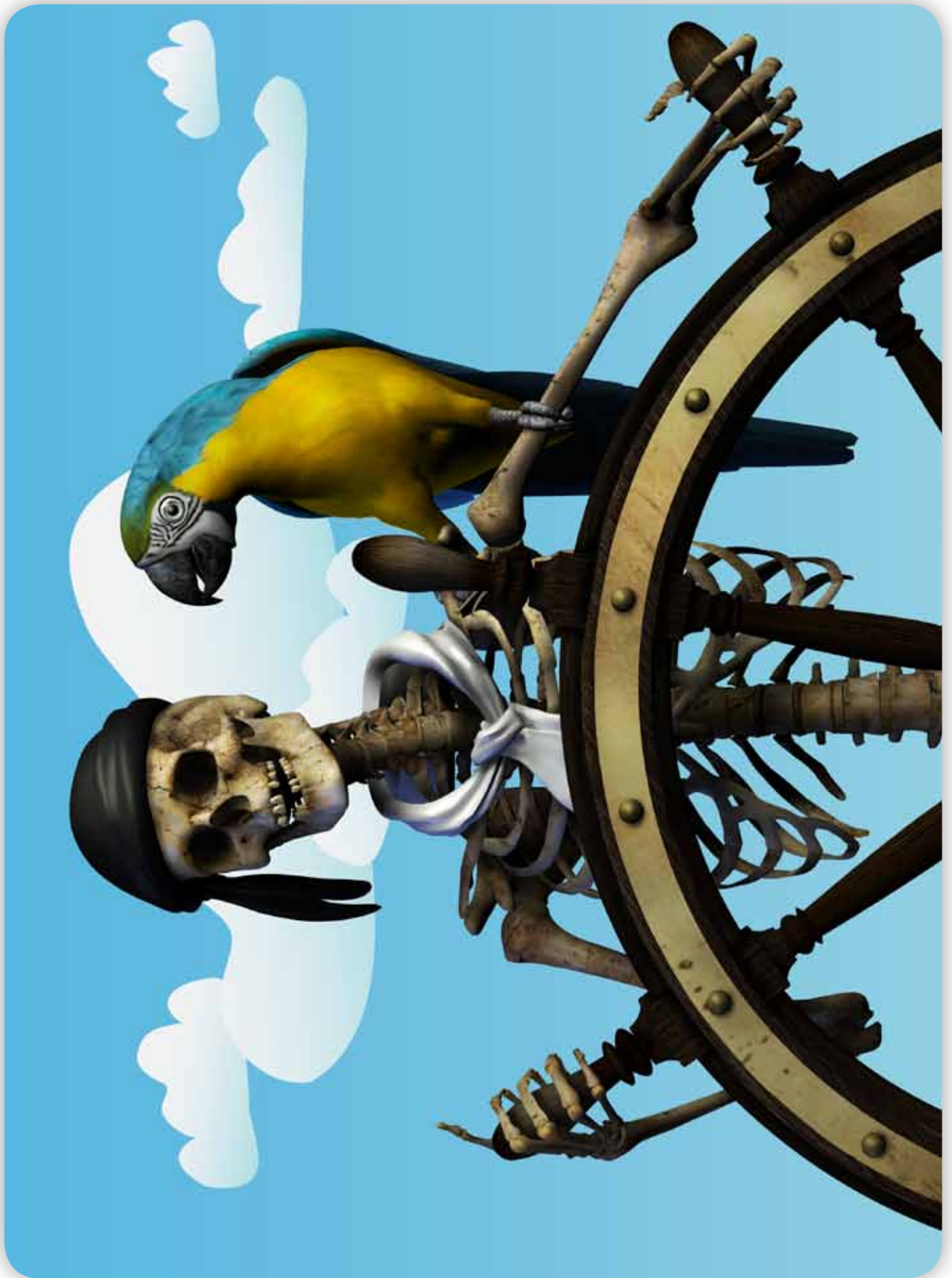
Fox, M. (1998). Tough Boris, Puffin.

Mahy, M. (1996). The Man Whose Mother was a Pirate, Puffin.

Bodsworth, N. (1999). Peg Leg Meg (Aussie Bites series), Puffin.

Mahy, M. (1985). The Great Piratical Rumbustification, Puffin.

Mahy, M. (1985). The Librarian and the Robbers, Puffin.















Pirates Apprentice: Can You See What I See?

Game 1

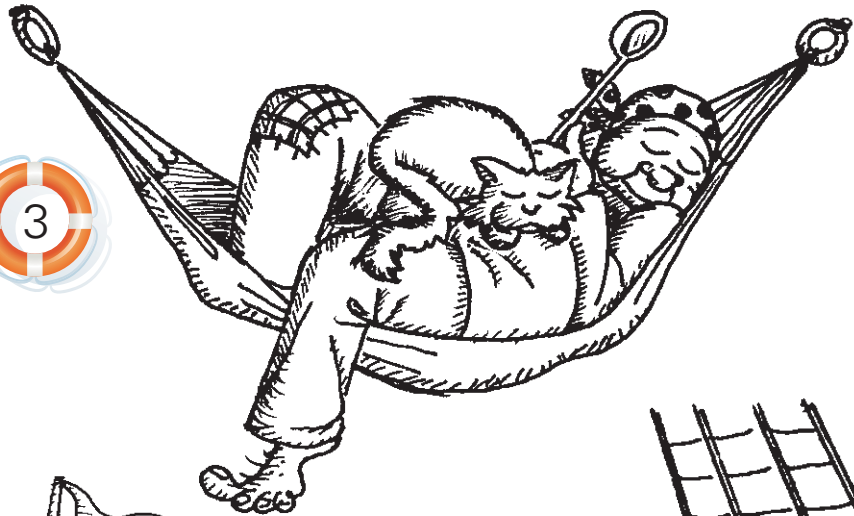
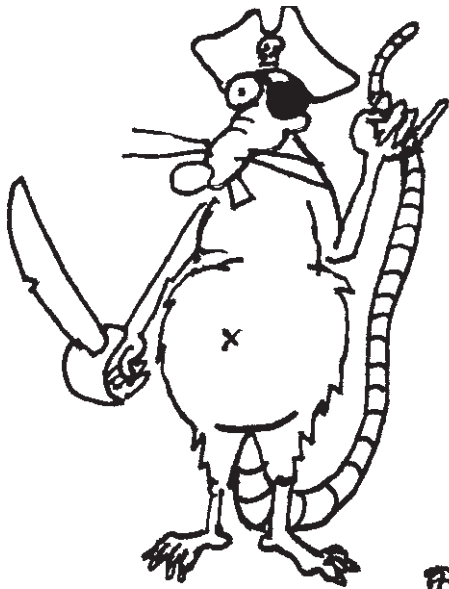


Illustration: Mike Brevenholt

Pirates Apprentice: Can You See What I See?

Game 2

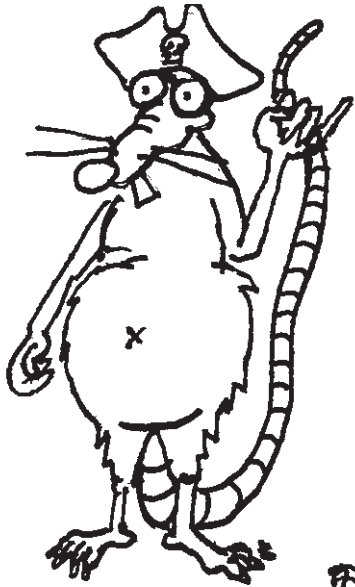
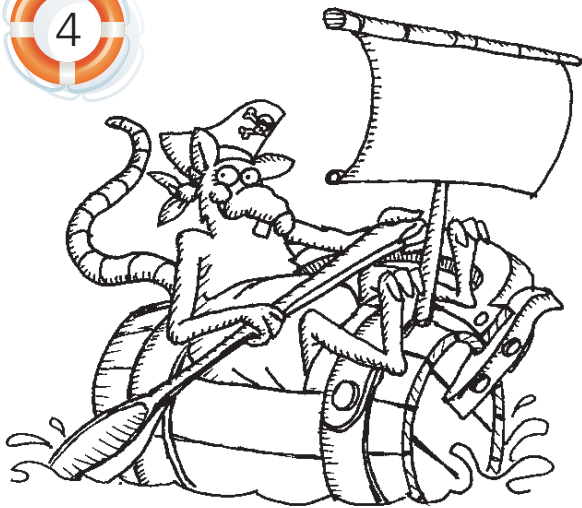


Illustration: Mike Brevenholt



Pirates Apprentice: **COUNTING OUR TREASURE**

Maths



This activity involves the simple task of counting, adding and subtracting using pirate treasure and a treasure chest to demonstrate thinking mathematically. Print off and laminate the Treasure Chest, Jewel and Coin Templates.

Using the Template

Write a number in the square on the Treasure Chest template, for example, 6. Ask a student to place 6 'jewels' into the Chest. Or, make up mathematical sentences to evoke mathematical thinking about the jewels. See examples below:

Counting

'After finding the buried treasure chest on the island, the pirates tipped out all the treasure on the sand and counted how many jewels there were. Let's see how many jewels they had and put them back into the chest. 1, 2, 3, 4...'

Alternative – Counting as a class: give each child a 'jewel' with Blu Tac on the back of it and allow them to come up and place the jewel 'in' the Treasure Chest that is secured to a whiteboard.

Addition

'The pirates had 4 jewels in their treasure chest. They found 5 more jewels and put them in the chest also. How many jewels did they have all together?'

Subtraction

'The pirates had 6 jewels in their treasure chest while they were out at sea. When they came back to land, they took out 3 jewels to use to pay for some new fine clothes. How many jewels are left?'

Multiplication

When the students are up to studying the **Four Times Table**, use the Coin Cluster Template to practice counting by '4's.' For example:

The pirates put eight coins into the Treasure Chest. (Students indicate to place two coin clusters into the chest.) The pirates then took out 4 coins to go and buy some spices. (Students take out one coin cluster from the chest.) How many coins did they have left?

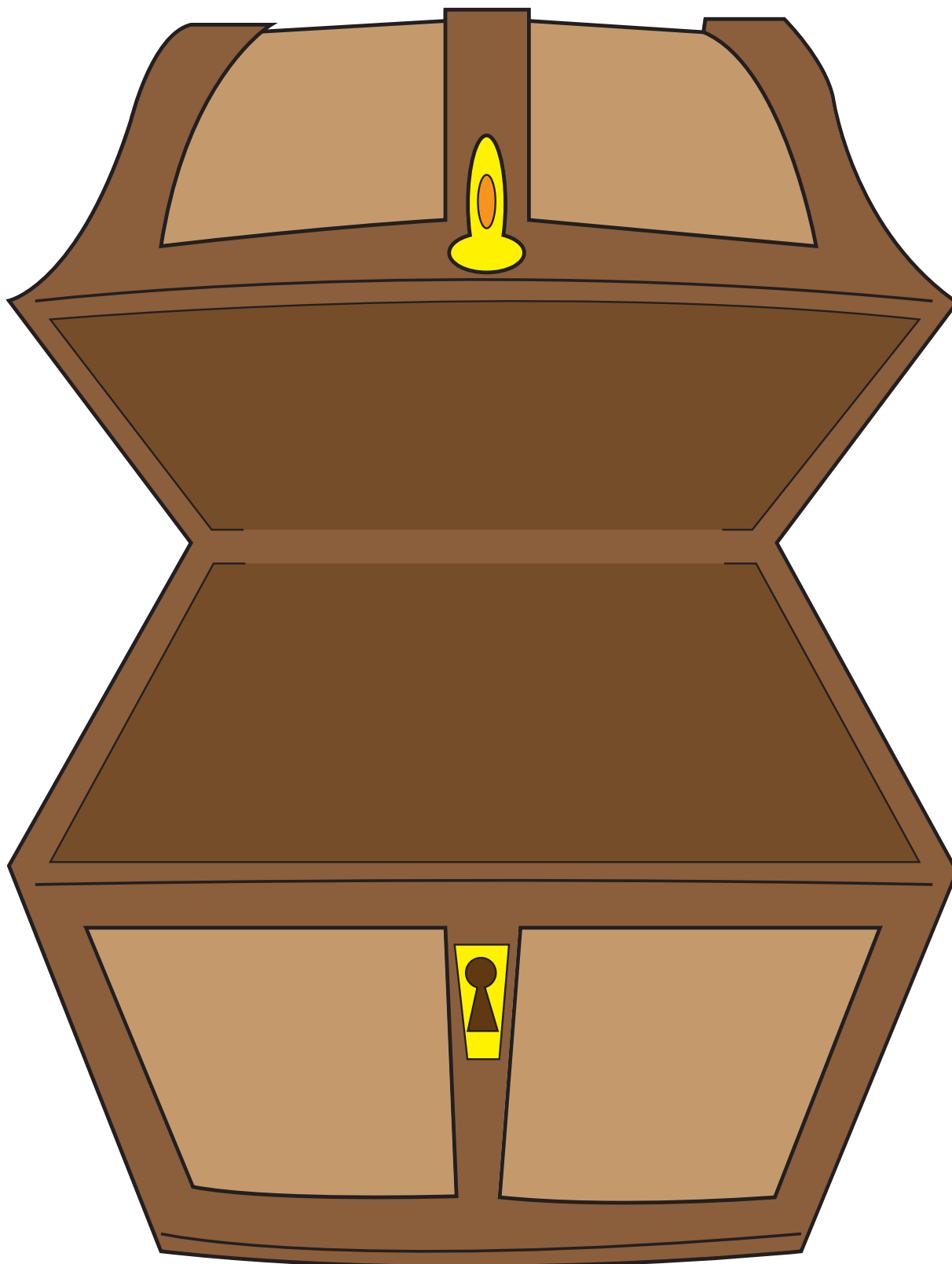
N.B. There are so many different treasure scenarios you can make up and of course, encourage the children to make up some pirate related mathematical sentences for the rest of the class to work out as well. Happy counting!

Pirates Apprentice: **COUNTING OUR TREASURE: JEWELS**

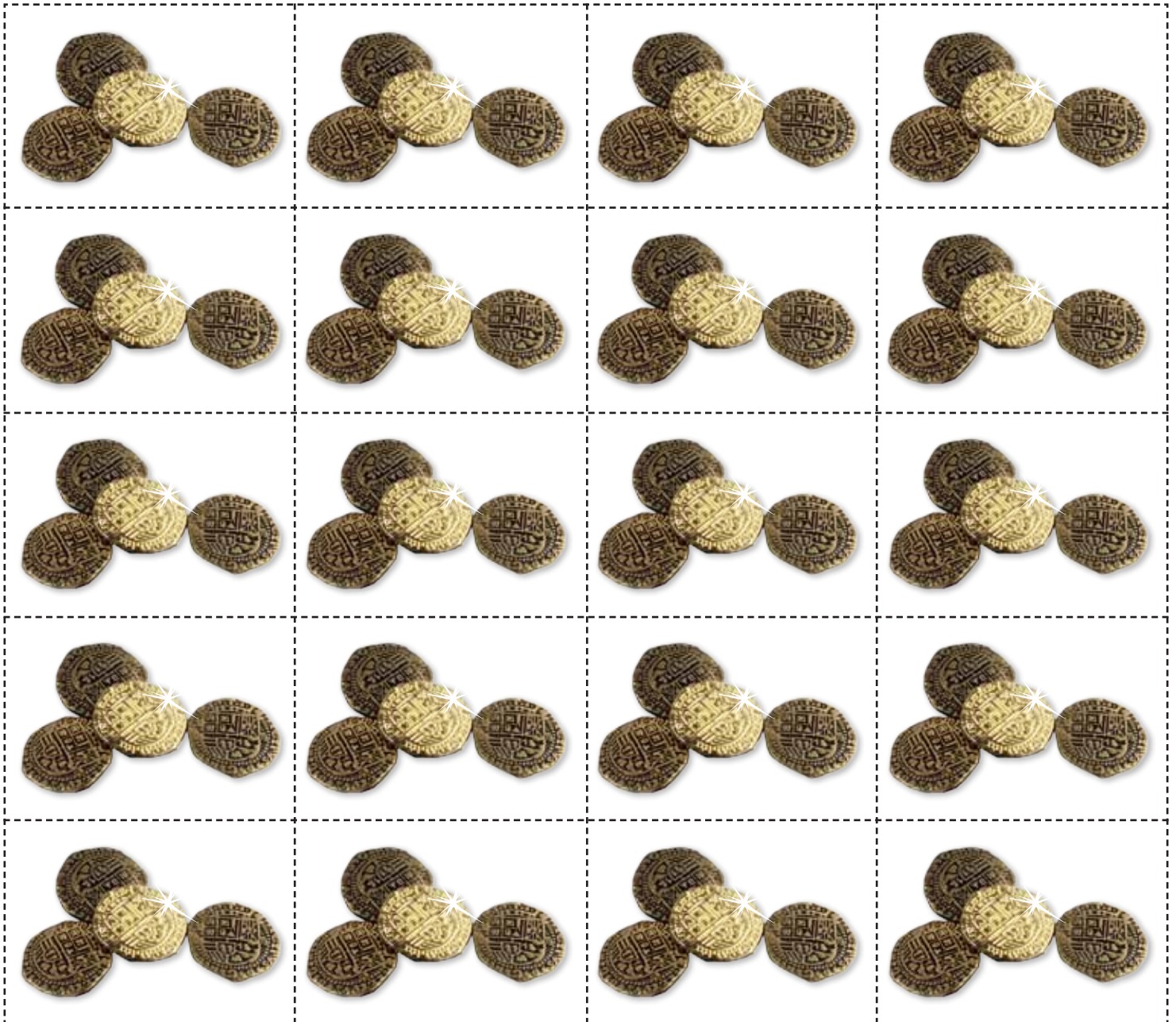


Pirates Apprentice: **COUNTING OUR
TREASURE: JEWELS**

Place jewels in the chest.

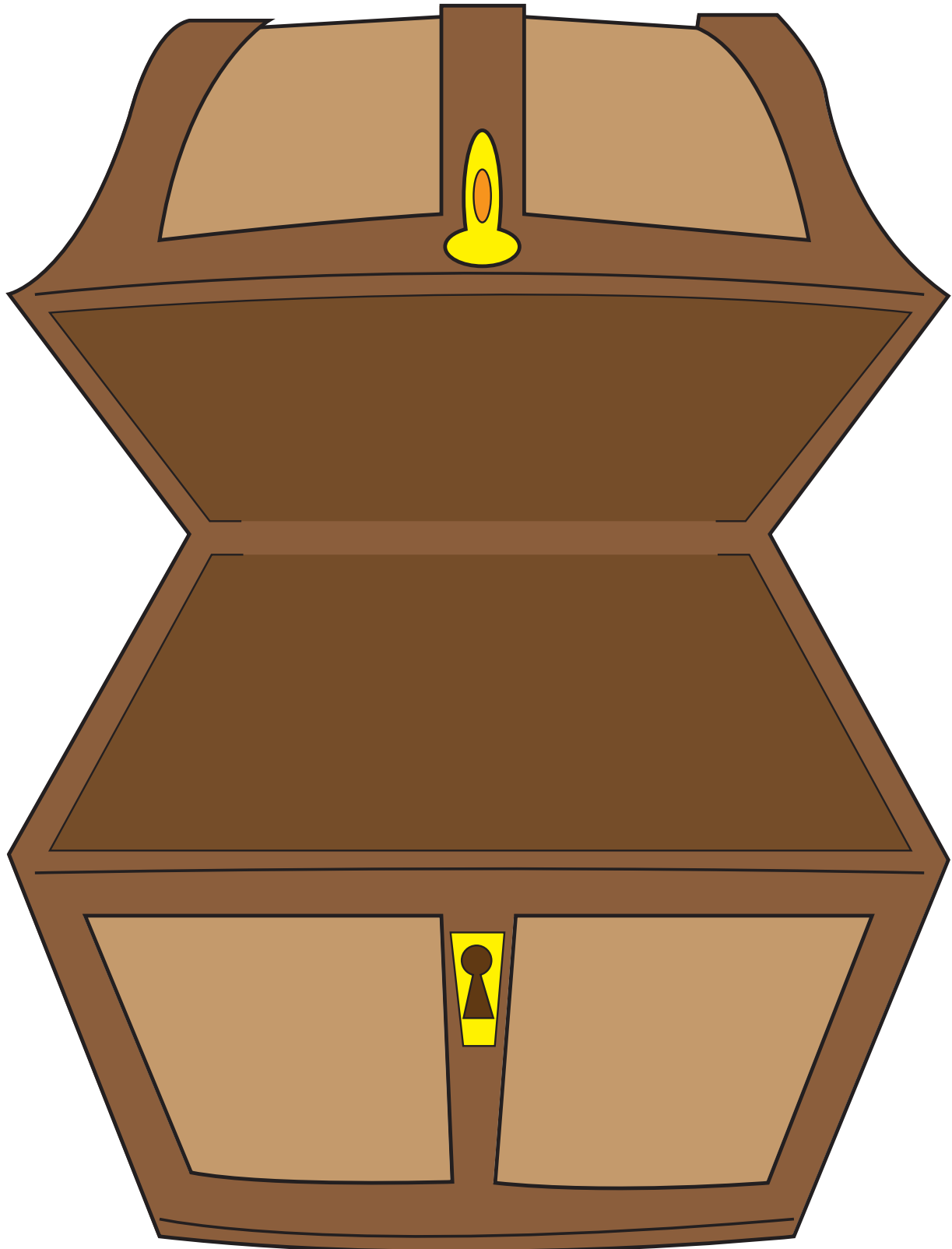


Pirates Apprentice: **COUNTING OUR TREASURE: COINS**



Pirates Apprentice: **COUNTING OUR
TREASURE: COINS**

Place coins in the chest.



Pirates Apprentice: **Eye Patches and Blind Spots**

Science

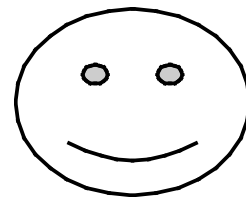
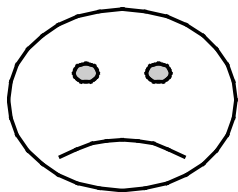


Eye patches have long been associated with pirates. There are many theories as to why pirates wore them. Perhaps it was due to looking at the sun frequently while navigating the ship. Or, maybe it was due to the high risk of losing an eye during battle.

What do you think life would be like if you lost an eye? Trying to see with one eye that has good vision while the other eye sees only blurs and shadows is really difficult. It is more comfortable to simply cover the damaged eye and use only the good one, hence the trend of wearing an eye patch. (And it looks pretty mean too.)

Conduct the following activities to see what it would be like to have only one eye.

Activity



Finding Your Blind Spot

Supply each student with a Blind Spot Strip (template overleaf) and instruct them to close one eye (or put an eye patch on) and hold the paper strip in front of them, staring at the smiley face. Ask them if they can still see the frowning face? (They should be able to, in their peripheral vision). Then instruct them to slowly move the paper closer and farther away from their face. Is there ever a time when they cannot see the frowning face? (This should be exciting for them when it happens.) When students indicate that they cannot see the frowning face, then they have identified the existence of their **Blind Spot**.

What is a Blind Spot? <http://www.stlukeseye.com/anatomy/Retina.asp>

Our eyes are pretty complicated structures. You would already know that they contain a pupil and an iris, but they also have a retina. The retina is a multi-layered sensory tissue that lines the back of the eye. It contains millions of photoreceptors that capture light rays and convert them into electrical impulses. These impulses travel along the optic nerve to the brain where they are turned into images. The retina does NOT contain any photoreceptors at the point of contact with the optic nerve. This area is our blind spot, therefore any image that falls on this region will NOT be seen because it is where the optic nerves come together and exit the eye on their way to the brain.

To look at the anatomy of the eye, go to: <http://webvision.med.utah.edu/sretina.html>

Follow-up Discussion

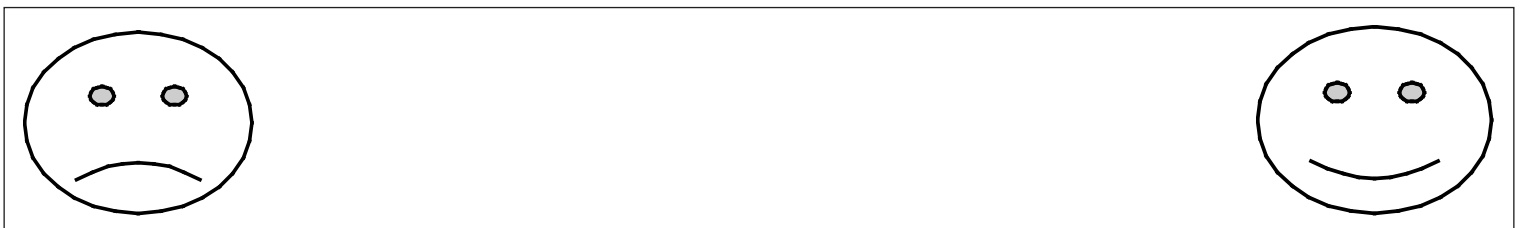
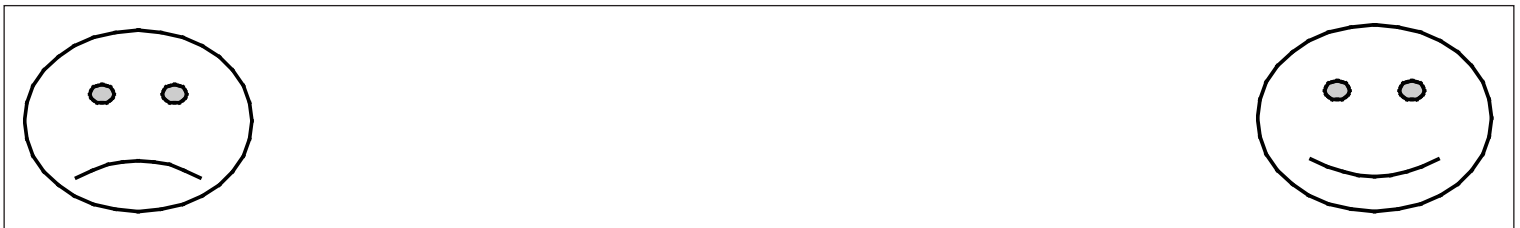
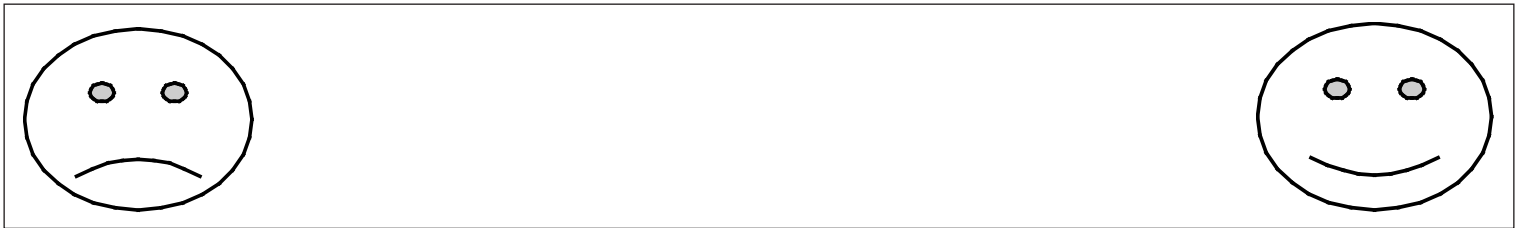
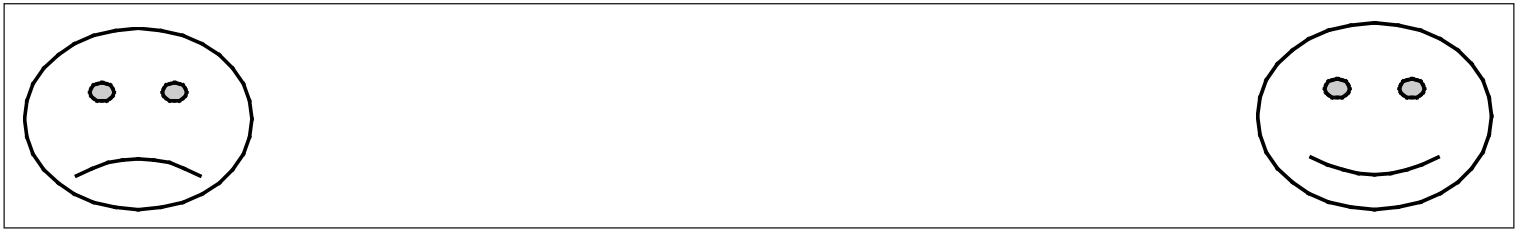
Do you think pirates with only one eye were really that dangerous after all?

How successful do you think they'd be at fighting?

How precise do you think they'd be at aiming cannons?

How accurate do you think they'd be at sailing close to land?

Pirates Apprentice: **Eye Patches and Blind Spots Template**



Pirates Apprentice: **MAKE YOUR OWN SPICE BOUQUET GARNI**

Society & Environment



Spices were highly sought after in the 17th Century by the Europeans. Spices were valued for the exciting flavour they added to food and drinks. In fact, we continue to use spices for the same purpose today. Have you ever enjoyed a **cinnamon** doughnut? Have you ever eaten a custard tart with **nutmeg** sprinkled on the top? Or, perhaps you've sprinkled **pepper** on a meal. These are all spices that make our food taste better! Four hundred years ago, spices were also used as medicine. Did you know that a putting a **clove** on your tooth for a while could dull tooth ache pain?

Spices were grown in the *Spice Islands* in present day Indonesia. Because spices were cultivated on the other side of the world, they were very expensive to buy in Europe. Pirates were always happy to capture *Spice Traders* (ships full of spices) because they could use the spices for their food and medicine, and they could sell them for a great deal of money.



A Spice Adventure For Your Nose

Have a few spices available for the children to explore. Say the name of each spice and encourage students to smell them. Ask them to share what they think of the smell of each spice: is it nice, yucky...etc? What does the smell make them think of? (*Does it trigger a memory or an image of something?*)

Activity

Make your own Spice Bouquet Garni

Bouquet Garnis are used to add flavor and aroma to meals. They exist in two forms: as a bunch of spices and herbs tied together, or, they can be small aromatic bags which contain spices and herbs that are placed in saucepans. As well as being using for cooking, a bouquet garni can also be a decorative piece placed in a drawer to make its contents smell nice. (This is a great gift that students can make for Mother's Day.)

Materials for each Dcorative Bouquet Garni	Procedure
<p>15cmx15cm square of cheese cloth or muslin 1 rubber band 20 cm piece of coloured ribbon</p> <p>Spices 1 Aniseed Star 1 Nutmeg Nut 4 Black Peppercorns 4 Cloves 4 Pimento Pods 4 Cardamon Pods</p> 	<ol style="list-style-type: none"> 1. Lay the cheese cloth on the table. 2. Place spices on top of the cheese cloth. 3. Bunch up the contents inside the material and put a rubber band around it to hold the spices in place. 4. Tie the ribbon around the rubber band to make the sachet more attractive. 5. Voila! 

Pirates Apprentice: **MAKE YOUR OWN TREASURE CHEST**

Technology & Enterprise

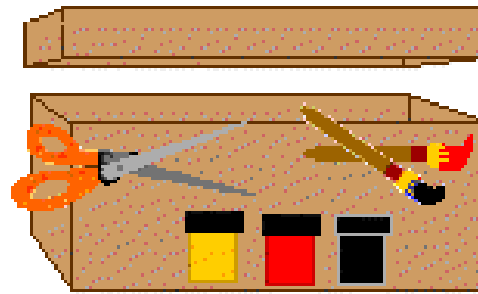
Make an impressive treasure chest from the simple resources of a shoebox, paint and tape.



Activity

Materials

- A shoebox
- Paint
- Brushes
- Sturdy tape
- Optional - string or yarn



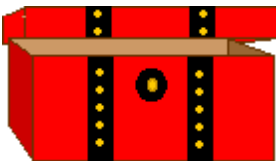
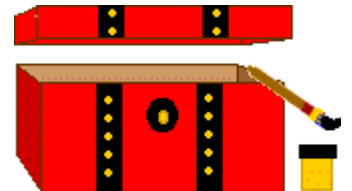
Paint the box and the lid the same color.

Let the paint dry.



Using another color, paint treasure chest decorations on your box (e.g., straps and a place for a lock). Or, you can glue on coloured paper. Let the paint dry.

Paint in the final decorations (like a keyhole) & allow paint to dry.



Using strong tape, attach the lid to the box (put the tape on the inside of the box and lid).



Add any final decorations, like a two short pieces of yarn glued to the box and the lid; they can be used to tie your treasure chest shut.

You can now fill your chest with treasure!

When the class has made their Treasure Chest, fill them up with 'treasure' and ask students to place them around the school and then go out on a Treasure Hunt!

(Source: <http://www.enchantedlearning.com/crafts/box/treasurechest/>)