

# Carousel Players

Presents

***BLUENOSE*** *By Emil Sher*

## Primary Study Guide

By Bev Haskins



*Ratt, Spatt and Knat are three red-nosed pirates who capture a strange woman named Ku out at sea. Ku has a blue nose. This is not right according to the pirates. The fact that they plunder and pillage others' belongings is not right according to Ku.*

*This wonderful light hearted romp on the high seas with its slapstick comedy and amusing dialogue also explores themes of prejudice, tolerance, being comfortable with your own differences, celebrating the difference of others, and doing the "right" thing.*

*Bluenose* tour sponsored by **ONTARIOPOWER**  
GENERATION

You can download this study guide at  
[www.carouselplayers.com](http://www.carouselplayers.com)

# Carousel Players

Carousel Players is an award-winning professional theatre for young audiences committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 15 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation.

## Our Activities

Throughout our 35 year history, over 2 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers Saturday theatre school classes, March Break programs and summer drama programs to youth aged 5 to 15. Every year we host student co-op placements and internships for young professionals.

## Our History

Carousel Players is a non-profit charitable organization that began in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

## Carousel Players Staff

Pablo Felices-Luna	Artistic Director
Jane Gardner	General Manager
Jason Woodgate	Production Manager
Donna Vandecoevering	Accounts & Tour Manager
Allen McCreath	Outreach Coordinator

**Special Thanks to the May Court Club of St. Catharines for their generous contribution for our study guides**

Thank you to our supporters!



City of St. Catharines

# **BLUENOSE**

by Emil Sher

Directed by **Pablo Felices-Luna\***  
Set and Costume Design by **Barbara Gordon**  
Composition and Sound design by **Rick Sacks**  
Lighting Design by **Bradley A. Trenaman**  
Stage Management by **Tara Matthews\***

## **THE CAST**

Conor Green\* as Ratt  
Mark Crawford\* as Spatt  
Deanna Jones\* as Knat  
Katie Bowes\* as Ku

\* members of Canadian Actors Equity Association

*Bluenose* by Emil Sher was first presented in a co-production between Black Theatre Workshop and Geordie Productions, Montreal in 2003.

Carousel Players is a not-for-profit charitable organization, a member of the Professional Association of Canadian Theatres, an engager of artists under the Canadian Theatre Agreement who are members of the Canadian Actors' Equity Association. Carousel Players is a member of the Theatre for Young Audience Association, Theatre Ontario, and the St. Catharines and Area Arts Council

Pirate artwork created by Sarah J. How

### **The Creator of Bluenose**

Emil Sher's works include stage plays, screenplays, radio dramas and essays. Previous plays include *Sanctuary*, *Derailed* and his adaptation of *Hana's Suitcase*. *Mourning Dove*, produced every year since it premiered in 2005, will receive its Toronto premiere in 2008. His adaptation of *Edward the Crazy Man* will be staged next year by Workman Arts. Works-in-progress include commissioned plays for Studio 180 and the Lorraine Kimsa Theatre for Young People. To learn more about Emil's work, please visit [www.emilsher.com](http://www.emilsher.com)

<p>Carousel Players loves receiving mail from children and teachers who have seen our plays! Send us your drawings or a photo of your class creations and we will display them at our theatre.</p>
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## **MINISTRY OF EDUCATION CURRICULUM OUTCOMES**

The following Ministry of Education Curriculum Outcomes can be demonstrated to a greater or lesser degree by participating in this play and by doing as many of the activities suggested as possible for your grade level.

*\* Please note: the Outcomes listed here are an amalgamation of Outcomes from grades K-3. Each grade has the same type of Outcome to a greater or lesser degree.*

### **THE ARTS**

#### **DRAMA & DANCE**

- *demonstrate an understanding of a character's point of view through speaking in role*
- *demonstrate the ability to concentrate while in role*
- *use vocabulary, body movement, and voice tone of a particular character when role playing*
- *communicate understanding of works of drama through discussion, writing, movement and visual art work*
- *identify the themes and subjects in drama works and make links between these and their own experiences*
- *communicate their responses, thoughts and feelings to a variety of stimuli by using the elements of drama and dance*
- *identify ways in which the voice and body can be used to convey thoughts and feelings when role playing*

#### **VISUAL ARTS**

- *produce two and three-dimensional works of art that communicate ideas, thoughts, and feelings*
- *make artistic choices in their work using the elements of design specific for their grade*

### **LANGUAGE**

#### **ORAL/VISUAL COMMUNICATION**

- *present ideas in a coherent sequence*
- *notice and respond to unusual features of language*
- *use simple gestures, volume, and tone of voice to communicate their wishes and needs*
- *interpret and respond appropriately to non-verbal clues*
- *retell stories and recount personal experiences presenting events in a coherent sequence*

#### **WRITING**

- *communicate ideas (thoughts, feelings and experiences) for specific purposes*
- *organize information so that the writing conveys a clear message*
- *organize ideas in a logical sequence*

#### **LEARNING SKILLS/HEALTH AND PHYSICAL EDUCATION**

- *allow others to speak and wait their turn in conversations or class discussions*
- *willingly work with others*
- *use a variety of strategies to resolve conflicts appropriately*
- *help the group to identify and use strategies for conflict resolution*
- *demonstrate respect for others*

## **From the Director**

The characters in *Bluenose* say some pretty meaningful things, but the play is not weighed down with a message. The brilliance of Emil's play is that we can actually listen to those insightful things because they are being said by clowns. Clowns have an aptitude for playing; they are able to laugh at themselves and us. Their physical and vocal exaggeration is disarming, and it allows us to accept what they are saying and play along. In that way, while the play looks at issues of diversity, exclusion and appropriation, it really just becomes an experience where we get to see how we play with each other, where we find out who among us likes to set rules, who likes to break them, and ultimately, who is able to have fun.

Theatrical clowns do not follow the same path as circus clowns. Theatrical clown has roots in the origins of theatre, where farcical characters in Ancient Greek and Roman plays parodied their tragic counterparts. There is a heavy influence from Commedia dell'Arte as well, and the theatrical clown can be masked in those cases, grotesque, in the case of bouffon, or even tragic, like many of Shakespeare's fools.

The last clown piece we did at Carousel Players, *Dib and Dob and the Journey Home* by David S. Craig and Robert Morgan, had two brothers who had been lost in the woods for years and who had developed their own language. Neither of these characters wore face paint or even a clown nose, but the physicality and the style of clowning certainly drove them forward on their journey home. We hope our pirates will go on a similar journey at your school.



Adrian Churchill & Colin Doyle in *Dib and Dob and the Journey Home*

## **BEFORE THE PERFORMANCE**

### **IT'S NEVER TOO SOON (discussion)**

The sooner that children begin to understand the etiquette around watching live theatre performances the better audience members they will become and the more they will appreciate the theatre experience. Make sure you talk with the children about proper behaviour when watching a play. Let them know that audience members have a job to do. It is their job to listen and to respond appropriately and appreciatively to the performance. It's okay to laugh when something is funny but not so loudly that you can't hear the actors. Also talk about clapping and when and why we do it. Introduce them to the idea of the actors taking a bow at the end and that they should clap then to show they liked the play and say thank you to the actors for doing a good job.

What do Pirates wear? Send us your pirate creations.



### **MAKING THE PROPS (art)**

A pirate would be nothing without his treasure chest, his ship, his parrot and his spyglass. Get some shoe boxes, milk cartons, toilet rolls, construction paper, paint, markers, paper mache, etc. and start creating 3-D models.

**WHAT IN THE WORLD DOES IT MEAN? (a creative language experience)**

In the play the three pirates use some very strange language at times mixing up words and putting two words together to make one new word. Take a look at this list below and see if your class can figure out what they might mean. Ask them to listen for these words and expressions during the play and discuss them again afterwards. You might want to practice making up some language originals of your own. Connect this activity with the puppet/mask below



**tickle your fancy**

**expanding my horizons**

**hurscurrying** (hurry/scurry)

**vocabulictionary** (vocabulary/dictionary)

**sillidiculous** (silly/ridiculous)

**bicksnicker** (bicker/snicker)

**noisic** (noise/music)

**itching for a change**

**upstressed** (upset/stressed)

Also, give students a copy of the words that pirates used (see the **Resource section**). Discuss meanings and encourage pirate language in their writing and talking. You could give out a word list and use it as a language exercise by asking them to match a word to a meaning. For example, find the word that means to abandon on a desert island (maroon).

**A PUPPET/MASK EXPERIENCE (art and drama)**

Use your school or public library to search for books on puppet and/or simple mask making appropriate for the age and skill level of your class. Set the children to work making pirate puppets or simple hand held pirate face masks and then have them write and create their own little plays about pirate adventures. See the list of pirate vocabulary words in the resource section to help your students use the correct lingo.

**A TREASURE MAP (mostly art)**

- Have the children draw an island shape on a large piece of art paper
- Name the waters and the coves around the island. Name the island
- On the map show mountains, forests, rivers, lakes and trails. Don't forget the scary names: Blood Beach, Waterfall of Doom, Skull Rock etc.
- Mark the treasure with X. Put some sharks in the water.
- Add the compass directions.
- When the maps are finished tear jagged edges all around and paint the maps with wet tea bags to make them look old.
- In groups draw a "real" map to lead to a 'treasure' that the group hides somewhere in the class or school.
- Trade maps and go looking for the treasure.

You can prepare the paper with the tea bags before drawing on it. Or use large crinkled brown paper bags



## **AFTER THE PERFORMANCE**

### **WHAT DID YOU THINK? (sharing opinions and feelings)**

As soon as possible after seeing a live performance have an open ended talk with the children about what they saw. Ask them what they liked best and least, how they felt at different times during the play and what they thought about the characters. Make sure you also ask WHY with each question, encouraging them to be able to articulate a reason behind their opinions. Review the plot and ask them to recap the story in order of events. You might even want to make a storyboard for this. Talk about the techniques used in the play to make you believe they were on a ship in the ocean. Were the pirates funny or scary or both? Explain.

### **WORKING TOGETHER (story recall, personal experience)**

Most of the time the pirates bickered and disagreed with each other, but during the storm they worked together. Recall as best you can the sequence of events during the storm and how they worked together. Can you think of other times when this has happened in your life? At school? At home? In the news?

### **WHAT'S THE STORY? (Storytelling)**

1) Knat seems to be a very reluctant pirate destined for greater things. How and why did he end up becoming a pirate? Create Knat's story with your class either orally or in writing. What was he like as a little boy? What did he want to be when he grew up? etc. Encourage imagination and detailed story telling.

2) Ratt, on the other hand, seems mean and tough and born to be a pirate leader. But was he always like that? How did he become such a mean bully? Tell Ratt's story?

### **A VILLAGE IN DESPAIR (role playing drama)**

The pirates have just recently pillaged and plundered Pakamula taking much of the people's goods, treasures, resources and food. The pirate ship has not left the harbour and the people of Pakamula fear they will be back. They are a peaceful, non-violent people but something must be done to stop these pirates. They are aware that the pirate leader seemed very fierce and mean, but that one of the others just seemed to follow orders and not think for himself and the other actually seemed reluctant to be there. Can they use this to their advantage?



Hold a village meeting. Teacher as a village leader. Students as village people. Create identities for each person and have them talk about what they have lost to the pirates. The future looks bleak, what are we going to do? (Note: if the village decides to talk to one or more of the pirates alone, that role should be played by the teacher or by another adult as a 'stranger in role')

### **A STORMY NIGHT (story telling/writing)**

Here is a story beginning. Children can fill in the name of the captain of their choice or make one up (see lists of real pirate names in **Resources section**). Younger children can tell the story. Older children can write it. Don't forget illustrations too. And use some of the vocabulary that pirates did (see **Resource section**).

*"The storm rages. Captain \_\_\_\_\_ clung to the wheel of the ship full of stolen treasure. Waves tossed the ship as Captain \_\_\_\_\_ struggled to steer. Then, tragedy struck..."*

## **PIRATES, PIRATES EVERYWHERE (movement and choral speaking)**

Use the following rhyme for simple movements and choral speaking with very young children.

*Pirates, pirates everywhere  
Pirates climbing up the stairs  
Pirates giving nasty stares  
Pirates shouting "Ahoy down there".  
Pirates counting pieces of eight.  
Pirates laughing with their mate.*

*Pirates doing a hornpipe dance,  
Pirates fighting with a lance.  
Pirates out there swabbing the deck  
Being careful not to break their  
neck.  
AARRGGHH!*

Also, here is a fun little song. You start off very slowly and build speed. Use finger actions such as raising 3 fingers on the word "three" and a triangle shape on the word "corners".

*My Hat it has three corners  
Three corners has my hat*

*If it has not three corners  
Then it is not my hat.*

Take a picture of your class and their crafts. Email it to us and we will display it!



### **PIRATE HATS (art)**

Use a large sheet of white art paper or newspaper, fold the paper in half and place it on the table in front of you with the folded edge at the top. Turn the folded top corners down so that they meet in the centre forming two triangles. Press the fold. To make the brim, fold the top piece from the bottom edge up halfway to the body. Fold the same edge one more time so that it overlaps the triangles. Turn the hat over and repeat the two folds. Tuck in the paper at each end and fasten with a bit of tape to keep it together. Draw and paint some pirate things on the hat. Add a feather.

### **THE BLACK PATCH (mostly science)**

Pirates are famous for wearing the black patch over one eye to make them look more dangerous and mean. Many were probably not even blind in one eye, they just did it for appearances. But what if you really only had one working eye? How would things be different?

#### **Try these activities.**

1. One student wears an eye patch or closes one eye. Their partner puts their arm out straight holding a penny in their fingers. There is a cup on the table. The student holding the penny slowly moves their hand around and above the cup. The student with the eye patch has to tell the partner when to drop the penny so that it will fall into the cup.
2. One student is blindfolded with a small object in his/her hand. The partner is wearing a patch or closing one eye. There is a target circle on the floor on the other side of the room. The student with the patch has to direct the blindfolded student to drop the object on to the target.

Difficult? Why is it hard to judge things with only one eye? We need two eyes to have depth perception. Both eyes send information to the brain and our brain uses all the information to figure out what is going on. With one eye it is very hard to figure out how close up or far away things are.

What sort of things would pirates have trouble doing if they really did only have one eye? (think about fighting, firing a cannon, steering the ship, landing the ship etc.)

### **FASCINATING TALES (research, reporting, writing)**

Much has been said about Davey Jones and his 'locker.' Who is Davey Jones? What is Davey Jones' locker? Do some research and find out. There are lots of good stories here to capture in drama and story. How did this legend get started? Write a pirate legend of your own. Create your own legendary character.

### **HONOUR AMONG THIEVES (creative thinking)**

Do you think Pirates had rules or did they just run wild and do only as they pleased? Well, it might surprise you but they did indeed have rules (**see Resource section**). But before you reveal to your students the real list of rules, why not ask them to come up with their own set of rules/laws among pirates. Younger children can work as a teacher leads the whole group; older children might work in small groups on their own and then compare ideas.

### **SPECIAL OBJECTS (circle sharing)**

- Ask each student to bring in a special object from home. The object should have special significance for them, e.g. an award, an interest, a symbol of something they are or do, a special gift or memento etc.
- Sitting in a class circle have each person present their object and tell the class about its significance.
- Encourage class questions.
- After the sharing have a general discussion around what it felt like to share something special to you, and how it felt listening to others share something personal.

### **R-E-S-P-E-C-T (discussions)**

In *Bluenose* the pirates don't respect each other and they don't respect Ku. Talk about how they show this disrespect in the play. Does Ku respect the pirates? Why or why not? Suggest some ways they could respect each other more.

What does it mean to respect someone? What does respect look like to you? What other words can you use that mean respect? How do you show or demonstrate respect for friends, family members, teachers, etc? What does respect not mean? What kinds of things or actions could be considered disrespectful? How do we show disrespect?

### **STICKS AND STONES... (an enactment of how intolerance hurts)**

The following is a powerful demonstration of how words and disrespectful behaviour can emotionally damage someone else for a long time. It is impersonal and yet visually it gets the message across.

- Trace a large genderless outline of a person on a large piece of paper. If you are using white paper paint it green or some other colour that does not depict the colour of any race of people.
- Sit in a group around the figure on the floor and introduce your students to their new 'classmate' Greenie (use the colour you painted the figure for the name). As a new classmate, Greenie is already under some suspicion. Other students may automatically put up barriers, deciding they don't like the new person before really meeting him/her.
- Ask the students to imagine that Greenie has come into a classroom where the atmosphere is very unwelcoming. Perhaps your students can take on a different persona rather than being themselves. Ask each student to say something unwelcoming to Greenie (based on their persona), using their imaginations because Greenie has no specific features. Comments may be like: "I bet you can't even catch a ball to play baseball"; "your hair is a mess", etc.

**Each time someone says something mean to Greenie the teacher rips off a piece of the body and hands it to that person.**

- Continue the activity until everyone has said something and has a piece of Greenie. Try to arrange it so that at least a small piece of the body remains on the floor.
- Now it's time to put Greenie back together. Like doing a large jigsaw puzzle, students must find out where their piece goes and tape it back on. As the place for each piece is found, the student who is taping it back on must also apologize to Greenie for saying "\_\_\_\_\_".
- Stick Greenie up somewhere around the room to remind everyone visually about how their disrespectful words can damage someone else. Think before you speak. Remember Greenie.

### **APPRECIATION CIRCLE (sharing)**

One of the most wonderful things we can do for each other is to regularly show appreciation for each other. Take time as often as possible and have your students sit in a circle with you as a member as well. If you have a larger class you may want to only do a few students each day. Timing the event 1-2 minutes per person, the teacher says “go” and the other students start to randomly say out loud what they appreciate or like about the person in question. Stay away from superlatives (e.g. you’re the best etc) and only speak in the present tense.

### **THE DIFFERENCE GAME (appreciating others)**

Sit down with a friend or relative and take turns.

- a) Tell each other all the things that make you different from each other.
- b) Tell each other all the things you have in common.
- c) Tell each other all the things you like about each other.

How can you celebrate and acknowledge the differences?



### **THINGS IN COMMON (social learning activity)**

- Give students a small piece of art paper and ask them to quickly draw on the paper images and symbols to represent things they like and things they like to do. Ask them to try and think of some things very few people in the class would know about them.
- Pin the papers up in front of the students as they now walk around the room looking at each other’s drawings. Encourage them to share with all class members. Ask them ahead of time to come back to their seats with one piece of information about 3 different people that was news to them. Encourage them to do this about people in the class who aren’t their best friends.
- Share each student’s discoveries when they are seated. Make sure each child in the class is noticed in some way.

### **PROUD TO BE ME (suggestions for celebrating self)**

- Ask the students to bring a photo of themselves that they really like from any age (baby to present). Share the photos with the class and tell why you like this particular photo. Make a classroom collage of the photos.
- Yummy, yummy- what are three of your favourite foods? Make a list. Graph the results for the whole class. How are you similar and different from your classmates? Is there something you like that no one else does?
- A few of my favourite things - for a few days (weeks) turn show and tell time into a “Favourite Things” theme. Ask for reasons why they like a certain thing. How many others like the same things?
- A few of my favourite memories - fold a large piece of art paper into 4 boxes. Open it up. For each box ask the students to draw the memory you suggest such as: a favourite preschool moment; a proud moment; a happy moment; a family memory (trip etc); a favourite pet; a first friend... etc. Print the caption in each box. Share.
- What I want to be when I grow up - draw a large poster of yourself as something you want to do when you grow up. Go ahead, dream. Plan big!
- Taking care of me - how do you show that you love yourself? Keep a log record each day for a week or so on how you show love to your body (e.g. eat good food, brush your teeth, play soccer, get enough sleep etc), and how you love your mind (read a good book, learn a song, watch a good TV show, learn a new skill etc.)

## **RESOURCE SECTION**

### **NAMES OF REAL PIRATES**

(perhaps ask older children to research some of these)

Black Bart  
Anne Bonny (yes, there were women pirates too!)  
Mary Reid  
Edward Teach (Blackbeard)  
Henry Morgan  
Captain (William) Kidd  
John Rackham (Calico Jack)  
Stede Bonnet  
Edward England  
Francis Drake  
William Dampier  
Thomas Jones



### **PIRATE SHIPS INFORMATION**

[www.piratesinfo.com/detail/detail.php?article\\_id=48](http://www.piratesinfo.com/detail/detail.php?article_id=48)

Good information on ships parts and their names and diagrams of types of ships. Material is printable.

[www.geocities.com/captcutlass/Ship.html](http://www.geocities.com/captcutlass/Ship.html)

Notes and diagrams on types of ships. Details of crew members.

### **LIBRARY RESOURCES**

Ask your school librarian and check out your local library for some of the following resources.

<i>Pegleg Tango</i>	Captain Bogg and Salty, Audio CD 2005
<i>Bedtime Stories for Pirates</i>	Audio CD 1999
<i>Great Pirate Music: Music Inspired by Pirates of the Caribbean</i>	Various artists Audio CD 2006
<i>Do Pirates Take Baths?</i>	Kathy Tucker paperback 1997
<i>How I Became A Pirate</i>	Melinda Long hardcover 2003, Audio CD 2004
<i>Pirates Don't Change Diapers</i>	Melinda Long hardcover 2007
<i>Pirate Treasure and More</i>	Creativity for Kids
<i>Pirates Don't Wear Pink Sunglasses (Adventures of the Bailey School Kids #9)</i>	Paperback 1994
<i>Everything I Know About Pirates</i>	Tom Lichtenheld paperback 2003
<i>Pirate Pete</i>	Kim Kennedy hardcover 2002
<i>Pirate Pete's Talk Like a Pirate</i>	Kim Kennedy hardcover 2007
<i>Pirate Pete's Great Adventure</i>	Kim Kennedy hardcover 2006
<i>Roger the Jolly Pirate</i>	Brett Helquist paperback 2007

Never EVER break  
the pirate code you  
seadog!



## **RULES OF HONOUR**

"Honour among thieves" I think, is the phrase. Here are some rules that pirates actually had written down. Very interesting!

*Ye Captain shall have full command during the time of engagement, and shall have authority at all other times to conduct the ship accordingly. He who disobeys him may be punished unless the majority vote against the punishment.*

*If ye Captain's vessel is shipwrecked, the crew pledges to remain until he has possessed himself of a vessel. If the vessel is the common property of the crew, the first vessel captured shall belong to ye Captain with one share of the spoil.*

*Ye ship's surgeon shall have two hundred crowns for the maintenance of his medicine chest and he shall receive one part of the spoil.*

*Ye other officers will receive each single part, and if ye distinguish yourself, the crew will determine how much reward to be given to ye.*

*Ye spoil taken from a captured ship is to be distributed in equal portion.*

*Ye who shall be the first to signal the appearance of the vessel that is captured, shall receive 100 hundred crowns.*

*If ye lose an eye, or a hand or leg in ye said service, ye shall receive up to six slaves or six hundred crowns.*

*Ye supplies and rations are to be shared equally.*

*If ye introduce on board a woman in disguise, ye shall be punished to death.*

*If one Brother steals from another, his nose or ears are to be cut off. If he sins again, he is to be given a musket, bullets, lead and a bottle of water and marooned on an island.*

*If there is any doubt in a dispute between ye Brothers, a court of honor is to decide the verdict. If a Brother is proved in the wrong, the first time he shall be pardoned, but should he offend again, he shall be tied to a gun, and there shall receive from each of the ship's company one strike of the lash. The same punishment shall be given to ye among us, including officers, who shall get drunk, while on the ship, to the point of losing ye senses.*

*Whoever shall be placed on sentry, and upon his post shall go to sleep, shall in the first case be lashed by all the Brothers, and should he again offend, his head shall be split.*

*All ye who shall plot to desert, or having deserted shall be captured, shall have ye heads split open.*

*Quarrels between several Brothers whilst aboard ye ship shall be settled ashore with pistol and sword. He that draws first blood shall be the victor. No striking another whilst aboard ye ship.*

## **THE LANGUAGE OF A PIRATE**

**Landlubber** - a sailor's name for someone who has never been to sea

**Buccaneer** - a kind of pirate that sailed the Caribbean in the 1600's

**Port** - a sailor's word for "left"

**Starboard** - a sailor's word for "right"

**Stern** - back of ship

**Bow** - front of ship

**Cutlass** - a sword

**Matey** - friend or comrade

"Yo ho ho!" - an expression used by jolly pirates

"Land ho!" - "I see land"

**Scurvy** - a disease caused by lack of vitamin C

"Weigh anchor!" - "Haul up the anchor and set sail!"

**Merchantman** - a trading ship loaded with cargo

**Prize** - a captured ship

**Sea legs** - as soon as sailors were able to walk easily across the rolling deck and not get seasick, they had their "sea legs"

"Swab the deck!" - "mop the ship's deck"

**Broadside** - a blast from all the guns and cannons on one side of a ship

**Code of conduct** - a set of rules that told pirates how they should behave

**Avast** - what's up? What are you doing?

**Shiver me Timbers** - an expression of surprise

**Sea dog** - an experienced sailor

**Jolly Roger** - the pirate flag with its skull and crossbones

**Scallywag** - a naughty or bad person

**Galleon** - a large ship, usually with three masts and square sails

**Galley** - a ship that uses oars to move

**Rigging** - ropes that hold the sails in place

**Maroon** - to leave someone on a deserted island

**Mock trial** - a game in which pirates pretend to be judges, lawyers and prisoners in a courtroom

**Plunder** - treasure taken from others

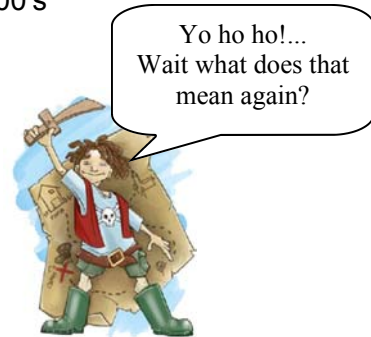
**Pillory** - a wooden frame with holes to hold a person's head and hands

**Pistol** - a gun that is held in one hand

**Privateer** - a pirate loyal to the king, queen, or government of a country

**Schooner** - a ship with triangular sails and two or more masts

**Sloop** - a sailboat with a single mast and two sails.



## **FAMILY PIRATE MOVIES**

GOONIES

HOOK

DISNEY'S JUMPING SHIP

MAGIC ISLAND

MUPPET TREASURE ISLAND

THE PIRATE MOVIE

DISNEY'S PETER PAN

THE REAL MACAW

DISNEY'S RETURN TO NEVERLAND

DISNEY'S SHIPWRECKED

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# BLUENOSE



Date: \_\_\_\_\_

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Your Name & Position: \_\_\_\_\_ Grade: \_\_\_\_\_

We would appreciate your comments on the content of the program. Was it:

Appropriate? \_\_\_\_\_ Relevant? \_\_\_\_\_ Entertaining? \_\_\_\_\_

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Did you find the advance material appropriate? \_\_\_\_\_ Relevant? \_\_\_\_\_

Reaction of the students to the play:

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General comments:

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Suggestions for Future Performances:

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