

A UNIT OF STUDY FOR PRESCHOOL, KINDERGARTEN, AND GRADES 1-2

Pirates &
Princesses
Storybook Adventures



CHILDREN'S
MUSEUM
INDIANAPOLIS

Presented by





A UNIT OF STUDY FOR
PRESCHOOL, KINDERGARTEN, AND GRADES 1-2

ACKNOWLEDGEMENTS

Original artwork by Jennifer Zivion. Storybook art images courtesy of Ned Shaw Studio.



The Children's Museum of Indianapolis is a nonprofit institution dedicated to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1 million people across Indiana as well as visitors from other states and nations.

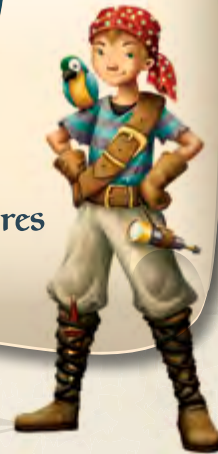
VISIT THE MUSEUM

The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about educational programs and resources, visit the Teacher section of the museum's website at childrensmuseum.org.

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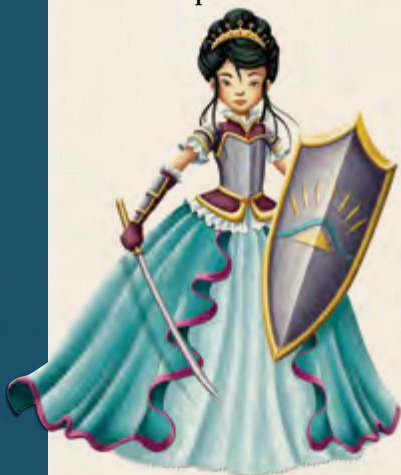
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INTRODUCTION



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INTRODUCTION

Children of all ages are fascinated by the adventures of storybook princesses, princes and pirates! Through learning experiences layered for Preschool and Kindergarten, and Grades 1 and 2, this unit of study enables students to use their imaginations; explore traditional, multicultural, and contemporary stories; and create new tales of adventure on land and sea. Preschool and Kindergarten students use prior knowledge plus information gained from storybooks and hands-on experiences as they create pictures and drawings to construct narratives. Students in Grades 1 and 2 use fiction and nonfiction resources to build understanding and engage in telling and writing their own storybook adventures.



In this lesson, students learn that people have been telling stories about royal and not-so-royal adventures for a long time. Students in Preschool and Kindergarten listen to a Cinderella story and a pirate story, identify characters and events, and begin to distinguish between pretend stories and accounts of real people and events. Students in Grades 1 and 2 listen to and read the traditional story of Cinderella and a similar story from another culture. They discuss the main characters and events that are important in both stories. On the second day of the lesson, students compare a fictional pirate story with a nonfiction description of a real pirate in the past and discuss the ways the details are similar and different. They build on what they have heard or seen about pretend princes, princesses, and pirates in storybooks, cartoons, or movies and begin to distinguish fact from fiction.

LESSON 1 – Picturing a Prince, Princess, or Pirate

In this introductory lesson, students build vocabulary and concepts by exploring what they already know about pirates and royalty from storybooks, cartoons, or movies. They examine questions such as: Where do storybook princes, princesses and pirates live? Who are their families, friends, and pets? What do they eat? What do they wear? What objects do they use? How do they travel? Where do they go? What do they do? Using the ideas they generate, students begin to develop the vocabulary they will need for storytelling. Students practice using new words in songs and games. Students in Grades 1 and 2 also record what they have discovered in their Logbooks.





LESSON 3 – Royally Swashbuckling Storytelling

Students use the ideas they have generated in Lessons 1 and 2 to do their own storytelling. Students in Preschool and Kindergarten generate stories in oral and visual formats using artworks or classroom habitats to establish the setting and organize or explain the events of a pretend story. Students in Grades 1 and 2 can choose to retell a story by changing something about the beginning, middle, or end, generate their own fiction story through drawing and writing, or tell a nonfiction story about a real royal or a real pirate.

WHAT WILL STUDENTS LEARN?

Academic Standards

Learning experiences in this unit of study address state and national academic standards in English language arts, social studies, and visual arts.



WHAT WILL STUDENTS BE ABLE TO DO? UNIT GOALS

PreSchool and Kindergarten

Students will:

- Listen to stories and identify major characters and events
- Use characters, events, and vocabulary from stories in pretend play
- Distinguish between good and bad behavior shown by characters in stories
- Record characters, events, settings, and new vocabulary from stories in drawings and Logbooks
- Construct their own stories by acting out events, using 3D settings, drawings, and labels

- Identify characters in stories and distinguish between good and bad behavior
- Identify major story events in sequence
- Describe similarities and differences in the same story told by different cultures
- Identify story locations on a map or globe
- Retell or rewrite stories with a beginning, middle, and end, using new vocabulary, recall, and sequencing skills

Grades 1 and 2

Students will:

- Recognize princes, princesses, and pirates as characters in fairy tales and as real people in the past and present
- Speak like storybook pirates or royalty using new vocabulary and record new words and concepts in Logbooks



THE CHILDREN'S MUSEUM WEBSITE

Be sure to visit the museum's website, childrensmuseum.org, to learn more about the Pirates and Princesses exhibit. You may also be interested in related units of study for *Treasures of the Earth* and *LEGO: Pirate Adventure*.



TEACHER TIP

Pirates and Princesses Logbook
As new words are introduced in the context of unit experiences, have students in Grades 1 and 2 represent or write them in a Logbook so that each word can help reinforce concept learning. By the end of the unit they will have recorded and learned to use many new words. Students in Preschool and Kindergarten can paste images and make drawings in their Logbooks to support language acquisition and storytelling. This approach also is helpful for older students and students who are learning English.



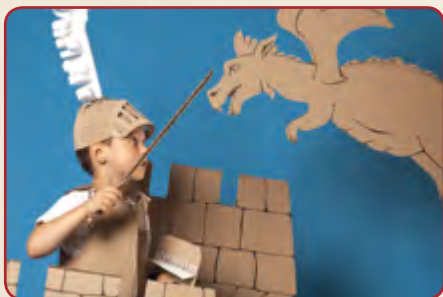
GETTING STARTED

For Preschool and Kindergarten, establish two activity areas in the classroom to support learning: A castle and a pirate ship. These can be as simple as a circle of chairs facing inward for the castle and a horizontal row of chairs, backs turned outward, for the ship. You can cover the chair backs with construction paper and decorate with drawings of building stones, shields, portholes, or flags. Ask the physical education teacher if you may borrow some padded tumbling mats. Create a moat around the castle with construction paper or padded tumbling mats and tape construction-paper stones across it for students to jump on. Create large labels to identify key parts of the ship or castle.

Gather a library of picture books, storybooks, and other reading materials to support this unit, including classic titles like *Treasure Island*, *Sleeping Beauty*, and *Cinderella* in grade-level-appropriate versions. Also make available a selection of fiction and nonfiction picture books that help introduce students to royalty and pirates in fairy tales and in history. (See the Resources section, pages 40–41, for suggested titles for students.)



Have a large world map on display to help students in Grades 1 and 2 locate countries and oceans.



FAMILY CONNECTIONS

Let families know that your class is using the unit of study as they prepare to visit the *Princesses and Pirates* exhibit at The Children's Museum. A complementary Family Guide to the exhibit will help families reinforce the learning that takes place in both the classroom and the museum.



LESSON 1



FOCUS QUESTIONS

- What is a pirate?
- Can girls be pirates?
- What is a prince? What is a princess?
- What do pirates wear?
- What do princes and princesses wear?
- How do princes, princesses, and pirates behave?
- What symbols do pirates and royals use to show who they are?
- How do pirates talk?
- How do princes and princesses speak?

LESSON 1 Picturing a Prince, Princess, or Pirate

In this introductory lesson, students build vocabulary and concepts by exploring what they already know about fictional pirates and princesses from storybooks, cartoons, or movies. Using the ideas they generate, students begin to identify and describe royal and pirate characters in stories and illustrations and record new ideas and words in their Logbooks.

ACADEMIC STANDARDS

Indiana's Academic Standards

Preschool and Kindergarten

English Language Arts: ELA.1.2, ELA.2.3, ELA.2.4, ELA.3.2;
Creative Arts: CA.3.1; Reading:
K.RL.2.1, K.RL.2.3, K.RV.1,
K.RV.2.2; Visual Arts: K.7.1

Grades 1 and 2

Reading: 1.RL.1, 1.RL.2.1, 1.RL.4.1,
1.RV.1, 1.RV.2.2, 2.RV.1; Speaking
and Listening: 1.SL.1, 2.SL.1;
Visual Arts: 1.7.1, 2.7.1

OBJECTIVES

Students will:

- Identify the characteristics of storybook royalty and pirates
- Explain what princesses, princes, and pirates wear or use that is similar or different
- Match royals and pirates with appropriate clothing and accessories
- Describe differences and similarities in pirate and royal speaking styles that they have encountered in storybooks, cartoons, or movies
- Express simple phrases in storybook pirate or royal vocabulary



LESSON 1



Above: *Treasure Island* by Robert Louis Stevenson (1850-1894), 1911 edition, illustrations by N. C. Wyeth.

✂ YOU WILL NEED

- ✂ Read-aloud storybooks and picture books about pirates and royalty and rhyming books, such as *A Pirate's Mother Goose* by Nancy I. Sanders
- ✂ Non-fiction books such as *The Real Princess Diaries* by Grace Norwich
- ✂ Illustrated storybooks about pirates and royalty from the classroom library
- ✂ Pirates and Royalty Bingo (pages 15-16)
- ✂ Small notebooks for student Logbooks
- ✂ Drawing paper
- ✂ Crayons or colored pencils
- ✂ Glue or tape for Logbooks
- ✂ 8 ½" x 11" construction paper
- ✂ stapler



TIME REQUIRED

2 to 4 class periods



TEACHER TIP

Class periods, especially for Preschool and Kindergarten students, vary in length according to students' needs. Each experience in this unit of study can be completed in 2 to 4 periods of 15 to 30 minutes each.

VOCABULARY

Preschool-Kindergarten

| | |
|--------|----------|
| boots | pirate |
| castle | prince |
| crown | princess |
| flag | sails |
| gown | ship |

Grades 1 and 2

The words above, plus

| | |
|-------------|----------|
| captain | mast |
| crest | royal |
| crew | royalty |
| crow's nest | slippers |
| deck | spyglass |
| dragon | tiara |
| kingdom | tower |
| knight | treasure |

LESSON 1

EXPERIENCE 1



EXPERIENCE 1: Castles and Crow's Nests

This experience introduces students to the storybook worlds of royalty and pirates. Students in Preschool and Kindergarten listen to stories and use pictures to identify the clothing, dwellings, and characteristics of princesses, princes, and pirates. They try on items of clothing, use new vocabulary words in play, and make drawings for their Logbooks. Students in Grades 1 & 2 listen to and read fictional stories of pirates and royalty and discuss their characteristics and behavior. They try out new vocabulary words as they play Pirates and Royalty Bingo. They make drawings and record new words in their Logbooks.

PROCEDURES

Preschool and Kindergarten

Day 1

- Select a read-aloud picture book about princes and princesses to provoke interest in a new adventure.
- Using the illustrations, help students identify the main character. Ask if the character is royalty, such as a **princess** or a **prince**. How can they tell?
- Help students identify and discuss important characteristics and actions of individuals in the story.

Ask: *What do princes/princess wear? How do they behave? What are their families like? Do they have pets?*

How do they travel? What kinds of adventures do they have? Where do they live? What would it be like to live in a castle? What are the parts of a castle?

- During discussion, write key words Kindergarten students use on the white board or smart board and pronounce them with students.
- Introduce the castle play area. Discuss the parts of the castle and the clothing for students to try on, such as capes for princes, skirts and **gowns** for princesses, and cardboard **crowns**.
- Give students time to try out the clothing and use new words as they play.

- After play time, introduce the **Logbooks**. Invite students to decorate the covers of their books and add drawings about princes and princesses. Students might add labels if they wish, such as names of characters, items of clothing, parts of the castle or other words related to the story they have used in play.

Day 2

- Ask students if they know what a **pirate** is. Students may be familiar with movie, or cartoon pirates. Encourage students to share what they know about pretend pirates and make sure they know that both boys and girls can be pirates.
- Read about storybook pirates with students and discuss the illustrations.
- Encourage students to identify the characteristics and actions of characters in the story. Ask: *What do pirates wear? How do they behave? How do they travel? What kinds of adventures do they have? What would it be like to live on a ship?*
- Write the key words Kindergarten students discover during discussion on the white board or smart board and help students pronounce them.
- Introduce the pirate ship play area. Discuss the parts of the ship and pirate clothing they can try on, such as ribbons and scarves for sashes, and pirate accessories, such as spyglasses. Encourage students to use the new words they are learning during play. With assistance, students can decorate their own pirate hats made from two sheets of construction paper, cut into two large triangles, and fastened along the top edges.
- After play time, have students add pirate and ship drawings to their Logbooks. Some students may want to label their drawings with names or new words they have learned.

LESSON 1



Ann Bonny and Mary Read convicted of Piracy Nov. 28, 1720 at a Court of Vice Admiralty held at St. Jago de la Vega on the Island of Jamaica.

CAN GIRLS BE PIRATES?

Some students may have the idea that only boys can be pirates. In fact, there are many historical accounts of women pirates and they didn't have storybook lives! For teacher background, see *10 Fearless Female Pirates* in page 37 in the Resources section.

Grades 1 and 2

Day 1

- Ask students to name a **pirate**. Many may mention fictional pirates from cartoons and movies. Prompt them to describe what those pirates looked like and how they behaved.
- Use storybooks from the classroom library to show illustrations of pirates, **ships** and **crews**. (See pages 35-36.)
- Prompt students to identify **captains** and crews, **ships** and **sails**, a **crow's nest**, and pirate **flags** and to discuss each one.
- Ask students to identify hats, bandanas, earrings, sashes, **boots**, a **spyglass**, **treasure chest** and other clothing and accessories associated with storybook pirates.
- During discussion, display the new words students encounter on the white board or smart board and help students pronounce them.
- Ask: *What is a pirate? What does a pirate do? Where does a pirate live? How does a pirate travel? What does a pirate wear? Would you want to be a pirate? Why or why not?*

- Explain that a lot of our ideas about pirates come from storybooks. These made-up stories of this kind are called fiction. Help students understand that there were real pirates in the past, but their lives were usually very difficult and dangerous.

MODERN SCOUNDRELS

Folklore and popular culture have made pirates romantic figures. In fact, they were simply thieves on the high seas. A few real pirates still plunder ships today, most off the coasts of Somalia and Indonesia. Unlike pirates of long ago, contemporary pirates are armed with automatic weapons and use modern speedboats to reach their targets. They steal cargo for profit and demand ransom to release anyone they capture. You wouldn't want anyone to be a real pirate!



- Encourage students who know about any real pirates to describe what they remember.
- After discussion, have students add pirate and ship drawings and labels to their Logbooks.



Buried Treasure: *Howard Pyle's Book of Pirates: Fiction, Fact & Fancy Concerning the Buccaneers & Marooners of the Spanish Main*. Illustration by Merle De Vore Johnson, 1921.

The actual pirates of long ago often stole clothing from wealthy travelers whose ships they captured. That is why storybook pirates are often shown wearing fashionable outfits, such as long coats, buckled boots, tricorne hats with feathers, and gold jewelry. Pirate captains were often the ones who wore such finery. Crew members usually dressed poorly.



LESSON 1



A PRESENT-DAY PRINCE



Prince William, future heir to the throne of the United Kingdom.

Prince William is the oldest grandson of Elizabeth II, queen of the United Kingdom, and her husband, Prince Phillip. Prince William's personal crest is the UK royal coat of arms with the addition of a red clamshell, or "escallop," taken from the Spencer coat of arms. His mother, Princess Diana, was the daughter of the Earl of Spencer. William is now the Duke of Cambridge and, after his father, Prince Charles, is the heir to throne.

Day 2

- Ask students to name a **prince** or **princess**. Many may mention characters from fairy tales and movies, such as *Sleeping Beauty* or *Frozen*. Prompt them to describe what those characters looked like and how they behaved.
 - Ask: *What is a prince? What is a princess? What do the members of a royal family do? Where does a royal family live? How do they travel? What do they wear? Do princes and princesses have any pets? What do you see in this storybook picture that shows part of a royal kingdom?*
 - Use storybooks from the classroom library to show illustrations of fictional princes, princesses, **knights**, and other people who live in a **kingdom**.
 - Prompt students to describe what they see that indicates royalty, such as a **castle**, a **tower**, a **crown** or **tiara**, or a royal **crest**, shield, or **flag**.
 - Prompt students to identify clothing and accessories associated with royalty. Ask:
 - Do princes and princesses have any of these items in common with pirates? What are the differences?
 - To reinforce new vocabulary, play **Pirates & Royalty Bingo** (pages 15-16).
- Point out to students that there are princes and princess in real life. Encourage students who know about any real **royalty** to share what they remember. Show students some prince and princess photos from books, such as *The Real Princess Diaries* by Grace Norwich or from magazines and the Internet.
 - **Logbook:**
 - Option 1: Ask students to use their Logbooks to answer the following question: *Would you want to be a real prince or princess? Why or why not?* Give students the first part of a response and ask them to finish the sentence. Model possible responses with the class before students record their answers. For example: *I would (or would not) want to be a real prince/princess because . . .*
 - Option 2: Ask: *What do you think storybook pirates and royalty might say about each other's behavior?* After discussion, have students paste pictures or make drawings of a prince or princess and a pirate. Ask students to imagine what these two people would say to each other. Have them write or dictate a short dialogue.

PIRATES AND ROYALTY BINGO



4. Demonstrate the different ways of getting “bingo” on the white board or smart board.
5. Explain that the goal is for everyone in the group to get “bingo.” Crew members who draw words they can’t use should put them back in the basket or give them to other members of the crew. Crew members who get “bingo” become “mates.” They can coach other team members.
6. When everyone in a crew has reached “bingo,” the group can explore the treasure chest and each crew member can take a prize.

PREPARATION:

1. Students will play the game in small groups of four or five students. Make copies of the **Pirate** and **Royal Vocabulary** sheets on pages 17-18 according to the number of students you have. (For example: Five groups of five students = 25 students = 25 pirate word sheets and 25 royal word sheets.)
2. One pirate vocabulary sheet and one royal vocabulary sheet constitute a set. Cut the words apart along the dotted lines. There are 12 pirate words and 12 royal words, 24 words in a set. When students play the game there will be words left over.
3. Collect baskets or bowls, one for each group. Place 5 sets of word cards in each bowl.
4. Make enough copies of the **Pirates** and **Royalty Bingo Cards** on pages 15 so that each student has one card. The cards should be mixed so that about half of the students in each group have **Pirate** cards while others have **Royalty** cards.
5. Prepare a small “treasure chest” with worthy prizes.

6. To make the game easier, you could have separate bingo games, one using only pirate words and one using only royal words. For a more challenging game, make it double bingo! Give each student two bingo cards, one for pirates and one for royalty. Students will have to get bingo on both cards to win.

Playing the Game:

1. Place students in groups or “crews.” Explain that they will be playing a bingo game using some words that they have learned about pirates and royalty. Like the crew of a ship, they will be working together to help everyone succeed.
2. Explain that each person in the group will draw words from the basket or bowl and match the words to the pictures on the bingo card until he or she has a complete line of words going across, down, or from one corner of the card to the other (diagonally).
3. Players also have to be able to pronounce the words they have used. The first person able to do this calls out “Bingo!”



EXPERIENCE 2: Ships Ahoy! Hail Fair Prince!

In this experience students in Preschool and Kindergarten learn that pirates and royalty in stories and in real life used different expressions to communicate. Members of the royalty used formal language, while pirates used nautical terms and slang. Students in Preschool and Kindergarten practice “talking like a pirate” by singing a familiar song using pirate words and using their new words in the play areas. Students in Grades 1 and 2 play a game using their new vocabulary and record favorite expressions in their Logbooks.



PROCEDURES

Preschool and Kindergarten

- To spark interest in learning some new ways of communicating, introduce students to the words and tune of “London Bridge Is Falling Down.” Sing the song together.
- Discuss the meaning of the words or phrases, such as “my fair lady” and explain that these are words a prince or princess might use.
- Teach students the words to a couple of verses of “Ye Can Talk Like Pirates Talk” in the book *A Pirate’s Mother Goose* by Nancy I. Sanders.
- As an alternative, make up your own lyrics to the tune of “London Bridge Is Falling Down” using pirate expressions on page 14. For example the first verse might be: “Pirates say: ‘Ship ahoy!, Ship ahoy!, Ship ahoy! Pirates say: ‘Ship ahoy!’ my dear matey.”
- Discuss the meaning of the words and explain to students that pirates and royalty had different ways of saying things. Princess and princesses used polite words to show respect for each other. Pirates used their own special words with each other to talk about life on board the ship.
- Try pronouncing a few words and expressions that have similar meanings, such as “Ahoy” and “Greetings” or “Hail” for “Hello;” “Avast!” and “Halt!” for “Stop!” (See “Talk Like a Storybook Pirate or Royalty” on page 14.)



Treasure Island by Robert Louis Stevenson (1850–1894), 1911 edition, illustrations by N. C. Wyeth.

- After practicing new words and expressions, give students time to use the castle and ship play areas. Encourage them to talk like pirates or royalty as they play. Some students may want to record favorite words in their Logbooks.

Grades 1 and 2

- Introduce students to the song “London Bridge Is Falling Down” and sing it together. Discuss the meaning of words or phrases, such as “my fair lady.”

- Teach students the words to a couple of verses of “Ye Can Talk Like Pirates Talk” in the book *A Pirate’s Mother Goose* by Nancy I. Sanders.
- As an alternative, use the list of pirate words and expressions on page 14 to make up your own lyrics and have students sing them together to the tune of “London Bridge.”
- Explain to students that pirates and royalty had different ways of saying similar things. Princess and princesses used formal words to show respect for each other. Pirates used slang or informal words with each other to talk about life on board the ship.
- Ask students: *Which song uses formal words? Which one uses slang? Are there times when you need to use formal words to talk to someone? When you talk to your best friend or to your dog or cat, do you use formal words? What kinds of words do you use?*
- Use *Talk Like a Storybook Pirate or Royalty* on page 14 to teach additional words that have similar meanings.
- Use the white board or smartboard to create a word wall with pirate and royal words and expressions to use as prompts.
- Place students into two teams, Pirates and Royalty, to practice their new vocabulary with each other
- One team begins by using a phrase or word from the Pirates vocabulary, and then the other team responds with the same phrase or word in Royal vocabulary.
- Ask students to record their favorite words or expression in their Logbooks or create a cartoon featuring pirates or royalty (or both!) and have their cartoon characters use a few of the new words or phrases.

LESSON 1

TALK LIKE A STORYBOOK PIRATE OR ROYALTY

| PIRATES | ROYALTY | MEANING |
|--------------------|------------------------------|-----------------------|
| All hands on deck! | Your assistance, please | Help! |
| Ahoy! | Greetings! Hail! | Hello! |
| Arr! | Splendid! | I agree! |
| Avast! | Halt! | Stop! |
| Aye! | Yes! | I agree! |
| booty | prize | treasure |
| Jolly Roger | coat of arms <i>or</i> crest | flag |
| lad (laddie) | young gentleman | boy |
| lass (lassie) | young lady | girl |
| Look lively! | Make haste! | Hurry up! |
| matey | my lady/lord | friend |
| mutiny | disobedience | riot <i>or</i> revolt |
| Shiver me timbers! | How shocking! | Oh, my gosh! |
| Surrender! | Stand down! | Give up! |
| swab | sweep | sweep or mop |
| Yo-ho-ho! | How amusing! | That's so funny! |

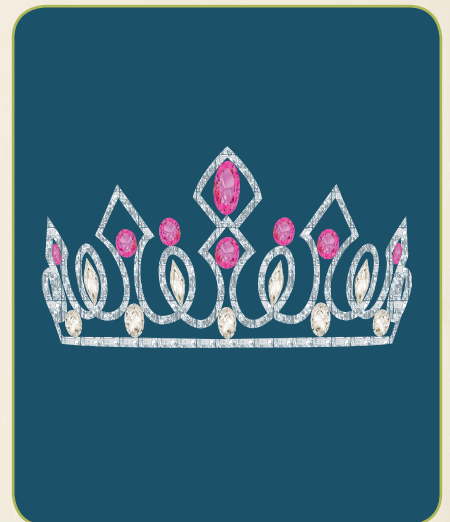


TEACHER TIP: TALK LIKE A PIRATE!

If you teach this unit during the fall semester, remember that September 19 is International Talk Like a Pirate Day! Real English-speaking pirates used many nautical words and slang phrases common to other sailors. The exclamation “Arr!” and some other words come from folklore or movies but are still fun for children to learn and say. Invite other classes to “talk like a pirate day” and share some “treasure” snacks with your crew.

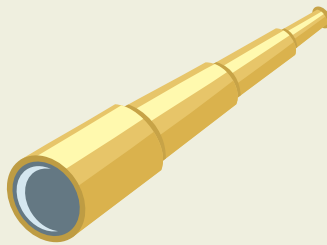
LESSON 1

STUDENT HANDOUT
ROYALTY BINGO CARD



LESSON 1

STUDENT HANDOUT
PIRATE BINGO CARD



LESSON 1

STUDENT HANDOUT
ROYALTY VOCABULARY SHEET

CASTLE

CROWN

CREST

KINGDOM

PRINCE

PRINCESS

DRAGON

KNIGHT

SLIPPERS

TIARA

TOWER

GOWN

LESSON 1

STUDENT HANDOUT
ROYALTY VOCABULARY SHEET

DECK

SHIP

CREW

FLAG

PIRATE

MAST

CROW'S
NEST

BOOTS

CAPTAIN

HAT

SPYGLASS

TREASURE
CHEST

LESSON 2



OBJECTIVES

Preschool and Kindergarten:

Students will

- listen and respond to the Cinderella story and a pirate story and explain why they think they are pretend stories
- answer questions about the stories and begin to identify main ideas, characters, events, and settings
- with adult support, retell the stories in their own words
- act out events from the stories during play
- Use pictures and drawings to show single events from the stories and arrange ideas in order
- Use writing to label drawings of characters and events

Grades One and Two

Students will

- listen to and/or read the Cinderella story from two different cultures
- ask and answer questions about the main ideas, characters, events, and settings of both stories
- demonstrate understanding of the central idea or message
- identify elements in the story that make Cinderella a fairy tale
- listen to and/or read the story of a fictional pirate
- compare events and characters in real and fictional stories and identify their similarities and differences
- identify the beginning, middle, and end of a story
- practice drawing and describing royals and pirates and the places they lived

LESSON 2

Royals and Rebels: Fact and Fiction

Children in Preschool through Grade 2 are developing relative concepts of what is real and what is make-believe. Although they are in the early stages of acquiring these concepts, they can learn to differentiate between stories that are “pretend” and “not pretend.” In this lesson, students learn that people have been telling make-believe stories about royal and not-so-royal adventures for a long time. They build on what they have heard or seen about princes, and princesses, and pirates in storybooks, cartoons, or movies and begin to distinguish fact from fiction.

ACADEMIC STANDARDS

Indiana’s Academic Standards

Preschool and Kindergarten

English Language Arts: PreK ELA.1.2, ELA.2.3, ELA.2.4, ELA.3.2; Creative Arts: PreK CA.3.1, CA.4.1; Reading: K.RL.2.1, K.RL.2.3, K.RL.4.2, K.RV.1; Writing: K.W.3.2, K.W.3.2; K.W.3.3; Visual Arts K.7.1

Grades 1 and 2

Reading: 1.RL.1, 1.RL.2.1, 1.RL.2.2, 1.RL.2.3, 1.RL.3.1, 1.RL.4.1, 1.RL.4.2, 1.RV.1, 2.RL.2.1, 2.RL. 2.1, 2.RL.4.1, 2.RL.4.2, 2.RV.1, Visual Arts: 1.7.1, 2.7.1; Social Studies: 1.3.1, 1.3.2, 2.3.1

LESSON 2



Cinderella by Anne Anderson (1874-1930)

FOCUS QUESTIONS

Preschool and Kindergarten

- Was Cinderella a real princess or a pretend princess? How can you tell?
- Are some princesses real?
- How are real princesses and storybook princesses different? How are they similar?
- What are some of the things that happen in the Cinderella story that wouldn't happen in real life?
- How are real and storybook pirates different?

Grades 1 and 2

- How are the two versions of the Cinderella fairy tale similar or different?
- Why do you think people in different times and places have similar stories?
- What details show that these two stories are fairy tales?
- What do real and storybook pirates have in common? How are they different?
- What do you think life would have been like on a real pirate ship?

YOU WILL NEED

- ✦ **Picture books, read aloud, and early reading books such as**
 - ◆ *Cinderella* – the traditional story in picture book or storybook form
 - ◆ *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
 - ◆ *The Egyptian Cinderella* by Shirley Climo
 - ◆ *Princess Pigsty* by Cornelia Funke
 - ◆ *How I Became a Pirate* by Melinda Long
 - ◆ *Dirty Rotten Pirates* by Moira Butterfield
- ✦ **Reference Books** on medieval castles and sailing ships in the 17th and 18th centuries
- ✦ **Drawing Books** (adapt for younger students)
 - ◆ *Drawing Pirates and Pirate Ships* by Jorge Santillan
 - ◆ *Draw Princesses in 4 Easy Steps* by Stephanie LaBaff

Preschool and Kindergarten

- ✦ drawing materials
- ✦ logbooks
- ✦ treasure chest (Extending Experience)
- ✦ treasure snacks that can be divided into equal portions for each pirate (Extending Experience)

Grades 1 and 2

- ✦ compass
- ✦ illustrations of historical navigational maps and tools
- ✦ treasure chest and snacks (Extending experience)
- ✦ world map



Teacher Resources/Background Information

- ✦ Life in a Medieval Castle (pages xx-xx)
- ✦ Life on a Pirate Ship (pages xx-xx)
- ✦ Four Versions of the Cinderella Story (pages xx-xx)



TIME REQUIRED

2 to 4 class periods

VOCABULARY

Preschool-Kindergarten

character

pretend

real

Grades 1 and 2

The words above, plus

compass

fiction

fact

map

fairy tale

plot

EXPERIENCE 1: Real Royalty?

In this experience students in Preschool and Kindergarten listen and respond to the story of Cinderella. They identify major characters and events and explain how they can tell this is a pretend story. With adult support they use words and pictures to retell the story and arrange events in order. Students in Grades 1 and 2 listen to or read versions of the Cinderella story from two different cultures. They compare main ideas, characters, events, and settings and identify the elements that make both versions a fairy tale. Using writing and drawings, they retell a story with a beginning, middle, and end.

PROCEDURES

Preschool and Kindergarten

- Ask students if they know the story of Cinderella. What do they remember? Prompt with questions, such as *Who was Cinderella?*
- Explain the meaning of the word **character** as a person or an animal in a story. Ask: *Was Cinderella the most important character? Who were other important people in the story?*
- Read a picture book version of the traditional Cinderella story aloud with students and encourage them to use pictures and words to identify characters, events, and settings. Ask: *What happened to Cinderella? How did the story end?*
- Have students tell if they think the story is **real** or **pretend**. Prompt students with questions such as, *Was Cinderella a real princess or a pretend princess? How can you tell? Are some princesses real?*
- Discuss the ways real princesses and storybook princesses are different and similar.
- What are some of the things that happen in the Cinderella story that wouldn't happen in real life?
- Ask students to show characters and events in drawings. Some students may use writing to label their drawings.
- Assist students as they use the drawings to retell events in the story in order and encourage them to act out events from the story during play.



The Fairytale Book, "Cinderella," 1923, illustrated by Warwick Goble.

Grades 1 and 2

Day 1

- Share with students versions of the Cinderella fairy tale from different cultures. For students in Grade 1, use the traditional Cinderella story and the story of Yeh-Shen. For Grade 2, add the story about Rhodopsis or the story about Billy Beg. (See pages xx-xx for summaries of these stories.)
- Use illustrations to help students identify similar and different characters, events, and details in these stories.

- Explain that a **character** is a person or animal in a story. Ask: *Who is the main character in each story? How are they alike or different?*
- Help students in Grade 2 to recognize differences in geographic settings and clothing styles. Use the world map to find the locations of the stories and mark them with a removable sticker.
- Ask: *Why do you think people in different parts of the world tell stories that are similar the Cinderella story? How does it make you feel when you read or hear one of these stories? What do you think is the main idea or message of the stories? Is it the same or different?*
- Discuss some of the events of the stories and ask if these are things that would happen in real life. Help students identify elements in the stories that make them **fairy tales**.
- Explain to students that a fairy tale is one kind of **fiction**. Fiction stories are made up by the author. In the case of Cinderella the author made up a story about a princess and a prince who lived in a castle.
- Ask: *What do you think life in a castle would be like long ago? Would you do the same things you do at home or school? How would it be different?*
- Share with students what life was like in a real castle (See pages xx-xx for background information). Ask: *Would you want to live in a castle? Why or why not? If you were writing a fiction story about a princess and prince long ago would it be helpful to know what life in a castle was really like?*
- Have students retell one of the Cinderella stories by drawing characters, events, and settings and help them arrange events in order as they paste drawings into their Logbooks. You may want to adapt lessons from *Draw Princesses in 4 Easy Steps* by Stephanie LaBaff. Older students might use the book on their own.

EXPERIENCE 2: Pretend Pirates?

In this experience Preschool and Kindergarten students use storybook illustrations as they begin to think about life on a pirate ship. They listen to a story about pirates and decide if it is a real or pretend story. Students in Grades 1 and 2 examine storybook and reference book illustrations and begin to consider everyday life on a real sailing ship. They listen to a fiction story of a boy who discovers what it's like to live like a real pirate and identify the plot as a series of events in a story with a beginning, middle, and end.



“An Attack on a Galleon,” an illustration from *Howard Pyle’s Book of Pirates: Fact & Fancy Concerning the Buccaneers, & Marooners of the Spanish Main*, by Howard Johnson Pyle (1921).

PROCEDURES

Preschool and Kindergarten

- Show students storybook illustrations of pirates, ships and pirate settings and ask students what they think life would be like on a pirate ship long ago.
- Ask: *Where would you sleep? Would there be a bathroom? What would you eat? What kind of work would you do? What would you wear?*
- Read *How I Became a Pirate* or another pirate story.
- Help Identify the main characters and events in the story. Ask: *Do you think this is a real story or pretend?*
- Discuss things in the story that students think are pretend. Ask: *Are there any parts of the story that might be based on the way things really were?*
- Share with students some reference book illustrations and details about life on board a real pirate ship (See pages 34-35 for background information). Then ask them to describe some facts about being a pirate that might have been no fun at all. Ask: *Would you want to live on a pirate ship? Why or why not?*

Grades 1 and 2

- Review with students the storybook and reference book illustrations showing pirates, ships, and other nautical characters or symbols in pirate settings.
- Ask: *What do you think life on board a real pirate ship would be like? Would you do the same things you do at home or school? How would it be different?*
- Read aloud with the class the book *How I Became a Pirate* by Melinda Long or let older students take turns reading it in small groups or to the whole class.
- Discuss with students the various characters in the story. Ask: *Who is the main character in this story?*

PUBLISHED BEFORE 1923 AND IS PUBLIC DOMAIN IN THE U.S.



A PIRATE'S CASTLE?

The Danish government built Skjoldsborg Tower in 1679 on the highest point of St. Thomas (now one of the U.S. Virgin Islands) as a watchtower to protect the harbor from enemy ships. Local lore says that Blackbeard began using the tower in the early 18th century as a lookout for other pirate ships. Today "Blackbeard's Castle" is a National Historic Landmark.

- Remind students that this story has a plan or **plot**: a series of events that make up the **beginning**, **middle**, and **end**. Ask: *How does the plot begin in this story?* Prompt younger students to recall how excited Jeremy Jacob feels about joining a pirate crew.
- Ask students what happens in the middle of the story that changes Jeremy's mind. Remind students that Jeremy Jacob discovers some surprising facts about life on a pirate ship. Ask: *What does Jeremy Jacob find out? Does he miss some things from home?*
- Ask: *How does the story end?* Explain that the end of story usually shows how problems are solved.
- Explain to students that *How I Became a Pirate* is **fiction**, a good story the author made up by imagining what a

boy would think when he found out the real **facts** about life on board a pirate ship.

- Share with students some details about life on board a real pirate ship (see pages 34-35). Then ask them to describe some unpleasant facts about being a pirate. Ask: *Would you want to live on a pirate ship? Why or why not?*
- Give students class time to practice drawing pirates and ships on paper they can paste into their Logbooks. You may want to adapt lessons from *Drawing Pirates and Pirate Ships* by Jorge Santillan.



BURIED TREASURE?

Despite the popularity of the idea of buried treasure, there is little evidence that pirates ever buried any. William Kidd, the privateer who captured the *Cara Merchant*, is most responsible for the persistence of the myth. Captain Kidd really did bury a small amount of treasure on Gardiner's Island, New York, but it was quickly discovered and sent to the court in England as evidence for his trial. Over the years, various people claim to have discovered treasure maps or other clues leading to buried treasure, but their claims are considered to be fiction, not fact.

The only real pirate treasure that has been discovered came from shipwrecks at the bottom of the sea. For example, a pirate ship called *Whydah* sank in a storm off the coast of Massachusetts in 1717. In 1984 divers found large amounts gold and silver in the wreckage, along with many other pirate items.

LESSON 2



EXTENDING EXPERIENCES: MAPPING ADVENTURES – HERE THERE BE TREASURE!

Preschool and Kindergarten

- Many pirate stories include maps and buried treasure. In the classroom, hide a “treasure chest” that holds something the entire class can enjoy, such as a collection of toys, pencils and crayons, or a special book. Give the class verbal directions to find the treasure using directional words, such as “over/under,” “above /below,” “in front of/behind,” “left/right,” “around,” and “between.”
- Surprise treasure-hunters by filling the “chest” with tasty treats (fruits and vegetables) that prevent **scurvy**, an illness many sailors suffered from in the past due to poor diet. Provide individual fruit cups ready to eat, or present prepared items for students to count and divide equally among their “crew,” just like in a pirate code of conduct. Be sure to consider any student allergies when choosing the treasure items.

- Make a simple overhead map of the classroom showing objects as simple shapes like squares, rectangles, and circles. Help students see relationships between objects on the map and real objects in the room. Show them an illustration of a storybook pirate map and ask how the two maps are similar and different.
- Bring a compass to the classroom and use it to find directions and explore the classroom and other places you visit frequently. Explain to students that maps and a compass were important ways for pirates and other sailors to find their way on the ocean.

Grades 1 and 2

- Use the world map from Experience 1 to help students identify continents, oceans, and countries. Have students find the areas where real pirates sailed their ships in the past and mark them

with stickers in a different color from the Cinderella story stickers in Experience 1.

- Encourage students to describe how the sticker locations are similar or different. Review with students the countries in which the Cinderella stories are set. Ask students how royals traveled within their kingdoms. Prompt younger students with storybook illustrations showing coaches, carriages, or horses.
- Ask: *Do you think princes and princesses ever sailed on ships? Do you think some real pirates and real royals may have known each other?* Have students describe why they think so or don't think so by referring to the stickers on the map.
- Ask students how pirates knew where to sail their ships to get from place to place. Show students illustrations of a crow's nest on a sailing ship, a spyglass, sailing maps, and other nautical tools, such as a compass and a sextant. Bring a compass to class and give students time to practice using it. Discuss how it is similar and different from the compasses used long ago and how it is similar or different from way-finding devices used today.
- Students in Grades 1 and 2 can decorate an empty shoebox, paper carton, or other lidded container with construction paper and crayons, paint, or glitter to resemble a treasure chest. (See: freekidscrafts.com/shoebox-pirates-treasure-chest/.) The chest can be hidden and a map with clues to its location can be drawn. You can surprise treasure seekers by filling the chest with tasty, but healthy treats. Students must follow the code of conduct used by pirates and share everything equally.

LESSON 3



A Boy's King Arthur, 1917, illustrated by N. C. Wyeth..

LESSON 3

Royally Swashbuckling Storytelling

Good stories have fascinating characters that we really care about, whether they are princes or scoundrels. In this lesson, students in Preschool and Kindergarten describe the personalities and behavior of important characters in a story. Students in Grades 1 and 2 consider the interaction of characters and events as a story unfolds. Using what they have learned throughout the Unit, students generate their own, original story recording the fictional adventures of pirates or royalty.

ACADEMIC STANDARDS

Indiana's Academic Standards

Preschool and Kindergarten

English Language Arts: ELA.2.1, ELA.2.3, ELA.2.4, ELA.2.5; Creative Arts: CA.4.1; Reading: K.RL.2.1, K.RL.2.3, K.RV.1; Speaking and Listening: K.SL.2.1, K.SL.2.3

Grades 1 and 2

Reading 1.RL.1, 1.RL.2.1, 1.RL.2.3, 1.RL.4.1, 1.RV.1, 2.RL.2.1, 2.RL.2.2, 2.RL.2.3, 2.RL.4.1, 2.RV.1; Speaking and Listening: 1.SL.2.1, 1.SL.2.3; 2.SL.2.1, 2.SL.2.3



OBJECTIVES

Preschool and Kindergarten

Students will

- Identify the main characters in a story
- Discuss which characters behaved well and which ones behaved badly
- Identify and describe the characteristics that make a good friend
- Describe the qualities of a character in a story
- Determine if that person behaved like a friend
- Identify important events in a story and put them in sequence
- Use drawings and words to create a character and tell an original story

Grade 1 and 2

Students will

- Describe the personal qualities of the main characters in a story
- Determine which characters showed good behavior and which ones behaved badly
- Identify the beginning, middle and end of a story
- Give examples of how characters interacted with events in a story
- Retell a story changing an important event in the middle and discuss how that might change the ending
- Use words and drawings to create a character or characters and use them to tell an original story with a beginning, middle, and end

LESSON 3



✂ YOU WILL NEED

- ✂ *The Paper Bag Princess* by Robert Munsch
- ✂ crayons and markers
- ✂ logbooks

Preschool - Kindergarten

- ✂ copies of 3 to 5 illustrations from the book
- ✂ 1 piece of cardboard to mount each illustration
- ✂ 3 sheets of paper, labeled **where?**, **who?**, and **what?**, for each student
- ✂ 3 sheets of drawing paper for each student



Why is the dragon a very important character in *The Paper Bag Princess*?

🔍 FOCUS QUESTIONS

Preschool and Kindergarten

- What does it mean to be a good friend?
- Which characters in the stories were smart or brave?
- Which characters were good or bad?
- What are the important things that happened in the story?
- Why did these things happen?

Grades 1 and 2

- Did some characters in the story do something that changed things? Did they do something good or something bad?
- Did good or bad behavior make a difference in the plot?
- What are the parts of a story?
- What happens when you change the middle of the story?
- Can you change the way a story ends?
- What is a code of conduct?

Grades 1 and 2

- ✂ posterboard to mount drawings
- ✂ Student Handout, page xx
- ✂ poster paper – one sheet for each group



TIME REQUIRED

2 to 4 class periods

VOCABULARY

Preschool and Kindergarten

brave
first
friend
last
next
smart

Grades 1 and 2 – the words above, plus

change
code of conduct
personality
storyboard

EXPERIENCE 1: Happily Ever After

No two storybook princesses, princes or pirates are the same. All have their own personalities and likes and dislikes that are part of their stories. These personal qualities help to determine the way their adventures play out. In this experience, students will read about the adventures of a princess, a dragon, and a prince and consider how the characters' personalities contribute to the story and help shape the adventure. Students in Preschool and Kindergarten identify the main characters in a story and determine if they behaved as friends should. They use drawings and words to create a character and tell a story with a sequence of events in order. In Grades 1 and 2, students also will examine the structure of the story, putting events in the order in which they happened, and discuss how the behaviors of the main characters interacted with the plot.



PROCEDURES

Preschool – Grade 2

- Introduce students to Elizabeth, the princess in a story called *The Paper Bag Princess*. Explain that she is beautiful, and lives in a castle, and wears expensive clothes. She has plans to marry Prince Ronald, but something is about to happen that will change her plans!
- Read the story aloud to students and let them follow along with the illustrations. In addition to Elizabeth, ask students to identify other important characters.
- Ask if Elizabeth acted like a good friend and have them explain their answer with examples from the story.
- Ask students to describe what it means to be a **friend**. What does a friend do and say? Do they ever argue or disagree with their friends? How do they stay friends after a fight?

- Emphasize some quotes from the story that describe personalities of the characters. Read them aloud again and ask students to identify the traits, such as good friend, bad friend, brave, or smart.
- According to students' interests, use some of the following questions for further discussion.
 - ◆ How did this story begin?
 - ◆ What happened to Elizabeth's castle?
 - ◆ Is Elizabeth brave? How do you know?
 - ◆ What choice did she have to make?
 - ◆ What happened in the middle of the story? How did Elizabeth find the dragon?
 - ◆ How did she defeat the dragon?
 - ◆ When she rescued Prince Ronald, was he happy?
 - ◆ What did Princess Elizabeth decide to do?
 - ◆ How did the story end?
 - ◆ Who was the good friend in the story?
 - ◆ What would you do if your best friend were in trouble?
 - ◆ Is it OK to change your mind about something? Why or why not?
 - ◆ Could this story be real? Why or why not?

Preschool and Kindergarten

- Make copies of 3 to 5 of the illustrations for this fairy tale and mount them on cardboard. Put them in random order on a magnetic board or along the whiteboard.
- Ask students to describe what is happening in each image. Ask: *Which picture should be first? Which should come next? Which one should be last?*
- Ask them to rearrange the images in the order they should appear according to the story. Encourage them to use sequence words such as *first, then, after that, next, and last*.

Grades 1–2:

- Have students work in teams of 5 or 6 students to draw illustrations from the story. Encourage each team member to draw a different event.
- Help them tape or paste these events on their piece of poster board in story order and label each one with identifying words. Then prompt students to repeat the story from memory, using the illustrations as a **storyboard** to remind them of the plot and the main characters.
- Encourage them to use sequence words such as *first, then, after that, next, and last*.
- Ask how might the story be different if the characters had behaved differently: *What might have happened if Princess Elizabeth had worn something other than a paper bag? What if Prince Ronald had not cared how Elizabeth was dressed when she rescued him?* How would you change in the story so that the prince and princess could still be friends?
- Ask students to imagine other ways the story might be different. For example, how would it be different if the dragon were the main character? Ask students to retell or act out the adventure from the dragon's point of view. Or ask them to retell the story, or rewrite it in their Logbooks, and make a change to something in it.



EXPERIENCE 2: Culminating Project — Create an Adventure

In this experience, students will use what they have learned about storybook pirates, princesses and other royalty to create their own adventures. Students in Preschool and Kindergarten use the classroom castle or pirate ship as a setting and create their own characters for a story. Working in cooperative groups, students in Grades 1 and 2 use an established code of conduct as they work together and to determine what kind of story they are going to tell, where the story will take place and what characters will be involved. Students will think about what they learned about story development to determine the order of events. When finished, each group will present their story to the rest of the class.

PROCEDURES

Preschool and Kindergarten - The Building Blocks of a Story

- Tell students it is their turn to retell or write a pretend story about a prince, princess or a pirate.
- Encourage students to do some planning before they begin. Give each student 3 sheets of paper, labeled **Where?**, **Who?**, and **What?**
- Tell students the way to begin planning is by thinking about some questions. Discuss each question and ask students to draw or write on each sheet of paper as they answer each question:

- ◆ **Where** does the story take place?
 - Does it take place on a ship or in a castle?
- ◆ **Who** is the story about?
 - Is it about a prince, a princess, a pirate or all three?
 - What kind of person is the main character?
 - What are other characters like?
- ◆ **What** happens?
 - What happens first, next, and last?

- Help students discuss these questions and come up with their own answers. Once students have answered these questions using drawing and writing, they have the plan for their adventure story.
- Have students paste the sheets of paper in their Logbooks and use them as reminders of the place, people, and events in the story.
- Give students three large sheets of paper labeled **First**, **Next**, and **Last**. Have each student use the three sheets of paper to draw and write the beginning, middle and end of the story.
- Encourage students to use the classroom castle or pirate ship area, as the setting or the “habitat” for the characters. Suggest that they draw details to decorate the setting, such as royal crests or pirate flags.
- When the story is done each student can post his or her story in order on the classroom walls or large pieces of poster board in the appropriate area.
- Students can share their stories with each other by using the drawings to help them describe the characters, settings, and events. As they tell their stories, encourage students to use the royal and pirate vocabulary they have learned.

Grades 1–2:

- Explain that students will be working together in groups to create an original adventure story featuring pirates or royalty, but first they need to establish a code of conduct for them to follow while working together as a team.
- Explain that even pirates had rules or a code of conduct to follow. Most of these rules helped insure that life on the ship ran smoothly and treasure was shared equally.
- Ask students to describe a code of conduct they follow. As a prompt, remind students that pirates had a



strict lights-out rule at 8 o'clock each night. Ask: *Do you have a bedtime rule at home? Does your family have any other rules?*

- Prompt students to think of other familiar rules, such as the time school begins and ends each day, or the dress code required for school. Ask: *Why is it important for students who learn together to have a code of conduct? What might happen if there were no rules?*
- Explain that having a code of conduct at home or at school helps everyone be fair to each other and work to achieve a common **goal**.
- Divide the class into small groups and have each group think of rules that make working together easier. For example, all students should be able to speak and share their ideas or students need to take turns speaking and not interrupt each other.
- Take a few moments to have groups share the code of conduct rules that they established.
- Explain that before they can create their new adventure stories, groups must answer a few questions first. Display the graphic on page 30 or write the questions from this graphic on the board. The answers given for these questions will help students create their stories.

- Distribute the handout on page 31 so that each group can record and remember their answers to the questions. Since these are fictional stories, students should be able to exercise their creativity. Stories can be outlandish and unrealistic, as long as they use appropriate vocabulary and follow a clear sequence of events.
- Once students have answered these questions, explain that they now have the framework for their adventure. Using this framework, have students work together to complete the story in narrative form using poster paper to write and illustrate the key events.
- Students should use their new pirate and royalty related vocabulary words that they learned in Lesson 1, Experience 1. For example, if the story takes place on a pirate ship, they might make reference to the crow's nest or flag. If the story takes place in a castle, they might refer to the tower or describe the princess's tiara. They should also use appropriate phrases from Lesson 1, Experience 2 to liven up the story's dialog.
- Once the stories are complete, have groups take turns telling their stories aloud to the class.



PIRATE CODE OF CONDUCT

Even scoundrels at sea had some standards! Among pirates there were some common rules or a unwritten code of conduct:

- ◆ Every crew member has an equal vote and an equal share in anything seized.
- ◆ Stealing from other crew members is not allowed.
- ◆ Deserting the crew results in punishment.
- ◆ No women are allowed on board.
- ◆ No fighting is allowed.
- ◆ All lights and candles must be out by 8 p.m.



PLANNING FOR ADVENTURE

Will this story take place in a castle or on a ship?



Who will be in this story?
Pirates? Royalty? Or both?

Who are the main characters?
Describe the personality traits
of the main characters.

What kind of adventure are
they going to go on?

How does the adventure begin?

Describe the order of events:
What happens first? What happens next? What happens last?

How does the adventure end?



LESSON 3

STUDENT HANDOUT
PLANNING FOR ADVENTURE

Will this story take place in a castle or on a ship? _____

Who will be in this story? Pirates? Royalty? Or both? _____

Who are the main characters? _____

Describe the personality traits of the main characters: _____

What kind of adventure are they going to go on? _____

How does the adventure begin? _____

Describe the order of events:

What happens first? _____

What happens next? _____

What happens last? _____

How does the adventure end? _____

GLOSSARY

boots: sturdy shoes that cover the feet, ankles, and sometimes the legs below the knees.

brave: The characteristic of having courage or being fearless.

captain: The person in charge of a ship.

castle: A large building with tall, thick walls and towers that protect people inside from attackers. Many royals live in castles.

change: The act, process, or result of making something different.

character: A person in a story, play, or movie.

code of conduct: A set of rules to describe a shared set of responsibilities and acceptable behavior.

compass: A device that determines directions by means of a magnetic needle that points to the north.

crest: An emblem or design on a coat of arms, a shield, or a helmet.

crew: A team of people who work together to manage the tasks on board a ship.

crow's nest: A partially enclosed platform high on a ship's mast, used as a lookout.

crown: A royal headdress or tiara, often made of precious metals and/or jewels, usually worn on special occasions.

deck: The wooden planks that form the floor of a ship, especially the floor exposed to the weather.

dragon: A make-believe animal that looks like a big lizard or dinosaur with wings and claws. Some dragons breathe fire.

fact: A piece of true and accurate information.

fairytale: A make-believe story that includes imaginary and often magical characters.

fiction: A made-up story.

flag: On a pirate ship, a symbol of identity that shows intended action. The earliest pirate flags were red, to signify danger. Other flags were black and with a white skull and crossbones or other emblems. A pirate flag is often called a Jolly Roger.

friend: Someone who likes and trusts another person.

gown: A fancy dress, such as one a princess might wear to a ball.

kingdom: A country or region ruled by a king or a queen.

knight: Long ago, a military warrior who served a king or a queen and promised to behave according to a code of conduct.

map: A drawing that shows specific locations, such as countries and oceans, or that provides directions to find something, such as treasure.

mast: A tall pole, near the center of a ship, that holds the sails.

personality: A person's attitude or behavior that defines his or her character, such as being brave or smart or a good friend.

pirate: A criminals who captures and robs ships. Also called a buccaneer.

plot: The sequence, or order, of events in a story, from beginning to middle to end.

pretend: To make believe that something is real, or to act a part or role in a story.

prince: The son or grandson of a king or a queen.

princess: The daughter or granddaughter of a king or a queen.

real: Not make-believe; a fact.

royal: Something related to a king, a queen, a prince, a princess, or a kingdom, or something having that status or power.

royalty: Members of a royal family.

sails: Sheets of fabric used to catch wind power to move a ship through water.

ship: A large boat that travels by sea.

slippers: Lightweight shoes without laces that are easy to slip on and off.

smart: Intelligent and alert.

spyglass: A small handheld telescope.

storyboard: a graphic organizer in the form of illustrations or images displayed in sequence in order to visualize the beginning, the middle, and the end of a story.

tiara: A decorative crown or headdress worn on special occasions.

tower: A building, or a structure attached to a building, that is taller than it is wide and intended to protect those inside from outside attackers.

treasure: Money, jewels, or anything highly valued by the people who seek it.

TEACHER BACKGROUND INFORMATION
LIFE IN A MEDIEVAL CASTLE



The moat and outer walls of Arundel Castle, Wales

This model of a medieval castle has a moat, gatehouse, defensive towers, and outer walls. Some castles also had inner courtyards.

A medieval **castle**, like those depicted in fairy tales, was built according to the castle's purpose. No two castles were exactly alike. A typical castle was built as residence for a local lord and lady or a royal family, but life in a castle was not easy or comfortable.

A castle built near the border between two fighting countries would be built as a fort with many defensive elements, including **towers** for keeping watch and a gatehouse entrance with an obstacle course through a narrow tunnel to keep attackers from reaching the outer courtyard, where horses grazed. A castle with towers facing the sea allowed knights to observe **ships** approaching. A deep, wide **moat** prevented attackers from entering the outer courtyard on foot. There was a down side to having a moat, though. Castles didn't have modern plumbing,

so water from a nearby river or stream was directed toward the moat. Sewage from the castle was emptied into the stagnant water, so the moat was really stinky, especially in summer! Sometimes another gatehouse was added for protection between the outer courtyard and the inner courtyard, where castle residents worked and played.

Every castle included a great hall where most banquets and festivals occurred. Most castles also had a chapel and living quarters for a priest. Having a chapel inside the castle was not only a symbol of wealth but also a defensive element because the royals could hide in it during an attack. Only the most barbaric attackers, like **pirates**, would plunder a chapel.

The royal or noble family lived in the castle's **tower** or stronghold—the

most fortified and well-defended part of the castle. A large staff managed every aspect of running the castle, from managing the farms or gardens, to running the huge castle kitchens, to baking all the bread and cakes, to brewing the beer. Brewing beer was an important way to sterilize the castle's water supply. And all of this was accomplished without electricity! The castle had open fireplaces in almost every room, and at night the rooms were lighted with candles. A typical castle might have a hundred or more people on staff—from the family's personal servants to workers in the kitchens, the gardens, and the stables, plus clergy, knights, and financial managers. Everything was done by hand.

A typical medieval castle did not keep prisoners in what we think of today as a dungeon. Prisoners were kept in the most secure location in the castle—usually one of the highest towers, now often called the *keep* but back then called a *donjon*, the French word for stronghold. It wasn't until the 1300s that royalty began locking prisoners in cellars below ground. ♦

TEACHER BACKGROUND INFORMATION

LIFE ON A PIRATE SHIP



Edward Teach or Edward Thatch (c.1680 – 1718), better known as Blackbeard, was an English pirate who operated around the West Indies and the eastern coast of the American colonies.

Three hundred years ago there were no airplanes, trains, cars, or mail trucks! People traveled and sent things around the world by boat—big ships that could carry lots of valuable **cargo** like grain, spices, tools, and ammunition. Some ships carried passengers, too. The **sailors** who guided the ships lived in fear

of **pirates**—criminals who sailed the seas looking for other ships to **plunder**. Early in the morning, and just at sundown, when the pirate ships were hidden by darkness, a lookout would climb up into the **crow's nest** to look at the merchant boats with a **spyglass**, a handheld telescope. Pirates looked for **symbols** that

identified the country where a boat came from, such as a **flag**. They raised that country's flag on their own pirate ship, to make it look like they were friendly. Then they could sail close enough to the other boat to throw rope with grappling hooks onto it and pull it closer, climb aboard, and **capture** the crew. Sailors who didn't **surrender** to the pirates were often thrown overboard. Passengers were taken hostage and robbed of their coins, clothes, and jewelry.

The most famous pirate in the Golden Age of Piracy (1680–1730) was Blackbeard, who terrorized sailors on the Atlantic and Caribbean oceans from 1716 through 1718. He had been a British sailor named Edward Teach, who served on a **privateer**, or military ship, off the coast of Jamaica. With his Queen's permission, Teach climbed on board enemy ships from France and Spain and stole their cargo. Eventually he stole a whole ship! And then Teach let his dark hair and beard grow long, and became Blackbeard, captain of his own ship. He flew the **Jolly Roger**, the scary flag that let people know he was a pirate!

SCURVY

Scurvy still exists among people whose diets are deficient in vitamin C. Deficiency rates are greater among low-income people and males who smoke. Deficiency doesn't always result in scurvy, but even if it does, adding more vitamin C to the diet can easily cure it.



Life as a pirate was very hard. A ship was often at sea for months at a time, so food and fresh water ran out. There was no easy way to take a bath or wash clothes. Diseases spread quickly. Harsh rules were imposed to try to keep the crew from abandoning ship or organizing a mutiny against the captain. Pirate crews were often injured during battles with other ships. Some died of infections from their wounds. Many sailors became ill from **scurvy** because there was no way to keep fruits and vegetables fresh for many months while on the ship.

Many pirate captains realized that they needed to have medical supplies on their ships in order to keep their crews healthy. For example, Blackbeard ambushed a cargo ship as it left the port of Charleston, South Carolina. He locked all the passengers, including the children, in the ship's **hold**, and held them for **ransom**. When the citizens of Charleston heard what was happening, they rushed to bring the medicines Blackbeard wanted to the ship.

Blackbeard released the passengers from the hold—but first he took all of their jewelry and clothing!

Blackbeard realized then that he could be a pirate closer to shore. He moved near North Carolina's Outer Banks and sent his crews out to ambush ships sailing near the coast. The cargo was brought back to North Carolina and sold to people who lived there. They liked Blackbeard's fair prices, so they tolerated his pirate ways. But the British navy was sent to stop Blackbeard. Using small, fast boats called **sloops**, they trapped Blackbeard's pirate ship off the coast of Ocracoke Island. One pirate was



FEEDING THE FISHES

Walking the plank—making a prisoner or misbehaving crew member walk off a wooden board into the sea—was much more infrequent than pirate movies and cartoons make it seem. A few such instances were described in the 18th and 19th centuries, and most involved mutinies by the crew.

afraid they would all be killed. He asked Blackbeard if Blackbeard's wife would know where to find all the treasure he had buried. Blackbeard said that no one but he and the devil knew where it was!

Both Blackbeard's ship and the navy sloops became trapped in sand, and the crews fired cannons at each other. The navy crew pretended to be dead, and Blackbeard's crew used grappling hooks to pull the sloops closer and climb on board. The navy crews rushed out from where they had been hiding and a fierce battle started. Blackbeard came face to face with the navy's commander, and they fired pistols at each other.

Blackbeard was shot but raised his **cutlass** to swing it at the navy officer. Just then, one of the navy sailors came up behind Blackbeard and killed him by cutting his throat.

The navy commander searched for Blackbeard's buried treasure but never found it. Maybe there never really was any! The only treasure ever found has been recovered from the bottom of the ocean in shipwrecks like the *Cara Merchant* and the pirate ship *Whydah*. ♦

TEACHER BACKGROUND INFORMATION

10 FEARLESS FEMALE PIRATES



Girls and women were not welcome on real pirate ships. They were considered to be bad luck! The pirate code of conduct included serious punishments for bringing females on board. But some women disguised themselves as men and lived alongside them without being noticed. Some were the captains of their own ships. And some were royals or aristocrats who chose a life at sea—at least temporarily.

Teuta of Illyria is the earliest known female pirate queen. She encouraged piracy as a way of fighting enemies who wanted to take control of Illyria, a region in the western Balkans. Queen Teuta's pirates plundered Greek and Roman ships in the Adriatic Sea. She eventually surrendered to Rome in 227 BCE.

Alfhild, or Princess Alvilda, was the daughter of a Swedish king during the Middle Ages. She is said to have been a shield maiden, a woman who

chose to fight as a Viking warrior. Alfhild commanded her own fleet, run by crews of young female pirates who plundered ships in the Baltic Sea. Prince Alf of Denmark did not know that Princess Alvilda was a pirate and decided to attack her ship. He had killed most of her crew before he recognized her and proposed marriage. She accepted, and eventually became Queen of Denmark.

Jeanne de Clisson was a French noblewoman in the mid-1300s. During a war between France and England, the King of France accused Jeanne's husband of treason, and beheaded him. Jeanne swore revenge on the king, and sold all her land to buy three warships. She painted the fleet black and used all red sails to make other pirates afraid of her. She hired the most dangerous crews to sail the English Channel and capture the king's French ships. She gave the crew permission to behead anyone on

board. After 13 years of piracy, "The Lioness of Brittany" retired and went back to her aristocratic life.

Sayyida al-Hurra was the last Queen of Tétouan, one of Morocco's two major ports on the Mediterranean Sea, from 1515 to 1542. In the late 15th century, she and her family were forced to flee their home when Spain conquered Granada. She never forgave Spain, and decided to work with the infamous Turkish pirate Barbarossa. Piracy provided income and also gave her power over Spanish and Portuguese captives from captured ships.

Grace O'Malley was a princess in 16th-century Ireland. Her family built castles along the west coast of Ireland to protect their property. She inherited her father's shipping business and property from her mother and her first husband. She used her wealth to fund a pirate fleet in the Atlantic Ocean that even the British navy could not stop. When England took her sons and half-brother captive, the "Pirate Queen" asked the Queen of England for their release, and was also excused for her own crimes.

Jacquette Delahaye was a 17th-century buccaneer of French and Haitian background who was known for her red hair. When her parents died, she needed money to raise her brother, who had a disability. So she turned to a life of

piracy on the Caribbean Sea. Legend has it that she faked her own death in order to avoid capture by the military in the 1660s. She hid her identity and lived as a man for several years. When she finally reemerged as a woman, people called her “Back from the Dead Red.”

Anne Bonny was an Irish woman who married a pirate and moved to the Bahamas during the Golden Age of Piracy (1650–1730). In 1720, while she was working as first mate and disguised as a man, British military captured the ship. Calico Jack Rackham, the captain, was hanged. Anne was put in prison but allowed to live because she was pregnant.

Mary Read was Anne Bonny’s crewmate. Mary was born in England, and from an early age dressed as a boy. She even joined the British military disguised as a young man. On a trip to the West Indies, pirates hijacked her ship, and she decided to join their crew. She went to prison after the ship was captured off the coast of Jamaica.

Ching Shih (Cheng I Sao) was born into a poor Cantonese family in 1775. She was working along the docks on the South China Sea coast when pirates captured her. She eventually married the notorious leader of the Red Flag Fleet, the pirate Cheng I. When he died in 1807, Ching Shih quickly took over command of the fleet. She married her first mate and issued a pirate

code of conduct for the whole crew. No military forces could defeat her. When the Chinese government offered all pirates amnesty, she retired in 1810. She was allowed to keep all her treasure.



Ching Shih, the pirate “queen” of China, is shown fighting off a rival crew in this 18th century engraving.

Sadie Farrell was called “Sadie the Goat” because she liked to head-butt her victims before robbing them. She was an Irish American woman who hijacked a sloop and led a pirate crew on the Hudson and Harlem rivers in New York around 1869. The villains robbed homes and farms along the rivers and sometimes kidnapped the adults and children who lived there.

TEACHER BACKGROUND INFORMATION

4 VERSIONS OF THE CINDERELLA STORY

RHODOPIS

The earliest known version of the Cinderella story comes from the 6th century BCE and is set in the 2nd century BCE. A beautiful Greek girl is captured by pirates and sold as a slave in Egypt. She has fair hair and skin and green eyes, which make her the target of bullying among the other slaves, who have dark hair and eyes and are tanned from working outdoors. Her skin gets red in the sun, so the other slaves call her Rosy-Red Cheeks, or Rhodopis. She is made to work harder than anyone else because she is different. Alone with her work, she befriends magic animals and dances in the sunshine.

One day her master notices how beautifully Rhodopis dances, and gives her a pair of rose-red silk slippers as a gift. But while she has the slippers off one day, a falcon swoops down and carries one of them away. The falcon flies to the royal kingdom and drops the slipper in front of the Pharaoh Amasis II, who believes it is a sign from the god Horus. The pharaoh sends a search party to find the owner of the slipper. When they find Rhodopis and she pulls out the matching slipper, they take her to Amasis, and he makes her his queen.

Legend has it that Amasis and Rhodopis were a real royal couple in Egypt, and that Rhodopis also knew the storyteller Aesop when she was a slave.

YEH-SHEN

The story of a Chinese Cinderella called Yeh-Shen was first told in the 1300s and is set in the 2nd century BCE, when people still lived in caves. A local cave chief has two wives, and each of them bears a daughter. Yeh-Shen's mother dies, and then the cave chief also dies, so Yeh-Shen must be raised by her stepmother. Yeh-Shen is kind and beautiful, which causes her stepmother to despise her. She and her own daughter are mean to Yeh-Shen, making her do all the hardest chores. Yeh-Shen works alone, wears rags, and has little food, but befriends and feeds a golden fish. When Yeh-Shen's stepmother discovers this, she disguises herself as Yeh-Shen, kills the fish, and eats it. An old man appears and instructs Yeh-Shen to retrieve the fish bones from the trash and protect them. He says they have magical powers and that she can ask them for help when she needs it.

Yeh-Shen's stepmother refuses to let her go to the spring festival with everyone else. The stepmother is afraid that Yeh-Shen will be more popular than her own daughter. After her stepmother and stepsister have left the house to go to the festival, Yeh-Shen asks the fish bones to help her, and receives a beautiful gown and golden slippers. She is so transformed that no one recognizes her at first. But when her stepsister becomes too curious, Yeh-Shen hurries to leave the festival. As she

leaves she loses one of the golden slippers. A merchant finds it and sells it, and the buyer presents it as a gift to the king. The king is enchanted with the tiny slipper and vows to find its owner. He puts the slipper on display and Yeh-Shen tries to take it back when no one is looking, but she is caught and taken to the king. He is skeptical that someone wearing rags would own golden slippers, but when Yeh-Shen shows him the matching slipper, the king asks her to be his queen.



The Fairytale Book, "Cinderella," 1923, illustrated by Warwick Goble.

CINDERELLA

In the classic 19th-century European story of Cinderella that most students will recognize, a kind girl is forced by her mean stepmother and stepsisters to wear rags and do dirty chores like clean the

fireplace. She isn't allowed to attend the prince's ball. While her stepmother and stepsisters are at the ball, Cinderella's fairy godmother visits her. She waves her magic wand and Cinderella is restored to her natural beauty, wearing a gorgeous dress and glass slippers. The fairy godmother turns a pumpkin into a coach and turns mice into coachmen. She warns Cinderella that she must return home by midnight, when all her finery will go back to the way it was.

At the ball, everyone is drawn to Cinderella's beauty and pleasant personality, including the prince, who is so interested in her that he pays no attention to anyone else. No one knows who Cinderella really is—least of all her stepmother and stepsisters, who are curious and a little jealous. Suddenly the clock begins to strike midnight, and Cinderella realizes she must leave the ball as fast as she can. In her rush to leave, she loses one of her glass slippers.

The prince finds Cinderella's slipper and vows to find her, too. He travels throughout the kingdom, and every woman tries on the slipper but it does not fit. Finally, the prince visits Cinderella's home. Her stepmother and stepsisters also cannot fit their feet into the slipper. The prince sees Cinderella hiding in the shadows and asks her to try on the slipper. It fits perfectly, and he knows he has found his true love.



BILLY BEG AND HIS BULL

This 20th-century Irish tale of a male Cinderella tells the story of a prince, Billy Beg (called Becan in Shirley Climo's retelling), whose best friend is a talking bull that his mother gave him. When the Queen dies and his father remarries, Billy's new stepmother treats him harshly. She knows the bull was a gift from Billy's mother, and insists that it must be killed. Billy's bull reassures him that everything will work out well, and they run away from home. Eventually, though, the old bull is about to be killed in a fight with another bull. He presents Billy with three gifts to use after he is gone: a magic napkin for food, a stick for strength, and a belt for invincibility. Billy takes the gifts and finds an old gentleman plagued by many-headed giants. Billy uses his belt and stick to defeat the giants, and the gentleman hires him as a herder. When he is told of a dragon in the village that

will harm the princess, Billy uses his belt and stick to protect the princess and kill the dragon. The princess tries to stop Billy from leaving as he jumps on his horse, but his boot comes off in her hand and he rides away. The king orders a search for the brave knight whose large foot will fit the boot, and when Billy is found, he confesses that he slayed the dragon. Billy and the princess are married, and he becomes a prince again. ♦

BOOKS

For Teachers and Parents

Berry, Bob. *Learn to Draw: Pirates, Vikings & Ancient Civilizations.* Irvine, CA: Walter Foster, 2013.

Adults can adapt some of these step-by-step guides for use by young students. The “Fun Facts” boxes that accompany each drawing help reinforce vocabulary and offer easy explanations of pirate truths and tall tales.

Buckley, James Jr. *Who Was Blackbeard?* New York: Grosset & Dunlap, 2015.

Help students understand the difference between fact and fiction with information from this vivid depiction of the early-18th-century British sailor who inspired all the pirate lore that persists today. Historical features explain the real meaning of “scurvy,” the symbols used in pirate flags, some myths about pirate behavior and vocabulary, and the connection between piracy and slavery.

Kaplan, Arie. *Swasbuckling Scoundrels: Pirates in Fact and Fiction.* Minneapolis: Lerner, 2016.

If students are mostly familiar with pop culture pirates like Captain Jack Sparrow, use this well-researched book to help explain what the real lives of real pirates were like compared to those in fictional settings. Female pirates Anne Bonny, Mary Rackham, Grace O'Malley, and Cheng I Sao (Cheng Shih) are highlighted.

Jenson-Elliott, Cindy. *The Most Famous Pirates.* North Mankato, MN: Capstone Press, 2013.

The lives and activities of a variety of famous and not-so-famous pirates throughout history are presented in short chapters adults can read aloud or that older students may be able to read on their own. The closing chapter highlights female pirates Grace O'Malley, Anne Bonny, Mary Read, and Ching Shih. Other titles in this series that older students may enjoy are *Life Under the Pirate Code*, *Pirates' Tools for Life at Sea*, and *Pirate Ships Aho!*

LaBaff, Stephanie, and Tom LaBaff. *Draw Princesses in 4 Easy Steps, Then Write a Story.* Berkeley Heights, NJ: Enslow, 2012.

Ease of use will vary with age and skill, but even the first step in each drawing in this book can help to reinforce use of lines and geometric shapes as the building blocks of art. Students in Grades 1 and 2 can work on their own with this, or adults can adapt the materials to fit younger children.

Lock, Deborah. *Eyewonder: Pirates.* New York: DK Publishing, 2015.

What is a pirate? Where did pirates sail? What were their lives like? Many colorful photos and illustrations provide a pictorial history of pirates from the 15th century to today. Facts are distinguished from fiction, and a glossary explains some real pirate terms. Reinforcing activities at the back of the book include a board game, fun quizzes, and a treasure hunt.

Norwich, Grace. *The Real Princess Diaries.* New York: Scholastic, 2015.

If students are mostly familiar with Disney princesses, use this book to introduce them to some real royals past and present, and learn about what their lives are really like. Share the photos and illustrations to help young learners see what real princesses look like around the world. There are a few princes included, too.

Philip, Neil. *The Pirate Princess and Other Fairy Tales.* New York: Arthur A. Levine Books, 2005.

Seven stories originally told by Rabbi Nahman Ben Simha (1722–1810) have their roots in Yiddish, Asian, and Slavic folklore. They are retold here for understanding across world cultures, and can be read aloud to young students at home or in the classroom.

West, David. *Ten of the Best Prince and Princess Stories.* New York: Crabtree, 2014.

Read these two-page stories to children to emphasize what fairy tales and fables from a variety of cultures have in common. Each teaches a lesson in friendship, kindness to animals, humility, selflessness, or loyalty. Older students may be able to read these on their own.

WEBSITES

Hundreds of versions of the Cinderella fairy tale are told in countries around the world. This site is an annotated bibliography of examples of the famous tale across cultures and generations. Most of the titles listed are picture books labeled by grade level: ala.org/offices/resources/multicultural

The History Channel offers several short, PG-rated videos that tell the real stories of some real pirates, including

- *Queen Anne's Revenge*, Blackbeard's shipwreck: history.com/topics/pirates/videos/queen-annes-revenge (3 minutes)
- Pirate Women: history.com/topics/pirates/videos/special-true-caribbean-pirates---mistresses-of-the-sea (5 minutes)
- Life Aboard a Pirate Ship: history.com/topics/pirates/videos/life-aboard-a-pirate-ship (4 minutes)

Design a pirate coin or create a pirate flag. This site includes videos, suggested children's books, musical sing-alongs, and links to information about real pirates: atozkidsstuff.com/pirates.html

Explore links that will take children and families to an array of pirate activities, such as crafts and suggested family experiences: chesapeakepirates.com/20-pirate-activities-for-kids/

Kids can learn about castles and the people who lived in them by exploring the fictional castle of Lord and Lady Sherwood. Find games and additional information throughout the site. For some fantasy fun, visit nearby Dragonsville: kidsonthenet.com/castle/

For historical background on life in a real castle, the Exploring Castles website includes in-depth information about the smells, sounds, and structure of medieval castle life: exploring-castles.com/life_in_a_medieval_castle.html

For Students

Bardhan-Quallen, Sudipta. *Pirate Princess.* New York: HarperCollins, 2012.

Princess Bea would rather a pirate be! Her life on board ship isn't quite what she expected, though. This wild tale of girl power on the high seas is all in rhyme. Although Bea isn't much of a sailor, she has a talent for finding treasure!

Butterfield, Moira. *Dirty Rotten Pirates: A Truly Revolting Guide to Pirates & Their World.* London: Octopus Publishing, 2014.

Early readers will be able to follow this funny take on historic pirates just by looking at the colorful illustrations. Younger students can follow along while an adult reads aloud. Factual details of pirate lives are explained in short, easy-to-understand segments supported by a glossary of terms.

Climo, Shirley. *The Irish Cinderlad.* New York: Scholastic, 1996.

Sometimes Cinderella is a boy! In this read-aloud Irish fairy tale, the son of a king runs away from his mean stepmother and loses a boot in the process. A princess finds it and searches for him. Students will enjoy the giant with many heads, a fire-breathing dragon, and a bull that can talk and fly! Older students may be able to read this on their own.

Climo, Shirley. *The Egyptian Cinderella.* New York: Scholastic, 1989.

The tale of Rhodopsis, a Greek girl captured by pirates and sold as a slave in Egypt, is the earliest recorded Cinderella story, and a mixture of myth and fact. This version is in read-aloud style suitable for Grades K–2.

Davidson, Susanna, Rosie Dickins, and Anna Milbourne (eds.). *Usborne Illustrated Stories of Princes and Princesses.* London: Usborne, 2014.

Eighteen of the best-known fairy tales are retold here in a large-type format suitable for early readers. Younger children will enjoy the illustrations while adults read aloud *The Frog Prince*, *The Princess and the Pea*, *Cinderella*, *Sleeping Beauty*, and other favorites.

Funke, Cornelia. *Princess Pigsty.* New York: Scholastic, 2007.

Can life as a princess be boring? Isabella thinks so, and throws her crown into the fishpond. Her father, the King, banishes her first to the kitchen and then to the pigpen, where she has endless fun and discovers where food really comes from. This large-format book can be read aloud to younger children, and all ages will enjoy the entertaining illustrations.

Funke, Cornelia. *The Princess Knight.* New York: Scholastic, 2003.

A princess raised among princes learns to ride horses, fight with swords, and wear armor better than any of them. Younger students can follow the colorful illustrations as others read aloud.

Long, Melinda, and David Shannon. *How I Became a Pirate.* New York: Harcourt, 2003.

Even the youngest students can learn what life on a pirate ship was really like through the eyes of Jeremy Jacob, a little boy who joins a crew to help them bury their treasure chest. He loves the pirates' bad manners and shares their disgust for vegetables, but he's missing soccer practice, has no books to read, and wants to be tucked in at night. Children can follow the story through illustrations that will make them laugh out loud!

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China.* New York: Puffin Books, 1996.

The story of a girl who overcomes the meanness of her stepsister and stepmother to realize her dreams is actually an ancient Chinese tale, written at least a thousand years before the Cinderella story. Read this aloud and share the beautiful illustrations. Suitable for students in Grades PreK–2, all ages will recognize the main points of a familiar fairy tale and get an added lesson in kindness.

Munsch, Robert. *Paper Bag Princess.* Toronto, ON: Annick Press, 1980.

Not all princes are charming! In this entertaining story, Prince Ronald is a selfish bore, but Princess Elizabeth is going to marry him anyway. Then a fire-breathing dragon attacks the castle, kidnaps the prince, and burns everything in its path, including Elizabeth's clothes. The Princess is forced to wear a paper bag. But she outsmarts the dragon

and rescues Ronald, only to discover an ungrateful prince who doesn't like her outfit. He tells her to come back when she looks like a real princess. Elizabeth walks away instead. This is a great title for discussion of gender differences and the value of personal ethics over personal appearance.

Sanders, Nancy I. *A Pirate's Mother Goose.* Chicago: Albert Whitman & Co., 2015.

All ages will enjoy this swashbuckling version of traditional Mother Goose nursery rhymes. Little Jack Horner gets a peg leg, My Son John is a buccaneer, and Little Miss Muffet is not frightened. Sing along to "London Bridge is Falling Down"—with all-new pirate lyrics!

Santillan, Jorge, and Sarah Eason. *Drawing Pirates and Pirate Ships.* New York: Gareth Stevens, 2014.

Using a basic approach to teach lines and geometric shapes, this book takes students step by step through the process of drawing captain, crew, and ship. Suitable for Grades 1 and 2 with adult assistance.

Sobel, June. *Shiver Me Letters: A Pirate ABC.* New York: HMH Books for Young Readers, 2009.

A merry band of buccaneers sets out to find more than *Arr*—the letter R, that is. The rhyming text is fun for storytime when early readers can get help with new vocabulary, but all ages can follow along with the colorful cartoon illustrations that encourage discovery of the alphabet.

Winters, Kari-Lynn. *Bad Pirate.* Toronto, ON: Pajama Press, 2015.

Ahoy, me hearties! Read this large-format book aloud so that students can practice how to talk like a pirate. In the process, they can identify the vocabulary words built into the amusing illustrations (all of the pirates are truly scurvy dogs). Students will learn that helping others can be saucy and bold—a very good thing!

Zellerhoff, Christi. *Princesses Can Be Pirates Too!* Seattle: Booktrope, 2012.

Princesses also can be rowdy pirates who aren't afraid to get a little dirty. Girls will appreciate the self-empowerment message and everyone will love the sassy illustrations.

Indiana's Academic Standards

Preschool

Indiana's Early Language

Development Framework: The Foundations

English Language Arts

ELA 1.2 Demonstrate continual growth in increasingly complex and varied vocabulary.

ELA 2.3 Respond to and interact with read-alouds of literary and informational text.

ELA 2.4 Respond to and interact with stories (fictional and nonfictional); answer questions about a story; with adult support, retell familiar stories.

ELA 3.2 Use pictures, letters, and symbols to communicate a story; use writing to label drawings.

Creative Arts

CA.3.1 Identify and use colors, lines, and shapes found in the environment and works of art.

CA.4.1 Role-play imaginary events and characters.

Kindergarten

Reading: Literature

K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read

K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RL.2.3 Identify important elements of the text (e.g. characters, settings, or events).

K. RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

Reading: Vocabulary

K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

Writing Genres

K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W. 3.2 Use words and pictures to develop a main idea and provide some information about a topic.

K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

Speaking and Listening

K.SL.4.3 Give, restate, and follow simple two-step directions.

K.SL.2.1 Listen actively and communicate effectively with a variety of audiences

K.SL.2.3 Listen to others, take turns speaking and add one's own ideas to small group discussions or tasks

Grade 1

Reading: Literature

1.RL.1 With support, read and comprehend literature that is grade appropriate

1.RL.2.1 Ask and answer questions about main ideas, and key details in a text

1. RL.2.2 Retell stories, fables, and fairy tales and demonstrate understanding of the central message or lesson

1.RL.2.3 Using key details, identify the plot, characters, and setting

1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.

Reading: Vocabulary

1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.2.2 Define and sort words into categories.

Writing Genres

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

Speaking and Listening

1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to discussions

1. SL.4.2 Add drawings and other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

Grade 2

Reading: Literature

2.RL.2.1 Ask and answer questions (e.g., Who was the story about?; Why did an event happen?; Where did the story happen?) to demonstrate understanding of main idea and key details in a text.

2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2. RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.

2. RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

Reading: Vocabulary

2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Speaking and Listening

2.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary, conventions) to communicate effectively with a variety of audiences and for different purposes.

2.SL.2.3 Listen to others, take turns speaking, and add one’s own ideas to small group discussions and tasks.

Social Studies

K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.

1.1.9 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.

1.3.1 Identify the cardinal directions (north, south, east, and west) on maps and globes

1.3.2 Identify and describe continents, oceans, cities, and roads on maps and globes.

1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

Visual Arts

K.7.1 Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork.

1.7.1 Identify and apply elements (line, shape, texture, color, and space) and principles (repetition and variety) in artwork.

2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.