

Educators' Guide



TUNDRA BOOKS

Penguin
Random
House



Dear Educator,

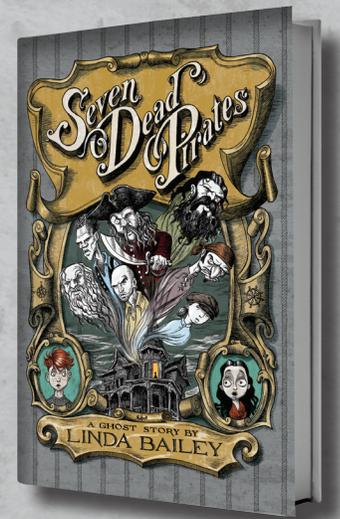
Seven Dead Pirates tells the rollicking tale of a haunted seaside mansion, its ghostly crew of pirates determined to reclaim their glory days and the rather timid boy caught in the middle of it all. A humorous, inspiring adventure with poignancy and depth, this coming-of-age story can be used in a number of ways in the classroom, including:

- Exploring concepts and themes such as adventure, family, friendship, social awareness, confidence, responsibility, self-esteem, bullying, problem solving, pirates and ghosts
- Studying action and adventure stories
- As a fun and entertaining independent and/or group reading experience

The guide is divided into three parts: Before You Read, Discussion Prompts and Questions to check for understanding, and Extension Activities. Links to Common Core State Standards have been noted where applicable.

Lewis Dearborn is a lonely, anxious, and “terminally shy” boy of eleven when his great-grandfather passes away and leaves Lewis’s family with a decaying seaside mansion. Lewis is initially delighted with his new room, a secluded tower in a remote corner of the house. Then he discovers that it’s already occupied — by the ghosts of seven dead pirates. Worse, the ghosts expect him to help them retake their ship, now restored and on display in a local museum, so they can make their way to the legendary pirate utopia of Libertalia. There’s just one problem: this motley crew is absolutely terrified of going outside and hasn’t left the house in almost two hundred years! As Lewis warily sets out to help his new roommates — a raucous, unruly bunch who exhibit a strange delight in thrift-store fashions and a thirst for story books — he begins to open himself up to the possibilities of friendship, passion and joie de vivre, and finds the courage to speak up.

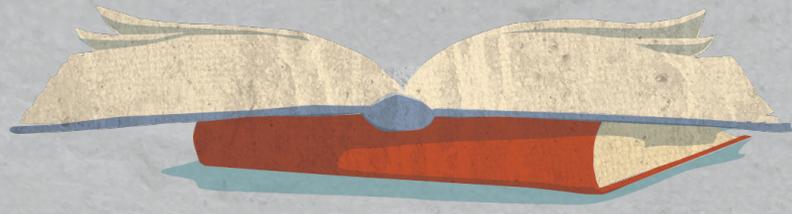
About the book



About the author



Linda Bailey is the author of more than two dozen books for children, including the Stevie Diamond mystery series, the Good Times Travel Agency graphic novels, and an eclectic assortment of picture books, including *If You Happen to Have a Dinosaur*, *When Santa Was a Baby* and the acclaimed *Stanley’s Party*. *Seven Dead Pirates* has two starred reviews from *School Library Journal* and *Kirkus Reviews* and is nominated for the CLA Book of the Year for Children Award, the Sheila Egoff Children’s Literature Prize, the Diamond Willow Award, the Hackmatack Children’s Choice Award, the Red Cedar Awards, the Manitoba Young Readers’ Choice Awards, the Rocky Mountain Book Awards and the Chocolate Lily Award. Linda has won awards across North America such as the California Young Readers’ Medal, the Georgia Storybook Award, the Ontario Blue Spruce and Silver Birch Awards, the Oregon SMART Award and the Arthur Ellis Award from the Crime Writers of Canada. Born in Winnipeg, Linda has traveled around the world, and so have her books. She has two grown daughters, Lia and Tess, and lives in Vancouver within strolling distance of the sea. Visit her website at lindabaileybooks.com



Before you read

- What does the word “bullying” mean to you?
- What are some of the common characteristics of an adventure story?
- What do you know about pirates? What kind of words do you associate with pirates? As you read, make note of words, phrases and expressions that are used specifically by pirates. Compile these into a pirate language dictionary.
- Do you believe in ghosts? Why or why not?

(SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1)

Discussion prompts and questions

Chapters 1-3

- A grandfather is the father of your mother or father. Who is a great-grandfather?
- What do we learn about Lewis in the first few chapters? Does he have many friends? Why do you think this is the case?
- How does the author build suspense in the first chapter? What is the tone of the story at this point?
- Lewis’s great-grandfather was thought to have suffered from a brain disease called dementia. What is dementia? Why does Lewis’s mother think he had this disease?
- Why do you think Lewis doesn’t tell his parents what his great-grandfather said to him before he died?
- Authors will often give hints about what will happen later in the story. This is called foreshadowing. What do you think this passage from Chapter Three foreshadows: “Even now, with most of the rooms closed off, you could still feel something as you walked down the halls. A cool, prickly pulse of long-gone excitement. Sometimes it was so strong it made the hair on Lewis’s arms stand up.”
- Lewis feels proud that his great-grandfather’s last words were spoken to him. What does it mean to feel proud and why would Lewis have felt this way?
- Why does Lewis’s dad think the idea of pirates living in harmony is so odd?
- Lewis’s dad thinks Libertalia is just a legend. What is a legend?
- The lawyer who reads Lewis’s great-grandfather’s will is described as having a “sandpaper voice.” What would that sound like? Read a passage from the novel in your own sandpaper voice.
- What was in the will? How does the family feel about it? How would you feel if you were in the same situation?
- What are Lewis’s first impressions of the room where the ship-in-a-bottle was kept? How would you feel about having a room in a distant tower?
- How does he come to know that the room used to belong to his great-grandfather as a child?
- What arguments does Lewis use to convince his mother that he should use the tower room as his bedroom?

(RL.3.1, RL.3.3, RL.4.1, RL.5.1, RL.6.1, RL.7.1)

chapters 4-7

- Why and how does Lewis realize that the tower room was his great-grandfather's real gift?
- What is Mr. Dearborn's explanation for all of the strange noises Lewis was hearing?
- If you had been in Lewis's place, how would you feel as the coins began to move themselves about the room?
- The voice of Captain Crawley tells Lewis that his great-grandfather had described Lewis as a "bold 'un." What does it mean to be bold?
- How does Lewis determine that Captain Crawley is a pirate? What does Captain Crawley prefer to be called?
- Why have Crawley and his gang come to see Lewis? What do they think of his clothing?
- Retell in your own words the story of how Crawley and his gang were killed and came to live at Shornoway.
- What are the positive changes in Lewis's life after he moves to Shornoway?
- Given what you have learned about Lewis so far, why do you think he is so anxious about starting school the next day?

(RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1)

chapters 8-11

- Would you describe yourself as shy in certain situations? Do you do anything special to try and overcome your shyness? Lewis describes himself as "terminally shy." What does this mean?
- What is the term used to describe the type of behavior Seth and his friends show towards Lewis?
- What are some of the ways Mr. and Mrs. Dearborn inadvertently contribute to Lewis's feelings of isolation and not belonging?
- Lewis describes his lack of screen time as being "medieval." What does this mean?
- Jack the Rat says that Lewis smelled like fear. What do you think fear smells like?
- Why can't the pirates just use the map that Lewis gave them and get to the museum on their own?
- Pirates have a reputation for not being very nice people. How does the author make the reader (and Lewis) feel sympathy for Crawley and his crew? For example, what do we learn about some of the pirates' lives when they were children?
- In what ways is the new student, Abbie, similar to Lewis? In what ways is she different?
- What is the story of Peter Pan? Why are the pirates so interested in Captain Hook?
- What does it mean to have self-confidence? Lewis has very low self-confidence. Cite examples from the story so far that show this to be true. What are some examples of events in the story that might help improve his self-confidence? How might playing chess with Adam build Lewis's self-confidence?

(RL.3.1, RL.3.3, RL.4.1, RL.4.3, RL.5.1, RL.5.3, RL.6.1, RL.7.1)



chapters 12-15

- How does Lewis feel about the idea of his class visiting Shornoway? Why does he feel this way?
- Why does Lewis suddenly realize that he has to take the pirates to their ship as they had asked?
- What are the pirates most afraid of when leaving Shornoway?
- What solution does Crawley suggest for how to get the pirates to the museum without being noticed? Do you think this suggestion could work? Why? Or why not?
- What connection does Lewis feel to the main character in *Treasure Island*? What does Lewis think is the biggest difference between himself and this character? Is there anybody in this story so far that you feel a connection to?
- Lewis realizes that the world Crawley was familiar with is very different from the world they are presently living in. How would you describe your community and its special features to a group of pirates from several centuries ago?

(RL.3.1, RL.3.3, RL.4.1, RL.5.1, RL.6.1, RL.7.1)

chapters 16-19

- Name three reasons why Halloween is the ideal night to go to the museum. What is the problem with waiting until Halloween?
- How does Abbie discover that Shornoway is haunted?
- “He had kept the pirates’ secret for so long. Talking about them was like releasing a held-back sneeze.” What does this mean?
- Abbie is understandably nervous about meeting the pirate ghosts, saying “I don’t even know what questions to ask!” If you had the opportunity, what questions would you want to ask them?
- How does Lewis convince the pirates that his class visit would be a positive experience for them?

(RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1)

chapters 20-24

- How does Lewis know the ghosts are in the room with him when they are invisible?
- In your own words, describe the history of Shornoway.
- What does Lewis learn about Crawley and his crew from *Tandy Bay, A History*?
- How does Lewis convince the pirates to let Abbie come and read with them?
- Lewis is able to empathize with the way the pirates are feeling about the prospect of talking to a girl for the first time in two centuries. What does it mean to empathize with somebody? Why is Lewis able to empathize with the pirates in this case?
- What secret does Abbie discover about one of the pirates? Why had the pirate kept this secret over the years?
- What are the four key aspects to Lewis’s plan? Which of these aspects do you think is the most important? Why?
- How do you think Lewis’s mother was feeling about the class visit to Shornoway? What happened on the day of the class visit to rekindle Lewis’s mother’s nostalgic feelings about Shornoway?

(RL.3.1, RL.4.1, RL.4.3, RL.5.1, RL.6.1, RL.7.1)

Chapters 25-29

- What does Lewis's great-grandfather reveal in his letter to Lewis?
- Lewis's great-grandfather wrote, "But there are times in life when one must be bold, moments when one must listen to one's heart, and rise to its call, and dare all." Can you think of an example of such a time in your own life or in somebody else's life that you know?
- What had Crawley discovered the previous day when he became so angry?
- Why is it so dangerous for Lewis to fight with the ghostly pirates?
- If you had to choose one character as being the most heroic during the pirate battle, who would it be? Explain your thinking.
- How does Crawley's treatment of Dire show that he had earned the nickname "Gentleman Jim"?
- If you were in Lewis's place, would you sail away with the pirates or go back home? Why?
- When Crawley asks if Lewis would sail to Libertalia, Lewis responds that he already has. What does he mean?

(RL.3.1, RL.3.3, RL.4.1, RL.5.1, RL.6.1, RL.7.1)

Extension Activities

Shornoway

- Throughout the novel, details of Shornoway's appearance are revealed. Revisit the story and make a list of some of the property's characteristics. How does the property fit the description of a classic haunted house?
- Research a few different real estate listings in your area and make note of the type of information included about the properties. If Lewis's family had gone ahead with the sale of Shornoway, what might the real estate listing have looked like? Create a listing for Shornoway; keep in mind that the listing can't include any false information, but you should make any potentially negative aspects of the house seem positive. Include a sketch of the house in the listing.
- When the Dearborns first learned of their inheritance, they were not very happy. Ultimately Shornoway had a positive influence on each of their lives. How did moving into Shornoway benefit Mrs. Dearborn, Mr. Dearborn and Lewis? Select one of the characters and write a description of how they changed from the beginning of the novel to the end, referring directly to events in the book.

(RL.3.1, W.3.2, W.3.3, RL.4.1, RL.4.3, W.4.2, W.4.3, RL.5.1, W.5.2, W.5.3, RL.6.1, W.6.3, RL.7.1, W.7.3)

Libertalia and the Maria Louisa

- Where was Libertalia supposed to be located? Find this country on a map. Why might it be an ideal location for a pirate community?
- From what the pirates reveal to Lewis, what is Libertalia like? What buildings, businesses, animals, etc. might you expect to find there? Draw a map of your vision of Libertalia, including the landmarks that would be most important to the pirate community.
- How was a pirate ship recognizable to other ships when Crawley's crew was sailing? Design a flag to fly on the Maria Louisa that would be representative of Crawley and his crew. Be prepared to explain how your design connects to the crew.

Crawley and the Pirates

- As Lewis helps the pirates with their quest, he ends up becoming friends with them. But the pirates also help him. How do the pirates help Lewis with his problems — especially his loneliness and his fears?
- Make a list of everybody in Crawley's crew. Beside each name, jot down a few notes about their physical appearance and personalities.
- Select one of the pirates in your list. Draw a picture of what the pirate looked like the first time Lewis met him (or her), and then a picture of the pirate in his/her Halloween disguise.
- Pirates are typically known for seeking out buried treasure. Crawley and his crew had a different goal in mind. What treasure were they seeking? Do you own something or know of a place that you consider to be your secret treasure? What makes this possession or place so special to you?
- Adam was not only the youngest of the pirates, but also held on to a big secret for centuries. Write a letter from Adam to Lewis explaining what his life (and afterlife) had been like living with this secret.
- A sea shanty is a work song that was often sung on large ships. In Chapter 11, Crawley bursts into a sea shanty of sorts. What does the song mean? In partners or small groups, write a short sea shanty about Crawley and his crew.

(RL.3.1, RL.3.3, W.3.3, RL.4.1, RL.4.3, RL.5.1, W.5.3, RL.6.1, W.6.3, RL.7.1, W.7.3)

Pirate Stories

- Review the characteristics identified in the pre-reading discussion about adventure stories. Do you think *Seven Dead Pirates* is a typical adventure story? Refer directly to the text to support your answer.
- What two stories do the pirates insist upon Lewis reading to them? If you have the opportunity to do so, locate and read selected passages from these novels. From what you read (or from how the pirates reacted in the story), why do you think they enjoyed hearing these stories so much? Have you read any other pirate stories that you enjoyed?
- Review the pirate language dictionary that you created. Write a short dialogue between one of the pirates and one of the non-pirate characters in the story. The reader should be able to guess who is who by the language each of the characters uses. Can you identify any rules about pronunciation, grammar or word order when it comes to speaking like a pirate?

(RL.3.1, RL.4.1, RL.5.1, .RL.6.1, RL.7.1)



Bullying

- At the beginning of the story, Lewis has no friends, and he doesn't know how to make friends. How does Lewis learn about friendship in this story? Who helps him at home? Who helps him at school?
- Revisit the pre-reading discussion about bullying. What are your thoughts about the way Lewis was treated by his classmates? Identify in writing three pivotal bullying moments in the story that help Lewis evolve as a character.
- Identify three ways that Abbie helps Lewis become more confident and socially aware.
- Lewis is picked on at school by a group of boys in his class. Find one incident in which Lewis is bullied. How does Lewis address the problem? Why is he reluctant to get a teacher or his parents involved? In partners, small groups, or as a class, discuss what Lewis and/or his peers and schoolmates could have done while he was being bullied and after the incidents occurred to more effectively deal with the problem.
- What is your school's policy about bullying? If you are not sure, visit with the school administration to learn more. What does your school community consider to be bullying behavior? Would the way Lewis was treated be defined as bullying at your school?

(*RL.3.1, W.3.2, SL.3.1, RL.4.1, RL.4.3, W.4.2, SL.4.1, RL.5.1, W.5.2, SL.5.1, RL.6.1, RL.6.3, SL.6.1, RL.7.1, SL.7.1*)

Who said it?

Make a list of the characters in the novel. Can you identify who said the following? Explain what happened right before and after the character spoke these words.

- “Libertalia. You!”
- “I know these soldiers. When I was little, and my parents brought me here to visit Granddad – Grandmother was alive then, too, of course – I sometimes played in this room.”
- “There were a time when I were as sweet-looking as you. But I've lost me best bits over the years, and I ain't so pretty now.”
- “But guess what's not funny. You're standing in my square again.”
- “No! Lewis won, fair and square. It were a grand game, and ... Might I make so bold, sir, as to ask for another?”
- “I found this at the drugstore. I know you wanted a secondhand one, but it didn't cost much new. It's an eye patch. See? For your Uncle Crawford.”
- “Nothing's ever easy, Dad. Nothing I do, anyway.”

(*Great-Grandfather, Mrs. Dearborn, Captain Crawley, Seth, Adam, Abbie, Lewis*) (*RL.3.3*)



Common Core State Standards

Reading: Literature

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.