

About the Author

Bonnie Pryor has written over thirty books for children, but her favorites focus on history. Her books have won many awards, including the Irma Simonton Black Award and the Oppenheimer Gold Award. Pryor owns a children's bookstore and lives in central Ohio with her husband, Bob.

Internet Addresses

Paul Revere. <http://www.paulreverehouse.org/bio>

American Indians and the American Revolution.

http://www.nps.gov/revwar/about_the_revolution/american_indians.html

Biographies in Naval History: Captain John Paul:

http://www.history.navy.mil/bios/jones_jp.htm

Further Reading

Fiction

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Stevenson, Robert Louis. *Treasure Island*. Aladdin, 2000.

Nonfiction

Giblin, James Cross. *The Many Rides of Paul Revere*. Scholastic, 2007.

Hakin, Joy. *From Colonies to Country*. Oxford University Press, 2007.

Matthews, John. *Pirates*. New York: Atheneum, 2006.

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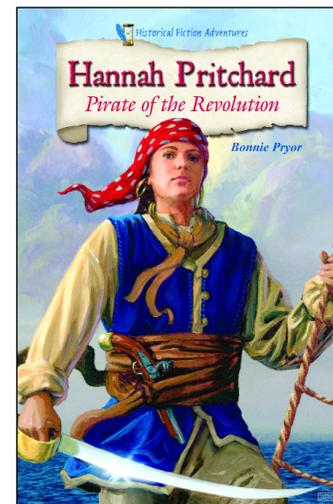
Sharp, Anne W. *Daring Pirate Women*. Lerner, 2002.

 *Historical Fiction Adventures* series

Educator's Guide

Hannah Pritchard: Pirate of the Revolution

by Bonnie Pryor



“In *Hannah Pritchard: Pirate of the Revolution*, we see the many challenges and opportunities that faced young people in a young country. Hannah's is a story of determination and hard work, of friendship and loss, of strength and courage. Hers is the story of America.”

—Timothy G. Lynch, Ph.D., California Maritime Academy, CSU



Included Inside:

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160 pages ♦ Grade Level: 3-6; Ages: 9-12 ♦ February 2008

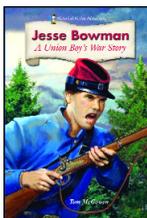


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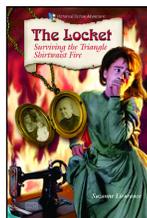
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Summary

Hannah Pritchard has lost her parents and brother when marauding soldiers kill them. Hannah soon finds herself dreaming of revenge upon the British for the murder of her family. She travels to Boston to find help from family, but soon finds out that she needs to fend for herself. After her first glimpse of the privateers in Portsmouth, New Hampshire, she wishes she could join one of their ships. Dressed as a boy, she is hired as the *Sea Hawk*'s cabin boy. She soon adapts to life on ship and makes friends among the crew: Mr. Dobbs, the cook; Daniel, a young sailor; and Ratso, a bright-eyed seasoned seaman. Hannah also makes an enemy in Larson, who never misses an opportunity to trip her up.

Hannah learns that the captain knows when to pick his battles when they outrace the heavily armed HMS *Majestic*. Yet, privateering has plenty of excitement when she witnesses how her American ship of war captures a British merchant ship. Luck favors the *Sea Hawk* when they drop off their prisoners on a tropical island—Hannah and Daniel spot the *Majestic* in the harbor on the other side of the island. Under cover of darkness, the *Sea Hawk* sailors sneak aboard and capture the ship. Gunpowder and artillery for the war are at the top of the crew's minds. The privateers tell their new captives that they may go free: "We have a war to win and a country to build."



Discussion Questions

1.) Who is the enemy in this war? How do Hannah's perceptions of the "enemy" change while she is hiding in the cave? Remember Joseph Brant and how he did not reveal Hannah's hiding place. (pages 5-7, 13)

2.) Why does Hannah want to go to sea? What are her biggest obstacles as she sails with the *Sea Hawk*'s crew and how does she overcome those? What skills does she bring to her job? (pages 27, 69-74)

3.) Why does Captain Nelson release the prisoners the *Sea Hawk* captures? What is the difference between the privateers on the *Sea Hawk* and pirates? What is Captain Nelson's ultimate goal? (page 153)



Activities

1.) **Female Pirates.** Females aboard pirate ships are not just fiction. Anne Bonny and Mary Reade were pirates in the early 1700s. Research the lives of these and other female pirates and present your findings to the class. What challenges did they face? How did their stories end?

2.) **Fly Your Colors.** Create your own pirate flag. Pirate flags were meant to convey fear. Ask each student to present his or her flag to the class and explain their choices. Students may use images from http://pirateshold.buccaneersoft.com/pirate_flags.html to incorporate into their own flags.

3.) **Hannah's Trip.** Hannah experiences several forms of travel common to the 18th century. Find a map of North America. Have the students track Hannah's journey by land (wagon and stagecoach, pages 23 and 43) and by water (beginning with page 66), estimating how long each stage of her journey took.

4.) **All Aboard!** Create a crew for a journey to the Caribbean aboard a pirate ship. Write a want-ad advertising for the positions. List each member of the crew you will need, their specific skills and experience., and projected length of journey.

