



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS DALLAS CHILDREN'S THEATER HOW I BECAME A PIRATE

Ikeda Theater | January 29-30 | 9:30AM & 11:45AM | Grades: K - 4

2017/2018 EDUCATOR RESOURCE GUIDE



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ABOUT HOW I BECAME A PIRATE...

AARRRGH! Sail off on a swashbuckling musical excursion as young Jeremy Jacobs joins Captain Braid Beard's band of comical pirates and searches for the perfect spot to bury their treasure. Jeremy finds fun and adventure on the high seas, but he soon learns that home and family are treasures you can't find on any map! Based on the popular children's book of the same name by Melinda Long and David Shannon, this performance is filled with swashbuckling songs and hilarious pirate antics.

ABOUT DALLAS CHILDREN'S THEATER...

How I Became a Pirate is presented by Dallas Children's Theater. Dallas Children's Theater is one of the top five family theaters in the nation and serves over 250,000 young people from 55+ cities and 29+ states each year through its eleven main-stage productions, national tour, educational programming, and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. With this touring performance, Dallas Children's Theater brings an energetic, musical adventure filled with lovable characters and terrific songs for your enjoyment!



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. Prior arrangements for lunch accommodations need to be made by either calling (480) 644-6540 or emailing outreach@mesaartscenter.com.

Please contact our offices should you have any additional questions (contact info on last page).

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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CURRICULUM CONNECTIONS

Dallas Children's Theater: How I Became a Pirate

Arizona Academic Standards in the Arts

These standards can be achieved through discussion questions or activities included in the study guide.

Theatre

TH.PR.4.K-3b — Use body and voice to communicate character traits and emotions in a guided theatrical experience.

TH.CN.11.K-3a — Identify or explore similarities and differences in stories in a guided theatrical experience.



Music

MU.CN.10.K-2a — Express personal preferences in music.

MU.CN.11.K-3a — With appropriate guidance, explore relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).

Arizona's College and Career Ready Standards

These standards can be achieved by participating in the study guide.

Reading

Grades K-3.RL.2 — Summarize the key supporting details and ideas.

Grades K-3.RL.3 — Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades K-3 students explore narrative elements and how characters develop.

Language

Grades 1-4.L.1 — Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (*specifically adjectives in this study guide*).

Grades K-3.L.4 — Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



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CURRICULUM CONNECTIONS CONTINUED

Dallas Children's Theater: How I Became a Pirate

Arizona's College and Career Ready Standards

These standards can be achieved by participating in the study guide.

Writing

Grades K-4.W.1 — Write opinion pieces to support opinions in response to a topic or text, using grade appropriate expectations of evidence.

Grades K-4.W.2 — Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades K-4.W.4 — With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Speaking and Listening

Grades K-4.SL.1 — Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades K-4.SL.2 — Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grades 2 & 3 focus more on narrowing to main idea and key details.

Grades K-4.SL.4 — Describe people/events or tell/recount a story including relevant details in a clear manner.

Grades K-4.SL.5 — Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona College and Career Readiness Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder...

Question 1 – Pirates are popular characters in children's literature. What interests you most about pirates? What makes them fun to read about? (**Grades K-4.SL.1**)

Question 2 – The boy in the story and play, Jeremy, learns how to become a pirate. What do you think pirates need to know how to do? What is something you think Jeremy will learn to do as a pirate? (**Grades K-4.SL.1, K-4.SL.4**)

Activities to Explore...

Pirates talk a bit differently than regular folk so consider going over the words on page 8 with your students. The students may not be familiar with this vocabulary, so after going over the meanings have students act out the meanings, use the words in a sentence, or make up their own story using the new words.

Standards Implemented: Grades K-4.L.4; TH.PR.4.K-3b

Approximate time: 15-20 min

Materials Needed: Page 8, pencils, paper, listen to "Talk Like a Pirate" from the show: http://www.vogtfriedmancomposers.com/yahoo_site_admin/assets/audio/Talk_Like_a_Pirate.19193248

Read *How I Became a Pirate* aloud to your class. Make a class chart (or students can make their own charts) of the important plot elements in the story: characters, setting, problem, and solution. If time allows, discuss how Jeremy's ideas about what the pirate life was like changed throughout the story.

Standards Implemented: Grades K-4.RL.2 & RL.3

Approximate time: 30-45 min

Materials Needed: *How I Became a Pirate*, pencils, paper

This story has an author and an illustrator. Collaboration between the author and illustrator is important for a story to be successful. Follow the directions on page 9 for students to see what being an author or an illustrator is like by participating in a collaborative character project.

Standards Implemented: Grades K-4.SL.4 & SL.5, K-4.W.4, 1-4.L.1

Approximate time: 30-40 min

Materials Needed: Collaborative Character Project on page 9, pencils, paper



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1** – What did Jeremy learn from his experience with the pirates? Do you think the pirates learned anything from Jeremy? (Grades K-4.SL.1, Grades K-4.RL.3)
- Question 2** – This was a musical performance and the songs were created specifically for this story. Which song did you like best and why? (Grades K-4.SL.1, MU.CN.10.K-2a)
- Question 3** – If your class had read *How I Became a Pirate* before coming to the performance you can ask how similar the book was to the play version. How was the story the same or different being shown as a play instead of in a book? (Grades K-4.SL.1, Grades K-4.SL.2; TH.CN.11.K-3a)

Activities for the Classroom

An important theme in *How I Became a Pirate* is family. Brainstorm what makes family special and important. Have students think of a family member and write them a letter telling them why they are an important part of their family. Younger students can write a sentence and create an illustration for their family member.

Standards Implemented: Grades K-4.W.4

Approximate Time: 30 - 45 min

Materials Needed: Pencils, paper

Using the ideas brainstormed in the previous activity you can also have students focus on themselves as a family member. Have students choose up to 3 reasons they are an important part of their family for which they can think of personal examples. Students can make an All About Me and My Family poster to share with the class. Alternately, students could write an opinion paragraph on why they are important to their family.

Standards Implemented: Grades K-4.W.1, K-4.SL.5

Approximate time: 45 - 60 min

Materials Needed: Pencils, poster board, construction paper or writing paper

Jeremy sings about how he becomes a pirate. He gets to find out what being a pirate is all about. What is something you really want to be? Younger students can write a few sentences about something they've always wanted to be and draw an illustration to go with it. Older students can write a paragraph explaining what they want to be with several reasons why.

Standards Implemented: Grades K-4.W.2; MU.CN.11.K-4a

Approximate time: 30 - 45 min

Materials Needed: Pencils, paper, you can find a recording of "How I Became a Pirate" at:

http://www.vogtfriedmancomposers.com/yahoo_site_admin/assets/audio/How_I_Became_a_Pirate.19193037



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HOW TO TALK LIKE A PIRATE ACTIVITY

Ahoy matey! Do you want to know how to talk like a pirate? Here's some pirate word and phrases you can use to talk like a pirate:

- ◆ **Ahoy** – hello
- ◆ **Avast** – beware, watch out!
- ◆ **Batten down the hatches!** – a signal to get the ship ready for a storm
- ◆ **Blimey!** – something to say when you are surprised
- ◆ **Booty** – treasure
- ◆ **Buccaneer** – name for a pirate
- ◆ **Drop Anchor** – we're there
- ◆ **Grog** – drink
- ◆ **Grub** – food
- ◆ **Heave ho** – to put some strength into whatever you are doing
- ◆ **Landlubber** – someone who doesn't know anything about sailing
- ◆ **Me harties** – friends
- ◆ **Seadog** – an old sailor or pirate
- ◆ **Scurvy dog** or **Bilge rat** – unfriendly names to call another pirate who takes your share
- ◆ **Scuttle** – to sink a ship
- ◆ **Shiver me timbers!** – an expression to show shock or disbelief



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COLLABORATIVE CHARACTER PROJECT

“The words tell one part of the story and the pictures tell another part.”

-David Shannon

Like David Shannon says, both the author and illustrator are essential components of a successful story. Try the project below so your students can experience both roles.

You will need:

- Writing paper
- Drawing paper
- Pencils
- Colored pencils, crayons, markers, or any other type of drawing material

First, the students will have the author role. Give each student a piece of writing paper and tell them to imagine a character in their mind. It can be any kind of character (it does not have to be related to *How I Became a Pirate*) so encourage them to be creative. Have students write about their character being as descriptive as possible. If needed, brainstorm adjectives with the class before they begin writing.

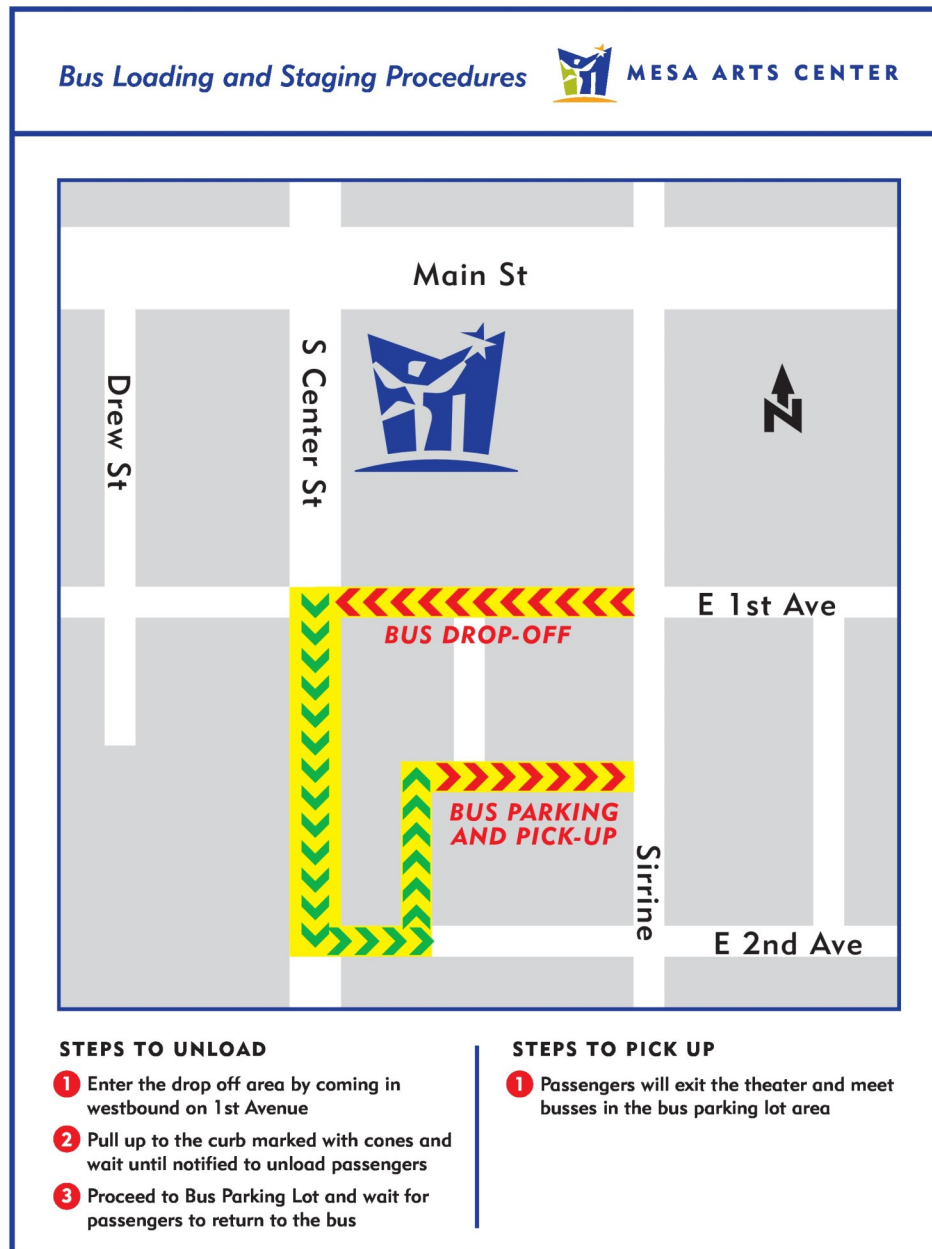
Next, students will switch to the illustrator role. However, instead of illustrating their own character, they will illustrate another student's character. Have students switch papers with a partner, read the character description, and then illustrate the character based on the written description. Avoid having students discuss with their partners as they work so they can see the importance of a clear character description.

Last, have students present their character descriptions by reading the descriptions aloud for the class and then showing their matching illustrations. After the presentations, have a discussion with the students about which role was more difficult and what would have made things easier. If time allows have student partners collaborate to improve one of the characters by adding to the written description.



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MESA ARTS CENTER MAP



Mesa Arts Center | One E. Main St. Mesa, AZ 85201 | 480-644-6500 | MesaArtsCenter.com

PLEASE NOTE - We ask that buses arrive approximately 30 minutes before the performance begins to allow ample time to unload and seat students.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.

We especially appreciate pictures and letters!

THANK YOU!

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