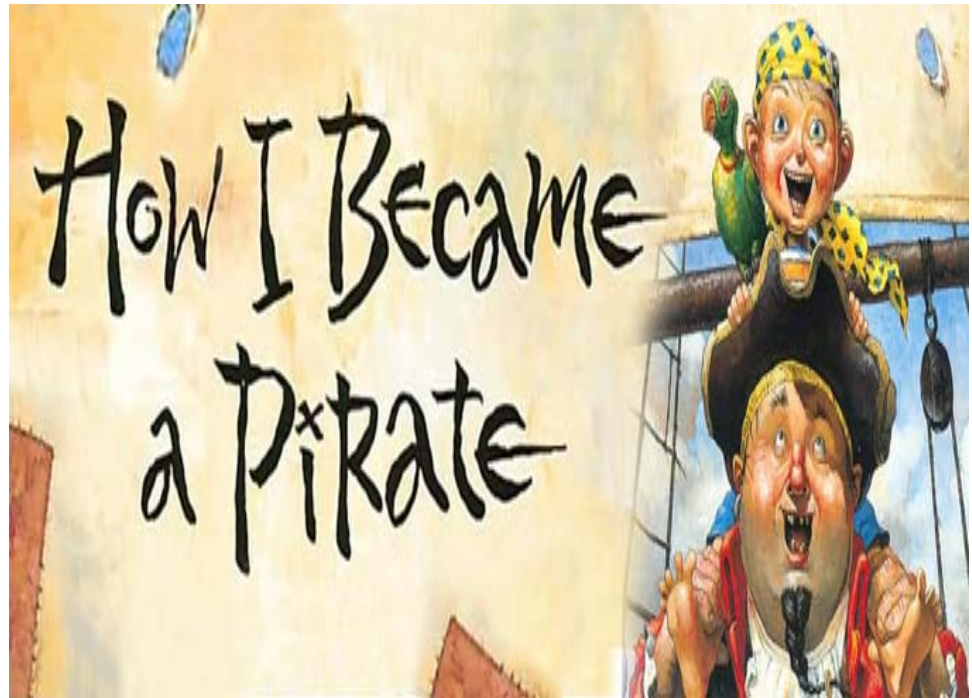


Study Guide



Based upon the book "How I Became a Pirate"
Written by Melinda Long and Illustrated by David Shannon

January 26—April 14, 2012

This study guide is also available online at
arvadacenter.org/education/study-guides

Welcome

Greetings and Welcome to How I Became A Pirate

Book, Music, and Lyrics by Janet Yates Vogt and Mark Friedman

Based on the book written by Melinda Long and illustrated by David Shannon

This study guide provides ideas for turning a day at the theater into an interactive educational experience. It includes information about the plot, being a good audience members, important words to know about theater, and even a reproducible page for making a Treasure Map. Plus, the guide provides information and activities in a variety of content areas. This will help prepare students for the performance and then guide them in reflecting on what they saw and heard at the theater.

Contents

Welcome	2
Plot	3
Internet Connections	3
Audience 101	4
Theater Words to Know	4
About the Books	5
Classroom Adventures	5
Pirate Glossary	7
Pirate Map Instructions	9
Pirate Word Search	10
Pirate Ship	11
Evaluation	12



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Plot

Jeremy Jacob is on the beach with his family building a sand castle and minding his own business when he looks up and sees a pirate ship. He runs to tell his parents but they are both busy. Jeremy runs back to his sand castle and notices that the pirates are rowing to shore.

Braid Beard, who is the Captain, looks at Jeremy's castle and the mote around it and he tells him that he is a good "digger". Braid Beard lets Jeremy know they are in need of a good "digger" and tells Jeremy that they are taking him with them. Jeremy thinks it will be ok as long as he is home in time for soccer practice the next day.

Off Jeremy and the pirates go. They have a treasure to bury and do not want to waste any more time getting their treasure hidden in a safe spot. Jeremy is having a great time being a pirate. Pirates do not have to say "thank you" or "please", they can talk with their mouths full, and eat whatever they want. After dinner Jeremy tries to show the crew how to play soccer but that does not last long because the ball goes over board and a shark eats it.

Jeremy is getting tired and it is way past his bed time! When he asks to be tucked in, he is told pirates DO NOT get tucked in. He asks for a bed time story, but discovers that there are no books on board the ship. So there was no bed time story. Jeremy had a hard time falling asleep and just as he starts to doze off a storm breaks out. Lightning strikes and thunder booms. Jeremy is frightened and tries to hide under the covers, but he keeps falling off his bunk when waves slam against the ship. The Pirates were all busy battling down the hatch and lowering the sails and they pay no attention to Jeremy. There was no one to sit with him and tell him the storm would pass and everything would be alright. This was not fun.

Just then Crash! Boom! Flash! Lightening hit the mast and spilt it right down the middle. "What will we do now?" yelled one of the crew. They would have to turn back, but Jeremy had an idea and said, "maybe I can help." Jeremy knew where they could bury the treasure and keep it safe. When the storm ended Jeremy and the Pirates rowed back to shore and Jeremy led them to his back yard and that is where they buried the pirate treasure.

The pirates left Jeremy with a pirate flag and Jeremy promised to take care of the treasure. "If you ever need us," Braid Beard added "just run the Jolly Roger up yonder pole".



How does a book tell a story? How does a musical play tell a story? How are they the same? How are they different?

Internet Connections

Visit this website for more information and activities on the book

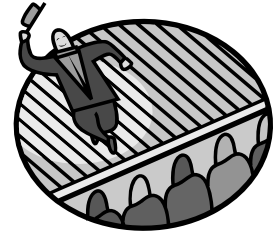
How I Became a Pirate:

<http://www.harcourtbooks.com/images/PDF/ActivityKit/How%20i%20Became%20a%20Pirate%20Activity%20Kit.pdf>

Audience 101

As members of the audience, you play an important part in the success of a theatrical performance. Please help your students understand that the rules of attending a live theater performance are different from watching television at home or a movie in a cinema. As it is a live performance, it cannot be stopped and restarted. Audience members should laugh, cheer, clap and really enjoy the performance, but there are a few rules that need to be followed. Please review the following theater etiquette with your students prior to your visit:

- Food, drinks, candy and gum chewing are not permitted in the theater.
- Do not talk, whisper, sing or hum during the performance unless encouraged by the actors on stage.
- Keep feet on the floor, not on the seats.
- Performers appreciate enthusiastic applause, but not whistling or shouting.
- No photography or videotape recording of any kind.



Being part of the audience is a very important job

Theater Words to Know

Backstage - the part of a theater which is not seen by the audience, including the dressing rooms, wings and the green room

Blocking - the instructions that actors use to know exactly where they are supposed to be on stage at all times

Box Office - the place that sells tickets to a performance

Cast - the people who perform in a show

Choreographer - the person who creates dances and arranges movements for a musical

Control Booth - the place in a theater from which all the sound and lights are controlled

Crew - all the people who work together on a show except the cast

Cue - signals that are given to both the actors, the crew, the musicians and any others working on a show

Director - the person who provides the vision of how a show should be presented, who works with the actors on their roles, develops the blocking, and is in charge of the rehearsals

Green Room - a place for the performers to relax while waiting to go on stage

Marking Out or Spike Mark - when the stage is marked with tape to show where furniture and props should be placed during the performance

Props - all the items used in a play to tell the story not including the scenery or costumes, the short forms of "Properties"

Rehearsal - the period of practice before the beginning of a show in which the actors and director work on the development of the show

Sound Effects - the noises which are produced to accompany a scene in a show, usually produced by a machine but can be produced by actors off stage

Discuss these theater terms with students before and after the performance. Did students notice any of the items while at the Arvada Center?

About the Book

The first Pirate book by Melinda Long was published in 2003. The series, currently includes:

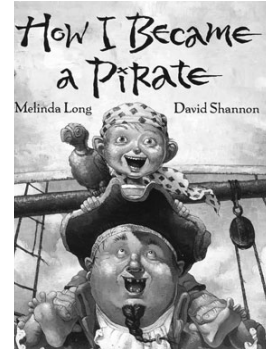
How I Became a Pirate
Pirates Don't Change Diapers
Pirate Activity Book

Melinda Long began her writing career on a rainy day when she was six. Her mother, tired of hearing how bored Melinda was, told her to write a story about Yogi Bear and friends. She even gave Melinda a typewriter to use. It was so much fun, Melinda just kept writing. Now it's one of her favorite things to do.

Melinda is a teacher as well as a picture book author. *How I Became a Pirate* evolved from a girlhood spent burying treasure in her backyard and an adulthood devoted to teaching literature. These days Melinda speaks pirate fluently and insists that bedtime stories are a must for pirates and landlubbers alike. Melinda lives with her family in Greenville, South Carolina—not far from two former pirate hangouts.

Visit melindalong.com for a complete list of books and activities.

Illustrator David Shannon teams up with Melinda Long for a hilarious look at the finer points of pirate life. He is the Caldecott Honor winning illustrator of many popular picture books. *How I Became a Pirate* is his second artistic voyage on the high seas. He lives with his wife and daughter in Burbank, California.



*The idea for **How I Became a Pirate** was inspired by the author's own pretend adventures as a child.*

Classroom Adventures

*How I Became a Pirate offers many opportunities to enhance curriculum and enrich classroom learning. The ideas below are just a sampling of the fun and learning that *How I Became a Pirate* offers. For more ideas, check out the Internet Connections on page 3.*

(Art) No discussion of a pirate book would be complete without talking about buried treasure. Invite your children to gather some treasures in a coffee tin or pencil box. Decorate the box and bury it in the backyard. Be sure to help them draw a map to keep in their room.

(Language Arts) P-p-p-Pirate! "Pirate" is a memorable word to most kindergarteners, so it makes a great opportunity for kids to remember and master the letter Pp. Fold a piece of paper into four boxes, ask your kids to think of a word that starts with the letter P, as in pirate. As they come up with words write them on the boxes.

(Language Arts) Imagine you met Braidbeard the Pirate and he took you on his ship. What sort of things would you do? Would you like being a pirate? Draw a picture of you and Braidbeard and write a sentence using letter sounds about what you would do aboard his ship.

More Classroom Adventures

(Language Arts) Write a story about being a pirate using pirate vocabulary. You can find a glossary at the end of the study guide.

(Geography) Become a class of pirates. Give each student a Pirate name and take an imaginary sea voyage to parts unknown. You can explore all 7 continents as pirates.

(Language Arts) Jeremy is scared during the storm and nobody is available to comfort his fears. Ask students to think about a time when they were scared and alone and how they felt and dealt with their feelings.

(Language Arts) Ask your students to think about how different pirates are from people today. What makes the pirate life different? Would they like to have lived as a pirate?

(Geography, Language Arts) Pick a country that you are studying and have your students find the best place to bury a treasure. Have them then each draw a pirate map to find the pirate treasure.

(Geography, Language Arts) Ask your students to make a pirate ship out of a milk carton. After their ships are complete have each student design a sea route to a different continent or country. Ask the student why they picked the country or continent that they chose.

(Geography) All of the continent and countries have a variety of different cultures, ask your students to pick a culture to study and determine if the culture would be a good one for pirates.

(Reading, Language Arts) There are many books about pirate life, history and adventure. Depending on your grade level pick a book and read it to your class and then have a class discussion on the story and history of pirates. There are many famous pirates. What made them famous? What did they accomplish as a group?

Websites to visit for more fun pirate activities and adventures:

<http://www.busybeekidscrafts.com/Pirate-Flag.html>

<http://www.atozkidsstuff.com/pirates.html>



How I became a Pirate offers many opportunities to enhance curriculum and enrich classroom learning.



Pirate Glossary

Adrift Floating about out of control

Adventure An enterprise in which something is risked or left to chance

Ahoy A shout used to get someone's attention

Aloft The top part of the masts and rigging

ARRR A multipurpose mostly positive exclamation not to be confused with **ARRRG** which is usually negative.

Articles A set of rules which governs pirate's behavior on a vessel

AYE A way of simply saying yes **AYE AYE** A way of saying yes to someone in authority

Back-O'-Beyond A long way from anywhere. Usually a place you do not want to be

Ballast Heavy stuff in the hold of the ship to keep her steady

Batten Down The Hatches Means to cover the hatches to the lower decks during a storm to stop water from getting belowdecks

Black Jack Another name for a pirate flag

Blethering Talking nonsense

Bloody Flag A red flag we use to say "We're gonna kill the lot of yer"

Booty That be treasure to you or me

Bullyrag insulting in a noisy way

Cabin What a land lubber would call a "room" on a ship

Crackle Fruit Hen's egg

Captain or Cap'n The master of the ship

Cast-Away Shipwrecked

Chart or Sea Chart What some lubbers would call a map and not likely to be marked with an X that's for sure

Compass An instrument with a magnetic needle that points towards the North marked with cardinal points, north, east, south and west and then further divided into thirty two points in all

Davy Jones The dark spirit of the sea. **Davy Jones's Locker** the bottom of the sea where nothing is lost because you know where it is.

Doubloons A Spanish coin

Duds Clothing and not very good clothing at that

Eye of the Wind Where the wind is blowing from

Furl To roll up and secure. Usually referring to the sails

Pirate Glossary Continued

Gangplank A removable board or ramp used to board a ship from a pier

Go On Account A gentlemanly way of saying "I've become a pirate"

Hands The crew of the ship

Hold The interior of the hull below the decks

Jolly Roger A pirate flag often black and showing the skull and crossbones

Jury-Rigged A ship with temporary rigging, masts, or sails when accidental damage or an attack has damaged the proper rig

Knot A measure of the ship's speed made by counting the knots on a log line paid out to a float for thirty seconds. A ship traveling at 8 knots is moving 8 nautical miles per hour.

Landsman A new recruit that has never been to sea before

Line What a Land Lubber would call "a rope" in use as part of the ship's rigging tow line

Log A record of the ship's course, progress and any events of navigation

Loot Stolen stuff

Lubber an awkward, clumsy, unseamanlike fellow.

Marooning Abandoning a person on a deserted coast or island

Mutiny Revolt or determined disobedience on a ship. Punishable by death.

Navigator A crew member skilled in the art of navigation

No prey, no pay This means ye won't get paid unless we capture some ships

Piracy or Pyracry Robbery at sea

Plunder To rob, steal and generally make off with everyone's loot

Prize A captured ship and it's cargo

Quarter If we offer you quarter it means we will treat you well if you surrender. "**No quarter**" means we'll kill the lot of yer

Ramshackle Out of repair, disorderly

Rutter A book of charts, a journal, log book or set of sailing instructions used to navigate

Scurvy A common disease among sailors caused by a lack of vitamin C

Strike Colors to lower the flag as a signal of surrender

Tell-Tale A compass in the captain's quarters showing the course of the ship

Walking the Plank a reputed method of dispatching prisoners yet avoiding the charge of murder since the victim was said to have walked into the sea of his own accord

Yellow Jack A yellow flag that is flown to show sickness or plague is aboard

More terms can be found at: http://www.black-bart.co.uk/html/pirate_glossary.html

Make a Pirate Map

This lesson is good for reviewing maps, map keys, symbols, and compass directions

Materials needed:

A brown paper bag 9X12"

Pencils

Markers/crayons

Scrap paper

Ruler

Directions:

- Chose a corner of the brown paper, using a ruler draw about a 3X4" box for the Map Key
- In another corner use a circle shape to draw a 1" circle for the directional compass. You can review compass directions with the class and add four points labeled with "N", "S", "E" and "W".
- Next draw an island shape. Make sure to add bays, coves, and inlets. Remember islands are not very smooth so be sure to add hills and mountains.
- Design symbols for your map. Remember a symbol for your treasure, trees, lake, possibly quick sand, and so on. Mark the symbols on the map key and use them in your map.
- Add decoration to the ocean area of you map. You may want to add waves, a sea monster, dolphins, fish...
- Use markers and crayons to add the final touches to your map and remember to add paths and trees.
- Now you can crinkle your paper and tear off the edges. Make sure you do not remove any important information though. This will make your map look old and like a "real pirate's" treasure map.

Example of Map Key



Trees



Mountains



Path



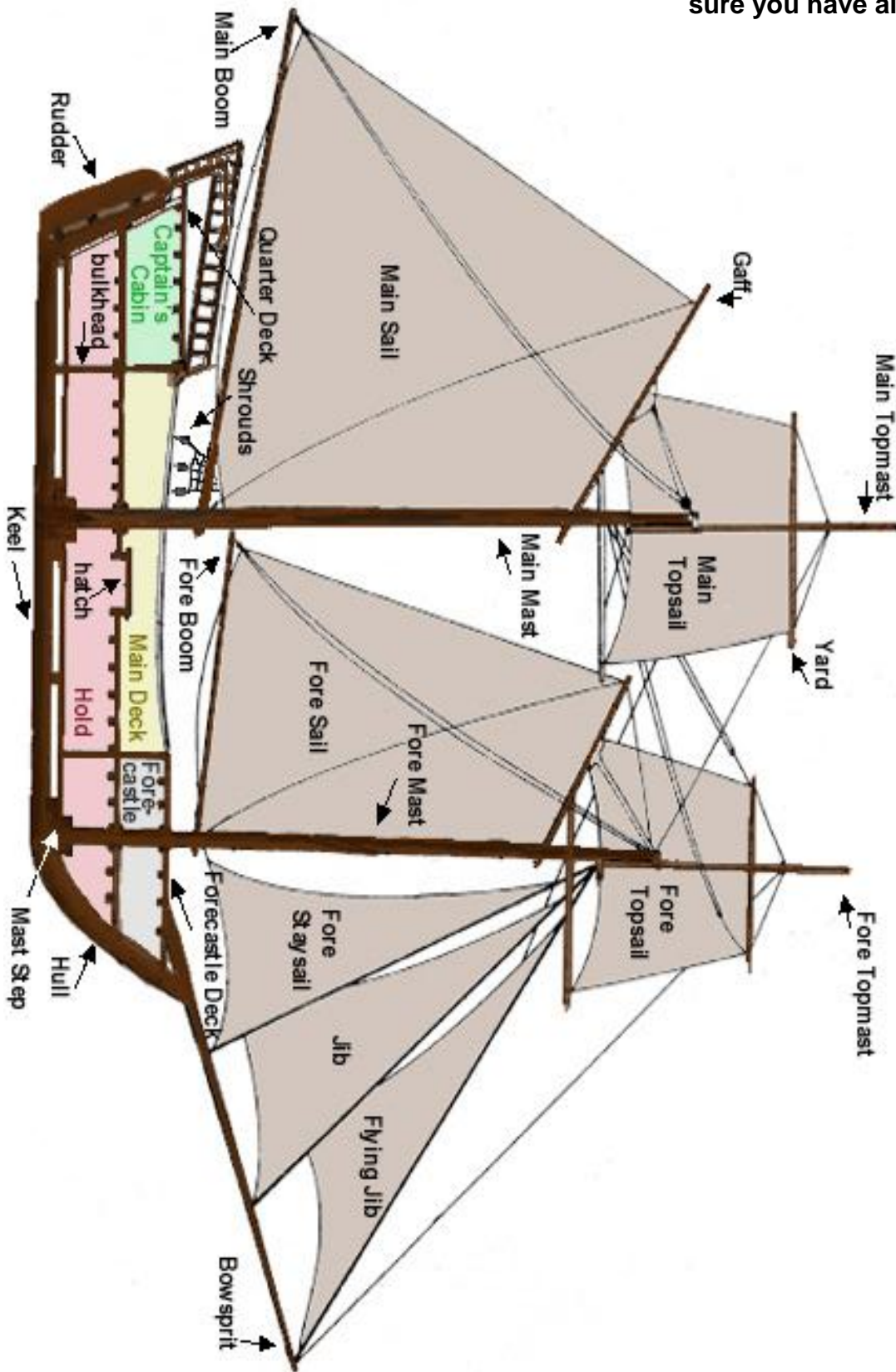
Trap or Danger

Arr	Chest	Gold	Matey	Rope	Sword
Aye	Deck	Hook	Ocean	Sail	Treasure
Boat	Doubloons		Parrot	Sea	Wreck
Buccaneer		Island	Peg leg	Shark	
Cannon	Fish	Knot	Pirate	Ship	
Captain	Flag	Map	Rig	Swill	

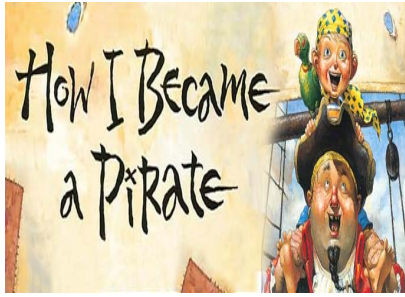


M A T E Y Z X E R P E G L E G
S W I L L A W R E C K H L P Q
V M I W K C V P S R R K C E D
D O U B L O O N S E H T R D T
N O N N A C Y T N E A U E R O
Z R P A W N M O P N S H O O K
W T T S E H C T O A B P T W P
T E A B E S A O E C E Y A S Y
E T O R R A P R A C E G H M O
H A W I Y I T C B U D A K Q Z
T R G I S L A N D B R L N S E
Y I P I H S I F I K S F O O D
R P U W U K N V Y P T M T G J

Parts of a pirate ship. Design your own pirate ship making sure you have all the parts.



Performance Evaluation



We value your input!

Please take a moment to fill out this evaluation and return to
 Arts Day Department
 Arvada Center
 6901 Wadsworth Blvd
 Arvada, CO 80003
 or drop off at the Arvada Center Box Office



Date of performance: _____

Name of School / Group: _____

Age / Grade: _____

PLAY

	Low				High
Youth Response					
Enthusiasm.....	1	2	3	4	5
Understanding of the content	1	2	3	4	5
Content					
Appropriate length	1	2	3	4	5
Appropriate for age group	1	2	3	4	5
Ability to integrate into curriculum	1	2	3	4	5

STUDY GUIDE

Usefulness in preparing students for the production	1	2	3	4	5
Usefulness in conducting post production activities	1	2	3	4	5

OVERALL EXPERIENCE..... 1 2 3 4 5

COMMENTS
