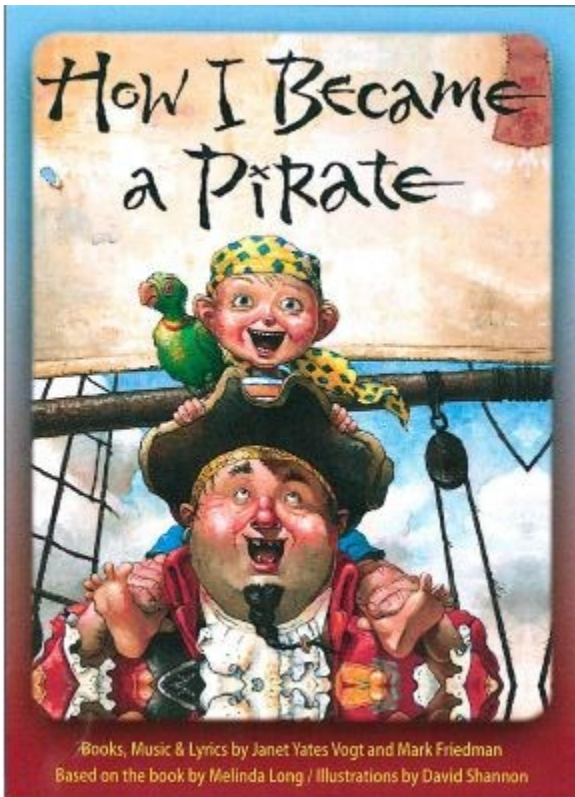


Arts In Education 2017-2018 Curriculum Guide



The Story

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!

Before Seeing the Play

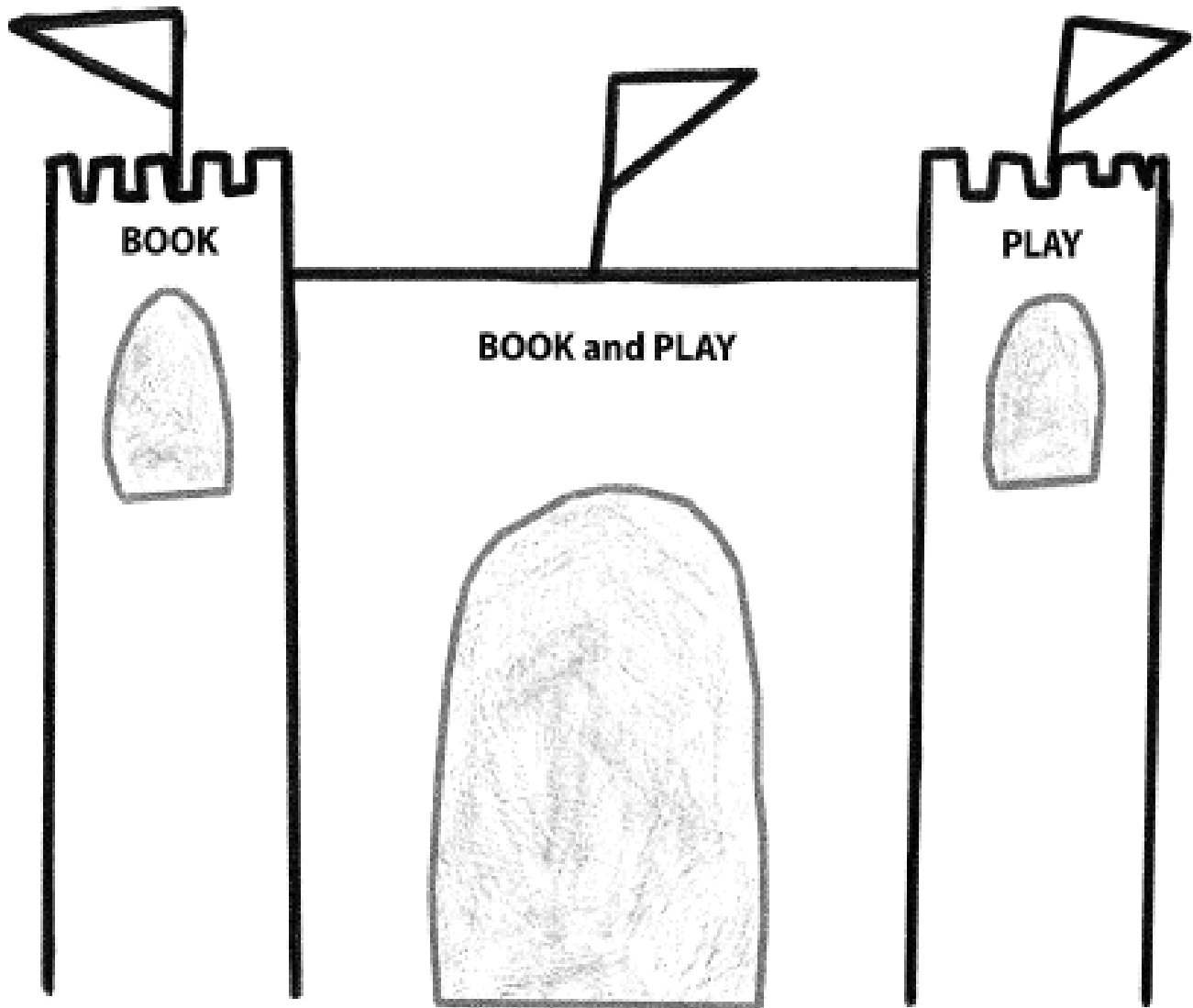
1. Read the book.
2. Ask students if they think the performance will be longer or shorter than the book.
3. Ask students what they think the characters will look like? Will they match their illustrations? What differences do they expect?
4. What changes do they expect in adapting the story for the stage? Why would these changes be necessary?

After Seeing the Play

1. Consider if there were any character or events that were in the book, but not in the play. Why would those choices have been made? (FPA 4.2.T.1)
2. Did the changes make the story stronger or was it weaker because of them? (FPA 4.2.T.2)
3. What needed to be considered when designing the set and costumes when bringing the book to the stage? (FPA 4.2.T.4)
4. What things helped to tell the story on stage? (FPA 4.2.T.2)

Use the sandcastle template on the back of this page to illustrate the similarities and differences between the book and DCT's performance of *How I Became a Pirate*. (FPA 4.1.A.1, FPA 4.1.A.3, FPA 4.1.A.6, FPA 4.1.A.4)

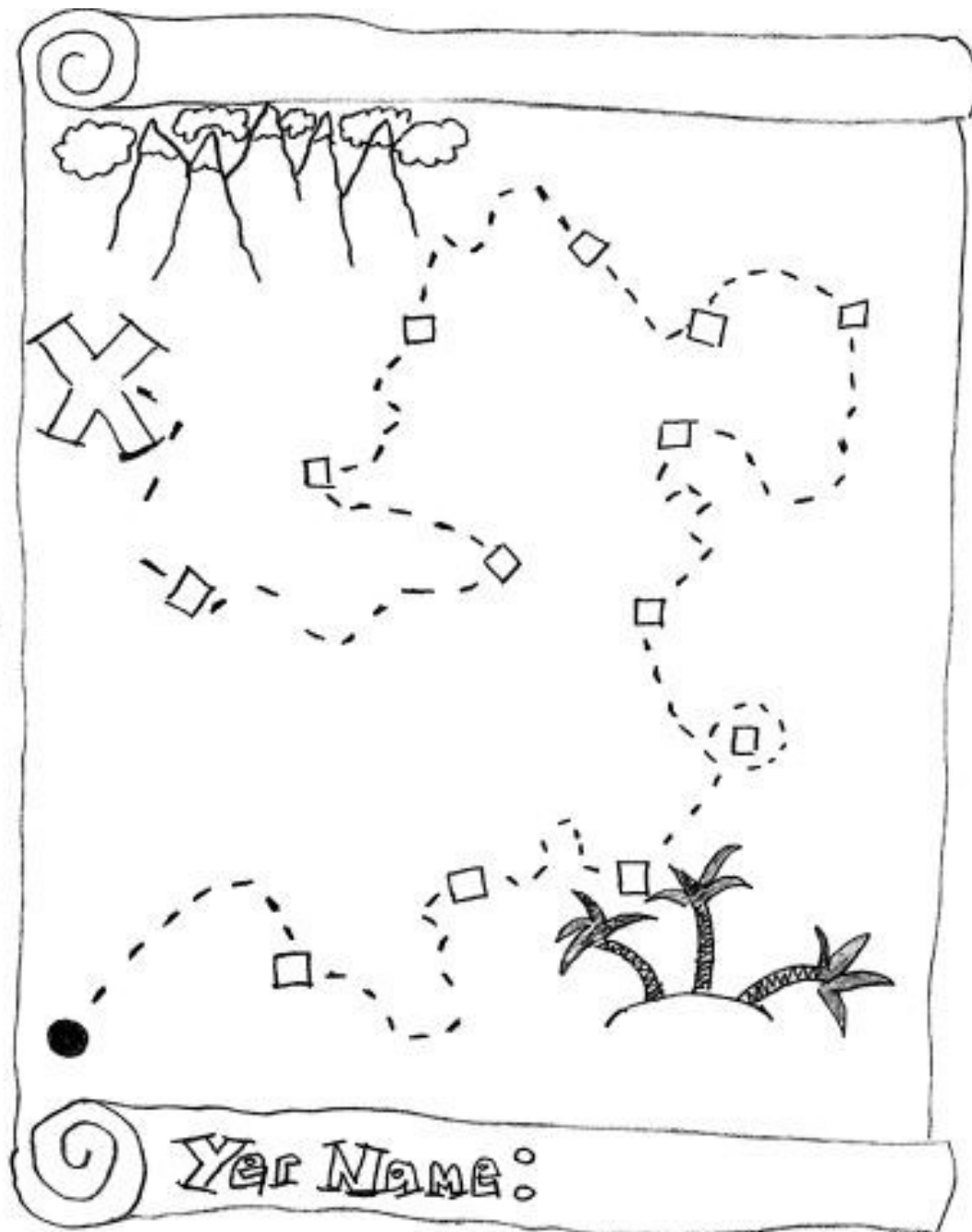
**"HOW I BECAME A PIRATE" COMPARE AND CONTRAST SHEET
BOOK VS. STAGE PERFORMANCE**



Mathematics

The pirates have a terrible time with numbers and Jeremy helps them keep count throughout the story. Even Stubby Barbossa, their Certified Pirate Accountant, could use some extra practice with his facts. Try the following activity to measure your ability as a CPA!

Use the Treasure Map Mathematics master below as a springboard sheet for students' math practice. Instruct students to number each of the squares on the map in sequence from the starting point to the X. Then provide students with math facts questions either on the board, from a book, or on a handout and have them work their way to a treasure by writing the correct solutions on the lines.



Language Arts

“There’s No Place Like Home” Poem

Activity #1

Jeremy Jacobs enjoys his adventure with the pirates until it’s time for bed and he has no one to tuck him in or read him a bedtime story and he starts missing home. Think about the things about your home which are special to you. Use the following format to write a poem about home. Extend this by illustrating your poem and putting them it on display. (RL2.4, RL3.4, RL2.5, RL3.1, RL3.5)

Home

(write three words that describe your home)

(write three things you love to do at home)

(write the names of those who live with you at home)

Home

Activity #2

Enjoy a celebration of your trip to the CAM-PLEX with a “Talk Like a Pirate Day” of your own. Use the “Pirate Head Cloth Thingy” and “Pirate Flag” activities to decorate and use the following vocabulary list as you speak during the day. Add words to this list as you discover additional pirate words through your studies. (FPA 4.4.T.1, FPA4.4.T.2, FPA 41.1.A.6 , FPA 4.1.A.4, RL2.6, RL3.4)

Ahoy-hello

Avast-beware

Me Harties-friends

Drop Anchor– we’re there

Grub-food

Grog-drink

Scurvy Dog or Bilge Rat– unfriendly names to call another pirate who takes your share

Resources:

www.holdenarts.org/howibecameapirate/resourceguide