

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF

The **REP**

CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *How I Became A Pirate*.

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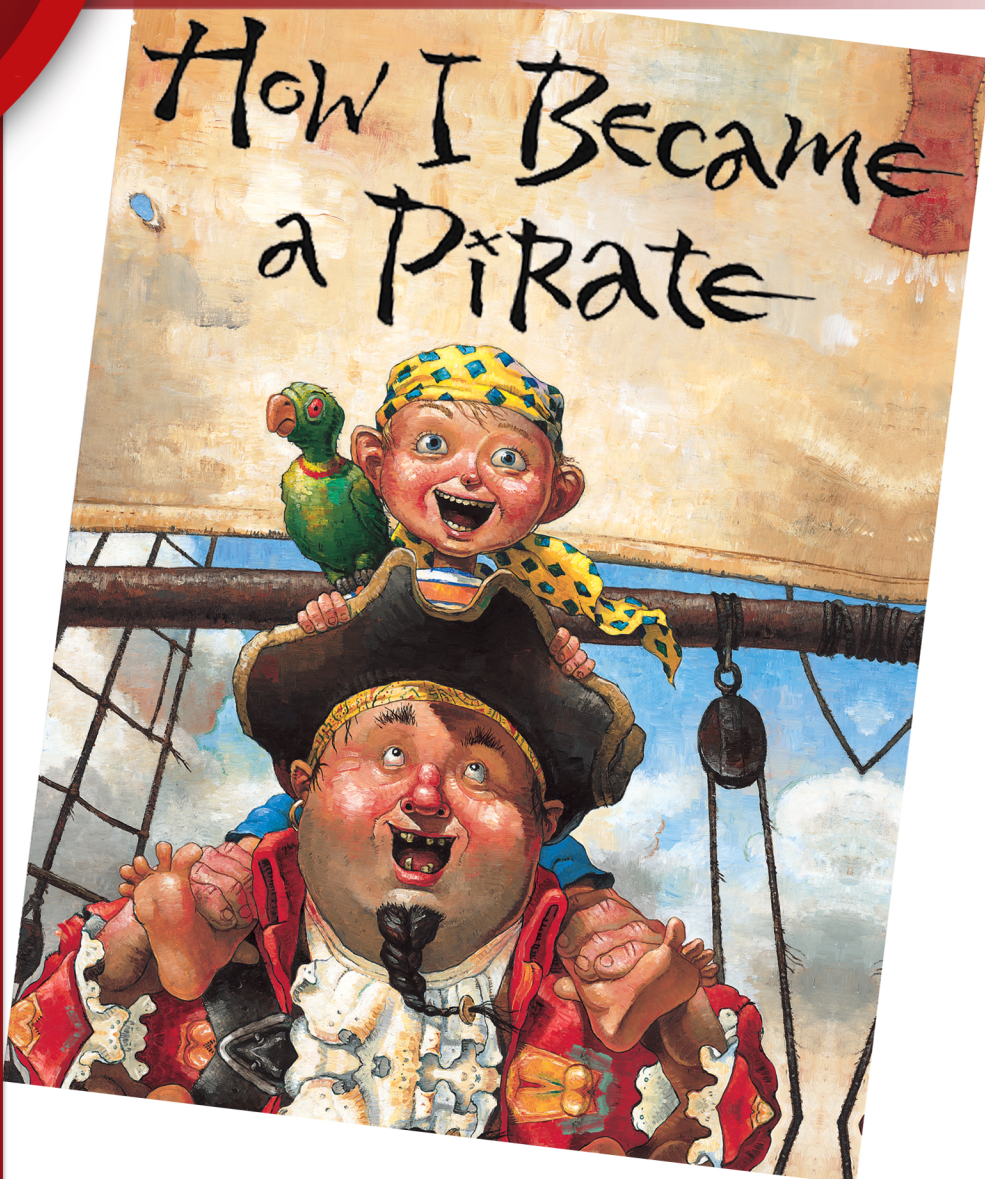
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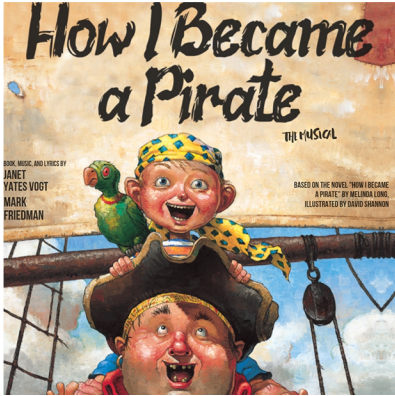
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ABOUT THE PLAY



BIG IDEAS IN *HOW I BECAME A PIRATE*

- Family
- Pirates
- Fantasy
- Pirate Jokes
- Finding your way home
- Adventure

ON THE BEACH

Jeremy Jacob sits on the beach and builds a large sand castle. His parents are distracted by his baby sister and do not notice when a large pirate ship arrives. As they head back to the house, they remind Jeremy to be back home in time for soccer practice.

HOW JEREMY BECAME A PIRATE

Braid Beard and the other pirates approach Jeremy on the beach. They are looking for the Spanish Main, but Jeremy explains they landed on North Beach. All the pirates blame their navigator, Swill. Braid Beard introduces himself as the captain of the ship, along with the other pirates: Max and his stuffed parrot, Petey, Pierre, the cook, a very distracted Swill, and Sharktooth, the most feared pirate on all the seven seas. Braid Beard and the other pirates notice Jeremy's sand castle. They recruit him as a digger because they have some treasure to bury. Jeremy agrees as long as he can get back in time for soccer practice.

THE SHIP

The pirates give Jeremy a tour of the ship, including "the poop deck," which is the area of the ship that is farthest to the back and usually above the captain's quarters. They teach him the ropes, including pirate etiquette, which is essentially the reverse of being polite. In order to teach him how to talk like a pirate, they reference the "Pirate Thesaurus." After his pirate orientation, there is no time to lose and they head off to find a spot to bury their treasure. Now it is Jeremy's turn to share a little about what life is like on dry land. He talks about homework, living at home with his baby sister, and of course, soccer. He shares that unlike life as a pirate, when you play soccer you play by the rules and if not, you get a yellow card.

BEDTIME ROUTINE

After discussing all the rules everyone is tired, especially Jeremy. He asks if he can go to bed, but learns that pirates do not have a bedtime. Jeremy asks if he can brush his teeth and learns that pirates never do that either. When he discovers that pirates never get goodnight kisses, books, or tucking, he wonders if he actually does want to be a pirate after all.

Before he falls asleep, Jeremy asks Sharktooth about his eye, which is covered by a patch. Instead of a gruesome tale, he learns he has pink eye and is a little embarrassed. Even though the other pirates think Sharktooth is the scariest of them all, he is actually quite a sensitive guy. When no one is looking, Sharktooth tucks Jeremy into bed.



ABOUT THE PLAY

BACK TO NORTH BEACH

A storm starts to brew. Everyone battens down the hatches and most importantly, secures the treasure. The storm blows the pirates all the way back to North Beach, where they started. Braid Beard begins to plot out a plan to bury the treasure on North Beach. Jeremy tries to offer suggestions, but no one listens. He has the perfect spot to bury the treasure. Finally, after a long time, Braid Beard notices Jeremy and his map.

FOLLOW THE MAP

The pirates attempt to follow the map and end up back where they started. They think it is the perfect place to bury the treasure, which happens to be in Jeremy Jacob's backyard. The pirates prepare to bury the treasure where Jeremy marked X on the map. Jeremy thinks it will be convenient because it is so close to his home. Braid Beard confides in him that he misses his own home. Jeremy misses home as well, especially the tucking in, being able to jump into his mom and dad's arms when there is a storm, and of course, his own room.

FAREWELL

It is time for the pirates to leave. Jeremy cannot convince them to stay, even with the promise of his mom's famous mac and cheese. Jeremy is worried he will never see his new friends again, but they reassure him that he will always be a pirate inside. It is time for soccer practice so, Braid Beard passes him a ball. He looks down to see a skull and cross bones on it.



THE CREATORS

AUTHOR | MELINDA LONG

Melinda 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 is one of her favorite things to do. Melinda lives in South Carolina not far from two pirate hangouts. She enjoys reading, acting, and visiting schools to talk to kids about writing. If you'd like to have her visit your school, you can email her at melindalongbooks@gmail.com for information on availability and pricing.

Source: <https://www.melindalong.com/bio>

ILLUSTRATOR | DAVID SHANNON

David Shannon has always been an artist. At the age of five, he wrote and illustrated his first book. Many years later, his mother sent it to him and Shannon was inspired to write and illustrate his now-classic bestseller and Caldecott Honor Book *No, David!* In 1993, Shannon published *How Georgie Radbourn Saved Baseball*, the first book he wrote as an adult. Since then, he has written and illustrated numerous award-winning, bestselling books, including *A Bad Case of Stripes*; *Alice the Fairy*; *The Rain Came Down*; *How I Became a Pirate* and three more picture books featuring David: *David Gets in Trouble*; *David Goes to School*; and most recently, *It's Christmas, David!* Shannon grew up in Spokane, Washington. He graduated from Art Center College of Design in Pasadena, California, and then moved to New York City. His illustrations have appeared in a wide variety of publications including *The New York Times*, *Time* and *Rolling Stone*.

Source: <https://www.scholastic.com/teachers/authors/david-shannon/>

PLAYWRIGHT, COMPOSER, AND LYRICIST | JANET YATES VOGHT

Janet Yates Vogt has been a writer, composer, and lyricist all her life. A pivotal moment happened when her writing partner, Mark Friedman, called the CCM placement service looking for a keyboard player for his band — Janet auditioned, was hired by Mark, and a fruitful partnership began. Both inspired each other to compose, and together they are known nationally and internationally not only for their musical theatre works, but also for their numerous publications in many different musical genres, including vocal music for children and choral works for adults. In 2005, both she and her partner, Mark, were named National Music Educators of the Year. Janet and Mark's extremely popular musical adaptation of Melinda Long's best-selling children's book *How I Became a Pirate* was commissioned by First Stage (Milwaukee) in 2008 and has been rollicking its way across many stages, including Cape Rep, the Des Moines Playhouse, Riverside Theatre, Children's Theatre of Cincinnati, and Orlando Repertory Theatre (Orlando REP). Orlando REP also produced *The Amazing Adventures of Merlin* by Janet and Mark in 2014.

Source: <https://www.theatricalrights.com/author/janet-yates-vogt/>



THE CREATORS

PLAYWRIGHT, COMPOSER, AND LYRICIST | MARK FRIEDMAN

Playwright, composer, and lyricist Mark Friedman fell in love with musicals as a kid growing up in the Midwest and even built his own theatre in the basement of his home. Mark graduated from the University of Cincinnati with a degree in Education and a Master of Arts. After college, he produced free Shakespeare in the Park in Cincinnati; created a family-friendly theatre called Peanut Butter Theatre, helped launch the acclaimed Artreach Touring Theatre, and toured the country himself with The Fountain Square Fools. He taught drama and playwriting at high school and collegiate levels and was a featured faculty member at the Tennessee Arts Academy in Nashville. Mark and collaborator, Janet Vogt, have written many successful musicals together. Their TRW licensed adult bio-musical *Tenderly: The Rosemary Clooney Musical* has enjoyed rave reviews across the US and in London. Their TRW/TYA titles include: *How I Became a Pirate*; *Alice in Wonderland*; *Sleepy Hollow: A Musical Tale*; *Anne of Green Gables*; *Jingle Arrgh the Way*; *The Amazing Adventures of Merlin*; *Snow White and the Prince*, and *Sherlock Holmes and the Mystery of the Crown Jewel* – all playing worldwide. Grateful for his theatre success, Mark still considers his best productions to be his children, Emily and Christopher, both NYU graduates living and working in NYC in film and television.

Source: <https://www.theatricalrights.com/author/mark-friedman/>



BEFORE THE SHOW

PRE-SHOW DISCUSSION QUESTIONS

We are excited to welcome you to Orlando Repertory Theatre to see our production of *How I Became a Pirate*. Orlando Repertory Theatre produces six professional shows a year, which means we bring in professional designers, build our own sets, construct original costumes, rehearse, and perform plays all the way from the pages of a script to the stage. You will see professional actors tell this story, but know there were many creative individuals who collaborated to bring the production to life.

The following conversation starters will help you think about the themes in *How I Became a Pirate*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre.

1. Imagine you are playing by yourself outside and a group of pirates appear. How would you react? Would you want to join them on an adventure? Why or why not?
2. *How I Became a Pirate* takes place on a pirate ship out on the open ocean. What are three things you would need to pack if you were going to travel out to sea? Why?
3. *How I Became a Pirate* is based on a popular picture book. The illustrator supports the author by helping to tell the story through art. Before we even open the book, we can make predictions about the story and characters. Based on the title alone, what do you think the story will be about and why? Illustrate your own book cover for the title, *How I Became a Pirate*. Share your pictures with your classmates. Discuss the similarities and differences between your illustrations.



AFTER THE SHOW

POST-SHOW DISCUSSION QUESTIONS

We hope you enjoyed Orlando Repertory Theatre's production of *How I Became a Pirate*. Discuss the following questions after attending the performance.

1. What did you notice when you first entered the theatre? Describe the stage.
2. *How I Became a Pirate* takes place on a beach, open ocean, and Jeremy Jacob's backyard. Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *How I Became a Pirate* tells the story of a group of pirates who land on North Beach. What did you notice about their costumes? Discuss the similarities and differences to the clothes people wear today.
4. What was *How I Became a Pirate* about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did Jeremy learn about himself in this story? What was the moral or lesson?
7. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?

Standards: LAFS.K-5.RL.1.1, LAFS.K-5.RL.1.2, LAFS.K-5.RL.1.3, LAFS.K-5.RL.2.6, LAFS.K-5.RI.1.2, TH.K.C.2.1, TH.K.C.3.2, TH.1.C.2.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.3.C.2.2, TH.3.O.2.1, TH.3.O.1.2, TH.3.S.1.3, TH.3.S.3.3, TH.4.O.1.1, TH.4.C.3.1, TH.4.S.1.1, TH.4.S.1.3, TH.4.S.3.3, TH.5.O.1.1, TH.5.O.1.3, TH.5.O.3.1, TH.5.S.1.3, TH.5.S.3.3, TH.68.O.1.2, TH.68.S.2.3, TH.68.H.1.5



AFTER THE SHOW

ENGLISH LANGUAGE ARTS VOCABULARY ACTIVITY

Activity: Word Wall

Subject: Language Arts

Directions: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

hoist	enroll (someone) as a member or worker in an organization or as a supporter of a cause
navigate	the customary code of polite behavior or among members of a particular profession or group
recruit	plan and direct the route or course of a ship
etiquette	beautiful in a dramatic and eye-catching way
jargon	the area on the outer surface of a ship's hull where the bottom curves to meet the vertical sides
fanatical	raise (something) by means of ropes and pulleys
spectacular	an official who watches a game or match closely to ensure that the rules are followed
flaunt	the force that attracts a body toward the center of the earth
referee	filled with excessive and single-minded zeal
bilge	a large-scale systematic plan or arrangement for putting a particular idea into effect
gravity	display (something) ostentatiously, especially in order to provoke envy
scheme	special words or expressions that are used by a particular group

Standard: LAFS.3.L.3.4

Extension: Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.3.L.3.5



AFTER THE SHOW

ENGLISH LANGUAGE ARTS VOCABULARY ACTIVITY

Pirate Poetry

In *How I Became a Pirate*, Jeremy learns about pirate “jargon” or the specific phrases and words pirates use on a ship. Write your own pirate poem using the Haiku structure and pirate jargon. A Haiku is 3 lines with the first line (5 syllables), second line (7 syllables), and third line (5 syllables).

For example:

A storm is brewing.
Batten down the hatches, now!
Shiver me timbers!

Pirate Jargon examples from the play:

Weigh the Anchor	(Pull up the anchor)
Hoist the Mizzen	(Open the sails to get started)
Ahoy thar’	(Hello there)
Old Salt	(Old person)
Bring me back me’ cutlass	(Bring me back my sword)
Bury the Loot	(Bury the treasure)
Shiver me Timbers!	(Exclamation, like “Oh my goodness!”)
Booty	(Treasure)
Laddie	(Young person)
Doubloons	(Spanish gold coin)
Fore	(Front)
Aft	(Back)
Down the hatch	(Drink up!)

Pirate Poem

Line 1:

Line 2:

Line 3:

Share your pirate poems with a friend. Compare and contrast the different pirate phrases you used.

Standards: LAFS.K-5.W.2.4



ADDITIONAL RESOURCES

Books by Melinda Long:

How I Became A Pirate
Art Smart, Science Detective: The Case of the Sliding Spaceship
Pirates Don't Change Diapers
Pirates Activity Book
Twelve Days of Christmas in South Carolina
When Papa Snores
Hiccup Snickup

More Books about Pirates:

Pirate Boy by Eve Bunting
Captain Flinn and the Pirate Dinosaurs by Giles Andreae
Tough Boris by Mem Fox
The Night Pirates by Peter Harris
Pirate Princess by Sudipta Bardhan-Quallen
Charlotte Jane Battles Bedtime by Myra Wolfe
Pirate Girl by Cornelia Funke and Kerstin Meyer
The Pirates Next Door by Jonny Duddle
Pirates Go to School by Corinne Demas and John Manders
Pirate Pete by Nick Sharratt
Pirate Pete's Talk Like a Pirate by Kim Kennedy and Doug Kennedy
Pirate Pete's Giant Adventure by Kim Kennedy and Doug Kennedy
Pete the Cat and the Treasure Map by James Dean
Pirates in Pajamas by Caroline Crowe and Tom Knight
Don't Mention Pirates by Sarah McConnell



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *HOW I BECAME A PIRATE*

Detailed list of Florida State Standards and Next Generation Sunshine State Standards satisfied by using this guide and attending Orlando REP's production of How I Became a Pirate.

Language Arts Florida Standards

(Text refers to the play, the script, or the content in this guide.)

Reading/Text Analysis Standards:

- LAFS.K-5.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LAFS.K-5.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.K-5.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- LAFS.K-5.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- LAFS.K-5.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.
- LAFS.K-5.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- LAFS.K-5.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
- LAFS.K-5.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Vocabulary Standards:

- LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LAFS.K-5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

Writing Standards:

- LAFS.K-5.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Next Generation Sunshine State Standards – Theatre Arts

- TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.2 Share reactions to a live theatre performance.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
- TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
- TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
- TH.3.O.1.2 Discuss why costumes and makeup are used in a play.
- TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
- TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
- TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.
- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
- TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
- TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
- TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
- TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
- TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.



READER SERIES

REP READER SERIES AT WINTER PARK LIBRARY

Tuck Everlasting

Friday, September 6, 10:30 am

Sunday, September 8, 1:30 pm

How I Became a Pirate

Friday, October 4, 10:30 am

Sunday, October 6, 1:30 pm

Miracle in Bedford Falls

Friday, November 15, 10:30 am

Sunday, November 17, 1:30 pm

Anne of Green Gables

Friday, January 31, 10:30 am

Sunday, February 2, 1:30 pm

Pete the Cat

Friday, March 6, 10:30 am

Sunday, March 8, 1:30 pm

Disney's Freaky Friday The Musical

Friday, April 3, 10:30 am

Sunday, April 5, 1:30 pm