

2025/26



OVERTURE CENTER FOR THE ARTS

ONSTAGE STUDENT FIELD TRIP RESOURCE GUIDE



National Geographic Live A Pirate's Life

overture.org/onstage



ABOUT OVERTURE CENTER FOR THE ARTS

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to ten independent resident organizations.

RESIDENT ORGANIZATIONS

Bach Dancing and Dynamite Society
Children's Theater of Madison
Forward Theater Company
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy's James Watrous Gallery
Wisconsin Chamber Orchestra

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

Dear Teachers,

In this resource guide you will find valuable information that will help you apply your academic goals to your students’ performance experience. We have included suggestions for activities which can help you prepare students to see this performance, ideas for follow-up activities, and additional resources you can access on the web. Along with these activities and resources, we’ve also included the applicable Wisconsin Academic Standards in order to help you align the experience with your curriculum requirements.

This Educator’s Resource Guide for this OnStage presentation of **National Geographic Live – A Pirate’s Life** is designed to:

- Extend the scholastic impact of the performance by providing discussion ideas, activities and further reading which promote learning across the curriculum;
- Promote arts literacy by expanding students’ knowledge of music, science, storytelling and theatre;
- Illustrate that the arts are a legacy reflecting the values, custom, beliefs, expressions and reflections of a culture;
- Use the arts to teach about the cultures of other people and to celebrate students’ own heritage through self-reflection;
- Maximize students’ enjoyment and appreciation of the performance.

We hope this performance and the suggestions in this resource guide will provide you and your students opportunities to apply art learning in your curricula, expanding it in new and enriching ways.

Enjoy the Show!

We Want Your Feedback!


OnStage performances can be evaluated online! Evaluations are vital to the future and funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions.

Follow this link: <https://form.jotform.com/252614119409152> and fill out an evaluation. We look forward to hearing from you.

Education Categories

 Language Arts

 Social Emotional

 Social Studies


 Science



Image courtesy of National Geographic Live – A

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Image courtesy of Nat Geo Live

About National Geographic Live – A Pirate's Life

Travel around the world and back in time with Dr. Lisa Briggs, a National Geographic Explorer, in **National Geographic Live – A Pirate's Life**.

Movies and novels are chock full of pirates, but privateers abounded in real life, too, although they didn't necessarily have pet parrots and peg legs.

Dr. Briggs shares stories and stunning visuals from her personal adventures hunting pirates of the past.

You'll learn about the Pirate Queen of China and discover the impact pirates had on the Roman Empire and head into the lab to learn more about the infamous pirate, Blackbeard.

What is a National Geographic Explorer?

Doesn't that sound like a cool job? The answer is yes, becoming a National Geographic Explorer is definitely an honor and brings with it great opportunities.

As befits a group of real-world heroes and heroines, the position also comes with great responsibilities. National Geographic Explorers are highly accomplished individuals from all over the world, working in a variety of fields.

Individuals who successfully apply to the program receive funding and support from the National Geographic Society. They also commit to following a strict code of conduct as they illuminate and protect our world through their work in science, exploration, education, and storytelling.

About Pirates

When you come down to it, pirates are sort of like cowboys, because although they both existed, and, in a way, still do, their real-life experiences don't exactly mirror their free-wheeling and swash-buckling fictional representations.

Experts estimate that pirates have been around since 1350 B.C., in the days of Ancient Egypt. Pirates attacked shipping in Ancient Greece, and pirates kidnapped Julius Caesar, nearly bringing down the Roman Empire before it began.

But the so-called "Golden Age of Pirates," which features the type of ships, clothing, and characters most commonly associated with pirates, was from 1650 to 1730.

Approximately 10,000 pirates sailed the seas during this time, particularly flourishing in the Caribbean with its fleets of heavily-laden galleons heading back to Europe with gold, silver, gemstones, and other treasure from colonies.

Battling European countries were willing to make arrangements with pirates who attacked and stole from their enemies, which gave pirates breathing room in some areas.



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Although pirates in the Golden Age lived outside the law, they reportedly lived by a loose set of rules known as the "pirate's code." Codes varied from ship to ship, but generally established a democratic approach to decision-making, the right to vote for their captain, and a fair way to divide the loot they collected

What is a **galleon**?

Galleons were large sailing ships, typically equipped with three or four masts and square-rigged sails.

They were used for trade and as warships.

Galleons were developed in Spain and Portugal and sailed all over the world.



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About Dr. Lisa Briggs



Photo courtesy of Nat Geo Live

Dr. Briggs, the speaker and explorer featured in this Nat Geo Live presentation, brings the past to life and protects it.

As an underwater archaeologist and archaeological scientist, Dr. Briggs uses DNA from underwater finds, such as grape seeds, olive pits, and residue found in ancient ceramic jars, plus stable isotope analysis to reveal key aspects of the ancient world, from diet and environmental conditions to trade routes.

She strives to discover, study, and protect our shared underwater cultural heritage before it is lost to looters and deep-sea trawling.

A diver, as well as a scientist, Dr. Briggs gets personally involved in excavating the ancient shipwrecks she explores, including Blackbeard's flagship, as well as ships from the Bronze Age, Ancient Greece, and the Renaissance. T

This work has taken her from Italy and Croatia, where she's directed fieldwork, to Jordan, Israel, Cyprus, Greece, Turkey, Albania, Malta, Spain, and Poland.

Dr. Briggs analyzes her archaeological discoveries in England. She works in the Scientific Research Department of the British Museum.



About Underwater Archaeology

Sifting through centuries of dirt, dust, and debris, searching for the remnants of ancient civilizations and seeking to piece together what the world was like from thousands of broken pieces sounds challenging enough.

Now imagine doing all that underwater.

Underwater archaeology presents explorers and researchers with a bracing mixture of challenges and opportunities. Not only must they depend on submersible vehicles and scuba gear so they can keep breathing, but to make sure they don't suffer from decompression sickness, they can't stay too far under for too long.

Currents, curious, and/or dangerous undersea life, and limited visibility make it hard for underwater archeologists to do their work.

But, on the plus side, the cold, low-oxygen environments found under the sea are great for preserving organic material.

Additionally, relics that are tucked away on the seabed are protected from potential thieves. Shipwrecks can provide a wealth of information about exactly what the world was like the moment they sank.

Fortunately, new developments in diving technology and underwater surveying technology are putting this isolated part of the world more within the reach of today's underwater archaeologists.

What Did Pirates Talk Like?

September 19 is the official **Talk Like a Pirate Day** in the U.K. and U.S., but it can be fun to talk like a pirate any day, even if what we think of as “pirate talk” has more to do with movies than historic speech patterns

The grammatical key to talking like a pirate is to always speak in the present tense, and to use the word “be” for the state of being as much as possible. You’re not “going” somewhere, you “be going” somewhere.

Try dropping “g”s at the end of words, as in “You be goin’?” Drop “v”s in the middle of words, as in “o’er” from “over” and “ne’er” from never.

Sprinkle your conversation liberally with words related to the sea or the vessels that sail upon it. Try a few “Ahoy!” and “Avasts!” to get the feel of it, then throw in a “Shiver me timbers,” and soon you’ll be sounding like a right gentleman, or gentlewoman, o’fortune.



Photo courtesy of Nat Geo Live

Resources

An [overview](#) of pirates in history

Some [surprising facts](#) about pirates from the National Endowment for the Humanities

A deeper dive into [pirates' codes](#)

[Background](#) on underwater archeology

More on [underwater archaeology](#)

A general approach to [talking like a pirate](#)

A [link](#) to a pirate's vocabulary

Arts Education Activity

Pirate Ship's Log & Pirate's Diary

Developed by the **New England Pirate Museum**, Salem, MA

Pirate Ship's Log: A Cooperative Activity

Grade Levels: 5 and up

Objectives: Students will be able to combine what they learned by attending with math and language arts skills to write convincing entries in a fictional "Ship's Log."

Prerequisites: Knowledge of latitude, longitude, wind speed, and how to use a compass

Materials: Paper, writing utensils



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Instructions

1. Divide the class into groups of four or five.
2. Assign or have each student select four or five dates for which they will record the Ship's Log. (Dates for the entire group will cover approximately one year - remind the students that sailors were often at sea for long periods of time.) The group will then create a story of a voyage by making their log entries.
 - o "Date" entries must include month, day, and year.
 - o "Latitude" and "Longitude" must be in degrees and minutes.
 - o "Wind" should include speed and direction.
 - o "Weather Conditions" will be affected by the date (season) as well as latitude and longitude.
 - o "Land Sightings" must give compass directions relative to the ship's position.
 - o "Ship's Business" must include the direction and speed that the ship is traveling.
3. Students may submit their work to the teacher in a notebook or folder, or they may share their "voyages" by making oral presentations to the class. (Pirate's Diary activity may be included as part of an oral presentation.)

Remind students that a Ship's Log contains only factual information, not personal opinions. (However, you may want to combine this activity with the Pirate's Diary activity to have students record personal feelings etc. about the factual events of the voyage.)

Remind students that the distance traveled between entries has to relate to the time between entries.

Arts Education Activity (con't)



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Pirate's Diary: An individual activity

Grade Levels: 5 and up

Objectives: Students will enhance their social-emotional awareness and develop their creativity by imagining what it felt like to be a pirate.

Prerequisites: Knowledge of entries in the Ship's Log

Materials: Paper, writing utensils

Unlike a Ship's Log, which would contain only factual information, a pirate's diary should also contain personal observations and evaluations.

What did the writer think and feel about the experiences he/she was recording?

Each entry should have two parts

Have each student select several dates that would span the course of a voyage.

Then provide each student with a copy of the Ship's Log page for each date selected.

Each entry should have two parts. The first should describe some incident or just the routine of ship life.

The second part should record the writer's thoughts and opinions.

Remind the students that part one is descriptive and should include what the writer heard, felt, smelled, and tasted (if applicable) as well as what he/she saw.

Encourage students to expand on their descriptions by using similes and metaphors.

Students may read selected journal entries to the class and/or submit all entries in a folder to the teacher.

BE YOUR OWN CRITIC

Now it is your turn to tell us what you thought about the performance that you saw at Overture Center! Use this worksheet to brainstorm some ideas. Make sure to use specific examples from the performance. If you forgot anything, ask your friends and teachers who went to the show with you. Turn your ideas into a rough draft and then send a final copy to us!

I saw _____
(SHOW TITLE)

Overture Center is...



because...

What would you say this show is about?



Two things that I really loved about the performance were...





Two things that could have been better in the performance were...





I thought the artistic elements (scenery, sound/music, lighting, costumes) were...



because...

I would want to meet the character...



in real life because...

If I could ask the performer(s) a question, I would ask them...



Imagine that you're telling a friend about this show. What would you say?



Wisconsin Academic Standards

THEATRE EDUCATION

Content Area: Theatre Performance (TP)

Standard TP 3: RESPOND—Students will critically interpret intent and meaning in order to evaluate artistic work.

TP.R.7.m: Analysis – Express preferences for effectiveness of theatrical performance choices (what works and what does not work).

TP.R.8.m: Reflection – Assess personal participation in a production through critique using theatre vocabulary.

TP.R.9.m: View Performance – Demonstrate developmentally appropriate audience etiquette.

Standard TP 4: CONNECT—Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.

TP.Cn.9.m: Cultural Social Context – Examine how theatre relates to self, others, and the world in the past and present.

TP.Cn.12.m: Cross Disciplinary – Analyze historical and cultural relationships between theatre and other disciplines.

SCIENCE

Ecosystem Dynamics, Functioning, and Resilience -SCI.LS2.C.m – Ecosystem characteristics vary over time.

Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.

Natural Resources - SCI.ESS3.A.m – Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.

Influence of Engineering, Technology, and Science on Society and the Natural World - SCI.ETS2.B.m – All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

SOCIAL STUDIES

Content Area: Geography

SS.Geog1.a.4-5 – Summarize how location (absolute and relative) affects people, places, and the environment.

SS.Geog3.b.4 – Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

Content Area: History

SS.Hist1.a. – Use evidence to draw conclusions about probable causes of historical events, issues, and problems.

SS.Hist1.b. – Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

About Live Performance

Theater, unlike movies or television, is a **LIVE** performance. This means that the action unfolds right in front of an audience, and the performance is constantly evolving. The artists respond to the audience's laughter, clapping, gasps and general reactions. Therefore, the audience is a critical part of the theater experience. In fact, without you in the audience, the artists would still be in rehearsal!

Remember, you are sharing this performance space with the artists and other audience members. Your considerate behavior allows everyone to enjoy a positive theater experience.

Prepare: Be sure to use the restroom before the show begins!

Find Your Seat: When the performance is about to begin, the lights will dim. This is a signal for the artists and the audience to put aside conversations. Settle into your seat and get ready to enjoy the show!

Look and Listen: There is so much to hear (dialogue, music, sound effects) and so much to see (costumes, props, set design, lighting) in this performance. Pay close attention to the artists onstage. Unlike videos, you cannot rewind if you miss something.

Energy and Focus: Artists use concentration to focus their energy during a performance. The audience gives energy to the artist, who uses that energy to give life to the performance. Help the artists focus that energy. They can feel that you are with them!

Talking to neighbors (even whispering) can easily distract the artists onstage. They approach their audiences with respect, and expect the same from you in return. Help the artists concentrate with your attention.

Laugh Out Loud: If something is funny, it's good to laugh. If you like something a lot, applaud. Artists are thrilled when the audience is engaged and responsive. They want you to laugh, cheer, clap and really enjoy your time at the theater.

Discover New Worlds: Attending a live performance is a time to sit back and look inward, and question what is being presented to you. Be curious about new worlds, experience new ideas, and discover people and lives previously unknown to you. Your open mind, curiosity, and respect will allow a whole other world to unfold right before your eyes!

Please, don't feed the audience: Food is not allowed in the theater. Soda and snacks are noisy and distracting to both the artists and audience.

Unplug: Please turn off all cell phones and other electronics before the performance. Photographs and recording devices are prohibited.





Overture

CENTER FOR THE ARTS



PARTNERS:



Overture Center's mission is to support and elevate our community's creative culture, economy and quality of life through the arts.

OnStage is supported in part by: American Girl's Fund for Children, Madison Community Foundation, Nelnnet and Patrick & Linda McKenna and contributions to Overture Center for the Arts.

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