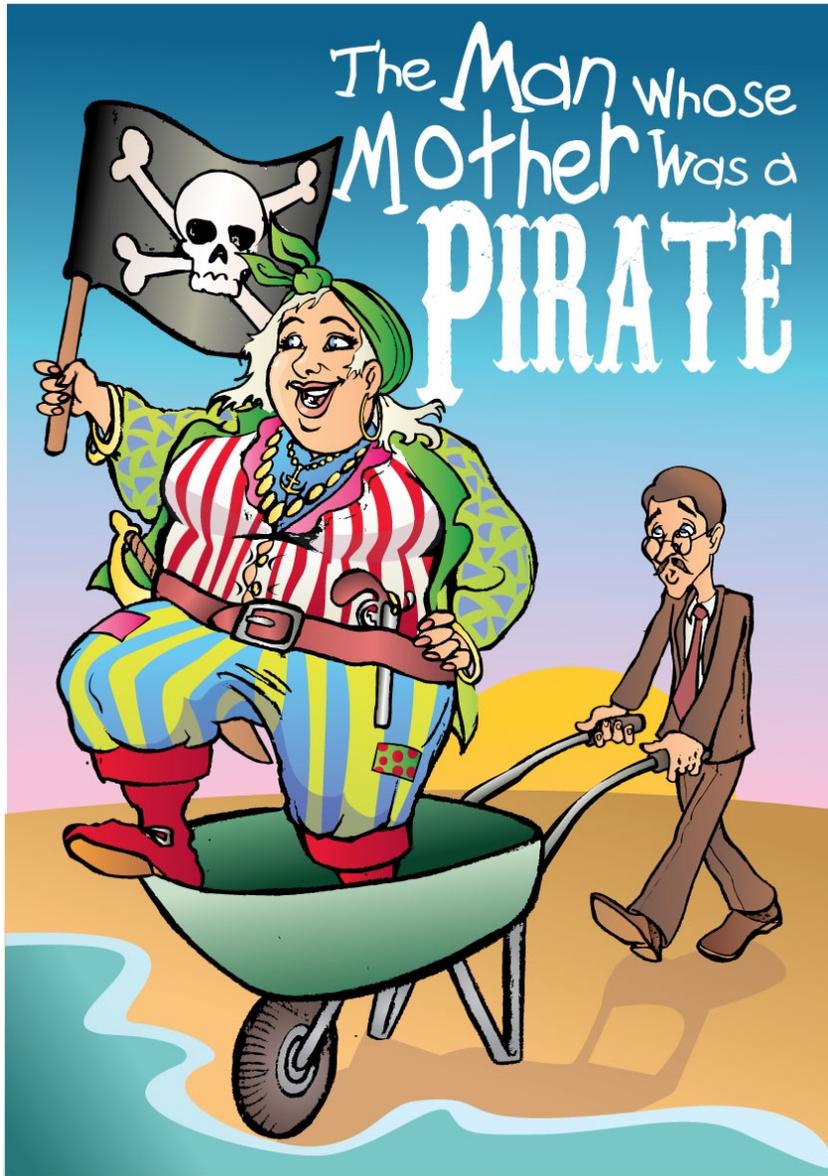


Teachers' Resource Guide

Part One – to use before you see the show



Prepared by Rosemary Tisdall, Children's Literature Consultant, *Getting Kids into Books*



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TEACHERS' RESOURCE GUIDE (Part One)

for

The Man Whose Mother Was a Pirate by Margaret Mahy

Prepared by Rosemary Tisdall (*Getting Kids into Books*)

This Teachers' Resource Guide offers suggestions for classroom activities in relation to reading *The Man Whose Mother Was a Pirate* by Margaret Mahy and to enhance the experience of attending the theatre production of *The Man Whose Mother Was a Pirate* by Tim Bray Productions in April 2010.

The questions and activities should be selected or adapted for the age level of your class. They will spark more of your own – this guide is certainly not definitive!

Part One of the Guide could be used in preparatory classroom work before the children see the Show.

Part Two of the Guide, containing suggestions for follow-up activities after you have seen the Show, will be sent to you shortly.

(Curriculum Guide)

ENGLISH

Listening, Reading and Viewing - **Processes and Strategies**

Level One

Students will: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas.

Level Two

Students will: Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.

Before you read the story

(I have used two versions of the story in preparing this Guide – one by Margaret Chamberlain reissued in 1995 and one by Brian Froud (published 1972). Some of the text was altered in the later book so some questions may reflect this).

1. Look at the book. Study the cover, talk about the title. What might this story be about? What else can you find out from the outside of the book – eg author, illustrator, publisher...? Can you tell from looking at a book why you think you might enjoy reading it?
2. Margaret Mahy (pronounced Mar-hy) is New Zealand's leading children's author. She lives in Governor's Bay, near Christchurch and is still being published. What can you find out about her? www.bookcouncil.org.nz/writers/mahym.html

3. One of the special things about Margaret Mahy is that she writes for all ages: picture books, junior fiction and young adult fiction. Read some other books by Margaret Mahy to your class. She has written so many.

The website (in question 2) gives a good list of titles (you can easily access any books using the National Library's service to schools by ordering online or by phone). Ask the children to think about any themes they can find in Margaret's writing? Are there any similarities/differences? Which stories are their favourites? Why?

4. You might like especially to look at Margaret Mahy's latest book, *The Word Witch*, a collection of all her rhyme and poetry, put together in one stunning collection by Tessa Duder, and illustrated by New Zealand children's book illustrator, David Elliot.

Read the book

(Curriculum Guide)

ENGLISH

Listening, Reading and Viewing - **Purposes and Audiences**

Level One

Recognise that texts are shaped for different purposes and audiences.

Level Two

Show some understanding of how texts are shaped for different purposes and audiences.

5. The Man Whose Mother was a Brainstorm some exciting jobs (different from a pirate), choose one and write a short story about the man and his mother in this new role.
6. Find all the words/phrases in the story that are used to describe the sea. Add ten of your own.
7. Discuss why you think the Mother wanted to go to the sea so much.
8. How did the little man change from the beginning of the story to the end? Think about his clothing, his language and his personality. What made him change do you think?
9. Explore new vocabulary. Find these words in the story and find out what they mean: respectable, cutlass, financial, gossip, pattering, bewitching, bewildering, musical, serene, dangled, kettledrums, hornpipes, bo'sun, moral.
What other words can you find that are new to you? Where are Tierra del Fuego and Hudson Bay?
10. How would you describe Mr Fat's personality? Does his name suit him? Should he have a different name (more 'PC'? – this concept may be too advanced for some students – I'm just trying to think about if what we are called can affect who we are, including nicknames or names we may be teased by etc).

(Curriculum Guide)
ENGLISH
Listening, Reading and Viewing - **Ideas:**
Level One
Recognise and identify ideas within and across texts.
Level Two
Show some understanding of ideas within, across and beyond texts.

11. Using the description Margaret Mahy makes of the Mother and the little man, draw a picture of them together as they set off on their journey. Read carefully what clothing Mahy suggests for them. Compare your illustrations with the ones in the book.
12. Margaret Mahy describes the sea's many colours (see the page: "...yes it is blue in the sunshine...") Make a series of five small pictures, (say 10cm square), depicting the sea's different moods, using the descriptions in the book.
13. Although Margaret Mahy is a New Zealand writer, her books are sometimes illustrated by an overseas illustrator. Check the illustrator of the book you are using. Maybe using the school and public library as well as the National Library, try to locate some different publications for your class to compare the styles and how the illustrations can change the feel of the story – ask their opinions on what they think works best, which illustrations they prefer for the story and why. A good picture book balances text and illustration equally. How do the children feel about the different books?
14. As a class, create your own version of Margaret Mahy's story, *The Man Whose Mother Was a Pirate*. In pairs or small groups, work on a page each and put it all together as a book with the original text.

(Curriculum Guide)

THE ARTS
[Level One and Two](#)
Visual Arts – Students will: Share the ideas, feelings, and stories communicated by their own and other's...images.

One of the things Margaret Mahy is known for is her use of language. The following five questions introduce some clever techniques she uses in her writing. The children could practise using these Figures of Speech in their own story writing to make it more interesting:

15. Find some examples of alliteration in the story. Here are some to get you started: **'farming fellow', 'great gossip', 'bewitching and bewildering'** (initial letters make the same sound).
16. Find some examples of assonance: **'pounced and bounced', 'great, graceful breakers'** (vowel sounds within the words).
17. Now, metaphors: **'the sea** stroked the sand with **soft little paws'** (implied comparison is made between two different things/nouns – ie the sea doesn't have paws but one can imagine the sea 's paws coming up the beach!).
18. And now, find some examples of similes: 'the waves pounced and bounced **like** puppies', 'breakers moved **like** kings into court' (comparing two different things using the word 'like' and showing how one has some of the characteristics of the other).

(Curriculum Guide)
 ENGLISH
 Listening, Reading and Viewing –
Language Features
[Level One and Level Two](#)
 Recognise and begin to understand how language features are use for effect within and across texts

19. Finally, personification: ‘her gold earrings challenged the sun’ (1972 version), ‘see the waves jump with surprise’ (when you say that a thing, idea, or an animal does something that only humans can do).

Make up some of your own of each of these Figures of Speech.

20. Why do you think Mr Fat is so grumpy? Think of something that could make him more cheerful (eg for the little man, going to the sea unexpectedly cheered him up). Role play your idea with a friend – one of you be Mr Fat, the other one a friend or work colleague. Try to think of something that will make Mr Fat happy.

(Curriculum Guide)

THE ARTS

DRAMA Developing Practical Knowledge

Level One

Students will:

Explore the elements of role, focus, action, tension, time, and space through dramatic play.

Level Two

Students will:

Explore and use elements of drama for different purposes.

21. Mr Fat (in the 1995 publication) says that if the little man isn’t back in two weeks, he’ll buy a computer. What does he mean by that? (If you can get the 1972 version, you will see there is no reference to a computer. Why is this – discuss with the class the development of computers.
22. What other form of transport could the little man and his mother have used? Be creative.
23. Why does the philosopher fellow (lovely alliteration there too) try to persuade the little man to go home do you think? What is a philosopher? Find out the names of some famous philosophers over the years (eg Plato, Aristotle).
Are there any philosophers in the world today?
24. The Mother says the sea has ‘many voices’. Find some examples in the story of what she means. Using instruments and your voices, pretend to be the sea.
25. Find out what a hornpipe sounds like. Go to *YouTube* www.youtube.com and type in “sailor’s hornpipe” where you can hear (and see) different versions. Dance along! (Always be prepared and check and choose which site you will use before showing the class).
26. Do a similar thing (*YouTube*) with kettledrums (unless you are lucky enough to have some in your school). Ask the children to close their eyes while you play a snippet and see if they can imagine the sea as Margaret Mahy describes it. (Always be prepared and check and choose which site you will use before showing the class).
27. The sea captain says that the little man and the mother are “likely people”. Discuss what he means.
28. Which of the five senses does the little man experience when he finally reaches the sea?

(Curriculum Guide)

THE ARTS
Music –

Sound Arts

Level One

and Level

Two

Explore ways to represent sound and musical ideas

29. Have you been to the sea? What do you feel about the seaside? Can you understand the Mother's desire, and the little man's change of heart? You could use this story as an introduction to a rocky shore unit.

(Curriculum Guide)

SCIENCE
Living World
Level One and Level Two
Students will: Recognise that living things are suited to their particular habitat

30. Find out how kites fly. Make a kite and fly it. Here is a website to help you:

www.skratch-pad.com/kites/make.html.

(Curriculum Guide)

TECHNOLOGY

Technological Practice Level One and Level Two Students will:

Outline/Develop a plan that identifies the key stages and the resources required to complete an outcome. Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

(Curriculum Guide)

SCIENCE

Physical World Level One and Level Two Students will:

Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.

31. Find some other pirate stories written by Margaret Mahy e.g. *Pirate Uncle*, *The Pirate's Mixed-Up Voyage*, *The Horrendous Hullabaloo*, *The Pirates' Mixed-Up Voyage*. (The school and public libraries may be able to help, or the National Library will send you a selection). Discuss which ones you like best and why. Write a book review to 'sell' the book you prefer, to friends.
32. What is a pirate? Pirates really did exist. Read some non-fiction books to learn about the life of a pirate.
33. Pirates still exist today. Where? E.g. off the coast of Somalia. Why have they been in the news recently? Can you find out about any other modern-day pirates and their 'activities'?
34. You may choose to discuss Sir Peter Blake's death by modern-day pirates, if appropriate, with your class.
35. Design and make a pirate flag for the Man and his Mother to fly from their kite as they go on their journey.
36. What do traditional pirate flags look like? Why are they called the Jolly Roger? There are quite a few websites with ideas. Here's one that has lots of different craft activities including a template for a pirate flag: www.busybeekidscrafts.com/Pirate-Flag.html
37. This could link to a discussion about the changing of New Zealand's flag. What is the purpose of a flag? How do they become the national ensign for a country?

38. Research some famous pirates. This website may get you started:

www.thepiratesrealm.com

(Curriculum Guide)
SOCIAL SCIENCES
<u>Level One</u>
Students will:
Understand how belonging to groups is important for people.
Understand how the past is important to people.
<u>Level Two</u>
Understand how people make choices to meet their needs and wants.

39. Read the story of *Peter Pan and Wendy* by JM Barrie, a classic story about pirates. There are some wonderful illustrated versions available e.g. by Michael Foreman, Shirley Hughes and Mabel Lucie Attwell (available from the National Library). Act the story out as a class.

40. Have a fun pirate day – come to school dressed up as pirates and stroll around the classrooms ‘scaring’ the teachers and principal (obviously check in advance and prepare your colleagues!). Decorate the classroom with model pirate boats the students have made in class. These sites may give you some ideas (always check websites yourselves first before directing students there):

www.kidsturncentral.com/themes/pirates.htm

funschool.kaboose.com/time-warp/pirates/

www.yesnet.yk.ca/schools/wes/webquests.../pirates/index.html

(Curriculum Guide)
THE ARTS
DRAMA Developing Ideas
<u>Level One</u>
Students will:
Contribute and develop ideas in drama, using personal experience and imagination.
<u>Level Two</u>
Students will:
Develop and sustain ideas, based on personal experience and imagination.
(Curriculum Guide)
VISUAL ARTS Developing Ideas
<u>Level One</u>
Investigate visual ideas in response to a variety of motivations, observation and imagination.
<u>Level Two</u>

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Getting Kids into Books offers advice to parents and schools across the spectrum of children's literature.

- School library consultant
- Book buying
- Book clubs
- Book weeks
- Author visits
- Parent seminars

Rosemary Tisdall is a Children's Literature Consultant. She has a teaching diploma with a BA in Education, and a broad knowledge of and passion for children's literature. She has been a primary school librarian for 8 years, is a Trustee of the Storylines Children's Literature Charitable Trust and Past Chairperson of its Management Committee, organisers of the Margaret Mahy Day and the annual Storylines Festival.

