

The Corsaire



A Swashbuckling Adventure for Students of All Ages

Provided by the Department of Education & Outreach

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Colorado Model Content Standards for Education

Civics

Students know the political relationship of the United States and its citizens to other nations and to world affairs.

Dance

Students will understand and relate the role of dance in culture and history.

Students will understand the relationships and connections between dance and other disciplines.

Economics

Students understand that because of the condition of scarcity, decisions must be made about the use of resources.

Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Geography

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Students apply knowledge of people, places, and environments to understand the past and present and plan for the future.

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Students understand that societies are diverse and have changed over time.

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Students understand political institutions and theories that have developed and changed over time.

Students know that religious and philosophical ideas have been powerful forces throughout history.

Mathematics

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Music

Students will sing or play on instruments a varied repertoire of music, alone or with others.

Students will create music.

Students will listen to, analyze, evaluate, and describe music.

Students will relate music to various historical and cultural traditions.

Reading and Writing

Students read and understand a variety of materials.

Students write and speak for a variety of purposes and audiences.

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Students read and recognize literature as a record of human experience.

Science

Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

Life Science: Students know and understand the characteristics of living things, the processes of life, and how living things interact with each other and their environment.

Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

Theatre

Students understand and relate the role of theatre arts to culture and history.

Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.

Students know and apply connections between theatre and other disciplines.

Visual Arts

Students recognize and use the visual arts as a form of communication.

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Students know and apply visual arts materials, tools, techniques, and processes.

Students relate the visual arts to various historical and cultural traditions.

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Feedback is welcome at education@coloradoballet.org. Thank you!

From the Captain's First Mate



Colorado Ballet's Artistic Director, Gil Boggs, was a principal dancer with American Ballet Theatre in New York. So was his wife, Sandra Brown, who is now one of Colorado Ballet's Ballet Mistresses. She studied under Mikhail Baryshnikov, and performed some of the most coveted solo roles with ABT, including Juliet in *Romeo and Juliet*, Swanhilda in *Coppelia*, Mercedes in *Don Quixote*, and Myrtha in *Siselle*. She is also featured in the movies *Center Stage* and *The Company*, and even danced on Broadway in the Tony Award winning *Carousel*. Now, she oversees and teaches the dancers, setting and rehearsing choreography with them, along with Gil and Ballet Mistress Lorita Trabaglia. What does Sandy think about *Le Corsaire*?

Have you performed *Le Corsaire*? If so, what role(s) have you danced?

Sandy: I performed one of the three Odalisques (slave girls) for American Ballet Theatre in 1999. I also learned the part of Gulnare, but had knee surgery and never got the opportunity to dance it.

What was most challenging about performing the role(s)?

Sandy: The role of the Odalisque was very challenging because not only was it technically difficult, it also required a great deal of stamina. First, the Odalisques perform a pas de trois, or dance for three. Then each Odalisque performs her own variation. Finally, it's right back onstage, and all three Odalisques perform a coda, or finale, to conclude their dance.

What is your favorite part of the ballet?

Sandy: My favorite part is the celebrated *Le Corsaire Pas De Deux* danced by the slave Medora and Conrad; the leading principals of the ballet. It is musically beautiful, technically challenging and very bravura, requiring great skill and spirit.

Why do you think *Le Corsaire* has remained popular for so long?

Sandy: The story is one that is fun and melodramatic, appealing to all ages. It features thrilling, challenging dancing for the balletomanes (people who love ballet), and since it is a pirate story, it's more relevant now than ever!

Synopsis of the Ballet

Prologue - The Ship

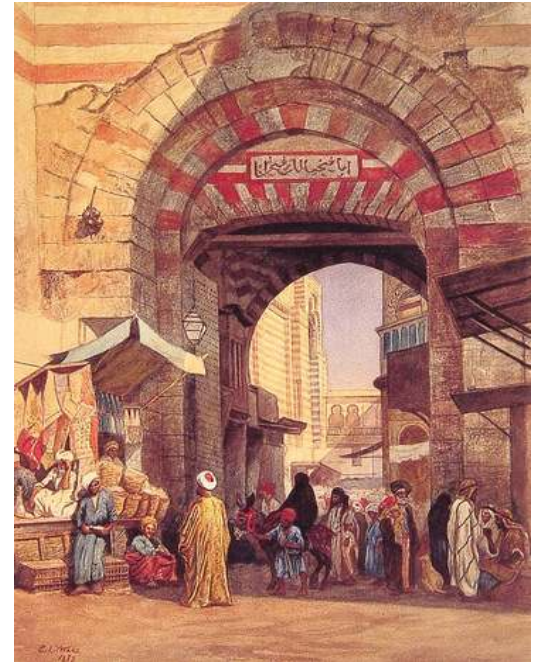
Corsairs are sailing into port, fresh from a raid at sea.

Act 1, Scene 1 - The Marketplace

Corsairs and their girlfriends have gathered in the Greek Marketplace where they are anticipating the arrival of their leader. Conrad arrives to their warm greeting. For fun, they decide to change into fancy clothing and pose as rich people in order to create mischief at the upcoming bargainings.

A trumpet fanfare announces the arrival of Isaac Tunkedem, the slave seller, who ushers in his favored client and wealthy aristocrat, Seid Pasha. When the auction begins, Tunkedem parades the first of his beauties, Gulnara, who Seid Pasha buys for his harem. Next Gulnara's beautiful friend Medora is offered for sale. Seid Pasha is so captivated by her beauty that he decides to pay any price to acquire her. As Medora is presented, she and Conrad are attracted to each other. Conrad hands her an amulet, but the besotted Seid Pasha buys her and takes her away.

Conrad and his friends leave the marketplace.



Act 1, Scene 11 - The Corsair's Grotto

Conrad and the pirates return to their grotto. Alone and exhausted by his thoughts of beautiful Medora, Conrad falls asleep. He dreams of a garden in which all the flowers resemble pretty maidens. The most beautiful flower in the garden is none other than Medora.

Conrad awakens determined to find Medora and confess his love.

Act 11, Scene 1 - Seid Pasha's Palace

Surrounded by luxury and comfort, Medora is unable to find happiness in the harem, for she can think only of Conrad. Gulnara comforts Medora and attempts to divert her thoughts from Conrad. When Seid Pasha enters the harem intent on winning Medora over, Medora directs his attentions to the beautiful odalisques who entertain him. Gulnara is

successful in convincing Seid Pasha to return to his palace apartments for some rest.

Conrad arrives at the palace and manages to sneak into the harem where he finds Medora. They express their love, and Medora agrees to escape with him. Gulnara returns, and, witnessing their deep love, decides to help them escape. The couple accepts her plan and escape from the palace. When Seid Pasha returns, Gulnara dons Medora's clothing and covers her face with a veil. Tricked into believing that Gulnara is Medora, Seid Pasha is overcome by his passion and is ready to do anything for her love. When he learns of the trick, Seid Pasha becomes indignant, but it is too late to stop Conrad and Medora.



Act 11, Scene 11 - The Corsair's Grotto

Conrad and Medora return to the grotto. In their honor the pirates entertain them. Conrad and Medora join them in celebration of love and happiness.

Epilogue - The Ship

Medora and Conrad set sail for a happy life together.

The Music

The original score for *Le Corsaire* was composed by Adolphe Adam, although through the years several others have made additions to it, most notably Richard Brigo, Leo Delibes, and Ludwig Minkus. *Le Corsaire* was Adam's last work, and so impressed with it were the Emperor Napoleon and his wife, Empress Eugenie, that a memorial performance of the ballet was given at the Paris Opera on the night of Adam's death, and the box office receipts were delivered to his widow.

The Choreography

Although *Le Corsaire* was originally choreographed by Joseph Mazilier, it was completely redone a few years later by Marius Petipa, the "Father of Classical Ballet." Eldar Aliiev, former Artistic Director of Ballet Internationale in Indianapolis, used Petipa's version as the inspiration for his own restaging of *Le Corsaire*.

Lord Byron, Romantic Poet - Er, Pirate?

Mad, bad, and dangerous to know. That's how Lady Caroline Lamb described Lord George Gordon Byron. And she knew it well -- Byron dated her, and then married her cousin! Lady Lamb never quite recovered, and suffered a nervous breakdown when she learned of Byron's death.

Always stalked by scandal, Byron may not have been a seafaring man, but his behavior and attitude were becoming of a pirate. And the sea was in his blood - he was the son of Captain "Mad Jack" Byron, and his grandfather was known as Vice-Admiral John "Fowlweather Jack" Byron.

Although he began compiling poetic works at the age of 14, Byron wasn't recognized for his work until 1812, when, according to Byron, he "woke up and found [him]self famous." His travels in the Mediterranean inspired four Oriental Tales, including *The Giaour* (Infidel), *The Bride of Abydos*, *The Corsair*, and *Lara*. Byron made publishing history in 1814, when all ten thousand copies that had been made of *The Corsair* were sold in one day! He traveled with Percy Bysshe Shelley and his wife Mary Shelley, who began writing *Frankenstein* on a bleak trip they took to Switzerland.

Apparently an animal lover, Byron was notorious for keeping strange pets. He is said to have owned a wide variety of exotic animals, including a fox, a crocodile, monkeys, and a badger! But his favorite pet was his Newfoundland dog, Boatswain (the foreman of a ship's crew). When Boatswain died, Byron had the following poem inscribed on his headstone:

*Near this spot
are deposited the Remains of one
who possessed Beauty without Vanity,
Strength without Insolence,
Courage without Ferocity,
and all the Virtues of Man without his Vices.
This praise, which would be unmeaning Flattery
if inscribed over human Ashes,
is but a just tribute to the Memory of
BOATSWAIN, a DOG,
who was born in Newfoundland May 1803,
and died at Newstead November 18, 1808.*



Byron was also very interested in politics. He joined the House of Lords (the upper governing body in British Parliament) in 1811. Byron was working on a political newspaper in Italy when he was asked to help fund and fight the Greek war of Independence from the Turks of the Ottoman Empire. His heroic response to the request, and his untimely death soon thereafter, established Byron as a national hero in Greece. He died of fever in the city of Messolonghi, where mourners reportedly buried his heart under a tree.

An Excerpt from *The Corsair*

O'er the glad waters of the dark blue sea,
Our thoughts as boundless, and our soul's as free
Far as the breeze can bear, the billows foam,
Survey our empire, and behold our home!
These are our realms, no limits to their sway -
Our flag the sceptre all who meet obey.
Ours the wild life in tumult still to range
From toil to rest, and joy in ebery change.
Oh, who can tell? not thou, luxurious slave!
Whose soul would sicken o'er the heaving wave;
Not thou, vain lord of wantonness and ease!
Whom slumber soothes not - pleasure cannot please -
Oh, who can tell, save he whose heart hath tried,
And danced in triumph o'er the waters wide,
The exulting sense - the pulse's maddening play,
That thrills the wanderer of that trackless way?
That for itself can woo the approaching fight,
And turn what some deem danger to delight;
That seeks what cravens shun with more than zeal,
And where the feebler faint can only feel -
Feel - to the rising bosom's inmost core,
Its hope awaken and Its spirit soar?
No dread of death if with us die our foes -
Save that it seems even duller than repose:
Come when it will - we snatch the life of life -
When lost - what reck's it but disease or strife?

Boundless: infinite, unlimited.

Billows: waves.

Sceptre: an emblem of authority; usually a rod or staff.

Tumult: violent, noisy commotion or disturbance.

Toil: hard work.

Wantonness: recklessness; lacking restraint or control.

Slumber: sleep.

Exulting: rejoicing, triumphant.

Cravens: cowards.

Shun: stay away from; avoid fearfully or carefully.

Zeal: enthusiasm; fervor.

Feebler: weaker.

Repose: rest; sleep.

Summary:

We are as free as the vast sea we travel on. It is all we own; we own it all. Anyone who braves the water must answer to us. Who knows, except those who have lived it, what this life is like? The danger and excitement are not for the faint of heart. We do not fear death - we live life to the fullest.

Pirate Attack!

What's in a name?

A pirate is a robber who preys on ships.

A privateer is authorized by his or her government to attack ships in order to interrupt foreign trade, especially that of its opponents in a war. Although some privateers were legitimate naval officers, others exploited their authority, attacking ships regardless of permission, and beered into piracy.



A buccaneer was a pirate in the Caribbean Sea. A

popular cooking method in the area was smoking meat on a wooden frame, called a "buccan," over leaves. Settlers who practiced it were called "boucaniers" by the French. Pirates adopted this method of preserving meat for long trips, and were thus called Buccaneer in English.

A corsair, like a privateer, is given permission to attack enemy ships. However, the Barbary Corsairs in particular also attacked towns and took Christian slaves in order to further the influence of Ottoman Empire and Islam. The most famous corsairs were the Barbarossa (red-beard) brothers.

Although the term swashbuckler is often associated with pirates, its origin is a particular method of sword fighting in which opponents carried their sword in one hand and a small shield, or "buckler" in the other for defense.

Ho Ho, Ho Ho, A Pirate's Life For Me!

Though often glorified in books and films, the life of a pirate was often difficult and dangerous. Some were even forced into piracy as slaves! Read on to get a glimpse into a day in the life of a pirate.

Grog and Grub

When a pirate ship set out on a quest, it was stocked full of preserved meats, biscuits, fresh water, and plenty of ale and wine. But after weeks or months of travel, shipmates were forced to catch or steal their food. Alcohol was added to the now stagnant and slimy water supply, and sea biscuits, or hard tack, became infested with weebils. The bravest (or hungriest) pirates ate the hard fare in the dark, soaking them in whatever liquid was available. Others fashioned them into buttons for their tattered clothing. See page 15 for a recipe for hardtack.

Fire At Will!



Pirates used a variety of weaponry in battle, including the cannon, which was often filled with chain shot, or two cannonballs linked with chain, in order to do the most damage to an enemy ship's sails and rigging. Other essential weapons were blades such as the dirk, a thin blade

that could be easily concealed. However, the favorite weapon of the pirate was the flintlock pistol, for its quick effectiveness. When dividing the spoils of battle, a pistol went to the crew member who showed the most bravery during the fray.



Who's Who?

Ship's Captain: The highest authority on a pirate ship, although usually elected by his shipmates for his seamanship and battle-hardiness. If a Captain fell into disfavor, the crew could mutiny against him.

First Mate: The highest of several men on board who served as assistants to the Captain and Masters.

Quartermaster: Almost the Captain's equal, the Quartermaster was responsible for doling out food and dividing booty, as well as settling disputes among the crew.

Master Sailor: Often pressed into service, the Master Sailor determined the course of the ship, and kept the maps and tools necessary for navigation.

Master Gunner: Essential for safety and protection, the Master Gunner maintained a ship's artillery and ammunition.

Boatswain: The Boatswain inspected and supervised the maintenance of the ship, sails, and supplies.

Carpenter & Surgeon: The Carpenter routinely checked and repaired the ship's hull and masts. His talent with the saw was also used for surgeries such as amputations. Ouch!

Common Sailor: These able-bodied seamen made up the crew of the ship, the youngest or lowest ranked of whom might be called upon to do the least desirable or most dangerous jobs, such as being the servant, or Cabin Boy, the Swabbie (he who mopped the decks), the Powder Monkey, who ran below decks for gunpowder refills during battle, or the Rigger, perilously perched high above the ship when unfurling its sails.



5. Khair-ed-Din Barbarossa, a Turkish Pirate in the Mediterranean, Sixteenth Century. Khair-ed-Din, one of the fierce Barbarossa brothers, cruised the Barbary Coast for the Sultan of Turkey during the sixteenth century. In Europe, at the very mention of his name, "men swore, and women crossed themselves."



40. An Algerian Pirate, 1800. Pirates had infested the North African coast since the days of Barbarossa. Between 1569 and 1616 the Algerian corsair fleet had taken 469 British ships at sea, some in English home waters. The crews of these ill-fated vessels were sold into slavery. Finally the young United States took action to end the menace of the Barbary pirates, who by 1800 were receiving tributary payments from nine European nations. A declaration of war by Tripoli was followed in 1804 by an American invasion, and in June 1805 a treaty was signed stipulating that no more American vessels would be attacked by the pirates of the Barbary Coast. Finally, between 1816 and 1820, the nations of Europe brought piracy to an end on the coast of North Africa.



1.



2.



3.



4.



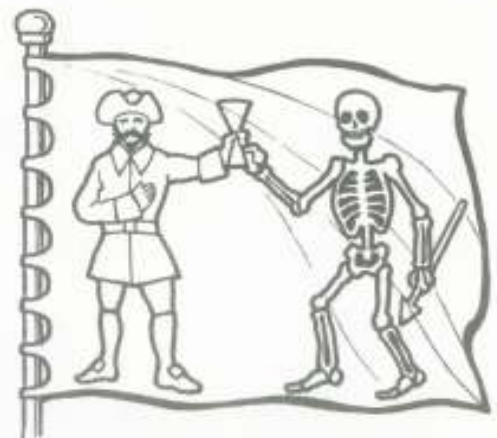
5.



6.



7.



8.

30. Flags of Pirates. 1. French filibusters. 2. Captain England. 3. Blackbeard. 4. "Calico Jack" Rackham. 5. Captain Thomas Tew. 6. Stede Bonnet. 7. French pirate ship *Sansepitié*. 8. Captain Bartholomew Roberts.

Get in the Galley!

Food is scarce on the open sea, and it's your turn to be the ship's cook! But remember; ask the Captain for permission first!

Hard Tack

Provisions:

- 6 parts flour
- 1 part water

Pages:

Mix and knead the dough until incorporated. Roll it onto a floured surface until it is 1/8 in. thick. Cut into squares. Prick each square several times with a fork, making sure the fork pierces through the dough. Bake at 325 degrees for at least one hour. Allow to cool over night.



Brabe Bart's Beef Jerky

Provisions:

- 1 pound round steak
- 1 tablespoon onion powder
- 1/4 teaspoon black pepper
- 1/4 teaspoon garlic powder
- 1/2 pinch salt
- 1/4 teaspoon dry Italian-style salad dressing mix
- 1/4 cup Worcestershire sauce
- 1/4 cup soy sauce
- 1/4 teaspoon hot pepper sauce

Pages:

1. Cut meat into strips no thicker than 1/4 inch. In a large bowl, mix together onion powder, pepper, garlic powder, salt and Italian seasoning. Stir in Worcestershire sauce, soy sauce and pepper sauce. Place meat into a container, and combine with marinade. Cover, and refrigerate 24 hours.
2. Place oven rack on the highest level. Place aluminum foil on bottom of oven to catch drips. Preheat oven to 150 degrees F (65 degrees C).
3. Insert round toothpicks through the tops of the strips of meat, and hang them from the oven rack. Bake in preheated oven for 4 hours, or until dried to desired consistency.

Treasure Math

Pieces of Eight

The Spanish dollar was called a “piece of eight” because it could be cut into up to eight pieces in order to make smaller change. It was the first world currency, accepted from the Americas to the Far East, and is said to be the inspiration for the American dollar. Since the coins were used often in trade, large amounts could be found on traveling ships. Pirates preyed on these ships, and became rich men.



Bibide and Conquer!

You found buried treasure! If the old Spanish dollar is equal to roughly \$0.23 in US dollars today, How many pieces of eight would you need to bring yourself (\$7.00), two classmates (\$7.00 each) and your favorite teacher (\$10.00) to the *Le Corsaire* Student Matinee? Don't forget to add on \$3.50 for the parking meter!

Arrrdition!

Pirate Pete is counting his loot. He has one whole piece of eight, two pieces of eight with three pieces missing, one with one piece missing, and three individual pieces. Make a fraction to represent each piece of eight, and add them together. How many pieces of eight does Pirate Pete have to spend? How much would that amount to in US dollars? Remember, each whole POE = \$0.23.

Answer Key

Bibide and Conquer!

$$7 + (7 \times 2) + 10 + 3.50 = \$34.50 / \$0.23 = 150 \text{ POE}$$

Arrrdition!

$$8/8 + 5/8 + 5/8 + 7/8 + 1/8 + 1/8 + 1/8 = 28/8 = 3.5 \text{ POE} \times \$0.23 = \$0.805 \sim \$0.80$$

Make Your Own Compass

Navigate your way across the endless ocean! A compass is an instrument with a magnetized needle that points north. By knowing where north is, you can use the compass to find other directions. The earth contains metals that are naturally magnetized. One end of the needle of a compass will always point towards the North Pole because of earth's magnetic properties.



What You Will Need:

- 1 sewing needle
- 1 magnet
- 1 bowl of water
- 1 small piece of paper

Step 1:

Stroke the dull end of the needle across the magnet 60 times. You must stroke in the same direction each time.

Step 2:

Place the small piece of paper on top of the water in the center of the bowl. Set the needle on top of the paper and gently move the paper to cause it to spin slightly. Make sure there is no metal near by, and that the magnet you used to magnetize the needle is at least two feet away from the bowl.

Step 3:

Wait. What is happening? When the needle and paper stop moving completely, the sharp end of the needle should be pointing north. You can verify the results with a manufactured compass, just don't set the two compasses too close together, as they will interfere with one another.

Try it!

What is your compass pointing to? What is directly west of your compass? East of your house? Southwest of your school? Use your compass to make directions from where you are right now to somewhere like your room, your driveway, or the Principal's office. For example: Name the starting point, and determine how many steps in what directions will get you to your destination.

Pirate Mad Libs

Ask a mate for these parts of speech - then read them the funny results!

An **Adjective** describes someone or something. Lumpy, soft, ugly, fast, and short are all adjectives.
A **Noun** is a person, place, or thing. Mom, cat, nose, umbrella, sidewalk, tree, and dollar are all nouns.
Plural means more than one. For example, the plural of "cat" is "cats."
A **Verb** is an action word. Run, Hitch, jump, and swim are verbs.

Pirate Makeover

So you want to be a fierce and _____ pirate captain? First, you'll need a/an
Adjective

_____ -sounding pirate name, such as _____
Adjective Noun Person In Room (Male)

or _____ . You'll need a mascot, too, like a pet
Color Person In Room (Female)

_____, or even a/an _____ on your shoulder that says, "Aye, matey" and
Noun Noun

"Shiver me _____." Then you need to get a peg _____, put a sneer on your
Plural Noun Part of the Body

_____, and wear a patch ober your _____. And ebery pirate captain needs
Noun Part of the Body

a name for his or her ship. Your vessel can be called *The Breded* _____, or *The*
Noun

_____. You can get all your _____ friends
Verb Ending in -ing Noun Adjective

together to raise the _____, swab the _____, and
Plural Noun Adjective Plural Noun

hoist the skull-and-cross-_____ flag. Now you're ready to sail the _____
Plural Noun Adjective

seas looking for buried _____!
Plural Noun

A Children's Pirate Chantey

By Mark "Cap'n Slappy" Summers

(Can be sung to the tune of Monty Python's "I'm a Lumberjack and I'm OK" - or make up your own!)

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

Ho ho, my friends I have a tale
Of treasure, plunder, sea and sail
My story's bigger than a whale
It gets so deep, ye'll have to bail.

Chorus

I like to fish, I like to fight
I like to stay up half the night
When I say "starboard," ye go right!
Me ma, she says, "Ye look a fright!"

Chorus

I've got no hand but that's me hook!
I pillage stuff but I'm no crook.
My booty's in this chest I took.
They'll write about me in a book!

Chorus

And that's all there is to this song.
I hope it hasn't been too long.
A pirate's life might just be wrong
So grow up nice and big and strong!

Chorus

Outbreak!

When pirates were at sea for months or even years at a time, the scarcity of fresh food made them prey to a dangerous disease: Scurvy. Scurvy is contracted by people who don't get Vitamin C for extended periods of time. When a pirate ship's store of perishable fruits and vegetables depleted, the crew could be expected to become pale, tired, and develop spots on their skin. If they stayed away too long, their gums might bleed - they might even lose their teeth! So, the next time someone tells you to eat your fruits and veggies - do it!



Vitamin C - Rich Foods

Have you ever tried these fruits and vegetables? Look for them at the grocery store. You'll notice that each of them is a vibrant color. The brightest and deepest colored fruits and vegetables contain the most vitamins. Vitamin C is an antioxidant that is essential for disease prevention. Consider making a salad of dark greens like spinach and kale, or dipping some red bell peppers for a snack. Or, blend frozen cubes of mango with frozen strawberries and orange juice for a refreshing smoothie!

Grapefruit - Guava - Kiwi
Mango - Oranges - Papaya
Cantaloupe - Strawberries
Red Bell Peppers - Dark Greens
Broccoli - Cauliflower

The Barbary Coast

The Barbarossa (Redbeard) brothers and other Barbary corsairs were the scourge of the Mediterranean Sea in the 16th and 17th Centuries. They operated out of ports along the coast of Northern Africa, then called the Barbary Coast, plundering ships and taking slaves.



Put an X on Algiers. During the era of the Barbary pirates, some 20,000 captured were imprisoned here.

Draw a line from Portugal, to the island of Sardinia. What a long and dangerous trade route!

Circle Tripoli. Here, in 1815, the recently formed United States Navy won a lengthy confrontation with the Barbary corsairs that effectively ended their ability to bribe the Captains of trade ships in exchange for their safety.



What is a Pasha?

The Pasha was a highly ranked Turkish government official during the Ottoman Empire. Although in *Le Corsaire*, the Pasha is the corsairs enemy, in reality some corsairs were given the respected title, including the infamous Barbarossa, when he rose in rank to Fleet Admiral of the Ottoman Navy. Remember: corsairs were usually sanctioned by the government to interrupt enemies trade and expand territory.

The Corsaire Essay Contest Entry Cover Page

Please attach this completed form to each entry.

Student Name:

Grade Level/Age:

Address:

City/State/Zip Code:

Home Phone Number:

Email:

Sponsoring Teacher:

School:

School Address:

City/State/Zip Code:

School Phone Number:

School Fax Number:

I certify that this student is submitting original work.

Teacher's Signature and Date

Deadline: October 18, 2007

Mail to:

Colorado Ballet
Attn: Anne O Connor
1278 Lincoln St.
Denver, CO 80203

The Corsaire Essay Contest!

Lord Byron, like many pirates, believed in living life to the fullest. Why is seeing a ballet at least once in your life an important experience?

Contest Rules

Eligibility: All public, private, and home school students who attend the *The Corsaire Student Matinee* on Thursday, October 4 at 11am are eligible to enter. One entry per student, please.

Guidelines: Students should do their best to use correct spelling and grammar. Word processed and handwritten submissions will be accepted; handwritten entries must be neat and legible. Entries without a completed cover sheet will not be considered. The student's name and school should appear only on the cover sheet, not on his/her essay. All entries are property of Colorado Ballet's Education and Outreach Department.

Length Requirements:

1st-5th grade: 100-150 words

6th-8th grade: 250-300 words

9th-12th grade: 400-500 words

Deadline and Submission: Entries, with completed cover sheets, must be received by noon (12pm) on October 18, 2007. Mail to:

Colorado Ballet
Attn: Anne O'Connor
1278 Lincoln St.
Denver, CO 80203

Winners and Prizes: Three winners will be announced at our annual Book Fair on December 9, 2007 at 6pm. The event, including story time with costumed character Angelina Ballerina, will take place from 4-9pm at

Barnes and Noble Downtown
500 16th St.
Denver, CO 80202

The winning authors will each receive a \$20 Barnes and Noble gift card, a family pack of tickets to *The Nutcracker*, and a pointe shoe signed by one of Colorado Ballet's company dancers. The winning essays will be posted online at www.coloradoballet.org.

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How to be a Good Theatre Audience

Unlike actors on your television, performers on the stage are aware of their audience, and want very much to communicate their art to you and feel your appreciation in return. By the time you arrive at the theatre for a scheduled performance, many people (choreographers, composers, dancers, technicians, costume and lighting designers, etc.) have worked very hard to bring you their best efforts. In order to show respect for those efforts, every audience member must give the performance their full attention and avoid any behavior that interferes with anyone else doing the same. We have rules that help us accomplish this goal, and you should do your best to understand and follow them:

1. Always arrive at the theatre in plenty of time to find your seats and settle into them. Late arrivals mean disruption for everyone else, including the dancers.
2. No shoving or running in the lobby.
3. No cameras or video recorders. Flashes are dangerous for dancers and unapproved photos and videos violate copyright laws.
4. No hooting, whistling, or yelling during the performance. The performance has begun when anyone on stage starts talking or dancing, or when the orchestra starts to play. You are welcome to show your appreciation for the performance with applause at the end of the ballet, or sometimes at the end of a section or solo. You are also welcome to laugh if someone on stage is being intentionally funny.
5. No talking or whispering during the performance. You will have plenty of time to discuss your impressions at intermission or after the show.
6. No gum, candy, or food in the theatre. It makes noise and sticky messes, and the Ellie Caulkins Opera House is so beautiful!
7. Use the bathroom before the show begins or at Intermission, not during the performance.
8. The screens on the backs of the seats that help you follow along with the ballet are expensive technology. Once you have pressed the button to see the text, please do not touch or scratch the screens.
9. Enjoy the show!

The Education and Outreach Department

5x5: Colorado Ballet partners with the Mayor's Office for Education and Children to bring underserved children five cultural experiences by the age of five by offering Creative Movement classes and tickets to HeadStart students and their families.

Book Fairs: On December 9, 2007, Barnes and Noble Downtown hosts us for story time with Angelina Ballerina. Up to 20% of the profits generated during the event will be donated to educational programming.

Dance Renaissance: Our after school program now reaches 10 Denver area schools with high Title 1 percentages. For each semester-long class, two teachers, ballet barres, leotards, tights, shoes, and a fun nutrition and self-esteem workbook are provided free of charge.

Educator's Nights: In appreciation of Colorado educators and administrators, we offer Buy One, Get one Free tickets to select performances. Call the Box Office at 303.837.8888 for details.

Figaro: Colorado Ballet is the first ballet company to use the Figaro seatback titling system. The Education Department writes, translates, programs, and operates the text for each performance, which is currently available in English, Spanish, and French.

Ballet Foundations: This traveling lecture/demonstration brings the basics of ballet to life, with the help of Colorado Ballet & Studio Company dancers. Students will be able to ask questions, interact with ballet paraphernalia, and try basic movements and positions for themselves!

Sensory Tours: Blind and visually impaired patrons can enjoy the ballet by taking a "tactile tour" backstage, exploring props, costumes, and movements. The following performance is audio described.

Workshops: Ballet Foundations, The Physics of Dance, Poetry in Motion, Creative Movement, Ballet Trunk /Costume Try-On, Career Fairs, Master Classes, Adult Education, etc. Inquire for details.

Challenge us! Our programs are flexible, and we'll help you integrate the Arts into your curriculum in any way we can. Share your ideas with us!

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