



National Geographic Live! “Wild Seas, Secret Shores”

THURSDAY, APRIL 4, 2019 • 10 AM • 60 MINUTES

MERRILL AUDITORIUM, PORTLAND



©Thomas Peschak

Portland Ovation has brought a dynamic season of exceptional performing artists to Portland, Maine, including classical music, jazz, opera, dance, theater, and Broadway since 1931. Portland Ovation believes that cultural enrichment should be accessible to all and provides quality live performances and education experiences. Ovation collaborates with other arts organizations, nonprofits, education systems and the business sector to promote cultural enrichment and lifelong learning and celebrates the power and virtuosity of the performing arts.

In addition to live performances, we bring the exhilaration of the performing arts out into our community with season-long educational and outreach programs called Ovation Offstage.

Ovation Offstage creates resonating moments when artists and audiences connect. Whether it's an unexpected "art happening," a workshop or masterclass with a visiting artist, a lively community discussion, or a pre-performance lecture, Portland Ovation invites you to join us as we explore together the relevance and connection of the performing arts to our lives.

ACKNOWLEDGMENTS

Ovation Offstage is made possible in part with support from Culture Club-Portland, Bank of America, TD Bank, Machias Savings Bank, Unum, Maine Arts Commission, Dead River Company, and the Sam L. Cohen Foundation.



“Wild Seas, Secret Shores” STUDY GUIDE

This guide includes information about “Wild Seas, Secret Shores” broader cultural and literary connections; suggested activities designed to engage and sustain your students’ learning before, during, and after the show; as well as a number of local resources to help you extend your learning. Please note connections to Common Core State Standards.

Use this guide to help your students anticipate, investigate, and reflect upon your live performance experience.

COMMON CORE STATE STANDARDS:

- Science & Technology
- Scientific Inquiry
- How Scientists Work
- Influences of Science & Technology on People & the Environment
- Earth Systems and Ecosystems
- Reading Informational Texts
- Writing
- Visual Arts
- Understanding Photographic Concepts
- Artistic Problem Solving
- Aesthetics & Criticism



THEATER ETIQUETTE

Audience members play a special and important role in the performance. The performers are very aware of the audience while they perform and each performance calls for different audience responses. Lively bands, musicians and dancers may desire audience members to clap and move to the beat. Other performers require silent focus on the stage and will want an audience to applaud only when they have completed a portion of their performance. As you enjoy the show, think about being a part of the performance.

- What are the differences between attending a live performance and going to a movie or watching television?
- What are some different types of live performances? Name a few as a class.
- What kind of responses might an audience give in each circumstance?
- What are the different cues that a performer will give you so that you know how to respond? For example, might they bow or pause for applause?

Also, remember that a theater is designed to magnify sound and even the smallest whispers or paper rustling can be heard throughout the auditorium. You are part of a community of audience members and you all work together to create your theater experience.

DISCOVER THE SEA WITH THESE LOCAL ORGANIZATIONS!

- **Maine State Aquarium:** www.maine.gov/dmr/education/aquarium
 - **Bigelow Laboratory for Ocean Sciences:** www.bigelow.org
 - **Gulf of Maine Research Institute:** www.gmri.org
 - **Rippleeffect:** www.rippleeffectmaine.org
 - **Friends of Casco Bay:** www.cascobay.org
 - **Herring Gut Learning Center:** www.herringgut.org
 - **Blue Ocean Society:** www.blueoceansociety.org
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ABOUT THE PRESENTER



Thomas P. Peschak, Marine Biologist and National Geographic photographer National Geographic Explorer Thomas P. Peschak is a photographer who is dedicated to documenting the beauty and fragility of the world's oceans, islands, and coasts. He has been named as one of the 40 most influential nature photographers in the world.

Originally trained as a marine biologist specializing in human-wildlife conflict, he retired from science fieldwork in 2004. He became a wildlife photojournalist after realizing that he could have a greater conservation impact through photographs than statistics. His work focuses on some of the most critical marine conservation issues of our time.

Thomas has written and photographed five books: *Currents of Contrast*, *Great White Shark*, *Wild Seas Secret Shores* and *Lost World*. His latest book *Sharks and People* was released in 2013 and chronicles the relationship between people and sharks around the world.

He is a multiple winner in the BBC Wildlife Photographer of the Year Awards and received World Press Photo Awards for his work in 2011 and 2013. In 2015, he gave a TED talk, *Dive into an ocean photographer's world*, aboard *Mission Blue II*, hosted by TED Prize winner Sylvia Earle.



ABOUT NATIONAL GEOGRAPHIC

The National Geographic Society (NGS), headquartered in Washington, D.C., United States, is one of the largest non-profit scientific and educational organizations in the world. Founded in 1888, its interests include geography, archaeology, and natural science, the promotion of environmental and historical conservation, and the study of world culture and history. In partnership with 21st Century Fox, the Society operates the magazine, TV channels, a website, worldwide events, and other media operations.

“Wild Seas, Secret Shores” STUDY GUIDE

Term	Part of Speech	Definition
biologist	<i>Noun</i>	scientist who studies living organisms.
coast	<i>Noun</i>	edge of land along the sea or other large body of water.
conservation	<i>Noun</i>	management of a natural resource to prevent exploitation, destruction, or neglect.
dedicate	<i>Verb</i>	to sincerely devote time and effort to something.
document	<i>Verb</i>	to keep track of.
fragile	<i>Noun</i>	delicate or easily broken.
habitat	<i>Noun</i>	environment where an organism lives throughout the year or for shorter periods of time.
impact	<i>Verb</i>	to influence or have an effect on something.
island	<i>Noun</i>	body of land surrounded by water.
marine biologist	<i>Noun</i>	scientist who studies ocean life.
ocean	<i>Noun</i>	large body of salt water that covers most of the Earth.
research	<i>Noun</i>	scientific observations and investigation into a subject, usually following the scientific method: observation, hypothesis, prediction, experimentation, analysis, and conclusion.
wildlife	<i>Noun</i>	organisms living in a natural environment.

Before the Show



Do one of more of these ideas with your students before they attend Wild Seas, Secret Shores to build their knowledge before the performance.

1. Review the maps and read more about New Zealand and Peru to explore the areas where Thomas works.

Online map of New Zealand:

https://www.nationalgeographic.org/education/mapping/outline-map/?map=New_Zealand

“New Zealand Facts” (National Geographic Kids):

<https://kids.nationalgeographic.com/explore/countries/new-zealand/#new-zealand-sheep.jpg>

Online map of Peru:

“Peru Facts” (National Geographic Kids)

<https://www.nationalgeographic.org/education/mapping/outline-map/?map=Peru>

Before The Show

2. Read more about conservation in National Geographic’s encyclopedia entry. Have students answer the below discussion questions in pairs and then share out a few answers with the entire class. <https://www.nationalgeographic.org/encyclopedia/conservation/>



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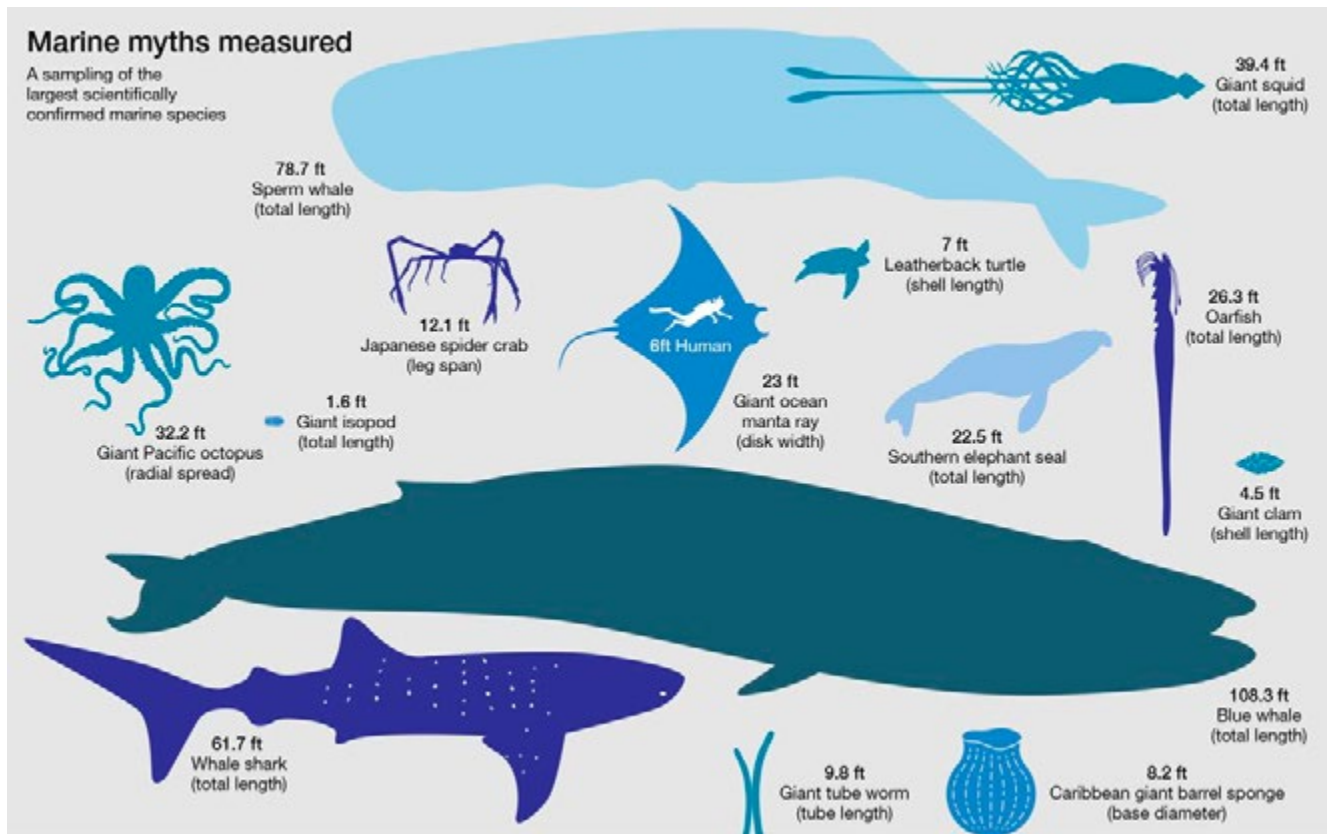
Discussion Questions

1. What was the most interesting fact you learned in the article?
2. How are different types of conservation connected to one another?
3. Can conservation be good and bad?
4. What natural resources do we have in Maine that we are, or should be, conserving?
5. What ways have you experienced conservation in Maine?

“Wild Seas, Secret Shores” STUDY GUIDE

Before The Show

3. Explore the Marine Megafauna (large or giant animals, usually over 90 lbs) infographic.



Discuss the different sizes of each animal and compare them to everyday objects (such as a school bus, or a car, or your classroom) Then find a large space, such as a gym or a parking lot, and have students measure out how long each creature is to compare side by side using tape or chalk to mark the length of each animal.

- Advanced Activity: Have students draw their own illustration in D inch scale (mean D inch equals 1 foot) of one animal on the infographic and then in comparison to an everyday object in their life.

After the Show

1. After the performance, show students some of Thomas Peschak’s most recent work on his website. Discuss the role of photography in his activism. Expand the discussion to include photography as an art form. What makes a photography compelling? How do his photographs make you feel? Why is it important to have photographs of his subjects?



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After The Performance

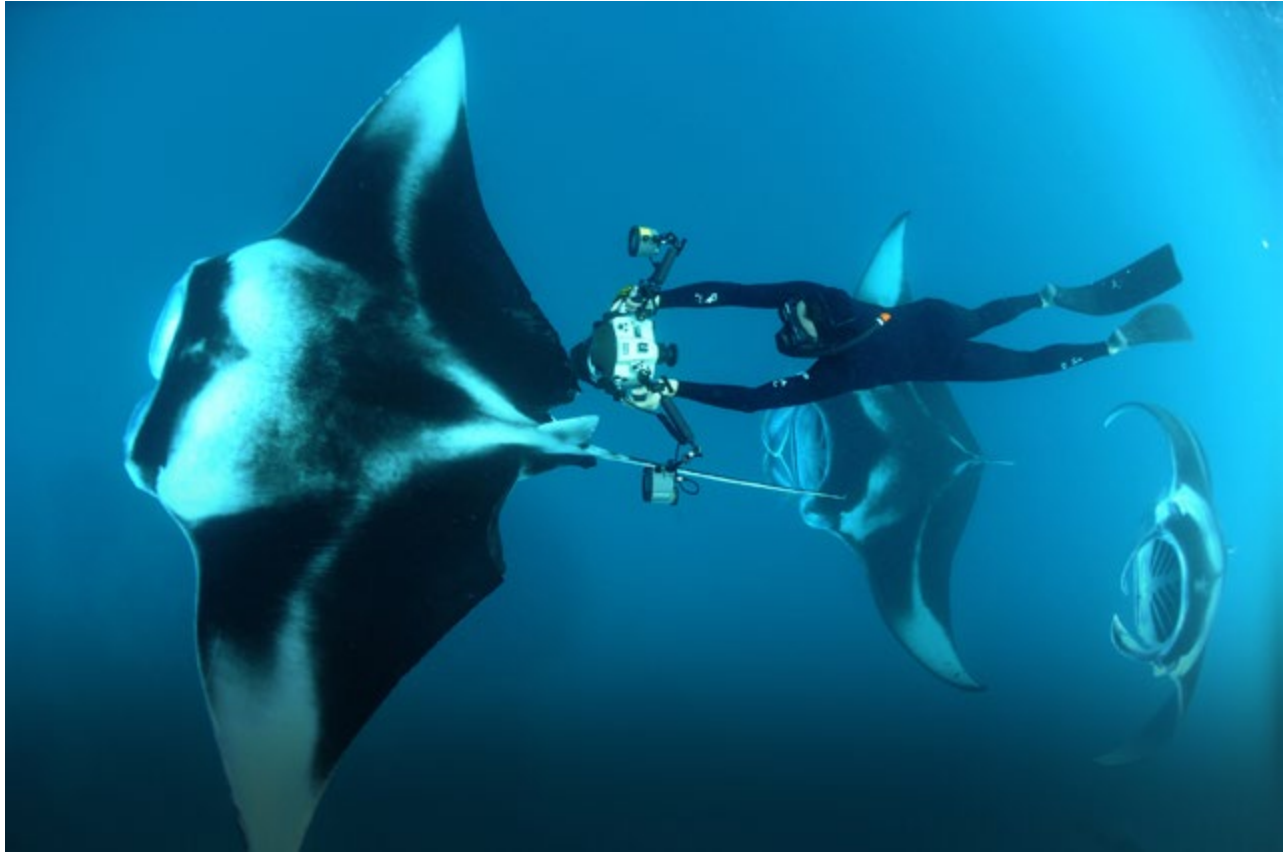


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2. Use the [Explorer Comparisons worksheet](#) and have a class discussion to help students make connections between themselves and Thomas Peschak. Distribute the worksheet to students before the presentation and review the directions with them. Review any terms with which that they are unfamiliar with. After the presentation, have students share the notes that they took during the show. Have a class discussion about attitudes and skills and how students demonstrate them in their everyday lives. Have students record their personal examples on the worksheet.

(Worksheet linked above)

After The Performance



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3. Have a class discussion about the attitudes National Geographic explorers embody. Students can use their Five Ws Chart from exercise 2 for reference and a graphic organizer to organize their ideas.

1. What attitudes did Thomas Peschak talk about?
2. In what ways does Thomas Peschak demonstrate curiosity, responsibility, empowerment, and persistence in his work?
3. Why do you think these attitudes are important for explorers?
4. What are ways that you embody curiosity, responsibility, empowerment, and persistence?
5. How would you like to embody these attitudes more?

As a reflection or exit ticket have students write down one goal for how they will embody one or more of the attitudes more.

Student Response Form

Please guide your students through this form. Students may write and/or draw pictures to respond to the performance.

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SCHOOL NAME: _____

STUDENT NAME: _____ **GRADE:** _____

VISUAL RESPONSE:

Draw your favorite moment from "Wild Seas, Secret Shores" below.

What did you really like about the performance?

What would you tell other kids about the performance?

Please print your name below to give Portland Ovarions permission to use your comments in future promotions.

Print Your Name Here

MAIL RESPONSES TO:

Ovarions Offstage
50 Monument Sq, 2nd Fl.
Portland, ME, 04101

Teacher Response Form (2 pages)

Please take a few moments to fill out and return this form after the performance. Your response to our School-Time Performance Series helps us plan for the future. Include any comments from class discussion as well!

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SCHOOL NAME: _____

YOUR NAME: _____ **GRADE(S) OF STUDENTS:** _____

What made this a valuable experience for your students? (If it wasn't, why not, what can we do better?)

How did this live performance connect to or enhance your curriculum?

If you used this guide, how did it help you prepare for and reflect upon the performance with your students? Why or why not? OR if you knew about the guide but opted not to use it, tell us why you chose not to use it. (We want to design the guides so that they are helpful tools for teachers—your feedback is key!)

Tell us about planning the trip:

How did you hear about this School-Time Performance? How was the process when arranging transportation?

Teacher Response Forms

Please take a few moments to fill out and return this form after the performance. Your response to our School-Time Performance Series helps us plan for the future. Include any comments from class discussion as well!

Tell us about the trip itself: How was the arrival and dismissal process? Were all of your specified seating needs met?

What types of performances would you like to see in the future? (topics/themes, genres, specific artists, etc.)?

A number of generous individuals and organizations make it possible for us to offer these School-Time Performances at extremely discounted rates. Is there anything you'd like them to know in terms of your experience or its impact on your class?

Please sign below if Portland Ovarions has permission to use any of your comments in future promotions.

Sign here

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