



## Grownup Guide

WELCOME to *Me...Jane*, a new musical commissioned by the Kennedy Center and based on the illustrated children's book about the childhood of Jane Goodall. Here are some ideas for making the most of your young theatergoing experience.

# Before the Show

## In a rush? Then...

- Use the Cuesheet! The *Me...Jane* Cuesheet performance guide at <https://goo.gl/EMXrQo> is written for young theatergoers to help them learn all about and enjoy the performance. Please read it together and discuss the questions and activities (and return to some of them after the show). If time is super short, review pages 2, 3, and 14 first.
- Explore what the kids are most excited about in seeing this show, and why.
- Discuss visiting the Kennedy Center—what the experience will be like and ways to be a good audience member. Take the quick virtual tour of the Family Theater: <http://www.kennedy-center.org/Pages/VirtualTour/Familytheater>
- See the display on Jane Goodall at the Kennedy Center before or after the performance.



## Got a few more minutes? Then...

- Have your young scientists brainstorm and explore the other types of animals that live in Tanzania, Africa, where Jane studied chimpanzees—today known as Gombe Stream National Park. Which animals (such as red-tailed monkeys, bush pigs, crowned eagles, or leopards) would they like to study, and why?

# After the Show

As you leave the theater, please take one of our *Me...Jane* postcards.

You can also find one at <https://goo.gl/EMXrQo>

The postcard gives you some ideas to capture your young theatergoer's first impressions about the show. Then in the days afterward, as time allows, here are some other questions and extended activities you might explore together.



# The Story

## Questions:

Why do you think many of the adults Jane met thought her interest in science and animals was silly? What did Jane's dog Rusty teach her? Why was this important? In what ways are you similar to and different from Jane? How did Jane make her dreams come true?

## Go Deeper:

- Ask kids to imagine their own story about a real person they know (like a grandparent or friend). Have them write and illustrate a little bit of the story.
- Ask kids to imagine what their 80-year-old selves could tell them about how they lived their lives, like the real Jane does in the performance. What would they like to say to themselves? They can share their ideas in writing or in a brief video.

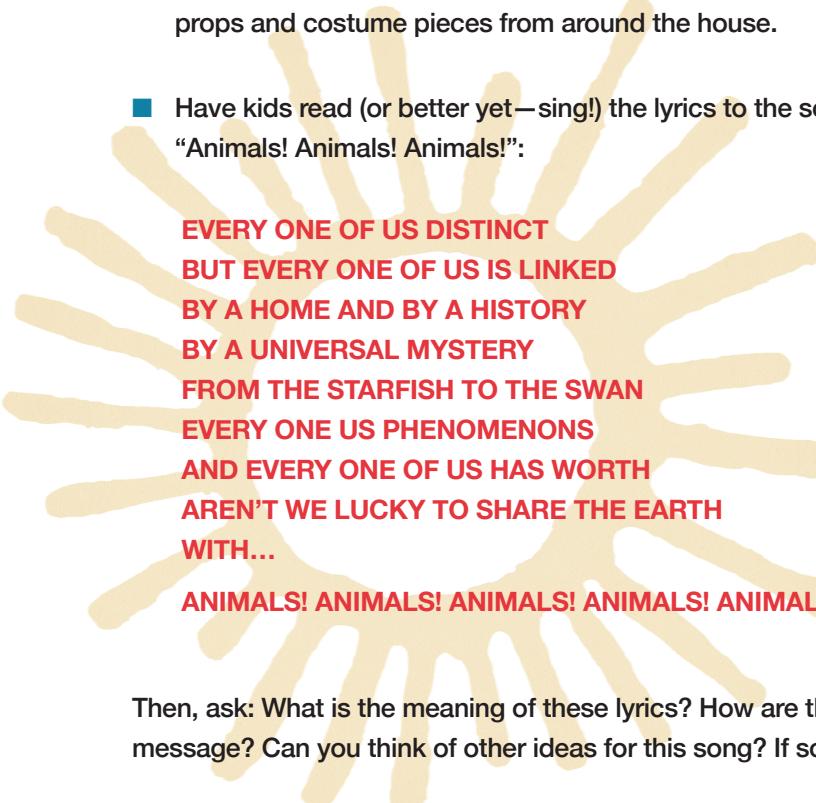
# Theater

## Questions:

What did you like about seeing a live theater performance? Discuss how creating a musical is creative, collaborative, and fun (see p. 10 of the Cuesheet). Ask kids which job on the creative team they would like to do, and why.

## Go Deeper:

- Ask kids to recreate a favorite moment or scene from the show using simple props and costume pieces from around the house.
- Have kids read (or better yet—sing!) the lyrics to the song “Animals! Animals! Animals!”:



EVERY ONE OF US DISTINCT  
BUT EVERY ONE OF US IS LINKED  
BY A HOME AND BY A HISTORY  
BY A UNIVERSAL MYSTERY  
FROM THE STARFISH TO THE SWAN  
EVERY ONE US PHENOMENOS  
AND EVERY ONE OF US HAS WORTH  
AREN'T WE LUCKY TO SHARE THE EARTH  
WITH...  
**ANIMALS! ANIMALS! ANIMALS! ANIMALS! ANIMALS!**



Then, ask: What is the meaning of these lyrics? How are they important to the play's message? Can you think of other ideas for this song? If so, what might they be?

# Geography

## Questions:

What did you know about Africa before seeing the show? What did you learn about Africa from the performance?

## Go Deeper:

- Point kids to a detailed map of Africa to explore its size and diversity. Share a few facts: Africa is the world's second largest continent and it has 54 countries. Africa has the largest tropical area of any continent, but it also has other types of climates, including the famous Sahara Desert, the largest desert in the world. There are more than 1,000 different species of mammals in Africa.
  
- Have kids choose a country to learn more about and help them find a wide range of print and online materials. Ask them to share their discoveries with you, siblings, or friends.

# Science and Animals



## Questions:

What did Jane learn from watching the squirrels, chickens, and Rusty? What have you learned from watching animals?

## Go Deeper:

- If possible, plan a trip to a local zoo to observe some animals that live in Africa, such as chimpanzees, lions, elephants, and giraffes. Encourage your young scientists to make drawings like young Jane.
  
- Have kids choose an animal and practice their scientific research skills. They should find out the animal's scientific name, draw pictures of it, and list where the animal mostly lives, what it eats, and any other interesting facts they come across.
  
- Challenge kids to become National Geographic Citizen Scientists. They can join a squirrel counting project or other mapping projects—no experience necessary. Learn more at <https://www.nationalgeographic.org/idea/citizen-science-projects/?page=1>

# A Centennial Celebration of John F. Kennedy

## Questions:

*Me...Jane* is one of a series of programs and performances presented by the Kennedy Center to help everyone understand the ideals of President John F. Kennedy (who the Center is named after and who was born 100 years ago in 1917). One of those ideals is the idea of service, or helping others. How did Jane Goodall help others—and what does she hope everyone will do?



## Go Deeper:

- Have kids learn more about Jane Goodall and the idea of service, and even create their own service campaign through Goodall's [www.rootsandshoots.org](http://www.rootsandshoots.org).
  
- Discuss all of President Kennedy's ideals—courage, freedom, justice, service, and gratitude—and how the arts can enrich our society through those ideals. Encourage budding artists to take the Citizen Artist Challenge.  
<https://www.kennedy-center.org/jfkc>  
<https://artsedge.kennedy-center.org/students/kc-connections/festivals/jfkc.aspx>

## More Resources

Here are some additional resources that you might find helpful in learning more about Jane Goodall and her work.

### Websites

The Jane Goodall Institute: [www.janegoodall.org](http://www.janegoodall.org)

Roots & Shoots: [www.rootsandshoots.org](http://www.rootsandshoots.org)

### Books

*Me...Jane* by Patrick McDonnell

*I Am Jane Goodall* by Brad Meltzer

*My Life with the Chimpanzees* by Jane Goodall

### Articles

"How Jane Goodall Changed What We Know About Chimps" The cover story for the October 2017 issue of *National Geographic Magazine*, coinciding with the national release of the National Geographic documentary, *Jane*. <http://www>.

[nationalgeographic.com/magazine/2017/10/becoming-jane-goodall/](http://nationalgeographic.com/magazine/2017/10/becoming-jane-goodall/)

“50 Years of Chimpanzees” <http://www.nytimes.com/2010/11/16/science/16conversation.html>

“Jane Goodall’s Dog Blog—Rusty” <https://perfectpets.com.au/best-pet-blog/post/jane-goodall-s-dog-blog-rusty>

“When I Met Jane Goodall, She Hugged Me Like a Chimp” <https://www.theguardian.com/science/animal-magic/2014/apr/03/jane-goodall-80-chimp>

“Jane Goodall Is Still Wild at Heart” [https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?\\_r=0](https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?_r=0)

## Videos

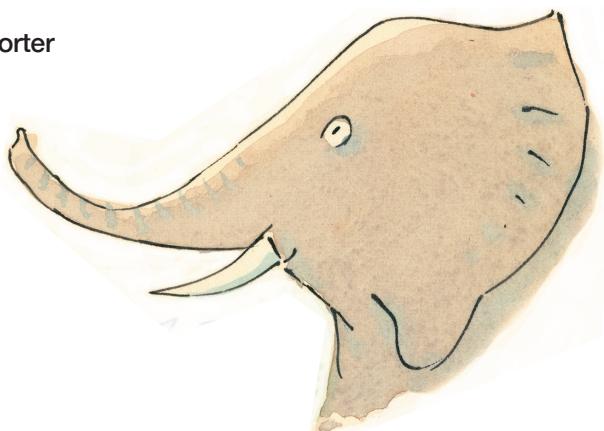
“Jane: A Snapshot”—a short National Geographic video about Jane’s life

<https://www.youtube.com/watch?v=n4SpRnuidjg&feature=youtu.be>

“Jane Goodall, Illustrated”—a *New York Times* interview exploring two children’s books about Jane Goodall, featuring Jane Goodall, author/illustrator Patrick McDonnell, and author/illustrator Jeanette Winter <https://www.nytimes.com/video/books/review/100000000789861/the-books-of-jane.html>

“Jane Goodall’s Journey”—an interview by a *Scholastic* kid reporter

<http://www.scholastic.com/browse/article.jsp?id=3757121>



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