



Teacher 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 extending your students' theatergoing experience.

Before the Show

If you have 5 to 20 minutes:

- Use the Cuesheet! The *Me...Jane Cuesheet* performance guide <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 short, review pages 2, 3, and 14 first.
- Discuss visiting the Kennedy Center and how to be good audience members. Take the short 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.



If you have 30 to 60 minutes:

- Read and discuss the book *Me...Jane* by Patrick McDonnell.
- Help children locate Africa on a map or globe and 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. Point out that Jane studied chimpanzees in what is known today as the Gombe Stream National Park in Tanzania.
- Teach some new vocabulary related to the story, such as primatology, science, patience, environment, conservation, preservation, and so forth. Encourage students to use these words (and add others) as they discuss the performance.
- Help students explore more about Jane Goodall at www.janegoodall.org.

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? How did Jane make her dreams come true?

Go Deeper:

- Help students recall and understand the story's main idea and elements. Review difficult terms or concepts. Ask them to write a "review" of the show that summarizes what happens and gives their opinions about what worked on stage and what didn't. *Standard: English Language Arts—Information Text (RI.2)*

- Have students 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 PHENOMENONS
AND EVERY ONE OF US HAS WORTH
AREN'T WE LUCKY TO SHARE THE EARTH
WITH...
ANIMALS! ANIMALS! ANIMALS! ANIMALS! ANIMALS!**

Then, ask: How do these words connect to the play's message? Why is it important to protect animals around the world? How can young people help? Some ideas: Write letters to their members of Congress on the importance of animal protection or write to Jane Goodall about seeing the play and learning about her life—what message would they like to tell her?

- Ask children 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.

Science



Questions:

Why do animals such as elephants, chimpanzees, and giraffes live in other parts of the world like Africa but not in the wild in England or the United States?

Go Deeper:

- Have students research/discuss the other types of animals that Jane would have encountered in Tanzania, Africa (such as red-tailed monkeys, bush pigs, crowned eagles, or leopards), and choose one to research further, especially exploring the animal's habitat and why it lives there. *Standard: Life Science—Biodiversity and Human (LS4D)*
- Have students become National Geographic Citizen Scientists. They can join a squirrel counting project or other mapping project—no experience necessary. Learn more at <https://www.nationalgeographic.org/idea/citizen-science-projects/?page=1>



Geography

Questions:

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

Go Deeper:

Have students look at a detailed map of Africa and choose a country to research and write a report on.

Theater

Questions:

How did the show compare with the book? What do you think the show would have been like without the music and songs? Discuss how creating a musical is creative, collaborative, and fun (see p. 10 of the *Cuesheet*).

Ask students which job on the creative team they would like to do, and why.

Go Deeper:

Explore how a human actor can portray an animal on stage (using speech, simple costumes, movement) and ask students to choose an animal and try their ideas.

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 your students learn more about Jane Goodall and the idea of service, and even create their own service campaign through Goodall's 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; then encourage your students to take the Citizen Artist Challenge.
<https://www.kennedy-center.org/jfk>
<https://artsedge.kennedy-center.org/students/kc-connections/festivals/jfk.aspx>



More Resources

These resources may help you in creating your own lessons or activities or compiling more information to share with your students.

Websites

The Jane Goodall Institute: www.janegoodall.org

Roots & Shoots: www.rootsandshoots.org

Books

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/>

“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>

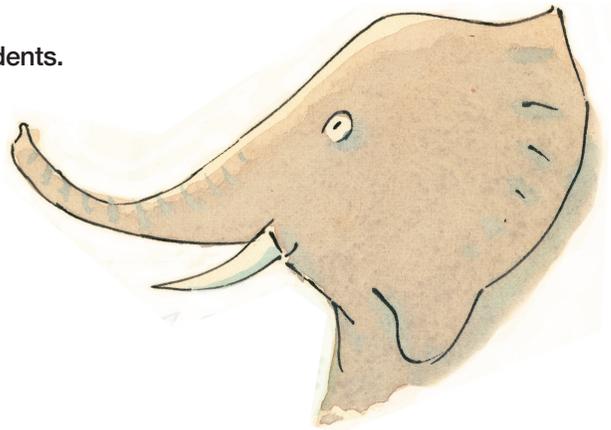
“Jane Goodall Is Still Wild at Heart” https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?_r=0

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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