



Kennedy Center  
Theater for Young Audiences  
ON TOUR

Friday, March 22, 2019  
10am

Young  Auditorium  
UNIVERSITY OF WISCONSIN - WHITEWATER



PERFORMANCE GUIDE



# Welcome!

Young Auditorium, located on the University of Wisconsin - Whitewater campus, welcomes you to the school-day performance of *Me...Jane: The Dreams and Adventures of Young Jane Goodall*, based on the book by Patrick McDonnell and produced by The John F. Kennedy Center for the Performing Arts, Kennedy Center Theater for Young Audiences on Tour. This performance guide provides information, discussion topics, activities, and resources to use both before and after the performance. The materials are designed to help you integrate the show with learning objectives in many areas of the curriculum. We look forward to seeing you at Young Auditorium!

Online - [www.youngauditorium.com/education](http://www.youngauditorium.com/education)

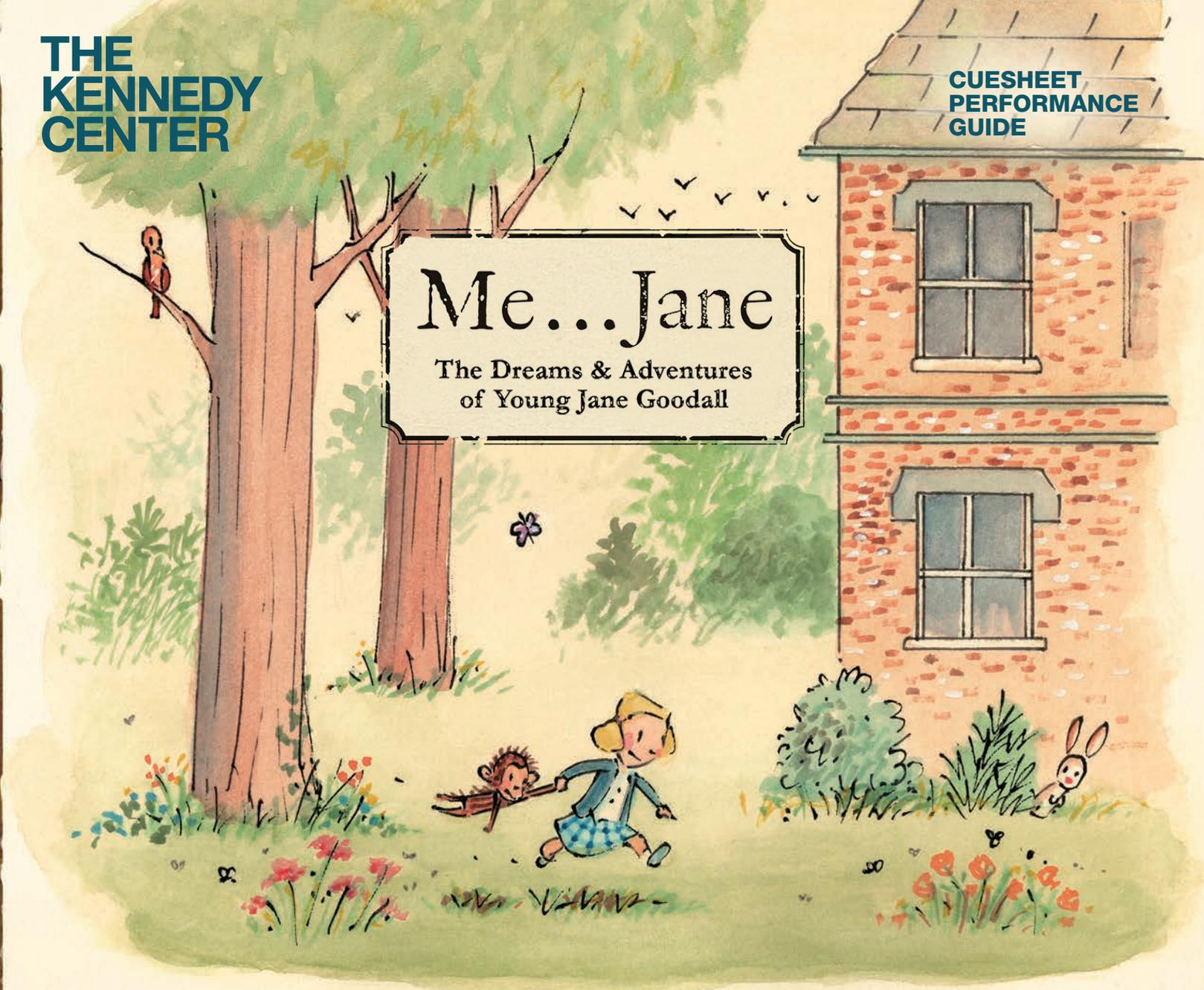
Email - [horizons@uww.edu](mailto:horizons@uww.edu)

Reservations - 262-472-4444

Questions or comments? - Shannon Dozoryst, [dozoryst@uww.edu](mailto:dozoryst@uww.edu) or 262-472-1432

**THE  
KENNEDY  
CENTER**

**CUESHEET  
PERFORMANCE  
GUIDE**



**A World Premiere Kennedy Center Commission**

**JFKC**

A Centennial Celebration  
of John F. Kennedy

Based on the book *Me...Jane* by Patrick McDonnell

Adapted and written by Andy Mitton, Patrick McDonnell, and Aaron Posner

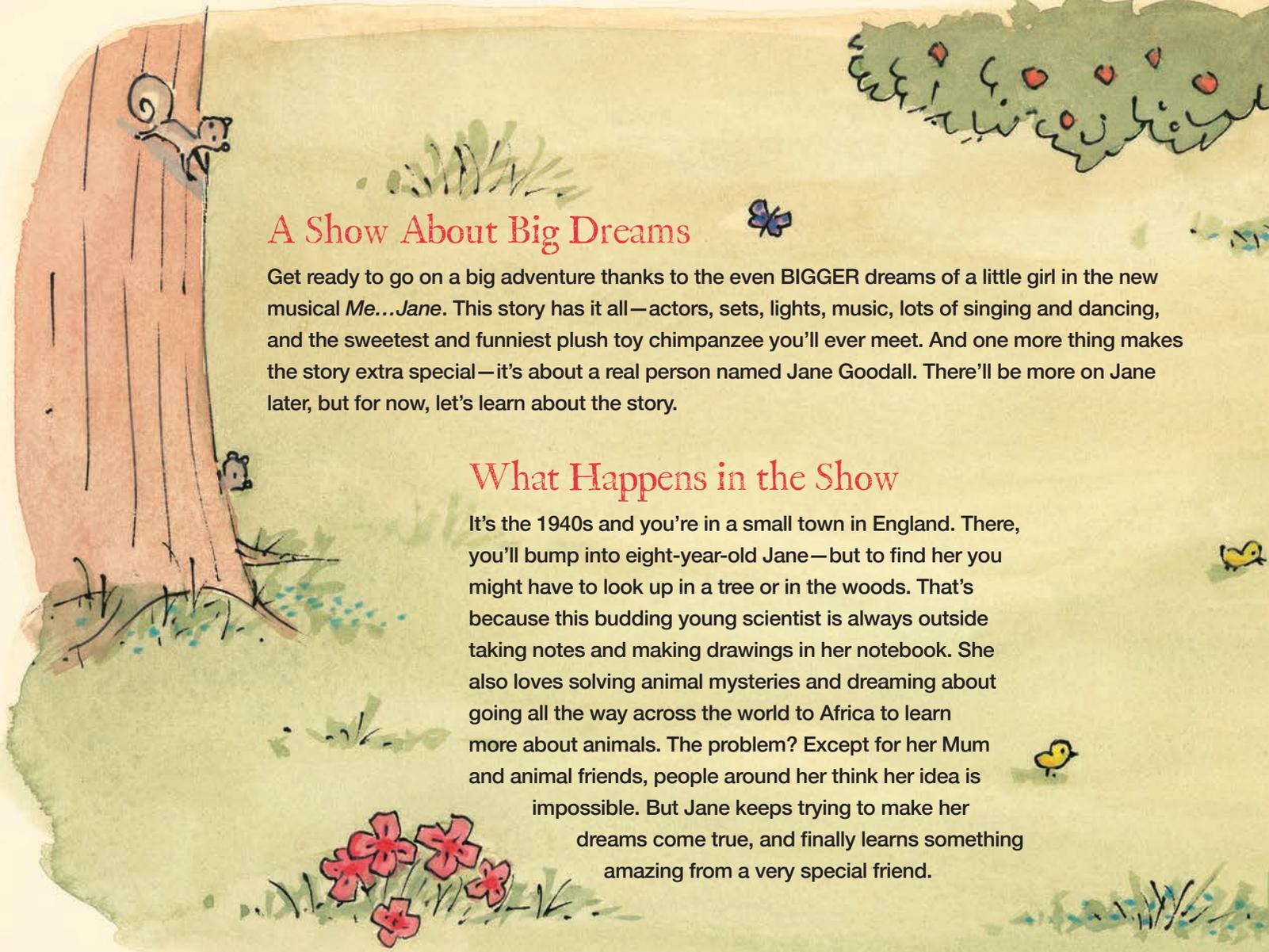
Music and lyrics by Andy Mitton \* Choreographed by Christopher d'Amboise

Directed by Aaron Posner

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Performances for Young Audiences.

# What Makes a Dream Come True



## A Show About Big Dreams

Get ready to go on a big adventure thanks to the even BIGGER dreams of a little girl in the new musical *Me...Jane*. This story has it all—actors, sets, lights, music, lots of singing and dancing, and the sweetest and funniest plush toy chimpanzee you'll ever meet. And one more thing makes the story extra special—it's about a real person named Jane Goodall. There'll be more on Jane later, but for now, let's learn about the story.

## What Happens in the Show

It's the 1940s and you're in a small town in England. There, you'll bump into eight-year-old Jane—but to find her you might have to look up in a tree or in the woods. That's because this budding young scientist is always outside taking notes and making drawings in her notebook. She also loves solving animal mysteries and dreaming about going all the way across the world to Africa to learn more about animals. The problem? Except for her Mum and animal friends, people around her think her idea is impossible. But Jane keeps trying to make her dreams come true, and finally learns something amazing from a very special friend.

## Same Language, Sounds Different

If you listen carefully like Jane does, you'll notice that the actors speak a little differently than most people in the United States. That's the way people speak in Jane's home country of England (in the United

Kingdom), and that's called an accent. You might also hear a few scientific names for animals. Actually, every kind of animal has its own scientific name, which often comes from an old language called Latin. These important names tell scientists all over the world what group the animal belongs to and what type it is. You might already know a few Latin names without even realizing it, like *Tyrannosaurus rex* (one of the largest dinosaurs).

## The Characters

**Mum**, Jane's mother

**Young Jane**

**Jubilee**, Jane's beloved plush toy chimpanzee, whose name is another word for "celebration" in English

**Mr. and Mrs. Crouch**, Jane's neighbors

**Chickens**

**Hen**, a stressed-out chicken

**Mr. Bixby**, Jane's neighbor

**Squirrels**

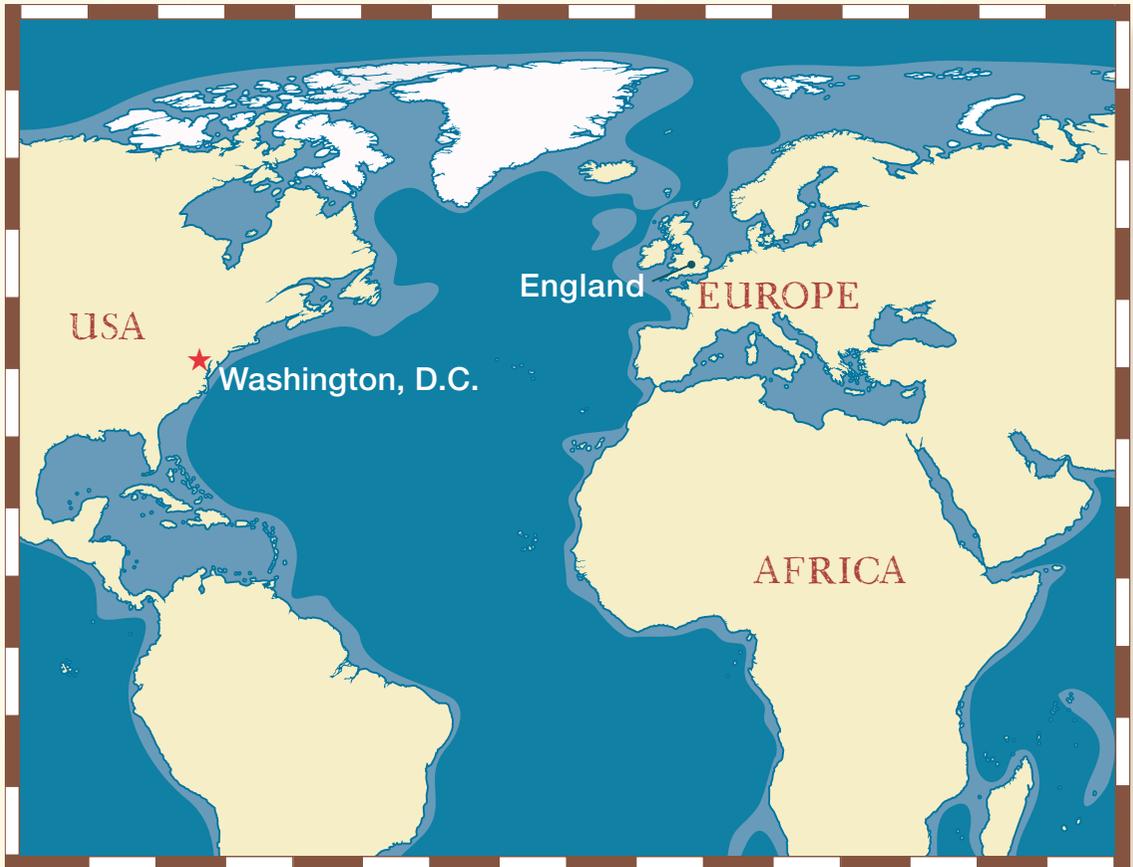
**Rusty**, the charming family dog

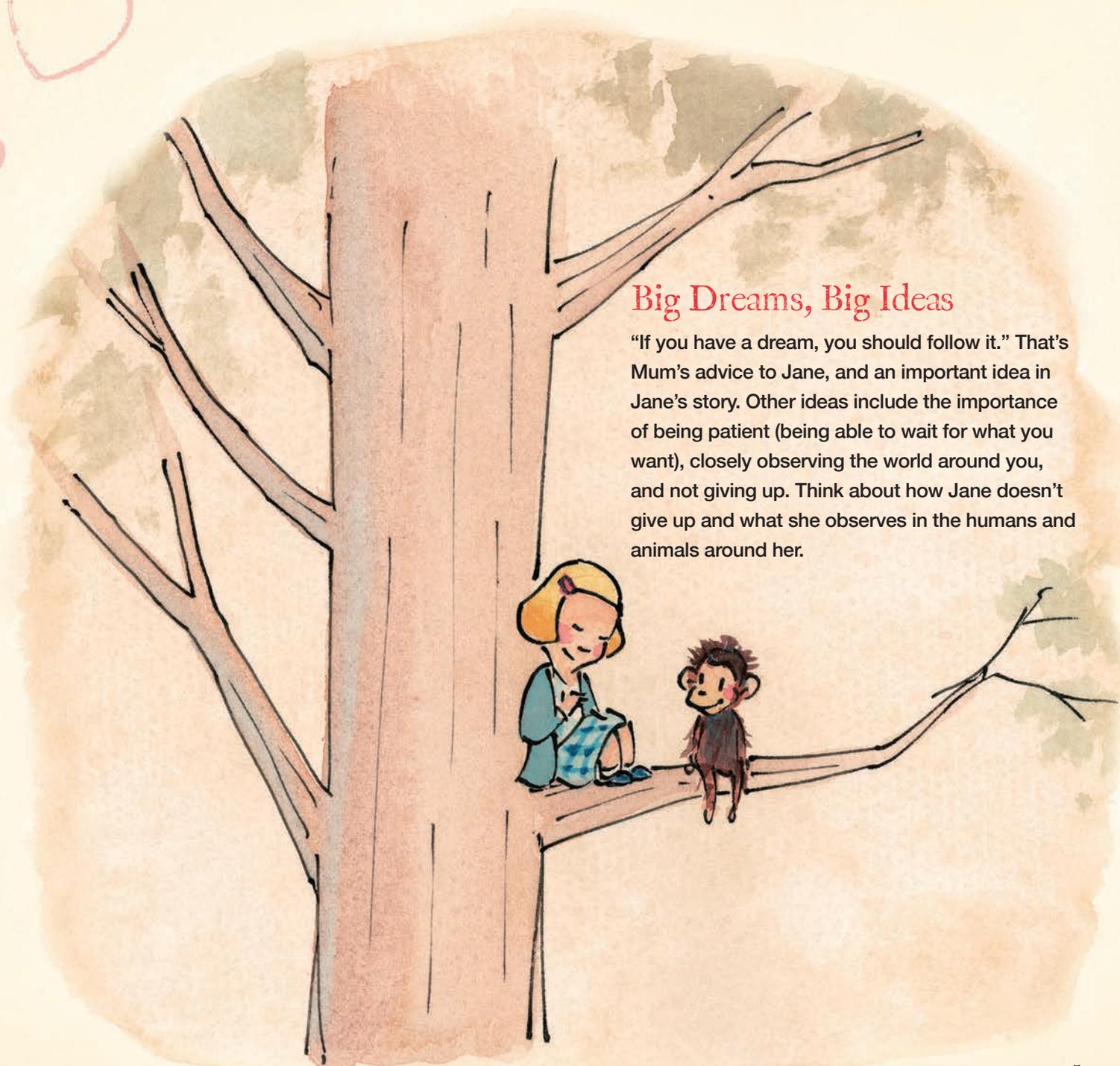
**Mr. Abercrombie**, Jane's teacher

**Naysayers**, people who try to discourage Jane

# Dreaming of Africa

Inspired by books and her love of animals, Jane wants to go to Africa to learn all about animals. It's a big place (just see the map!) full of some of the most interesting types of animals in the world; think gorillas, crocodiles, birds, chimpanzees, lions, cheetahs, elephants, giraffes, rhinoceroses, hippopotamuses, and more. And if she were in Africa, Jane could see how these animals live and behave in their natural environment.



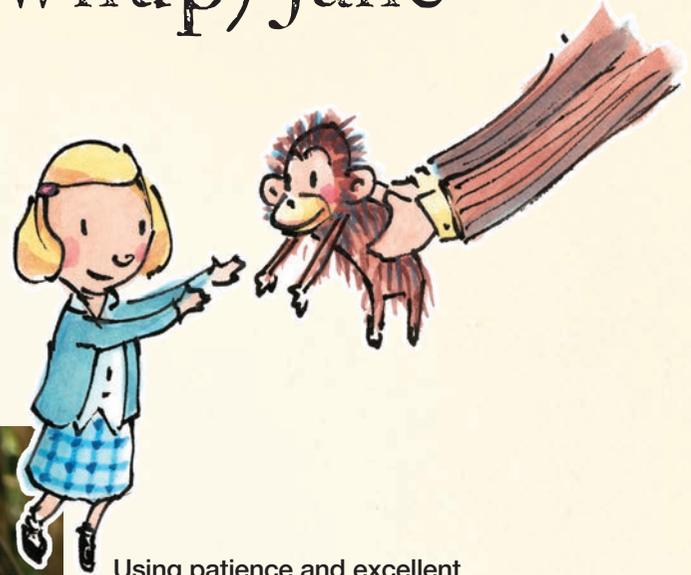


## Big Dreams, Big Ideas

“If you have a dream, you should follow it.” That’s Mum’s advice to Jane, and an important idea in Jane’s story. Other ideas include the importance of being patient (being able to wait for what you want), closely observing the world around you, and not giving up. Think about how Jane doesn’t give up and what she observes in the humans and animals around her.

# Meet the Real (and Grownup) Jane

She did it! When she was just 26 years old, Jane Goodall went to East Africa to study chimpanzees in the wild. That experience changed her life—and also changed the world of primatology (pronounced prahy-muh-TOL-uh-jee), the study of apes, monkeys, and humans.



Using patience and excellent observation skills, Jane made groundbreaking discoveries, including that chimpanzees use tools and form families. And by continuing her work at a time when women were discouraged from studying science, she inspired women (and men) to follow in her scientific footsteps. Today, she still travels the globe 300 days a year teaching people about ways to protect the world's environment.



Jane Goodall meeting an infant chimpanzee on her first trip to what is now Tanzania, Africa. Photo by Hugo Van Lawick/National Geographic Creative



## Jane's Inspirations

What inspired young Jane?

- Her mother encouraged her curiosity about animals.
- Rusty, the community dog, taught her that animals had personalities, emotions, and high intelligence.
- Story books about characters named Dr. Dolittle (a veterinarian who could speak with animals and went to Africa) and Tarzan (an English boy orphaned in Africa and raised by apes) made Jane want to go to Africa to study animals. By the way, "Me...Jane" comes from the Tarzan story, when American "Jane" Porter tries to teach Tarzan her name.



The real Jubilee with very young Jane.

The real-life Rusty and Jane when she was about 17 years old.



# Behind the Words and Music



Author and playwright Patrick McDonnell with his dog Earl.

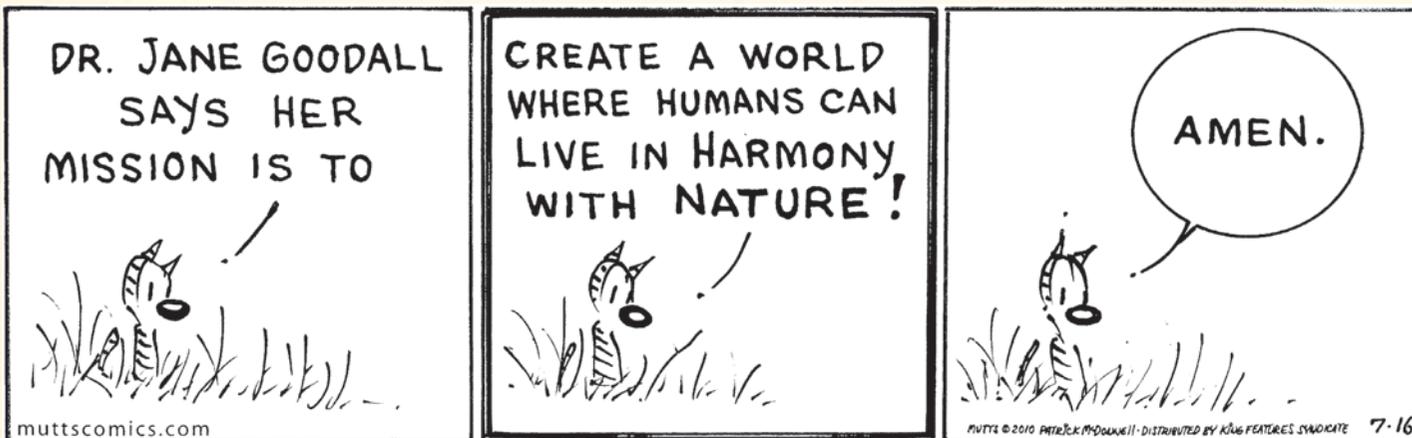
## The Idea for Telling Jane's Story

Like Jane Goodall, illustrator and writer Patrick McDonnell loves animals. Years ago, he became friends with Jane, and sometimes even mentioned her in his comic strip, MUTTS (like the one below). Her story inspired him, and he decided to tell it through words and drawings in the children's book *Me...Jane*.



## From Story to Stage

Patrick McDonnell, along with composer Andy Mitton and writer/director Aaron Posner, thought the book *Me...Jane* could be told as a musical. But they needed to change it to be told on stage with live performers and music. They also wanted to add more about Jane's real-life story for audiences to enjoy.



MUTTS © 2017 Patrick McDonnell



## Saying It in Song

The songs in *Me...Jane* tell you a lot about the characters and what's happening in the story. They can also help you understand what characters are feeling, such as love, determination, worry, discouragement, and wonder. Some of the songs include:

### “Animals, Animals, Animals!”

Jane shows just how much she knows about animals in this song. After the performance, try to remember some of the interesting and surprising facts Jane shares.

### “Be Still”

When Jane and Jubilee meet the Hen, Jane remembers Mum's advice and figures out a way to help.

### “Trust Your Instincts”

Jane's best animal friend has some important lessons for her—what are they?



## The Musical's Playlist

After the performance, think about the ways all the songs help tell the story.

“Jane and Jubilee”

“Animals Intro

“Animals, Animals, Animals!”

“Far Distant Shore”

“What Are You Going to Do Today?”

“The Hen House”

“Be a Chicken”

“Be Still”

“The First Naysayer”

“Spring Feast”

“The Nut Caper”

“Spring Feast Outro”

“The Second Naysayer”

“Rusty”

“Just a Dog”

“Trust Your Instincts”

“Just Like You”

“The Way to Africa”

“A Reason for Hope”

# Bringing Jane's World to Life

## Meet the Creative Team

It takes a whole team of people to put Jane's world, imagination, and adventures together on stage:

The **playwrights** adapted (changed) a short picture book so it could be performed on stage with actors speaking and singing, and with lights, sets, objects, costumes, and music.

The **composer** wrote all the music and words that the performers sing in a way that helps tell the story.

The **set designer** decided how to create the world of the book and the story using real objects on stage.

The **choreographer** planned all the dance movements for the songs as well as how the characters move throughout the performance. One fun part of choreographing the show was creating movements for the actors playing Rusty, chickens, and squirrels so you can easily imagine them as animals.

The **costume designer** chose what all the performers wear, including clothes to help you imagine that they lived in 1940s England.

## Animals on Stage

It would be pretty funny to have real animals on stage. But you know what? It's way more fun to have people—actors—pretend to be Rusty the dog, the squirrels, and the chickens. Unlike animals, actors can talk, dance, and sing. Watch the way they become animals by changing their voices and movements and wearing simple costume parts, like noses and hats.





# Enter Jane's Magical World

## Setting the Stage

Before set designers build anything that appears on stage, they draw their ideas on paper or on a computer, or they create miniature models. Here's a sneak peek at one of the first models for *Me...Jane*. This set shows the neighborhood and the hen house, where Jane conducts an animal research project. Make sure to look for the trees on stage. Also, notice the tan, brown, and green colors like you would find in nature and the woods. During the performance, compare the actual set to this model to see whether it changed, and if so, how.



Set design by Paige Hathaway



## Dress Up

If you were the show's costume designer and had to use ordinary clothes for Rusty the dog and the Hen, what items would you choose? Make a list or draw your ideas and share them with your friends and family. During the performance, watch to see how the costume designer dressed Rusty and Hen.

## Design a Set Piece

On a piece of paper, draw and cut out something to go with this set design for *Me...Jane*. It could be some hay for the chicken house, more trees, or something else that matches the story and the scene.

## Double Fun

Some of the actors play three or even four different characters in the story. Sound tricky? With the help of a few simple costume changes and by changing the way they move and talk, actors make this look so easy you might not even notice. When actors play more than one role, it's called doubling.



# Your Part in Jane's Amazing Adventure

## Watch for...

- how Jane and Jubilee speak with each other.
- photographs and drawings that help you learn more about Jane and Africa.
- a very special person who appears at the end of the show.
- large screen projections and how they help tell Jane's story.

## Listen for...

- the different sounds of nature and animals throughout the show.
- many different facts about animals.
- how the music sounds like music you hear today even though the story happens in the 1940s.



### Think About...

What is your dream for when you grow up? What can you do today to make it happen when you're a grownup?

### Be...Jane

One of Jane's skills is being a good observer—watching, making notes, and learning. Try it—watch a pet or animal in your neighborhood (but never get close to any animal you don't know). Notice how it moves and acts. Make notes and drawings and share these with a friend. What surprised you the most?

## Make a Difference...

Jane Goodall says, “The most important thing I’ve learned in all my years is that everyone counts. Every person, every animal, every living creature ... Everyone can make a difference. The only question is: What kind of difference do you want to make?” How would you answer Jane?



Photo by David Holloway

Discuss your ideas with family and friends or write Dr. Goodall a letter. If you would like to learn more about Jane or contact her, visit the Jane Goodall Institute at [www.janegoodall.org](http://www.janegoodall.org).

## See...Jane

When Jane first went to the African jungle to study chimpanzees, all she had with her was her curiosity, determination, the support from famous scientist Louis Leakey, and grant money from the National Geographic Society to pay for her research. Can you imagine that?

Thanks to recently discovered film footage, you can actually share in her experience in the brand new National Geographic movie, *Jane*. By the way, throughout her life Jane has continued working with the National Geographic Society and became an Explorer-in-Residence (that’s a big deal). One of the many ways she’s made a difference is by founding the program Roots & Shoots to encourage young people (like YOU) and people of all ages to make the world a better place. Go to [rootsandshoots.org](http://rootsandshoots.org) and decide what kind of difference you want to make.

**EXPLORE MORE!**

Go to KC Connections on ARTSEGE

[artsedge.kennedy-center.org/students/kc-connections](http://artsedge.kennedy-center.org/students/kc-connections)

## THE KENNEDY CENTER

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Additional support for *Me...Jane* is provided by A. James & Alice B. Clark Foundation; the Kimsey Endowment; The Morris and Gwendolyn Cafritz Foundation; Paul M. Angell Family Foundation; and the U.S. Department of Education.

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**ARTSEGE**



## 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](http://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](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; 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](http://www.janegoodall.org)

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

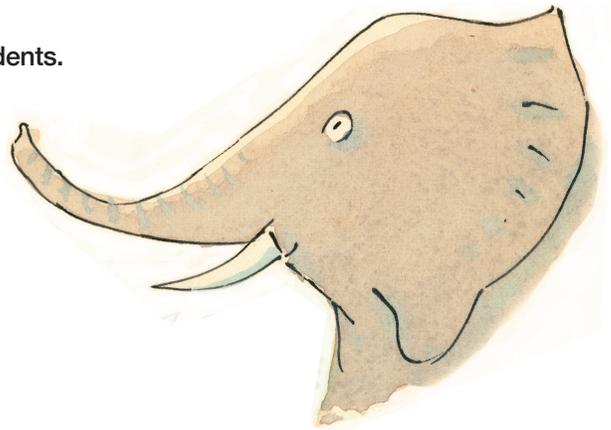
“Jane Goodall Is Still Wild at Heart” [https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?\\_r=0](https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?_r=0)

### 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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## ARTSEGE



## **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.

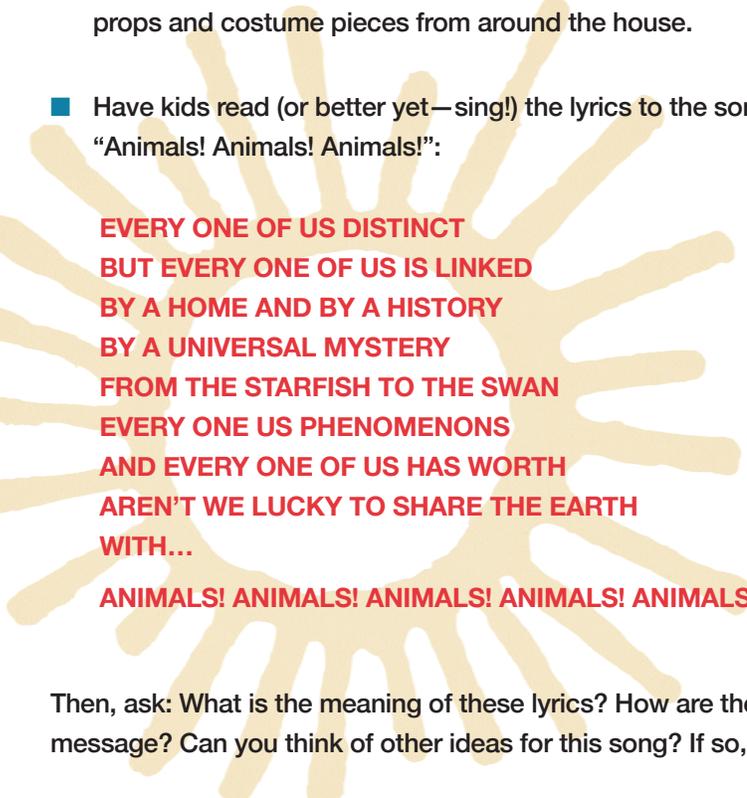
# Theater

## 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 PHENOMENONS  
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>

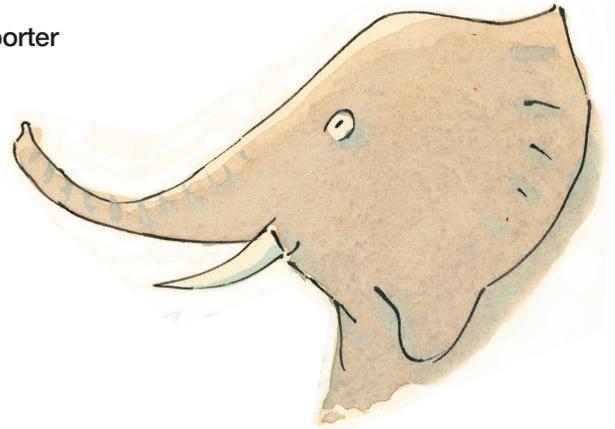
“Jane Goodall Is Still Wild at Heart” [https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?\\_r=0](https://www.nytimes.com/2015/03/15/magazine/jane-goodall-is-still-wild-at-heart.html?_r=0)

## 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>



# THE KENNEDY CENTER

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Additional support for *Me...Jane* is provided by A. James & Alice B. Clark Foundation; the Kimsey Endowment; The Morris and Gwendolyn Cafritz Foundation; Paul M. Angell Family Foundation; and the U.S. Department of Education.

Funding for Access and Accommodation Programs at the Kennedy Center is provided by the U.S. Department of Education

Major support for educational programs at the Kennedy Center is provided by **David and Alice Rubenstein** through the *Rubenstein Arts Access Program*.

Support for *JFKC: A Centennial Celebration of John F. Kennedy* is provided by Ambassador Elizabeth Frawley Bagley, Chevron, The Blanche and Irving Laurie Foundation, Northern Trust, and Target.

Kennedy Center education and related artistic programming is made possible through the generosity of the National Committee for the Performing Arts and the President's Advisory Committee on the Arts.

The contents of this *Cuesheet* have been developed under a grant from the U.S. Department of Education and do not necessarily represent the policy of the U.S. Department of Education. You should not assume endorsement by the Federal Government.

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## ARTSEGE

THE  
KENNEDY  
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# Me...Jane

The Dreams & Adventures  
of Young Jane Goodall

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Performances for  
Young Audiences.

## So... What's Next?

The performance is over and the house lights are up, but that's no reason to stop thinking and talking about *Me...Jane*. As you leave the theater for home or school, here are some questions to explore with your young theatergoers on the ride home.

- What was your favorite part of the show, and why?
- How would you describe Jane? Jubilee? Rusty? Mum?
- What was your favorite song? (Sing it if you remember the words!)
- What did you learn from the song "Animals, Animals, Animals!"?
- Which animal costume did you like best? What items from your home or classroom could you use to make your own animal costume?
- How did grownup Jane make a difference? What kind of difference would you like to make?

And don't forget to see the printed *Cuesheet* for more questions and activity ideas.

Thanks for coming to the show!

P.S. Want even more? Check out our online teacher and parent guides at: <https://goo.gl/EMXrQo>



To: Teachers & Grownups

From: The Kennedy Center's  
Education Department



**THE  
KENNEDY  
CENTER**

Bring the *Me...Jane* adventure  
to your own backyard!

Join Project Squirrel and Be...a Citizen Scientist



Turn this card over to  
find out how YOU can  
become a citizen scientist  
and learn more about the  
Jane Goodall Institute's  
Roots & Shoots program.

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# What is Project Squirrel?

Squirrels can be important indicators of local ecology because they live in small areas, are active all year round, and their populations rise and fall with the same predators and environmental conditions that affect our neighborhood wildlife.

A Citizen Scientist is someone who gathers information on patterns that helps us understand the world around us. Through Project Squirrel, we can combine the data from all our Citizen Scientists and learn a lot about nature and squirrels. By contributing your squirrel observations from around your home, school, park, or anywhere really, you're helping us learn more about the ecology of our neighborhoods.



## Get Involved!

**Roots & Shoots**, the Jane Goodall Institute's youth-led global community action program, helps young people become the informed generation of conservation leaders that the world urgently needs. Young people of all ages work together to identify and implement solutions to the challenges they see in their own communities, benefiting people, animals and the world we all share. Learn how you can get involved at [rootsandshoots.org](http://rootsandshoots.org)

## Here's how YOU can participate in Project Squirrel:

### STEP 1. Record Your Squirrel Observations

Scan the QR code to submit observations. You can even walk outside and record your observations of squirrels near the Kennedy Center. If you are in an area where it seems like there should be squirrels but aren't, please report that too.



### STEP 2. Share Your Squirrel Stories

You can share your stories and observations directly with Project Squirrel at <http://projectsquirrel.org/>

### STEP 3. AND...

Let nature inspire you to create. Use the hashtags #MeJaneKC and #KCSquirrelStory to share stories, poems, drawings, etc., that result from your squirrel observations and experiences.

### HAVE FUN!

Illustrations from *Me...Jane* by Patrick McDonnell. Copyright © 2011 by Patrick McDonnell. Used by permission of Little Brown Books for Young Readers.

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