Me... Jane: The Dreams & Adventures of Young Jane Goodall

TEACHER RESOURCE GUIDE

School Matinee Performances

Presented by

University Hospitals

Rainbow Babies & Children's

Playhouse Square®

Teacher Resource Guide

ME...JANE: THE DREAMS & ADVENTURES OF YOUNG JANE GOODALL

TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	5
Pre-Show Activities	7
Post-Show Activities	10
Resources	13
Curriculum Standards Index	14

COMMUNITY ENGAGEMENT & EDUCATION

Playhouse Square®

The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts. The College and Career Readiness (CCR) Anchor Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

cuyahoga arts & culture

Ohio Arts Council

The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!

Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.

ABOUT THE SHOW

The Story

Get ready to go on a big adventure thanks to the even BIGGER dreams of a little girl. With the help of everything that is magical about theatre – actors, sets, lights, music, lots of singing and dancing – and the sweetest and funniest plush toy chimpanzee you'll ever meet, you'll learn the story of an extraordinary young girl, Jane Goodall.

Imagine it – 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.

Creating the Show

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 strips, MUTTS. Her story inspired him, and he decided to tell it through words and drawings in the children's book *Me…Jane*.

The Characters

Young Jane
Mum, Jane's mother
Jubilee, Jane's beloved plus toy chimpanzee
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

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.

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

- The **playwrights** adapted (changed) the 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 **director** used the playwrights' words and composer's music to create the world and experience you see on stage.
- The **dramaturg** helped the playwrights, composer and director make sure they told the story of Young Jane clearly and truthfully.
- The **choreographer** planned all the dance movements for the songs as well as how the characters move throughout the performance.
- The **set, lighting, costume, sound and projections designers** imagined how to bring the story to life on stage. They carefully planned all the objects you'll see, the clothes the performers will wear, the sounds you'll hear and even the lights that will help you see the actors on stage.

ABOUT JANE

During the play you'll see that Jane was inspired by books and her love of animals to desire 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.

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) which is the study of apes, monkeys and humans.

Using patience and excellent observation skills, Jane made groundbreaking discoveries, including the idea 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's Inspirations

- Her mum encouraged her curiosity about animals.
- Rusty, the neighborhood 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.

Draw a Scientist

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.W.K.2, CCR.W.1.2, CCR.W.2.2, CCR.W.3.2, CCR.W.4.2, CCR.W.5.2

Additionally, while the Ohio Learning Standards for the Nature of Science are in review, the below Next Generation Science Standards from Appendix H can be linked to the following Pre-Show Activity:
NGSS: Science is a Human Endeavor – K-2
NGSS: Science is a Human Endeavor – 3-5
Scientific Investigations Use a Variety of Methods – K-2
Scientific Investigations Use a Variety of Methods – 3-5

Have your students draw a picture of a scientist as they imagine one to look.

Have Them Consider:

- The tools that a scientist might use
- What the scientist might study
- The environment in which the scientist works
- What the scientist wears
- How the scientist conducts his/her research
- Anything else they feel is important to depict a scientist

Share and Compare:

Have students share their pictures with fellow classmates. Compare what traits are similar and identify unique aspects. This can be done with partners or in small groups.

Discussion Questions:

Lead your class in a discussion prompted with the following suggested questions. There are no right or wrong answers.

- Why did you draw your scientist the way that you did?
- Why did you include the elements that you did?
- What were some of the similarities or differences that you noticed when comparing your scientist picture to your classmates?

A Diorama of Jane's Africa

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity
K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 2.LS.1, 3.LS.2
CCR.W.K.7, CCR.W.1.7, CCR.W.2.7, CCR.W.3.7, CCR.W.4.7, CCR.W.5.7

Geography Strand
Kindergarten – Content Statements #6 and #7
1st Grade – Content Statements #4 and #5
2nd Grade – Content Statement #5
3rd Grade – Content Statements #4 and #5
5th Grade – Content Statements #4, #5 and #6

During the performance, your students will learn that Jane Goodall dreams of going to Africa to learn about the animals that live there. To help your students become more familiar with Africa before seeing the show, specifically Tanzania and the Gombe National Park where Jane Goodall conducted her research, take your students to the school library to have them research these locations in Africa. Allow them to learn about the animals, the landscape, the habitats, and how humans interact with the environment.

Additionally, review the Resources page of this guide for helpful books and websites to use in their research, especially *We All Went on Safari: A Counting Journey Through Tanzania* for younger students and the National Geographic Kids website for older students.

Following their research, have the students create a diorama of either Tanzania or the Gombe National Park.

Learning About Jane

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity
CCR.RL.K.9, CCR.RL.1.9, CCR.RL.2.9, CCR.RL.5.9, CCR.W.K.6, CCR.W.1.6, CCR.W.2.6, CCR.W.3.6, CCR.W.4.6, CCR.W.5.6

Have your students familiarize themselves with the life and stories of Jane Goodall. Have your students read (or read to the class) the book *Me…Jane*. Then have your students read (or read to the class) the book *I am Jane Goodall*, or choose another book about Jane Goodall from the Resources page of this guide.

Use the Venn diagram below to ignite a conversation about the similarities and differences between the two books.

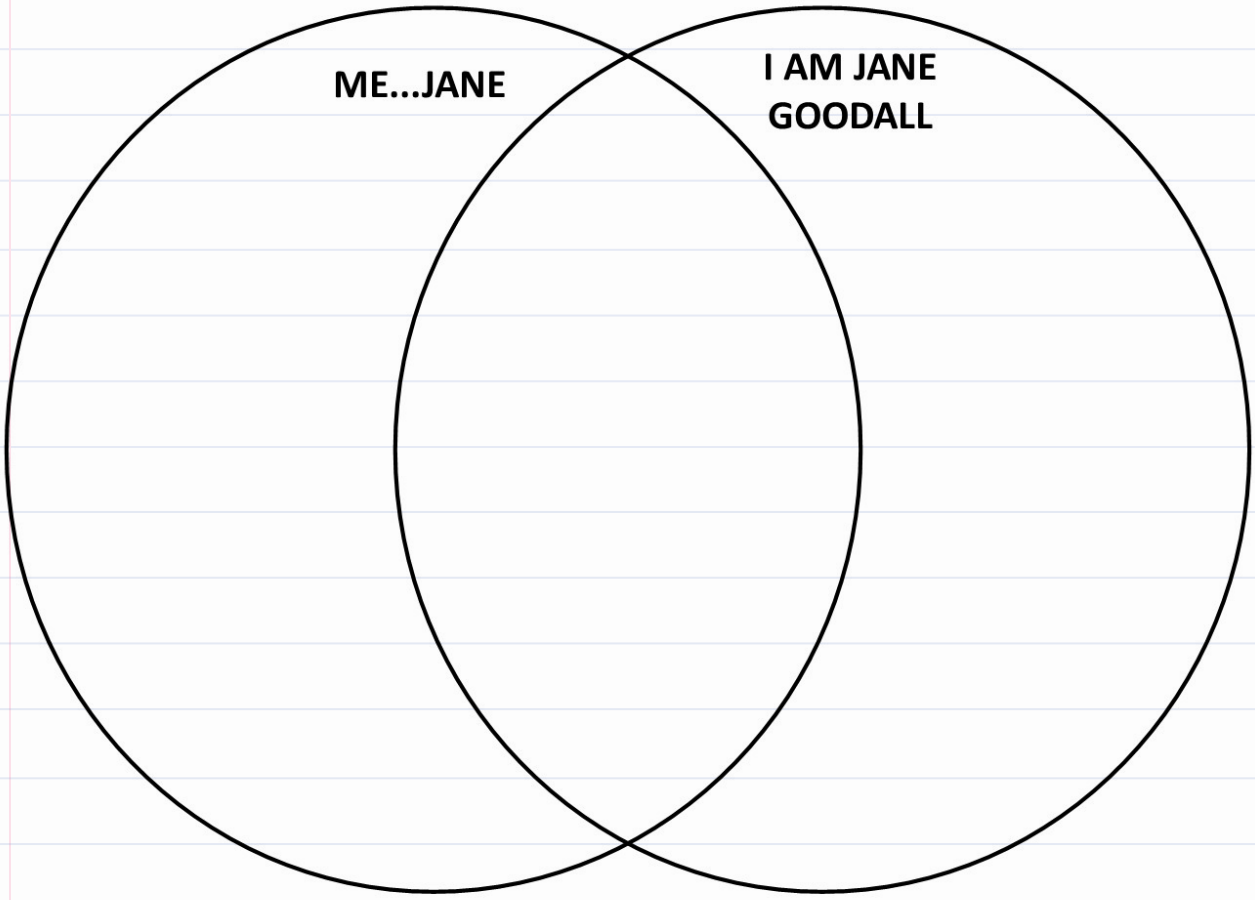
Use the information collected in your Venn diagram as an aid for students to write their own play about Jane Goodall.

Prompt for students on field-trip day
Tell your students that they are going to watch a play about Jane Goodall. Instruct them to think about how the play is similar or different from the two books they read, while watching the play.

Post-Show Extensions

After watching the play, create a new Venn diagram with three circles that compares the similarities and differences between the two books you read and the play you saw.

Explain to your students that artists of all types (i.e. painters, musicians, playwrights, etc.) revise their work many times. After watching the play, have students review the play they created and edit their play if they feel changes need to be made.



POST-SHOW ACTIVITY

Draw a Scientist
(compare, Include Questions)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.W.K.2, CCR.W.1.2, CCR.W.2.2, CCR.W.3.2, CCR.W.4.2, CCR.W.5.2

Additionally, while the Ohio Learning Standards for the Nature of Science are in review, the below Next Generation Science Standards from Appendix H can be linked to the following Post-Show Activity:
NGSS: Science is a Human Endeavor – K-2
NGSS: Science is a Human Endeavor – 3-5
Scientific Investigations Use a Variety of Methods – K-2
Scientific Investigations Use a Variety of Methods – 3-5

Are you able to be a scientist? Why or why not?

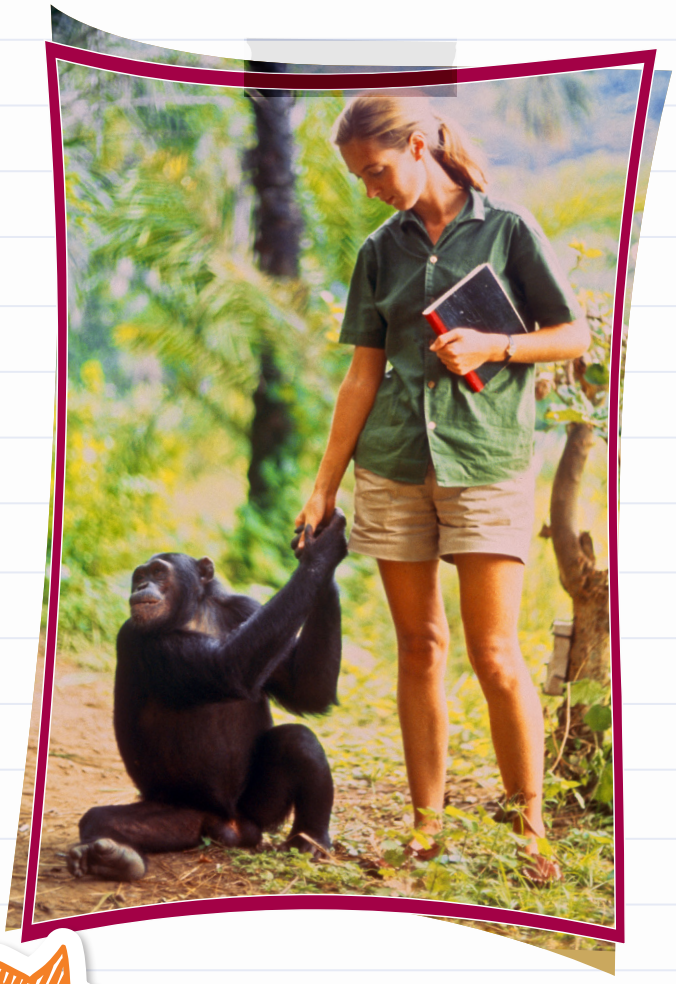
- After having seen the show, have your students draw a scientist again, now as they imagine one to look.
- Give the same prompts as previously.
- Have them compare their first drawing to their second drawing and identify similarities and differences.
- Discuss why these differences exist now.
- As a class, discuss and create a list of what a scientist can look like, what they can study, what tools they might use, where they might study, and other related topics.
- As a class, create a mural with the different types of scientists drawn (the diversity of scientists can include gender, race, subject matter, environments, tools, etc.).

Mock Interview with Jane Goodall

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity
CCR.W.K.6, CCR.W.1.6, CCR.W.2.6, CCR.W.3.6, CCR.W.4.6, CCR.W.5.6

Explain to your students that Jane Goodall currently lives in London, England. Have them imagine that they are going to create a podcast about Jane Goodall. Good podcast creators research their topic prior to writing their podcast. Have the students generate a list of questions to ask Jane Goodall in order to "create" a podcast.

Try sending your questions to the Jane Goodall Institute (see resource page). If you are unable to acquire a response, have your students research their questions on the Institute website and other Jane Goodall biographical sources. Then have your students create a podcast, blog or newspaper article if your school has the capabilities.



I Am Jane

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
K.LS.1., K.LS.2, 1.LS.1, 1.LS.2, 2.LS.1, 3.LS.2
CCR.W.K.2, CCR.W.1.2, CCR.W.2.2, CCR.W.3.2, CCR.W.4.2, CCR.W.5.2

Science Inquiry and Applications: Grades K-4

Additionally, while the Ohio Learning Standards for the Nature of Science are in review, the below Next Generation Science Standards from Appendix H can be linked to the following Post-Show Activity:
Scientific Investigations Use a Variety of Methods – K-2
Scientific Investigations Use a Variety of Methods – 3-5

Notebooks are a tool that many scientists rely on as they learn about a topic. Scientists will record their observations, write questions that they have, and create explanations about what they are observing.

Explain to your students that they will keep a science notebook during a designated period of time and will observe an animal of their choice including their habitat, activities and interactions with their surroundings.

Your students can follow an O-W-L format (Observe, Wonder, Learn) as they use their notebooks:

Observe
Include sketches of your animal and its environment, descriptions of their activities (i.e. sleeping, eating, movement patterns), and other pertinent information.

Wonder
Record any questions that you might have about your animal.

Learn
Choose one or two questions that you have and research to find the answer. Document what you learned during your research in your science notebook.

At the end of the designated period have students share what they learned with their classmates.

RESOURCES

Reading

I am Jane Goodall
By Brad Meltzer, Illustrated by Christopher Eliopoulos (Penguin Random House, 2016)

The Watcher: Jane Goodall's Life with the Chimps
Written and Illustrated by Jeannette Winter (Schwartz & Wade, 2011)

Who is Jane Goodall?
By Roberta Edwards, Illustrated by John O'Brien (Grosset & Dunlap, 2012)

Chimpanzee Children of Gombe
By Jane Goodall, Photography by Michael Neugebauer (Minedition, 2014)

We All Went on Safari: A Counting Journey through Tanzania
By Laurie Krebs, Illustrated by Julia Cairns (Barefoot Books, 2003)

My Life with the Chimpanzees
By Jane Goodall (Simon & Schuster, 1996)

Web

kids.nationalgeographic.com
www.janegoodall.org
www.rootsandshoots.org

CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
Science Inquiry and Applications	Observe and ask questions about the natural environment. Employ simple tools to gather data. Communicate about observations. Review and ask questions about the observations and explanations of others.	K-4	I Am Jane	12
K.LS.1	Living things have specific characteristics and traits.	K	I Am Jane A Diorama of Jane's Africa	12 8
K.LS.2	Living things have physical traits and behaviors which influence their survival.	K	I Am Jane A Diorama of Jane's Africa	12 8
CCR.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory text that name what is being written about and supply some information about the topic.	K	I Am Jane Draw A Scientist	12 7, 10
CCR.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.K.7	Participate in shared research and writing projects.	K	A Diorama of Jane's Africa	8
CCR.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K	Learning About Jane	9
Geography Strand Content Statement #6	Models and maps represent real places.	K	A Diorama of Jane's Africa	8
Geography Strand Content Statement #7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	K	A Diorama of Jane's Africa	8
1.LS.1	Living things have basic needs which are met by obtaining materials from the physical environment.	1	I Am Jane A Diorama of Jane's Africa	12 8

CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
1.LS.2	Living things survive only in environments that meet their needs.	1	I Am Jane A Diorama of Jane's Africa	12 8
CCR.W.1.2	Write informative/explanatory text that name a topic and supply some facts about a topic and provide some sense of closure.	1	I Am Jane Draw A Scientist	12 7, 10
CCR.W.1.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.1.7	Participate in shared research and writing projects.	1	A Diorama of Jane's Africa	8
CCR.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Learning About Jane	9
Geography Strand Content Statement #4	Maps can be used to locate and identify places.	1	A Diorama of Janes Africa	8
Geography Strand Content Statement #5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	A Diorama of Jane's Africa	8
2.LS.1	Living things cause changes on earth.	2	I Am Jane A Diorama of Jane's Africa	12 8
CCR.W.2.2	Write informative/explanatory text that introduce a topic, use facts and definitions to develop a point, and provide a concluding statement or sections.	2	I Am Jane Draw A Scientist	12 7, 10
CCR.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	2	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.2.7	Participate in shared research and writing projects.	2	A Diorama of Jane's Africa	8

CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	2	Learning About Jane	9
Geography Strand Content Statement #5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	A Diorama of Jane's Africa	8
3.LS.2	Individuals of the same kind of organism differ in their inherited traits.	3	I Am Jane A Diorama of Jane's Africa	12 8
CCR.W.3.2	Write informative/explanatory text to examine a topic and convey ideas and information clearly.	3	I Am Jane Draw A Scientist	12 7, 10
CCR.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	3	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.3.7	Conduct short research projects that build knowledge about a topic.	3	A Diorama of Jane's Africa	8
Geography Strand Content Statement #4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	3	A Diorama of Jane's Africa	8
Geography Strand Content Statement #5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	A Diorama of Jane's Africa	8
CCR.W.4.2	Write informative/explanatory text to examine a topic and convey ideas and information clearly.	4	I Am Jane Draw A Scientist	12 7, 10
CCR.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	4	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	A Diorama of Jane's Africa	8

CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.W.5.2	Write informative/explanatory text to examine a topic and convey ideas and information clearly.	5	I Am Jane Draw A Scientist	12 7, 10
CCR.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	5	Learning About Jane Mock Interview with Jane Goodall	9 11
CCR.W.5.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5	A Diorama of Jane's Africa	8
CCR.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5	Learning About Jane	9
Geography Strand Content Statement #4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	5	A Diorama of Jane's Africa	8
Geography Strand Content Statement #5	Latitude and longitude can be used to make observations about location and generalizations about climate.	5	A Diorama of Jane's Africa	8
Geography Strand Content Statement #6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	5	A Diorama of Jane's Africa	8

CURRICULUM STANDARDS INDEX CONTINUED

While the Ohio Learning Standards for Science for the Nature of Science are in review, the following Next Generation Science Standards from Appendix H can be linked throughout this resource guide.

Standard	Description	Grade	Activity	Page
Science is a Human Endeavor	People have practiced science for a long time. Men and women of diverse backgrounds are scientists and engineers.	K-2	Draw A Scientist	7, 10
Scientific Investigations Use a Variety of Methods	Scientist use different ways to study the world.	K-2	Draw A Scientist I Am Jane	7, 10 12
Science is a Human Endeavor	Men and women from all cultures and backgrounds choose careers as scientists and engineers. Most scientists and engineers work in teams. Science affects everyday life. Creativity and imagination are important to science.	3-5	Draw A Scientist	7, 10
Scientific Investigations Use a Variety of Methods	Science investigations use a variety of methods, tools, and techniques.	3-5	Draw A Scientist I Am Jane	7, 10 12