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

The Kennedy Center
From our Season Sponsor

For 135 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our region has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to sponsor TPAC’s Humanities Outreach in Tennessee (HOT). What an important program this is – reaching over 30,000 students, many of whom would never get to see a performing arts production without this local resource. Regions continues to reinforce its commitment to the communities it serves, and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers,

for giving your students this wonderful experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

2018-19 SEASON
for
Young People
Dear Teachers,

Me...Jane: The Dreams and Adventures of Young Jane Goodall offers a piece of her remarkable story with which all students can connect. Every person’s journey is different, but often the beginnings of an adult calling are seen in childhood play. Those signs appeared with spectacular clarity in Jane Goodall’s life.

The musical was commissioned by the John F. Kennedy Center in Washington DC and is based on the book by Patrick McDonnell. It introduces a young girl who develops a fascination unheard of in her village and even in the world at that time. She learns how to advance her passion: to learn more, to persist, to care, and to follow her heart past the doubt of others. It’s a remarkable and needed account for students in an age of seemingly instant success and celebrity.

Make sure to read and share with students the Kennedy Center’s excellent Cuesheet posted at TPAC.org/HOT for more details about the creation of the show. We know both you and your students will be inspired by the young Jane Goodall and the extraordinary person she made herself.

TPAC Education

Guidebook Writer - Jill Massie
Guidebook Editor - Lattie Brown
Photo acknowledgement - The Jane Goodall Institute
About the Musical

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

A World Premiere Kennedy Center Commission
Adapted by Andy Mitton, Patrick McDonnell, and Aaron Posner
Music and Lyrics by Andy Mitton
Based on the book Me…Jane By Patrick McDonnell

Choreographed By Christopher D’Amboise
Directed by Aaron Posner

Part of JFKC: A Centennial Celebration of John F. Kennedy

“"The idea of bringing Me...Jane to the stage is very exciting. I love the book and I am sure that the live action will inspire children of all ages to pursue their dreams and to realize if Jane did it, they can do it, too."

—Jane Goodall
The libretto of *Me....Jane: The Dreams and Adventures of Young Jane Goodall* includes references to Jane Goodall's love of reading and the influence that two stories in particular had on her life.

The marvelous collection of letters, *A Velocity of Being: Letters to A Young Reader* by Maria Popova (Editor), Claudia Bedrick (Editor), counts many great humans as contributors, including Jane Goodall. The book benefitted the New York Library system and it is with thanks and acknowledgement to the author and editors that we re-print it here for teachers to read to their students.

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Dear Children,

I want to share something with you — and that is how much I loved books when I was your age. Of course, back then there was no Internet, no television — we learned everything from printed books. We didn’t have much money when I was a child and I couldn’t afford new books, so most of what I read came from our library. But I also used to spend hours in a very small second hand book shop. The owner was an old man who never had time to arrange his books properly. They were piled everywhere and I would sit there, surrounded by all that information about everything imaginable. I would save up any money I got for my birthday or doing odd jobs so that I could buy one of those books. Of course, you can look up everything on the Internet now. But there is something very special about a book — the feel of it in your hands and the way it looks on the table by your bed, or nestled in with others in the bookcase.

I loved to read in bed, and after I had to put the lights out I would read under the bedclothes with a torch [British term for flashlight], always hoping my mother would not come in and find out! I used to read curled up in front of the fire on a cold winter evening. And in the summer I would take my special books up my favorite tree in the garden. My Beech Tree. Up there I read stories of faraway places and I imagined I was there. I especially loved reading about Doctor Doolittle and how he learned to talk to animals. And I read about Tarzan of the Apes. And the more I read, the more I wanted to read.

I was ten years old when I decided I would go to Africa when I grew up to live with animals and write books about them. And that is what I did, eventually. I lived with chimpanzees in Africa, and I am still writing books about them and other animals. In fact, I love writing books as much as reading them — I hope you will enjoy reading some of the ones that I have written for you.

Jane Goodall

With thanks also to Brainpickings.org
ANIMALS / NATURE

You cannot share your life with a dog, as I had done in Bournemouth, or a cat, and not know perfectly well that animals have personalities and minds and feelings.

I had been told from school onwards that the best definition of a human being was man the tool-maker – yet I had just watched a chimp tool-maker in action. I remember that day as vividly as if it was yesterday.

We find animals doing things that we, in our arrogance, used to think was “just human”.

One thing I had learned from watching chimpanzees with their infants is that having a child should be fun.

CHILDHOOD

The tree I had in the garden as a child, my beech tree - I used to climb up there and spend hours. I took my homework up there, my books. I went up there if I was sad, and it just felt very good to be up there among the green leaves and the birds and the sky.

When I was 10 years old, I love- I loved books, and I used to haunt the secondhand bookshop. And I found a little book I could just afford, and I bought it, and I took it home. And I climbed up my favorite tree and I read that book from cover to cover. And that was Tarzan of the Apes. I immediately fell in love with Tarzan. I thought he married the wrong Jane.

As a small child in England, I had this dream of going to Africa. We didn’t have any money and I was a girl, so everyone except my mother laughed at it. When I left school, there was no money for me to go to university, so I went to secretarial college and got a job.

ADVOCACY

I got to Africa. I got the opportunity to go and learn, not about any animal, but about chimpanzees. I was living in my dream world, the forest in Gombe National Park in Tanzania.

I thought my life was mapped out. Research, living in the forest, teaching and writing. But in ’86 I went to a conference and realized the chimpanzees were disappearing. I had worldwide recognition and a gift of communication. I had to use them.
I think my message to the politicians who have within their power the ability to make change is, “Do you really, really not care about the future of your great grandchildren? Because if we let the world continue to be destroyed the way we are now, what’s the world going to be like for your great-grandchildren?

The least I can do is speak out for those who cannot speak for themselves.

And always I have this feeling -- which may not be true at all -- that I am being used as a messenger.

THE FUTURE

What you do makes a difference and you have to decide what kind of difference you want to make.

The greatest danger to our future is apathy. You cannot get through a single day without having an impact on the world around you.

Change happens by listening and then starting a dialogue with the people who are doing something you don’t believe is right.

We have so far to go to realize our human potential for compassion, altruism, and love.

Here we are, the most clever species ever to have lived. So how is it we can destroy the only planet we have?

I don’t think that faith, whatever you’re being faithful about, really can be scientifically explained. And I don’t want to explain this whole life business through truth, science. There’s so much mystery. There’s so much awe.
Through her travels and advocacy work, Jane Goodall has met many people, especially children, who wanted to know what to do to help the chimpanzees and other causes related to endangered species. In order to encourage these young people and provide guidance in the ways they could begin to effect change, Dr. Goodall created the organization, Roots & Shoots.

**Mission Statement** - Founded in 1991 by Dr. Jane Goodall, Jane Goodall’s Roots & Shoots is a youth service program for young people of all ages. Our mission is to foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, other animals, and the environment.

**Vision statement** - Leaders from the playground to the boardroom hold the key to shaping the world. To make the world a better place, we have to change the way we make decisions. We need leaders who care about how their actions affect the world we all share. Roots & Shoots empowers young people to become the type of leaders who will make right choices to build a better world. Through the program, youth lead local change through service while developing skills and traits of compassionate leaders.

rootsandshoots.org

On the site, young people can sign up and join existing campaigns and/or create their own. Anyone can join and participate, though; age is not a factor. Campaigns are varied in their subject matter, action steps, and goals. There’s something for everyone from [Plant a Seed - Help Migratory Butterflies](#) to [Educate Others - Operation Waste Reduction](#) to [Contact our Representatives - Save the Endangered Species Act](#).

Roots and Shoots offers an in-depth four-step formula for identifying and completing a service campaign. It serves as an excellent guide for teachers, parents, other adults, and student leaders. The site has an additional resource page for educators with free lesson plans, mini-grants, requesting guest speakers, and more.

Visitors can also browse ongoing projects organized by categories including: Air, Food and Health, Indigenous Communities, Trees and Plants, Pets and Domestic Animals, Reduce-Reuse-Recycle, Water, and Wildlife. Campaigns are labeled by country and describe what actual steps others are taking to make positive change happen for people, animals, and the environment in local communities, as well as the larger world.
Did you know that Dr. Goodall STILL has Jubilee, the stuffed toy chimpanzee her father gave her when she was one year old? Jubilee really was her constant companion as a child, and she has kept him ever since.

When Jane Goodall was only a toddler, she took a handful of earthworms into the house so they could have a sleepover. Her mother patiently explained they would die if they stayed in the house; so little Jane gathered her little friends out of her bed and walked the squirming worms back outside to the garden.

Once on a trip to the shore, young Jane collected shells in a bucket, not realizing they still held live sea snails. Her mother discovered snails crawling all over the house. When she found out a dry demise was imminent should they not be returned to the ocean, Jane became hysterical. Everyone in the house had to come running to capture and save the snails.

Jane Goodall’s family did not have enough money to send her to university, but her first job as a secretary advanced her dream anyway. Her boss was Dr. Louis Leakey, the famous paleoanthropologist and archeologist who studied early hominids in Africa. Dr. Leakey helped Dr. Goodall fund and set up her research work in Africa. Dr. Leakey helped Dian Fossey, as well.

It took two years for the Gombe Chimpanzees to allow Jane Goodall very close. Dr. Goodall named her chimps rather than assign them numbers which was not the normal scientific protocol.

Dr. Goodall has prosopagnosia or face blindness. It’s a rare neurological condition that makes it difficult for those with the condition to recognize human faces. She was diagnosed later in life, and it caused embarrassment for her over the years.

Dr. Goodall is often on the road for 300 plus days a year, though she dislikes constant travelling. She manages the exhausting schedule because of her commitment to help animals and the environment.

Duke University is the repository for Dr. Goodall’s research: notes, photos, etc and are available online.

She believes in Bigfoot.
Intro

Jane Goodall says her journey to Africa and lifelong study of animals began in her own back yard. In the play, as in her real life, young Jane studies chickens, squirrels, and her dog, Rusty. Through her observation and experience of them, each animal teaches her something. She learns great respect for animals, their behaviors, and the reasons behind those behaviors.

People have been learning from animals always, but often the understanding that gets absorbed and passed down is incomplete and even incorrect. Some of this knowledge has been adapted into our everyday language and is used to describe people, things, and events that have nothing to do with animals. We can’t resist a powerful metaphor. The sayings that have been adapted might have a grain of truth, but they can also be misleading as constantly repeating description of animal behavior.

The phrase “be a chicken” is important both to the play and to Jane Goodall’s life. One day when she was quite small, Jane’s mother couldn’t find her for several hours. As it turned out, Jane had been in the coop with the chickens because she wanted to see them lay eggs.

In the play, Jane learns from a young hen that using the phrase “don’t be a chicken” shortchanges the true nature of these plucky, clucky fowl! Chickens aren’t always afraid to try new things. Sometimes using animal descriptions to describe human behavior insults the true nature of that animal!

Animal cards for this game are printed on the pages 10-11 to be copied and cut out. Younger students will need teacher help.

Step One

- Share with students that certain animal characteristics have been used in “sayings” to describe people behavior. Many of these comparisons actually become insults.
- Ask students if they know any of these phrases. Prompt them with the adjective or adverb “slow as a......” If they answer “turtle”, discuss if the saying is a correct characterization. Is it true only for humans, or is it true for the turtle, too?
- Ask students if someone is called “lazy as a dog”, is it accurate? Remind them about sled dogs, rescue dogs, service dogs, police and soldier dogs...are they lazy?

Step Two

- Divide the class into pairs and give each pair a number to take turns in a certain order - first, second, etc.
- Determine a score total the whole class must reach together, such as 15 points. Set the number depending on your schedule: a higher score means more kids can play, but the activity takes more time.
Step Two - continued

- The first pair of students draws a card and acts out the animal mentioned on the card; the rest of the students guess what it is.
- If no one guesses correctly after a minute or two, the pair can try again, this time speaking and saying things the animal might say as a character in a play, (without mentioning the actual animal name, of course). For example, “Don’t you think my stripes are beautiful?” for a tiger.
- When anyone in the class guesses an animal correctly, the whole class gets a point.

Step Three

- Ask students to read the animal “saying” on the card stopping before they reveal whether it’s true or not. (Cards are printed on the next two pages to be copied and cut out, or)
- The next student pair in line gets one guess if the saying is true, somewhat true, or not true about the animal. They may “phone a friend” and ask another student to help them if they wish.
- A correct answer gets another point for the class.

Step Four

- Discuss how these sayings can be used as insults, and in addition to hurting another person, they are insulting to the animal. What animal qualities could be used to make sayings that serve as compliments?

Step Five

- Challenge students to create these type of sayings, using positive qualities of their favorite animals.

With thanks to National Geographic and Hugo Van Lawick

With thanks to the Science Museum of Minnesota
### Animal Sayings - True or False?

<table>
<thead>
<tr>
<th>Animal</th>
<th>Saying</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Horse</strong></td>
<td>“to horse around”</td>
<td>Sometimes horses do play and frolic, but throughout history they have worked very hard. You can find horse pulling wagons, plowing fields, carrying police officers, soldiers and herding livestock. Horses competing in races and jumping competitions are certainly not horsing around!</td>
</tr>
<tr>
<td><strong>Squirrel</strong></td>
<td>to call someone “crazy as a squirrel” or “squirrelly”</td>
<td>means that they are a bit crazy, not smart, not competent. Squirrels move very quickly and change tactics in a manner that seems unreliable, but is actually good strategy for a prey animal.</td>
</tr>
<tr>
<td><strong>Donkey</strong></td>
<td>“Dumb as a donkey”</td>
<td>Donkeys are industrious and even-tempered animals. They are surefooted and willing carry heavy loads. The stupid moniker may come from humans demanding too much of them.</td>
</tr>
<tr>
<td><strong>Shrimp</strong></td>
<td>to be “a shrimp”</td>
<td>is a derogatory term meaning very tiny or short. Shrimp come in a variety of sizes, but all are smallr than humans. Prawns are large shrimp and can be as large as 10 inches!</td>
</tr>
<tr>
<td><strong>Weasel</strong></td>
<td>if someone is called a weasel or “weasley”</td>
<td>it means they are mean, sneaky, and dishonest. Weasels are clever predators and fierce for their size.</td>
</tr>
<tr>
<td><strong>Snake</strong></td>
<td>“mean as a snake”</td>
<td>Some snakes are aggressive in protecting themselves if they perceive a threat. Most snakes try very hard to avoid people. They are helpful to humans in controlling rodent populations.</td>
</tr>
<tr>
<td><strong>Rat</strong></td>
<td>If someone has “ratted” on you, they have told your secret or betrayed you. The saying originated from the sight of smart rats abandoning a place before humans because the rats sense danger.</td>
<td></td>
</tr>
<tr>
<td><strong>Pig</strong></td>
<td>“dirty as a pig”.</td>
<td>Pigs roll in the mud to keep cool. If they are given clean water instead of mud, the will use the water.</td>
</tr>
<tr>
<td><strong>“Pig Sty”</strong></td>
<td>meaning a room or house is as dirty as where a pig lives.</td>
<td>Though pigs that live on farms often live in a muddy “sty” or enclosure, wild pigs don’t seek out muddy places to live.</td>
</tr>
<tr>
<td><strong>Cat</strong></td>
<td>“scaredy cat”</td>
<td>cats are cautious. Though they are fearless hunters and will fight to the death if they need to.</td>
</tr>
<tr>
<td>Animal</td>
<td>Description</td>
<td>True/False</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Cat</td>
<td>the term “catty” describes shallow, insulting behavior and saying mean things about others.</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>Bat</td>
<td>“batty” means crazy or odd. The description refers to the perception of a bats erratic looking movement compared to the more graceful soaring of birds.</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>“Blind as a bat”</td>
<td>Bats do not see well, but they do see. The saying comes from the way their use of sonar gives them night vision.</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>Badger</td>
<td>To “badger” someone means to bother them about something over and over again. Badgers are tenacious creatures.</td>
<td>SOMETIMES TRUE</td>
</tr>
<tr>
<td>Toad</td>
<td>“Ugly as a toad” Many toads are very colorful and beautiful and of course, especially to other toads.</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>Rabbit</td>
<td>“Dumb bunny” Rabbits are persistent and clever animals who often manage to out smart their enemies.</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>Whale</td>
<td>“Big as a whale” is meant as an insult to overweight people. Whales are big and their fat insulates them from cold temperatures in the oceans. It also keeps them buoyant. They are not overweight though.</td>
<td>SOMEWHAT TRUE</td>
</tr>
<tr>
<td>Crocodile</td>
<td>Crying “crocodile tears” implies expressing fake emotion. The glands that keep their eyes moist are right near their throats, so their eating habits actually force tears into their eyes. Crocodiles can’t chew, so they are forced to rip their food into chunks and swallow them whole.</td>
<td>SOMEWHAT TRUE</td>
</tr>
<tr>
<td>Hare</td>
<td>The expression “Mad as a March Hare” began back in the 1500s. “Mad” meant crazy or wild, which could certainly be used to describe the behavior by the normally shy and quiet hare during the spring mating season.</td>
<td>SOMEWHAT TRUE</td>
</tr>
</tbody>
</table>
**Exploration 2 - Acting as Animal Characters**

**Intro**
Jane Goodall’s fascination with animals grew as she observed the different species living right in her village. Ask students which animals they see in and around Nashville.

Ask students to identify a specific behavior or characteristic of some of their animals. Guide students in remembering the animal and use pictures or video if needed.

**Step One**
• How do these animals move? Ask students to list specific adjectives describing the animal’s movement.
• Have students write sentences using their adjectives.

**Step Two**
• Put students into groups of four, with one reader and three actors.
• One at a time, each student will read his or her sentence out loud, and the other three students will act out the sentence, using the adjectives to guide their body movement.
For instance:
A herd of timid deer dart quickly to the blackberry bushes at the edge of the big meadow, stopping to check warily around them.

**Step Three**
• Pick 4-5 of the animals explored above. Ask students to walk around the room and change from animal to animal as you call them out. Ask students to add animal sounds as they act out each new animal.
• Discuss with students. The small cast of actors in Me...Jane play many roles. The female actor playing Jane doesn’t switch roles but all of the other actors play both humans and animals. Are students familiar with actors playing different roles? Actors change their voices, posture, gestures, gait, and costumes to create new characters for the audience. Do students think playing an animal character is the same as or different from playing a person? Harder or easier?

**Step Four**
• Three animals featured in the show are native to both Tennessee and England (with slight differences): chickens, squirrels, and dogs.
• Repeat steps 1-2 above with these three animals. Ask students to pay specific attention to how the actors in the show use their bodies and their voices when they portray these animals in the show.

**Scientist as Actor:**
Could you make a chimp think you are a chimp?

When Jane Goodall first got to study the chimpanzees, it took a long time and a lot of patience for them to accept her into their community. One of the things she had to learn early on was how to mimic their behavior.

In some ways, Dr. Goodall’s body was a similar shape to that of the chimps’ and her voice worked in a similar way, as well. She had to work on the differences: how upright she stood, specific behaviors, and communication skills for the chimpanzees to accept her.

**Questions for students:**
Can you imagine trying to act like a chimpanzee, hoping that the community of chimps would accept you? How might you feel? and why?
Are you patient?
Would you be able to wait, observing quietly, for months as the chimps got used to you?
**Intro**

In *Me....Jane: The Dreams and Adventures of Young Jane Goodall*, one of the songs, “The Way to Africa”, imagines the music made by all the animal sounds and movements. What if young Jane wanted to come to Tennessee to study the animals here….what would the music sound like? With students, create a local song of living things.

**Step One**

The beginning of “The Way to Africa” as a line about an insect we have in Tennessee. :

THE CICADAS GO...ZEE-ZEE...ZEE-ZEE...ZEE-ZEE

- Have pairs of students choose an animal and find out what sound that animal makes with its voice or as it moves. With younger students do this together as a class.

- Here’s a list to use of some wild animals from Middle Tennessee:
  - **Mammals:** White tailed deer, otter, muskrat, beaver, rabbit, red squirrel, weasel, shrew, mice, bobcat, coyotes, foxes, raccoon, possum, rats, vole, bats.
  - **Birds:** Canada goose, mallard duck, wild turkey, Great Blue Heron, Red tailed hawk, dove, owl, woodpecker, bluebird, robin, blue jay, gold finch, humming bird
  - **Reptiles/amphibians:** toad, salamander, turtles, lizards, garter snakes, copperheads

**Step Two**

- Ask students to turn that sound into a word. They know how this is done; most children have learned animal sounds made into words and have sung “Old MacDonald”.
- If the animal is relatively silent, ask them to turn a movement into a sound word.

AND THE OSTRICH GOES...SWISH...SWISH...SWISH

**Step Three**

- Once all pairs have picked their sound words and plugged them into the structure of the song, group students into the above categories. Ask each pair to share their sound phrase with the others, speaking musically with some rhythm!
- Ask the groups to put the phrases in an order they like to make a stanza of the song. If the teacher is feeling adventurous, ask pairs to add a gesture for each animal sound.

**Step Four**

- Combine the phrases into a song, with each pair speaking the line they wrote in order. Finish with this lyric: AND THE WORLD GOES..... followed by all students performing their sound words together. Encourage them to continue the sounds to make animal “music”.
- Close the song by reading these lyrics from the musical:

   JUST HEAR THE WORLD THE SONG IT SINGS  NOW I KNOW I'M MEANT TO BE
   THE CHORUS OF ALL LIVING THINGS  A NOTE INSIDE THAT HARMONY
   THAT HUM AND BUZZ AND BLOOM  THOUGH ONLY YESTERDAY
   TO WELCOME THE NIGHT  IT SEEMED OUT OF SIGHT
Intro
As a young girl in England of the 1930s, it was unusual for Jane Goodall to want to grow up to study animals. Not surprisingly, many people did not support her interests. In the play, young Jane’s neighbors think going to Africa to learn about animals is totally inappropriate. They are the “naysayers” in the story. These characters are so sure of themselves, they have an entire song trying to dissuade Jane from her plans, “for her own good”. Jane’s mother, however, always believes Jane can achieve her dreams and never stops encouraging her.

Step One
• Make three copies of the list of dreams on the next page and cut out the selections.
• Fold them for students to draw out of a hat or bowl.
• If your classroom space allows, have the whole class play at once. Bunch students up along one wall. Their goal is to get to the other side of the classroom no matter how long it takes and thus achieve their “dream”. Weaving through obstacles like desks and other classmates only adds to the sense of overcoming challenges.

Step Two
• Use a single die to determine forward/backward movement.
• An even number on the roll allows the students to move forward that many steps; an odd number requires them to move back that number of steps.
• All steps need to be regular size strides: no baby or giant steps.

Step Three
Every time the die shows an odd number, read one admonition from this Nay sayer list while the students are walking backward.
• Oh no! The Naysayers say, “That dream is too hard; you should try something easy.”
• Oh no! The Naysayers say, “Kids from Tennessee (or your state) can’t do that.”
• Oh no! The Naysayers say, “Almost nobody gets that dream; it’s not worth trying.”
• Oh no! The Naysayers say, “No one we know has done that; it’s not reality.”

Every time the die shows an even number, read one encouragement from this Yay sayer list while the students are walking forward.
• Hurray! You’ll have to work hard, but you can do it!
• That’s great! Start with small steps each day and keep believing.
• Learn all you can about it! There’s so many ways to find out more.
• Terrific! Share your dreams and encourage other people!

Step Three
• Whatever outcome the die rolls produce will lead to a good discussion of achieving goals and dreams. Sometimes we get lucky and have a lot of forward steps, but more often, it takes a long time, with backward steps and a lot of patience and persistence.

Jane Goodall had both excellent luck and intense challenges in achieving her dreams. She embraced the luck and the challenge and added new dreams along the way.
I want to be an athlete and participate in the Olympics.

I want to be a marine scientist and help save the coral reefs.

I want to travel to Antarctica and study penguins.

I want to be a history detective and study Ancient Egypt.

I want to be a composer and write musicals.

I want to start a charity to make sure everyone has clean water.

I want to be a chef and make sure everyone has enough to eat.

I want to be a teacher and get kids excited about their dreams.

I want to be a veterinarian and take care of animals.

I want to be a writer and tell great stories.

I want to be an astronaut and explore Mars.

I want to be a filmmaker and produce animal documentaries.

I want to be a forest ranger and take care of all the national parks.

I want to be an engineer and create inventions to help the world.
With thanks to the Kennedy Center Cuesheet for Teachers for the following suggestions:

• 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 Dr. Goodall 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.

Question about the story:
• 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?

Question about the meaning:
• Have students read (or better yet—sing!) the lyrics to the song, “Animals! Animals! Animals!”
• How do these words connect to the play’s message?
• Why is it important to protect animals around the world?
• What message would they students like to give Jane Goodall?

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

Theatre Questions
• Read and discuss the book Me…Jane by Patrick McDonnell.
• 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 page 10 of the Cuesheet).
• Ask students which job on the creative team they would like to do, and why.
With thanks to the Kennedy Center Cuesheet for Teachers for the following resources and links~

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: janegoodall.org
- Roots & Shoots: rootsandshoots.org

Books
- I Am Jane Goodall by Brad Meltzer
- My Life with the Chimpanzees by Jane Goodall

Articles
- “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

Videos
- “Jane Goodall’s Journey”—an interview by a Scholastic kid reporter http://www.scholastic.com/browse/article.jsp?id=3757121

Me...Jane: The Dreams and Adventures of Young Jane Goodall is one of a series of programs and performances presented by the Kennedy Center to help audiences understand President John F. Kennedy (who the Center is named after and who was born 100 years ago in 1917). The series celebrates President Kennedy’s ideals—courage, freedom, justice, service, and gratitude—and how the arts can enrich our society through those ideals; https://www.kennedy-center.org/jfkc

Encourage your students to take the Citizen Artist Challenge. https://artsedge.kennedy-center.org/students/kc-connections/festivals/jfkc.aspx
Special Thanks

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Cover image by Teresa Wood

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

A World Premiere
Kennedy Center Commission

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

This performance is presented through arrangements made by Shaw Entertainment Group.

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