

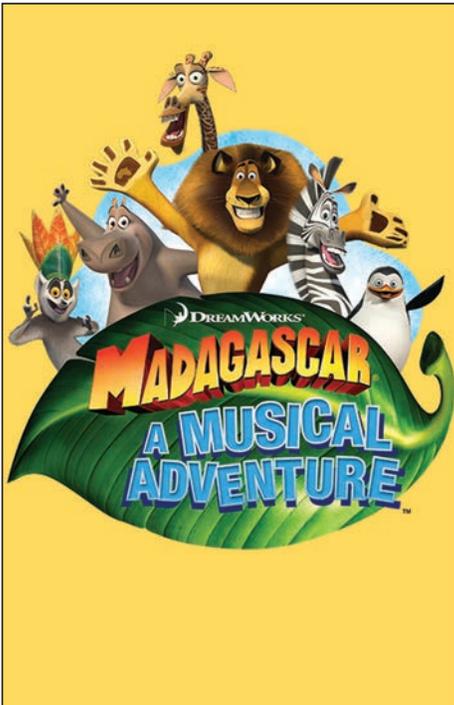
Study Guide and Activities

This study guide includes information about our production along with creative activities to make connections in your classroom both before and after the show. We've aligned all activities to both the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide for curriculum connections.



NCES-TheaArts.(K-5).T.A.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).T.A.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

Mainstage production Ages 4 and older



Based on the Dreamworks
Animation Motion Picture

Book by Kevin Del Aquila

Original Music and Lyrics
by George Noriega
& Joel Someillan

Director
Michelle Long

Themes explored

courage, friendship,
freedom, geography and
environmental science

Synopsis

At the Central Park Zoo, Alex the lion, Marty the zebra, Gloria the hippo and Melman the giraffe prepare for another day of visitors while the Penguins plan their escape. *It's Showtime*, as the zookeepers energize the crowd, but Marty feels down about being trapped in the zoo. He and the Penguins daydream of being *Wild and Free* in their natural habitats. The other animals throw Marty a surprise birthday party to cheer him up. When he shares his wish to go to the wild too, the other animals laugh. Alex tries to encourage Marty by reminding him they're *Best Friends*, but when the Penguins decide to go *Back Where They Belong*, Marty decides to run away too!

Alex, Gloria and Melman search the city for their friend. Once they find Marty, he tries to get them to *Relax, Be Cool, Chill Out*, but animal control catches up to the escaped animals, tranquilizes them and puts them on a boat to a wildlife reserve in Africa! On the boat, the Penguins take control of the ship and cause the other animals' crates to fall overboard. Unaware, the Penguins set off for Antarctica singing their *Penguins' Sea Shanty*.

They unknowingly land on Madagascar, believing they're at the San Diego Zoo. After saving a lemur from the carnivorous foosa, a conspiracy of lemurs and the illustrious King Julien the Thirteenth welcomes the gang to the island and show them how to *Move It!*

King Julien plans to make friends with the newcomers, hoping they can always protect the lemurs from the foosa. He offers their guests food and a comfortable place to sleep. Everyone is content as they drift off to sleep, except for Alex whose stomach is still rumbling for *Steak*. Meanwhile, the Penguins reach Antarctica but promptly turn around when they realize it wasn't the paradise they expected.

The next day, it appears Marty's birthday wish has come true as the friends are all *Living in Paradise*. But things take a turn when Alex's natural instincts begin to surface. Ashamed, he banishes himself to the foosa side of the island. Marty sneaks away to find Alex in foosa territory. Alex warns Marty to leave him alone, but Marty reminds him they're *Best Friends*. As the foosa surrounds them, the others arrive just in time to help scare the foosa away. Everyone celebrates as they vow to be *Together Forever*. The Penguins arrive with the ship to take everyone back to New York as they *Move It* one more time!

On your way to ImaginOn

The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It is an ever changing exhibit featuring items from our current and past shows. Our current show is *Madagascar: A Musical Adventure*. Can you find all of the items listed below?

disco ball drum
zebra a cage

About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues as one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at ctcharlotte.org.

Audience expectations

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear it if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it's appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage! Here are some other guidelines to keep in mind while you're watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off all cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We don't permit food and drinks in the theatre.



NCES-TheaArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. [Click here](#) to view the full list of events throughout the year.

Audience engagement These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

Online engagement Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *Madagascar: A Musical Adventure*.

Workshops and residencies Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Before the show

Vocabulary enrichment

- ebony** *n.* a very dark brown or black color
- inconvenient** *adj.* causing trouble, difficulties or discomfort
- monochromatic** *adj.* containing or using only one color
- loathsome** *adj.* causing hatred or disgust; repulsive
- refined** *adj.* elegant in appearance or manner
- nocturnal** *adj.* occurring or active at night
- transfer** *v.* move from one place to another
- carnivorous** *adj.* (of an animal) feeding on other animals
- humongous** *adj.* huge; enormous
- hypochondriac** *n.* a person who is abnormally anxious about their health
- paradise** *n.* an ideal or perfect place



CCSS.ELA-LITERACY.L.(K-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

The BIG questions before the show

1. What does it mean to have freedom? Imagine you're an animal kept in a cage at the zoo. How do you think it would make you feel?
2. In the musical, the animals go on a wild journey. If you could go anywhere in the world, where would you go? Don't forget to make a list of things to pack in your suitcase!



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-HealthEd.4.ICR.1.1: Explain the importance of showing respect for self and respect and empathy for others.

I like to move it, move it!

In the musical, the animals really know how to dance with their friends. Working with a friend to create a dance requires collaboration and creativity. First, create a dance move anyone can repeat. Then, pair with a a classmate and teach each other your dance moves. Find another pair and teach each other the dance moves. Create a sequence with all four dance moves, then repeat. Share your sequence with the class.



NCES-Dance.(K-5).DA.CP.1: Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. NCES-PhysEd.PE.(3-5).PR.4.2: Use cooperation and communication skills to achieve common goals.

Worksheet key for before the show

- | | | | | |
|----------|----------|-----------|-----------|------------|
| 1. pride | 3. tower | 5. huddle | 7. colony | 9. caravan |
| 2. herd | 4. herd | 6. gaggle | 8. school | 10 litter |

Madagascar



Madagascar, which lies off the coast of southeastern Africa, is the fourth largest island in the world. Covered with mountains, coastal plains and rainforests, this country has animals and plants found nowhere else in the world. The island split from the Indian peninsula about 88 million years ago, allowing native plants and animals to evolve in relative isolation.

The island is home to strange animals, including lemurs, tenrecs, brightly colored chameleons and the puma-like foosa.

Unfortunately, the growing human population, global warming and pollution all threaten Madagascar's diverse ecosystems and unique wildlife.

[Click here](#) to learn more about Madagascar's wildlife using National Geographic KIDS website.

Worksheet for before the show

NAME _____

COPY PAGE

A group of birds is called a flock of birds. Words that describe a group or family of animals are called collective nouns. Look at the list of animals below. Using the word bank, match the animals with their collective nouns! One of them is used twice.

pride
tower

huddle
herd

gaggle
school

litter
herd

colony
caravan

1. A _____ of lions.
2. A _____ of zebras.
3. A _____ of giraffes.
4. A _____ of hippos.
5. A _____ of penguins.
6. A _____ of geese.
7. A _____ of ants.
8. A _____ of whales.
9. A _____ of camels.
10. A _____ of pups.

After the show

Costumes



A costume is any piece of clothing an actor wears during a performance. The costume designer makes all decisions about how the costumes look and then creates drawings for the director and design team to follow.

The designer for *Madagascar: A Musical Adventure* is Magda Guichard. She made the choice for the characters' costumes to have a blend of human and animal characteristics in the final design.

Above, you can see the design for Melman the giraffe. Notice he's wearing a suit with a pattern similar to a giraffe's natural spotting. Imagine if you had to design an animal character using only clothing from around your house.

How would you do it?

The BIG questions after the show

1. Did the zookeepers look after the animals well? What kind of foods did they feed them? Do you think the animals would have been able to find their own food if the zookeepers set them free?
2. How does Alex overcome his need for steak? Have you ever had to overcome a problem? How did you do it?
3. This musical was based on the Dreamworks Animation Motion Picture. List differences you noticed between the musical and the film. How were they the same?



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Camouflage

Camouflage involves disguising something in order to hide it. A zebra, like Marty in *Madagascar: A Musical Adventure*, has striped markings that run off their edges into the background. This allows zebras to fade into their surroundings, making it difficult for other animals to see them.

Your students can discover how camouflage works by creating a background in which an animal can hide. You will need paper, scissors, science/nature magazines, glue and colored markers. Follow the instructions below.

1. Find an interesting picture of an animal.
2. Cut out the animal, making sure you cut away all of the background.
3. Look at the colors and textures of the animal and then, using your research, begin designing a background for it to hide.
4. Use colored markers and pictures from the magazine with a similar color or texture to create your background.
5. Glue the animal to your background.
6. Add some other things to the background, like trees and leaves.
7. When you have finished, ask your classmates to find the animal in the picture. How well have you hidden it?



NCES-VisualArts.(K-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately. NCES-Science.1.L.1.2: Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.

Environments

Using locations from the story (the zoo, the boat, the rainforest, etc.), the class creates frozen images by becoming characters in that location including people and animals. One by one, students will activate the picture as the teacher taps on a student's shoulder. When activated, the student says one line his or her character might say in that location or situation. After the line, the student returns to stillness. If the class is large, you can activate the entire scene at once after a few solo lines and then bring them back to stillness.



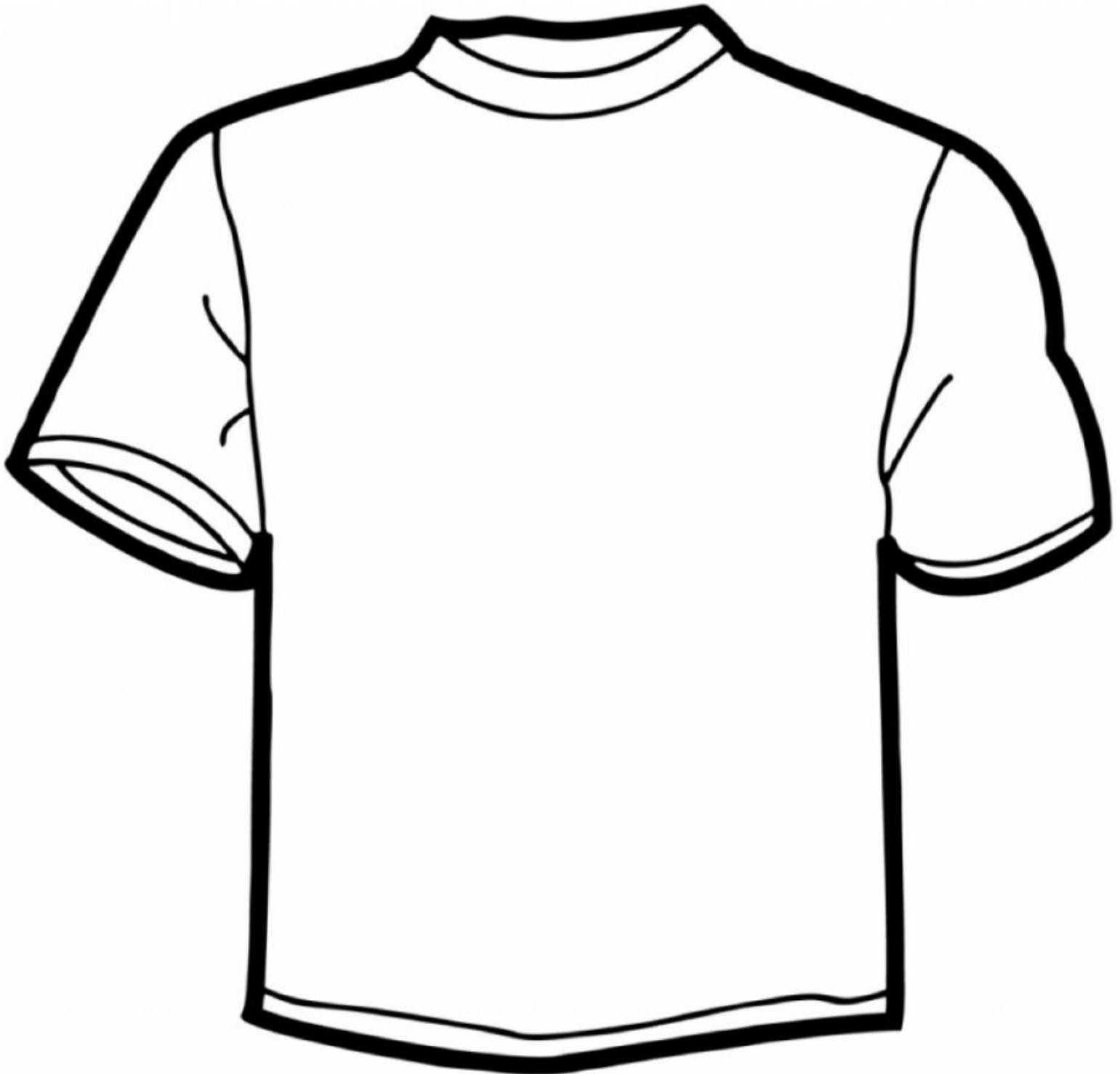
NCES-TheArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings. CCSS.ELA-LITERACY.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Worksheet for after the show

NAME _____

COPY PAGE

In the musical, Alex gives Marty a T-shirt for his birthday. Using the template below, design a T-shirt for Marty the zebra. Don't forget to wish him "Happy birthday!"



If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at cmlibrary.org.

Recommended for early readers

Penguins

by **Liz Pichon**

Penguins at the zoo have an exciting afternoon when one finds a camera left behind by a visitor.

Mr. Tiger Goes Wild

by **Peter Brown**

Bored with city life and the proper behavior it requires, Mr. Tiger has a wild idea that leads him to discover his true nature.

Zoo Day

by **Anne F. Rockwell**

A little boy visits the zoo with his family for the first time and marvels at all of the wonders it offers.

Big Little Hippo

by **Valeri Gorbachev**

Little Hippo can't wait to grow up and complains that all the other animals are bigger than he is, until he helps a small beetle and feels better about himself.

Recommended for elementary

Skipper's Tale

by **Judy Katschke**

As the leader of the penguins, Skipper tries to save his friend Private, who's been kidnapped by the dastardly Dr. Octavius Brine. Can Skipper rescue him before Dr. Octavius Brine steals the cuteness from all the penguins in the world?

Madagascar

by **Mary N. Oluonye**

On this whirlwind tour, you'll learn all about the country's landscape, culture, people and more. Explore Madagascar's strange wildlife, taste a hot side dish called *lasary voatabia*, and attend Alahamady - a festive new year's celebration.

Thea Stilton and the Madagascar Madness

by **Thea Stilton**

The Thea sisters are off to Madagascar for Adventure Camp. While on the nature preserve, they discover endangered animals are under threat.

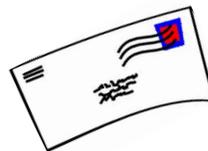
THEATRE CORNER

Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. A play is different from a television show or a movie because it's presented live. As a class, discuss what you experienced when you saw the performance.

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
4. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
5. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-LITERACY.L.(K-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Culture For All.



North
Carolina
Arts
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*Fifty years
of leadership*