



Teacher Resource Guide and Lesson Plan Activities

Tickets: thalian.org

910-251-1788

OR

CAC box office 910-341-7860

Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show.

The production and accompanying activities address North Carolina Essential Standards in Theatre Arts, Goal A.1: Analyze literary texts & performances.

Look for this symbol for other curriculum connections.



Disney's Tarzan, the Musical

Book by: David Henry Hwang

Music and Lyrics by: Phil Collins

Based on the story, *Tarzan of the Apes* by Edgar Rice Burroughs and the Disney film, *Tarzan*

April 27 - May 6, 2018

7:30 PM Friday - Saturday and 3:00 PM Sunday

Hannah Block Historic USO / Community Arts Center
Second Street Stage 120 South 2nd Street (Corner of Orange)

Resource Summary:

Page 2

Vocabulary Enrichment,
Creative Writing & Characterization,
Exploring Gorillas,
Acting it Out!

Page 3

Biology, Botany & General Science,
The European colonization of Africa,
The "Invasion" of Africa,
Research, Acting it Out,
Discussion Questions

Page 4

Life Lessons from Tarzan,
Resources

About this Teaching Resource

This Teaching Resource is designed to help build new partnerships that employ theatre and the arts. By using the guide, students will see how *Tarzan*, offers them the opportunity to develop their understanding of national identities and diversity (Citizenship), support their reading, writing, speaking and listening skills (English), explore issues related to personal identities (Personal Well Being) and develop their creative skills (Performing Arts). Learning about how *Tarzan*, was created will make viewing the show a richer experience for young people.

About the Musical

Many Disney animated movies have become stage musicals and all of them have some pretty wonderful messages to teach us. The truthfulness of dreams, the 'circleness of life', 'the heigh-hoeness of putting in a full days work', and the 'value of having big ears' are just some of the more important lessons imparted by their stories. But one vastly under-appreciated Disney story swings above the rest with one of the best messages to convey, not to mention an amazing soundtrack. *Tarzan's School of Good Values and Good Living* is soon to be in session, brought to you by Thalian Association Community Theatre!

About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 38 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer Academy classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique, aligned with the National Standards for Arts Education. Thanks to generous support from the Landfall Foundation and Wilmington East Rotary we provide arts enhancement classes for the Community Boys & Girls Club, the Brigade Boys & Girls Club and the Girls Leadership Academy of Wilmington. Special school performances for A. H. Snipes Academy of Arts & Design are made possible by a grant from Corning Incorporated Foundation. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our community.

Creative writing skills & Character analysis.

When Tarzan first encounters Jane and the other humans, he cannot **communicate** through language. Tarzan is **compelled** to understand these new visitors. Working in pairs, one student should **assume** the role of Tarzan, while the other takes on Jane or one of the other **explorers** in her **convoy**. Students playing Tarzan should come up with an **objective** in their heads, and to keep it a **secret**. Does Tarzan need to warn this new visitor of danger? Does he want to **understand** where the visitor came from? Once students have **decided** upon an objective, they must try to get their partner to understand using only **gibberish**, gesture, body language and **facial expressions**. The students in role as explorers must work to understand their partners.

Give the class 5 minutes to participate in this exercise before switching roles and repeating.

After the activity, task students to write a journal entry as Tarzan or the visitor.

Students should recount the experience in character and describe their partner's behavior in their character's voice

Ape the Apes - Exploring Gorillas

Use this activity in biology or general science to explore gorillas in their natural environment.

Tarzan presents an opportunity for students to **investigate** gorillas and their **relationship** to their **natural environments**. Play some Internet video footage of gorillas in their natural environment. What do you notice about the gorilla's movement? What about size and pacing? Play the video again, then ask students to document what they noticed about the way the gorilla interacts with the rest of the band. Play the video, now asking students to document what they notice about the way the gorilla interacts with its environment. After the researchers have documented their observations, take a moment for the class to share some of their ideas.

Acting it Out!

Clear desks to create a large open space in the classroom. Have students walk about the space as themselves in a **neutral** state. (this is a silent activity for now.) Then, ask the group to **recall** their first round of **observations** about their individual gorilla. Challenge the class to begin taking on some of those **mannerisms**. Side-coach the group by asking the same questions you asked during the observation. Next, layer on the observations the students made about **interactions** with other gorillas. Ask the students to begin interacting with each other, based on what they observed in the video. Finally, ask the group to interact with the imaginary environment.

For an added challenge, pause the activity and ask the class to consider what might happen if a human entered the space. Allow some students to try entering the space as humans, reminding the class that safety is a priority.

Reflect on this activity with the class. What did they learn about animal behavior and environment? How did the physical exploration inform this learning? Why might an actor use a similar process? Is the scientific process useful for artists as well as scientists? Why or why not?



A Brave New World

Use this activity in biology, botany & general science to explore the **flora and fauna** of a specific **eco-system**.

In “Waiting for this Moment,” Jane becomes enthralled by **encountering** the plant **species** she has studied so **diligently**. As the song **progresses**, she becomes more and more **enraptured**, singing each plant’s species as she goes.

Research

Break your class into small groups of four or five. Instruct each group to select an ecosystem from around the world. Have each group **generate** a list of flora and fauna specific to their selected environment and document each plant or animal’s genus and species.

Acting it Out

Next, have the groups select a **musical genre** (rap, country, hip-hop, pop, etc.), and instruct the class to create an **original song** about a scientist **encountering** these **species**. Ask each group to perform for the class, pausing to see if the rest of the class (the jungle ensemble) can identify which part of the globe the group explored after each performance. Have your **jungle** ensemble create **specific** movements and **vocalizations** based what they see.

The “Colonization” of Africa

Research

Break your class into small groups of four or five and have each group research the European **colonization** of Africa in the late 1800s and early 1900s. Which countries colonized African **nations**? What was the **motivation** behind such colonization? What were the class and social structures of the colonizers and colonized nations at the time? Who were the people who **voyaged** from Europe to Africa, and what did they hope to gain?

Characterization

After the class has sufficient background information, introduce them to the setting & characters of *Tarzan*.

Tell the groups that they will assume the roles of Clayton, Porter, Jane and the rest of the expedition headed to Africa. Encourage the groups to examine the relationships between these characters – who works for whom & which social class might each character belong?

Next, ask the groups to ‘**go into character**’ and **improvise** a discussion about the upcoming voyage to Africa. Ask each group to improvise a meeting called by Professor Porter to prepare for the journey. What are the goals and expectations? Who will be responsible for what? How do these characters operate within a real time period?

Acting it Out

After the activity, ask students to imagine they are now several weeks into their visit to Africa. In role as their characters, ask them to write a letter home documenting their experience.

The “Invasion” of Africa

Tarzan, is set in the jungle, far from the human residents of the region. It is important that young audiences fully grasp the larger social picture during the story takes place.

Research

In groups have your students with research **imperial era** maps of western Africa. Where **specifically**, might *Tarzan* take place? Where might the British explorers in the story have landed? Once the groups have formed a **consensus**, invite students to research the **culture** of the **African nation** or **region** at the time. Were there cities, towns, villages or tribes? What languages were spoken? What is the language today?

Characterization

Invite students to create a character who might have lived in their selected region during the late 1800s. Using what they know from their research, ask students to create a name, age, **occupation**, family and home **environment** for this original character. Have the groups share their work, and discuss how each character relates to the others.

Acting it Out

Next, have the groups **improvise** a meeting called by the group leader to discuss the **influx** of Europeans to their home. What are the goals and **expectations** of the group? Who will be **responsible** for what? How do these characters operate within a real time period?

After the activity, ask each student to imagine they are now several years into the **colonization** of their land. In the role as their character, ask them to write an **editorial** to a **publication**, speaking out against colonization.



Life Lessons

1. Being In-Shape is Awesome

Tarzan is ripped. The lesson here kids is if you want to avenge your loved ones, wrestle gorillas, and defeat evil people with guns you need to stay physically active, just like Tarzan. So get off that couch and go climb a tree.

2. Differences are Only Skin Deep

Tarzan thinks he's an ape, acts like an ape, and wants to be an ape. Yet Terk, her friends are close-minded and constantly keep him down. Luckily Tarzan learns that the best way to defeat racism, you must first accept yourself. Thanks to his adopted gorilla mother, Tarzan, along with the rest of us, are taught the true meaning of difference.

2. Love Conquers All, Even the Jungle

There is only one king of the jungle and that king is love. This musical teaches us what true love is, and just how powerful it can be. Sure, love can be hard at times, like when poachers get in the way by trying to cage your family and sell them for profit, but in the end it will always triumph. Love rules them all, even Tarzan

3. Family is the Most Important Thing

Families can do anything. They can survive shipwrecks to build awesome tree houses. They can adopt orphaned human babies and turn them into gorillas. They can pick bugs off one another's heads. Really, there is nothing family can't do. Moral of the story: No matter where you go, your family will always be with you. So don't betray it.



North Carolina Essential Standards in Theatre Arts
3.A.1.2: Evaluate formal or informal theatre productions.



Youth Theatre Academy Classes

Over 38 years ago Thalian Association Community Theatre established the Youth Theatre program dedicated to the enrichment of arts education for our community's youth.



We offer affordable classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique that are aligned with the National Standards for Arts Education, N.C. Essential Standards in Theater Arts & N.C. Common Core.

Starting as young as three years old (in TACT Tots) all the way to high school seniors, we have something for everyone! Classes are offered downtown at the Hannah Block Historic USO/Community Arts Center Building & mid-town at the First Baptist Activity Center.



Thalian Association Youth Theatre Academy is the place to be if you want to learn "the ropes" from local professional artists currently working in their field.



If you are an aspiring performer or just want to build confidence & make new friends, check out thalian.org for more information on the Youth Academy.

Learn what it is like to be part of a show. Join the Theatre Community!



Thalian Association Community Theatre offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



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