



Dreamworks'

MADAGASCAR: A MUSICAL ADVENTURE

Based on the DreamWorks Animation Motion Picture

Book by Kevin Del Aguila, Original Music and Lyrics by George Noriega & Joel Someillan

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Madagascar* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Madagascar* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Madagascar is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a movie called *Madagascar*.

- Have you seen *Madagascar* as a class or by yourself?
 - Based on what you've seen, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you saw *Madagascar* beforehand, how was the play similar to the movie?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Madagascar*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Madagascar* is Awesome Adventures.

The Magik Must-Reads (Grade 4 - Grade 5) are:

Journey to the Center of the Earth by Jules Verne

Holes by Louis Sachar

The Lost Hero by Rick Riordan

Hatchet by Gary Paulsen

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Awesome Adventures show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Awesome Adventures? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Write Your Own Story

In *Madagascar*, all of the characters go on a fantastic journey from their homes at the zoo to Madagascar! Use the worksheet below to make an outline for your very own story about characters who go on a journey with friends. Keep the following questions in mind:

- Who is your main character?
- What does your main character want?
- What is the obstacle your character is facing?
- Who are the other characters?
- How will your character solve the problem?
- What did your main character learn?

TITLE: _____

4: Word Problems

- 1) King Julien found 3 packages of gum. There are 18 pieces in each package. How many pieces of gum does he have?

- 2) 21 children travel to the New York Zoo to see all the wonderful animals. There are 3 vans to take children to the zoo. How many will go in each van if the same number go in each van and all of the children go to the zoo?

- 3) Skipper and the other penguins stop at a store after escaping the zoo. Kowalski has 54 cents to buy candy. If each piece of bulk candy costs 3 cents, how many gumdrops can he buy?

- 4) Marty had 3 boxes of coconuts from the island. There are 4 coconuts in each package. Alex steals 5 coconuts. How many are left?

- 5) 19 animals gather to watch King Julien's party. In the audience, they sit 2 or 3 to a seat. There are 7 seats. How many seats will have 3 animals seated on them?

5: Animal Habitats

Madagascar is all about animals changing their habits and moving into another. That can cause some discomfort for a lot of animals who have a very specific natural habitat. As a class, discuss different animal habitats and which animals could live in each one.

Discussion

- 1) What is the definition of a habitat?
- 2) What are the different characteristics that habitats can have?
- 3) What are some examples of habitats from around the world?
- 4) What habitats should the animals in the play belong in? (ex: giraffes, penguins, zebras)
- 5) Was each animal's habitat once they were in Madagascar good or bad for them?

Putting it into Practice

Go around the class with your list of habitats from all over the world and try and name as many animals that could possibly live in each.

Habitat Examples

- Forest
- Desert
- Ocean
- Reef
- Grassland
- Jungle
- Tundra
- Fresh Water

6: Cultural Scavenger Hunt

In *Madagascar*, the zoo animals escape and then get transported across the world to Madagascar! But where is Madagascar? Well, Madagascar is a large island in the Indian Ocean right off of the eastern coast of South Africa.

The Malagasy language is spoken in Madagascar and the citizens of Madagascar typically wear lambas, which consist of a large colorful rectangular cloth wrapped around the body. The most popular instrument in Madagascar is the valiha, which is a bamboo tube zither. The people of Madagascar have their own musical genres that include the valiha. These things are all a part of the culture of Madagascar.



Culture is a shared set of practices and traditions that characterize a society or a group of people. Culture can include clothing, food, traditions, ceremonies, spiritual practices and beliefs, language, family structure, and communication styles. Culture is everywhere and plays a large role in individual identities. What are some examples of culture around you?

Materials

- Pens and pencils
- Hole punch
- String
- Index cards
- Crayons, markers, or colored pencils

Directions

- 1) As a class, brainstorm a few examples of culture (ex. speaking English, using American money, wearing blue jeans and t-shirts, etc.) Record the ideas on the board.
- 2) Go on a cultural scavenger hunt and find examples of culture around you. Find at least 6 examples and that they you write down on your index cards and draw a picture to go along with it. Work alone, in pairs, or in groups.
- 3) Using index cards, pens and pencils, crayons, markers, or colored pencils, explore. Get assistance from your teacher if necessary.
- 4) Once all cards are finished, punch two holes at the top of each card and string them together.
- 5) Each person/pair/group should then share what they found on their scavenger hunt.

7: Lions, Tigers, and Masks! Oh My!

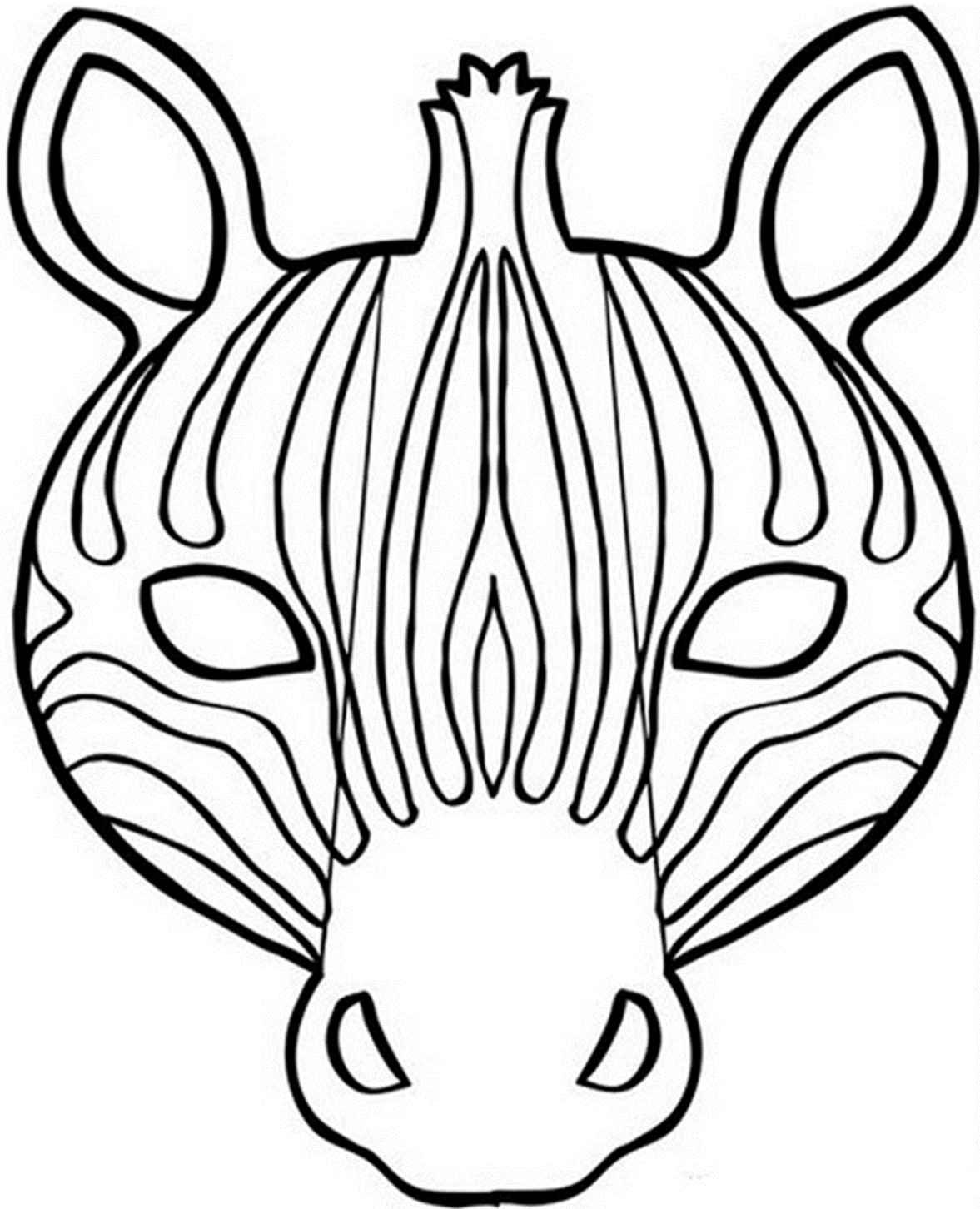
Every character in *Madagascar* has a big, silly personality. Now you can make a silly mask to look just like your favorite animal from *Madagascar*!

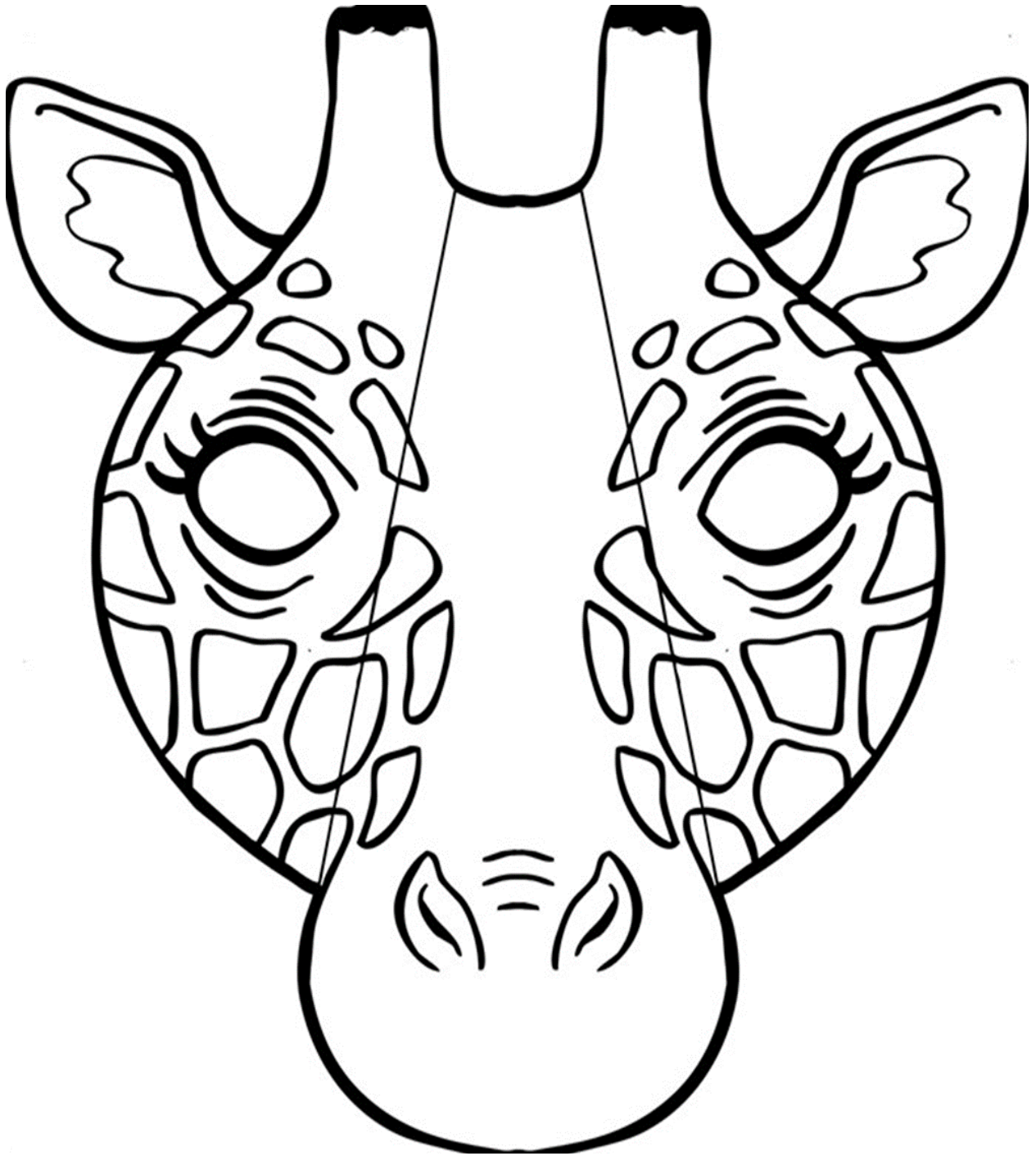
Materials

- Printable Masks
- Scissors
- Hole punch
- String/Ribbon
- Markers
- Colored Pencils
- Crayons
- Glue
- Feathers
- Pom poms

How to Make Your Own Mask

- 1) Print out the printable masks on the next few pages.
- 2) Decorate your masks with colored pencils, crayons, or markers and add any other fun craft supplies.
- 3) Cut out the mask and cut out two holes for the eyes.
- 4) Punch two holes on either side of the mask and tie a string long enough to fit around your head.
- 5) Wear your mask and have fun!







8: I Like To Move It, Move It

Everyone loves the popular song “I Like to Move It” from *Madagascar*. In plays, when music starts, the characters don’t usually stay completely still. Especially if it’s a fun and energetic song! As a class, make up your own dance steps to the popular *Madagascar* hit. This will help you notice certain things about the song!

Discussion:

- 1) What kind of music do you like dancing to?
- 2) Are there different types of dancing styles? If so, give an example.
- 3) What kind of dancing was done in the play? Do you remember any specific dance moves they used?
- 4) What kind of dance moves do you like?
- 5) How are songs structured? (Ex: What is a chorus?)
- 6) Does song structure affect the dance moves or repetition of moves?

Brainstorm:

- 1) Listen to the song and decide what type of dancing you would like to do
- 2) List some of your favorite moves from your class discussion that you think would fit the song. If the song repeats the words, you can repeat a dance step on the same words! If the song gets louder or quieter, you can get bigger or smaller with your movements.
- 3) Place your moves one by one from the beginning of the song to the end.
- 4) As a class, talk about how the structure of the song can influence the placement of dance moves, repetitions, and how big you get with things!

Put It All Together and MOVE IT:

- 1) Rehearse, rehearse, rehearse, and have fun!
- 2) Your final product will be a fun filled dance ready to be shown off at the next Magik performance!

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2