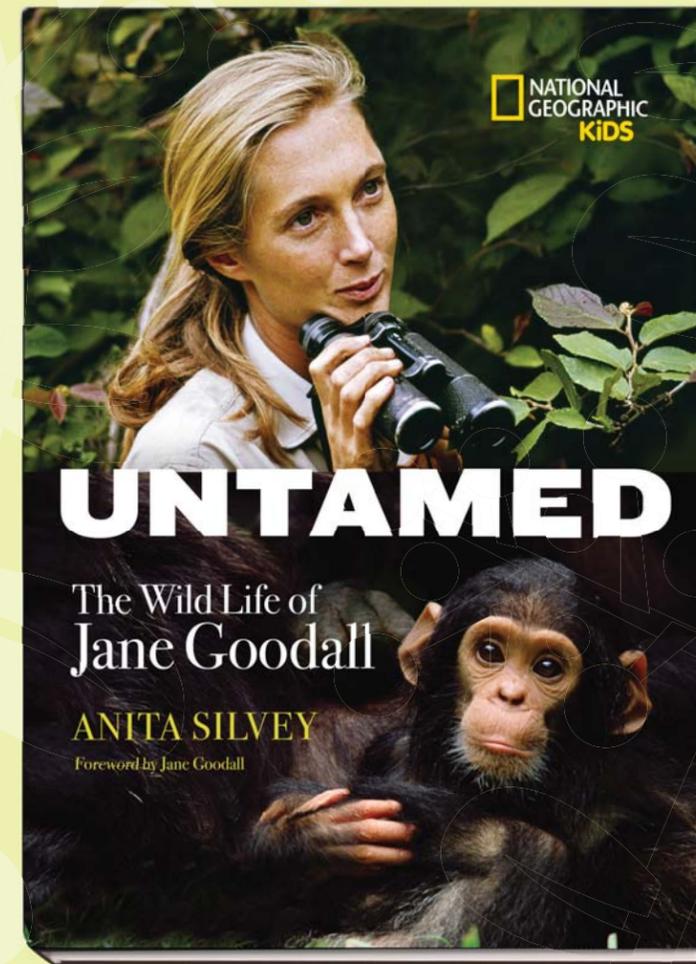


“Chimpanzees have given me so much. The long hours spent with them in the forest have enriched my life beyond measure. What I have learned from them has shaped my understanding of human behavior, of our place in nature.” —JANE GOODALL

 NATIONAL
GEOGRAPHIC
KIDS

EDUCATOR'S GUIDE

Common Core Alignments and Classroom Activities



Explore the amazing life of renowned scientist Dr. Jane Goodall with a comprehensive, and breath-taking new photographic biography from award-winning author Anita Silvey. Follow Jane's early childhood passion for wild creatures to her groundbreaking discoveries with chimpanzees in Africa, to her important wildlife activism today.



Grade 6

RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 7

RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

Grade 8

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

English-Language Arts (ELA) Standards

Grade 4

Grade 5

Visual Elements

RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Read With Purpose and Understanding

RF.4.4.a
Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.

RF.5.4a
Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.

Engage in Effective Conversations

SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Introduction

As noted in the mission of the Common Core State Standards (CCSS), “The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success...”¹ In other words, good reading skills can—and should—be used as needed during everyday learning activities. This includes not only texts designed to be used in the classroom but authentic texts that readers might encounter as they read for information or pleasure in their everyday life.

Good readers know when to apply each skill, and they know how to put it to their most beneficial use. Explicit instruction in these skills using these authentic, high-engagement texts, then, can help guide readers to know when and how to employ each skill.

In these teaching notes, we'll highlight some of the CCSS that are best exemplified in *Untamed*. The activities are grouped by CCSS instructional focus. As the instructional focuses are spiraled across grade levels, you may wish to modify each activity as appropriate to meet the individual needs of your students.

¹ <http://www.corestandards.org>



READY, SET, READ!

(RF.4.4.a, RF.5.4.a, RH.6-8.10)*

Objective: Read With Purpose and Understanding

Before reading, give students time to preview the book. Encourage students to look at the photos, and read the captions, call-out text, and chapter titles.

Then have students turn to the cover. Invite a volunteer to read the cover aloud. Invite another volunteer to describe the photos.

Ask students to take out a sheet of paper and write down their predictions to the following questions:

- What is the book about?
- What is the author's purpose for writing this book? What story does she want to tell?
- What background information might you need to know before reading?

.....
Differentiation suggestion: For younger or struggling readers, have students work in pairs or groups or create the list as a class. You may also wish to have students revisit their predictions while they read to make adjustments based on new information.
.....

After reading, invite students to revisit and discuss their predictions. Which were correct? Even if they were incorrect, how did making these predictions help students focus their reading?

A PICTURE'S WORTH A THOUSAND WORDS

(RI.4.7, RI.4.9, RI.5.7, RI.5.9, RI.6.7, SL.6.2, RI.7.7, SL.7.2, RI.8.7, SL.8.2)*

Objective: Use Multimedia Sources to Gain Understanding

Have students open to pages 40–41 and examine the pages. If possible, project them for the class to look at together. Ask students to point out the visual elements they see (photos; sidebar; captions; text).

Give students time to examine the photo on page 40 and to read the text on pages 40–41. If you wish, give students time to discuss the photo in pairs or small groups. Then ask students what information they were able to gather about chimpanzees, especially about the relationship between mother and child.

Encourage students to identify whether each piece of information came from the text, the photo, the caption, or a combination.

Show students this video about Flo's daughter Fifi:

<http://www.janegoodall.org/media/videos/chimpanzee-mother-child>

Then invite students to discuss what new information they learned from the video and how it relates to the information they read and got from the photo.

As students read *Untamed*, encourage them to explore other videos on the Jane Goodall Institute website. Invite students to quickly write their observations, including: How did watching the videos aid their understanding of the content, of Jane's work, and of how she changed our understanding of chimpanzees? How did they help put the book in context? Encourage students to cite specific examples of ideas that were clarified by the media.

.....
Differentiation suggestions: For younger readers, you may wish to pre-select a few videos for students to view. For more advanced readers, allow students to search the JGI video archive or other video sources for additional media.
.....

* See pages 6-7 of this guide.

TALK IT OUT

(SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1)*

Objective: Prepare for, and Engage in, Thoughtful Conversations

Discuss with students the importance of preparing for and engaging in thoughtful conversations about a topic. What rules should be observed? Why discuss ideas?

As a class, create a rubric for an effective discussion. You may wish to use the grade-specific standards on pages 6-7 of this guide as a basis for the rubric. As you create your rubric, discuss examples that would constitute earning each mark. A sample grade 5 rubric is provided below.

Next tell students that they will be having a discussion about the book in small groups. Students will use the rubric they created to self-evaluate both themselves and their group.

Give students this discussion topic: What was Jane Goodall's biggest impact on the world?

Give students time to prepare their thoughts for discussion. Students may wish to jot down notes on index cards, quoting specific examples from the book.

Then, divide students into small groups. Within each group, assign these and/or other roles: Discussion Leader (makes sure that everyone has a chance to be heard, keeps the discussion on topic); Secretary (keeps notes of the conversation, while still actively participating); Timekeeper (keeps an eye on the time and lets the group know when it's time to wrap up).

Review the rubric with students, then give them time for free and open discussion. Circulate around the room to observe, ask questions, and aid conversation.

When the discussion time is up, have students use the rubric to both self-evaluate themselves and their group. Then invite volunteers to share their evaluations and observations. Discuss ways their conversations could have been more effective.

Sample Rubric (Grade 5)

	3 Points	2 Points	1 Point
Preparation and Participation	I came to the discussion prepared, and I used that preparation and other information I know about the topic to explore ideas.	I came to the discussion somewhat prepared, and I used that preparation and other information I know about the topic to explore ideas.	I came to the discussion without preparing, but I did use other information I know about the topic to explore ideas.
Rules	I followed the rules for discussions and carried out my assigned role.	I sometimes followed the rules for discussions and carried out my assigned role.	I mostly did not follow the rules for discussions or carry out my assigned role.
Questions	I asked and responded to specific questions by making comments that contributed to the discussion and built on the ideas of others.	I asked and responded to specific questions by making comments. Some of my comments contributed to the discussion and built on the ideas of others.	I asked and responded to questions by making comments. Only a few of my comments contributed to the discussion and built on the ideas of others.
Conclusions	I reviewed the key ideas we talked about and drew conclusions using information from the discussion.	I reviewed ideas we talked about and drew conclusions using information from the discussion.	I reviewed some ideas we talked about.

* See pages 6-7 of this guide.