

# ME...JANE

## ME...JANE

Written and illustrated by Patrick McDonnell

Ages: 4-7

Themes: animals, biography, people at work

Runtime: 9 minutes

### COMMON CORE CONNECTIONS:

#### CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

#### CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### SUMMARY

Before she was Jane Goodall, primatologist and environmentalist, she was Jane, a girl who loved to be outside with the animals. Accompanied by her stuffed toy chimpanzee, Jubilee, Jane explored and observed the natural world in which she lived, and cultivated a dream of one day living with, and helping, the animals of Africa. This simple, but inspirational story shows young readers the power of observation and education, hard work and determination. Complete with details from Jane's own childhood notebooks, this movie will inspire children to grow their dreams and work to achieve them.

### OBJECTIVES

- Students will compare and contrast different sources about Jane Goodall and synthesize their learning in writing.
- Students will identify Jane's childhood dream and the steps that she took to reach it.
- Students will identify an environmental cause that they are passionate about and propose community-oriented solutions.

### BEFORE VIEWING ACTIVITIES

Build students' background knowledge of Jane Goodall's life and work. Consider using the following resources:

- o [www.janegoodall.org](http://www.janegoodall.org) – This is the website for the Jane Goodall Institute, a nonprofit organization founded by Jane. This website has information about Jane's life, the chimpanzees she studies, and the organization's global conservation projects.
- o <http://www.nationalgeographic.com/explorers/bios/jane-goodall/> - This is the National Geographic biography page. It has a brief overview of Jane's work, as well as links to some of her writing and videos.
- o <http://ngm.nationalgeographic.com/2010/10/jane-goodall/quammen-text> - A featured National Geographic article on Jane's work and impact.
- o <http://www.theguardian.com/science/2010/jun/27/jane-goodall-chimps-africa-interview> - An article in The Guardian detailing Jane's work, with many reflections and comments from Jane herself.
- o <http://www.cbsnews.com/news/jane-goodall-returns-to-her-chimps-in-tanzania/> - 60 Minutes video featuring Jane, going back to the Gombe reserve in Tanzania to observe a family of chimps that Jane had followed for three generations.

Return to these resources after viewing to compare and contrast different sources of information.

Set the purpose for viewing. Suggested purpose statement:

- o Today we will watch a movie about a girl named Jane who loved animals and the natural world. Pay attention to the things Jane did to learn about her world. Think about how these actions helped Jane achieve her dream when she grew up.

Follow up after viewing the movie to discuss Jane's actions and how they helped her achieve her dream.

### AFTER VIEWING ACTIVITIES

#### Common Core Connection Activities:

Guide students through comparing and contrasting the information from the movie with the information that they learned from one of the other sources listed in the Before Viewing Activities. Guiding questions:

- What information did you learn from more than one source?
- How did the information differ between sources?
- What was the author's purpose for each different source? What evidence from the text or video suggests that purpose?

Consider having students record their ideas on a Venn diagram or table matrix, such as the one in the next column:

	Info about early life	Info about work today	Info about chimpanzees
<i>Me... Jane</i>			
<i>janegoodall.org</i>			
<i>60 Minutes</i>			

Culminate and assess students' learning with one of the following performance tasks:

- Students will write a "Jane Goodall Quick Facts" book that includes information from the different texts and media that they studied.
- Students will write an essay that answers the following question: *Using information from more than one source, explain how Jane's early life impacted her work as an adult. Include examples from both texts.*
- Students will create an annotated timeline including illustrations and 1-3 sentence descriptions of the major events in Jane Goodall's life.

Return to the "purpose for viewing," from the Before Viewing Activities. Guide students through a discussion about Jane's childhood dream and the steps she took to achieve it. Incorporate the information that students learned in *Me...Jane*, as well as other sources. Guiding questions:

- What did Jane love as a young girl? Why was that important as she grew up?
- What was Jane's dream? What books and experiences made that dream grow?
- What obstacles, or challenges, did Jane face in fulfilling her dream?
- What did Jane do in her life to achieve her dream?

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- I agree/disagree with \_\_\_\_\_ because...
- I'd like to elaborate on \_\_\_\_\_'s comment...
- I understand what \_\_\_\_\_ is saying, however...
- \_\_\_\_\_'s comment supports the idea that...

Discuss Jane's animal and environmental activism with students. Have students brainstorm environmental issues that affect their community or the world community. After students choose an issue that they are passionate about changing, lead them through a series of persuasive writing lessons in which they write a persuasive essay or letter about the issue that they chose. Suggested lessons include:

- Essay structure
- Writing a thesis statement
- Choosing strong supporting details
- Word choice for persuasive voice
- Including examples, facts, statistics, and anecdotes
- Addressing the counter-argument
- Writing a strong introduction and conclusion

### OTHER THEME-RELATED TITLES FROM WESTON WOODS

- **The Dinosaurs of Waterhouse Hawkins** by Barbara Kerley, ill. by Brian Selznick
- **I Could Do That! Esther Morris Gets Women the Vote** by Linda Arms White, ill. by Nancy Carpenter
- **Miss Rumphius** by Barbara Cooney
- **Who Says Women Can't Be Doctors?** by Tanya Lee Stone, ill. by Marjorie Priceman

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