

TEACHER RESOURCE GUIDE

Jungle Book



School Matinee Performances

Presented by



TEACHER RESOURCE GUIDE

Jungle Book

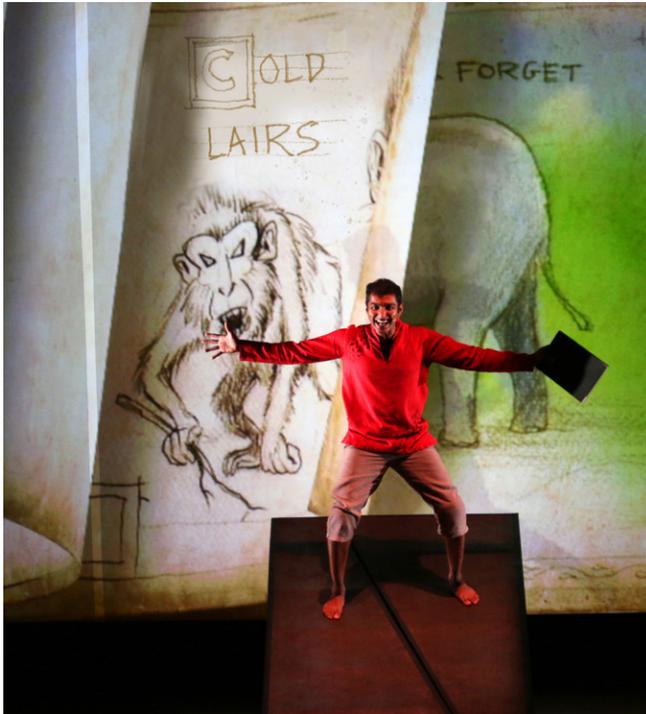


Table of Contents

About Playhouse Square	3
Coming to the Theater	4
About the Show	5
Pre-Show Activities	7
Post-Show Activities	12
Resources	15
Curriculum Standards Index	16

COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts, Science and Social Studies.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.



This engagement is supported by the Arts Midwest Touring Fund, a program of Arts Midwest that is funded by the National Endowment for the Arts, with additional contributions from the Ohio Arts Council and the Crane Group.

ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ Food, drink and gum are not permitted in the theater for school matinee performances.
- ◆ Photography and recording of performances are not permitted.
- ◆ Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

Mowgli is a 25-year-old architect living in New York City. When he gets a text from his sister Maya, “Happy birthday wolf boy!”, it takes him back to his childhood in the jungles of India. Mowgli pulls out his old journal (his “jungle book”), flips through the pages, and begins to re-live the stories of his youth. As a toddler, Mowgli becomes lost in the jungle when a tiger, Shere Khan, attacks his family. He is rescued, and adopted by two wolves, Akela and Raksha, who raise him in their pack. Mowgli learns “The Law of the Jungle” from a bear, Baloo, and a panther, Bagheera. The trio have a series of adventures while trying to keep Shere Khan from killing Mowgli.

Eventually the tiger turns the wolf pack against him, and the young boy is forced out of the jungle, and back into the town. There, he reconnects with his human mother and sister, Messua and Maya. The town hunter, Buldeo, threatens to harm Mowgli and his family; now there’s a human bully inside the town and a tiger bully outside of it. Mowgli must use the help of his animal and human families to defeat the threats.

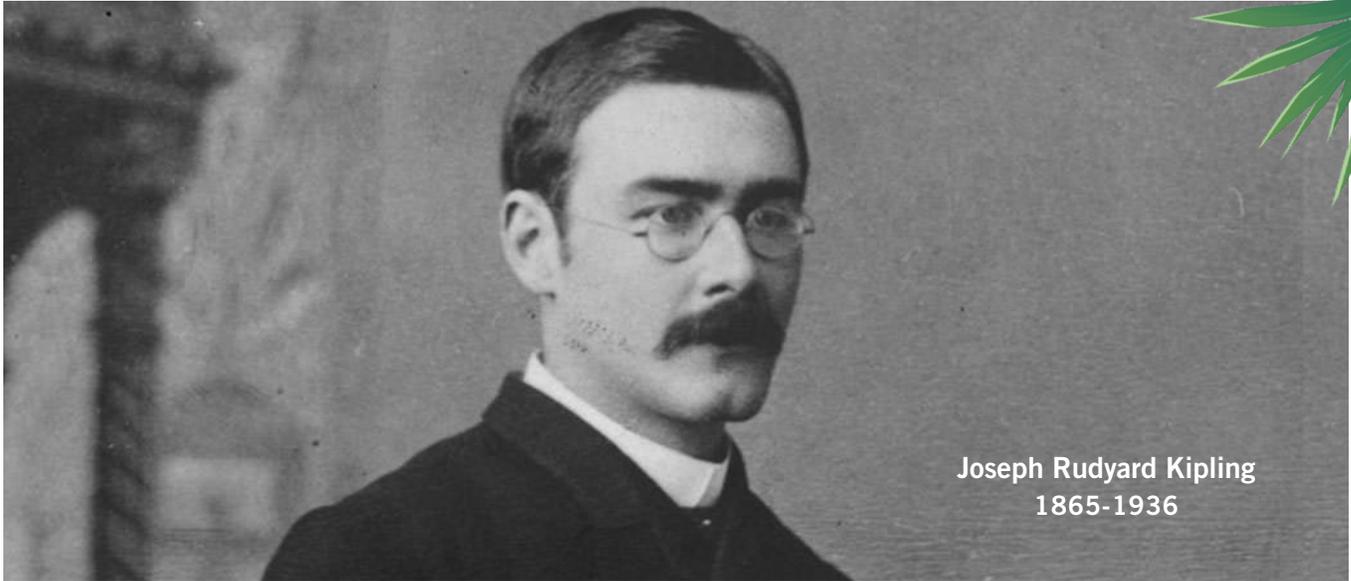
In the end, he understands we need to “let in the jungle” – to connect the human world with the natural world in order to keep things in balance. But he still has to make a choice about his identity: is he wolf, or boy?

About the Book

Perhaps most widely known for its 1967 Disney adaptation, the literary classic of *The Jungle Book* was originally published in 1894 as a collection of short stories by famed English author Rudyard Kipling. Set in an exotic forest of India, the stories include a myriad of animal characters including Baloo the bear, Shere Khan the tiger, Bagheera the black panther and Rikki-Tikki-Tavi the mongoose. But no character is as beloved as the young man-cub, Mowgli, who stumbled into the Wolves’ cave before he was old enough to speak.

Kipling’s stories in *The Jungle Book*, as well as *The Second Jungle Book* which followed the original in 1895, are, at their core, fables using animal characters to teach moral lessons including that of respect, perseverance, and knowing one’s place in society through the “law of the jungle.”





Joseph Rudyard Kipling
1865-1936

About the Author

Joseph Rudyard Kipling was born the 30th of December, 1865 in Bombay, India when India was still under British rule. Young Kipling loved everything about India and later called it the “Mother of Cities.” He enjoyed exploring its landscape, learning about its culture and meeting its natives. But at age six, Kipling and his younger sister, Alice, were sent to Southsea, England to be educated in a more traditional English fashion. These were difficult years for Kipling as he did not feel he fit in at school, was bullied and was treated unkindly by his foster parents. To cope with the negativity, Kipling escaped to other worlds through reading, especially the works of Daniel Defoe, Ralph Waldo Emerson and Wilkie Collins and Kipling later credited this time with planting the seeds for the literary work he would create throughout his life.

Later, Kipling transferred to a boarding school where he thrived. After graduation, he returned to India to work as the assistant editor for a small newspaper. Kipling went on to write stories for the newspaper and published his first collection of stories, *Plain Tales from the Hills*, in January 1888 when he was just twenty-two years old.

In 1889 Kipling took a hiatus from the newspaper world to travel in the United States and parts of Asia and finally returned to England where he met continued success with his published stories. During this time, Kipling formed a friendship and partnership with American writer and publishing agent, Wolcott Balestier. Consequently, Kipling met Wolcott’s sister, Caroline (known as Carrie) who he fell in love with and married in 1892 in London. Following

their marriage Kipling and his new wife traveled to America where they settled in Vermont in a cottage they called Bliss Cottage. It was here that Kipling’s first child, a daughter named Josephine, was born. It was also in this cottage, in the cold, brutal, New England winter that Kipling began thinking about the Jungle Book.

“The workroom in Bliss Cottage was seven feet by eight, and from December to April the snow lay level with its window-sill. It chanced that I had written a tale about Indian Forestry work which included a boy who had been brought up by wolves. In the stillness, and suspense, of the winter of '92 some memory of the Masonic Lions of my childhood’s magazine, and a phrase in Haggard’s *Nada the Lily*, combines with the echo of this tale. After blocking out the main idea in my head, the pen took charge, and I watched it begin to write stories about Mowgli and animals, which later grew into the two Jungle Books.”

After the publications of *The Jungle Book* (1894) and *The Second Jungle Book* (1895), Kipling and his growing family returned to England in 1896. In 1907, Kipling was awarded the prestigious Nobel prize in Literature. He was the first English-language writer to receive the prize and, at age 41, is still the youngest recipient of the prize to date.

Kipling reached the height of his literary success during the first decade of the twentieth century but he wrote all the way until the early 1930’s. Kipling died on the 18th of January 1936 at the age of 70 and is buried in Poets’ Corner in Westminster Abbey.



PRE-SHOW ACTIVITIES

Mowgli and The Ugly Duckling

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.1.9 and CCR.RL.2.9

The Jungle Book and *The Ugly Duckling* are both stories where the main character is different from everyone else. In *The Jungle Book*, many of the animals have a difficult time accepting Mowgli as part of the jungle because he doesn't look like them. Read the RH Disney version of *The Jungle Book* (see resource page) and ask students to respond to the following discussion questions.

1. What names did the other animals call Mowgli?
2. How do you think it made Mowgli feel?
3. Why would someone tease/bully/make fun of people who look different from themselves?

Now read *The Ugly Duckling* (see resource page) and have students discuss how Mowgli and the Ugly Duckling are similar and different. Use the graphic organizer below to help students develop their thoughts.

How are Mowgli and the Ugly Duckling the same?

How are Mowgli and the Ugly Duckling different?

Mowgli

The Ugly Duckling

The Jungle Book Characters

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RL.3.3 and CCR.RL.4.3

Have students read *The Jungle Book* by Rudyard Kipling (see resource page), but before reading, assign each student a character other than Mowgli. Instruct them to pay attention to the character's several attributes as they read the book. Have them consider the following questions:

- ◆ Is the character a helper or aggressor of Mowgli's?
- ◆ What does his/her physical appearance tell you about the character?
- ◆ How is the character personified (personality/character traits)? Provide examples.
- ◆ Does the character respect the law of the jungle? Provide examples of how he/she does or does not.
- ◆ What is the character's backstory?

After reading, students will use the information they gathered to create a one pager of their character. A one pager is a single-page, creative response to a reading. It incorporates quotes, pictures and words to connect ideas and thoughts to what was read. Students are encouraged to use evidence from the text to support their responses. However, they are also encouraged to be creative with their visual depictions of the character.

After completing their character one pager, they will partner with another student to compare their characters. What do their characters have in common? How are they different? Have partners create a Venn-diagram to display their responses.

An outline for the one pager, and a template for the Venn-diagram are provided on the following pages.



**Personification
(Personality/Character
Traits)**

**Physical
Appearance**

Backstory

**Does the
character
respect the
Law of the
Jungle?**

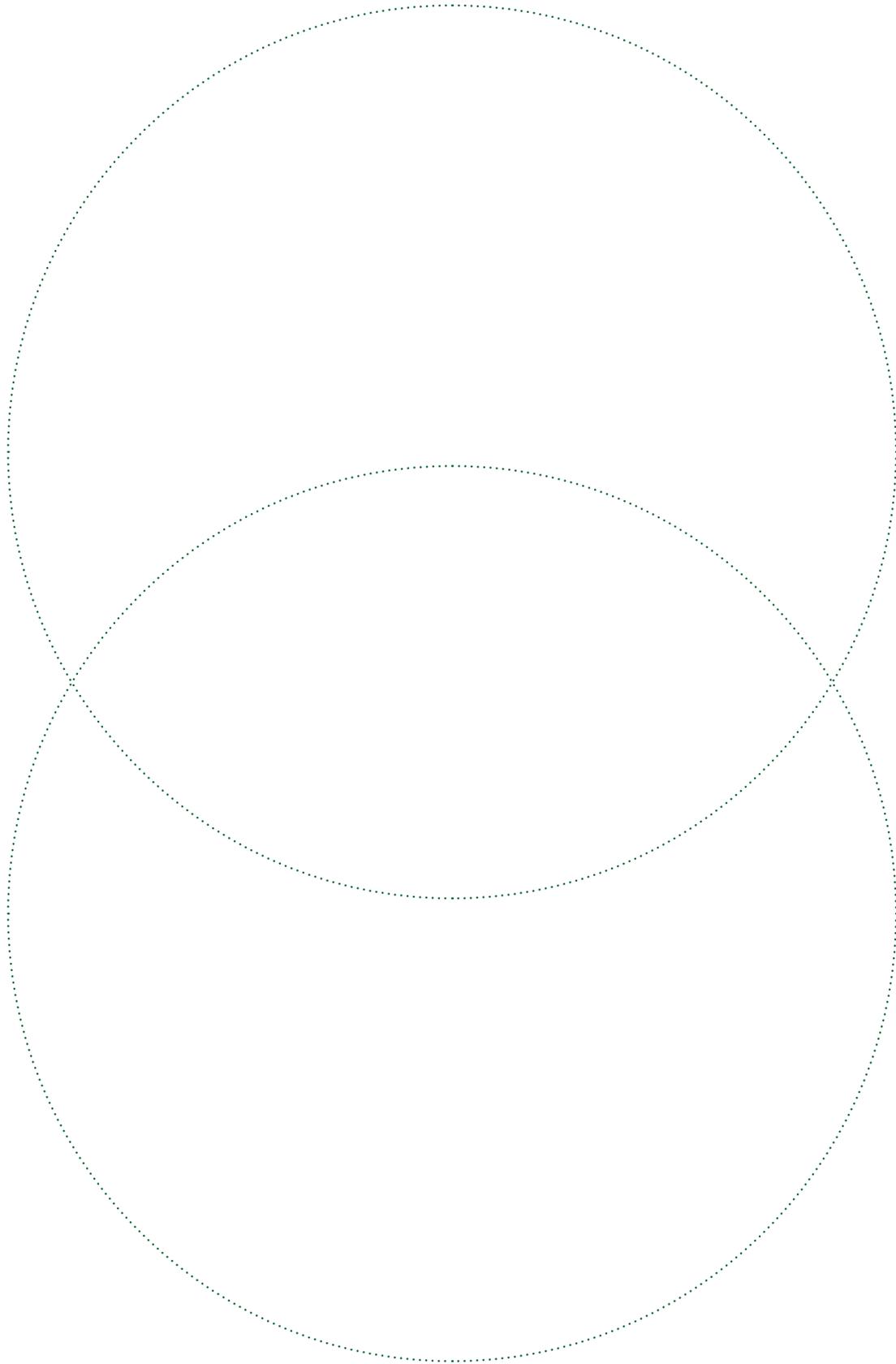
Character's Name

**Is the character a
friend of Mowgli's or
an aggressor?**



Character Name: _____

Character Name: _____



Animals of India

The Ohio Learning Standards below are addressed in the following Pre-Show Activity:

1.LS.1, 1.LS.2, 2.LS.1

Tell the students that they are going to see a play that has several animals that live in India. Some of these animals do not live in the United States, and many do not live in Ohio. This activity will allow them to learn about these unique and fascinating animals.

Disney has produced an excellent guide (see resources) that includes information on the animals that are in its movie

The Jungle Book, including wolves, panthers, orangutans, elephants, vultures, buffalos, cobras, porcupines, bears, tigers, pythons, rhinoceros, gibbons, langurs, mongoose, peafowl, crocodiles, bats, wild pigs, civets, tortoises, deer, kites, pangolins and hornbills. Print the animal section of the guide and create animal cards for your students. Have students study the cards and use the website www.activewild.com to gather more information about these animals.

After they've conducted their research, have students complete the animal report below.

ANIMAL REPORT

The name of my Indian animal is _____

It is a(n): amphibian bird fish mammal reptile

Picture of animal	Animal Facts				
	Height:				
	Weight:				
	Color:				
	It has:	feather	fins	fur	skin
	It eats:				
It lives:					
Lifespan:					

The habitat is

Three interesting facts

1	2	3

Once students have completed their animal report, group students who have animals that live in the same habitat (i.e. Savanna). As a group, have them create a mural depicting their habitat and the animals that live in it. In addition to their animals, have students illustrate vegetation, precipitation, temperature and the landscape.

POST-SHOW ACTIVITIES

The Jungle Book Prequel

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.W.1.6, CCR.W.2.6, CCR.W.3.6 and CCR.W.4.6

After watching the play, discuss how the play is different from the book. Tell your students that they are going to write their own prequel for one of the characters in the story. Explain that a prequel is a story, often a book or movie, that explains events that precede those of an existing work.

The graphic organizer below will help students during the pre-writing stage. Have them discuss their pre-writing with another student once they have completed the graphic organizer. Older students can refer back to the “Characters of the Jungle Book” activity to incorporate character traits.

This activity can also be done in small groups.

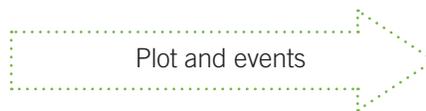
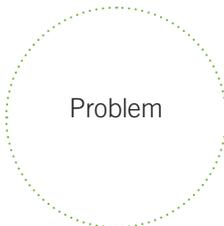
Setting _____

Time _____

Place _____

Characters

Main	Secondary	Secondary



THE JUNGLE BOOK REVIEW

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
CCR.RL.1.9, CCR.RL.2.9, CCR.RL.3.9 and CCR.RL.4.9

Now that the students have read the story and watched the play, have them write a review for the version that they preferred. Explain that a review tells what someone liked or didn't like about a book, movie, play, song, and even a restaurant. Have students use the following sentence stems to help them write their review.

1. The version of *The Jungle Book* that I liked best was:
2. The reason why I liked this version was because:
3. My favorite part was:
4. The part that I did not like was:
5. The best character was:
6. I liked that character because:
7. The character that I did not like was:
8. I didn't like that character because:



Discovering India

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Geography.Places&Regions.1.5, 2.6 & 3.5

Geography.HumanSystems.1.7, 2.8, and 3.8

After reading and watching *The Jungle Book*, students might be curious about India and what it is like today. The award winning story *Finders Keepers?: A Bus Trip in India* (see resource page), is an excellent book to introduce

students to the country. Read the story and then discuss with students what they noticed in the images of the story, as well as the images in *The Jungle Book*, (both the book and the play.) As the discussion takes place, help steer students away from potentially stereotypical talk. Use the graphic organizer to help prompt student thinking.

	What do you notice in the pictures and the story?	What might this tell you about India and it's people?	What similarities do you notice between India and the United States?	What differences do you notice between India and the United States?
Food				
Clothing				
Shelter				
Transportation				
Environment/ Landscape				

RESOURCES

READING

Early Years – Grades 1 & 2

The Jungle Book by RH Disney

Disney *The Jungle Book*

Little Golden Book, 2003

The Ugly Duckling by Hans Christian Anderson

Adapted and Illustrated by Jerry Pinkney

Morrow Junior Books, 1999

Finders Keepers? A Bus Trip in India by Robert Arnett and

Smita Turakhia

Atman Press, 2017

Intermediate Years – Grades 3 & 4

The Jungle Book by Rudyard Kipling

Independently published, 2018

WEB

The Jungle Book Read aloud

<https://www.youtube.com/watch?v=P8birSDe1Xs>

Animal Cards (pages 5-16)

http://cdnvideo.dolimg.com/cdn_assets/f6f64c12abc238ce909f82db3129e833a4d4ce7c.pdf

Animal Website for Kids

<https://www.activewild.com/animals/>

Show website

<http://www.junglebook.ca/>



Curriculum Standards Index

Standard	Description	Grade	Activity	Page
CCR.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Mowgli & The Ugly Duckling The Jungle Book Review	7 13
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Animals of India	11
1.LS.2	Living things survive only in environments that meet their needs.	1	Animals of India	11
CCR.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	The Jungle Book Prequel	12
Geography. Places & Regions.1.5	Places are distinctive because of their physical characteristics and human characteristics.	1	Discovering India	14
Geography. Human Systems. 1.7	Diverse cultural practices address basic human needs in various ways and may change over time.	1	Discovering India	14
CCR.RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	2	Mowgli & The Ugly Duckling The Jungle Book Review	7 13
2.LS.1	Living things cause changes on Earth.	2	Animals of India	11
CCR.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2	The Jungle Book Prequel	12
Geography. Places & Regions.2.6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	2	Discovering India	14
Geography. Human Systems 2.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Discovering India	14
CCR.RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	3	The Jungle Book Characters	8
CCR.W.3.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others.	3	The Jungle Book Prequel	12
CCR.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	3	The Jungle Book Review	13
Geography. Places & Regions.3.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	Discovering India	14

Standard	Description	Grade	Activity	Page
Geography. Human Systems 3.8	Communities may include diverse cultural groups.	3	Discovering India	14
CCR.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	4	The Jungle Book Characters	8
CCR.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	4	The Jungle Book Prequel	12
CCR.RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.	4	The Jungle Book Review	13

