

The Jungle Book
Post-Show STEAM Lesson

PURPOSE OF THE LESSON

Students will explore similarities and differences among animals of the jungle and connections among organisms in an ecosystem.

ESSENTIAL QUESTIONS

How are animals classified?
How do various factors create change in an ecosystem?

SUBJECTS

Science

ART APPROACH

Theater

SUCCESS INDICATORS/ASSESSMENT

Formative assessment includes the teacher observing students with goal of 90% of the group reaching the objectives of the lesson. Students will complete an extension sheet to reflect on their work.

STUDENT PRIOR KNOWLEDGE

Students will have attended the performance of The Jungle Book.

| OBJECTIVES | VOCABULARY | MATERIALS | KEY QUESTIONS FOR STUDENTS |
|---|---|--|--|
| Students will explore similarities and differences among animals of the jungle. | Jungle, animals, carnivore, herbivore, habitat, organism, ecosystem, producer, consumer, food chain, mammal, bird, reptile, amphibian, fish | Class set of name tags with: (from Jungle Book) monkey, jackal, tiger, elephant, snake, bird, panther, bear, wolf; (from the Indian jungle) antelope, rhinoceros, macaque, crocodile, frog, hyena, deer, gazelle, butterfly, hare, et al., and possibly grass, vines, palm tree, banana, mango, et al. Set of Change cards. | How do scientists classify animals? How do living and non-living factors create change in an ecosystem? |

The Jungle Book Post-Show STEAM Lesson

GEORGIA STANDARDS OF EXCELLENCE

S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

- a. Develop a model to describe the roles of producers, consumers, and decomposers in a community.
- b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- c. Design a scenario to demonstrate the effect of a change on an ecosystem.

(Clarification statement: Include living and non-living factors in the scenario.)

S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.

ACTIVITIES

1. Lead a brief warm-up for stretching and focus
2. Give out animal name tags (full set, including Jungle Book animals and others from the Indian jungle)
 - a. Please see examples of animals under Materials section on first page.
3. Play “Jungle Wind is Blowing”, an adaptation of “The Winds of Change Are Blowing” theater game
 - a. All but one participant sit in chairs in a circle; there must be one chair fewer than players.
 - b. One player starts in middle and says, “The winds of change are blowing for anyone who _____,” filling the blank with something that is true about herself (clothing, family, likes & dislikes, past experiences, abilities, etc.).
 - c. Other players who share that attribute stand, and all standing (player in middle included) find a new seat.
 - d. The player left in the middle offers a new prompt.
 - e. Those to whom the prompt applies stand and find a new seat, and the game continues on.
 - f. Prompts should be animal traits based on the student’s new animal identity.
 - i. Examples - “The Jungle Wind is Blowing for anyone who has four legs,” “. . . is at the top of their food chain,” “. . . is a mammal,” “. . . might eat insects,” “. . . is a carnivore,” “. . . can climb in a tree,’ etc.
 - g. As needed, brainstorm possible categories and prompts prior to play.
4. Divide students into groups of 3, with each group having one animal identity. Each group is now in-role as the animal.
5. Introduce the “Change card.” The Change card represents an influence or event that affects an ecosystem in various ways:
 - a. Human Factors
 - Tourists leaving litter
 - Scientists gathering small samples
 - Loggers clearcutting for lumber
 - Engineers digging and extracting resources
 - Harvesters gathering large amounts of fruit
 - Poachers targeting one species (elephants, rhinos, tigers)
 - Settlers establishing a village nearby
 - b. Non-Human Factors

- Flood
 - Monsoon – big storm
 - Frost, destruction of food sources
 - Disease killing tall trees
 - Fire destroying underbrush
 - Drought, disappearance of water sources
 - Disappearance of pollinators (bees, wasps)
6. Groups gather around the perimeter of the room, leaving a focus position at the center. The teacher (modeling) or a student volunteer (after practice is established) comes to the center. S/he reads and enacts the human or non-human activity described on Change card.
 7. Groups confer and then report in character on how the factor affects their animal, enacting the effects and their responses. Several groups may be asked to share after each prompt.
 8. Extension (attached): Students reflect on the lesson with the “Changes in My Environment” sheet.

Changes in My Environment

My organism: I was a _____

Reflect on the Changes we explored in the Drama activity. In each box, write one Change that affected your ecosystem (e.g., monsoon or poachers). Mark whether it was a Human or Non-Human Factor. Describe how it affected your organism and how your organism responded. Draw a picture to illustrate these effects.

| | |
|---|---|
| <p>Change _____</p> <p>This was a (circle one) Human / Non-Human Factor</p> <p>Describe how this affected you: _____</p> <hr/> <hr/> | <p>Change _____</p> <p>This was a (circle one) Human / Non-Human Factor</p> <p>Describe how this affected you: _____</p> <hr/> <hr/> |
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