

**I Wonder**

One of the things Jane wondered about was where eggs come from. Ask students to share something they wonder about. Give each student an index card with the sentence starter “I wonder...” on it. Ask students to write something they wonder about. Then, have students research the answers to their questions. This could be done as a year-long class project. Every week a new “I wonder” card is drawn and the class works together to research the answer. As an alternative, students may want to investigate the answer to their own question and report back to the class.

**Tooling Around**

Dr. Jane Goodall’s observations of the chimpanzees in Gombe Stream National Park led to the discovery that chimps are able to make and use tools. Up until this point, scientists believed only humans could do this. Demonstrate why simple tools are important with an experiment. Set up stations around the room with the following materials at each: a yard stick, two bowls (one filled with water), a sponge, two straws, a golf ball, a small dish containing miniature marshmallows, and a cap from a soda or water bottle. Place the golf ball on the ground about four feet away from each station. Divide students into groups and have each group stand next to a station. Each group must accomplish three tasks. First, they must retrieve the golf ball without moving from their station. Second they must fill the empty bowl without moving either bowl. Third, they must pick up the marshmallows without touching them with any part of their body. Tell students they may use only the materials at their station to complete the tasks. Have students record how they completed each task, and then share their ideas with the class. After sharing, ask students to reflect on the experiment. How did they use “tools” to help them? Did every group use the same set of tools to complete the tasks? How might animals use tools? Why? Extend and connect by having students research how chimpanzees, woodpecker finches, crows, and other animals use tools to make their lives easier.

**MOVEMENT AND GAMES**

**Monkey Business Game**

Students work together in pairs or small groups to create and play an active trivia game. As students learn about primates, countries where primates live, and the work of Dr. Jane Goodall, ask them to create trivia

questions and write them on index cards. In addition, give each student six blank index cards and ask them to write physical activities on them that chimpanzees or other primates might perform. After students have brainstormed and written six activities, have them shuffle the activity cards and place them face down to create six different piles (one card in each pile). Then, divide the trivia questions evenly and place them face down over the activity cards. Using a die, students take turns answering the questions from the piles that correspond to their dice role. (Piles should be numbered left to right.) When students get to an activity card, they must perform the action on the card. Then, they can choose one card from any other pile to cover the activity card. The game continues until only activity cards remain.

**CHARACTER EDUCATION**

**Roots and Shoots**

Dr. Jane is a woman of extraordinary conviction. She believes so strongly in the importance of making a difference for animals and people that she helps empower children around the world to make a positive impact too. Her Roots and Shoots programs are in many communities in countries around the globe. It is simple to discover if there is already a Roots and Shoots program near you by going to [www.rootsandshoots.org](http://www.rootsandshoots.org). Students can join a group, start a group, or simply take on a project to help animals, their community or the environment.

**Young Activists**

As students read more about Dr. Jane Goodall and Patrick McDonnell, they will discover that both are animal rights advocates. While not every child will grow up to be an activist speaking out on behalf of animals, it is important for students to understand that they can have an impact. Have students learn about issues affecting animals in their community or around the world, such as mistreatment of pets, use of animals for product testing, or the living conditions of laboratory animals. Then, show them how they can get involved by writing letters to elected officials or educating the public by making posters or pamphlets. This should be a very guided activity because much of the information and images associated with these topics can be very disturbing for young children. The important lesson, however, is that citizens can make a difference by speaking up for those with no voice.



Me...Jane  
978-0-316-04546-9



Photo © Michael Keel

**ABOUT THE BOOK**

In his characteristic heartwarming style, Patrick McDonnell tells the story of the young Jane Goodall and her special childhood toy chimpanzee named Jubilee. As the young Jane observes the natural world around her with wonder, she dreams of “a life living with and helping all animals,” until one day she finds that her dream has come true.

One of the world’s most inspiring women, Dr. Jane Goodall is a renowned humanitarian, conservationist, animal activist, environmentalist, and United Nations Messenger of Peace. In 1977 she founded the Jane Goodall Institute (JGI), a global nonprofit organization that empowers people to make a difference for all living things.

With anecdotes taken directly from Jane Goodall’s autobiography, McDonnell makes this very true story accessible for the very young—and young at heart.



Photo courtesy of Jane Goodall

**ABOUT THE AUTHOR/ILLUSTRATOR**

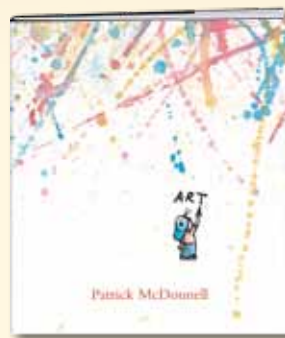
Patrick McDonnell is the author of numerous children’s books, *Art, Just like Heaven, South, Wag!*, and the *New York Times* bestsellers *The Gift of Nothing* and *Hug Time*. He is also the coauthor of *Krazy Kat: The Comic Art of George Herriman*. Prior to the start of his book career, McDonnell created the beloved internationally syndicated comic strip *MUTTS*, which appears in over 700 newspapers and 20 countries. Many of the characters in *MUTTS* are featured in several of his picture books. Charles Schulz, creator of the comic strip *Peanuts*, called *MUTTS*, “one of the best comic strip of all time.” McDonnell has contributed to many magazines, including *Sports Illustrated, Reader’s Digest, Forbes, Time* and *Parents Magazine* that featured his comic strip *Bad Baby*, which ran for 10 years.

McDonnell is actively involved in various animal and environmental charities including The Humane Society of the United States and the Fund for Animals. He has received many awards for his animal welfare work, as well as for *MUTTS*. He lives in New Jersey with his wife Karen and their formerly feral cat MeeMow.

**ALSO BY PATRICK McDONNELL**



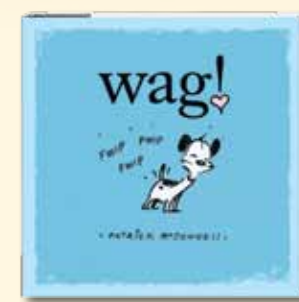
The Gift of Nothing  
978-0-316-11488-2



ART  
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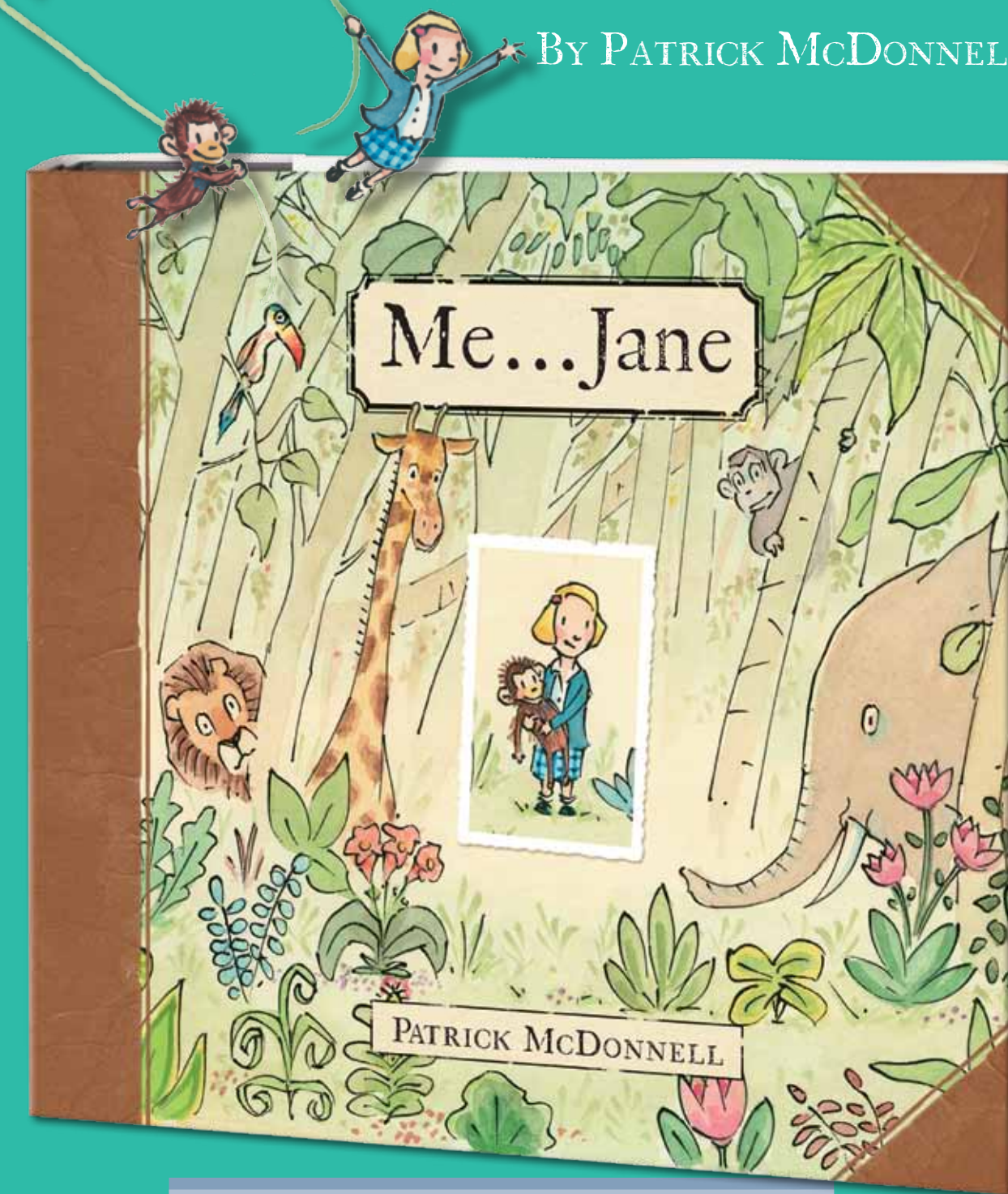
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Me...Jane

BY PATRICK McDONNELL



Curriculum connections

- ✦ Biology
- ✦ Animals
- ✦ Biography

**BUILDING BACKGROUND**

**Predicting the Past**

*Me...Jane* is a brief introduction to Dr. Jane Goodall as a child. Before reading, ask students if they have ever heard of Dr. Goodall. If so, ask them to share what they know. Continue the discussion by sharing an overview of her research and work as an educator and animal rights advocate. Ask students to think about what she might have been like as a child. Record students' thoughts on chart paper. As students read, encourage them to think of words that describe Jane as a child. After reading, have students share their new thoughts. Add these to the chart paper. How did Jane's early experiences and interests shape her as an adult?

**Who is Jane?**

To help students have an even greater understanding of the woman young Jane grew up to be, challenge them to bring in facts, pictures, or quotes about and by Dr. Goodall. Use these to create a collage for a bulletin board or poster with the title: Who is Jane? To facilitate the project, quotes and pictures may be provided instead of asking students to search for them. Use the posters or bulletin board as a discussion starter. Talk about why Dr. Goodall may have made certain statements. For example, ask why she said, "Only if we understand can we care. Only if we care will we help. Only if we help shall they be saved."

**WRITING**

**Dear Me of the Future**

In *Me...Jane*, Jane has a dream. She wants to travel to Africa and work with animals. Encourage students to think about their own dreams. What do they want to do when they are adults? Have students write a letter to themselves in the future. They should tell about their dreams and a bit about what they are like today. They



might want to include an illustration of their dream. Place the letter in an envelope with the words, "Do Not Open Until Adulthood." Encourage students to put the envelope in a safe place such as a baby book or lock box. Ask students to predict what their reactions to the letters might be when they open the envelopes as adults. As an extension, parents might want to write a letter telling about their child now and what they think they will be like in the future. These letters could be included in the same envelope.

**Inspiring Books**

How do books inspire us? When Jane was young, she read a book about Tarzan. It confirmed her desire to travel to Africa and learn about the animals there. Ask students to think about how books can inspire them. Then, have students conduct a survey of adults, asking about books that inspired them. Students should record the name of the book, the author, and how it inspired the adult. Ask each student to interview several adults for the survey. As a class, compile the results. Did any adults name the same book? Extend this activity by writing letters to people students admire, asking them the same question.

**QUESTIONING**

**Using the W's to Build Understanding**

Review the question words: Who, What, Where, When, and Why. Discuss how these words help us gain valuable information about our reading and help us understand what we have read. While reading *Me...Jane*, have students generate a list of questions for each word that comes to mind as they read the book. They could be literal questions such as, "Who was Jubilee?" or they could be inferential questions like, "Why did Jane want to go to Africa?" Use students' lists of questions to guide the comprehension conversation about the book. As an extension, have students sort their questions into two categories: inferential and literal. Which words usually signal literal questions? Which ones usually signal inferential questions?

**MAKING CONNECTIONS**

**Word Puzzles**

Have students look carefully at pages 10 and 11. (Or, below.) These are the childhood drawings of Dr. Jane. She created quizzes and word puzzles about the subjects she was fascinated by as a child. Invite students to create their own quizzes and word puzzles, modeled after the ones in the book. Ask students to choose a topic of interest. (It could be wild animals, like Jane's, but it might be baseball or cooking or music.) Have them pick 10 words associated with their topic and then scramble the letters in each word. Then, have them create a quick fact quiz about their topic. For an added challenge, introduce students to REBUS

puzzles (picture clue puzzles) and suggest they try to create a REBUS about their topic. Collect students' work and make copies for the class. Students can challenge each other to take the quizzes or solve the puzzles they created.

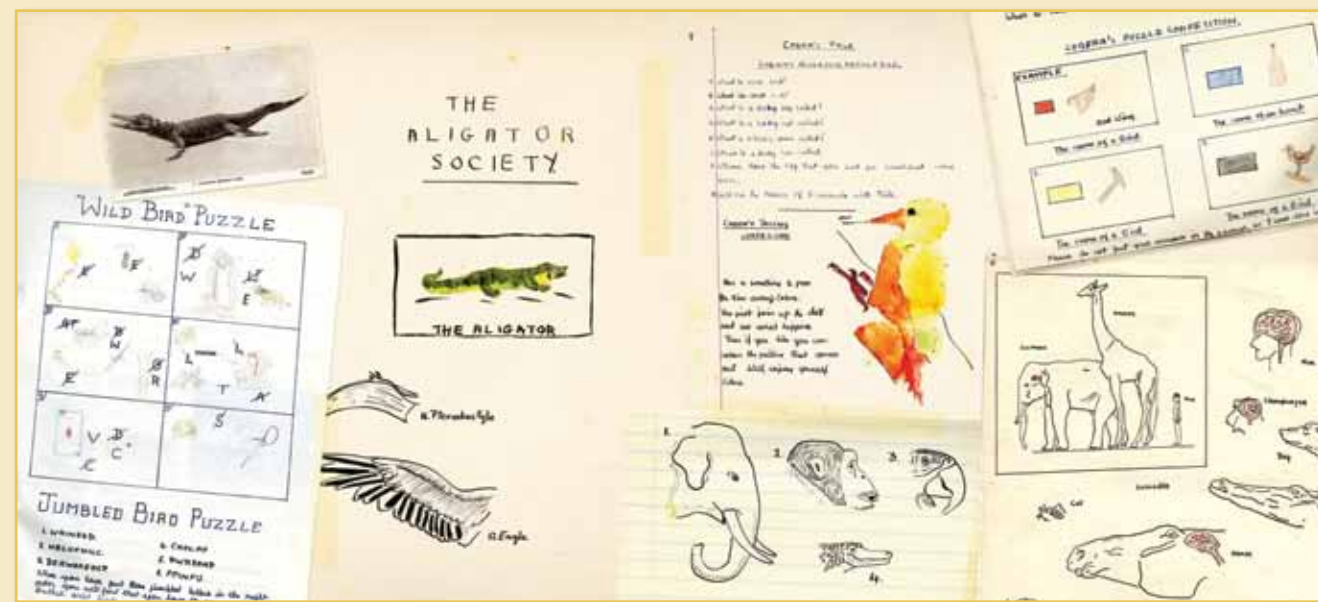
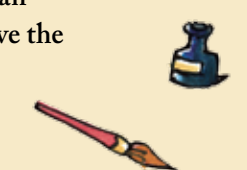
**ART**

**Comparing and Contrasting**

Patrick McDonnell, the author and illustrator of *Me...Jane*, is well known for his comic-like drawings. This book, however, has two different types of illustrations. Have students study the two types of illustration. Ask students to think about why Mr. McDonnell might have used two different types of illustration. Does one seem more "grown-up" or realistic than the other? How does his depiction of the same scene in two different ways help students see the book from different perspectives? After students have studied the artwork, have them bring in a picture of an important event in their own life. Fold a piece of paper in half and have them draw a cartoon-like drawing of the event. On the other side of the paper attach the picture of the event. In what ways is this like the book *Me...Jane*? Have students share their artwork and pictures with the class.

**Comic Strip Biography**

Drawing comics is different than trying to create a realistic drawing. Study comics from the newspaper or some of Mr. McDonnell's other work, and have students discuss their observations. Using what they



learned about how to draw comics, have students apply their knowledge to a biography project. Students can choose a famous person and learn about their life, identify five key events and then illustrate them like a comic strip. They can add a few words to each picture, but it should primarily be the pictures telling the story.

**SOCIAL STUDIES**

**I'm Going to Tanzania and I'm Bringing...**

Jane traveled to Africa from her home in England. First, help students develop their understanding of geography by finding England and Tanzania on a world map. Then, provide resources that tell about the climate and terrain of Tanzania. Next, have students imagine they are going on a trip to Tanzania and must create a packing list of ten items. What would they need to consider when packing? Working in pairs, have students create a list of items they would bring along with an explanation telling why they would bring those items. Discuss the lists each pair created and use these to create a class "packing list." Why would they pack those particular items? What information did they learn about Tanzania that helped them create their lists?

**Dream Traveling**

While Jane was a young girl, she dreamed of going to Africa. She learned as much as she could about Africa and this knowledge fueled her dreams. Have students "dream travel" to a destination of their choice by choosing a place they have always wanted to visit. Then, have them research their destination and create an informational slideshow or brochure about it. They should be sure to include interesting facts, pictures, and a short statement about why they want to visit that particular place.

**SCIENCE**

**Quiet Observer Field Journals**

One of Jane's skills was the ability to sit quietly and observe the world around her. She did this in the henhouse as a little girl and she did this while studying chimpanzees. When scientists are quiet and record what they see without attempting to draw conclusions at that time, it is amazing what can be discovered. Have students practice their observation skills by choosing a subject to study. This "subject" could be a

little brother or sister, a family pet, an animal in the zoo, an insect, or any living thing. Then, have students keep an observation field journal. First, students should just sit quietly and watch their subject for a while. Immediately after their observation period they should write what they noticed. If possible, ask students to repeat their observations over a period of several days, recording what they see each time. Students' field journals might include a sketch of their subject, their observations, and then reflections or conclusions that could be drawn from what they have observed. Encourage students to practice being a quiet observer of several different subjects in order to add more pages to their field journals.



**Primate Research**

Learning about primates can be a very eye-opening experience. Have students choose a primate to research and write a short report or create a scrapbook displaying the information they learned. Have students include at least two questions they had before their research and the answers to those questions, a description of the primate, information about its habitat, interesting facts, and at least two questions they still have. After students have completed their research, work as a class to create a Venn diagram comparing and contrasting humans with the other primates students researched.

