

Little People, BIG DREAMS

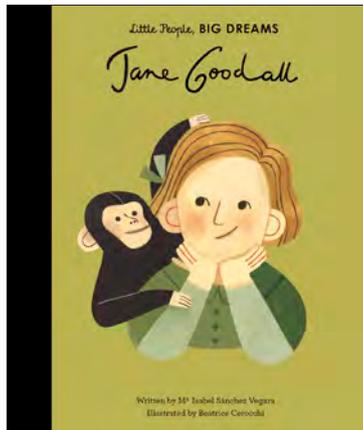
Jane Goodall



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Illustrated by Beatrice Cerocchi

For readers aged 4+ | 9781786032942 | Hardback | £9.99

Lots of the activities and discussion topics in these teacher's notes are deliberately left open to encourage pupils to develop independent thinking around the book. This will help pupils build confidence in their ability to problem solve as individuals and also as part of a group.



The Front Cover

Why do you think Jane Goodall might be considered an outstanding person?



The Blurb

Was your guess correct?

What do the following words mean: jubilee, pioneering, habitat, research? Try using them in different sentences.

What do you understand by the term 'animal rights'?

What right do you think animals should have?



The Endpapers

Why do you think the illustrator chose to use this design?



What information does the illustration provide you with about Jane's family?

Find London on a map.

Create a class photo gallery of your stuffed animal toys and their names. What is special about the toy you have chosen?

What do you think might influence you when you make choices about what you want to do with your life?



What does the illustration suggest to you?

Why are bedtime stories important?

What are your bedtime stories about?

If you don't have bedtime stories, write a persuasive letter to an older person in your house, giving good reasons for having them.

What do you dream about?

Draw an illustration of your dream and write about what happens and how it makes you feel.

Find out the favourite animal of everyone in your class/school using an electronic questionnaire.

Decide on the best way to record the data, making sure you label your presentation carefully.

Create some questions about the data.



What is the study of animals called?

Find out how long it can take to study animals at university.

Find Kenya on a map of Africa.

What interesting facts can you find out about Kenya?

Why do you think Jane travelled by boat to Africa?

How do you think she will go about studying animals when she gets there?

Which animals do you think she will study?



Find out more about Louis Leakey.

Why do you think he thought he would learn more about humans by studying apes?

Look closely at the illustration. What can you see? Why do you think he had all these items in his office?



Find Gombe, in Tanzania on a map.

How did Jane live in Gombe?

Have you ever experienced the feeling of being watched? If so, how did it make you feel?

How do you think the chimpanzees were able to watch her without being seen?

What does the fact that the chimpanzees were watching her suggest about them.



Why do you think it was important for Jane to sit quietly every day?

Try sitting outside, keeping very, very still and see how much you notice, using your senses. Jot it down. Who can sit quietly and still for the longest time?

What qualities do you think a naturalist needs? Collect all your ideas. You might want to use a thesaurus to extend your range of words that you use.

Write a job description.



Why do you think Jane gave the chimpanzees names, instead of numbering them?

Which do you think you would find easier: identifying chimpanzees by number or by name?

Create an A to Z of possible names for male and female chimpanzees. Add an alliterative adjective to describe the chimpanzee, e.g. grumpy Groucho. You could create an illustrated concertina display, with illuminated letters.

What sort of light do you think Jane is using and why do you think this is?

What is she using to write up her research?



Brainstorm a chart of positive and negative human qualities. Use a thesaurus to extend the range of vocabulary you can add to the chart, making sure you know what each word means.

Why do you think people are different?

What qualities would you like in the following:

- Parent
- Child
- Friend
- Teacher

Which qualities make you dislike or want to avoid someone?



Why do we need tools?

Find out about the earliest tools made by man: what materials were used and how they were made.

Make a class list of all the tools you can think of.

Working in twos and threes, decide on how you can classify the different items into groups. Find out what criteria the other groups used to classify them.

Decide how to display your findings.

What are the chimpanzees in the illustration using as tools?

What is the difference between finding and making a tool?

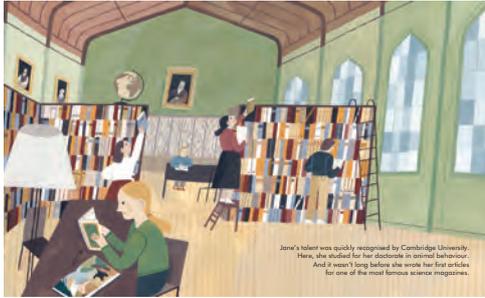
How do you think the chimpanzees made these tools?

What creatures do you think the chimpanzees are eating?

Watch this short extract: quartokno.ws/2UvGCMe

Do you think chimpanzees are herbivores, carnivores or omnivores?

Find out about other animals which use or make their own tools.



What is a doctorate?

Why do you think Jane is a remarkable woman?



What evidence is there in the illustration that the landscape is changing?

How do you think Jane feels about chimpanzees and the natural world?

Why do you think jungles are disappearing?

Why does this put all animals in danger?

What do you think Jane might do?

Discuss how you feel about what is happening to nature.



What do you notice about the audience in the illustration?

What does 'countless' mean?

Why do you think the author uses the word, 'courageous' to describe Jane?

Can you name or find out about any other 'wildlife defenders'? Write a biography of one to share with your class.

Watch this short extract: quartokno.ws/2u0YvXH



What do you notice about this illustration? Why do you think the illustrator decided to do this?

Why do you think the author refers to Jane as 'the little girl who loved animals'?

What do you understand by the term living 'in harmony with their environment'?

How can we, as individuals, 'be kind to nature'?

Draw up a class manifesto of things we can do to protect our environment and influence others.

Find out information from Jane Goodall's website: quartokno.ws/2VNpe5Z
You could also watch more videos available on the internet.

Create a fact file on chimpanzees.

Either:

- Use green-screen to make a short documentary on the chimpanzee

Or:

- Create your own voice-over with the facts that you have learned.

Or:

- Create an infographic / persuasive piece of non-fiction/poem/play to encourage people to help protect the environment.

JANE GOODALL
(Born 1924 - Present)



1950s



1960s



1980s



1990s

Jane Goodall was born in London, England. When she was one, her father gave her a rabbit by chimpanzees, called Jabber. Some people thought it would mean she had the heart of a child and loved her early love of animals. From an early age, Jane dreamt of living in Africa, where she could watch and study about animals. Jane's mother encouraged her dream and told her she must never give up. But when Jane left school, she couldn't afford to go to university to follow her dream. So, she worked hard to save enough money and in 1961 she travelled to Kenya, in Africa. There she met with a very important scientist called Dr Louis Leakey, who was an expert on the fossil that he had found on his excavations. Jane travelled to the Gorilla Stream Chimpanzee Reserve in Tanzania to study chimpanzees in the wild. At first, it was hard to get close enough to study them. But Jane realised patients were often giving them their names. So, they accepted her. By watching them closely, Jane made many groundbreaking discoveries, most importantly, she saw chimpanzees making and using tools. This was something only humans were thought to do. Jane showed that there was a clear link between humans and the rest of the animal kingdom, after all. Later, Jane studied for her doctorate and became a world leading expert on chimpanzees. Her Jane Goodall Institute for conservation and education, spreading the message that we can all make a difference to the planet.

How old was Jane when she went to Kenya?

How do you think Jane was able to achieve so much?

Create a time line of Jane Goodall's life up to the present day, showing any important historical dates. You could find pictures on the internet to add to your timeline.

Be bold, be brave, dream BIG!

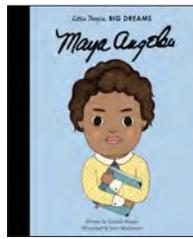
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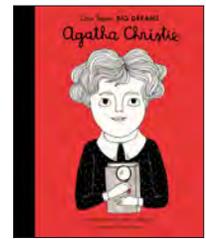
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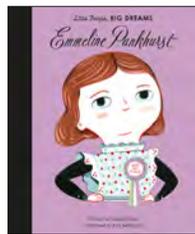
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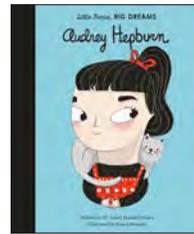
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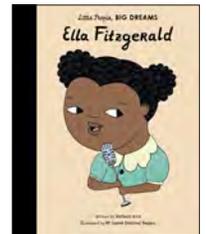
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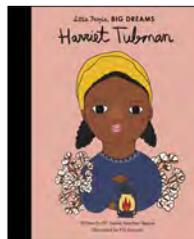
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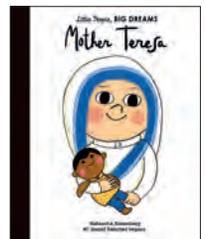
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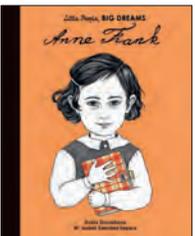
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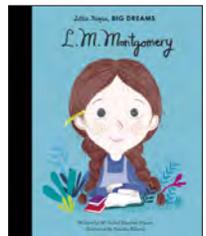
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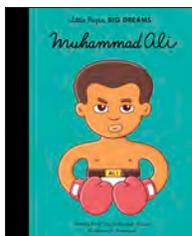
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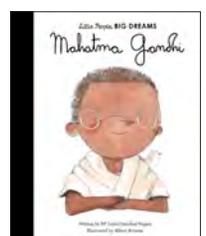
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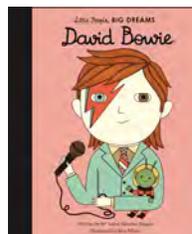
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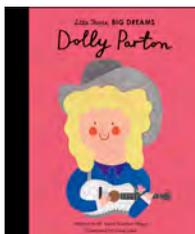
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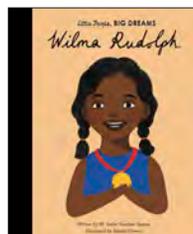
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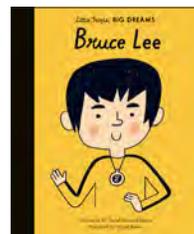
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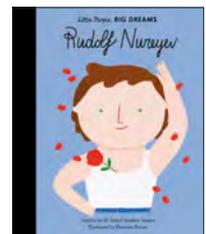
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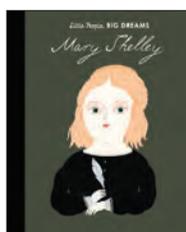
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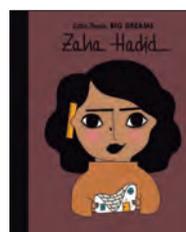
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