

THE JUNGLE BOOK



+

Dear Educator,

As an organization that values the arts and education, we have created this Study Guide as a helpful resource.

Our Study Guides are designed to be a valuable tool for teachers in two ways: helping you to prepare your students before the show, and enriching and extending their experience after.

Our goal is to serve principals, teachers and students in their pursuit of Illinois State Standards and to integrate the arts with your core curricular subjects.

Curriculum Connections:

Literature Based, Music & Dance,
Social and Emotional Learning,
Relationships and Family

Visit us at www.absproductions.com

Pre-Performance Questions

1. **How many of you have experienced a live theater performance? What performance did you see?**

2. **What are some of the differences between going to the theater and watching television or going to a movie?**

- Theater features live on-stage actors. They have spent many weeks rehearsing for the performance.
- The audience is a very important part of the performance. Appreciation and enthusiasm for the performers is shown by close attention and participation and applause at the proper times.
- The theater is a very special place. Its atmosphere is entirely different from your home where the television is always available.
- It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
- Actors wear clothing (or costumes) and make-up to help create the different characters they play.
- There is much more to live performances than actors. Special sets, lighting, music, costumes and (of course) the audience, add to the total experience.

3. **Introduce your students to the following theatrical terms:**

Play • Acts & Scenes • Producer • Program • Spotlights

Costumes • Props • Director • Stage • Curtain Call • Stagehand • Lobby • Usher

Musical Theater • Orchestra Pit • Playwright • Scenery • Makeup • Actor

4. **Discuss the role of the audience and proper theater etiquette.**

- Arrive on time so that you do not miss anything, and so that you will not disturb the rest of the audience.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully.
- In long performances, there will be an intermission. There is no intermission in our production. This performance will run approximately one hour in length.
- Sing or participate if you are invited to do so. Your participation is often very important!
- Listen to how the music sets the different moods and affects your own feelings.
- Show the cast and crew your appreciation for their hard work with applause. Do this when you like a song, dance or joke, and of course at the end of the show!
- Most importantly... **have fun!**

About The Jungle Book

Author: Rudyard Kipling

Written: Vermont, USA

Published: 1894

The Jungle Book: Consists of 14 fables with a moral ending. Three stories feature the boy Mowgli raised by wolves

Setting: A village near the jungle in India

Sequel: *The Second Jungle Book* published in 1895

Film: An acclaimed film version of *The Jungle Book* made in 1942

Animated Film: The popular Disney animated film made in 1967

Cub Scouts: Used as a motivational book by the Cub Scouts of America

The Story:

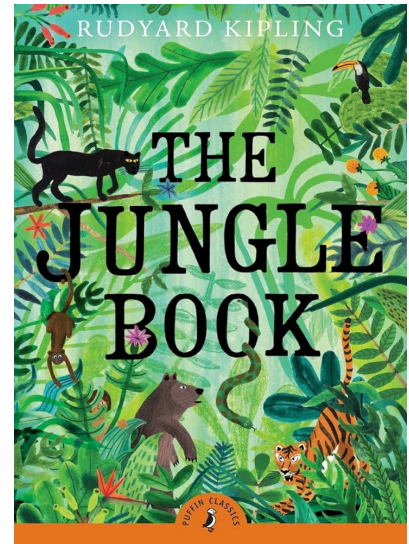
Rudyard Kipling's *The Jungle Book* is a collection of stories set in the jungles of India. The stories are really fables which feature animals and end on a moral note.

Three of the best known stories in the book are about an abandoned boy, Mowgli, who was raised by wolves. Mowgli is taught about "the laws of the jungle" by his animal friends, including his mother and father wolf, the wise black panther, Bagheera, Baloo the sleepy bear, and many others.

His biggest enemy is the tiger Shere Khan, who killed the boy's parents. In the tradition of the fables, the characters represent a specific trait, quality or value: order, courage, loyalty, stupidity, slyness, etc.

In 1895 Kipling published *The Second Jungle Book* which tells about an older Mowgli who returns to the jungle to become the leader of the wolves.

Along with the Mowgli stories, also well-known are the stories *Rikki-Tikki-Tavi*, about a brave mongoose and *Toomai of the Elephants* about a young elephant-handler. Each story begins and ends with a short poem.



Post-Performance Questions

1. MUSIC

- Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or were different types used?
- Can you describe how different kinds of music would make you have different kinds of feelings?
- When a play is a musical, an actor must have additional skills. Can you name some?
- A musical costs much more to produce. Can you name some additional expenses? (ie; music director, a practice piano, a choreographer etc.)

2. SETS

- Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season or time of day? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (ie; a day at school, a trip to the store, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. COSTUMES

- What would you need to know to create costumes for a play (ie; Historical research, sewing, theatrical effects etc.)?
- Why is the right costume important to the character in the play?

4. DANCE

- Describe the kind of dancing in the play. How is it different from the kinds of dancing that the class might know? What purpose could dance have in a play?

5. PRODUCTION

- Make a list of all the personnel needed for a play or musical. (ie; directors, actors, musicians, playwrights, set designers, costumes designers, light & sound designers, stagehands, choreographers, producers, etc.)

Art & Writing Activity

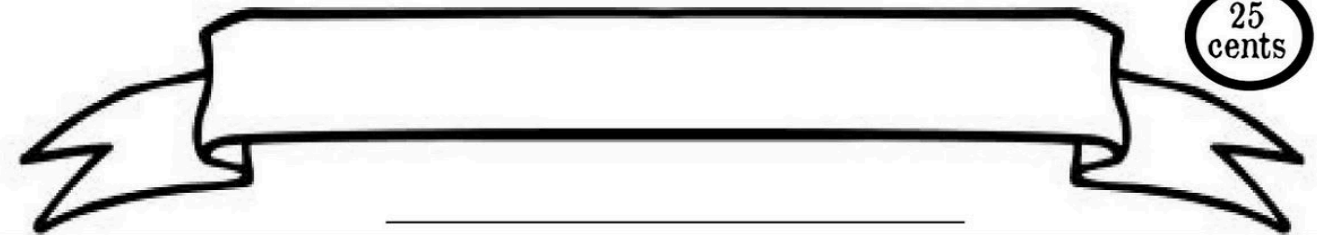
- Draw a picture of your favorite part of the show. Describe what is happening in your picture below.



Your Review of the Show!

Often, plays and musicals will get reviewed by a critic. Now it's your turn! Write a review of our production of ***The Jungle Book***. Who was your favorite character? What did you like or dislike about the costumes or scenery? Did you like the songs? What was your favorite part?

25
cents



--	--

ABOUT THE AUTHOR

--

Be an Actor

Activity

Actors have to be good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Some of our actors in our show have to play multiple different parts! Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise they won't be able to follow the story!

- **Choose a character** from *The Jungle Book* and make a list of words to describe them.
 - How do they talk? How do they walk?
 - Are they young or old?
 - Are they a human or an animal?
 - Are they smart? Silly? Friendly? Grumpy?
- **Try walking around the room** as each of these character types. How does playing a character make you walk differently? Now give them a voice – how do they talk?
- **Improvise** little scenes with each other, then see if you can swap characters and play the scenes again. How does it change?

Which character do you find it easier to be?

Thinking of Themes

Advanced Activity

Objective:

After viewing *The Jungle Book*, students become familiar with recognizing themes in a story.

Vocabulary: Theme, Plot, Characters, Setting

Lesson:

Discuss the meaning of theme

A theme is an underlying message meaningfully created and connected to the story's plot, characters, and setting.

Ask students to take five minutes to think about the themes shown throughout the play *The Jungle Book*.

Think about what message the playwright was trying to send to the audience.

Students can then share their opinions about the theme(s) of the show. Themes will vary from student to student.

Ask students to choose a particular theme and draw a picture of the scene in which the theme is best articulated to the reader.

Next, students should write a summary explaining the theme, how it is exemplified in the story, and what is drawn on the picture. Ask students to share their summaries and illustrations with the class.

Rain Forest Facts

Solve each problem. Write the answer in the box.
Then read the amazing rain forest facts.

1. $11 - 3 =$ A tropical rain forest receives 4 to _____ meters of rain per year. That's higher than a two-story building.

2. $7 - 5 =$ Trees in a rain forest grow roots above ground because only _____ inches of soil have food for plants.



3. $9 - 3 =$ Hercules beetles can grow to 5 or _____ inches long. They look like knights in armor with their large pincers and heavy shells.

4. $11 - 8 =$ This sloth has only _____ toes. It crawls upside down on tree branches.



5. $10 - 5 =$ Toucans have _____ -inch beaks which are almost as long as their bodies!



6. $9 - 5 =$ Rain forests have _____ main layers. Different animals live in each layer.

7. $8 - 6 =$ A spider monkey's body is only _____ feet long, but its tail is even longer!



8. $12 - 2 =$ Some trees grow to be _____ meters thick. That's as wide as 6 cars placed side by side.

Illinois Common Core State Standards for Mathematics Operations and Algebraic Thinking:

Represent and solve problems involving addition and subtraction.

Be a Dramatist

The Jungle Book was first written as a story by Rudyard Kipling. When stories are written down, we are told them by the writer; when we see a play, stories are told by living characters on the stage in dialogue form.

Dialogue form is where you only write what is actually spoken by the people or characters in the story. Playwrights give the actors dialogue that tells us the story and lets us know all that we need to know so that we can follow the action.

Here is an extract from the original version of *The Jungle Book*. See if you can turn it into a play script in dialogue form. What things can you leave out of the story? What things do you have to add to make it make sense and be interesting? Baloo is teaching Mowgli – imagine what they actually say to each other and how they behave. What does Bagheera add to the conversation?

It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have so quick a pupil. Sometimes Bagheera the Black Panther would come lounging through the jungle to see how his pet was getting on, and would purr with his head against a tree while Mowgli recited the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to tell a rotten branch from a sound one; how to speak politely to the wild bees when he came upon a hive of them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; and how to warn the water-snakes in the pools before he splashed down among them. Then, too, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle-People hunts outside his own grounds. It means, translated, "Give me leave to hunt here because I am hungry." And the answer is, "Hunt then for food, but not for pleasure."

What are the problems encountered by the dramatist when adapting a story for the stage? Which bits of the passage were easiest to adapt?

Which did you find were the most difficult?

Illinois Writing Standards

3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Fables

The story *The Jungle Book* is actually classified as a fable. One of the most famous fable writers was Aesop. Have your students choose one of Aesop's fables and rewrite it with a modern setting.

Review the elements of a fable (characters, setting, events and moral) with students.

Pre-writing

Suggest that the students divide a piece of paper into two columns. In the first column, they should list the elements of a fable; in the second column, they should list the characteristics of their chosen fable that reflect these elements.

Drafting

Suggest that the students refer to their charts as they write their first drafts.

Revising

Students should work in pairs as they revise their drafts.

Proofreading

Remind students to check spelling, capitalization, punctuation, and word usage.

Work with students to develop a checklist or chart outlining the elements of a fable and the outcomes desired when writing a fable.

Updating a fable

Review with students the fables they have read. Before students proceed with writing steps, discuss different ways in which each fable might be updated (for example, the characters might be portrayed as animal characters in a television sitcom or cartoon show). As students present their ideas for updating the fable, write these ideas on the board to help the students who may have more difficulty imagining these fables in a modern setting.

Prewriting

Tell students to make these entries on a planning list: Characters (for example, a cat and a dog) Setting (for example, a vacant lot)

Events (for example, a dog encounters a cat who has a piece of meat) Moral (for example, pick on animals your own size)

Encourage students to follow the order of the original fable or the order of events they listed and to begin writing a first draft.

Drafting

Direct students to follow the order of the original fable or the order of events they listed and to begin writing a first draft.

Revising

Have students pair up and help revise each other's drafts, using the checklist or chart created with the help of the teacher.

Proofreading

Students should check spelling, capitalization, punctuation and word usage.

Writing an original fable

Using the stages of the writing process, have students write an original fable that teaches one of the following morals:

Pride leads to a fall.

The early bird catches the worm. Haste makes waste.
A stitch in time saves nine.
Don't count your chickens before they hatch. Honesty is the best policy.
You can't judge a book by its cover. Look before you leap.

Before they begin writing, have students choose one of the fables and determine the point or moral that it tries to make. If necessary, narrate a fable with animal or human characters involved in the situation in which the moral applies. Remind students that the action of the plot leads up to the lesson of the moral.

When students complete the writing process for their fables, have them split up into small groups to perform the fables. The author of each fable should serve as the narrator, with other students portraying the key characters. Allow time for the students to rehearse.

Have students perform their fables for the class. If time is limited, each small group should choose one fable to perform.

Go to <http://www.aesopfables.com/aesopse1.html>

Illinois Reading Standards for Literature

Key Ideas and Details

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

Animals and Symbolism

Each animal has its own individual strengths and adaptations that humans often admire.

In literature, animals often serve as symbols of these qualities

Ask students to brainstorm a list of the animals that were characterized in the production, *The Jungle Book*, and record the names.

Create a graphic organizer with the following headings:

Name of animal character in <i>The Jungle Book</i>	What does this animal look like? Sound like?	How does the animal behave?	What word or words can be used that the animal symbolizes?
--	---	-----------------------------	--

Next, beside each animal name, ask students to write words that describe the animal including shape, voice, color, and smell.

On the third column, ask students to write words to describe the action and behavior of the animal characters.

Often animals are used as symbols for concepts such as bravery, peace, and wisdom. Ask students to brainstorm, based on their prior knowledge, animals they perceive as having symbolic meaning. Students will work in small groups to review the animal characters that were portrayed in the production, *The Jungle Book*.

The group members will brainstorm words that symbolize the animal characteristics listed. The teacher will prompt students to think about the kind of things animals can do that people cannot.

For example, monkeys are long, thin, and jump all around. They are also silly, playful and active. Using the information each group will generate one word that symbolizes the characteristics of a monkey. For example, a group may generate the word "mischievous." If a person is described as "a monkey," the interpretation may be that a person is mischievous, not necessarily that the person is a long, brown-haired animal with a tail.

Students will use this example to connect the concept of symbolism to *The Jungle Book* animals. The teacher will further ask about the story and production, "What did Mowgli's visit with the monkeys represent in the story?" "Why did Mowgli choose to leave the monkeys?" "What was the tiger, Shere Khan's, purpose in the story?" "What did he symbolize?"

Extension

The class will make a list of animal symbols that are prevalent in American culture. Some examples may include the names of sports teams, electronic devices (Roadrunner, mouse), political parties, and names of cars.

After the discussion, the teacher will ask students to write a story about a person or an animal of their choice.

The story will explain symbolic qualities of the person or animal as the plot develops. Students will also draw a picture that illustrates the symbolic qualities of their chosen person or animal.

Reading Standards for Literature Key Ideas and Details- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.