



*Day 5: The story continues...*





## Day 5: The story continues...

Jane Goodall: Interactive Story Ideas!



### **Storytelling Role-Play: 1-5 sand dollars each**

**(2 students to help cut out props and 6 students to role play)**

Choose 3 boy volunteers and 4 girl volunteers to portray Jane, two chimpanzees, the wolf Tundra, Jane's cat, Bugs, a new researcher at Gombe and a Jane Goodall Institute worker. Let students listen for their part and act out what is happening in the story.



### **New word: 1-5 sand dollars**

**(Students can earn a sand dollar for discussion participation)**

**Primate:** Primates are a group of mammals. They are very intelligent. Qualities that primates have are that they can grasp with their hands, they are very smart and they usually live in groups.

\*Remind the students that they can earn a sand dollar if they tell you at the end of the story what the new word means. If they get it wrong remind them of the definition and have them try again in a few minutes.



## Day 5: Jane Goodall



It is 1970, and the Kasekela tribe of chimps I have been watching for so long is beginning to break off. (Banana prompt, chimpanzees break off) Their groups are changing and I see a violent side of these primates as they defend their territory. Male rivals fight, and this becomes known as the ‘Four Year Gombe Chimpanzee War’.

For many years, I believed chimpanzees were like us—only nicer. Now, I understand it is far more complex.

In 1977, I create The Jane Goodall Institute, so I can raise money to protect the chimps’ habitat. Sometimes we have to rescue chimps, treat them and release them back in the wild. We also work to make the lives better for local people in the area, so they care more about the chimps and the land. We help them get clean water to drink, healthcare, and education (Construction hat prompt for Institute worker as the team works together).

I continue to oversee all the scientists and students that come to Gombe Stream National Park to research chimpanzees (Cell phone prompt for researcher, take notes) Though their methods and computers have advanced, it is important to research from the heart as well as the brain.



**Say:** Jane’s institute rescued Wounda and released her back in the wild. Let’s see the powerful moment and how Wounda says goodbye to Jane.

**Background scene:**

**Watch:** Play this video with the sound muted.

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

Jane Goodall Releases Chimp

**Discuss:** How do you think Wounda felt? What do you think happened to her?



## Day 5: Jane Goodall



In 1986, I go to a conference about **primates**. We see forests being cut down and animals losing their homes. Some chimps are killed or kept in cages in laboratories. Some are trained to work in circuses and treated horribly. Poachers kill chimps for food or steal chimp babies to sell as pets. I know I need to do something to help my beloved chimps! I went into the forest to help the chimps. Now I have to *leave* the forest to help them!

I left Gombe. I wrote a book about the 25 years I spent there called *The Chimpanzees of Gombe: Patterns of Behavior*. I also started an organization called Roots and Shoots for young students to get involved and make a difference in the world.

Today, I am 90 years old. I've been traveling 300 days a year, all over the world, encouraging people and businesses to make better choices. **(Jane shows stamps on her passport)** I have animal friends wherever I go **(Jane holds up wolf, cat and suitcase prompts)**, and Jubilee meets them, too.

I will keep traveling and sharing ways we can make a difference! We are all connected. You can learn to take care of animals and the environment better than my generation did.

Kids, you are the future!



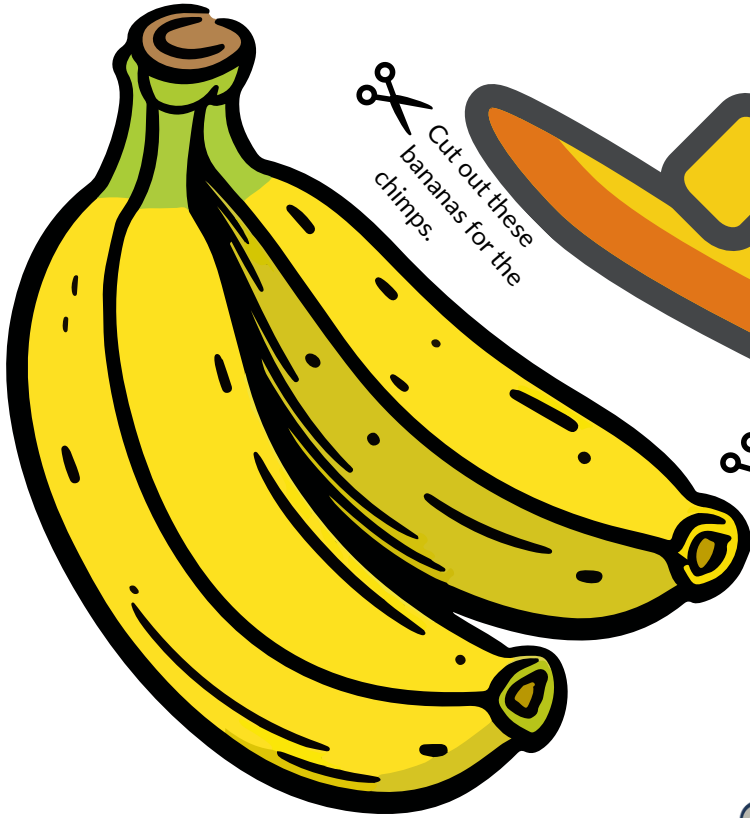
**Questions/Reading discussion: 1-5 sand dollars**  
**(Students can earn a sand dollar for discussion participation)**

**Ask:** How does Jane's work help animals?

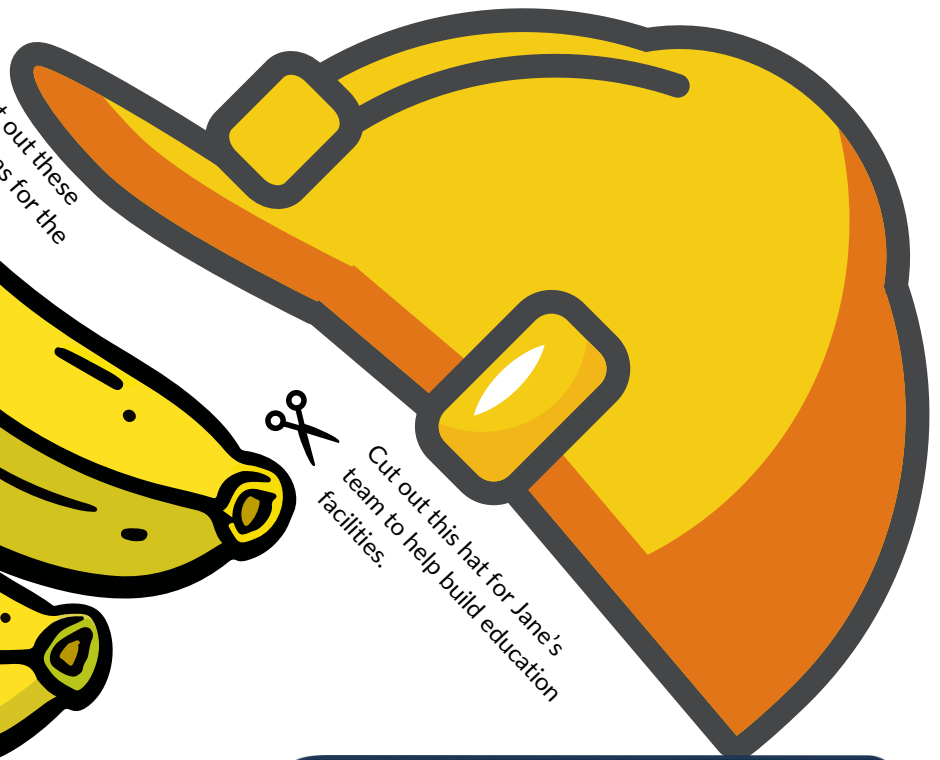
Example: **Jane helps keep animals safe and speaks to people and businesses to make better choices for the environment.**

**Ask:** Does this story make you want to do anything different?

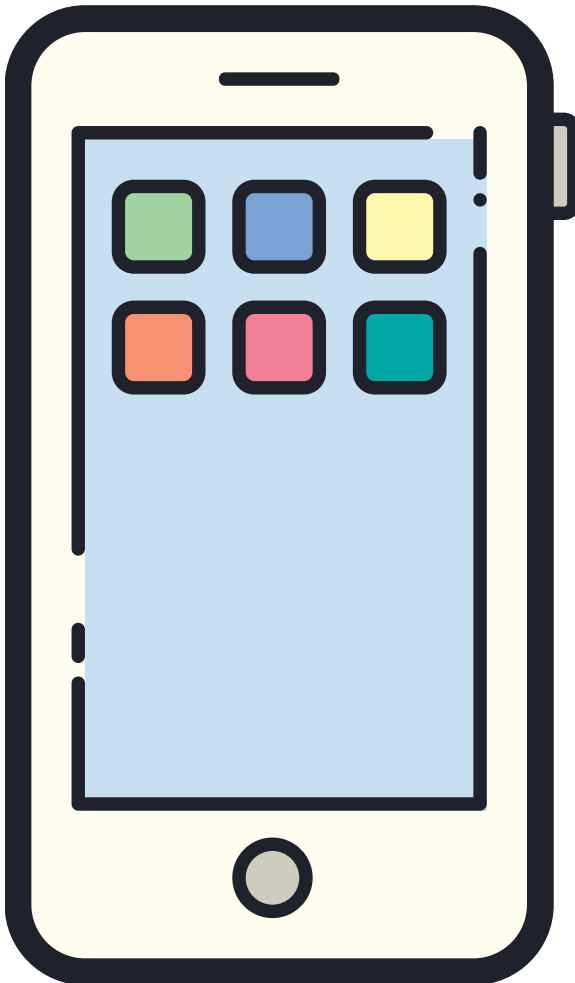
Example: **Let students answer and you can help them with your own example if needed.**



✂ Cut out these bananas for the chimps.



✂ Cut out this hat for Jane's team to help build education facilities.



Cut out this cell phone for a new generation of researchers to use.



Cut out Jane's passport.

**JGI worker:** Put on your hat and build a school.

**Chimps:** Pretend to be angry at each other. One takes the banana and stomps off.

**Jane:** Take out your passport and travel all across the classroom.

**New researcher:**  
Ask Jane for advice and take notes.  
Follow her around.



Cut out Tundra, a wolf Jane meets.



Cut out Bugs, Jane's cat.



Cut out Jane's red suitcase.

**Bugs:** Plop on  
Jane's suitcase.

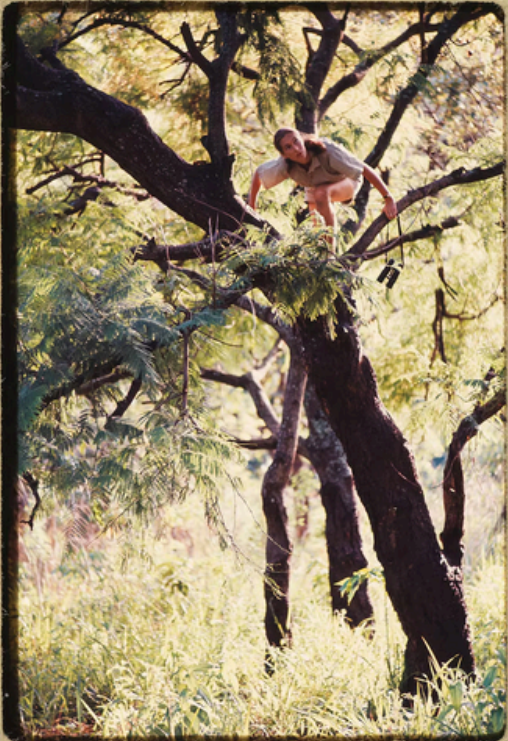
**Tundra:** Curl up and  
go to sleep close to  
Jane.

**Jane:** Find Bugs the  
cat on your suitcase.





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 Chimps II  
 Pub. Chimp Book p. 4-5  
 H. Van Lausich  
 Dec 64  
 (Cum-Index 99471983 p. 105)  
 Tawocayika  
 2x 105 F19  
 155  
 Pub. Dec 1965  
 P-815  
 CHIMPS FILM STRIP 38  
 (Cum-Index 100 yr. Index 465)



ETA NEG # 334  
 Hugo Van Lausich  
 Pub DEC 1965 P. 830  
 Chimp  
 #334 NEG 1048

