

# “Goodall” Africa: Geography, Science and Folk Tales

**Grade Level:** Kindergarten

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**Length of Unit:** 8 lessons/10 days

## I. ABSTRACT

Students will learn about “Goodall” Africa in this Kindergarten unit designed to integrate components from Language Arts, Geography and Science. Students begin with a review of the seven continents then zoom in on the continent of Africa, learning about land, animals, and the Nile River. Students then learn about Jane Goodall and her work with chimpanzees and conservation. Finally, students relax and enjoy two folk tales from Africa. Students will demonstrate understanding through writing, drama, art and critical thinking activities. A rubric is also included for assessing students’ understanding.

## II. OVERVIEW

### A. Concept Objectives

1. The students will understand the concept of location
2. The students will develop an understanding of how ordinary people help to shape nations
3. The students will understand the characteristics of African folk tales

### B. Content from the *Core Knowledge Sequence*

1. Overview of the Seven Continents pg.11
2. Geography: Spatial Sense pg.11
  - a. Maps and globes
  - b. Rivers, lakes and mountains
3. Science Biography: Jane Goodall pg.20
4. Animals and Their Needs pg. 19
  - a. Animals, like plants, need food, water, and space to live and grow.
  - b. Most animal babies need to be cared for by their parents.
5. Taking Care of Our Earth pg.20
6. Stories pg. 9
  - a. Tug-of-War (African folk tale)
  - b. How Many Spots Does a Leopard Have? (African folk tale)

### C. Skill Objectives

1. The student will identify locations on maps and globes.
2. The student will identify the physical and human characteristics of the environment. (TEKS SS K.5)
3. The student will identify ordinary people who have helped to shape a nation.
4. The student will retell or act out the order of important events in stories. (TEKS LA K.9C)
5. The student will respond through talk, art, drama and writing to stories in ways that reflect understanding and interpretation. (TEKS LA K.10C)
6. The student will distinguish fiction from nonfiction, including fact and fantasy. (TEKS LA K.11C)
7. The student will connect own experiences with the life experiences, language, customs and culture of others. (TEKS LA K.13A)
8. The student will record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas. (TEKS LA K.16B)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3.
  - 2. Internet Website for The Jane Goodall Institute- [www.janegoodall.org](http://www.janegoodall.org)
  - 3. Nature: Jane Goodall's Wild Chimpanzees. Available URL: [www.pbs.org/wnet/nature/goodall](http://www.pbs.org/wnet/nature/goodall)
- B. For Students
  - 1. Overview of the Seven Continents pg. 11
  - 2. Geography: Spatial Sense pg. 11

### IV. RESOURCES

- A. Halliburton, Warren J. *African Wildlife*
- B. Martin, Patricia A. Fink. *Chimpanzees*
- C. Robinson, Claire. *Chimpanzees*

### V. LESSONS

#### Lesson One: Africa, One of the Seven Continents

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The students will understand the concept of location
  - 2. Lesson Content
    - a. An Overview of the Seven Continents pg. 11
    - b. Geography: Spatial Sense pg. 11
  - 3. Skill Objective(s)
    - a. The student will identify locations on maps and globes.
- B. *Materials*
  - 1. World map puzzle
  - 2. Pointer
  - 3. Globe
  - 4. Assessment rubric (Appendix G)
- C. *Key Vocabulary*
  - 1. n/a
- D. *Procedures/Activities*
  - 1. If you do not have a world map puzzle, make a color copy of a world map or buy a world map chart that can be laminated and cut into puzzle pieces. Distribute puzzle pieces to children. Children take turns adding pieces to the puzzle, reviewing the seven continents and thinking about where they are located.
  - 2. Students take turns pointing to the continents on the completed puzzle with a pointer and naming them.
  - 3. The teacher will point to Africa and tell students that they will begin learning about the continent of Africa. Ask some questions about the size of Africa, the other continents around it and the oceans that border it etc.
  - 4. Ask a student to point out Africa on a globe. Compare Africa's size, shape and location to other continents you have learned about in depth.
- E. *Assessment/Evaluation*

1. As students return to seats, ask them to point to Africa on a world map. Record on rubric. (Appendix G) This rubric will be used for assessment of all lessons in this unit.

### **Lesson Two: Africa's Land and Animals (Two Days)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will understand the concept of location
2. Lesson Content
  - a. Geography: Spatial Sense pg. 11
  - b. Animals and Their Needs pg. 19
3. Skill Objective(s)
  - a. The student will identify the physical and human characteristics of the environment.
  - b. The student will record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas.

#### **B. Materials**

1. Pictures of the African savannah, rainforest, wetlands and dessert from books and magazines or printed from the Internet
2. *African Wildlife*
3. Land and Animal fact sheet (Appendix A)
4. 1 copy of Land and Animals In Africa mini book for each child (Appendix B)
5. 4 shoeboxes
6. Construction paper
7. Scissors
8. Glue
9. Pencils
10. Crayons

#### **C. Key Vocabulary**

1. n/a

#### **D. Procedures/Activities**

1. Divide children into four groups. Give each group pictures of one of the following: savannah, rainforest, wetlands and dessert. Guide children to study the pictures and talk about or name animals in pictures that might live in each area. Circulate to help children. Use Appendix A as a resource.
2. Pass out supplies for each group of students to create a diorama of the type of land and animals from their area.
3. The following day students will share their dioramas to teach the other groups about the types of land and animals in Africa. Discuss with students why certain animals only live in certain areas of the county.
4. Pass out Land and Animals in Africa books. Read the mini books together so children will be able to read all the words when they are working on their own. Allow children to look at dioramas and fill in the blanks and illustrate mini-books.

#### **E. Assessment/Evaluation**

1. Check mini books for understanding.

### **Lesson Three: The Nile River**

#### **A. Daily Objectives**

1. Concept Objective(s)
    - a. The students will understand the concept of location
  2. Lesson Content
    - a. Geography: Spatial Sense pg. 11
  3. Skill Objective(s)
    - a. The student will identify locations on maps and globes.
    - b. The student will identify the physical and human characteristics of the environment.
- B. *Materials*
1. Paper plates
  2. Africa shape cookies (Appendix C)
  3. 1 small tube of blue gel icing for each 5 children
  4. Large map of Africa showing lakes and rivers (Frank Schaffer has a great cheap chart map of Africa)
  5. Pointer
- C. *Key Vocabulary*
1. n/a
- D. *Procedures/Activities*
1. Review the different types of land in Africa and show where they are located on large map.
  2. Ask children to look at the map and identify the oceans around the continent. Tell children there are lakes and rivers on the continent of Africa. Ask volunteers to point out lakes and rivers, reviewing definitions learned earlier in the year about these different water forms.
  3. Explain that the Nile River is the longest river in the whole world and it is around 4,000 miles long. The Nile River begins near the middle of Africa and flows north to Egypt. Point this out on the map.
  4. Pass out Africa shape cookies and have children locate north, south, east and west. They may label these directions on their paper plates with a pencil or gel icing. Guide children to start near the middle of their cookies and draw the path of the Nile with gel icing. Allow them to eat their cookies after you have seen them.
- E. *Assessment/Evaluation*
1. View cookies to see that children started at the middle and went north with their river.

#### **Lesson Four: Jane Goodall**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will develop an understanding of how ordinary people help to shape nations
  2. Lesson Content
    - a. Jane Goodall pg. 20
  3. Skill Objective(s)
    - a. The student will identify locations on maps and globes.
    - b. The student will distinguish fiction from nonfiction, including fact and fantasy.
- B. *Materials*
1. Safari type clothing
  2. Binoculars

3. Jane Goodall Fact Sheet (Appendix D)
  4. World map
  5. Chart Paper
  6. Markers
- C. *Key Vocabulary*
1. fiction- imaginary stories
  2. nonfiction- writing that is true
- D. *Procedures/Activities*
1. Enter the room dressed in safari clothes with binoculars around neck as if you are Jane Goodall. Use facts compiled on the Jane Goodall fact sheet as a script and tell students about your life. Allow children to ask questions and answer those questions in character.
  2. Show pictures from books about Jane Goodall or from the Internet and allow students to ask questions. Explain that Jane Goodall is a real person who is a scientist that studied animals. Tell children that the books about Jane Goodall are nonfiction books and define fiction and nonfiction.
  3. Complete an interactive or shared writing activity about Jane Goodall.
- E. *Assessment/Evaluation*
1. Note each student's participation in interactive or shared writing.

### **Lesson Five: Chimpanzees, Our Closest Relatives**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand the concept of location
  2. Lesson Content
    - a. Animals and their needs pg. 19
    - b. Geography: Spatial Sense pg. 11
  3. Skill Objective(s)
    - a. The student will identify locations on maps and globes.
- B. *Materials*
1. *Chimpanzees* by Robinson
  2. KWL chart
  3. Large map of Africa
  4. 1 copy of map of Africa for each child
  5. Markers
- C. *Key Vocabulary*
1. n/a
- D. *Procedures/Activities*
1. Compose a KWL chart with students about chimpanzees.
  2. Read *Chimpanzees* or another age appropriate book aloud to students. Complete KWL chart after reading the book. Tell the children you will continue to read about chimpanzees in books and on the Internet to answer any questions that remain unanswered.
  3. Show children on a map of Africa where chimpanzees live. Then pass out individual maps of Africa. Students should draw a chimpanzee on the map to help them remember where chimpanzees can be found.
- E. *Assessment/Evaluation*
1. Observe children during KWL activity for understanding.
  2. Check student maps for understanding.

## **Lesson Six: Conservation**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The students will understand the concept of location
  - 2. Lesson Content
    - a. Taking Care of our Earth pg. 20
  - 3. Skill Objective(s)
    - a. The student will identify the physical and human characteristics of the environment.
    - b. The student will connect own experiences with the life experiences, language, customs and culture of others.
- B. *Materials*
  - 1. *Chimpanzees* by Martin
- C. *Key Vocabulary*
  - 1. conservation- preserving and protecting the earth
- D. *Procedures/Activities*
  - 1. Read about chimpanzees being endangered in *Chimpanzees*.
  - 2. Explain to students that people often destroy the places where animals such as chimpanzees live. They may do this by cutting down trees. Also explain how poachers hunt chimpanzees and other animals. Review Jane Goodall and talk about how others like her are trying to save the rainforests in Africa and the chimpanzees. Allow students to express their feelings about endangered animals and the importance of conservation.
  - 3. Brainstorm ideas for a class project to raise money to support chimps. An idea will be voted on and carried out as the culminating activity at the end of this unit.
- E. *Assessment/Evaluation*
  - 1. Observe as students participate in discussion.

## **Lesson Seven: Tug-of-War (Two Days)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The students will understand the characteristics of African folk tales
  - 2. Lesson Content
    - a. Tug-of-War pg. 68 *What Your Kindergartner Needs to Know*
  - 3. Skill Objective(s)
    - a. The student will retell or act out the order of important events in stories.
- B. *Materials*
  - 1. Tug-of-War from *What Your Kindergartener Needs to Know*
  - 2. 3 craft sticks per child
  - 3. Stick puppet patterns for a turtle, elephant and hippo (see Appendix E)
  - 4. Crayons
  - 5. Scissors
  - 6. Glue
- C. *Key Vocabulary*
  - 1. folk tale – a story that has been told by many generations of people before it is written down
- D. *Procedures/Activities*

1. Discuss what a folk tale is. Name examples of folk tales students have read or heard of. Explain that stories from Africa were often told as people sat around the village fire in the moonlight after a long day of work. They didn't always have happy endings and were used to teach lessons.
  2. Gather students in a circle on the floor and dim the lights. Read Tug-of-War aloud to students. Discuss story and the lesson taught by the story (bigger isn't always better).
  3. Have students proceed to work area and pass out stick puppet patterns and craft sticks. Instruct students to color, cut out and glue animal patterns to craft sticks so they can later retell the story.
  4. On the following day, retell the story, prompting students to help you.
  5. Pass out stick puppets from the previous day and allow children to retell the story to a buddy or small group using the stick puppets.
- E. *Assessment/Evaluation*
1. Monitor as students retell story to check for understanding of the main idea of the story and the lesson taught.
- F. *Extension*
1. Play tug-of-war prior to the day of this lesson to insure students understand what the game is like.

### **Lesson Eight: How Many Spots Does a Leopard Have?**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand the characteristics of African folk tales
  2. Lesson Content
    - a. How Many Spots Does a Leopard Have? pg.88 *What Your Kindergartner Needs to Know*
  3. Skill Objective(s)
    - a. The student will respond through talk, art, drama and writing to stories in ways that reflect understanding and interpretation.
- B. *Materials*
1. How Many Spots Does a Leopard Have? from *What Your Kindergartner Needs to Know*
  2. Chalkboard, dry erase board or chart paper and something to write with
  3. 1 copy of the writing response page for each child (Appendix F)
  4. Pencils
- C. *Key Vocabulary*
1. n/a
- D. *Procedures/Activities*
1. Review the definition of a folk tale and the setting in which stories were usually told in Africa long ago. Remind students that folk tales teach a lesson.
  2. Once again dim the lights and have students gather in a circle on the floor to hear the story told or read aloud. Discuss the possible lessons learned by leopard and the other animals in the story.
  3. Explain that students will be writing and drawing about what they would do if they were Leopard to find out how many spots they had. Brainstorm a few words children think they will need help with as they begin to write and write these on the chalkboard, a dry erase board or on a large chart. Pass out papers and pencils. Circulate to help students as they write.

4. Display students writing and drawing and allow them to share their ideas as time permits.
- E. *Assessment/Evaluation*
  1. Student writing will be checked for understanding.

## **VI. CULMINATING ACTIVITY**

- A. Look back at ideas students came up with in Lesson 6 to raise money to support conservation of chimpanzee habitats. Allow students to vote on a project. A list of organizations for more information can be found on pgs. 44 and 45 of *Chimpanzees* by Martin. Information is also available from The Jane Goodall Institute. This web site is listed in Background Knowledge.

## **VII. HANDOUTS/WORKSHEETS**

Appendices A-G

## **VIII. BIBLIOGRAPHY**

- A. Halliburton, Warren J. *African Wildlife*. New York: Crestwood House, 1992. ISBN 0-89686-674-2.
- B. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3.
- C. Martin, Patricia A. Fink. *Chimpanzees*. Children's Press, 2000. ISBN 0-516-21572-8.
- D. Robinson, Claire. *Chimpanzees*. Crystal Lake, IL: Reed Educational & Professional Publishing, 1997. ISBN 1-57572-136-8.

### **INTERNET SITES**

- A. The Jane Goodall Institute – [www.janegoodall.org](http://www.janegoodall.org)
- B. Nature: Jane Goodall's Wild Chimpanzees – [www.pbs.org/wnet/nature/goodall](http://www.pbs.org/wnet/nature/goodall)

## Land and Animals Fact Sheet

### The Savannah or Grasslands

Antelope, zebras, giraffes, wildebeest, cape buffalo, black rhinos, white rhinos, elephants, lions, leopards, cheetahs, hyenas, wild dogs, jackals, vultures, eagles, hawks, ostriches, guinea fowl

### The Rain Forest

Monkeys, leopards, bongo antelope, parrots, elephants, gorillas, chimpanzees, baboons

### The Wetlands

Hippos, buffalos, crocodiles, monitor lizards, flamingos, pelicans, storks

### The Desert

Grevy's zebras, antelope, foxes, hyenas, ostriches

# **Land and Animals In Africa**

By \_\_\_\_\_

# **Land and Animals In Africa**

By \_\_\_\_\_

# **Land and Animals In Africa**

By \_\_\_\_\_

# **Land and Animals In Africa**

By \_\_\_\_\_

I see a \_\_\_\_\_  
in the savannah.

I see a \_\_\_\_\_  
in the savannah.

I see a \_\_\_\_\_  
in the savannah.

I see a \_\_\_\_\_  
in the savannah.

I see a \_\_\_\_\_  
in the rainforest.

I see a \_\_\_\_\_  
in the rainforest.

I see a \_\_\_\_\_  
in the rainforest.

I see a \_\_\_\_\_  
in the rainforest.

I see a \_\_\_\_\_  
in the wetlands.

I see a \_\_\_\_\_  
in the wetlands.

I see a \_\_\_\_\_  
in the wetlands.

I see a \_\_\_\_\_  
in the wetlands.

I see a \_\_\_\_\_  
in the desert.

I see a \_\_\_\_\_  
in the desert.

I see a \_\_\_\_\_  
in the desert.

I see a \_\_\_\_\_  
in the desert.

## Africa Shape Cookies

To make Africa shape cookies, purchase a circular metal cookie cutter or other shape that can be easily reshaped. Bend the cookie cutter into the shape of Africa. Roll out sugar cookie dough and make enough Africa shape cookies for your class.

## Jane Goodall Fact Sheet

My name is Jane Goodall. I was born in England in 1934. (Show England on a world map) When I was a little girl I loved watching animals. I would sit for hours and just watch different animals to see what they would do. I also loved reading books about animals like Dr. Dolittle and The Jungle Book. I dreamed of going to Africa to live with the animals. My mother encouraged me not to give up. I didn't.

When I grew up I went to a country in Africa called Tanzania to study chimpanzees. (Point out Africa on a world map) I would get up very early every morning and look through my binoculars to see how the chimpanzees lived. At first they were afraid of me and would run away. After about a year they finally let me get close to them. They trusted me. I watched them all day. I would see them get up in the morning and watch them until they went to bed in the evening.

I saw the chimps playing and fighting. I heard them grunt to sort of talk to each other. One of the most important things I saw was chimpanzees making tools. People did not know chimps could do this. They would break off twigs and poke them in holes to catch bugs called termites. Then they would eat them.

I have written many books about chimpanzees and won many awards for my years of work in Africa. Today I spend most of my time talking to others about ways to keep chimpanzees and other animals safe.

## Stick Puppet Patterns

Find pictures of a turtle, an elephant and a hippo in a clip art book or online. Use the computer or copy machine to adjust these to a good size for stick puppets. Make 1 copy for each child. You could also use die cuts or let the children create their own patterns for the animals.

Name \_\_\_\_\_

If I were Leopard I would \_\_\_\_\_

\_\_\_\_\_.

**"Goodall" Africa Assessment****Name**

<b>Lesson #</b>	<b>Assessment Task</b>	<b>Mastered</b>
1	Identifies Africa on map	
2	Names animal for each land type	
3	Identifies the Nile River	
4	Contributes to writing about Goodall	
5	Participates in chimpanzee KWL	
6	Participates in conservation discussion	
7	Retells Tug of War	
8	Responds through writing to How Many Spots Does a Leopard Have?	