

The Jungle Book



By

Rudyard Kipling

A Novel Study
by Joel Michel Reed

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on 2-3 chapters of *The Jungle Book* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing*.
6. Identify *personification*
7. Determining Alphabetical Order
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel/story.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Create a short story
4. Create a poem
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

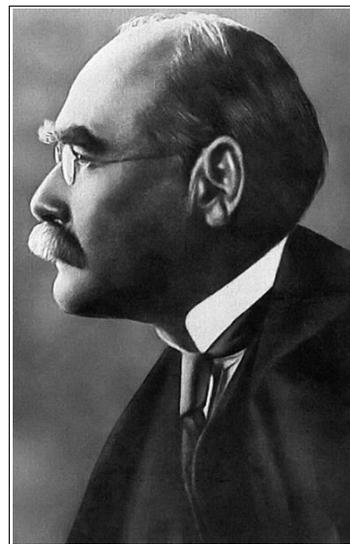
After young Mowgli escapes the vicious jaws of the growling tiger Shere Khan, he is adopted by Father Wolf and grows up with the pack. Lovable old Baloo the bear and Bagheera the Panther teach Mowgli the Law of the Jungle, and so his extraordinary adventures begin! (Courtesy of the publisher – Puffin Classics)

A complete synopsis and other helpful reviews can be found on the following website:
http://en.wikipedia.org/wiki/The_Jungle_Book

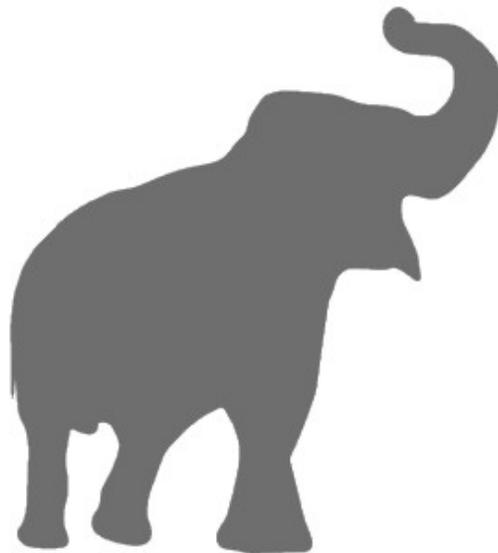
Author Biography

Rudyard Kipling

Joseph Rudyard Kipling (30 December 1865 – 18 January 1936) was an English short-story writer, poet, and novelist. He is chiefly remembered for his tales and poems of British soldiers in India and his tales for children. He was born in Bombay, in the Bombay Presidency of British India, and was taken by his family to England when he was five years old. Kipling is best known for his works of fiction, including *The Jungle Book* (a collection of stories which includes "Rikki-Tikki-Tavi"), *Just So Stories* (1902), *Kim* (1901) (a tale of adventure), many short stories, including "The Man Who Would Be King" (1888); and his poems, including "Mandalay" (1890), "Gunga Din" (1890), "The Gods of the Copybook Headings" (1919), "The White Man's Burden" (1899), and "If_" (1910). He is regarded as a major "innovator in the art of the short story"; his children's books are enduring classics of children's literature; and his best works are said to exhibit "a versatile and luminous narrative gift". Courtesy of Wikipedia: http://en.wikipedia.org/wiki/Rudyard_Kipling



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Name: _____

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Mowgli's Brothers - Hunting-Song of The Seeonee Pack



Before you read the chapter:

The **protagonist** in most novels features the main character or "good guy". What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

teacher	thickets	withdraw	leave
twitching	furious	entered	madness

1. Even the tiger runs and hides when little Tabaqui goes mad, for _____ is the most disgraceful thing that can overtake a wild creature.
2. "I go," said Tabaqui quietly. "Ye can hear Shere Khan below in the _____. I might have saved myself the message."
3. "Something is coming uphill," said Mother Wolf, _____ one ear. "Get ready."
4. Shere Khan had jumped at a woodcutter's campfire, as Father Wolf had said, and was _____ from the pain of his burned feet.

5. The Law of the Jungle lays down very clearly that any wolf may, when he marries, _____ from the Pack he belongs to.
6. Let him run with the Pack, and be _____ with the others. I myself will teach him."
7. "We need yet another," said Akela. "Baloo has spoken, and he is our _____ for the young cubs. Who speaks besides Baloo?"
8. "Knowing that I have no right to speak here, I ask your _____."

Questions



1. Describe the **setting** of the story as Chapter One begins.

2. Define the term 'Hydrophobia'.

3. Why did Father Wolf believe it was wrong to hunt man?

4. At what cost was Mowgli able to enter into the pack?

5. What did Bagheera mean by the term 'Red Flower'?

6. Briefly describe the incident that took place during the second council meeting.

Language Activity



A. A **simile** is a comparison using the words “like” or “as”. The following is an example taken from Chapter One: “. . . *Mother Wolf shook herself clear of the cubs and sprang forward, her eyes, like two green moons in the darkness, facing the blazing eyes of Shere Khan.* ”



What two things are being compared in this example?

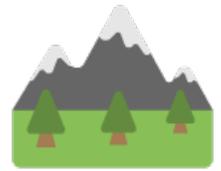
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Write a **simile** comparing the following items with something from your own imagination:

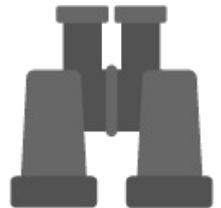
a) A car speeding down a highway.

b) A plane landing on a runway.

B. Chapter One contained an important literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter One? Why do you think the author ended the chapter this way?



C. Foreshadowing is a literary device used by authors to provide clues for the reader so they are able to predict what might occur *later* in the story. How might the following statement be considered an example of this device: "*Assuredly I will keep him. Lie still, little frog. O thou Mowgli—for Mowgli the Frog I will call thee –the time will come when thou wilt hunt Shere Khan as he has hunted thee.*"



Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the last two chapters of the novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6