



## Jungle Drums

K-2

Language Arts/Social Studies/Drama

by Linda Gold

### Core Curriculum,

#### Reading Language, Standard #1

Ask and answer questions about key details in a text.

#### Social Studies, Standard #1

Students will recognize and describe how people within their family, school, neighborhood, or community are both similar and different.

### Drama Core

**T.CR.4:** Define roles and responsibilities and participate in group decision making.

**T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.

**T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.

**T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

**Objective:** This is a process drama based on the book Jungle Drums, by Graeme Base. It incorporates several process drama techniques to help the students understand the problem. It also gives them the opportunity to act out different characters in the story in order to gain a deeper understanding of how each character sees the situation. The students will learn that everyone has a place in the family, neighborhood and community. Everyone is different in some way and we need to accept and celebrate the differences.

### Materials:

Baldwin, Patrice, and Kate Fleming. Teaching Literacy Through Drama Creative Approaches. New York: RoutledgeFalmer, 2003. Print.

Base, Graeme. Jungle Drums. Camberwell, Vic.: Penguin/Viking, 2006. Print.

### Warm-up Activity: Animal Simon Says.

The teacher leads the class in a traditional game of Simon Says except that she uses animals instead of body parts. Example: Simon says be a warthog. Simon says be a giraffe. Be an elephant. Use animals that are found in the book Jungle Drums.

### Process Drama:

- **Narration:** Begin reading the book, Jungle Drums by Graeme Base. Read until you reach the line that says, "They all laughed out loud."
- **Still image:** Instruct the children to find a space on the floor where they are not very close to anyone else. Everyone will become the character Ngiri. They are to create a still image that shows how Ngiri is feeling.
- **Thought tracking:** choose a few students to touch on the shoulder. When you touch them, they are to say out loud what they are feeling or thinking. Most children will say "sad". Encourage the

students to use a word they haven't heard yet. After touching a few students, allow the ones who were not touched to share their ideas with a neighbor. You may want to ask if anyone heard any new words to describe how Ngiri is feeling.

- **Narration**: Continue reading the story until you reach the line that says, "The sound of Jungle Drums throbs through the night."
- **Improvisation**: Put the children into groups of 4-6. Each group will need to decide who in their group will play the part of Ngiri. The rest of the students will play the parts of the other animals. They also need to decide what Ngiri will wish for. Ngiri will make the wish and the other animals will help the wish come true. Have each group act out their prediction for the rest of the class.
- **Narration**: Continue reading the story until you reach the line that says, "When the Other Animals learn on the jungle grapevine that the Warthogs are going to enter the Grand parade, they are horrified,"
- **Telephone Conversation**: Pair the children up. One of them will be one of the Other Animals and the other one will be another jungle animal (monkey, snake, bird, insect, etc.). The partners will sit on the floor, back to back, and pretend to talk on the phone. Allow them to talk for a few minutes. Freeze the action. Explain to the students that you will now walk around the room. When you stop by a partnership, those students are to carry on their conversation in a voice that is loud enough for everyone to hear. When you walk away, they are to freeze. Walk up to several groups to "eavesdrop" on their conversation.
- **Narration**: Continue reading the story until you reach the line that says, "Poor Ngiri. What has he done?"
- **Still image**: Show the children the previous pages again and have them pick a character to become. It may be one of the warthogs or one of the other animals. They are to pose in a still image, the way that character would pose. Instruct them to show you with their body and their face, just what that character is feeling.
- **Thought tracking**: choose a few students to touch on the shoulder. When you touch them, they are to say out loud what animal they are and how they are feeling or what they are thinking. Question them about what they lost or what they gained. After touching a few students, allow the ones who were not touched to share their ideas with a neighbor.
- **Narration**: Continue reading the story until you reach the line that says, "I suppose I could try making one more wish ..."
- **Decision Alley**: Have the students form an alley (two lines, facing each other, with about three feet between them). Choose a child to be Ngiri and have him/her walk slowly down the alley. As Ngiri passes each child, they are to tell him what he should wish for.
- **Narration**: Finish reading the story.
- **Discussion**: Ask the students some or all of the following question:
  1. How was Ngiri different from the other warthogs?
  2. How were the warthogs different from the other animals?

3. Is it wrong to make fun of someone because of their size? Is it wrong to make fun of someone for any reason? Why?
4. Why was Ngiri important to the community of animals? (Define community for the children.)
5. If we think of our classroom as a community, is everyone in our classroom important to that community? Why?
6. What were some of the things that Ngiri was good at doing? How do those things help to contribute to the community of animals?
7. What are you good at doing? How do those things help to contribute to the community of our classroom?
8. Have you ever felt like Ngiri? Would someone like to share a time when they felt that way?
9. Have you ever made someone else feel sad? How did it make you feel? What did you do about it?
10. What should you do if someone makes you feel bad?

### **Assessment:**

Informal – Assess during the lesson. Observe which children were able to accurately portray the individual characters, especially their emotions and attitudes; Observe which children were able to make connections between the story and real life.

Formal – Writing assignment. Have the students make a list of things that they do well. The students will then take that list and explain how these things are important to the community of the family, the classroom or the neighborhood. Children who are too young to write can draw a picture of themselves doing something that contributes to their family or community.

### **Lesson Extensions**

Writing: Have the students write in a journal about a time when they felt like Ngiri

Visual Art: Have the students create a picture of an animal that is a combination of several animals

Music: Listen to African music. Bring a set of bongo drums for the students to try out. You can create a music map, adding background sounds to the story.

Dance: Have the children recreate the grand parade to music. Each animal type can decide on a way their animal will move or dance through the parade.

Drama: Separate into groups and have the children act out a time when someone made someone else feel bad. Make sure they also act out a solution to the problem.