



Just So



Stories

Karina Maceczek

Kmaceczek@aol.com

P.S. 200

The Benson Elementary School

1940 Benson Ave

Brooklyn NY, 11214

(718) 236 -5466

For more information, contact:

Teachers Network

IMPACT II Program

Attn: Peter A. Paul

285 West Broadway

New York, NY 10013

Phone: (212) 966-5582 Fax: (212) 941-1787

E-mail: ppaul@teachersnetwork.org

Web Site: www.teachersnetwork.org



**Just So
Stories**
Karina Maceczek

Program Overview2

- ?? Resources*
- ?? Implementation*
- ?? Elements of the unit*
- ?? Addressing the standards*
- ?? Students*
- ?? What you need*
- ?? Overall Value*

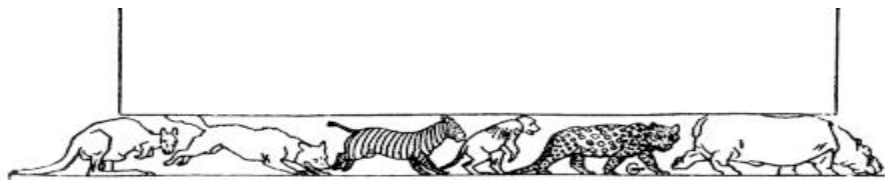
Program Activities8

- ?? In the Museum*
- ?? In the Classroom*
- ?? Just So Stories*
- ?? Writing Stories*
- ?? Studying Poems*

Lesson Plans18

Sample Worksheets.....21

Student Work Samples.....37





Program Overview

CURRICULM AREA(S):

Language Arts, Technology, Social Studies, Art, Science

NEW MEDIA USED:

Software Applications: Grolier's Encyclopedia, San Diego Zoo, Animals in Their World

Web-sites: www. Encarta.com
www. Britannica.com
www. Yahoo.com
www. Askjeeves.com

Hardware: Computer Student Stations
Photo/video camera

LIST OF GRADE LEVEL (S): Grades 3-8

PROGRAM DESCRIPTION: "Just So Stories"

"Just So Stories" is an interdisciplinary and interactive program that employs the innovative methods of teaching and learning. It holistically leads students to the understanding of the main instructional concepts through a variety of educational experiences, and encourages them to achieve the learning goals working productively in cooperative groups. The students become experts in cooperative learning, group and individual presentations, self-evaluation, and peer editing. The program is student-centered and the educational activities tap into the Multiple Intelligence philosophy. The program incorporates all curriculum areas. The main targets are Language Arts, Technology, Art, Science, and Social Studies.

GOALS AND OBJECTIVES:

The program is based on reading and discussing *Just So Stories* written by Rudyard Kipling, an English author, who is well known for his unique style of writing and originality of ideas. Spending most of his childhood in India, Kipling was always fascinated by its amazing fauna. This program invites



children to study animals of North America and create original stories with accompanying poems, illustrations, and captions in Kipling's style.

The program starts with a trip to the museum, and continues in the classroom where, with the help of technology, the groups of students conduct research on selected animals and produce reports. Then the students study Kipling's biography and analyze his prose, poetry, and art. Working with a partner, students create and illustrate their own original stories. Sharing, editing, and peer and self-evaluation are taking place simultaneously. Finally, the students "publish" their stories and make books.

The use of technology as a tool and a resource enables students to achieve remarkable results. The software applications "Animals", San Diego Zoo", and "Animals in their World" as well as Web sites related to the specific topics help students to find interesting information in efficient and productive way.

A camera and a video camera are desirable components of the program since they help to document the steps of the learning process. The photographs and videos are great illustrative additions to the written and verbal reports and presentations.

RESOURCES

- ?? A field trip to the Museum of Natural History
- ?? Software- Grolier's Encyclopedia, San Diego Zoo, Animals in Their World
- ?? *Just So Stories* by Rudyard Kipling.
- ?? Use of Internet/Web sites:
<http://www.boop.org/jan/justso/>
<http://www.sff.net/people/karawynn/justso/leopard.htm>
<http://www.online-library.org/authors/kipling.html>
<http://www.kirjasto.sci.fi/kipling.htm>
<http://www.nawa.org/default.htm>
<http://www.expage.com/page/codydoughty>
<http://www.britannica.com/eb/article?eu=18193&tocid=0>
<http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761575335>
<http://www.geocities.com/Athens/Aegean/1457>

IMPLEMENTATION AND STRATEGIES

The main unit that connects all other activities of the program is reading, discussing, and analyzing *Just So Stories* by Rudyard Kipling. " How the Leopard Got His Spots ", "The Elephant's Child", "The Cat That Walked By



Himself", and other short stories from this book explain the features of animals in a very unusual and entertaining way. The Language Arts lessons focus on the author's creativity, originality of style, and his great ability to portray the deepest issues of human life through his characters. After class discussions, the students create their own original stories and poems.

Other activities consist of writing reports about the animals observed in the dioramas of the museum and studying Rudyard Kipling's biography with a follow-up written and verbal presentations. The target of this assignment is to learn to collect more information using technology. The students use classroom computers and work with software and Web sites. It's important to teach students to take notes when they get information and to indicate sources. They must use their own words, include their personal experiences, and express their own feelings when writing a report.

The children have to word-process their reports and use Clip Art to insert pictures. The children learn to proofread and edit their work using Spelling and Grammar on the computer. The teacher's task is to guide the students and give them individual help when needed.

The implementation of this program in the classroom is motivational and inspirational for students and teachers because the process of discovery and creation is constantly taking place. The classroom simultaneously becomes a writing workshop, media and technology center, a research lab, and an art studio. All materials -- including the notes and photographs taken at the museum, as well as reports, charts, drafts, and sketches -- should be kept in labeled, individual and group folders as parts of the research portfolios.

The students take turns using the computer and work on different projects and assignments when they are away from the computer. Depending on the students' individual needs, learning styles, and technological competency, the teacher may vary activities of the program and divide class into larger groups.

The implementation of the program includes working in pairs and in groups, peer and self-editing and evaluation, teacher-student conferences, and group and individual presentations. The students give each other feedback on presentations and projects and learn to be friendly but critical.



Since Kipling's unique illustrations, captions, and vignettes are essential elements of his stories, art becomes an integral component of the program. The students create illustrations for their stories and poems using black ink and bamboo pens.

The culminating activity is making books. Each pair of students pastes the printed stories, poems, and illustrations on construction paper. The teacher laminates and does the binding of each book.

ELEMENTS OF THE UNIT

- ?? Implementing New York State Standards
- ?? Integration of Language Arts, Social Studies, Art, Native Language, Technology, and Science
- ?? Thematic Approach
- ?? Incorporating Multiple Intelligence Theory
- ?? Balanced Literacy Approach
- ?? Teacher-Modeled Creativity
- ?? Cooperative Learning Groups (Group/Individual)
- ?? Peer-Mediated Learning/Peer Interaction and Evaluation
- ?? Self-Reflection and Evaluation (Teacher and Students)
- ?? Teacher-Student Conferences
- ?? Student-Centered Curriculum and Environment
- ?? Holistic Design and Approach
- ?? Implementing Visual/Performing Arts
- ?? Employing Technology



ADDRESSING NYS STANDARDS

The program addresses the following New York State English Language Arts Performance Standards:

?? READING: E1a, E1b, E1c, and E1d

?? WRITING: E2a, E2b, E2c, and E2d

?? SPEAKING, LISTENING, and VIEWING: E3a, E3b, and E3c

?? CONVENTIONS, GRAMMAR, and USAGE of the ENGLISH LANGUAGE:
E4a, E4b

?? LITERATURE: E5a, E5b

It also addresses the core curriculum for science, social studies, and art standards. The program develops technical literacy and global awareness.

STUDENTS:

This program was initiated in grade 5 of a dual-language gifted class, but students of all grade levels with various technology backgrounds and learning styles can participate. Cooperative groups, individuals, or the whole class can work on interdisciplinary unit throughout the school year. The student-centered program taps into the Multiple Intelligence philosophy and allows students to excel in a variety of activities.

WHAT YOU NEED:

The program requires making reservation for a class trip to the Museum of Natural History. In the museum, students will need worksheets for note taking, paper for drawing (the desirable size of drawing paper is 12x24 in order to make pages for a Big Book), and charcoal pencils. A camera and a video camera would be a plus for documenting the steps of the creative learning process. A class set of *Just So Stories* is needed for the program. In order to produce their work, students need excess to research software, computers, and a printer. This project can be done in cooperation with school computer lab.

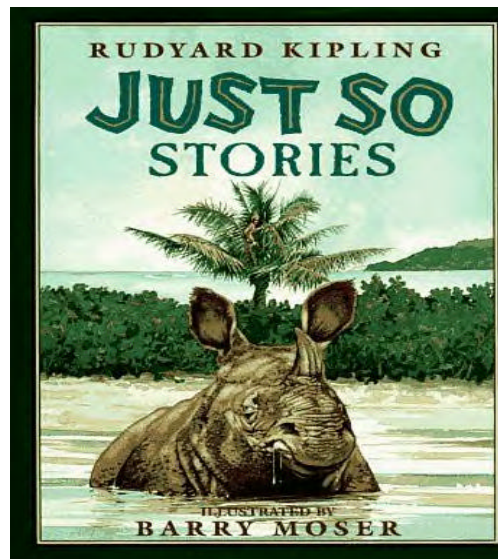


**Just So
Stories**
Karina Maceczek

OVERALL VALUE:

The program **Just So Stories** offers a great opportunity to teach students to create original fictional stories and poems about the animals in the genre of 'nonsense tales', illustrate them, and publish them. The students make their own books. They learn to appreciate classic literature and study the works of a prominent English writer, Rudyard Kipling, who was awarded the Noble Prize for Literature in 1907. The students conduct and present their research on Kipling's biography and on the animals of North America.

The close links between the subject areas make the learning process meaningful. The program exposes the students to innovative strategies and methods of teaching and learning. The parts of the program are easily adapted for book-making contests, social studies, art, and science projects.





Program Activities

IN THE MUSEUM

ACTIVITY#1: *Selecting, Observing, and Note Taking*

The groups of students (depending on class size) are assigned to the selected dioramas. The program features the animals of North America, but animals of any other continent may be chosen for this project depending on the specific educational tasks and interests of the students. The suggested animals for studying and portraying in the stories are the wolf, bear, buffalo, cheetah, grand caribou, and big horn sheep. The exhibition halls of the museum offer an enormous variety of the world's fauna. The floor map of each hall gives a sense of location and ideas.

The role assignments in each group include recorders, artists, and photographers:

- ? ? The RECORDER observes and describes the scenes of the diorama. The information from the panels should be included in the notes that later become part of the Research Portfolio.
- ? ? The ARTIST draws a sketch of the diorama using charcoal pencils.
- ? ? The PHOTOGRAPHER takes pictures of the dioramas for reference.

ACTIVITY #2: *Studying, observing, and taking notes from the panels of the diorama.*

Academic objectives:

- ? ? motivate a student for the follow-up activities of the thematic unit
- ? ? teach to observe the diorama with care
- ? ? relay observation and viewing skills as a source of obtaining knowledge
- ? ? teach note-taking skills
- ? ? prepare materials and collect information for report writing
- ? ? create a Research Portfolio

Strategy: Group work

Procedure: Students observe the diorama carefully. Instruct them to look closely at the display and take short notes of their observations. They have



to read and include information from the panels next to diorama in their notes. Students complete worksheet " Selecting. Observing. Note taking. "

ACTIVITY #3: *Drawing*

Academic objectives:

- ?? prepare materials and collect information on a selected animal
- ?? appreciate the artistic recreation of the diorama
- ?? study the details of the featured animal and its environment
- ?? create drawings and paintings of the diorama using various art material

Materials: drawing paper (12x24), charcoal pencils, pastels

Procedure: The children draw two sketches of the diorama using charcoal pencils first and then pastels.

ACTIVITY #3: *Photographing/Video taping*

Academic objectives:

- ?? use media in order to collect information
- ?? learn to focus on important details of the diorama
- create portfolio for further study

Materials: photo and/or video camera

Procedures: A group of assigned students (photographers) take pictures of the diorama for reference material.

IN THE CLASSROOM

ACTIVITY#1: *Report Writing: Animals of North America*

Academic objectives:

- ?? Produce a clear report
- ?? Conduct research
- ?? Write a report using note-taking skills
- ?? Use previously obtained information and knowledge
- ?? Make interdisciplinary connections: English Language Arts, Science, Social Studies, Technology, and Art



- ?? Involve students' multiple intelligence
- ?? Follow steps of the writing process (first draft, editing, final product)
- ?? Use technology
- ?? Sharing/editing/peer and self-evaluation

Strategy: Individual project or in pairs

Procedure: The target of this assignment is to study animals and to collect more information using technology. The students use classroom computers and work with software or the Internet. It's important to teach students how to take notes when they get information and to indicate sources. They must use their own words, include their personal experiences, and express their own feelings when writing a report on a selected animal.

Distribute the worksheet "Report Writing."

Report Writing

1. Choose a topic (select an animal)
2. Gather information and indicate sources
3. Collect pictures and illustrations
4. Take notes. Indicate sources
(Hint: Use your own words when taking notes on what you read)
5. Include personal observations and knowledge
6. Express your feelings and emotions. Include your opinions
7. Organize information in a folder
8. Write an outline (PLAN)
 - ?? Introduction
 - ?? Describe an animal
 - ?? Describe an environment
 - ?? Conclusion
9. Write a first draft
10. Revise and proofread
11. Share
12. Write a final draft
13. Publish

?? Software: Grolier's Encyclopedia, San Diego Zoo, Animals in Their World

?? Web-sites: Encarta.com, Britannica.com, Yahoo.com



ACTIVITY #2- Report Publishing

The children have to word process their reports and use Clip Art to insert pictures. The children learn to proofread and edit their work using Spelling and Grammar on the computer. The teacher's task is to guide the students and give them individual help when needed.

ACTIVITY#3: Author Study-Rudyard Kipling

Academic objectives:

- ?? Research and study biography of one of the finest writers of short fiction
- ?? Produce an interesting report about the author
- ?? Focus on his masterful, widely read stories for children:
 - *Just So Stories for Little Children (1902)
 - *Jungle Books (1894-95)
 - *Puck of Pook's Hill (1906)
 - *Rewards and Fairies (1910)
- ?? Present selected media adaptations

Strategy: individually, in small groups, or in pairs

Procedure: students conduct research, produce, and present report on Kipling's biography.

Resources:

Films

- ?? *The Jungle Books*, Alexander Korda Films, 1942
- ?? *The Jungle Books*, Walt Disney Productions, 1967
- ?? *How the Whale Got His Throat*, Learning Corp. of America, 1970
- ?? *Rikki-Tikki-Tavi, The White Seal, Mowgli's Brothers* (animated films, Chuck Jones Enterprises, 1976)

Recordings

- ?? *Just So Stories*, read by Boris Karloff and Anthony Quayle, Caedmon Records, 1972

Web-sites

- ?? <http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761575335>
- ?? <http://www.geocities.com/Athens/Aegean/1457>



JUST SO STORIES

ACTIVITY#1: *Reading Just So Stories*

Academic objectives:

- ?? Appreciate classic literature
- ?? Discuss and analyze selected stories
- ?? Develop reading skills
- ?? Study Kipling's style and creativity
- ?? Understand author's purpose

Strategy: Whole class

Procedure: Rudyard Kipling wrote a number of books for children. *Just So Stories* is one of the most famous. The stories explain in a very unusual and entertaining way how the world was created, and teach children to understand the relationships of humans and animals

Read the suggested titles of the 'nonsense' tales:

- ?? **How the Whale Got His Throat**
- ?? **How the Camel Got His Hump**
- ?? **How the Rhinoceros Got His Skin**
- ?? **How the Leopard Got His Spots**
- ?? **The Elephant Child**
- ?? **The Cat that Walked by Himself**

Note: reading Kipling's stories may be a component of Thematic Approach, Balanced Literacy, Author Study, Junior Great Books Program.

ACTIVITY #2- *Analyzing Just So Stories*

Academic objectives:

- ?? Appreciate classic literature
- ?? Discuss and analyze selected stories
- ?? Develop reading skills
- ?? Study Kipling's style and creativity
- ?? Understand the author's purpose
- ?? Produce response to literature

Strategies: Cooperative learning, including:



- ?? Role interdependence
- ?? Peer and self-evaluation
- ?? Heterogeneous grouping

Procedure:

In groups, children discuss and identify important elements of Kipling's prose. One person (recorder) writes them onto butcher paper. A student from each group (reporter) presents information to the class. The teacher presents the worksheet "The Elements of Kipling's Prose." The students compare the results and make necessary additions to their work.

Distribute the worksheet The Elements of Kipling's Prose."

The Elements Of Kipling's Prose

- ?? Address the reader as " O My Best Beloved"
- ?? Animals have human features (appearance, habits, and behavior)
- ?? Contains fantasy, enchantment, mystery, humor
- ?? Takes place in strange places ("The great gray-green Limpopo River, all set with fever trees", "uninhibited island on the shores of the Red Sea")
- ?? Compare and contrast people
- ?? Contain author's drawings (black and white)
- ?? Have vignettes at the beginning of each story
- ?? Drawings have captions
- ?? Have correspondence between the style of writing and illustrations
- ?? Demonstrate special rhythm and taste for words, contractions, alliterations ("the really truly twirly-whirly eel", " a man of infinite resource and sagacity", " 'vantage", "schloopy-slosy")
- ?? Have mythical or magical characters(Mummy, Djinn, Pharaoh)
- ?? Playfully and skillfully teach important lessons

ACTIVITY #2: *Comparing Just So Stories*

Academic objectives:

- ?? Discuss and analyze selected stories
- ?? Develop reading skills
- ?? Study Kipling's style and creativity
- ?? Understand author's purpose



Strategies: Individual learning, in pairs, or cooperative learning, including:

- ? ? Role interdependence
- ? ? Peer and self-evaluation
- ? ? Heterogeneous grouping

Procedure:

1. Compare and contrast:

- ? ? Read and discuss "The Elephant's Child" and "How The Leopard Got His Spots"
- ? ? Complete the Graphic Organizer
- ? ? Complete Venn Diagram

2. Answer the questions:

- 1) Where and when does the story take place? (Setting) Please support with the evidence from the text.
- 2) List the characters in each story. Describe their appearance. What are their special features? Do you meet the same characters in other stories? Do they look or act the same? Or are they totally identical? Be specific and give examples from the text.
- 3) Who is the main character in each story? Describe.
- 4) What problem(s) does the main character face and how does he overcome it? (Problem and solution)
- 5) What is the genre of the story?
- 6) Reread the story and think about the author's writing technique and style? Analyze the author's language, selection of words, the special effects, and the original use of contraction. (For example: running together words: courteous + curiosity = CURTIOSITY).
- 7) In what ways are the stories similar to each other? In what ways are they different?
- 8) Who does Kipling call "Best Beloved"? Why?
- 9) What's your opinion about these stories? What are your feelings?
- 10) Now, my Best Beloved, write your response to these stories in essay form.



* Your writing piece has to have the beginning (introduction), middle, and ending (conclusion). Please include a first draft and a final copy.

WRITING STORIES IN KIPLING'S STYLE

ACTIVITY#1: *Creative Writing*

Academic Objectives:

- ? ? Analyze Kipling's style and creativity
- ? ? Understand author's purpose
- ? ? Develop writing skills
- ? ? Write a story in Kipling's style
- ? ? Edit work for content, grammar, and spelling
- ? ? Type and 'publish '

Strategy: In pairs

Procedure:

1. Select an animal to be featured in your story.
2. Study this animal by looking at the pictures, drawings. Read the report.
3. Think about some special or unusual characteristic of this animal (appearance, habits, and behavior).
4. How does it remind you of a certain kind of people? Compare and contrast the selected animal with people, or a certain KIND of people.
5. Complete Venn diagram.
6. Think of an interesting, original, and enchanting plot for your story.
7. Refer to the worksheet "Important Elements of Kipling's Style."
8. Keeping in mind some of the elements of the Kipling's style and technique, create your own story. Don't be afraid to experiment and explore your own style.
9. Revise, proofread, and share the story with other students.
10. Discuss future illustrations.
11. Publish.
12. Look for a good PUBLISHING COMPANY to send your story to-YOU NEVER KNOW!



STUDYING KIPLING'S POETRY

Exploration of Kipling's style of writing would be incomplete without studying his unique poems that are inserted or attached to each of the story.

ACTIVITY #1: *Reading the poems from Just So Stories*

Academic objectives:

- ?? Appreciate and enjoy the genre of poetry
- ?? Discuss and analyze selected poems

ACTIVITY#2: *Identifying Important Elements of Kipling's poems*

Academic Objectives:

- ?? Identify elements of Kipling's poetry style
- ?? Study Kipling's style and creativity
- ?? Understand the author's purpose
- ?? Produce Response to Literature

Strategies: Cooperative learning, including:

- ?? Role interdependence
- ?? Peer and self-evaluation
- ?? Heterogeneous grouping

Procedure:

In groups, children discuss and identify important elements of Kipling's poems. One person (recorder) writes them onto the butcher paper. A student from each group (reporter) presents information to the class. The teacher presents the worksheet "The Elements of Kipling's Poetry." The students compare the results and make necessary additions to their work.

1. Read the poems by Rudyard Kipling from *Just So Stories*
2. Discuss and analyze them
3. Identify important elements of Kipling's poetry and write them onto the provided chart
4. Share the results with the class



5. Compare your results with the information on the worksheet

STUDYING THE POETRY OF RUDYARD KIPLING
(Worksheet)

- ?? Rhyme
- ?? Refrain
- ?? Internal Rhyme
- ?? Rhythm
- ?? Selection of Words
- ?? Contractions
- ?? Alliterations
- ?? Drawings
- ?? Captions
- ?? Playful Moral

ACTIVITY#3: *Writing Poetry in Kipling's Style*

Academic objectives:

- ?? I identify the elements of Kipling's poetry style
- ?? Study Kipling's style and creativity
- ?? Understand the author's purpose
- ?? Create poems for the story

Strategy: Students work in pairs

Procedure:

1. Study the drawings and photographs of animal featured in your story.
2. Discuss the interesting characteristics of this animal with your partner.
3. Brainstorm the similarities and differences between your animal and a certain KIND of people. Complete Venn diagram.
4. Reread your story and think about the poem that can be inserted in the story.
5. Using Venn diagram, create your own poem in Kipling's style. Don't forget to glance at the drawings from the museum for an inspiration!
6. Revise and proofread the poem.
7. Prepare to share and present your poem to the class.
8. Complete an evaluation sheet.



Lesson Plans

CREATIVE WRITING IN KIPLING'S STYLE

Interrelated Subject Areas: English Language Arts, Technology, Art, Social Studies, Science,

Academic Objectives: E.L.A

- ?? Analyzing poetry
- ?? Writing poetry
- ?? Editing work for spelling and grammar

Thinking Skills:

- ?? Practicing comparing and contrasting
- ?? Analyzing
- ?? Evaluation
- ?? Critical thinking

Strategies:

- ?? Cooperative learning, involving:
 - Role interdependence
 - Peer and self-evaluation
 - Heterogeneous grouping
- ?? Multiple Intelligence

Procedures:

Initial Activities:

- ?? Conducting research on North American animal
- ?? Drawing and painting animals
- ?? Creating stories in Kipling's style
- ?? Drawing illustrations for the stories in Kipling's manner (black-and-white India ink)



LESSON 1: *Reading Kipling's Poetry*

A. Whole Class:

?? Introduction. Review of Kipling's prose. Worksheet "Elements of Kipling's Prose". Reading the poem by Rudyard Kipling from *Just So Stories* "How the Camel Got His Hump"(overhead projector)

B. Group Activity

1. The students discuss, analyze the poems in groups.
2. I identify the most important elements of Kipling's poems
3. The students complete the chart: Elements of Kipling's Poetry"
4. The representative from each group (Reporter) shares results with the whole class.
5. Peer evaluation.
6. The teacher distributes worksheet "Studying Poetry of Kipling". Discuss and compare results.

LESSON 2: *Compare and Contrast*

How are animals and a certain kind of people alike or different?

Group Activity

- A. Brainstorm the similarities and differences between your animal and a certain KIND of people.
- B. Complete Venn diagram.
- C. The representative from each group (Reporter) shares results with the class.
- D. Peer evaluation.

LESSON 3: *Writing Poetry in Kipling's Style*

Strategy: The whole class

Procedure:

Introduction

Teacher recaps yesterday's work: " Today we are going to continue exploring Kipling's style of writing, by writing our own poems in his style." REVIEW THE IMPORTANT ELEMENTS OF KIPLING'S POETRY. **Elicit the responses**



from the students. These poems, in the style of the author, will be added or inserted into the stories about animals that we wrote this week.”

Group activity:

1. Distribution of the assignment cards
2. Role cards
3. Explanation of the activity:
4. Reread the given story and think about the poem that can be inserted in the story.
5. Using Venn diagram, create your own poem in Kipling's style.
6. Revise, proofread, and make a final draft.
7. Discuss the illustrations (if possible, make sketches).
8. Reporter from each group presents the group poem.
9. The audience asks questions and comments the poems.
10. The students fill out the evaluation sheet.

ILLUSTRATING THE STORIES IN KIPLING'S STYLE:



Since Kipling's unique illustrations, captions, and vignettes are essential elements of his stories, art becomes an integral part of the program.

Art activity:

Students create illustrations for their stories and poems using black ink and bamboo pens, capturing the style of Kipling's drawings.

BOOK MAKING

The culminating activity is publishing a Big Book *Just So Stories*. The title of the book may vary to reflect the specific content of the children's book. Procedure: Each pair of students pastes the printed stories, poems, and illustrations on construction paper. The teacher will laminate and bind the children's drawings with the matching printed stories and poems into the book.



Kipling's illustration for
"How the Leopard Got His Spots"

Sample Worksheets



Report Writing

1. Choose a topic (select an animal)
2. Gather information and indicate sources
3. Collect pictures and illustrations
4. Take notes. Indicate sources
(Hint: Use your own words when taking notes on what you read)
5. Include personal observations and knowledge
6. Express your feelings and emotions. Include your opinion
7. Organize information in a folder
8. Write an outline
 - ? ? Introduction
 - ? ? Describe an animal
 - ? ? Describe an environment
 - ? ? How do people interact with this animal?
 - ? ? Conclusion
9. Write a first draft
10. Revise
11. Proofread
12. Write a final draft
13. Publish

THE ELEMENTS OF KIPLING'S PROSE

- ?? Address the reader as " O my Best Beloved"
- ?? Animals have human features (appearance, habits, and behavior)
- ?? Contain fantasy, enchantment, mystery, humor
- ?? Take place in strange places ("the great gray-green Limpopo River, all set with fever trees", "uninhibited island on the shores of the Red Sea")
- ?? Compare and contrast a certain kind of people
- ?? Contain author's drawings (black and white)
- ?? Have vignettes at the beginning of each story
- ?? Drawings have captions
- ?? Have correspondence between the style of writing and illustrations
- ?? Demonstrate special rhythm and taste for words, contractions, alliterations ("the really truly twirly-whirly eel", " a man of infinite -resource-and-sagacity", " 'vantage", "schloopy-sloshy")
- ?? Have mythical or magical characters(Mummy, Djinn, Pharaoh)
- ?? Playfully and skillfully teach important lessons

Compare and Contrast

? ? Read "The Elephants Child" and "How The Leopard Got His Spots" by Rudyard Kipling

? ? Answer the questions.

? ? Write your response to literature.

Questions:

- 11) Where and when does the story take place? (Setting) Please support with the evidence from the text.
- 12) List the characters in each story. Describe their appearance. What are their special features? Do you meet the same characters in other stories? Do they look the same, or act the same? Or maybe they are totally identical? Be specific and give examples from the text.
- 13) Who is the main character in each story? Describe.
- 14) What problem(s) does the main character face and how does he overcome it? (Problem and solution)
- 15) What is the genre of the story?
- 16) Reread the story and think about the author's writing technique and style? Analyze the author's language, selection of words, the special effects, original use of contraction (For example: running together three words: courteous + curiosity = CURTIOSITY).
- 17) In what ways are the stories similar to each other? In what ways are they different?
- 18) Who does Kipling call "Best Beloved"? Why?
- 19) What's your opinion about these stories? What are your feelings?
- 20) Now, my Best Beloved, write your response to these stories in essay form.



Sample worksheet

The Camel's Hump

The Camel's hump is an ugly lump
Which well you may see at the Zoo;
But uglier yet is the hump we get
From having too little to do.

Kiddies and grown-ups too-oo-oo,
If we haven't enough to do-oo-oo,
We get the hump—
Cameelious hump—
The hump that is black and blue!

We climb out of bed with a frouzly head,
And a snarly-yarly voice.
We shiver and scowl and we grunt and we growl
At our bath and our boots and our toys;

And there ought to be a corner for me
(And I know' there is one for you)
When we get the hump
Cameelious hump—
The hump that is black and blue!

The cure for this ill is not to sit still,
Or frowst with a book by the fire;
But to take a large hoe and a shovel also,
And dig till you gently perspire;

And then you will find that the sun and the wind.
And the Djinn of the Garden too,
Have lifted the hump—
The horrible hump—
The hum that is black and blue!

I get it as well as you-oo-oo—
If I haven't enough to do-oo-oo!
We all get hump-- Cameelious hump—
Kiddies and grown-ups too!

STUDYING Kipling's Poetry

1. Read the poems by Rudyard Kipling from *Just So Stories*
2. Discuss and analyze them in your group
3. Identify important elements of Kipling's poetry and write them onto the provided chart
4. Present your work to the class.
5. Compare your results with the information on the worksheet



Elements of Kipling's Poetry

?? RHYME

?? REFRAIN

?? INTERNAL RHYME

?? RHYTHM

?? SELECTION OF WORDS

?? CONTRACTIONS

?? ALLITERATIONS

?? DRAWINGS

?? CAPTIONS

?? PLAYFUL MORAL



WRITING POETRY IN KIPLING'S STYLE

- ?? Study the drawings and photographs of animal featured in your story.
- ?? Discuss the interesting characteristics of this animal with your partner.
- ?? Brainstorm the similarities and differences between your animal and a certain KIND of people. Complete Venn diagram.
- ?? Reread the story you wrote with your partner and think about the poem that can be inserted in the story or added to it.
- ?? Using Venn diagram, create your own poem in Kipling's style. Don't forget to glance at the drawings from the museum for an inspiration!
- ?? Revise and proofread the poem.
- ?? Prepare to share and present your poem to the class.
- ?? Complete an evaluation sheet.

Evaluation of Group Project

Project (Assignment) : _____

4- Excellent 3- Good 2- Fair 1- Insufficient

Criteria	Group 1	Group 2	Your Group
Is the story written in Kipling's style?			
Does the story compare and contrast animal and human?			
How creative and original is the story?			
Is the story well written? (spelling, grammar)			
Presentation of the story			
Illustrations			
Captions			

Comments:

Evaluation of Group Project

Project (Assignment) : _____

4- Excellent 3- Good 2- Fair 1- Insufficient

Criteria	Group 1	Group 2	Your Group
Is the poem written in Kipling's style?			
Does the poem compare and contrast animal and human?			
How creative and original is the poem?			
Is the poem well written? (spelling, grammar)			
Presentation of the poem			

Comments:

Group Evaluation

Group Name _____

Date _____

What we did today

What we did that helped us complete our work

Examples of things we said to each other for encouragement

One thing our group needs to do better next time

Signature (s)

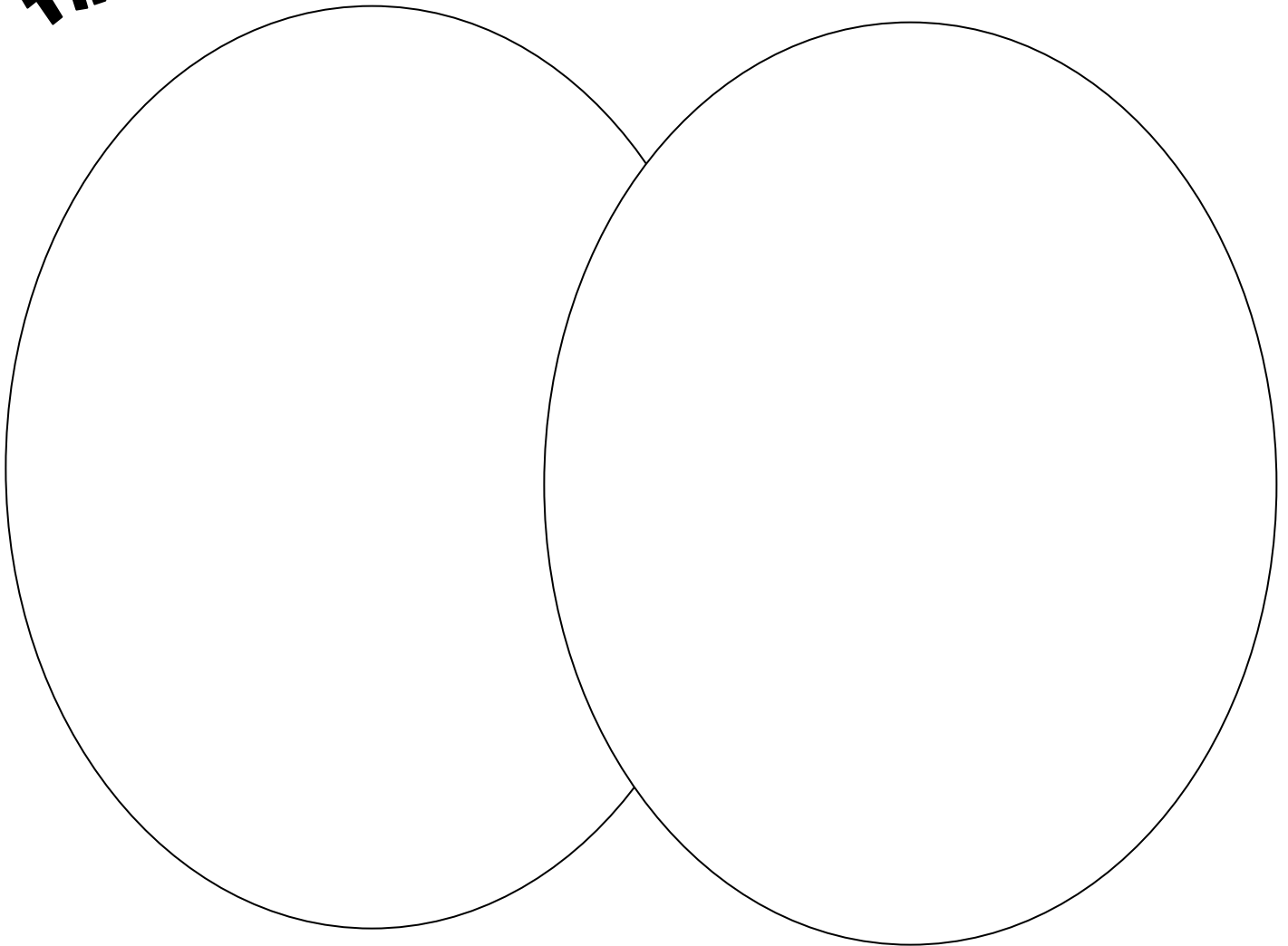
ROLE CARDS

Presenter	Time Keeper
Recorder	Manager
Illustrator	Performer

COMPARING AND CONTRASTING

Just So Stories by Rudyard Kipling

The Elephant's Child **How The Leopard Got His Spots**





RUDYARD KIPLING

(Born December 30, 1865, Died January 18, 1936)

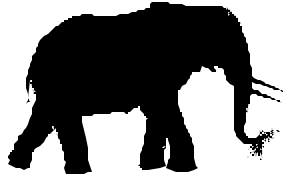
British writer whose major works include the short story "The Man Who Would Be King" (1889), a collection of children's stories, *The Jungle Book* (1894), and *Just So Stories* (1902). He won the 1907 Nobel Prize for literature.

**ILLUSTRATION AND CAPTION FOR THE STORY
"THE ELEPHANT'S CHILD" BY R. KIPLING**



THIS is the Elephant's Child having his nose pulled by the Crocodile. He is much surprised and astonished and hurt, and he is talking through his nose and saying. 'Led go! You are hurtig be!' He is pulling very hard, and so is the Crocodile: but the Bi-Coloured-Python-Rock-Snake is hurrying through the water to help the Elephant's Child. All that black stuff is the banks of the great grey-green greasy Limpopo River (but I am not allowed to paint these pictures), and the bottly-tree with the twisty roots and the eight leaves is one of the fever-trees that grow there.

Underneath the truly picture are shadows of African animals walking into an African ark. There are two lions, two ostriches, two oxen, two camels, two sheep, and two other things that look like rats, but I think they are rock-rabbits. They don't mean anything. I put them in because I thought they looked pretty. They would look very fine if I were allowed to paint them.



Student Work Samples



The Wolf's Legend
By Elina Borovskaya and Andrew Kutyshev

Once in the great gloomy forest when the world just became, lived a gray wolf. He was shy and could not stand up for himself. At times the animals laughed at him. The wolf was too afraid and didn't know what to do. But once, my Best Beloved, he did do something different and this is how it happened.

In a morning when the sun was out, the Wolf woke up and stretched. Like usually, he went to the lake and looked at his reflection. Then he said, "I am tired of looking at this sad miserable myself. Today I am going to teach them a lesson." He thought deeply for a moment or two, and then got an idea. The wolf made a deep large hole in the ground, picked up three logs and placed them next to each other, and covered everything with some dry leaves. "I will trap them and make them fall in the hole. The fox, bear and deer will be sorry for making fun of me."

The Wolf seemed to be very pleased with himself. "Why couldn't I think of it before?" said the Wolf. He hid behind the tree and waited. Soon he heard loud noise. His plan was carried out. The Wolf laughed in their faces because the animals looked soooooo silly. Then the kind-hearted wolf helped the animals to get out from the trap. After that no animals bothered the Wolf again. That is how, my Best Beloved, the wolves learned to stand up for themselves. That, my Reader, is the Wolf's legend.

The Wolf's Poem

In a forest, cold and sad
Lives a Grey Wolf
Who is not at all glad.
He wails at night and howls all day.
In a forest
 Cold and
 Sad.
The Wolf is lonely and by himself.
All animals just laugh at him.
They laugh and think that it's fun
Because they have nothing else to dooooo.

How the Cheetah got his Speed

By Yuriy Minchuk and Igor Golinkin

Long time ago when the world was very young, in the dry, dangerous desert, my Lovely Reader, there lived a Cheetah who was very slow. His fur was yellow with dark black spots. Besides being slow, the Cheetah was quite chubby, clumsy, and not too intelligent. Neither were the other animals.

At that time there lived a big, fat, and unfriendly Bear. He just walked around the New World and enjoyed telling lies to other animals.

One sunny day, the Bear saw the Cheetah drinking water from a river. The Bear decided to trick him.

“Hey, Cheetah did you know that your shadow is a monster trying to tear you apart?”

“No,” said the Cheetah.

“If I were you I would RUN!” the bear said in a suspiciously calm voice. The Cheetah ran for his life. He ran and he ran and ran until the sunset. Finally he noticed that his shadow was gone.

“At last the monster has stopped chasing me,” said the Cheetah in relief, and he went to sleep.

The next day, my Lovely Reader, he woke up and saw the monster again.

“Oh, no not again, said the Cheetah and he went to his running routine.

Day after day Cheetah ran from his shadow only setting sleep during the night. Because of this entire race, the Cheetah couldn't walk slowly the way it did before. To his amazement Cheetah saw that he was losing weight and getting a muscular body from his every day exercise. Soon the Cheetah grew well known among the animals. Cheetah became the fastest animal in the New World. Now all the animals especially the bear were jealous of the Cheetah's speed and muscular body.

.....

We can all be gullible,
When a lie is told.
We can race our shadow
In the warmth or cold.

We can all be cheetee
Each and everyone
So whenever you hear a lie,
Just RUN!

North American Animals- Wolves

We went to the Museum of Natural History two times. Igor and I were working on the wolf diorama. We drew pictures of the diorama in charcoal first and then in colored pastels. We did worksheets in the museum. On a second visit we drew pictures. Here are some important facts I learned on our first trip:

- ✍✍ Wolves height 26-32 inches
- ✍✍ Weight- 50-120 pounds (25 to 54 kg)
- ✍✍ Length: 5to6 feet tall
- ✍✍ Wolf territory ranges from 50 to150 square miles
- ✍✍ Diet: moose, elk, plus other small animals

The bus ride took almost an hour. But when we got to the museum it was awesome. Mrs. Maceczek asked Igor and me to work on the diorama of the North American Grey Wolves. In the diorama two wolves are running at night with the northern lights shining in the darkness.

Wolves were around us for centuries. They are also known as Canis Lupus. They are mammals just like us. Wolves are amazing animals because of the way they keep order. For example, when they hunt, the leader goes first, and the rest follows behind in a single file. Wolves use their powerful legs to jump across rivers and run long distances. Fifteen to thirty million years ago, meat-eating mammals known as creodonts hunted prehistoric prey animals. Creodonts evolved, or gradually developed into two groups: catlike animals that sneaked up on their prey and dog-like animals that chased their prey. Wolves, coyotes, jackals and foxes evolved from the dog-like animals. Domesticated dogs evolved from the wolf.

Wolves are well equipped for life as predators. Their legs and big feet make it possible for them to chase for 20 miles(32)km or more. A wolf chasing its prey runs at 25 to 40 miles per hour (40- 60 km/h). That's as fast as a car travels on a city street.

Wolves usually start their attack by stalking their prey. They sneak as close as possible without being noticed. Suddenly they rush toward it. The sudden rush is meant to frighten the prey, making it run away.

If the animal runs, the chase begins. The leader, followed by the rest of the pack, starts the chase. Working as a team, some wolves may hold back or circle to wait in ambush. Large animals- moose, elk, caribou, bighorn sheep, bison- may not run from the enemy and face the pack of wolves. Wolves would rather not attack large, healthy animals that face them because they could be injured by hooves or horns.

Large animals sometimes can outrun the wolves. But if the animal gets tired from running or defending itself, the whole pack moves in for the kill. Wolves attack large prey animals by biting high at the rump, flank, neck, or shoulders. These areas are the safest because they are farthest from the front and hide hooves. Wolves also bite the animal's nose. An animal with a wolf hanging onto its nose will try to get the wolf off

and will forget to protect the rest of its body. The other wolves can attack with less risk of getting hurt.

Hundreds of years ago, wolves and humans lived with each other with mutual respect. Native Americans admired the wolf for its loyalty to the pack, its skill at staying hidden, its ability to track, and its use of teamwork to catch prey. As hunters, they imitated of the wolf's skills.

Shoshone Indians and the people in other Western tribes hid like wolves in deep grass and waved wolf tails over heads to attract curious antelope. Plains Indians such as the Pawnee and Sioux, covered themselves with wolf's skin and were able to creep close bison and other large animals.

Wolves will never again roam freely over all of North America. Large cities, roads, and farms limit the space available for wolves. But wolves are adaptable given the chance to survive. The wolf's future depends on maintaining wilderness areas.

I think we can help the wolves by trying to leave their wilderness area alone. The wolves will rise again.

**Report is written by Eugene Shteynvarts
P.S.200**