

# JANE'S WAY



## THE STORYTELLER

**At 87, Jane Goodall is the world's most famous primatologist. Her stories are inspiring a new generation of climate activists.**

**LEXILE:** 1050L (860L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** People, Places, and Environments

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.3, RI.6-8.4, RI.6-8.8, W.6-8.2

## ENGAGE THE READER

Tell students they will read about a person who has spent 35 years as an advocate for the environment. Explain how Goodall's strategy for convincing people to care about the environment is to "reach the heart." Then discuss as a class: What do you think she means by "reach the heart"? Are you optimistic about the future of the environment? Why or why not? What do you think would be an effective way to convince people to work harder to protect the environment?

## QUESTIONS FOR CLOSE READING AND DISCUSSION

- How do you think Goodall's experience as a primatologist shaped her views on the environment?
- Why might people find Goodall's life story inspirational? Do you think Goodall is an effective advocate? Explain.
- When it comes to the United Nations climate conference, Goodall says, "I won't say I'm optimistic, but I have all my fingers crossed." Why isn't she optimistic? What does this tell us about the challenge of fighting climate change? Do you find hope in Goodall's words? Explain.

## EXTEND LEARNING

Challenge kids to start their own journey into environmental activism. Goodall's youth-activism program, Roots & Shoots, offers steps to get started: 1) Get Engaged. In small groups, have students find stories about people who are working to protect the environment on a global scale or at your local community level. Write down what students learned from these stories. 2) Observe. Have students identify an environmental issue they care about most. They might take photos of the environment, interview residents and community leaders, or identify problems and the resources needed to address them. Students should assemble their observations on a map of the community, which will help them narrow their project's focus. 3) Take Action. Have students create an action plan, starting with a list of people who can help them achieve their goals. You may wish to visit the Roots & Shoots website ([rootsandshoots.org](https://www.rootsandshoots.org)) for more information.

## COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.  
For the Google Forms quiz, click [here](#).

- 1. D** (RI.2) **2. B** (RI.5) **3. B** (RI.1) **4. B** (RI.7) **5. A** (RI.6)  
**6. D** (RI.4) **7. Answers will vary.** (W.8)



## FIGHTING FOR CHANGE

World leaders gather for the United Nations Conference of the Parties in Glasgow, Scotland, to address climate change.

**LEXILE:** 1020L (870L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Power, Governance, and Authority

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.7, RI.6-8.8

### BEFORE READING

Have students read the article's title (or headline), "Fighting for Change," and examine the photo and caption. Discuss the following as a class: What do you see in the photo? Why are these kids protesting? What do you think is meant by the sign held by the child on the left? Why do you think the editors chose to include a photo of protestors who are kids? Then, as students read the article, have them note 1) the people who are involved in the story, 2) those people's goals, and 3) how each of these viewpoints helps us understand what's at stake in the effort to tackle climate change.

### DISCUSSION QUESTIONS

- What is the goal of the United Nations Conference of the Parties?
- What agreements have been made at the conference? How would these measures help to reduce the effects of climate change?
- Do you think the protestors in Glasgow are right to press world leaders for more-serious agreements? Explain.



## ON THIS LAND

A growing movement seeks to honor American Indians and their connection to the land.

**LEXILE:** 1060L (850L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Time, Continuity, and Change

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

### BEFORE READING

Ask the class: Why do we study the past? What do you know about your community's history? Who lived in this place before it was settled? Why might this be important to know? Where might you find out more about the history of this place?

### DISCUSSION QUESTIONS

- Tulalip tribal member Chelsea Craig says land acknowledgments are meant to make "the invisible visible." What does that mean? What does the statement tell us about the importance of knowing a place's history?
- Why do you think land acknowledgment has become more common?

### CLOSING ACTIVITY

Have students research the history of the area around their school. A town website, a local historical society, or a site devoted to Native American culture will have this information. As students do their research, have them write down who lived in the area before it was settled, and when; the customs of these people; and the events that led to the community's settlement. Invite students to share their discoveries and their ideas for how they might publicly acknowledge that history.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use this week's cover story, "The Storyteller," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, you may use the back of this page.

<p><b>1.</b> Which sentence best states the article's central idea?</p> <p><b>A.</b> Before the pandemic, Goodall was traveling for 300 days a year.</p> <p><b>B.</b> Her stubbornness helped her become the world's best-known primatologist.</p> <p><b>C.</b> In 1986, she attended a meeting about habitat loss that changed her thoughts about nature.</p> <p><b>D.</b> Her stories are inspiring a new generation of climate activists.</p>	<p><b>4.</b> Which words best describe Goodall as she appears in the article's photograph?</p> <p><b>A.</b> stubborn and annoyed</p> <p><b>B.</b> curious and empathetic</p> <p><b>C.</b> gloomy and introverted</p> <p><b>D.</b> disappointed and pessimistic</p>
<p><b>2.</b> The article opens with a story about Goodall's childhood. The main purpose of that story is to help the reader understand</p> <p><b>A.</b> why Goodall became a primatologist.</p> <p><b>B.</b> why Goodall has been so steadfast in her environmental work.</p> <p><b>C.</b> how World War II gave rise to a generation of environmental activists.</p> <p><b>D.</b> how childhood can shape the rest of a person's life.</p>	<p><b>5.</b> The author included activist Kumi Naidoo to</p> <p><b>A.</b> represent a voice that is critical of Goodall's methods.</p> <p><b>B.</b> represent the view of someone who was inspired to become an activist by Goodall's work.</p> <p><b>C.</b> show how scientific advances have made Goodall's research obsolete.</p> <p><b>D.</b> incorporate humor into the article.</p>
<p><b>3.</b> Goodall started doing more lecturing and giving more interviews because</p> <p><b>A.</b> university professors were critical of her research methods.</p> <p><b>B.</b> she believes telling her story is the best way to raise environmental awareness.</p> <p><b>C.</b> field work became impossible during the pandemic.</p> <p><b>D.</b> her program Roots &amp; Shoots requires her to do most of her advocacy online.</p>	<p><b>6.</b> While Goodall is not "optimistic" about the U.N. climate conference, she says, "The positive thing is that there's so much more awareness." She means</p> <p><b>A.</b> climate change is not a serious problem.</p> <p><b>B.</b> young people need more-aggressive strategies for motivating world leaders to act.</p> <p><b>C.</b> she is not hopeful about the planet's future.</p> <p><b>D.</b> she is heartened to know that climate change is being taken seriously.</p>

**7.** Do you agree with Goodall's idea that "everyone can do their bit"? Why or why not?

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