



# EDUCATOR'S GUIDE

Ages 12 & Up  
Grades 7 & Up

NATIONAL  
GEOGRAPHIC  
KiDS

# UNDAUNTED

The Wild Life of Biruté Mary Galdikas  
and Her Fearless Quest to  
Save Orangutans

ANITA SILVEY  
Foreword by Biruté Mary Galdikas

Map showing locations in Southeast Asia: Borneo, Sumatra, Java, Sulawesi, and Bali.

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## ACTIVITY 1: PERSEVERANCE

"Long before Biruté Mary Galdikas first met the wild orangutans of Borneo, she always believed she'd been destined to be with them" (p. 11). Galdikas faced many obstacles along her quest to research and live among orangutans, but she persisted.

**Objective:** Read for understanding and participate in discussions grounded in textual evidence.

Read Chapters 2 and 3. Take notes on the following prompts. What challenges did Galdikas face when researching orangutans? Who helped her overcome these challenges? How and why did she persevere? Divide students into small groups or partners. Have them discuss their responses with their classmates. Ground responses in textual evidence.

**CCSS.ELA-LITERACY.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-LITERACY.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 3 topics and texts**, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 4 topics and texts**, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5 topics and texts**, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



**CCSS.ELA-LITERACY.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 6 topics, texts, and issues**, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 7 topics, texts, and issues**, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



## ACTIVITY 2: ALL ABOUT ORANGUTANS: “THE ANIMAL WITH THE HUMAN FACE” (p. 49)

**Objective:** Read with purpose and demonstrate understanding.

**Read Chapter 4.** Make sure to study the photos, read the captions, pay attention to the callout quotes, and notice all the subheadings. Take notes on the main characteristics of orangutans using the below sheet. Include the page numbers where you found the information. Write a short essay that details where orangutans live, what their habitat is like, how they spend their days, how they raise and teach their young, and what they physically look like. After writing a draft of your essay, exchange it with a writing partner. Read each other’s drafts and give constructive feedback. Revise accordingly.

**Differentiation:** Help scaffold students’ learning. To aid comprehension, students can discuss their findings in small groups before they write their essays. Break down the activity. Each person in a group can be responsible for researching the answer to one question and then can share out.

Main characteristics	Notes (include page numbers)
Where do orangutans live? What is their habitat like?	
How do orangutans spend their days?	
How do orangutans raise and teach their young?	
What are some physical characteristics of orangutans?	

**CCSS.ELA-LITERACY.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**CCSS.ELA-LITERACY.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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**CCSS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-LITERACY.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

**CCSS.ELA-LITERACY.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

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**CCSS.ELA-LITERACY.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

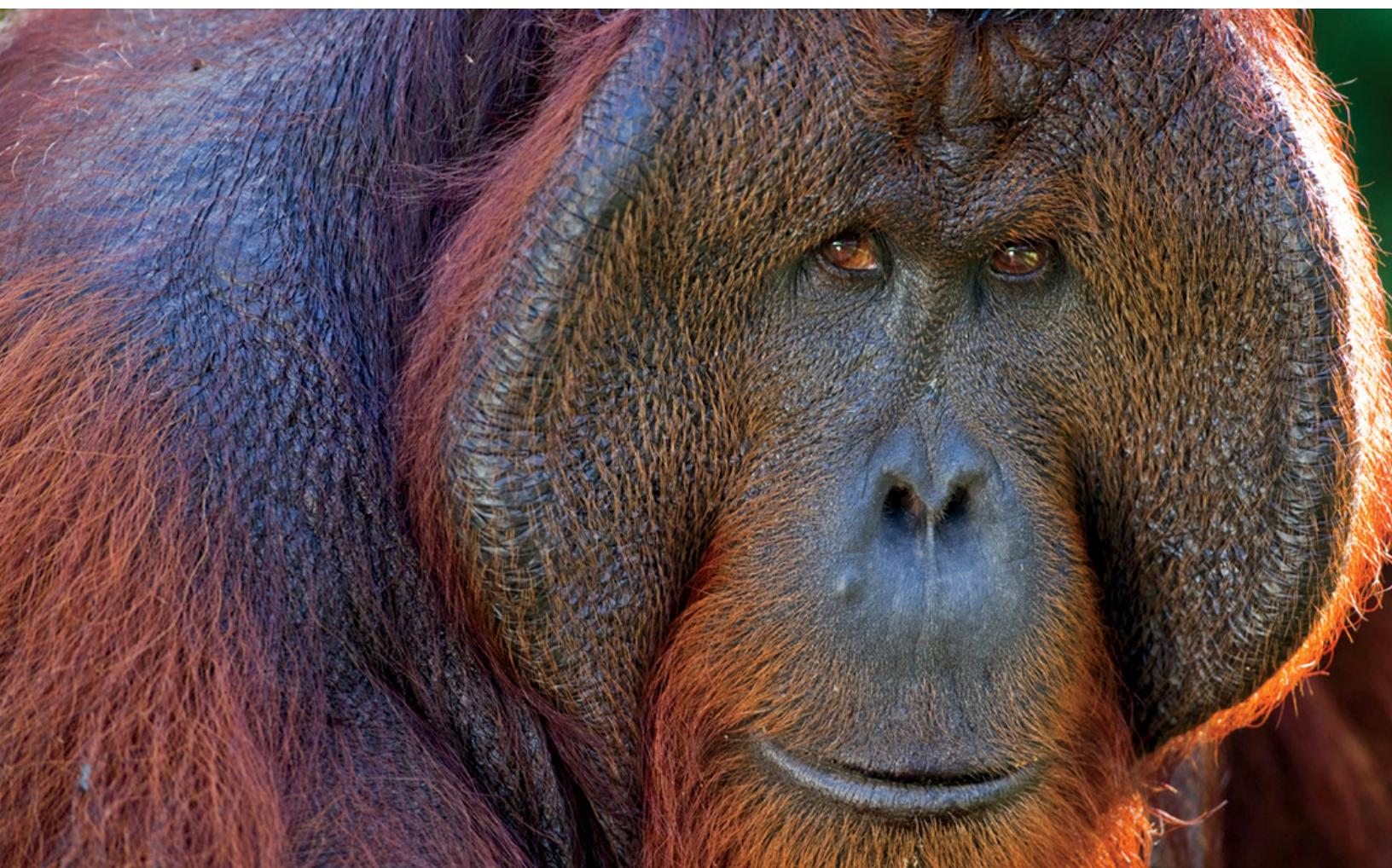
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**CCSS.ELA-LITERACY.W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

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**CCSS.ELA-LITERACY.W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)



## ACTIVITY 3: SAVE THE ORANGUTANS

**Objective:** Determine the central ideas of a text and write an opinion piece.

Read pages 64-65 and Chapter 5. Note the photos and captions. As you read, pay special attention to the current threats to orangutans' survival and the steps that will need to be taken to preserve their habitat. Think about what will be necessary to help orangutans remain safely in their natural habitats in Borneo and Sumatra. Write an opinion piece to convince others to help save the orangutans. Your writing should detail the numerous threats orangutans face, the reasons orangutans should be saved, and the ways in which people can help protect them. Think about all the steps Galikas has taken during her research. Make sure your piece includes factual examples from the text and presents clear reasons and evidence that would persuade a reader. Have a partner review it and provide feedback. Revise accordingly.

**CCSS.ELA-LITERACY.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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**CCSS.ELA-LITERACY.W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**CCSS.ELA-LITERACY.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

**CCSS.ELA-LITERACY.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

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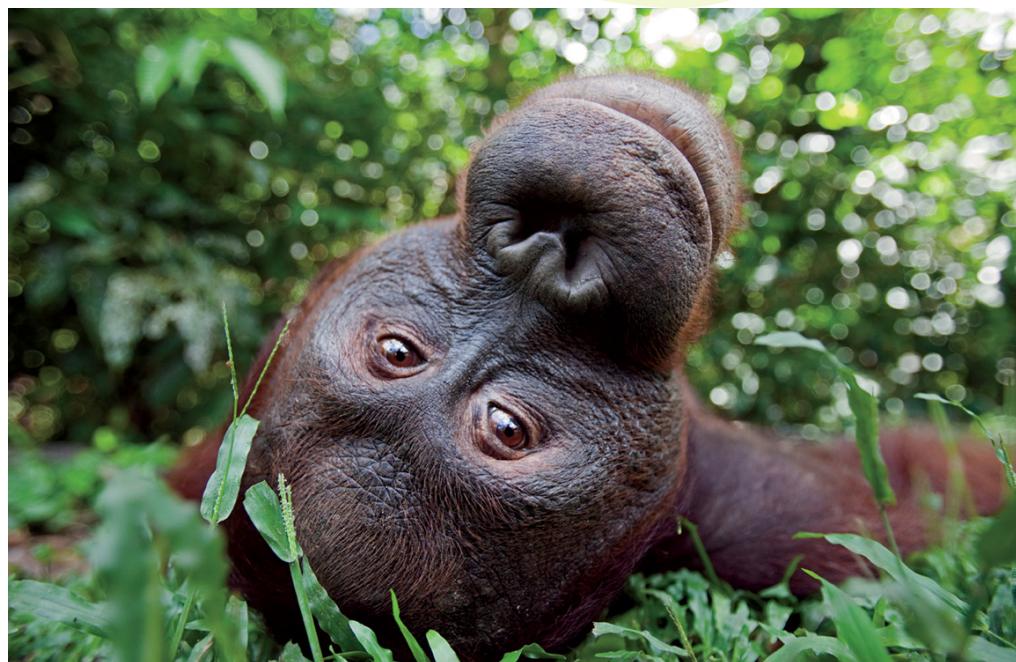
**CCSS.ELA-LITERACY.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

**CCSS.ELA-LITERACY.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

**CCSS.ELA-LITERACY.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

**CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)



**CCSS.ELA-LITERACY.W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

**CCSS.ELA-LITERACY.W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

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