



Title: Ivan: The Remarkable True Story of the Shopping Mall Gorilla

Author: Katherine Applegate

Vocabulary: Poachers

See video of this book read aloud here: [Ivan](#)

Item needed for center: Device to show YouTube video; globe

Volunteer readers should review the Author's Note at the end of the story for relevant background information beforehand.

★ 2nd Grade Common Core Reading Standard ★

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to discuss the title and what seems unusual about it. Ask them to predict why a gorilla might be at a shopping mall. Have students discuss their opinions about whether a shopping mall would be an appropriate habitat for a gorilla. Point out that the story is nonfiction, a true story about a real gorilla who once lived named Ivan.

II. INTEGRATIVE STRATEGIES

DURING READING SESSION

- Pp. 2-3: Using the **globe**, show students the Congo. Ask students what they see in the illustration that defines Ivan's original habitat (trees, vines, rocks, waterfall, flowers, insects, etc.). Ask students to imagine/predict what activities Ivan likely did each day. Referring to p. 2 and the previous page, ask students how Ivan's mother seems to feel about him?
- Pp. 4-5: Continue discussion as to what Ivan's daily life was in this habitat. On p. 4 it says "The more Ivan played, the more he learned". Ask students what kinds of things he might have learned.
- P. 6: Read the sentence and ask students how the feeling tone has changed. Have students predict what it could mean.
- P. 7: Read; discuss the meaning of **poachers**. Ask students why poachers might want to take Ivan.
- Pp. 8-9: Ask students to imagine how Ivan must have felt during the endless days in the crate. Where could he be going, and **why**?
- Pp. 10-11: Using the **globe** again, show students the location of Tacoma, WA and retrace Ivan's journey while in the crate. Ask students why a shopping mall owner would want Ivan. Discuss why the author chose the wording "...had ordered and paid for them, like a couple of pizzas, like a pair of shoes."
- Pp. 16-17: Read; ask students to share their ideas/opinions on Ivan's new life, and **why** they think so.

- Pp. 18-19: Read; ask students to discuss the significance of, “The more he ate, the more he grew. The more he grew, the less he could live a human life in a human house.”
- Pp. 20-21: Read; have students compare and contrast the 3 different living conditions that Ivan has now known.
- Pp. 24-25: Read; point out passage of time. Ask students why the people are angry. Discuss **petitions** and **protests**.
- Pp. 26-27: Read the first paragraph only on p. 26 and have students imagine their own lives if they had lived for 27 years without the company of other **humans**. Read the rest.
- P. 28: Read; ask students to predict what is happening.
- Pp. 30-31: Read; ask students to identify the feeling tone. Why are people cheering, laughing, and crying?
- P. 32: Read; ask students what the author means with the phrase, “...a gorilla’s life began again.” Reread p. 1 and have students compare the **beginnings**.

III. INTEGRATIVE STRATEGIES

POST READING

- Show students the photos on pp. 33-35. Review the different phases of Ivan’s life. Ask students to rank the order of the phases from the best to the worst for Ivan, and the reasons for their opinions.
- Ask students to discuss the morality of animals living in cages.
- Why is it important for us to know the story of Ivan? What is the lesson for us as humans?

IV. SMALL GROUPS

- Pp. 2-3: Using the **globe**, show students the Congo.
- Pp. 10-11: Using the **globe** again, show students the location of Tacoma, WA and retrace Ivan’s journey while in the crate.
- Show students video <https://www.youtube.com/watch?v=OYYL2LxotA8> (3:33)
- Ask students to discuss the morality of animals living in cages.
- Review the different phases of Ivan’s life. Ask students to rank the order of the phases from the best to the worst for Ivan, and the reasons for their opinions.