

The Jumbies

A delightful adaptation of Tracey Baptiste's novel

About the Story

Lexile: 730L (captions)

For qualitative complexity factors, go to the Story tab.

Learning Objective: to explain how characters in the play misjudge one another

Key Skills: key ideas and details, inference, figurative language, character, theme, author's craft

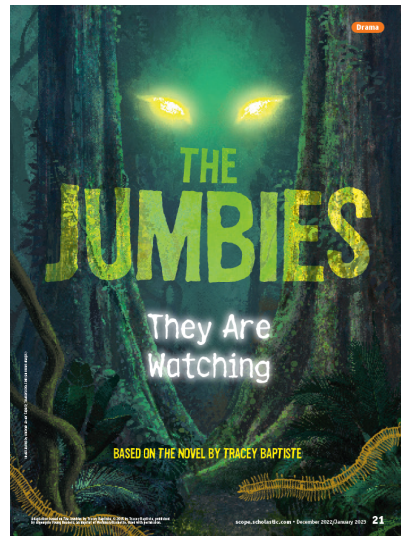
Essential Questions:

- How can different communities live together peacefully?
- What makes a good leader?
- How can we overcome conflict?
- What shapes our views of others?

Standards:

The play and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech
- Vocabulary

Video:

- Author Chat: Meet Tracey Baptiste

Connected reading from the Scope archives:

- *The Mighty Baba Yaga*

Skill Building Activities to print, project, or share digitally:

- Theme Anticipation Guide
- Writing Planner: Jumbies and Humans
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- Choice Board
- **Core Skills Workout:** Inference
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

1. Preparing to Read 15 minutes

Do Now: Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Forms version with each student (both available in your Resources tab). Have students decide whether they agree or disagree with each statement, then discuss. After reading the play, ask students to share whether any of their answers have changed and, if so, why. You could also have them complete the Theme Anticipation Guide as one of the characters.

Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *haggling*, *exact*, *loping*, *lush*, *pendant*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity independently beforehand. (Audio pronunciations of the words and a read-aloud of the definitions are embedded in the interactive slides.)

2. Reading and Discussing 45 minutes

- Have a volunteer read the As You Read box on page 22 of the magazine or at the top of the digital story page.
- Break students into groups to discuss the following close-reading and critical-thinking questions.

Close-Reading Questions (15 minutes)

The following questions can be shared in printable or interactive form.

1. **At the beginning of the play, how do jumbies and humans view each other?** (key ideas and details) *Humans view jumbies as strange and dangerous monsters. Even humans who have never seen a jumbie fear jumbies and the mahogany forest, where the jumbies live. Jumbies do not view themselves as monsters but as "simply magical." They believe that the island where they and the*

humans live belongs to them, the jumbies. They view humans as ungrateful creatures for destroying the island by cutting down trees for lumber and clearing forests for cropland.

2. **In Scene 4, why does Pierre believe there is a storm even though the sky is clear and blue?** (inference) *You can infer that Severine has used her magical powers to make Pierre think he sees a storm outside. She does this to trick Pierre into inviting her into his home. Once she is inside, she is able to slip the potion that will turn him into a jumbie into a pot of stew.*
3. **Why does Severine want to turn all the humans into jumbies?** (key ideas and details, character) *Severine wants to turn all the humans into jumbies for several reasons. She wants to exact revenge on Pierre for her sister's death; her sister died as a result of falling in love with a human (Pierre) and living among humans for too long. Severine also wants to be more powerful and have the most powerful family on the island, and she thinks turning Pierre and Corinne into jumbies will give her the powerful family she desires. Lastly, she wants the time of humans to be over and for jumbies to take back the island.*
4. **In the final scene, why do you think the witch smiles at Corinne? What does the witch help Corinne come to understand about herself?** (inference) *Just before the witch smiles, Corinne states, "They [the jumbies] are not monsters. And this island was theirs before it was ours. We have to find a way to live together." The witch's smile is a smile of approval. She wholeheartedly agrees with Corinne's statement. The witch has never taken sides in the conflict between humans and jumbies, believing that neither group is superior. She smiles at Corinne because Corinne has come to share this point of view. The witch helps Corinne come to understand that Corinne is a good and powerful person, and that she is more connected to her mother than she knew.*
5. **Consider what Corinne says in Scene 1: "Mama always said a seed is a promise. That I must plant it and watch it grow." Why is this line important in the story? How is a seed a promise?** (figurative language, theme) *This line is important to the story on multiple levels. Seeds are what connects Corinne to her mother's memory; she grows trees from the seeds of the orange tree that blooms over her mother's grave. Also, the pendant Corinne wears contains a magical orange seed that grows into a tree that destroys Severine and, as a result, breaks the spell over Severine's jumbie army. Finally, Corinne shares seeds with the humans on the island that they plant along the edge of the mahogany forest as a promise of peace between humans and jumbies. A seed is a promise because in planting it, you are making a promise to nurture and protect it and, at the same time, the seed contains a promise of new life—of a plant that will grow if the seed receives what it needs.*
6. **What genre of literature would you place this story into besides drama? Which elements of the story make you say so?** (author's craft) *The play is a work of fantasy, as it is full of magic—imaginary creatures, a witch, and magical potions and seeds. The play also contains elements of horror: It's full of suspense and fear around a wicked character's actions. The*

darkness of the woods, Severine's glowing yellow eyes, and her tears that burst into centipedes all contribute to a creepy mood. Another moment of horror comes when light bounces off Corinne's pendant onto Severine, and Severine's skin shrivels like old tree bark while centipedes, cockroaches, and beetles swarm all over her. Students may also note the elements of adventure and folklore present in the story.

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. **Severine says that Corinne has more power than she knows. In addition to her magical powers, what character traits make Corinne powerful?** *Students may say that Corinne is brave, loyal, adventurous, selfless, and a good leader.*
2. **How do you think life on the island will change now that Severine is gone? How do you think Corinne's life will change?** *Answers will vary. Students may say that the jumbies and humans will live together peacefully and learn to share the land now that the jumbies are no longer under Severine's spell and Corinne has encouraged the humans to respect the jumbies. Corinne will probably continue to use her magical powers to do good on the island. She demonstrated strong leadership skills, particularly at the play's end, when she explained to the villagers that the jumbies are peaceful and planted orange trees as a reminder that the forest is their home. It seems likely that she could become a leader in her community.*
3. **Does Corinne remind you of any characters from other stories you've read or movies you've seen? If so, in what way?** *Answers will vary.*

3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Jumbies and Humans**. This activity will help them organize their ideas in preparation for the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Another play based on folklore from the *Scope* archives :

- [*The Mighty Baba Yaga*](#) (October 2021 issue)