

KENYA

Mark It on the Map

Have students study the map on pages 4–5, checking the location of Kenya on the inset map of Africa as well. Ask students to note the physical features of the country and how these features might affect the growth and prosperity of the country and the lives of the people. Have them pay special attention to the waterways. Have students use the map as a reference as they read through the issue.

Vocabulary

savanna	evolution
rally	black market
guerilla	scabbard
dormant	pastoralism
fossil	shamba
geothermal	hectare

Introduction

Read the “Editor’s Message” on pages 2–3 aloud. Ask the students what information or facts about Kenya they hope to learn from the issue and have them write their answers in a notebook. After reading the issue, let them refer to these notes to see if their questions were answered. Follow this exercise with the questions: What interested you most? What facts were entirely new?

Questions for Discussion

- Can you guess which animal is pictured in the photo on the inside front cover?
- What makes the Safari Rally so challenging?
- What is the “Lunatic Express”? Why and how did it receive this name?
- How was the Great Rift Valley formed?
- Who are the Maasai? Where do they live? How did they come to live there?
- Where is the Kericho district of Kenya where Kirui grew up?
- What is considered the most popular sport in Kenya? How and why has it brought Kenya national attention?
- What led to the depletion of African wildlife in the early 1900s? How was the problem resolved?
- In what way is the Maasai definition of “warrior” different from ours?
- What do herders generally eat? Why do they eat meat only on occasion? When they do kill animals? Which do they kill first? Why?
- Why is agriculture important to Kenya?
- Kenyans work in many agriculture-related industries. How are making leather and manufacturing fertilizers related? (Leather is made from animal hide. Fertilizers are often made from animal dung.)
- On what climatic change do the seasons in Kenya depend? Is it the same in the United States?

Writing Workout

Students may complete one or more of the following activities:

- Write a brief essay about which you would rather be: a spectator (and exactly at what point along the route) or a driver in the Safari Rally (as opposed to any car rally in the United States). Be specific with your reasons.
- After reading the article “Jambo From Kenya” (pages 8–13), use the illustrations accompanying the article to write a description of the country for someone who has never heard of Kenya.
- Define “rift.” Describe the valley that stretches across Kenya, and explain why it is called the “Great Rift Valley.”
- After reading the article “Growing Up in Kenya” on pages 18–21, make a list of the similarities and dissimilarities between your own childhood and Kirui’s.

- Have students read the mission statement of the Kenya Wildlife Service on pages 24–25. Then have them write a brief essay that elaborates on the meaning and intention of the statement.
- Read aloud the opinions of the four Kenyan students on page 37. Have the students write a two-part essay: In the first have each one explain which opinion he or she thinks is the best, and why. Let each use the second part to write what he or she considers most important to teach his or her child and why.
- Read the story “For the Birds” on pages 40–43. Have students make a list of the facts revealed about Kenyan life and customs.
- Explain the lesson Wilson Wanene wants his story, “For the Birds” (pages 40–43), to tell. Be specific with your answers.

Think About It

Students may complete one or more of the following activities:

- Read about Kirui teaching self-help projects to Kenyans on page 21. Then think of similar situations and projects in the United States (volunteer groups helping to rebuild a home/church after fire damage, big brother/big sister types of relationships)—perhaps one in your own state. Explain the projects and compare and contrast the benefits of both.
- What solutions would you offer to the problems affecting Kenya’s wildlife? Be very specific with your answers, and give reasons for each.
- After students have read “Don’t Eat the Meat!” on pages 30–33, have them answer Dr. Sobania’s final question: Even with all of our technical knowledge, how long could we survive as herders?

Debate Time

Read aloud the article “On the Wild Side” on pages 22–26. Divide the class into two teams and have them debate: A policy of “utilization” is better and more worthwhile than a policy of “protection.” Give the groups 8–10 minutes to prepare their opening statement and argument. Allow two minutes for each opening statement and five minutes for each argument. Allow the groups five minutes to prepare a rebuttal and then two minutes for each rebuttal. Follow up with a class discussion on the topic. Follow-up: Can any of their arguments be used in regard to animals (wolves, for example) in the United States? Be sure to have students support their statements.

Get Into Art

Students may complete one or both of the following activities:

- Divide a sheet of paper into two columns. Head them “Women” and “Men.” Subdivide each column into three columns and label them Childhood, Adult, Old Age. Then write in each column the ways in which the Maasai represent each age—duties, dress, living arrangements. (This may also be done in groups, and as a collage.)
- Visually tell the story “For the Birds” (pages 40–43).

Using Foreign Words

Make a list of the foreign words found in this issue. Write each one on a card, with the language to which it belongs and its meaning noted below. Display the cards around the room, and try to use these words whenever possible while studying this issue and unit.

Class Research Projects

Students may complete one or more of the following activities:

- Ask students to research the various topics about present-day Kenya listed on page 4 and in the box on page 7. (Example: For population, students may find out how many people live in the cities/in tribal communities, the major religions and percentage of people who follow

each, and the number of men/women/children.)

➔ Divide the class into groups. Assign a geographical area from around the world to each group. Then have the students research herders and their herding customs. Have each group present its findings. End the assignment with a class discussion comparing and contrasting the various methods of herding. Let students suggest reasons for the similarities and dissimilarities.

➔ Divide the class into groups and have the groups research the different types of birds that are found in Kenya. Let the groups share the information they find with the rest of the class.

Comparing Weather

Students may complete one or both of the following activities:

➔ On a large piece of poster board, copy the rainfall and temperature charts on page 38.

Leave space between the two charts and add your city on each chart. Every month, record the rainfall and the average temperature. Find out how far north of the equator your city is. Compare your city with Nairobi. Give reasons for differences that are unexpected. (Nairobi's summer temperatures are cooler due to altitude. Remember, winter in Nairobi is summer in the United States, and vice versa.)

➔ Answer the "challenge question" on page 39.

Map It Out

Students may complete one or more of the following activities:

➔ Bring in books that describe the physical features of Kenya. Give students assignments that will allow them to produce a map that details the route of the Safari Rally and the terrain of each section, with detailed descriptions of the Great Rift Valley, the Mau Escarpment, and the Kerio Valley.

➔ Have students draw an outline of Kenya. Then, using the information found on pages 8–13 and pages 14–17, have them mark the geographical features and the types of animals that are characteristic of each section of Kenya.

➔ Draw a large outline of Kenya on the board or a large poster paper. Read aloud the article "What Do Kenyans Grow?" on pages 34–36. Have students write on the map, in the appropriate area, the crops grown there. (Crops may also be illustrated.) Next to the name and/or image of the crop, write its use(s).

A Visual Time Line

Read aloud, or have students read, the articles "Jambo From Kenya" on pages 8–13 and "Kenya Through Time" on pages 12–13. Divide the class into four groups, and assign each a specific time period: ancient times through 1400, 1498 through the early 1900s, 1950s through 1979, and 1989 through today. Have them mark dates on a long sheet of paper. Ask students to create fact boxes with illustrations (drawn or cut from newspapers and magazines). Be sure to have Jamhuri Day in its own box and illustrated. Display the time line in the classroom.

Just for Fun

Students may complete one or more of the following activities:

➔ Try making Maasai beadwork. Directions for four pieces are found on pages 28–29.

➔ Use the climate charts on page 38 to answer the five questions on page 39.

➔ Follow the directions on page 39 to make and use a rain gauge.

Follow These Footsteps

Jomo Kenyatta

Richard Leakey

Meave Leakey