



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty Eight: Kenya

The purpose of this module is to provide students with the opportunity to study in depth one country in contemporary Africa. This module will provide students with learning activities that will enhance their general knowledge and understanding of the history, geography, societies and cultures of Kenya.

Focus Questions

1. What kinds of geological features (landforms, climates, vegetation) does Kenya have and how does this impact the country's people and economy?
2. What is the history of this region and how did it come to be the modern day country of Kenya?
3. How do different things (sports, technology) link members of a country, specifically Kenya, together?

Module Twenty Eight

Kenyan Geography

Kenya as a Cradle of Humankind

Information and Technology in Kenya

Sports in Kenya

Kenyan Geography

Time Needed	Approximately 40 minutes
Prior Knowledge	None Needed
Lesson Assessment	Formative: KWL chart, reading guide
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i>
Materials Needed	Pencil, paper, access to Exploring Africa, Kenyan Geography Reading ¹ Guide

Objectives

Students will be able to...

- Describe the geography of Kenya using maps and photographs
- Identify the role National Parks and Reserves play in conservation efforts, specifically in Kenya
- Describe the major economic activities in Kenya.

Time	Learning Task	Methods or Procedures						
5 min	Students create a KWL chart on a piece of paper for the topic of Kenya, after listening to instructions on how to do so from the teacher.	<p>Individual student work; teacher gives instructions to class on how to complete a Know, Want, Learn (KWL) chart. Students draw a chart with three columns like the example below.</p> <table border="1"> <thead> <tr> <th>Know</th> <th>Want</th> <th>Learn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In the “Know” column, students list things they already know about Kenya. In the “Want” column, students list what they want to know about Kenya. The “Learn” column is to be left blank for now.</p>	Know	Want	Learn			
Know	Want	Learn						
5 min	Students receive reading guide, listen to	Teacher hands out Kenyan Geography Reading						

¹ Handouts and Worksheets, pg. 12

	instructions, and get on Exploring Africa.	Guide and instructs students to get onto module 28, activity 1 of Exploring Africa.
30 minutes	Students read the text of Activity One and then conduct independent research on the Kenya Wildlife Service website to complete their reading guide.	Individual student work; teacher monitors and assists as needed.

Kenya as a Cradle of Humankind

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module.
Lesson Assessment	Formative: reading guide, discussion
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Pencil, paper, Cradle of Humankind Reading Guide ²

Objectives

Students will be able to...

- Identify Africa as the origin of humankind, as studied through fossil records & genetics
- Describe key events and cultures in ancient Kenyan history
- Organize information using charts
- Respectfully participate in a discussion that may invoke different opinions, thoughts, and ideas than one's own

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get on Exploring Africa.	Teacher passes out Cradle of Humankind worksheet and instructs students to get onto Module 28, activity 2 of Exploring Africa.
30 min	Students read the text of activity 2, filling out their reading guides as they go.	Individual student work; teacher monitors and assists as needed.
10 min	Class discussion: <i>is the practice of hunting the lion the same as trophy hunting? Why or why not?</i>	Class discussion; teacher asks students to share their ideas. There are no right or wrong answers –students should follow class discussion norms and be respectful of different opinions.

Information and Technology in Kenya

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module.
Lesson Assessment	Formative: reading guide
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Information and Technology in Kenya Reading Guide ³ , pencil, access to Exploring Africa, coloring materials

Objectives

Students will be able to...

- Describe the technological revolution in Africa
- Recognize the importance and impact of technology in Kenya
- Conduct independent research
- Design a useful and educational app

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa.	Teacher passes out information and technology reading guide and instructs students to get onto Exploring Africa, Module 28, Activity 3.
20 min	Students read the text of Activity 3, using this and links to other websites given to fill out their reading guides.	Individual student work; teacher monitors and assists as needed.
20 min	Students design their own educational app.	Individual student work; teacher monitors and assists as needed.

³ Handouts and Worksheets, pg. 15-16

Sports in Kenya

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module.
Lesson Assessment	Formative: KWL chart, reading guide
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Pencil, Sports in Kenya Reading Guide ⁴ , KWL chart, access to Exploring Africa

Objectives

Students will be able to...

- Explain the role that sports plays in Kenya, both traditionally and contemporarily
- Assess and monitor their own learning

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get on Exploring Africa.	Teacher passes out Sports in Kenya Reading Guide, and instructs student to get onto module 28, activity 4 of Exploring Africa.
30 min	Students read the text of activity 4, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
10 min	Students return to their KWL chart from activity one of this module and fill in the final column with things they have learned about Kenya during this module.	Individual student work; teacher gives instructions and monitors class.

⁴ Handouts and Worksheets, pg. 17

Handouts and Worksheets

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Kenyan Geography Reading Guide

1. What is the difference between a national park and a national reserve?
2. Pick 2 national reserves, 2 national parks, a marine national park, and a marine national reserve in Kenya. Fill in the table below using the Kenya Wildlife Service website.

Name	Wildlife	Park Size	Climate	Park Activities
National Reserve:				
National Reserve:				
National Park:				
National Park:				
Marine National Park:				
Marine National Reserve:				

Cradle of Humankind Reading Guide

1. Use the link of the top seven human discoveries in Kenya to fill in the table below

Name of the Fossil	Features	Age of the Fossil	Year Discovered	Place Discovered	Discovered By

2. Use "Facing the Lion: by Maasai Warriors" to answer the following questions
- a. Is the practice of hunting the lion the same as trophy hunting? Why?

Information and Technology in Kenya Reading Guide

1. Other than icow and M-Farm, state 8 Agriculture applications in Kenya.
2. Choose any four of the above agriculture applications you listed, and provide a brief description of each.

	Name	Description
1.		
2.		
3.		
4.		

3. Other than eneza education, state 10 educational programs in Kenya.
4. Choose any 3 of the above programs you listed, state when they were launched, and provide a brief description of each.

	Name	Year Launched	Description
1.			
2.			
3.			

Sports in Kenya Reading Guide

1. State the number of medals Kenya has won in the Commonwealth Games for each year in the table.

Year	Gold	Silver	Bronze	Total
2014				
2010				
2006				
2002				
1998				
1994				
1990				
1986				
1982				
1978				
1974				
1970				
1966				
1962				
1958				

2. Write a paragraph in your own words about the role that sports plays in Kenya (traditionally, contemporarily, or both).

Answer Keys and Examples

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Kenyan Geography Reading Guide

What is the difference between a national park and a national reserve?

Answer:

National Parks –complete protection of natural resources and the only activities allowed are tourism and research

National Reserves –human activities are allowed under specific conditions, such as fishing or firewood collection.

Cradle of Humankind Reading Guide

Use the link of the top seven human discoveries in Kenya to fill in the table below

Name of the Fossil	Features	Age of the Fossil	Year Discovered	Place Discovered	Discovered By
<i>Orrorin tugenensis</i>	Hominid based on thighs, walks upright	5.8 – 6.2 million years	2001	Tugen Hills	A team led by Brigitte Senut and Martin Pickford
<i>Australopithecus anamensis</i>	Previously unrecognized species, lived a few hundred thousand years before Lucy	3.9 – 4.2 million years	1965/1994	Kanapoi/Allia Bay	Brian Patterson/Meave Leakey
<i>Kenyanthropus platyops</i>	Primitive features such as small brain; modern looking trait, such as flat face and small cheek teeth	3.5 million years	1999	West Turkana region	Meave Leakey's team
The Black Skull	Cranium darkened by manganese minerals, massive molars, flat cheeks, large jaw, sagittal crest	2.5 million years	1985	Lake Turkana region	Alan Walker and Richard Leakey
The earliest <i>Homo</i> fossil	Bone fragment from temporal region of hominid skull, near the ear	2.4 million years	1967	Chemeron Formation of the Tugen Hills	Andrew Hill
<i>Homo rudolfensis</i>	Larger brain and cheek teeth than the <i>Homo</i> species, but lived at same time	1.9 million years	1972	Koobi Fora site in northern Kenya	Bernard Ngeneo
Turkana Boy	Nearly complete skeleton of 9 year old <i>Homo</i>	1.6 million years	1984	West Turkana	Kamoya Kimeu

	<i>erectus</i> , tall body, long legs, over 5 feet tall				
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Use "Facing the Lion: by Maasai Warriors" to answer the following questions

Is the practice of hunting the lion the same as trophy hunting? Why?

Answers may vary.

Why has the practice changed from solo hunting to group hunting?

Answer: When the lion population was high, the community encouraged solo lion hunting. However, the lion population has declined so group hunting is encouraged to give the population a chance to grow.

Describe the lion-hunting journey.

Answer: It states at dawn when warriors sneak out of the village. They meet, and then follow footprints, animal droppings or vultures to track the lions. Warriors are sorted into older warriors, fearless warriors, and young warriors. There is often conflict between younger and older warriors on who can fight. This decision making process can be extreme but is considered as group dynamics encouraged for learning. After warriors return with a lion there is a one week celebration in the community. The warrior who speared the lion receives a nickname.

Where do the Maasai find the lions?

Answer: lions are abundant, in grassy plains, deep forests, behind termite mounds, under the acacia trees, and other wild cozy places.

What do they do with the dead lion?

Answer: the mane is beaded and given back to the hunter to be worn during special occasions. The tail is stretched and softened and then beaded and given to the warriors to be worn during warrior camp until the end of warriorhood.

Which tools do they use?

Answer: only a spear and a shield.

What is the purpose of sharing these ideas, strategies and tools?

Answer: To give information about the Maasai culture.

Information and Technology in Kenya Reading Guide

Other than iCow and M-Farm, state 8 Agriculture applications in Kenya.

Answer: Rural eMarket, mFisheries, Esoko, FarmerConnect, M-Shamba, Mbole Agribiz, AgroSim, amAgriculture, Farming Instructor

Other than eneza education, state 10 educational programs in Kenya.

Possible answers (students pick 10): Girls Learn International, Teacher Education and Professional Development, Kenya Virtual School, Kenya Computer Exchange, The Kilgoris Project, Tangerine, Semnetime for Schools, Camara –Transforming Education, Dreamcatcher, Samsung Solar Powered Internet School, AkiraChix Training Program, Bridge International Academies, eLimu, Shamba Shape Up, Kenya Connect, Know Zone, VICDA School Projects, Kenya Integrated Education Program, a-ACADEMY Smart Learning, Jesuit Commons: Higher Education at the Margins, Kytabu, Shakilize Schools Program, Tech Dada

Sports in Kenya Reading Guide

State the number of medals Kenya has won in the Commonwealth Games for each year in the table.

Year	Gold	Silver	Bronze	Total
2014	10	10	3	23
2010	10	9	7	26
2006	6	5	7	18
2002	4	8	3	15
1998	7	5	4	16
1994	7	4	5	16
1990	9	9	2	20
1986	-	-	-	-
1982	4	2	7	13
1978	9	7	5	21
1974	10	2	9	21
1970	8	4	6	18
1966	4	1	3	8
1962	2	2	1	5
1958	0	0	2	2