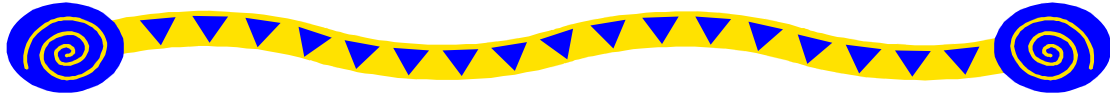


Literature for East Africa

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Animals

Arma, Tom. (2002). *We're going on safari*. NY: Harry N. Abrams, Inc.

This is patterned after the familiar chant, "We're Going on a Bear Hunt," with clever photos of costumed babies in the presence of animal families.

Activities:

- ~ The repetitive text encourages echo reading.
- ~ Help young children recognize distinctive features of different animals.
- ~ Create animal masks.

Axtell, David. (2000). *We're going on a lion hunt*. London: Macmillan Children's Books.

This book is patterned after the familiar chant, "We're Going on a Bear Hunt".

Activities:

- ~ Use this text as a finger play/song.
- ~ Rewrite this story as a storyboard.
- ~ The repetitive text encourages echo reading.

Base, Graeme. (2004). *Jungle drums*. NY: Harry N. Abrams Inc.

This is the story of the littlest warthog wanting to be "different." See how the animals change as the story progresses. Kiswahili names of the animals are used throughout the book.

Activities:

- ~ Discuss the similarities and differences among people and the reasons we give for wanting to be "different".
- ~ The superb artwork supports children's visual discrimination skills as they examine the pictures in this book.
- ~ The text allows you to develop sequencing activities.

Freeman, Barry J. (2006). *Never pull a lion's tail! A collection of poetry and photographs about animals of Africa for sophisticated children of all ages.* Camerapix Publisher International.

Adults and children will enjoy the humorous poetry inspired by safaris the author has taken. His amazing animal photos compliment the text beautifully.

Activities:

- ~ Children can photograph pets and write poetry about their antics.

Funzi, Christine. (2001). *My best book of big cats.* London: Kingfisher.

The reader is introduced to lions and tigers, leopards and cheetahs, plus the less familiar cat relatives. Habitats, diet, and caring for their young are explained.

Activities:

- ~ Compare and contrast the physical features or habits of several cats.
- ~ Create a shoebox diorama of the specific habitat for one of the cats.
- ~ Write a report on protecting these unique animals.

Hadithi, Mwenye & Kennaway, Adrienne. (2005). *Baby Baboon.* London: Hodder Children's Books.

Playful Baby Baboon laughs as he watches Leopard chase Hare for his dinner. Laughter changes to cries for help as Baby Baboon is caught in Leopard's claws. Because of monkey's clever response, Baby Baboon once again resumes laughing.

Activities:

- ~ Have children sequence the story or create a story map to outline the action.
- ~ The rich vocabulary in this story can serve as a model for children as they write their own stories about the "Further Adventures of Baby Baboon."

Hadithi, Mwenye & Kennaway, Adrienne. (2004). *Crafty Chameleon.* London: Hodder Children's Books.

Crafty Chameleon tricks Leopard and Crocodile who have been bothering him on a daily basis. This tale explains why he changes color when he hears someone coming.

Activities:

- ~ Note the author's craft with print, conversation, and descriptive vocabulary as a way to address these areas with students as they write their own stories about how they deal with something that bothers them.

Hadithi, Mwenye & Kennaway, Adrienne. (2004). *Greedy Zebra.* London: Hodder Children's Books.

While all the African animals are selecting their colorful coats and horns, Greedy Zebra is obsessed with eating. By the time he notices the striking features of the other animals, only leftover black strips of cloth remain.

Activities:

- ~ Story structure – students identify beginning, middle, and end of story
- ~ Teach writing lessons using -ing words and awesome adjectives

Hadithi, Mwenye & Kennaway, Adrienne. (2005). *Hot Hippo*. London: Hodder Children's Books.

Fishes have been told to live in the sea and animals on land. Why, then, does Hippo end up living in the sea with the fishes?

Activities:

- ~ Vivid vocabulary and artwork can serve as examples of creating word pictures and supporting illustrations.
- ~ Create underwater scene showing proportion of animals using a crayon resist technique.

Hadithi, Mwenye & Kennaway, Adrienne. (2004). *Hungry Hyena*. London: Hodder Children's Books.

Why does the hyena slink across the African plain while the fish eagle soars in the huge sky? Hungry Hyena learns that greediness doesn't pay.

Activities:

- ~ Discuss cause and effect in the story and adaptations that allow animals to live in their environments.
- ~ Note the unusual African information provided in this tale and compare it to similar information in this country.

Hadithi, Mwenye & Kennaway, Adrienne. (2005). *Lazy Lion*. London: Hodder Children's Books.

Lion demands that other animals build him a house before the rain comes, but none of their homes are suitable for Proud Lion. To this day, the great African plain is his home.

Activities:

- ~ Play with words found in this story.
 - o Have children identify compound words found in the story, illustrating each individual word and the compound word.
 - o Have the children create word pictures to illustrate the vivid verbs used in this story.
 - o Let children make a model of the lion and then create drawings or models that depict the sizes of the houses built by the animals relative to the size of the lion they have made.

Hadithi, Mwenye & Kennaway, Adrienne. (2004). *Tricky Tortoise*. London: Hodder Children's Books.

Tricky Tortoise is tired of being repeatedly stepped on by Elephant, so he devises a clever plan to teach this enormous animal a lesson.

Activities:

- ~ Exaggeration lets you stretch the truth beyond its literal meaning. Have children identify the exaggerations in this text and use graphic arts to show how the "facts" were stretched into "exaggerations."
- ~ Have children predict what will happen next and give reasons for their predictions.
- ~ Art can be integrated into this reading by focusing on patterns and the use of camouflage. Then have children create a scene in which camouflage is hiding an animal. For their picture, they can create a border that consists of a repeated pattern or design.

Heatwole, Marsha. (1998). *Jambo, Watoto!* West Bloomfield, Michigan: Creative Art Press.

Four little cheetahs are left alone while their mother goes out hunting for the day. When other animals invite them to come out and play, they are faced with a choice. Will they listen to their mother's instruction or be swayed by the enticement of the other animals?

Activities:

- ~ Learn Kiswahili names of animals.
- ~ This book teaches a great lesson on obedience and making good choices so you can tie it to your own classroom rules and choices that students make to follow those rules.
- ~ Create flannel board, magnetic board, or puppet pieces for retelling and sequencing this story.

Hopcraft, Xan and Carol. (2002). *How it was with Dooms: A true story from Africa.* NY: Aladdin Paperbacks.

This tender story, of the bond that developed between a young cheetah and the Hopcraft family who raised Doom, is told through the voice of a young boy.

Activities:

- ~ Children learn to organize their narrative writing as they share a particular family experience.

Kreikemeir, Gregory Scott. (1993). *Come with me to Africa: A photographic journey.* NY: Golden Book.

Photos are from throughout Africa and several can be noted as distinctly eastern Africa, especially those from Tanzania which include safari photos and the Maasai.

Activities:

- ~ Strengthen map skills by relating photos to their geographic locations.
- ~ Examine the use of photographs as a form of visual journalism.
- ~ Use photographs for writing poetry or for photo analysis (SEE ALSO CURRICULA BY ANNEKE MARTIN).

Kurtz, Jane & Christopher. (2002). *Water hole waiting.* NY: Greenwillow Books.

This book is set in southern Ethiopia and northern Kenya. The monkeys wait while the large game animals follow the hippos' path to the waterhole. During the long wait students are introduced to various animals, as well as the message that safety is paramount for youngsters.

Activities:

- ~ Use graphic organizers to develop sequence of this story.

Leslie-Melville, Betty. (1992). *Elephant have the right of way: Life with the wild animals of Africa.* NY: Doubleday.

The author lives in New York City, Baltimore, and Nairobi. This book explores the need for conservation efforts for wildlife in East Africa. The pictures are vivid. Descriptions of efforts to save wildlife make readers more aware of the work that can be accomplished by committed individuals. For upper elementary/middle school readers.

Activities:

- ~ Compare the conservation concerns in East Africa to conservation issues in the U.S.
- ~ Use this story as a sample for young writers to describe incidents in their lives.
- ~ Debate the effects of animal lives on humans vs. human lives on animals.

Osborne, Mary Pope. (1998). *Lions at lunchtime*. NY: Scholastic Inc.

Jack and Annie are off on another adventure in their magic tree house. This time it's to Kenya where they encounter wildebeests, hyenas, giraffes, elephants, Maasai warriors, and yes, lions!

Activities:

- ~ Have students conduct further research on the Maasai or the annual migration of zebras, gazelles, and wildebeests from Tanzania to Kenya.
- ~ Research animals, their habitats, and their place in the food chain.

Sharp, Ann. (2001). *Jigsaw safari*. London: Macmillan Children's Books.

Six spectacular jigsaw puzzles bring the African animals to life along with fascinating facts about the habits of these safari creatures.

Activities:

- ~ Puzzles develop spatial skills in young children and are excellent cooperative activities.

Travers, Will. (1998). *The elephant truck*. Illus. by Lawrie Taylor. Brookfield CN: Millbrook Press.

This is a true story of an elephant being relocated for his safety and that of his human neighbors. Drought can play a large part in the needs and behaviors of people and animals. This book relates to animal conservation efforts in Kenya. When the story concludes, the reader is treated to a photo journal of the actual move of Tembo (*tembo* means elephant in Kiswahili) to a safe, protected animal park. Many of the animals we associate with Africa can only be found in game parks where they cannot interact with humans, their farms, and development. This provides safety for both animal and man.

Activities:

- ~ Discussion of animal conservation efforts both here and abroad
- ~ You can use this text as an example of photojournalism.
- ~ Use Venn diagrams to compare protected animals in our country to those in Africa.
- ~ You can also do a story retelling via use of a storyboard