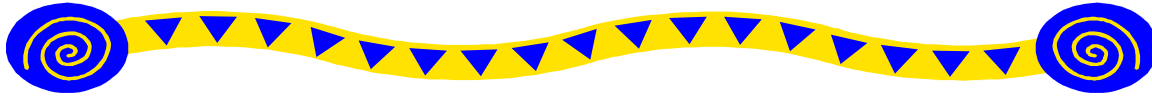


Literature for East Africa

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Culture

Africa Now. (2004). *Kisumu story: Through the eyes of children*. Nairobi, Kenya.

Through pictures and narratives by children, the reader becomes aware of the many problems facing the people of Africa. Clean water, sanitation, malaria, and HIV/AIDS are a few of the issues addressed.

Activities:

- ~ Write letters to the United Nations and/or the municipal council in Kisumu. Encourage the agencies to provide more resources to develop the settlements and alleviate some of the problems faced by children and adults residing in Kisumu.
- ~ Have students identify issues in their own communities and let them write to explain those issues and about their ideas for ways to address those issues.

Bailey, Donna & Sproule, Anna. (1991). *Where we live: Kenya*. Austin: Steck-Vaughn.

A young girl living in Nairobi describes daily life in Kenya.

Activities:

~ Compare and contrast life in Kenya with life in the United States. Ask students to describe their own daily lives and then to research the daily lives of children their ages in Kenya. Also, examine how people make their livings in rural and urban areas close to where your school is located and in both rural and urban areas in Kenya.

Brandt, Marianna. (1997). *Hero of the hills*. Oxford: Macmillan.

A story about health care provided through the health train, "hero of the hills," which transports supplies and medical personnel to a remote village.

Activities:

- ~ Compare and contrast the health care students receive to the care received by people in the story.

Chamberlain, Mary and Rich. (2005). *Mama Panya's pancakes: A village tale from Kenya*. Massachusetts: Barefoot Books.

Mama Panya has just enough money to make pancakes for her and her son, Adika, so she doesn't know how she will feed everyone he invites to join them on their way to the market. The guests arrive with wonderful surprises and the meal ends up being a success. The book also shares information on village life in Kenya, a map and basic facts about the country, Kiswahili greetings, and a recipe for Mama Panya's pancakes.

Activities:

- ~ Make Mama Panya's pancakes.
- ~ Practice saying Kiswahili greetings.
- ~ Find out more about schools in Kenya and have students compare and contrast them to their school.
- ~ The illustrations show the beautiful baskets and fabrics that are so much a part of life in Kenya. Have students weave small baskets using paper cups or bowls, and yarn, raffia, or twine. Print designs on fabric using ink or tempera paint and potatoes or gum erasers as stamps (SEE CURRICULA BY BEVERLY MILLER).

Cobb, Vicki. (1998). *This place is wild: East Africa*. Illus. by Barbara Lavalley. Walker Books for Young Readers.

The uniqueness of East Africa, the amazing animals, and the Maasai are the main focus areas of this book.

Activities:

- ~ Research to learn more about the Maasai or the animals of East Africa.
- ~ Discuss ways development can threaten the habitats of wild animals.

Kairi, Wambui. (2000). *We came from Kenya*. NY: Steck-Vaughn.

A simple, easy-to-read description of Kenyan life covering everything from city apartments to mud homes. School, lifestyles, shopping, and play are emphasized. There is not much reference to wild animal life.

Activities:

- ~ Compare and contrast life in Kenya to life in the United States (see above).

Kallen, Stephen. (1990). *Come with me to Africa: Africa before 1600*. Edina, Minnesota: Abdo and Daughters.

The art, culture, and history of early Africa are presented in this book. Of special interest is the explanation of the kingdom of Zanj which existed along the coast of East Africa.

Activities:

- ~ Make a timeline of Africa's early history.
- ~ Create masks, rock art, designs, or batiks (SEE CURRICULA BY BEVERLY MILLER).
- ~ Discuss early religious beliefs.

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 CURRICULA BY ANNEKE MARTIN).

Morgan, Damian. (2002). *Buzzing children*. Macmillan-Africa.

Because malaria kills more than two million people each year, this book is valuable for the story, as well as the information shared on preventing the disease.

Activities:

- ~ Invite students to examine ways to prevent malaria and develop a service project to provide mosquito nets.
- ~ Engage students in a problem-solving discussion to identify responsible preventive means in our global world.

Peterson, David. (1998). *Africa: A true book*. NY: Children's Press, a division of Grolier.

This is an easy-to-read, large print reference for all of Africa.

Activities:

- ~ Make a class reference book on the United States or on the students' state. Include information on geography, history, wildlife, and the people.

Ridgeway, Dawn, (2002). *Tondo and the helicopter*. Macmillan-Africa.

Simple text encourages young children to read this book about a young boy meeting the pilot of a helicopter. They will discover the value of maps and how we use them.

Activities:

- ~ Create a classroom or playground map with a map key or let children create a town in the sand table and then draw a map with a map key to identify landmarks.
- ~ Invite a pilot to share with students how he/she uses landmarks.

Sammis, Fran. (1998). *Colors of Kenya*. Minneapolis: Carolrhoda Books.

This book explores the many colors of Kenyan history, culture, and landscape.

Activities:

- ~ Have students make a class book, *Colors of the United States*, on the history, culture and landscape of our country.

Shachtman, Tom. (1981). *Growing up Masai*. NY: Macmillan Publishing Company Inc.

The daily life of two young Masai children is described in detail. Striking black and white photographs enhance the text and sayings of the elders reinforce the traditions of the culture.

Activities:

- ~ Compare and contrast the daily life activities of the Masai and people living in the United States.
- ~ Have students take photographs of their daily activities.
- ~ Share and discuss sayings/lessons important to students and their families.

Stuve-Bodeen, Stephanie and Hale, Christy. (2002). *Elizabethi's school*. NY: Lee & Low Books, Inc.

Elizabethi is excited about her new uniform, new shoes, and the first day of school. However, once at school she experiences homesickness for her family. Later at home, after sharing what she learned at school, Elizabethi realizes how proud she is of her accomplishments and looks forward to returning to school the following day.

Activities:

- ~ Have students compare and contrast, through written descriptions or illustrations, Elizabethi's day at school and their day at school.

Williams, Karen L. (1990). *Galimoto*. NY: Mulberry Books.

A galimoto is a push toy made with wires and natural materials such as sticks and cornstalks. This is the story of Kondi, a determined young boy, and his search through the village for enough wire to build a galimoto.

Activities:

- ~ Have students make galimotos from thin wires and natural materials.