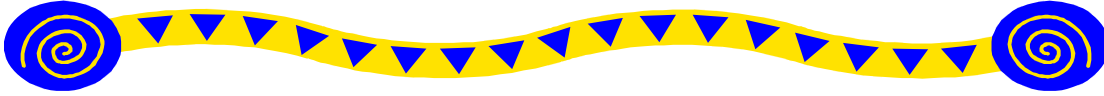


Literature for East Africa

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Daily Life

Aardema, Verna. (2005/1981). *Bringing the rain to Kapiti Plain*. London: Macmillan Children's Books.

This is a tale retold with the cumulative refrain and rhythm of "The House That Jack Built."

Activities:

- ~ Divide the class into two and have one half create a class book with a cumulative pattern around the daily life of an American child and the other half a different version of the daily life of another African child.

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.

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.

Cunnane, Kelly. (2006). *For you are a Kenyan child*. NY: Atheneum Books for Young Readers.

“Hodi?” “Karibu.” Follow a young Kenyan child as he completes chores and visits friends in the community. This book includes easy-to-remember Kiswahili perfect for introducing young children to another language. The author’s notes provide background information on the life of a Kenyan child.

Activities:

~ Compare and contrast life as a Kenyan child and life as an American child – what do they do on a daily basis? Where do they live? What are their environments like? What do other members of their families do to make a living?

Cross, Frances. (2003). *Thabo’s football*. Oxford: Macmillan.

Thabo loves playing football (soccer) and dreams of playing for a professional team, the Range Rollers, when he grows up. This easy reader tells of the day Thabo loses his football and the steps he takes to find it.

Activities:

- ~ Sequence the main events in the story.
- ~ Talk about the rules of playing football (soccer).

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.