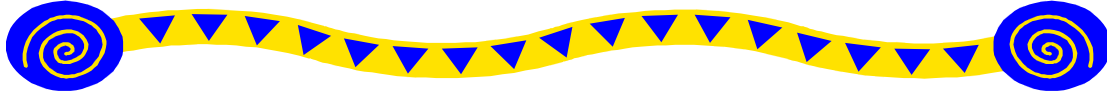


## Literature for East Africa

Compiled by Jill Martorana, Ann Peltier, Gloria Rutt, and Jenn Shnyder

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# Folk/Fairy Tales

**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
- ~ 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.

**Kola, Pamela. (1991). *East African how stories*. Nairobi: East African Educational Publishers.**

The author's grandmother passed on these tales around the fire in the evenings. Read to find out how the leopard got his spots and how the goat became our friend.

**Activities:**

- ~ Think up a puzzling situation and enjoy classroom storytelling using your own imagination.

**Kola, Pamela. (1991). *East African why stories*. Nairobi: East African Educational Publishers.**

Oral tradition has given readers around the world these classic stories of why the hippo has no hair, why hyenas laugh, and many more stories to enjoy.

**Activities:**

- ~ Create a classroom book of "why" stories.

**Makotsi, Ruth. (1996). *Why mosquito bites man*. Nairobi: East African Educational Publishers.**

A classic why story passed on through oral tradition.

**Activities:**

- ~ Have students write their own "why" stories. Then hold a story telling session where they recount the stories by telling them to one another.

**Adapted by Marchand, Marion. (2005). *Fairy tales from Africa*. Pretoria: Fantasi Books (Pty) Ltd.**

A set of four, beautifully illustrated books with two fairy tales in each book. The well-loved African stories are: *Why Lion and Hyena Aren't Friends*, *How Hippo Lost His Tail*, *How Leopard Got His Spots*, *How Tortoise Learned to Swim*, *The Race Between Jackal and Crab*, *Jackal, Wolf, and the Overhanging Rock*; *King Lion Hands Out Gifts*, and *Baboon Gets Dressed in His Sunday Best*.

**Activities:**

- ~ Have students create their own fairy tales either before or after reading the titles.
- ~ Use during a mini-unit on teaching fairy tales.
- ~ Role-play the fairy tales.
- ~ Illustrate a fairy tale.

**Mollel, Tololwa & Morin, Paul. (1990). *The orphan boy*. NY: Clarion Books.**

A beautifully illustrated folktale about the planet Venus, which the Maasai call Kileken or the orphan boy, and why this star appears in the sky during the morning and in the evening. This book received many awards in 1991-1992.

**Activities:**

- ~ Research the Maasai.
- ~ Have students research constellations to learn both the science of astronomy and the stories behind the names of stars and constellations. Then hold an afternoon of storytelling about their findings.
- ~ Visit a planetarium.

**Stewart, Dianne. (2004). *The zebra's stripes and other African animal tales*. Cape Town: Struik Publishers.**

Animals are the main characters in this collection of folktales, which includes a variety of themes from friendship to greed, and each concludes with a moral or proverb. Colorful illustrations accompany each folktale and interesting facts are included for each of the animal groups.

**Activities:**

- ~ Have students write original folktales.
- ~ Have a storytelling day with students retelling their favorite folktale using photos, props, and sound effects.