

GEO-READING:

Making Global Connections Through Literature: Using Culturally Relevant Texts for Students

Focus book for this lesson plan (and can be applied to other texts):
Krebs, L. (2003). *We all went on safari: A counting journey through Tanzania*. New
Cambridge, MA: Barefoot Books.

Objectives: *In this activity, students will analyze texts that describe physical areas and animals who inhabit the region of a culture/community/country/region outside of the United States. Using this information, students will create maps that depict the physical features and animals that inhabit the region in other parts of the world, from the text.*

Selected TEKS:

	Social Studies	English Language Arts
Kindergarten	Culture:11 A Culture: 12 AB Social Studies Skills: 15B	Reading Comprehension: 6 A & B
Grade 1	Geography: 5 B Culture: 15 A	Reading Vocab Devel: 6C Reading/Comprehension of Literary Text/Theme and Genre: 7A
Grade 2	Geography: 7 D	Reading/Comprehension of Informational Text/Expository Text: 14 A & C Reading/Comprehension of Informational Text/Procedural Text: 15B
Grade 3	Geography: 5B; Economics: 6A	Reading/Comprehension of Literary Text/Fiction: 8 A & B Reading/Comprehension of Literary Text/Sensory Language 10
Grade 4	Social Studies Skills: 21 B & C	Reading/Comprehension of Information Text/Expository Text: 11 A & B Reading/Comprehension of Informational Text/Procedural Texts 13B
Grade 5	Social Studies Skills: 24 B & C	Reading/Comprehension of Informational Text/Procedural Texts: 13 A Reading/Comprehension of Literary Text/Fiction 6 B

Grade 6	Geography: 4 C	Reading/Comprehension of Literary Text/Fiction 6 A
Grade 7	History: 7 F	Reading/Comprehension of Literary Text/Theme and Genre. 3 C
Grade 9	Geography: 9 B	Reading/Comprehension of Literary Text/Theme and Genre 2 C

ELPS: (4) Cross-curricular second language acquisition/reading G

Vocabulary: Serengeti, wildebeests, safari, and acacia tree

Teaching Strategy:

1. Divide students into **pairs** or up to four by reading level, or appropriate grouping,
2. Each group will have a **reader** and **3 illustrators** to complete their sketch maps (you can have each student read the book and complete sketch maps individually). The reader can also participate in the illustrations. **Note: Teachers can read the book aloud to their students for this plan too (sitting in a circle, bunched up like bananas, etc.).*
3. Provide each group with a world map.
4. Have students locate their city, state, country as well as information related to the global connection (ex. For this story: United States and Tanzania). **Note: for younger students, the teacher may need to guide students with this activity (either using projected maps, or an oversized map on the floor or desk top).*
5. Have students locate the map scale on the world map. Using the map scale, have students determine how long the border is between the United States and Tanzania. (They can guesstimate too before they actually complete this task).
6. Ask students if they know anything about the country of Tanzania. Teachers can share a few facts about Tanzania: Over 120 languages are spoken in Tanzania; Mt. Kilimanjaro, the largest mountain in Africa is in Tanzania; and it is home to the largest crab in the world, the coconut crab.
7. Distribute the book *We all went on safari: A counting journey through Tanzania*.
8. Have a student (or students) read the book aloud. As the students read the book, make certain they identify the characters, where they live, how their physical landscape is different or similar to their own based on the illustrations.
9. After the reading, distribute oversized sheets of paper, posterboards, etc., markers, etc., and have the students **sketch map** the story. For example, in the students could draw the landscape or one or two of the animals or one of the identified characters who were counting. They could draw a sequence of events that occurred in the book (How the group counted and came upon different physical features, etc.).
10. Once the **sketch maps** are completed, have each group post and share their maps. You could also do a **carousel walk, around the world**, (mall walk, etc.)

and have students interpret and describe what they think the other stories were about, etc.

NOTE: for vocabulary, you can use this at the beginning of the lesson to determine **prior-knowledge**, etc. and then springboard to explain what the terms mean and how they relate to the book.

Extensions: Students can create country cards related to facts, things they learned from their stories. They can create comparison charts of all the books read too. They could discuss how the characters were good citizens.

Suggested Resources:

- Create oversized images of the main characters from the books. An example is provided from the book.
- Bring artifacts from the selected places described in the book.

Web sources:

Fun Facts about Tanzania

<http://www.sciencekids.co.nz/sciencefacts/countries/Tanzania.html>

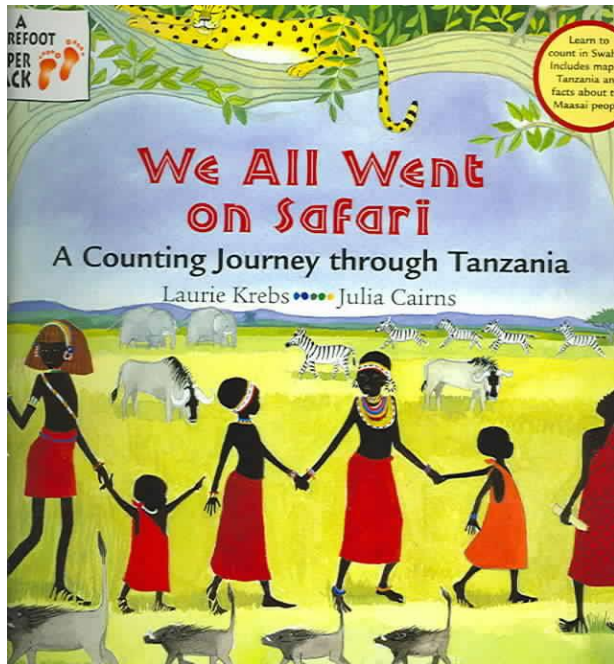
<https://africabridge.org/2012/06/10-fun-facts-about-tanzania/>

Web images:

<http://www.infoplease.com/country/tanzania.html>

<http://travel.nationalgeographic.com/travel/countries/tanzania-facts/>

https://www.google.com/imgres?imgurl=http://t1.gstatic.com/images%3Fq%3Dtn:ANd9GcQEfEey-QIRWTcURve1eEd_qwukpgjHRJ71EAZoe0QhXp52e0HD&imgrefurl=http://books.google.com/books/about/We_All_Went_on_Safari.html%3Fid%3DJ_uSUMd0XSMC%26source%3Dkp_cover&h=689&w=637&tbnid=Ha-Nh1fV7hso5M:&tbnh=160&tbnw=147&docid=Yqilg3Ev-3IMfM&itg=1&usq=_L3I7jHDv2sS4wMHka0zUTMEKO-A=&sa=X&ved=0ahUKEwis6pTI-NXPAhUI2IMKHbcCD78Q_B0loQEwDg



Located on the Continent of North America. The capital is Tanzania City. The population of Tanzania is 117 million. Mt. Kilimanjaro is the largest mountain in Africa.

Tanzania