

**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):

Winter, J. (2008). *Wangaris' trees of peace: A true story from Africa*. Orlando, FL: Harcourt, Inc.

*Objectives: In this activity, students will analyze texts that describe behaviors related to a culture/community/country/region outside of the United States. Using this information, students will create maps that depict the cultural behaviors in other parts of the world, through the eyes of a chosen character in the texts.*

**Selected TEKS:**

	Social Studies	English Language Arts
Kindergarten	Culture:11 B Social Studies Skills 15B	Reading/Beginning Reading/Strategies: 4B
Grade 1	Culture: 15A	Reading/comprehension of Informational Text/Expository Text: 14A
Grade 2	Citizenship: 13D	Reading/comprehension of Informational Text/Expository Text: 14A
Grade 3	Social Studies Skills 18A	Reading/Comprehension of Text/Culture and History: 12
Grade 4	Social Studies Skills: 21D	Reading/Comprehension of Text/Culture and History: 10
Grade 5	Social Studies Skills: 24D	Reading/Comprehension of Literary Text/Sensory Language: 8
Grade 6	Geography: 7B	Reading/Comprehension of Informational Text/Culture and History: 9
Grade 9	Citizenship: 15B	Reading/Comprehension of Literary Text/Literary Nonfiction: 6

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

**Vocabulary:** green belt, village, \*activist, \*social justice, and seedlings

\*The teacher can introduce these terms/concepts in this lesson (pre, during and post lesson)

**Teaching Strategy:**

1. Present students with a culture card of Kenya and ask them about their prior knowledge of Kenyan culture. Facts can include: The capital of Kenya is



Nairobi; A national symbol of Kenya is a coat of arms (  ); Kenya was named after Mt. Kenya.

2. Have students break into pairs
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 Kenya). \*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 Kenya. (They can guesstimate too before they actually complete this task).
6. Ask students if they know anything about the country of Kenya. Teachers can share a few facts about Kenya: English and Swahili are the two official languages of Kenya; Kenya shares Lake Victoria, with Uganda and Tanzania, the second largest fresh lake in the world; and most of the country's electricity is produced using Hydroelectricity/
7. Distribute the book *Wangari's trees of peace: A true story from Africa*.
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, etc., 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, Have students create a picture based on differences and/or similarities related to individual/group [social justice] activism, conservation, etc. in Kenya and the U.S. (and globally). Students could draw a memorable scene; they could draw Wangari or other characters, and/or the sequence of events, 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/ideas they learned from their story and relate it to similar events in their community/state in the US and/or similar activists of change in both countries and around the globe.

**Suggested Resources:**

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

Web sources:

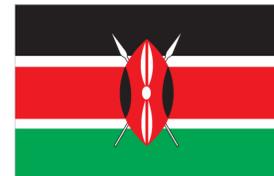
**Fun Facts about Kenya:**

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

<https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html>

**Web images:**

<http://www.kenyaembassyparis.org/about-kenya/national-symbols>



Located on the Continent of Africa. The capital is Nairobi. Kenya gained independence from Great Britain in 1963.

# KENYA

