

**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):

Chamberlin, M. and R. (2005). *Mama Panya's pancakes: A village tale from Kenya*.  
 Cambridge: MA; Barefoot Books.

*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/economic behaviors in other parts of the world, through the eyes of a chosen character(s) in the texts. Students have the opportunity to discuss basic economics of cost, etc.*

**Selected TEKS:**

	Social Studies	English Language Arts
Kindergarten	Economics: 6C	Reading/Beginning Reading/Strategies: 4B
Grade 1	Economics: 7B	Reading/comprehension of Informational Text/Expository Text: 14A
Grade 2	Social Studies Skills: 20B	Reading/comprehension of Informational Text/Expository Text: 14A
Grade 3	Economics: 6B	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	Social Studies Skills: 21D E	Reading/Comprehension of Informational Text/Culture and History: 9
Grade 9	Culture: 7A C	Reading/Comprehension of Informational Text/Culture and History: 8

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

**Vocabulary:** Kiswahili, Asante sana, Bibi, Bwana, Habari za asubuhi? Gourd, Plantain and Cardamom

## 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. Distribute the book *Mama Panya's pancakes: A village tale from Kenya?*
3. Have students break into pairs (varies on class size/books).
4. Provide each group with a world map.
5. 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).
6. 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).
7. 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/
8. Distribute the book *Mama Panya's pancakes: A village tale from Kenya.*
9. Have a student (or students) read the book aloud. As the students read the book, make certain they identify the characters, where they live, if they have had a similar experience stated in the story.
10. After the reading, distribute oversized sheets of paper, posterboards, etc., markers, etc., and have the students **sketch map** the story. For example, the students could draw characters, events that occurred, provide their illustrated sequence of events, what surprised them the most, etc.
11. 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 experiences they have had or expand to basic economics (money available, cost, 'stretching money,' etc.).

**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

