

Title:

The Maasai Village and The Maasai Mara Game Reserve Frieze/Mural

Overview:

- ❑ Students will use directional and positional words to place their items on the frieze (standard I- A)
- ❑ Students will identify specific landforms and waterways on a map using geographical terms (standard III- B)
- ❑ Students will place geographic features in the appropriate locations on the frieze
- ❑ Students will use information from class discussion to make one or more components of the frieze
- ❑ The students will work effectively with group by demonstrating one or more of the following behaviors
 - Staying on task
 - Turn taking
 - Disagreeing respectfully and making compromises

Grade Level:

First Grade

Subject:

Social Studies

Time:

Two day sessions 30-40 minutes each

Prerequisites:

Reading and discussion from the storypath book, Safari in Kenya The Land and the People

- ❑ Need information about the location (equator, Africa, southwest Kenya)
- ❑ Temperature / seasons (temp the same all year, dry, wet)
- ❑ Understanding of the land and animals (grassland, rivers/streams, watering holes, habitats, muddy roads, camouflage, grazers, browsers, herds, etc.)
- ❑ Life style in the village (bomas, thornbushes, cattle herders, move place to place,

Required Materials:

KWL paper

Vocabulary cards

Storypath books

Markers

Butcher paper for describing dry / wet seasons

Butcher paper for brainstorming what goes on it

Butcher paper the size of bulletin board

Various colors of construction paper

Various colors of tissue paper

Colored chalk

Scissors

Glue / gluesticks

Suggested Procedure:

Opening:

- ❑ Pre-Reading: Key Word Categorization
Review unit vocabulary words by letting small groups of students categorize the cards on their own. Vocabulary word cards; climate, photographers, passport, camouflage, map, game reserve, protected, safari, equator. Africa, Kenya, village, Maasai, grassland, watering hole, herds, browsers, grazers, predators, habitats, warriors and celebrations. After they categorize the words we look at each groups and place on board as they share how they come up with their groups. If struggling with the categories, they will get teacher-created categorization.
- ❑ On one piece of butcher paper make a t chart with seasons on top and dry on one side and wet on the other side. Students will describe what it's like in both seasons.

- Explain to the students that they are going to be working together in small groups to create a frieze/mural of the game reserve and a village. (They guess what a frieze/mural is.) Need to vote for which season the class is going to do.
- On chart paper brainstorm the things they need in the game reserve and the village.
- They will first be making the setting and then adding the animals. They can twist paper, cut, 3D effect, etc.

Development:

Each group will decide on two to three parts they will make as a group for the mural.

Example Grouping

Table 1	Table 2	Table 3	Table 4
muddy roads	bomas	clouds	grassland
trees	watering holes	people	rivers/streams

Everyone makes one animal.

Closing:

Students bring their group work to the floor around the butcher paper. Class discusses what should be placed down first and where and so on. When all done and hung on bulletin board talk about what, where and why they placed things where they did.

All the bomas went together. Why? (to make the village)

Thornbushes went around the village. Why? (to keep cattle in and wild animals out)

Hippos and elephants around the watering hole. Why? (to cool off or drink)

Lions and giraffe by the trees and grassland. Why?

Hopefully they share the Why's without extra prompting.

Compare this to our lives and our land.

Differentiation:

Students will be working together and helping each other out were needed.

Example: cutting, drawing, placing on mural, etc

Assessment:

Pre-assessment will be the KW. This will be done with the whole class.

What do you know about Africa?

What do you want to know about Africa?

Post-assessment will be the L. This will be done with the whole class.

What did you learn about Africa?

Credits:

Teri Byrne

Prairie View Elementary, Eden Prairie, MN

First Grade