

Going on a Safari!

Big Picture:

As a continuation lesson to our Unit on Kenya, we will study the landscape and climate of Kenya as we prepare and participate in a mock safari through the Maasai Mara Game Reserve.

Objective:

- Demonstrate an understanding of how the physical environment of Kenya affects travel plans.
- Organize, plan and make decisions while planning our trip to Kenya.
- Use information about climate, physical environment and purpose to plan a trip to Kenya.

Grade Level:

First Grade

Subject:

Social Studies, Science, Reading, Language Arts.

Time:

1 week (5-1 hour sessions)

Prerequisites:

Completed a K-W-L chart (the K and W sections only) to determine prior student knowledge about Kenya. Already covered areas relating to animals that live on the Maasai Mara Game Reserve, designed and built a frieze as it relates to the climate, topography and animal life living in Kenya, Pretest, mapping skills; finding Africa, locating Kenya, tracing route from Minnesota to Kenya with finger on globe, learned definition of safari and reasons to take one, discussed definition of game reserve and learned what kind of animals live there, discussed who might take a safari and reasons photographers would take pictures of the animals that live there, made our "passports", visited the website called www.Africam.com and observed animals actually in the wild, discussed problems that we might encounter on our trip to Kenya.

Required Materials:

- paper template of suitcase
- magazines and catalogs
- world map
- globe
- journals
- temperature/rainfall charts
- airline tickets
- passports
- word bank words on index cards
- cameras
- safari hats
- microphone
- banner
- cart
- snacks and juice drinks

- TV/VCR
- Lion King movie
- 24 chairs
- books: The Maasai of East Africa by Jamie Herfield, Kenya: Jambo by Katherine Klyce and Virginia Mclean, Young Lions by Toshi Yoshida, Maasai and I by Virginia Kroll

Procedure:

Day One: First give Anticipation Guide: pretest relating to entire unit. When finished, begin opening by telling students they will be going on an imaginary journey to Kenya and take a safari through the Maasai Mara Game Reserve. Explain that it takes 2 days by airplane to reach Nairobi the Capitol of Kenya from the U.S. Travelers often travel to Kenya by passing through London, England. On a map/globe I would point out Kenya and the United States and help small groups of students trace the route with their fingers across the globe. We would also locate the game reserve on the map.

As a class we would look through the student textbook and read the pages highlighting climate and geography. We would also talk about the game reserve in detail and discuss reasons why the land might be different from other areas in Africa. We would brainstorm ideas on why there is a game reserve...why it is important to the animals as well as important to mankind. At this time we would begin to write vocabulary words on word cards for our word wall. These words would include: Kenya, Game Reserve, Safari. We would also begin to discuss what the students think the land might look like for the animals to live in. We would make predictions, discuss climate, look at the climate/rainfall chart, talk about setting, list descriptive words for the game reserve and physical environment.

Day Two: We would discuss and review the previous days material and begin preparation for the trip to Kenya. Brainstorm items on a chart that we would need to pack in our suitcases. Discuss possible weather conditions that we would need to prepare for when packing our suitcases. I would help with suggestions of items the class did not think about. After handing our paper suitcases, students will search through catalogs and magazines cutting out all/any items they would need to pack in their suitcases. We would continue to add additional vocabulary words to our word wall: camouflage, pride, herd, habitat, migration, wildlife, landscape, photographers, plains, and volcano.

Day Three: Hand out safari scrapbooks/journals and have students glue a map of Kenya into their books. Each page will have an area of writing and an area for placing an item from our trip. Students can write about the items such as passport, airline ticket, map, and suitcase. At this time we would log on to Africam and check out the live cams searching for animals. We would also discuss why it is light in Minnesota at that time, but getting dark in Africa. I would use a globe to do this. We would then paint our Kenya hats today and paper tube binoculars that are already pre-made by parent volunteers.

Day Four: Today we go through "Customs" and the school nurse will give the students their vaccinations. I will set up an area in the Library where the librarian will be the Customs Agent and stamp their passports and the school nurse will give them the vaccination (fake). When the class is finished, we will return to the classroom and discuss why we need shots and a passport to enter the country. Talk about possible sickness and disease that can come from traveling from any country to country. Talk about how vaccinations help to prevent getting sick. Students will

journal about this in their scrapbooks and I will give them the picture I took of them going through this process.

Day 5: Safari Day! Review plans and build excitement for our trip! Students will line up outside our classroom wearing their hats, binoculars and have their suitcase, passport and airline ticket in hand. I will be the flight attendant and tour operator for our flight and safari. As the students enter the mock airplane, I will check their tickets and help them locate their seats. There will be a banner hanging over the grouping of seats and the seating arrangement will mimic that of an aircraft. Students will enter one by one and take their seats. With the portable microphone, I will be making announcements as I continue to check tickets about carry on luggage and the overhead bin. Once all students have boarded, we will take off and wave out the windows to our families at the airport. Through the flight I will make my way down the aisle with a cart and pass out soft drinks and safari animal fruit snacks. I will make the announcement that we are about to land and once we "land" we will pretend to be greeted by the Massai people (which will be our third grade buddies dressed up in the custom dress). We will load the safari jeeps and at this time I will put in the movie Lion King. All through the movie I will make announcements to look through their binoculars for the animals and take pictures of the incredible sights. Once back to the airport in Kenya, we will get a chance to interview many of the Massai people and talk to them about their culture. We will take pictures and have them for our scrapbook. After the safari we will return to the plane and fly home.

Once home, we will discuss our trip and talk about all the interesting things we saw and did. We will complete the "L"

section of our K-W-L chart from the beginning of the unit. I will pass out the journals and using the word wall, we will journal all about our special trip. When developed, I will pass out the pictures and the students will glue them into their scrapbooks and place them in a logical sequence. Students will use the word bank to write captions under all the pictures. As a final activity, I will read the book, Somewhere in Africa, and help the students understand that not all people living in Africa have seen animals and not all Africa is made up of Safari animals. I will help them get a better picture of how diverse the country really is.

**** Differentiation:**

As a class we will work in small groups pairing up various learning activities throughout the lesson as cooperative learning situations. Everyone will help each other in the small groups. The Aides will be working with the special needs students one-on-one. Wheelchair access will be on the airplane going to Kenya. In addition, I will make sure to include various leveled guided reading books about Africa and the safari to accommodate the various learning levels in my room.

Assessment:

Anticipation Guide: Posttest will be given to each student, which is the same test as the pretest. I will not have handed back the initial pretest so the students would not have had time to memorize the answers. This will be a great reflection piece for me to see if I covered these elements thoroughly. Also will be fun for them to demonstrate just how much they learned by the end of the unit. This will also be an informational tool for the parents. I will also use the journal as a review of the experience

and take mental notes during all class discussion in relation to student learning.

Credits:

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