

Name:

Safari to Kenya

The Land and the People



Program Author: Margit E. McGuire, Ph. D., Professor of Teacher Education, Seattle University

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

Program Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

©2006 Storypath

All rights reserved. Printed in U.S.A.

No part of this Student Portfolio may be reproduced in any form or by any means without permission in writing from the publisher.

Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802
1-800-421-4246
www.teachstorypath.com

PORTFOLIO

Safari to Kenya: The Land and the People

Episode 1

An Invitation 4

Word Bank: The Safari..... 5

Episode 2

Map of Kenya 6

Temperature/Rainfall Charts 7

Word Bank: Planning for Our Trip..... 8

Journal Entry 1: Planning for Our Trip..... 9

Episode 3

Working in a Group..... 10

Presenting Wildlife Reports 11

My Photograph Album 12

Word Bank: The Safari..... 16

Journal Entry 2: The Safari..... 17

Episode 4

Word Bank: The Maasai Village 18

Journal Entry 3: The Maasai Village 19

Episode 5

Journal Entry 4: A Misunderstanding 20

Additional Journal Page 21

Episode 6

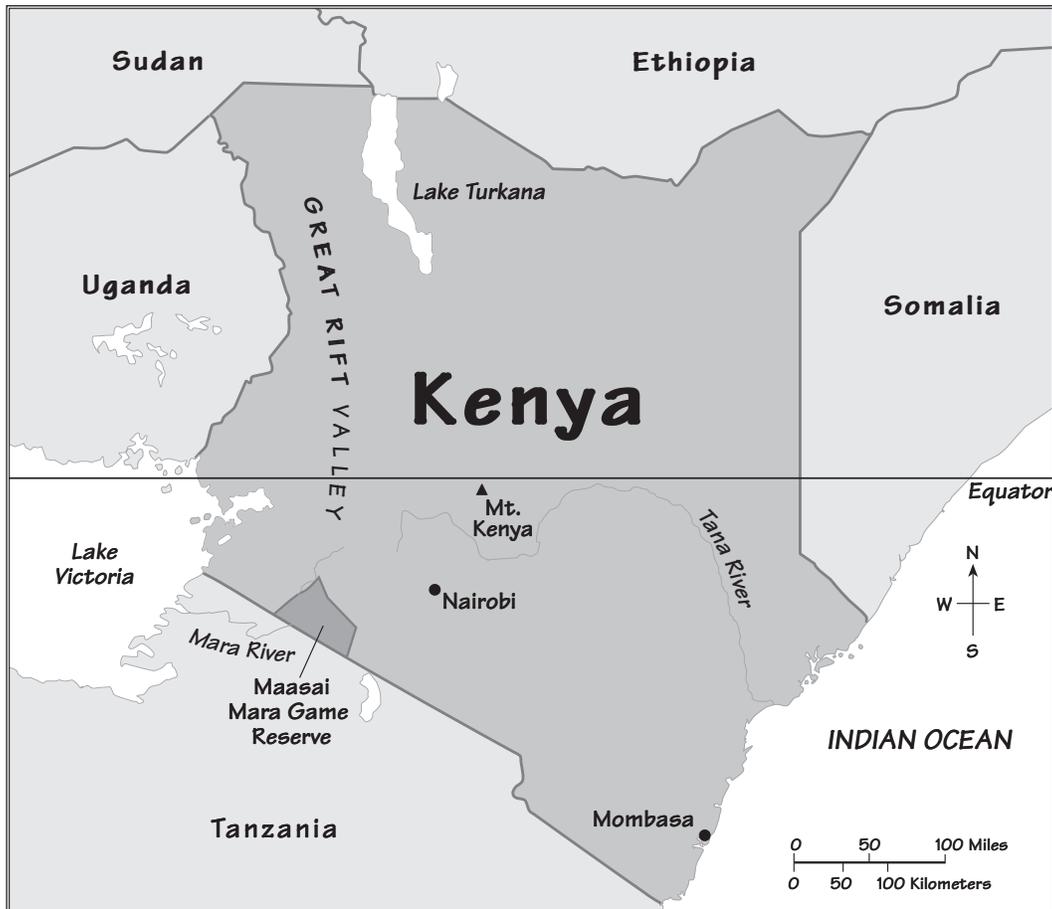
We Are Alike and Different..... 22

Glossary..... 23



AN INVITATION

ATTENTION: ALL PHOTOGRAPHERS



You are invited to go on a safari in Kenya, Africa.

This is a wonderful opportunity to photograph wild animals in their natural habitat. While in Kenya, you will

- stay on the beautiful Maasai Mara Game Reserve.
- visit a Maasai village.



MAP OF KENYA



Temperatures in the Maasai Mara Region

| Month | Jan. | Feb. | March | April | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|---------------------------------------|------|------|-------|-------|------|------|------|------|-------|------|------|------|
| Daytime Temperature Fahrenheit | 69 | 68 | 66 | 69 | 69 | 69 | 68 | 66 | 71 | 69 | 68 | 69 |
| Daytime Temperature Celsius | 20.5 | 20 | 19 | 20.5 | 20.5 | 20.5 | 20 | 19 | 21.5 | 20.5 | 20 | 20.5 |

Rainfall in the Maasai Mara Region

| Month | Jan. | Feb. | March | April | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|--------------------------------|------|------|-------|-------|-----|------|------|------|-------|------|------|------|
| Rainfall in Inches | 2.5 | 3 | 4 | 5.5 | 3.5 | 1 | .5 | 1 | 1 | 1 | 2.5 | 3 |
| Rainfall in Centimeters | 6.4 | 7.6 | 10.2 | 14 | 1.4 | .4 | .2 | .4 | .4 | .4 | 6.4 | 7.6 |

1. Circle the month that you think would be a good time of year to visit.
 2. I think this is a good time of year to visit because ...
-

Assessment: The month circled is logical to the reason given for the choice. Sentence is completed and makes sense.



WORKING IN A GROUP

PART I

Below are some things you can do to work well together while making your part of the frieze.

1. Listen to each other's ideas.
2. Stay on task.
3. Help each other.
4. Do careful work.
5. Work together to solve problems.

PART II

After you made the Maasai Mara, think about how you worked with others. How did you do?

| | Not often/ Never | Sometimes | Always |
|---------------------------------|---|---|---|
| 1. I listened to other's ideas. |  |  |  |
| 2. I stayed on task. |  |  |  |
| 3. I helped others. |  |  |  |
| 4. I did careful work. |  |  |  |
| 5. I cooperated. |  |  |  |

Assessment: The self-assessment accurately assesses the student's performance.



PRESENTING WILDLIFE REPORTS

How did you do?

| | Not often/ Never | Sometimes | Always |
|--|--|--|--|
| 1. I stood tall. |  |  |  |
| 2. I looked at the audience. |  |  |  |
| 3. I spoke clearly and loudly. |  |  |  |
| 4. I shared information about my animal. |  |  |  |



DATE _____

MY PHOTOGRAPH ALBUM

Draw pictures and write words in the spaces below.



DATE _____

MY PHOTOGRAPH ALBUM

Draw pictures and write words in the spaces below.



DATE _____

MY PHOTOGRAPH ALBUM

Draw pictures and write words in the spaces below.



DATE _____

MY PHOTOGRAPH ALBUM

Draw pictures and write words in the spaces below.

Assessment: The photo album includes appropriate photos/drawings of the Maasai Mara; demonstrates understanding of the setting and the animals; includes words from the word bank as a resource for writing captions; and includes captions that relate to the game reserve photos.



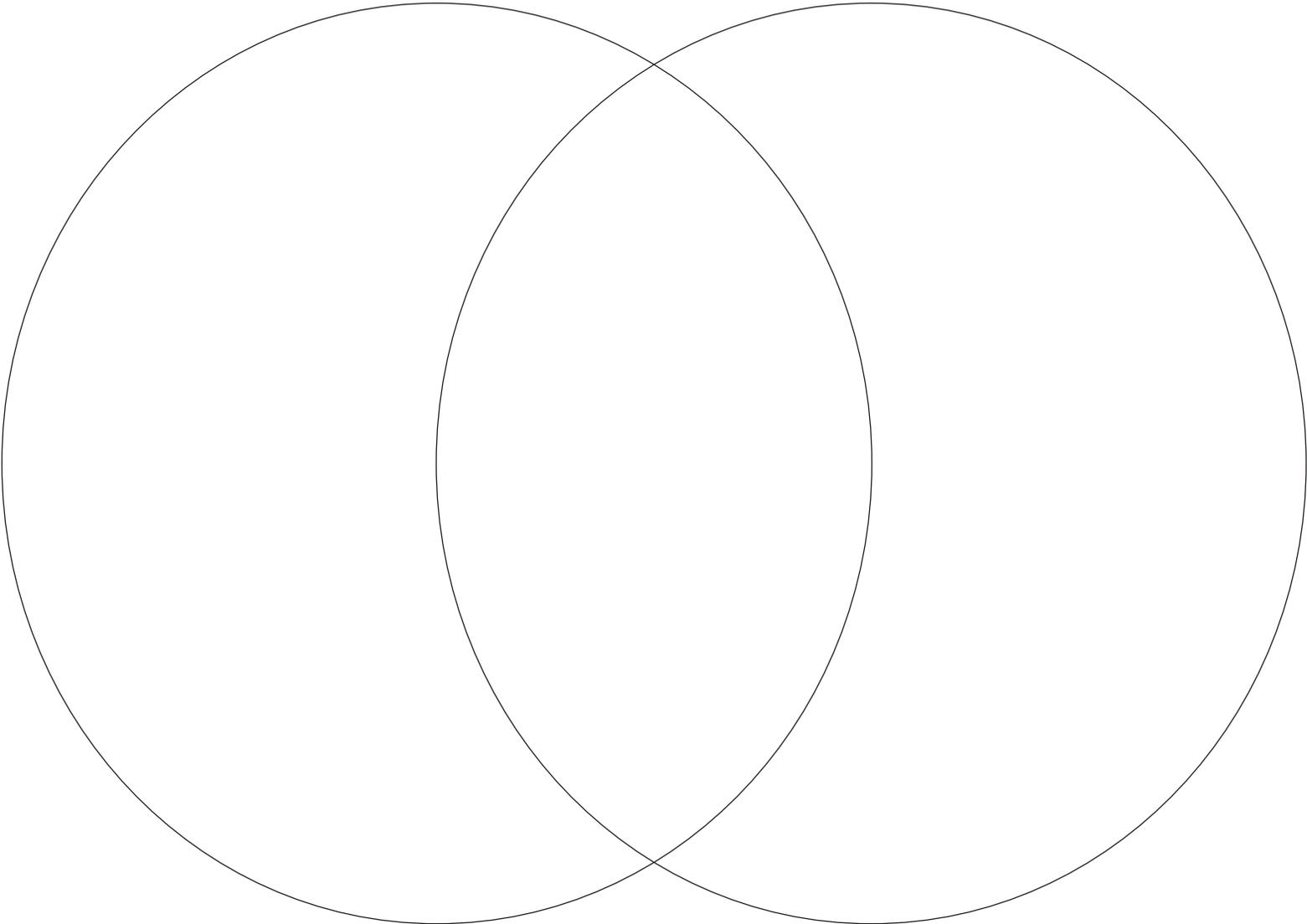
DATE _____

WE ARE ALIKE AND DIFFERENT

Maasai people are different.

We are alike.

We are different.



Assessment: At least two examples are provided in each section of the Venn diagram. Examples reflect understanding of similarities and differences between the children and the Maasai people.

GLOSSARY

boma Maasai home made of grass and sticks and covered with cow dung

browsers animals that get their food from trees

camouflage the way the colors and patterns on some animals help them blend into their environment

coast the land along a body of water

elders older warriors who become leaders

equator an imaginary line around the middle of the earth

game reserve a protected area where animals live

grazers animals that eat grass and other low plants

habitat a place that is a home to plants and animals

herd a group of animals

highlands land that has mostly mountains and valleys

migration the movement of animals or people from one place to another

passport a document that allows people to travel from one country to another

plains flat lands

predators animals that hunt other animals

pride a family of lions

safari a trip or journey to eastern Africa

village a small group of houses where people live together

warriors people who protect their village and cattle