

Faces™

Kenya

When it comes to nature, Kenya has it all—from tropical beaches to rugged mountains to the dry savanna. This month's issue of FACES magazine examines the beauty, as well as the societal issues, that embody this diverse nation.

CONVERSATION QUESTION

What makes Kenya a unique country?

TEACHING OBJECTIVES

- Students will learn about the country of Kenya.
- Students will learn about the changing role of women in Kenya.
- Students will learn about the majestic Mount Kenya.
- Students will examine the physical and cultural characteristics of a place.
- Students will identify historical and contemporary means of changing society.
- Students will use a map to explore relationships between geographical locations.
- Students will master common words in a foreign language.
- Students will construct a timeline depicting events in Kenyan history that have affected change for women.
- Students will use a mathematical process to solve word problems.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Welcome to Kenya**
Expository Nonfiction, 1030L
- **The Changing Role of Women**
Expository Nonfiction, 1120L
- **Come Touch the Sky**
Expository Nonfiction, 1320L

Faces® Teacher Guide: March/April 2025

Welcome to Kenya

pp. 8–11, Expository Nonfiction

Kenya is a nation with diverse people, culture, and land. This article examines the history and the geography of this magnificent East African country.



RESOURCES

Examine Characteristics: *Radiant Region*

OBJECTIVES

- Students will learn about the country of Kenya.
- Students will examine the physical and cultural characteristics of a place.
- Students will be exposed to words in a foreign language.

KEY VOCABULARY

- **savannas** (p. 9) large flat areas of land with grass and very few trees
- **hominid** (p. 9) a primate of a family (*Hominidae*) that includes humans and their extinct ancestors
- **mandatory** (p. 9) required by laws or rules

ENGAGE

Conversation Question: What makes Kenya a unique country?

Inform students that they will read about a diverse country boasting a spectacular landscape. Display a world map and give the following clues, one at a time, so that they can locate the country being studied. (Kenya)

- This country is located in both the Southern and Northern Hemispheres.
- This country is located in East Africa.
- This country borders Ethiopia to the north and Tanzania to the south.
- This country borders Uganda the west and Somalia to the east.
- The capitol of this country is Nairobi.

INTRODUCE VOCABULARY

Post key words and discuss their meanings. Then display the following prompts and have students discuss responses with a partner.

- What animals would you expect to see on a **savanna**?
- What kinds of tools do you think were used by early **hominids**?
- What classes/activities/events are **mandatory** for you to attend?

READ & DISCUSS

Use the following questions to direct a discussion.

1. What are the four distinct regions of Kenya?
2. Why do many paleontologists believe that East Africa is the birthplace of mankind?
3. Why did European nations view locations in Africa as valuable colonies?
4. How did Kenya gain independence?
5. What are the most urgent problems facing Kenya today?

SKILL FOCUS: Examine Characteristics

INSTRUCT: The article presents the reader with detailed information regarding the physical and cultural characteristics of Kenya. Remind students that when studying a new land, it is important to consider many facets of life in that region. Distribute the *Radiant Region* graphic organizer and tell students that they will be using information from the article to complete the worksheet.

ASSESS: Review the chart as a class and collect to check for accuracy.

EXTEND

Foreign Language The article states that in the 1960s, Swahili became the national language of Kenya (p. 10). Teach students these basic words in Swahili and have them practice using them during the day. Students may remember the Swahili phrase from *The Lion King*, Hakuna Matata, meaning “there are no troubles.” **friend** = rafiki; **yes** = ndiyo; **no** = hapana; **hello** = jambo; **goodbye** = kwa heri. Access audio clips online.

Radiant Region

Examine Physical and Cultural Characteristics Refer to the article to explain how each of the elements listed below contribute the uniqueness of Kenya.

Element	Defining Characteristics
History	
Government	
Resources and Economy	
Geographical Features	
Language(s) and the Arts	

The Changing Role of Women

pp. 27–29, Expository Nonfiction

Kenya, as with many African nations, has a long history of gender inequality. This article explores how recent legislation has made great strides towards correcting this issue and how longstanding traditions can often impede the pathway to change.



RESOURCES

Means to Change: *Role Revisions*

OBJECTIVES

- Students will learn about the changing role of women in Kenya.
- Students will identify historical and contemporary means of changing society.
- Students will construct a timeline depicting events in Kenyan history that have affected change for women.

KEY VOCABULARY

- **prospects** (p. 27) possibilities; things that can develop or become actual
- **compulsory** (p. 28) required by a law or a rule
- **empowerment** (p. 29) the act of giving somebody control over their own life or situation

ENGAGE

Conversation Question: What makes Kenya a unique country?

Guide a class discussion examining how the roles of women have changed in the United States over the last hundred years. Acknowledge that change can be slow, as traditional beliefs can be hard to overcome. Then pose the questions: *How does change come about? Do you think that women in the United States have more or fewer opportunities than women in other countries?* Have an open discussion and ask students to support their reasoning with details.

INTRODUCE VOCABULARY

Read vocabulary words and definitions. Have students determine how the words are connected. Present the article title, “The Changing Role of Women,” and have students predict how the vocabulary will connect to the topic. Invite students to share their thoughts and look for these words as they read. Revisit predictions after reading.

READ & DISCUSS

Use the following prompts to direct discussion.

1. Why is cultural change slow?
2. In what ways have women in Africa had less opportunities than men?
3. What is the traditional role of women in Kenya?
4. Why don’t many girls in rural areas complete primary school?
5. How are opportunities for women growing in Kenya?

SKILL FOCUS: Means to Change

INSTRUCT: The article presents the reader with detailed information regarding the changing role of women in Kenya. People affect change by having their voices heard by those in power and joining together to revise outdated laws and rules. Present the graphic organizer, *Role Revisions*, and instruct students to use information from the article to explain how women in Kenya are making progress in their fight for equality.

ASSESS: Review the chart. Have students work with a partner to draft a reasonable law that would further advance the plight of women in Kenya. They must include details regarding the law’s implementation.

EXTEND

Social Studies Timelines help students keep events in chronological order, make connections, and recognize patterns in a series. Have students review the article and highlight all of the dates. Instruct them to arrange the events in chronological order to create a timeline. Remind students that it is important to create equal segments so that data can be placed accurately. Dates and events must be labeled and a title must be added. Pictures and captions will enhance the timeline.

Role Revisions

Means to Change Review the article and locate paragraphs that discuss the elements listed below. Use the space in the squares to explain how and what specific progress that has been made.

Education	Legal Rights
Marriage	Political Involvement

**Kenya:
Changing Roles
of Women**

Partner Activity: Draft a reasonable law that would further advance the rights of women in Kenya. Include details regarding the law's implementation.

Come Touch the Sky

pp. 32–34, Expository Nonfiction

Mount Kenya is the second highest mountain on the African continent. Students will read about the animal habitat, fresh water supply, and sanctity of this tourist-friendly mountain.



RESOURCES

Using Maps: *Where in the World*

OBJECTIVES

- Students will learn about the majestic Mount Kenya.
- Students will use a map to explore relationships between geographical locations.
- Students will use a mathematical process to solve word problems.

KEY VOCABULARY

- **extinct volcano (p. 32)** a volcano that scientists believe is unlikely to erupt again
- **rigorous (p. 33)** implies hardship or difficulty
- **glacier (p. 33)** a very large area of ice that moves slowly down a slope or valley or over a wide area of land

ENGAGE

Conversation Question: What makes Kenya a unique country?

Post the title of the article, “Come Touch the Sky,” and have students predict what the article will be about. Then distribute the article and have students preview the photographs in the text. Ask: *What can you infer about Mount Kenya by studying the photographs, captions, and title? Why do you think the author chose this title?* After the reading and activities, challenge students to create an alternate title for the article.

INTRODUCE VOCABULARY

Review and discuss the key vocabulary words and their definitions. Have students write a sentence for each word that demonstrates an understanding of its meaning. Then challenge them to write one super sentence that uses all three words. Have volunteers share their sentences. Emphasize the key words as they appear in the article.

READ & DISCUSS

Have students read the article with a partner. Lead a class discussion based on the following prompts.

1. Why are Mount Kenya’s highest peaks lower than they were in the past?
2. Why is there great variation in ecosystems at different elevations?
3. How are the mountains three main peaks appropriate for a variety of differently-skilled climbers?
4. What is the significance of being designated a National Park and a UNESCO Heritage Site?
5. How do the Kenyans exemplify a “spirit of cooperation”?

SKILL FOCUS: Using Maps

INSTRUCT: Guide students to acknowledge the importance of cardinal directions (N, S, E, W) and the key and markings when trying to understand the location of various places on a map. Review map skills. Distribute the *Where in the World* worksheet. Students will be using the map and keys provided to complete the questions.

ASSESS: Instruct students to independently complete the worksheet, then review. Remediate map skills in a small group, if necessary.

EXTEND

Mathematics On page 33, the article provides readers with the following information regarding the height of the three peaks of Mount Kenya:

Point Batian = 17,057 feet

Point Nelion = 17,021 feet

Point Lenana = 16,355 feet

Have students calculate answers to the word problems below.

- a) How much higher is Point Batian than Point Lenana?
- b) How much lower is Point Lenana than Point Nelion?
- c) What is the average height of the three peaks?

Answers: a) 702 feet b) 666 feet c) 16,811 feet

Where in the World

Using Maps Use the map of Kenya, the key, and the compass rose to answer the questions.



Part I: Use the map of Kenya and the compass rose to provide the answers below. (N,S,W,E)

1. The Tana River is located _____ of the equator.
2. Mount Kenya is located _____ of Mount Kilimanjaro.
3. Aberdare National Park is located _____ of Lake Victoria.
4. Lodwar is located _____ of Wak.
5. Uganda is located _____ of Ethiopia.

Part II: Answer the questions below using the keys and symbols on the map.

6. What is the capitol of Kenya? _____
7. List two cities that lie on the coast of the Indian Ocean: _____
8. What lake does the equator run through? _____
9. Which national park does the Tana River run through? _____
10. What is the name of Kenya's desert? _____