

UNIT 2: Explore Tanzania

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Introduction: When we are trying to understand a different place and the group of people who live there, it is very helpful to explore different ways of organizing information about this place and these people. Maps allow us to see connections and trends, and the reading of various types of maps is a critical skill for students in their development as geographically literate individuals.

This lesson is designed around the introduction of students to Tanzania and where it is on the African continent. This lesson assumes that students have some prior knowledge of Africa and some basic geographical and cultural trends and features there. This lesson, and the adjoining resources on the Maasai people, give teachers the resources they need to go from a birds' eye view map of Africa to a specific country, and then closer still to an actual village within that country (next lesson). This continuity—from the distant to the close—is important for students to experience in order for them to connect knowledge about a place with understanding about the people who live there.

Unit Organization: Unit organized into 2 lessons (2A and 2B). Objectives, time allotment, materials, and assessment apply to each individual lesson.

Target Audience: Grades 4-5

Lesson 2A: Where in the World?

Objectives: Upon completing this unit, students will be able to:

- Identify Tanzania on the map of Africa.
- Identify and describe key information from reading political, physical, population, and natural environment maps of Tanzania.

Time Allotment: 2 one-hour sessions

Materials:

Included:

- Blank map of Tanzania and Africa (copied for each student) (pages 2-9, 2-10)
- Slide show of "Meet the Maasai," (PowerPoint)
Particularly slide 3 ("Mkonoo Village").

This is in PowerPoint format or printed out, depending on what version of the curriculum you have. If you have the PowerPoint version and a

projector in class, use that technology to display the slideshow. If you do not have the technology in class or have the print version of the curriculum, print out the PowerPoint slide show and copy it onto overhead transparencies to display in class

- Slideshow of Tanzanian Volcanoes (Powerpoint) Particularly slide 2 ("Mt. Meru"). Again, this is in PowerPoint format or printed out, depending on which version of the curriculum you have.
- Powerful Questions Strategy Explanation (page 2-11)
- Notetaking Chart (page 2-12)
- Mapping Lesson Assessment Tool (page 2-13)

Not included:

- Print (or laminate) maps from <http://mshand.geog.gla.ac.uk/ATLAS%20OF%20TANZANIA/atlas.htm>. Print at least one set of each - Political, Physical, Population, and Natural Environment –for each small group of 3-5 students
- Vis-a-vis markers (if maps are laminated)
- Poster paper

Procedure:

Copy the blank maps of Tanzania (page 2-9) and Africa (page 2-10) for each student and hand them out.

Write this focus question on the blackboard, overhead projector, or poster board:

Where in the world is Tanzania and what are some interesting geographical features of the country?

Show students slide 3 of "Meet the Maasai."

Use the Powerful Questions Strategy (see Powerful Questions Strategy Explanation sheet (page 2-11) for detailed explanation). Beginning with the "Mkonoo Village" slide as the focal point, engage the students in deep inferential thinking about the geography of the place shown in the photo. (They are welcome to note questions about the people, but challenge them to think about the flatness of the earth, the vegetation seen in the picture, and the temperature based on clothing.) Ask the students to quietly observe the image. Instruct the students to only ask questions as they observe the image. Students pose their questions. As the teacher, be careful not to repeat the questions; instead have the students repeat their own question to keep the focus on their thinking. Record questions on poster paper. Remember, the teacher never provides answers and only occasionally asks questions. The teacher might ask a question to offer a different frame of reference or a deeper extension.

Reread all of the presented questions occasionally to honor the students thinking

and stimulate further inquiry.

Show slide 2 of the Tanzanian Volcanoes slide show (PowerPoint). Encourage students to continue asking questions. Again, encourage them to think about the flatness of the land in the foreground, what the landforms might be in the background, and what vegetation they see.

Based on your students' prior knowledge about Africa, use the Africa map and ask students to think about what they know about Africa to guess where Tanzania might be. You might give some of the following clues:

- The climate varies from tropical along the coast to temperate in the highlands. (It includes both coast and inland regions.)
- Among many other local languages, the people speak English in government and higher education. (It lies within the English-speaking region of Africa, as opposed to French or Arabic-speaking.)
- Its major industries include agriculture and mining.
- One of its strongest trading partners is India, just across the Indian Ocean from this country.

If students have no prior knowledge, introduce them to where Tanzania is found on the map and basic geographical features of the African continent.

Using the blank Tanzania map, invite students to mark a few of the major landmarks and geographical features:

- Bordering countries (Kenya, Mozambique, Malawi, Zambia, Democratic Republic of the Congo, Burundi, Rwanda, and Uganda)
- Dar es Salaam (capital)
- Zanzibar
- Mount Kilimanjaro
- Lake Victoria (world's second largest freshwater lake)
- Lake Tanganyika (the world's second deepest lake)
- Lake Nyasa

Next, introduce political, physical, population, and natural environment maps from the website <http://mshand.geog.gla.ac.uk/ATLAS%20OF%20TANZANIA/atlas.htm>.

Write this focus question on the blackboard, overhead projector, or poster board:

What are some similarities and differences among the maps?

Organize students into small groups and provide them with 5-10 minutes to determine what each map illustrates. Next, work together as a class to determine what unique information each map conveys.

Hand out the Notetaking Chart (page 2-12). Instruct the small groups to work together to read the maps and gather information on the Notetaking Chart.

Students should collect at least three bits of information from each map. Circulate to check group progress, ask guiding questions, if necessary. Some examples are listed here.

Guiding questions:

- How does the legend help us read the map?
- What are the regions and districts in Tanzania?
- Physical map – What do the different colors tell us? Identify mountainous areas. Identify the plains.
- Political map – How do you think the boundaries are determined?
- Natural environment map – What types of wildlife live in Tanzania? What types of wildlife coexist? Who manages the habitat? How do you think wildlife habitat has changed over time? According to the maps, do people live in the areas where wildlife live?
- Population map – Where is the population concentrated? What areas draw people to them? How many people live in Tanzania?

Next, have small groups share their findings with the class (make sure each group shares). Compile a class Notetaking Chart with ideas (you can copy the chart onto a transparency and use the overhead for this part, or write the ideas up on the blackboard or poster paper).

You might extend the Notetaking Chart onto the Tanzania map by getting students to represent one feature from each of the maps above in a certain color on their country map. For example, students might look at where population is concentrated and color that region of their map by crosshatching with a red pencil. They might mark the mountainous areas with small green triangles. They could note key animal habitat with a small picture or symbol based on that animal. When they are done marking their map, encourage them to look for connections. Does geography affect where people decide to live? Are key animal habitats located aside major population centers? Where do people tend to live with respect to lakes and freshwater sources?

Extend the lesson through writing. Have each student write a paragraph/page to answer the focus question: what are some similarities and differences among the maps? Another question they could consider involves the relationship between humans and geography: what geographical features (i.e. mountains, rivers, lakes, forest) affect where Tanzanian people live?

Complete the lesson by returning to the original two slides. Show the two slides again, this time with each student holding their completed Tanzania map. Explain that maps are used to capture information about a place, and we have different types of maps to capture different types of information. Maps, however, cannot capture everything about a place. In looking at the slides, what information do maps NOT capture? As a full class, gather ideas for information not able to be

contained in maps. Have students look at a slide and ask them: What do you feel when you look at this picture? Have students look at their map and ask: What do you feel when you look at this map? It is important for students to understand that the use of maps is one tool among many to help us know about another place; we need to go beyond maps to understand the people who live there. You might use this discussion as a lead-in to the next lesson on the Maasai.

To explore further, you can have students research “I wonder...?” questions related to geography. As they do the mapping activity, they may generate a list of further research questions they want to explore. Research questions are endless, but here are some possible student research questions:

- What are the different groups of people (tribes) in Tanzania?
- What languages are spoken in Tanzania?
- What is the history of Tanzania?
- What type of wildlife is found in Tanzania?

Assessment:

Assess students using the Mapping Lesson Assessment Tool (page 2-13).

Lesson 2B: Meeting the Maasai

Introduction: The Tanzanian population is comprised of over 120 African ethnic groups, and approximately one percent of the population is made up of Asians, Arabs, and Europeans. By studying the people of Tanzania, students have the opportunity to explore the challenges of ethnic diversity, urban vs. rural issues, economic diversity, and the effects of colonialism on the people of Africa today.

The Maasai people are one of the best-known ethnic groups of Tanzania and Kenya. Their customs are well-documented, giving American students an opportunity to delve more deeply into a specific African ethnic group and explore its culture and historical experience in order to make connections with their own lives. The fact that the Maasai people live on both sides of the Kenya-Tanzania border can be explored in the context of colonialism and the relationship between a government and its minority population. The lesson can be used parallel with a study of Native Americans in the United States, comparing and contrasting issues experienced by both.

Finally, a study of the Maasai provides students with enough background on a different culture to allow them to think about life from a different perspective. The role of perspective is very important in studying world cultures, and students throughout this lesson can be challenged to view pictures or issues from the perspective of a Maasai person living in the Mkonoo Village or as an expatriate Maasai living in the United States.

Objectives: Upon completing this unit, students will be able to:

- Use the Internet to conduct research about Maasai culture.
- Examine cultural characteristics of Maasai culture and compare them to their own lives.
- Clearly present their learning in written or oral form.

Time Allotment: 3 to 4 one-hour sessions

Materials:

Included:

- Know, Want to Know, Learned (KWL) Chart (page 2-14)
- KWL Strategy Explanation (page 2-15)
- Cultural Needs Table worksheet (page 2-16)
- Slide show of Mkonoo village ("Meet the Maasai") (PowerPoint)
This is in PowerPoint format or printed out, depending on which version of the curriculum you have. If you have the PowerPoint version and a projector in class, use that technology to display the slideshow. If you do not have the technology in class or have the print version of the curriculum, print out the PowerPoint slide show – or use the print out that comes with the hard-copy of the curriculum – and copy it onto overhead transparencies to display in class)
- Research Report Rubric (page 2-17)
- Project Presentation Rubric (page 2-18)

Not included:

- Student web access to: <http://www.maasai-infonline.org/> and www.terrawatu.org

Procedure:

Write this focus question on the blackboard, overhead projector, or poster board:

Who are the Maasai people and what are some characteristics of their culture?

Pass out and use the KWL Chart (page 2-14) to activate prior knowledge and heighten interest in Maasai culture. Specifically, engage students in the discussion: "What I Know, What I Want to Know." Have each student write down his or her thoughts. Create a large KWL chart on the blackboard or overhead projector. Record group ideas on this class chart that will be referred to at the end of the lesson. For more information, read the KWL Strategy (page 2-15).

Review the meaning of *culture*. According to the *Merriam Webster Dictionary*, culture is, "the customary beliefs, social forms, and material traits of a racial, religious, or social group" (<http://www.m-w.com/>, April 2004). You might introduce the idea of culture as being an iceberg, with some cultural traits visible to the eye and many more cultural traits hidden beneath the surface, only to be

experienced with great exploration or through conflict. You can challenge them to think about their own culture, using the iceberg model or some of the other many resources available on the web or through materials available through Intercultural Press (www.interculturalpress.com).

Next, pass out the "Cultural Needs Table" worksheet (page 2-16). Create a large poster or overhead transparency of the Cultural Needs Table and inform students that you will work on filling in the "US Culture" section.

Use a Think-Pair-Share approach to fill in the worksheet. Ask students to work silently and independently for five minutes (Think). Then, ask students to discuss their ideas with a partner or small group for five minutes (Pair). Finally, have the whole class discuss the ideas and compile them on a poster or overhead transparency (Share).

Show the slideshow of Mkonoo Village (PowerPoint) and instruct students to take notes on the "Maasai Culture" section of the "Cultural Needs Table" (page 2-16). Relate the vertical categories of this chart back to the cultural iceberg: food, shelter, and clothing are things that we can see, while aesthetics, government, values, and beliefs are not easily seen and are often discovered when they come in conflict with the cultural values of someone else.

Now that students have an image of the Maasai people and have thought about cultural similarities and differences between American culture and that of the Maasai, they are ready to learn more about the history of the Maasai people.

Put the following questions on the board or overhead, or a handout if you will be using computers outside your classroom for the next step:

- What does this quote mean? "A Maasai without culture is as a zebra without stripes."
- What are some ways that you would describe the Maasai people?
- What are some of the ways that the Maasai have interacted with non-Maasai?
- What is the relationship between the Maasai and the local natural environment?
- How do the beliefs of the Maasai differ from the beliefs of non-Maasai?

Prepare the computer lab or classroom computers by setting each computer to the Maasai Info Online website at <http://www.maasai-infoline.org/>. Using the computer lab or classroom computers, provide time for students to work in pairs to learn more information about Maasai culture and history. Tell students they are not to leave the Maasai Info Online website until instructed. While they are welcome to explore all of the information listed in the bottom right corner, make sure that they spend time with the heading "Maasai People" and "Maasai Concerns." Next, have students visit www.terrawatu.org to learn about Siwandeti Computer Center in Siwandeti Village, Tanzania. (Note: Terrawatu was a partner

in the project that led to the development of this curriculum.) Instruct students to take additional notes on the "Cultural Needs Table" worksheet. They should make notes that answer the questions above.

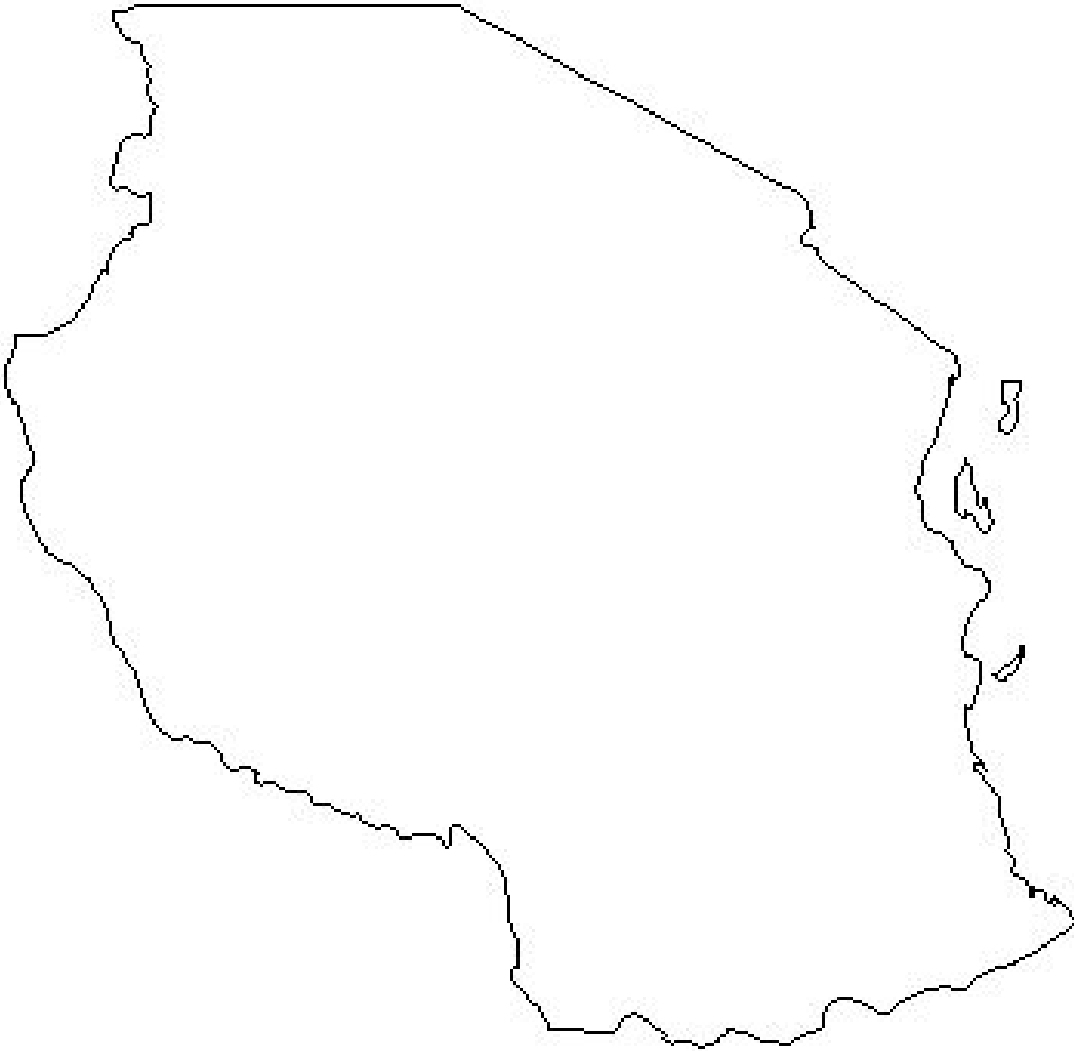
Next, hold a class discussion to share what each pair learned. Now, review the K and W portions of the KWL chart you made as a class. Ask students to reflect on how much they learned and decipher what the class still wants to know.

Finally, have students write a research report/summary of what they learned OR create a poster or oral presentation on what they learned.

Assessment:

- Use the Research Report Rubric (page 2-17) for those students who do the written report.
- Use the Project Presentation Rubric (page 2-18) for those students who do a poster or oral presentation.

Blank Map of Tanzania



Blank Map of Africa



Powerful Questions Strategy Explanation

The Powerful Questions technique is used to build comprehension, inferential thinking, listening skills, understanding, and interest. Either an object or image is used as the focal point for questions. After the object or image has been revealed, the students initially observe the object or image, then share questions from their observations. This technique develops inquiry skills while enhancing observation abilities. It is important that no questions are answered during the exercise. Ultimately quality questions frame deeper answers and understanding.

Object or Image

Either an object or an image will work well for this exercise. When presenting an object refer to it as a common object (or similar generic term). This stimulates enhanced observation skills, especially when an object might be several things. With an image or photograph, it is best to choose one that has something unknown to it (example: photo of a half-built igloo – is it being built or taken apart?). It is an excellent idea to use an image from a text or book that is being studied as an introduction. Newspapers are excellent sources of images, which heighten interest prior to reading articles.

Order of the technique

1. Explain to students that they will be shown a common object (or image) that they will ask questions about. Next, show them object (or image) and ask them to quietly observe it. The students should closely gather around the object while the teacher walks around the room. Instruct the students to only ask questions. Once they start posing their questions **do not** repeat them. Instead, if necessary, have the students repeat them so the focus stays on the students and they hone their presentation skills. They will be able to see the object or image throughout the time they are sharing the questions. An extension is pair/share or small group sharing of questions prior to whole group sharing.
2. If the object or image is something the students are studying, record the questions on poster paper. In higher grades, ask two students to write the questions; in lower grades the teacher writes the questions for the students. The person who asked each question can be noted as well to acknowledge them when using the questions during the unit.
3. As the teacher, never provide answers and only occasionally ask questions yourself. You might ask a question to offer a different frame of reference or a deeper extension. Examples include: Who took the photograph? Why do you think they took the photograph? Who invented the object?
4. Pause and read all the presented questions several times during Powerful Questions. This recap honors the presented questions and often prompts additional questions.

Taken from Robert Price – www.eggplant.org, 2004.

Notetaking Chart

*Note to teacher – the students can make this chart themselves on legal sized paper.
Just model how to construct a chart and include column labels.

Physical Map	Political Map	Natural Environment Map	Population Map

Mapping Lesson Assessment Tool

Name: _____ Date: _____

+ (plus) = Advanced level, exceeded expectations.

√ (check-mark) = Good level of work and understanding of concept, met expectations.

- (minus) = Needs improvement, did not meet expectations.

The student was able to identify Tanzania on the map of Africa.

Score: _____

The student was engaged in an investigation of four different types of maps of Tanzania: Political, Physical, Population, Natural Resources.

Score: _____

The student was able to identify and describe key information from reading four different maps of Tanzania.

Score: _____

KWL Chart

K - What the students **K**now

W - What the students **W**ant to Know

L - What the students have **L**earned

K	W	L

KWL Strategy

Explained by Nani Castor-Peck

A KWL chart is a chart used to record information created through class discussions to engage students in the learning process of a lesson or unit.

K – Responses from what students **KNOW** from prior knowledge about the topic or subject

W – Responses in the form of questions (What, What, When, Where, Why, How) about what they **WANT** to know about the subject

L – Responses from students of what they **LEARNED** about the topic or subject through the lesson

At the end of the lesson, review the WANT questions and ask students if they have been answered. This information can then be added to the LEARNED column along with new discoveries the students made.

Cultural Needs Table

		US Culture	Maasai Culture
Basic Survival Needs	Food		
	Shelter		
	Clothing		
Means of Achieving Basic Survival Needs	Work		
	Trade		
	Transportation		
	Communication		
	Technology		
Higher Level Needs Pursued When Basic Needs Met	Aesthetics		
	Education		
	Recreation		
Cultural Constant	Government		
	Religion/Values/Beliefs		

Research Report Rubric

Name: _____

Teacher: _____

Criteria					Points
	4	3	2	1	
Introduction/ Topic	Student(s) properly generate questions and or problems around a topic.	Student(s) generate questions and or problems.	Student(s) require prompts to generate questions and or problems.	Questions or problems are teacher generated.	_____
Conclusions Reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	_____
Information Gathering	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered exclusively from either electronic or print sources.	_____
Summary Paragraph	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	_____
Punctuation, Capitalization, & Spelling	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	_____
				Total →	_____/20

Rubric designed at <http://teachers.teach-nology.com/cgi-bin/research.cgi>.

Project Presentation Rubric

Name: _____ Date: _____

Teacher: _____

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Rubric designed at <http://teachers.teach-nology.com/cgi-bin/research.cgi>.