## 2017 Student Program Curriculum

### Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>San Diego State University Research Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Swahili Infrastructure Building Project</td>
</tr>
<tr>
<td>Curriculum Title:</td>
<td>Going on an East African Safari</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Swahili</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; – 11&lt;sup&gt;th&lt;/sup&gt; Graders</td>
</tr>
<tr>
<td>Language Background:</td>
<td>Heritage and Non-Heritage</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Non-Resident</td>
</tr>
<tr>
<td>Program Type:</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Duration:</td>
<td>20 Days</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>80 Hours</td>
</tr>
</tbody>
</table>
**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Target Proficiency/Target Performance:** This section of the template identifies the target proficiency level learners will reach by the end of the program. Programs are also asked to identify the target performance levels where learners will perform given that they are working within a specific content/context during the program. The distinction between proficiency and performance recognizes that teachers need to teach slightly beyond the current level of the student in order to advance their proficiency level.

**Program Overview and Theme:** In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do at the end of the program? **Combination Program: How will the students benefit by being connected to the teacher program?**

| **Target Proficiency Level** (by end of program): Intermediate High |
| **Target Performance Level(s)** (during and by end of the program): Advanced Low |

Through the theme of *Going on an East African Safari*, the learners will explore daily life in Tanzania. They will learn about traditional roles for men and women and regional variations in terms of food and comparing nutritional guidelines across cultures (Tanzania and America). They will also research different ethnic tribes in Tanzania and explain variations among the five legendary tribes (i.e., Maasai, Hadzabe, Sukuma Tribe, Chagga, and Makonde). They will explain the commonalities and differences between the tribes. In addition, the learners will explore the Serengeti Plain and learn about its geography, climate, annual migration, and the Serengeti National Park.

The curricula are aligned with a specific target proficiency level. For each level, two curricula exist, one for speaking/listening and one for writing/reading, with the designated curricular topics being explored at each level with differentiated content and tasks appropriate to learners’ actual and target proficiency levels. This allows teachers to tailor the curriculum according to the needs of distinct learner groups (i.e. heritage learners) whose speaking/listening levels may be quite different from their writing/reading levels. As such, the program has identified strategies/activities that cater specifically to heritage learners within each curriculum. However, the program will predominantly target non-heritage learners in grades 10th to 11th (15 to 16 years old). Activities will be varied to differentiate instruction for heritage learners who are entering the program. Heritage learners would be exposed to more authentic print and non-print materials, for instance.

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1 The theme frames the curriculum development process. It defines the program, providing the context for culture, content, and language learning.
Going on an East African Safari (Listening and Speaking)

The curricula are intended for 80-hour, intensive STARTALK programs with a structure of five class days per week and three classroom hours per day plus one hour for homework and further practice. They can be easily adapted, however, for different program structures such as weekend schools, semester long programs, etc.

Learners will watch movies, listen to presentations, play skits, and conduct guided cultural walks. They will further retell stories, write summaries, and reflections, and interpret photographs related to the safari. Learners will work in pairs or small groups to carry out individual as well as group projects on selected program themes and topics, and present their findings to their classmates, teachers, and other invited program visitors, such as family or community members.

As a final program project, learners will write a short movie script about a fictional character. One group of learners writes about a character that moves from a modern Nairobi to Serengeti Plain to live with one of the tribes. The other group writes a script about a member of one of the tribes who moves to the city. Through the script they will show their understanding of the challenges their characters will face when having to adapt to different way of life and how they can overcome that. Each member of the group writes a skit or scene for one day of the character in the new life. They actually create a short movie at the end.

Learning Goals

For each mode of communication targeted by your program, select up to two NCSSFL-ACTFL Global Can-Do Benchmarks. Then, select NCSSFL-ACTFL Can-Do Statements or create your own program Can-Do Statements for the proficiency level(s) and mode you have selected. Attention to and balance of the various modes will depend on your program goal(s). LinguaFolio Online will then allow programs to document progress on the learning goals that are identified. Can-Do Statements should reflect the age and language proficiency of your learners, align with the program theme, and be attainable within planned hours of instruction.

NCSSFL-ACTFL Global Can-Do Benchmarks
Select the performance level(s) for the mode of communication. Select up to two benchmarks.

Program Can-Do Statements
or
NCSSFL-ACTFL Can-Do Statements Specific to your theme.

Interpersonal Communication

INTERMEDIATE HIGH:

1. I can ask for and provide information about traditional roles for men and
### Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th>Level: Advanced Low</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things.</td>
<td>women.</td>
<td>2. I ask for and provide information about regional variations in terms of food and food preparation and safety.</td>
<td>3. I can tell a friend about the five legendary tribes (i.e., Massai, Hadzabe, Sukuma Tribe, Chagga, and Makonde), explain the similarities and differences, and answer his/her questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level: INTERMEDIATE HIGH</th>
<th>Task 1</th>
<th>Task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening</td>
<td>1. I can understand a video about changing eating practices in modern urban and traditional rural areas of East Africa.</td>
<td>2. I can understand a tour guide’s description of traditional way of life of tribes living in the Serengeti Plain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level: Advanced Low</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. I can understand a short presentation about the five legendary tribes (i.e., Massai, Hadzabe, Sukuma Tribe, Chagga, and Makonde) in Tanzania.</td>
<td>4. I can compare and contrast traditional roles for men and women in Tanzania with those in the United States.</td>
</tr>
</tbody>
</table>
Going on an East African Safari (Listening and Speaking)

**Presentational Speaking**

<table>
<thead>
<tr>
<th>INTERMEDIATE HIGH:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Low:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</td>
</tr>
</tbody>
</table>

| 1. I can present a summary of what I have learned from the media about the Serengeti Plain. |
| 2. I can make a presentation about the five legendary tribes in Tanzania. |
| 3. I can give a presentation on traditional and modern life in East Africa. |
| 4. I can provide an explanation for food safety guidelines in Tanzania. |

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment:** Describe the major summative performance assessments you will use for each mode of communication. These assessments will provide evidence that learners have achieved the program learning objectives. Indicate the real-world summative assessment tasks that allow learners to show what they know and can do in the language.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers,</td>
</tr>
</tbody>
</table>
### Non-heritage Learners:
Learners will read an article about how traditional life is changing in East African countries such as Kenya and Tanzania. They will also watch a video about a traditional way of life of one of the tribes. They will use the graphic organizer to write information about what they observe and see in the video (i.e., housing, food, sanitation, communication, etc.). Based on the video or text they have read they will write if any of these aspects of traditional life have changed and provide specific examples to support their statements.

### Heritage learners:
In addition to the above activities, heritage learners will compare some of the aspects of East African traditional life with their own way of life and experiences living in a multicultural household and society. Learners will use Venn Diagram to compare their way of life and culture to their host country’s culture. They will also compare their way of life with East African traditional life.

### Non-heritage Learners:
Learners will be given a selection of thought provoking authentic photos that show how traditional and modern life intersect among the members of traditional tribes. They will prepare a role-play depicting situations where a person can find him/herself in if they suddenly had to change their living environment (from traditional/rural to modern/urban and vice versa, i.e. preparing food and bathing with no running water or electricity). They will enact the role-play for other groups and answer any questions.

### Heritage learners:
Heritage learners will work in groups of four and talk about some of the traditions that are the most prevalent in their life here at the United States (i.e. following certain cultural behaviors, consuming cultural herbal medicine to cure common diseases like cold, celebrating some not all of the holidays, etc.). They will engage in spontaneous conversations with their peers to come up with some possible explanations for their findings. Learners will further discuss the challenges that their parents faced when they moved to the United States. They will come up with four categories and write each encounter/experience in its appropriate place. Categories can be: cultural barriers, language barriers, social norms, finding community and resources, etc.

### Non-heritage Learners:
Learners will write a short movie script about a fictional character. One group of learners writes about a character that moves from a modern Nairobi to Serengeti Plain to live with one of the tribes. The other group writes a script about a member of one of the tribes who moves to the city. Through the script they will show their understanding of the challenges their characters will face when having to adapt to different way of life and how they can overcome that. Each member of the group writes a skit or scene for one day of the character in the new life. They actually create a short movie at the end.

### Heritage learners:
Each group will write a “Helpful Handbook for New Immigrants” in Swahili. The handbook includes four chapters, wherein each chapter addresses the issues related to one of the categories from the interpersonal activity. Each chapter includes some common challenges people face when they move to a new country and some solutions for those challenges. Learners will also include some resources for the new immigrants. Learners will upload their handbook on the classroom Moodle site. They also present the information at an East African community center and encourage community members to volunteer their time to help new immigrants.

An assessment rubric will be used to assess the
**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences:** In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Align your learning goals to the language, culture, and content learners need to know to complete the task identified as a major learning experience. In the “Language, Culture, Content” column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the “Major Learning Experiences & Evidence” column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2. The STARTALK principles should be at the forefront of your planning as you complete this section of the template. What you say here will be further explained when preparing the daily learning plans.

<table>
<thead>
<tr>
<th>No.</th>
<th>Program Can-Do Statements, NCSSFL-ACTFL Can-Do Statements</th>
<th>Language, Culture, Content</th>
<th>Major Learning Experiences &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Intermediate High:</strong> I can ask for and provide information about traditional roles for men and women.</td>
<td><strong>Vocabulary:</strong> Non-heritage learners: Men/wanaume, women/wanawake, roles/majukumu, work/kazi, to do/kufanya, cook/pika, clean/safisha, dig/lima, farming/ukulima, wash clothes/piga deki, iron clothes/piga pasi, office/ofisini,</td>
<td><strong>Non-heritage Learners:</strong> Learners will interview men and women from the target culture either via phone or Skype or in person about the traditional roles of men and women in Kenya and Tanzania and record their responses. In class learners will participate in the lineup.</td>
</tr>
</tbody>
</table>

Learners can…these Can-Do’s are from Stage 1 Learning Targets.
<table>
<thead>
<tr>
<th>Activity: Going on an East African Safari (Listening and Speaking)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heritage learners:</strong> Challenges/changamoto, decisions/uamuzi, make/fanya, equal/sawa, circumcision/pasha tohara, culturally/kitamaduni, gender/jinsia, rights/haki, equality/usawa, more/nyingi, than/kuliko, education/elimu, oppress/dhulumu, child abuse/dhuluma kwa watoto</td>
</tr>
<tr>
<td><strong>Grammatical structures:</strong> Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses</td>
</tr>
<tr>
<td><strong>Language chunks:</strong> What are the typical roles of men in Kenya/Tanzania communities?/ Kwa kawaida wanaume wanamajukumu gani ya kikazi katika jamii nchini Kenya na Tanzania? In Kenya/Tanzania communities men usually <em><strong><strong>./ Katika Kenya/Tanzania wanaume kwa kawaida hu</strong></strong></em>. Men dig on the farms./Wanaume hulima mashamba. Men graze livestock./Wanaume huchungu mifugo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity: Going on an East African Safari (Listening and Speaking)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heritage Learners:</strong> Learners will interview men and women from the target culture or their family members in Kenya/Tanzania to get their opinion about traditional roles of men and women in the contemporary society. In class, learners will participate in a “Call in radio show”. Learners will face away from each other and the teacher will be the host of the show. He/she will be talking about the traditional roles of women and men in Tanzania/Kenya. The teacher will welcome learners to contribute by discussing opposing viewpoints by posing questions such as: What is your opinion about traditional gender activity. They will be placed in two parallel equal lines with each learner facing a learner on the opposite line. Each learner will have prepared at least three questions about traditional gender roles for men and women. They will take turns asking and responding to questions from a learner in front of them. After both lines complete the first question, the learner at one of the first lines will move to the second line. All other learners will move one space over to the right. Each learner will ask their new partner the second question and follow the same procedure until all the questions are answered. When they complete the activity, each learner will be allowed three minutes to write a summary of the responses to his/her questions and post them on the class board.</td>
</tr>
</tbody>
</table>
### Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th>Roles</th>
<th>Cultural knowledge: Learners will learn about customs and traditions of the legendary tribes in East Africa. They will also understand how local cultures guide the tribes’ daily life, especially when it comes to assignment of roles and responsibilities for men and women.</th>
</tr>
</thead>
</table>

#### Content: Roles of men and women

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
</tr>
</tbody>
</table>

#### Intermediate High:

**Vocabulary:**

- **Non-heritage learners:** Food/chakula, type/aina, region/eneo, various/mbalimbali, chapati/flatbread, cornmeal/ugali, sukuma

**Non-heritage Learners:**

Learners will read short texts about regional foods in Kenya/Tanzania.[africa.org/tanzania/food-daily-life](http://africa.org/tanzania/food-daily-life). In

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**Women cook for families.** 
Wanawak hupikia familia.

**Women fetch water from rivers or streams.**
Wanawake huteka maji mtoni.

**Women clean the homesteads.**
Wanawake husafisha boma.

In Kenya/Tanzania most men like to _________.
Nchini Kenya/Tanzania wanaume wengi hupenda ku____.

In Kenya/Tanzania do most women _________?
Nchini Kenya/Tanzania wanawake wengi hupenda ku.

My mum/sister likes to ________.
Mama/dada yangu anapenda ku____.

My dad and my brothers always ________.
Baba/kaka yangu anapenda ku____.

I like to ________ because.
Mimi ninapenda ku____ kwa sababu____.

In Kenya/Tanzania women face challenges such as ________.
Nchini Kenya/Tanzania wanawake wanapata changamomo kama______.
### Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th>of food and food preparation and safety.</th>
<th>wiki/kales, bananas/matoke, fish/samaki, pilau/spiced rice, mashed potatoes with peas/corn/mukimo, roast beef/nyama choma, mixture of maize and beans/pure, cook/pika, andaa/prepare, pan/sufuria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heritage learners:</strong> Recipe/mapishi, meat/nyama, religion/dini, differences/tofauti, preparation/maandalizi, breakfast/chamsha kinywa, lunch/chakula cha mchana, dinner or supper/chakula cha jioni, starch/wanga, protein/protini, vitamin/vitamini</td>
<td></td>
</tr>
<tr>
<td><strong>Grammatical structures:</strong> Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses</td>
<td></td>
</tr>
<tr>
<td>Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati</td>
<td></td>
</tr>
<tr>
<td>pairs, learners create a Venn diagram to illustrate similarities and differences of the regional variations of food in Kenya and Tanzania. They will share their Venn diagrams with other groups and talk about an ideal daily menu. They will make suggestions for breakfast, lunch and dinner in Kenya/Tanzania.</td>
<td></td>
</tr>
<tr>
<td><strong>Heritage Learners:</strong> Learners will discuss with their family members about regional variations in terms of food in Kenya and Tanzania. The will then write a summary of their conversation with their family members. In class, learners will scaffold relevant vocabulary and cultural points attached to regional food to less proficient and non-heritage learners. They will explain the “what and why” about the foods based on the local culture to their classmates and answer their questions. Later, learners will write a reflecting and indicate what they explained to their classmates. They will also include the write-up in their daily journal.</td>
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</tr>
</tbody>
</table>
| tribe/community?/Vyakula gani ni maarufu katika jamii ya ____.
| ____ ____ tribe mainly eat ____? / Jamii ya ___ hula ____ sana.
| Why do people of each tribe have a favorite food or dish?/Kwa nini kila jamii au kabila ina chakula maarufu?
| Do you know how to prepare ______?/Je unajua namna ya kuandaa ____?
| Most people in Kenya/Tanzania eat _____ for breakfast./ Watu wengi Kenya/Tanzania hula ____ kwa chakula cha asubuhi.
| This food is very delicious./ Chakula hiki ni kitamu sana.
| The food is deep fried./ Chakula hiki kimekaangwa.
| The food is boiled./ Chakula hiki kimechemshwa.
| The drinks are warm./ Vinywaji vina joto.

**Cultural knowledge:** Learners will learn about customs and traditions of the Hadzabe Tribe as one of the five legendary trips in East Africa. They will also learn about the influence of local culture on nutrition of the Hadzabe.

**Content:** Vyakula

| 3. **Advanced Low:**
| I can tell a friend about the five legendary tribes (i.e., Massai, Hadzabe, Sukuma Tribe, Chagga, and Makonde), explain the similarities and differences, and answer his/her questions.

**Vocabulary:**

**Non-heritage learners:** Tribe/Kabila, legendary/, traditions/mila, speak/sema, language/lugha, red/nyekundu, spear/mshale, beads/shanga, retain/shika, nomadic/wanaohamahama, pastoral/ wa shamba, herd/kundi, cattle/ng’ombe, goats/mbuzi, eat/kula, drink/kunywa, 

**Non-heritage learners:**

One tribe will be assigned to each pair of learners to research, using the Internet, watching YouTube clips, and reading short articles [wordpress.com/2014/08/12/5-legendary-tribes-of-tanzania-you-should-know-more-about/](https://www.youtube.com/watch?v=4b2PboMY)
### Heritage learners:

| **meat/nyama, boold/damu, raw/mbichi, identify/tambua** |

**Heritage learners:** Territory/ eneo, preserve/hifadhi, struggle/shindana, need/hitaji, land/shamba, residence/makazi, population/idadi, pierce/toboa, patriarchal/mfumo dume, abandon/tupilia mbali, elders/wazee, decision/uamuzi, oral/kwa mdomo, law/sheria, lifestyle/mtindo wa maisha, wealth/utajiri

**Grammatical structures:** Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses

Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati

**Language chunks:**

The tribe of ________
The ____ tribe is from in the_____. Kabila la ____ li wanatoka katika maeneo____
The tribe speaks _____./Kabila la ___ wanasesma ______.
The language is similar to ______ as ___./Lugha hiyo ni sawa na _______ kwa kuwa _______
The Maasai speak Maa./ Wamaasai wanasesma Kimaa.
The ____ tribe is known for _______./ Kabila la ____ wanajulikana kwa _____.
The maasai are known for being fearsome warriors and cattle rustlers./ Wamaasai wanajulikana kwa kuwa wapiganaji hodari na pia wezi wa ng’ombe.
Their main weapon is the spear./ Silaha yao kuu ni mkuki.
They believe that ____/Wanaamini kuwa _____.
Elder men lead the ____ tribe./ Wazee huongoza

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8q4
https://www.youtube.com/watch?v=NhbliSgj7n

In class, learners will share their ideas and findings from their research with a partner. They will then summarize main points about their assigned tribe.

Each pair will meet with other groups and provide information about their assigned tribe to each other. They will also answer each other’s questions. Learners will continue this activity until they learn about all the five legendary tribes. In other words, they will change groups at least four times.

**Heritage learners:**

In pairs, learners will research all five legendary tribes in Tanzania

wordpress.com/2014/08/12/5-legendary-tribe

https://www.youtube.com/watch?v=4b2PboMY8q4
https://www.youtube.com/watch?v=NhbliSgj7n.

They will listen to/watch YouTube clips, read articles, and ask questions from their parents about similarities and differences of tribes.

In class, they will work with a partner to discuss similarities and differences of these tribes to one another. They will highlight their main characteristics and also mention a few rationales for some of the characteristics.
| Kabila la _____.
| Elder men make decisions on major matters./ Wazee hutoa uamuzi kwa maswalwa nyeti.
| The Maasai have oral laws for behavioral aspects./ Wamaasai wanasheria za mdomo kwa maswala ya tabia.
| They take pride in their culture./ Wanivunia utamaduni wao _____ have great music and dance./ ____ wana muziki na dansi mzuri.
| The ____ tribe eat ____/ Kabila la ____ hula____.
| The ____ tribe drink ____./ The ____ tribe drink ____.
| They build houses using locally available materials such as ____./ Wanajenga nyumba kwa kutumuia ____.
| Women build houses. / Wanawake hujenga nyumba.
| Their houses are called Boma./ Nyumba zao zinaitwa boma.
| Red is the favorite color of ____./ Rangi nyekundu ni kipenzi cha kabila la ____.
| They use colored sheets of clothing./ Wanatumia shuka za rangi nyekundu kwa mazavi
| They wear sandals made from cowhide./ Waohuvaa ndara zilizotengenezwa na ____
| Women regularly weave beads and jewellery./ Kwa kawaida wanawake hufuma shanga na mapambo.

**Cultural knowledge:** Learners will understand the rich cultural heritage of the legendary tribes in Kenya and Tanzania such as Maasai. They will know how culture guides daily life and perspectives of
<table>
<thead>
<tr>
<th>Non-heritage learners:</th>
<th>Heritage learners:</th>
</tr>
</thead>
</table>
| **Content:** Tribes in Kenya/Tanzania | **Vocabulary:**
| **Non-heritage learners:** geography/jiografia, change/badilika, climate/hali ya hewa, protect/linda, today/leo, long ago/awali, vegetation/uoto, population/idadi, growth/ukuaji, cultivate/lima, wildebeest/nyumbu, rainfall/kiasi cha mvua, land tenure/umiliki wa shamba, market/soko, policies/sera, agriculture/ukulima | ecological system/mfumo wa ikologia, conservation/uhifadhi, changes/madadiliko, decline/shuka, disease/magonjwa, predation/uwindaji, poaching/uwindaji haramu, drought/kiangazi |
| **Heritage learners:** | **Grammatical structures:**
| | Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati |
| **Language chunks:** | **Language chunks:**
| Serengeti national park was first established in ____./Mbuga ya Serengeti ilianzishwa mnamo ____.
The population of wildlife animal was ____./Idadi ya wanyama wa pori ilikuwa____.
Between ____ and ____ years, the population of wildlife animals has declined to ___. Kutoka mwaka wa ____ hadi mwaka wa ____ idadi ya wanyama wa pori imeshuka hadi____. | Serengeti national park was first established in ____./Mbuga ya Serengeti ilianzishwa mnamo ____.
The population of wildlife animal was ____./Idadi ya wanyama wa pori ilikuwa____.
Between ____ and ____ years, the population of wildlife animals has declined to ___. Kutoka mwaka wa ____ hadi mwaka wa ____ idadi ya wanyama wa pori imeshuka hadi____. |
| **Non-heritage learners:** Learners will read a short research paper highlighting the geography, climate and annual migration in Serengeti plains [https://docs.google.com/document/d/1-EHG05ji_p5wQ5qIncludes9wpoC_xSiulAhZ_mUbTm28QY/edit](https://docs.google.com/document/d/1-EHG05ji_p5wQ5qIncludes9wpoC_xSiulAhZ_mUbTm28QY/edit) . Learners will engage in a networking session with a peer. The following prompts will be presented to learners one at a time. **What geographical changes have taken place over time in the Serengeti plains?**
**What factors have contributed to climatic variation in Serengeti?**
**Describe the trend of annual immigration had changed over time.** Learners will pair with someone they have not yet spoken with that day and discuss their responses to the prompt. After three minutes, learners will change their partner and then respond to a different prompt. This procedure will be repeated until all prompts are answered. Learners will record their responses on their daily journals. |
| **Heritage Learners:** | **Heritage Learners:**
| Learners read a short research paper highlighting the geography, climate and annual migration in Serengeti plains [https://docs.google.com/document/d/1-EHG05ji_p5wQ5qIncludes9wpoC_xSiulAhZ_mUbTm28QY/edit](https://docs.google.com/document/d/1-EHG05ji_p5wQ5qIncludes9wpoC_xSiulAhZ_mUbTm28QY/edit) . Learners will engage in a networking session with a peer. The following prompts will be presented to learners one at a time. **What geographical changes have taken place over time in the Serengeti plains?**
**What factors have contributed to climatic variation in Serengeti?**
**Describe the trend of annual immigration had changed over time.** Learners will pair with someone they have not yet spoken with that day and discuss their responses to the prompt. After three minutes, learners will change their partner and then respond to a different prompt. This procedure will be repeated until all prompts are answered. Learners will record their responses on their daily journals. |
**Going on an East African Safari (Listening and Speaking)**

<p>| | | |</p>
<table>
<thead>
<tr>
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</table>
| Some animals like ____ face the danger of extinction. / Wanyama wengine wakubana na hatari ya kutoweka. The decline in the wild life is due to ____. / Upungufu wa idadi ya wanyama pori ni kwa sababu ya ____. Mechanized farming ____ . / Ukulima wa kutumia mashine ____ . A lot of wildlife habitat was lost./ Mazingira mengi ya wanyama pori yalipotea. The annual migration patterns for different animals were altered . / The wildlife habitat and vegetation was cleared to create farm land./ Mazingira na uono wa wanyama wa porini yalikatwa ilikutengeneza mashamba. ____ and ____ animals declined because of _____. Wanyama kama ___ na ___ walipungua kwa sababu ya ____ Causes of decline in the animal population are ____. / Sababu ya upungufu wa The government established policies to control ____ . Serikali imebuni sera ilikuzuia ____.

**Cultural knowledge:** Learners will learn about the traditions surrounding land ownership in Kenya and Tanzania. They will also enhance their understanding of cultural beliefs of Serengeti communities about different animals.

**Content:** Serengeti Plain

| Interpretive Listening |
|---|---|---|
| **1.** Intermediate High: |
| I can understand a video about changing eating practices in modern urban and traditional rural | **Vocabulary:** Non-heritage learners: nutrition/lishe, make sure/hakikisha, chakula/food, clean/safi, heat/joto, cause/sababisha, diseases/magonjwa, contaminate/najisi, | **Non-heritage learners:** A native Swahili speaker is invited to the class to give a presentation about nutritional recommendations for visitors travelling to Tanzania/Kenya. Learners will listen to the |
## Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th>areas of East Africa.</th>
<th>contamination/unajisi, dry/kavu, bread/mkatı, raw/mbichi, fruits/matunda, vegetables/mboga, peel/menya, serve/gawa</th>
<th>presentation and then summarize the information in a detailed email that they might write to a friend who is also planning to travel to Tanzania/Kenya in the near future.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heritage learners:</strong> hygiene/usafi, standard/kiwango, safe/salama, alcohol/pombe, tap water/maji ya mfereji, risky/hatari, vaccination/chanjo</td>
<td><strong>Grammatical structures:</strong> Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati</td>
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</tr>
<tr>
<td><strong>Language chunks:</strong> The food in Tanzania is great./ Chakula katika ni kizuri sana. For breakfast people usually eat_____./ Kwa kiamsha kinywa watu hula ____/. For lunch people eat ___./ Kwa chakula cha mchana watu hula ____</td>
<td></td>
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</tr>
<tr>
<td>In the evening people normally eat _____./ Jioni kwa kawaida watu hula ____ The food is prepared by _<strong><strong>. / Chakula kinaandaliwa kwa ____ Some good restaurants include ______ because</strong></strong>./ Baadhi ya migahawa nizuri ni ____ kwa sababu ____/. There is a risk in food contamination because ___<em>./ Kuna athari ya unajisi wa chakula kwa sababu <strong><strong>. Contaminated foods or drinks can cause</strong></strong></em>./ Vyakula na vinywaji vilivyvo najisiwa husababisha _____. Eat food served hot./ Kula chakula kilichogawa kikiwa moto.</td>
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<tr>
<td><strong>Heritage learners:</strong> Learners will listen to an interview between two native speakers (invited guests to the class/ or could be recorded) about nutritional recommendations for current travelers to Kenya/Tanzania. While they listen they will also take notes using the Cornell note taking procedure. <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a> Learners use their notes to develop follow-up questions that would allow them to develop a deeper understanding of the text and context of the conversation.</td>
<td></td>
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</tbody>
</table>
### Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th>Intermediate High:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand a tour guide’s description of traditional way of life of tribes living in the Serengeti Plain.</td>
<td><strong>Non-heritage learners:</strong> History/historia, mammal/mamalia, geography/jiografia, located/wildlife, extreme/world/dunia, migration/uhamiaji, trek/tembia, plains/uwanda, grassland/nyika, stampede/kukimbia kwa haraka, die/kufa, worldwide/dunia nzima, weather/hli ya hewa, condition/hali, woo <strong>Heritage learners:</strong> Scientist/mwana sayansi, volcanoes/volkano, mountains/milima, craters/kasoko, prohibit/ban, grassland/nyika, woodland/mapori, geographical feature/mandhari.</td>
</tr>
</tbody>
</table>

| Heritage learners: | Non-heritage learners: Learners listen to a short video clip with a tour guide describing the history of the Plains of Serengeti and its attractions. [https://www.youtube.com/watch?v=hzZ469W3f28](https://www.youtube.com/watch?v=hzZ469W3f28) As they listen, learners fill out a graphic organizer with the information. They use the information to create a poster they will share at an international mini conference that will be hosted by the class. **Heritage learners:** In addition to watching the video describing the |
Going on an East African Safari (Listening and Speaking)

Grammatical structures:
Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses
Ngeli, vivumishi, vilezei, viashiria, vitenzi, nyakati.

Language chunks:
The name Serengeti means endless plains./ Jina Serengeti linaanisha uwanda usiokuwa na mwisho. Serengeti is located in the North of Tanzania and southwestern Kenya./ Uwanda wa Serengeti uko Kaskazini mwa Tanzania na Kusini magharibi mwa Kenya.
Serengeti has the largest mammal migration in the world./ Mbuga ya Serengeti ina idadi kubwa zaidi ya uhamiaji wa mamalia duniani.
Serengeti plains are a famous tourist attraction./ Uwanda wa Serengeti ni kivutio maarufu cha watalii.
The altitude of Serengeti range from _____ to ______./ Kimo cha Serengeti ni kutoka ___ hadi ___.
The climate of Serengeti is ____./ Hali ya hewa ya Serengeti ni ____. The rainy season is ____./ Msimu wa mvua ni ______.
The landscape has two regions grasslands and woodlands./ Mazingira ya Serengeti ina maeneo mawili, nyika na mapori.
Other geographical features of Serengeti are ______./Manthari mengine ya Serengeti ni _______. Wildebeest migration begins ____/ Uhamiaji wa nyumbu huanza ___.
Some wildlife animals die during migration./

history of Serengeti, heritage learners watch an additional video clip with a tour guide describing the history of the Plains of Katavi and its attractions
https://www.youtube.com/watch?v=SCMxgNbaAP8
As they listen to both, they complete a Venn diagram to compare and contrast the historical and geographical features highlighted in the short video clip. They note down the similarities and differences between the two parks. Then they decide which plains they would like to visit and share their decisions with reasons to the class.
### Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th></th>
<th>Advanced Low:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wanyama wengine wa pori hufa katika pilkapilka za uhamiaji.</strong> They die due to _____./ Wao hufa kwa sababu ya _____.</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural knowledge:</strong> Learners will learn about the traditions surrounding land ownership in Kenya and Tanzania. They will also enhance their understanding of cultural beliefs of Serengeti communities about different animals.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Serengeti Plains</td>
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</table>

| **3. Advanced Low:** |
| **I can understand a short presentation about the five legendary tribes (i.e., Massai, Hadzabe, Sukuma Tribe, Chagga, and Makonde) in Tanzania.** |

| **Vocabulary:** |
| **Non-heritage learners:** Tribe/kabila, known/julikana, speak/sema, live/ishi, large/kubwa, many/nyingi, recognize/tambua, desert/janga, seclusion/usufii, farming/ukulima, religion/dini |
| **Heritage learners:** difference/tofauti, resemble/fanana, interact/maingiliano, familiar/fahamilka, bargaining/piga bei, village/vijiji, visit/tembelea, human/mwanadamu, legendary/za kale, desert/jangwa, rural/vijijini |

| **Grammatical structures:** |
| Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses |
| Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati |

| **Language chunks:** |
| There are legendary tribes in Tanzania./Kuna kabila za kale Tanzania. |

| **Non-heritage learners:** |
| Native Swahili speaker guests from the legendary tribes will be invited to the class to give a short presentation about culture, norms and traditions of their tribes. If they are not available, the teacher will solicit videos of presentations from native speakers of the targeted tribes. Learners will listen to the native speakers and complete graphic organizers with factual details highlighted in the presentation. At the end, they engage in conversation with the native speakers and ask them relevant questions. |

| **Heritage learners:** |
| Learners will be handed the K-W-L charts with three columns represented as follows (K = what learners know; W = what learners want to know, L = Learned). Prior to the presentation, heritage learners will fill the first K column with what they know. |
### Going on an East African Safari (Listening and Speaking)

| The tribes are _____./Kabila hizo ni ______. The Maasai make their living by cattle rearing and producing various handicrafts./ Wamaasai wanapata mapato ya maisha kwa kufuga mifugo na kutengeneza sanaa kwa mikono The Maasai are recognized through their traditional clothes./ Wamaasai wantambulika kutokana na nguo zao za kiasili. Their tradition clothes is the red, blue and black clothes wrapped around their bodies./ Nguo za za kiasili ni Kanga ya rangi nyekundu, bluu na nyeusi ambazo wao hufunga milini mwao. The Hadzabe resemble bushmen of Kalahari desert./Kabila la Hadzabe wanafanana na Jamii ya bushmen wa Jangwa la Kalahari. They live in total seclusion./ Wao huishi katika hali ya usufii. The Hadzabe are the only tribe allowed to hunt in Serengeti/ Kabila la Hadzabe ndilo kabila la pekee linaloruhusiwa kuwinda katika mbuga ya Serengeti. The Sukuma is the largest tribe in Tanzania/ Wasukuma ndio kabila kubwa zaidi Tanzania. Their population is ______./Idadi yao ni ____ They live in rural areas./ Wasukuma wanaishi maeneo ya vijijini. They rear cattle and practice farm./ Wao wanafuga ngo’mbhe na kufanay ukulima. The chagga is the third largest tribe in Tanzania./Wachagga ni Kabila la tatu kubwa katika Tanzania. They live in the ____ region./Wachagga wanaishi eneo la ______. They are know for ____./Wachagga wanajulikana kwa ____ The Makonde tribe are known for ______. | about each of the Legendary tribes of Tanzania. Next, they will fill the second column on what they would like to know about each of the tribes. During the presentation learners will take notes. After the presentation, learners will complete the third column of what they have learned about the Legendary tribes of Tanzania. They will post what they have learned on the board for classmates to read. |
## Going on an East African Safari (Listening and Speaking)

<table>
<thead>
<tr>
<th><strong>Kabila la Makonde wanajulikana kwa ______.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural knowledge:</strong> Learners will understand the rich cultural heritage of the legendary tribes in Kenya and Tanzania such as Maasai. They will know how culture guides daily life and perspectives of men and women of the tribe.</td>
</tr>
<tr>
<td><strong>Content:</strong> Five legendary tribes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. Advanced Low:</strong></th>
</tr>
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<tbody>
<tr>
<td>I can compare and contrast traditional roles for men and women in Tanzania with those in the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-heritage learners:</strong> Men/wanaume, women/wanawake, roles/majukumu, different/tofauti, compare/linganisha, normally/kwa kawaida, job or work/kazi, gather/tafuta, food/chakula, outside/nje, elderly/wazee, firewood/kuni, gender/jinsia</td>
</tr>
<tr>
<td><strong>Heritage learners:</strong> Inheritance/urithi, equal/sawa, homestead/Boma, breadwinner</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammatical structures:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses, negation</td>
</tr>
<tr>
<td>Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati, kukanusha</td>
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<table>
<thead>
<tr>
<th><strong>Language chunks:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are differences between gender roles for and women in Tanzania and the United States./ Kuna tofauti za kijinsia katika majukumu ya wanaume na wanawake katika Tanzania na Marekani.</td>
</tr>
<tr>
<td>In Tanzania women have few rights to inheritance because ______./Katika Tanzania wanawake wanahaki chache za urithi kwa sababu ______.</td>
</tr>
<tr>
<td>I think ______./Ninafikiri ______.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Heritage learners:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will listen to their teacher presentation about gender roles in a traditional communities/tribes in Tanzania. They will work on a graphic organizer that has different categories. As they listen to the teacher, they will write the information under the appropriate category. They will write notes about the similarities and differences between the two culture.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Heritage learners:</strong></th>
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<tbody>
<tr>
<td>Learners will watch one episode of the local film Siri ya Mtungi. <a href="https://www.youtube.com/watch?v=KkmosUfY2Js">https://www.youtube.com/watch?v=KkmosUfY2Js</a> As they watch the episode, they complete a Venn diagram organizer to distinguish the traditional roles of men and women in Tanzania as depicted in the episode. They will also complete another graphic organizer and compare the roles of men and</td>
</tr>
</tbody>
</table>
In America women have more rights to inheritance because ____./Marekani wanawake wanahaki zaidi za kurithi kwa sababu ____.
In Tanzania the main role of men in families is ____./ Katika Tanzania majukumu ya wanauma katika famili ni ____.
In America men the roles of men are ____./ Katika Marekani majukumu ya wanaume ni ____.
In Tanzania women the challenges women face ____./Katika Marekani changamoto wanawake wanakumbana nazo ni ________.
In America women normally perform roles such as ______. /Marekani majukumu ya wanawake ni kama __________.
The women in America have this advantage ____./ Wanawake wa Marekani wa faida ya ______.
Equal gender roles ____./Usawa wa jinsia kwa majukumu ____.
In America more women work outside the home./ Katika Marekani wanawake wa In Tanzania most women do not work outside the home./ Katika wanawake wengi hawafanyi kazi nje ya nyumba.

**Cultural knowledge:** Learners will learn about customs and traditions of the legendary tribes in East Africa. They will also understand how local cultures guide the tribes’ daily life, especially when it comes to assignment of roles and responsibilities for men and women.

**Content:** Gender roles in Kenya and Tanzania
Going on an East African Safari (Listening and Speaking)

| 1. | **Intermediate High:**  
| | I can present a summary of what I have learned from the media about the Serengeti Plain. |
| | **Vocabulary:**  
| | **Non-heritage learners:** nature/asili, graze/chunga, hunt/winda, find/tafuta, long distance/masafa marefu, kilometers/kilomita, grassland/nyika, plain/tambarare, photography/upigaji picha, hunger/njaa, remain/baki, suckle/nyonyesha, soil/mchanga, herbivores/walamajani  
| | **Heritage learners:** Human/Wanadamu, surround/zingira, affect/dhuru, complain/lalamika, destroy/haribu, destruction/uharibifu, policy/sera, attraction/kuvutio, exhaustion/uchovu, predation/uwindaji, approach/karibia, extend/-enda hadi, cross/vuka, river/mto, die/kufa, square/miraba  
| | **Grammatical structures:**  
| | Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses  
| | Ngeli, vivumishi, violate, viashiria, vitenzi, nyakati  
| | **Language chunks:**  
| | Serengeti is located in North-Central./Serengeti iko katika kaskazini mwa kati.  
| | Serengeti is famous for wildlife and nature photography./Serengeti inajulikana kwa wanyama wa pori na upigaji picha.  
| | Serengeti has more than 2 two million herbivores./Serengeti ina zaidi ya walamajani milioni mbili.  
| | Animals found in this region include ______./Wanyama wanaopatikana katika eneo hili ni ______.  
| | The park covers 12, 950 square kilometers./Mbuga  
| | **Non-heritage learners:**  
| | Working in teams of two to three, learners will respond to the main questions posed by the teacher about the documentary video they watched (https://www.youtube.com/watch?v=2OtmHtyLbXk&t=60s) such as;  
| | What is most interesting about Serengeti?  
| | What some threats faced by wildlife in Serengeti?  
| | Each group will make a poster that reflects their answers to the questions, and then present it to the whole class.  
| | **Heritage learners:**  
| | Learners will research online articles and watch video clips about the Serengeti plains orldencyclopedia.org/entry/Serengeti_Pla 
| | in.  
| | https://www.youtube.com/watch?v=TLwMjFoOmg  
| | Each learner will be allowed three minutes to give a summary of what they learned, through a PowerPoint presentation.  
| | As a follow up activity, learners will take part in the Bounce card activity. One learner at a time will take what a classmate said and bounce an idea off of it. They will be given models to adopt. For example learners can start sentences with “That remind me of ….., I agree because ……. True another point is ……..
Going on an East African Safari (Listening and Speaking)

2. Intermediate High:
I can make a presentation about the five legendary tribes in Tanzania.

Vocabulary:
- Non-heritage learners:
  Change/badilika, live/kaa, economy/uchumi, migrate/hama, wood/mbao, carving/vinyago, preserve/hifadhi, international/kimataifa, initiate/funza, circumcision/pasha tohara, bargain/kupiga bei

- Heritage learners: Provider/mkimu,
  Non-heritage learners:
  In groups of 2-3, learners research online resources dpress.com/2014/08/12/5-legendary-tribes-of-tanzania-you-should-know-more-about/about one legendary tribe in Tanzania assigned to them. Learners give a detailed PowerPoint presentation about the traditional and cultural practices of the particular legendary tribe. They

Content: Serengeti Plain

Cultural knowledge: Learners will learn about the traditions surrounding land ownership in Kenya and Tanzania. They will also enhance their understanding of cultural beliefs of Serengeti communities about different animals.

Serengeti has varied landscape including Savannah, woodland and open grassland./ Mbuga ya Serengeti inamazingira ya mapori na nyika, The climate of Serengeti is ______./ Hali ya hewa katika Serengeti ni ______.

During the rainy season ______. Wakati wa msimu wa mvua ______.

During the dry season ______./Wakati wa msimu wa kiangazi ______.

Serengeti is famous for migration of Zebras and wildebeest./Serengeti inafahamika sana kwa punda milia na nyumbu.

Human habitation is prohibited in the park./Ukaaji wa watu katika mbuga hauruhusiwi.

Animal migration is a major tourist attraction. /Uhamiaji wa wanyama ni kivutio kikuu cha watalii.

Another learner will sum up the discussion. They can start with sentences like “I hear you saying that ........

Another will make inquiries about the discussion by starting questions with. Can you tell me about........? I see your point but what about........?
**Going on an East African Safari (Listening and Speaking)**

<table>
<thead>
<tr>
<th><strong>religion/dini, traditional/kiasili,</strong> traditions/mila, practices or customs desturi, difference/tofauti, similarities/usawa,**</th>
<th>respond to questions and answers classmates ask about the tribes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical structures:</strong> Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses, Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati</td>
<td><strong>Heritage learners:</strong> Learners research online (research articles and video clips) about the five legendary tribes. They will also ask their adult family members to tell them personal stories related to the tribe <a href="https://definingdar.wordpress.com/2014/08/12/5-legendary-tribes-of-tanzania-you-should-know-more-about/">https://definingdar.wordpress.com/2014/08/12/5-legendary-tribes-of-tanzania-you-should-know-more-about/</a>. In class, learners form in pairs to create a concept map that outlines the traditions, culture and customs of the specified legendary tribe. Then they assemble an electronic poster at EduGlogster (<a href="http://edu.glogster.com">http://edu.glogster.com</a>) with the information they have brainstormed and shared. In addition, they will retell any specific story about the tribes that they might have heard from their adult family members. As an additional activity, learners will work in bigger groups (3-4 learners) to create a guidebook for someone who may want to go on a safari and would like to visit the tribes.</td>
</tr>
<tr>
<td><strong>Language chunks:</strong> The population of the tribe is ___ idadi ya kabila ni _____.</td>
<td></td>
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<tr>
<td>The tribes originates from ____./Asili ya kabila ni _______.</td>
<td></td>
</tr>
<tr>
<td>The tribe is known for ______./Kabila linajulikana kwa _______.</td>
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<tr>
<td>Most people from the tribe live ______./Watu wengi katika kabila wanaishi katika _______.</td>
<td></td>
</tr>
<tr>
<td>They speak _____ language./Wao wanasema lugha ya ______.</td>
<td></td>
</tr>
<tr>
<td>Men are the breadwinners for their families in this community./Wanaume ndio wakimu wa familia zao katika jamii hii.</td>
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<tr>
<td>Initiation for boys ____./Tohara kwa wavulana ___</td>
<td></td>
</tr>
<tr>
<td>Initiation for girls./Tohara kwa wasichana____.</td>
<td></td>
</tr>
<tr>
<td>People in this tribe are under the authority of ______./Watu katika jamii hii wako chini ya mamlaka ya _______.</td>
<td></td>
</tr>
<tr>
<td>The most important ceremony for boys ____./Sherehe ya muhimu zaidi ya wavulana ni _____ .</td>
<td></td>
</tr>
<tr>
<td>The most important ceremony for girls ____/ Sherehe ya muhimu zaidi kwa wasichana ni _____.</td>
<td></td>
</tr>
<tr>
<td>Dance is an important element of ceremonies./Dansi ni kipengele muhimu sana katika sherehe.</td>
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<td>Going on an East African Safari (Listening and Speaking)</td>
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<tr>
<td></td>
<td><strong>Cultural knowledge:</strong> Learners will understand the rich cultural heritage of the legendary tribes in Kenya and Tanzania. They will know how culture guides daily life and perspectives of men and women of the tribe.</td>
</tr>
<tr>
<td></td>
<td><strong>Content:</strong> The Legendary tribes</td>
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<tr>
<td></td>
<td><strong>Vocabulary:</strong> <strong>Non-heritage learners:</strong> Men/wanaume, women/wanawake, roles/majukumu, different/tofauti, compare/linganisha, normally/kwa kawaida, job or work/kazi, gather/tafuta, food/chakula, outside/nje, elderly/wazee, firewood/kuni, gender/jinsia <strong>Heritage learners:</strong> Inheritance/urithi, equal/sawa, homestead/Boma, breadwinner</td>
</tr>
<tr>
<td></td>
<td><strong>Grammatical structures:</strong> Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses, negation Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati, kukanusha <strong>Language chunks:</strong> There are differences between gender roles for and women in Tanzania and the United States./ Kuna tofauti za kijinsia katika majukumu ya wanaume na wanawake katika Tanzania na Marekani. In Tanzania women have few rights to inheritance because ____./Katika Tanzania wanawake wanahaki chache za urithi kwa sababu _____. I think ____./Ninafikiri ____. In America women have more rights to inheritance because ____./Marekani wanawake wanahaki zaidi</td>
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<td>3.</td>
<td><strong>Advanced Low:</strong> I can give a presentation on traditional and modern life in East Africa.</td>
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<td></td>
<td><strong>Non-heritage learners:</strong> Learners will watch the video clip about Majukumu ya Wanawake by Bi. Msafari: <a href="https://www.youtube.com/watch?v=7uHfbZyQ4F4">https://www.youtube.com/watch?v=7uHfbZyQ4F4</a> After they watch the video, they will record a reflection using <a href="http://vocaroo.com">http://vocaroo.com</a> and then email it their classmates. Working in groups of 2-3, they will give a short presentation of the traditional roles of men and women. They will also include their personal comments and indicate their preferences.</td>
</tr>
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<td></td>
<td><strong>Heritage learners:</strong> Learners will interview Swahili speaking men and women in the communities about the roles of men and women in Kenya/Tanzania. They will ask a lot of why questions to better understand the speakers’ perspectives and rationales behind each practice. Learners create a brief documentary that highlights the roles of men and women in Kenya/Tanzania. They record the podcasts that they present online to be viewed by other classmates.</td>
</tr>
</tbody>
</table>
Going on an East African Safari (*Listening and Speaking*)

| za kurithi kwa sababu _____.
In Tanzania the main role of men in families is _____./ Katika Tanzania majukumu ya wanauma katika famili ni _____.
In America men the roles of men are _____./ Katika Marekani majukumu ya wanaume ni _____.
In Tanzania women the challenges women face_____./ Katika Marekani changamoto wanawake wanakumbana nazo ni __________.
In America women normally perform roles such as ______. /Marekani majukumu ya wanawake ni kama __________.
The women in America have this advantage ______./ Wanawake wa Marekani wa faida ya ________.
Equal gender roles _____./ Usawa wa jinsia kwa majukumu  ________.
In America more women work outside the home./ Katika Marekani wanawake wa
In Tanzania most women do not work outside the home./ Katika wanawake wengi hawafanyi kazi nje ya nyumba.

**Cultural knowledge:** Learners will learn about customs and traditions of the legendary tribes in East Africa. They will also understand how local cultures guide the tribes’ daily life, especially when it comes to assignment of roles and responsibilities for men and women.

**Content:** Gender roles in Kenya and Tanzania

| 4. **Advanced Low:** I can provide an explanation for |
| **Vocabulary:** Non-heritage learners:  
Nutrition/lishe, consider/zingatia, hunger/njaa, percentage/asilimia,  
**Non-heritage learners:** Learners will read a short article about nutrition in Tanzania.s://www.unicef.org/tanzania/AdvocacyBrief-NUTRITION-SWA-WEB.pdf |
### Going on an East African Safari *(Listening and Speaking)*

| **food safety guidelines in Tanzania.** | **malnutrition/lishe duni, problems/shida, deficient/ukosefu, save/oko, grow crops/panda mimea, grow/kuwa, make better/boresha, illness/magonjwa**  
**Heritage learners:** Changamoto/challenges, awareness/uhamasishaji, development/maendeleo, budget/bajeti, gharama/cost, staple food/chakula kikuu  
**Grammatical structures:**  
Noun classes, adjectives, adverbs, demonstratives, action verbs and tenses  
Ngeli, vivumishi, vielezi, viashiria, vitenzi, nyakati  
**Language chunks:**  
Tanzania is famous for different types of food./Tanzania inafahamika kwa aina mbali mbali ya vyakula.  
There are many types of fruits ____ and vegetables ____. /Kuna aina mbali mbali ya matunda ____ na mboga______.  
Most of the vegetables are served cooked./Mboga nyangi huandaliwa kwa kupikwa.  
Maize is the most common staple food in Tanzania./Mahindi ndio chakula kikuu katika Tanzania.  
You can make many meals from maizei for example ____. /Unaweza tengeneza vyakula vingi kutokka kwa mahindi kwa mfano ____.  
The people of Tanzania prefer to eat with their hands./Watu wa Tanzania huafadhalisha kula kwa mikono kwa sababu ____.  
There are challenges related to nutrition.? Kuna changamoto za lishe.  
| **Working in groups of 2-3, learners will compare and contrast the nutritional challenges in the United States with those presented in the article about Tanzania, and write a summary. Each group will present their summary to the class.**  
**Heritage learners:**  
Each learner will be assigned the nutrition website for Tanzania [http://www.lishe.org/](http://www.lishe.org/) and will be asked to study it keenly to gain general knowledge about nutrition in Tanzania. Later, learners will work in groups of 3-4 to create nutritional guidelines to be considered by those who may want to travel to Tanzania. They present their guidelines to the class and receive feedback from their classmates on what else to include. |
A high percentage of children face nutritional challenges that cause ____./Asilimia kubwa ya watotot wanakumbwa na changamoto ya lishe ambayo husababisha ____.
In my opinion _____. /Kwa maoni yangu _____.
There is need to create awareness about ______. / Kunahitaji la kuhamasiha kuhusu _____.
Lack of proper nutrition of adolescents and women poses the risk of ____./ Ukosefu wa lishe bora kwa watoto wailobalekhe na wanawake inasababisha hatari ya ______.
In order to alleviate the challenges of nutrition ______./Ili kutatua changamoto ya lishe _______.

Cultural knowledge: Learners will learn about customs and traditions of the five legendary tribes in East Africa. They will also learn about the influence of local culture on nutrition of the tribe men and women.

Content: Nutrition.

Materials & Other Resources: Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs. The materials and resources named here should be specific to your program.

http://www.our-africa.org/tanzania/food-daily-life
https://definingdar.wordpress.com/2014/08/12/5-legendary-tribes-of-tanzania-you-should-know-more-about/
http://africaexpatwivesclub.com/2016/03/masai-market-bargaining-tips/
http://www.newworldencyclopedia.org/entry/Serengeti Plain
**Going on an East African Safari (Listening and Speaking)**

- [https://www.youtube.com/watch?v=mURQvQdO7FE](https://www.youtube.com/watch?v=mURQvQdO7FE)
- [http://www.lishe.org](http://www.lishe.org)
- [https://www.unicef.org/tanzania/AdvocacyBrief-NUTRITION-SWA-WEB.pdf](https://www.unicef.org/tanzania/AdvocacyBrief-NUTRITION-SWA-WEB.pdf)
- [https://docs.google.com/document/d/1-EHG05j_p5wQsleid9wpoC_xSiuAIhZ_mUbTm28QY/edit](https://docs.google.com/document/d/1-EHG05j_p5wQsleid9wpoC_xSiuAIhZ_mUbTm28QY/edit)
- [http://www.nina.no/archive/nina/PppBasePdf/rapport%5C2005%5C85.pdf](http://www.nina.no/archive/nina/PppBasePdf/rapport%5C2005%5C85.pdf)

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**Daily Schedule:** Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day. Consider how culture, content, and language are integrated in each learning experience throughout the day.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicate the daily schedule giving start and end times for each segment of the day</strong></td>
<td><strong>Indicate what will be happening at the specified time</strong></td>
</tr>
<tr>
<td>9:00 – 9:20</td>
<td><strong>Opening activity:</strong> Teacher will review homework and introduce the objectives of the day (daily schedule will vary).</td>
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</tbody>
</table>
| 9:20 – 10:20 | **Learning Episodes – Speaking/Listening**
Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: group work, independent work, games, storytelling, drawing, role-playing, etc. The teacher will conduct a formative assessment throughout the lesson. He/she will use recasting to correct learners’ pronunciation. |
| 10:20 - 10:40 | **Break** |
| 10:40 – 12:00 | **Learning Episodes – Reading/Writing** |
| **Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: group work, independent work, games, storytelling, drawing, role-playing, etc. The teacher will conduct a formative assessment throughout the lesson.** |