



Inquiry process...

<i>What I think I know</i>	<i>Confirmed</i>	<i>Misconceptions</i>	<i>New Information</i>	<i>Wonderings</i>
<i>Students state information they think is correct about the topic</i>	<i>Students research to confirm prior knowledge</i>	<i>Students research to discard prior knowledge</i>	<i>Students research to find additional information not stated in prior knowledge</i>	<i>Students raise questions based on the new information gathered</i>

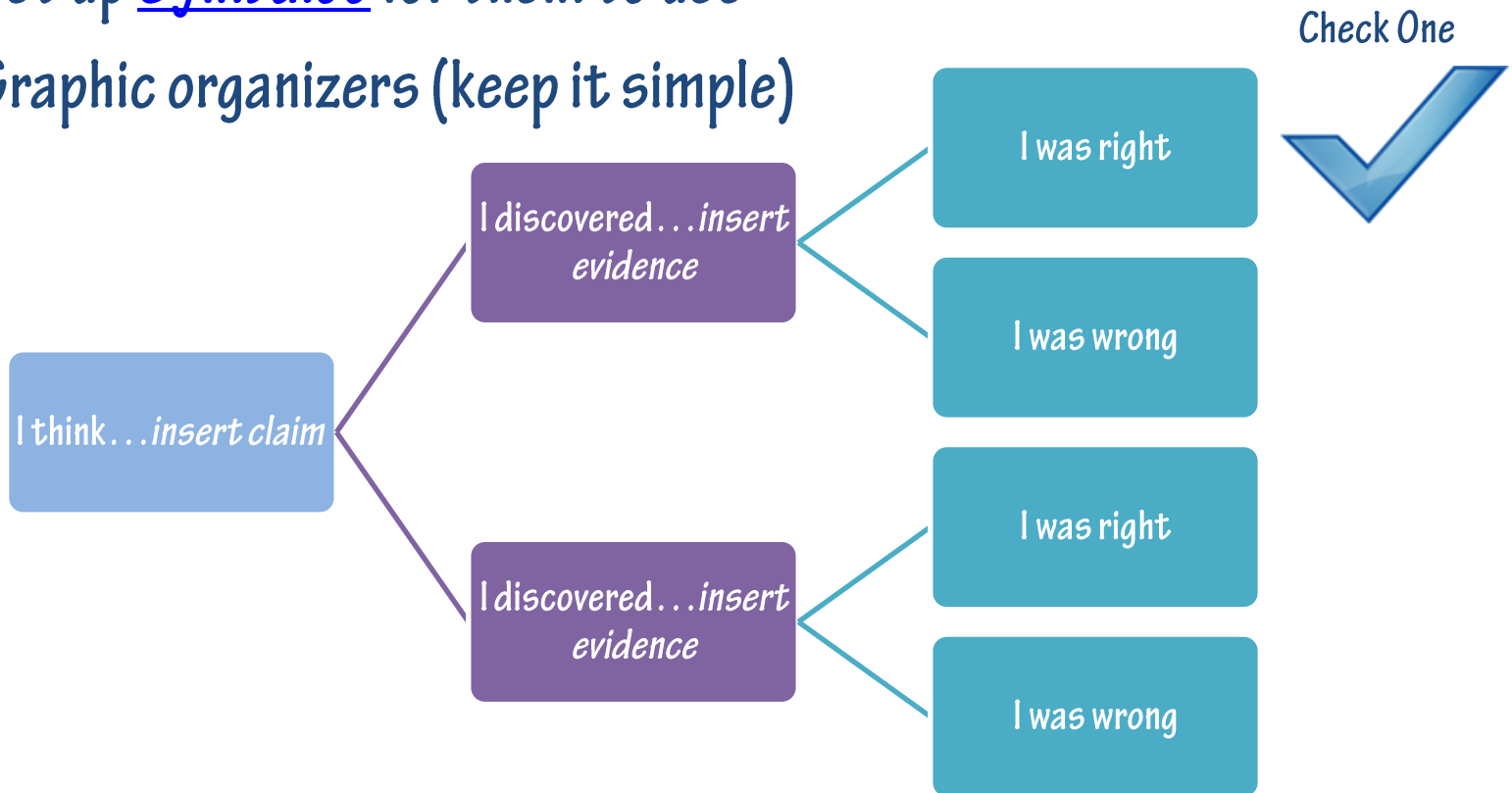
Setting the context...using ?s

What do you already know about Kenya; what do you want to know?



Providing Resources...

- Non fiction books (see samples)
- [Culture Crossing](#)
- Set up [Symbaloo](#) for them to use
- Graphic organizers (keep it simple)



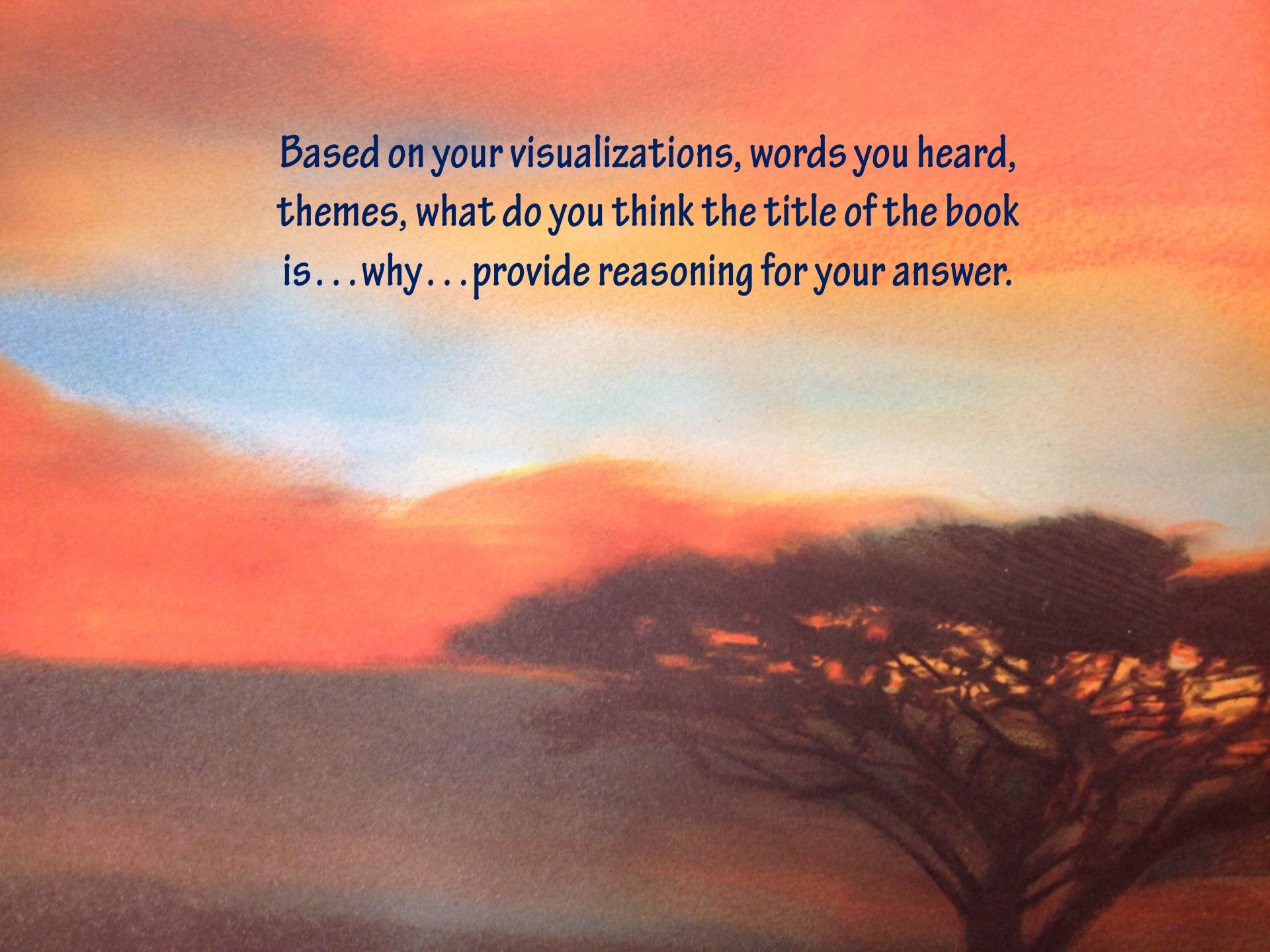
Provide new information...

Visualization – Stretch to Sketch

As you listen to the story...stretch your
imagination to sketch the scenes in your mind...



Based on your visualizations, words you heard, themes, what do you think the title of the book is . . . why . . . provide reasoning for your answer.



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Wilson Kimeli Naiyomah

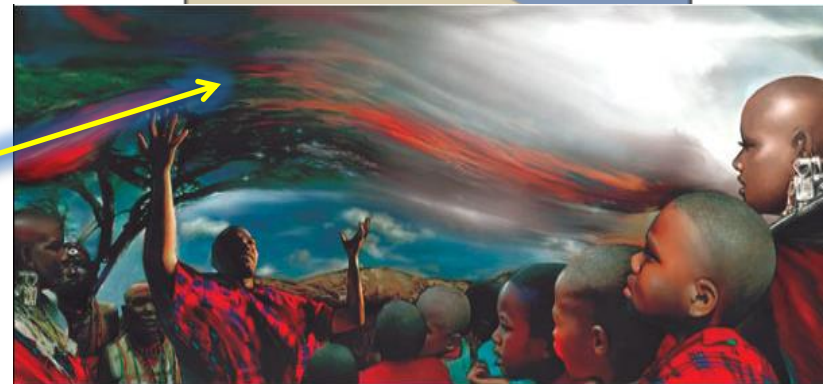
14 COWS FOR AMERICA

Carmen Agra Deedy

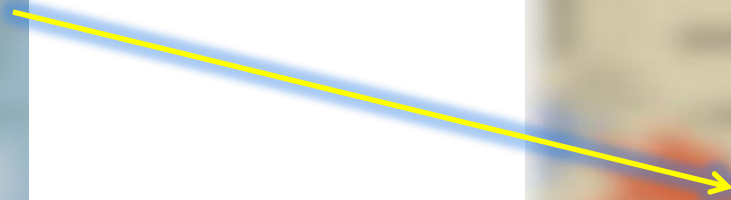
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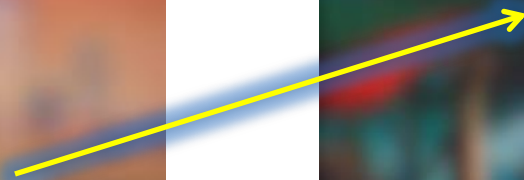
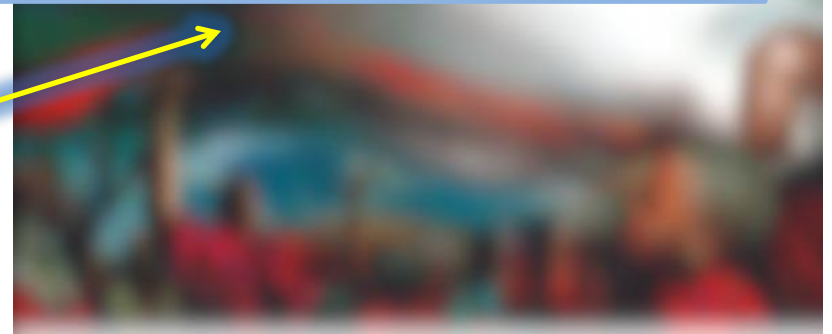
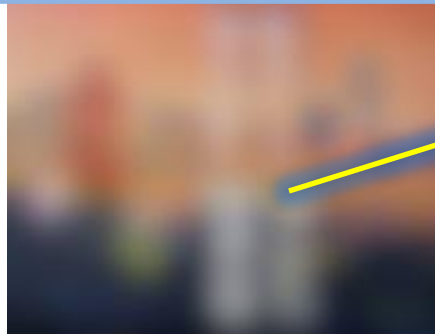
How are people in America connected to the Maasai people in Africa?



How are people in America connected to the Maasai people in Africa?



Essential question – what are my rights and responsibilities as a citizen in the global community?



Wonderings...



Based on the new information you've gathered from reading the book, *14 Cows for America*, what questions do you have? What made you think of that question?

Evaluate...

How did Kimeli demonstrate his rights and responsibilities as a member of the global community? What are your rights and responsibilities as a citizen of the global community?

Options:

- Students discuss in pairs/groups, then share out
- Students respond in writing
- Whole class discussion

Elaborate on learning...

Discussion prompts (focused on theme):

- How would your life be different if you were part of the Maasai Tribe?
How would it be the same?
- When is a time in your life that you or someone close to you was hurt?
Did someone comfort you or them...how?
- What is your opinion (thoughts/feelings) of the last line of the book, "Because there is no nation so powerful it cannot be wounded, nor a people so small they cannot offer mighty comfort." What text in the story supports your opinion (thoughts/feelings)?
- What are some lessons we can take away from this story? What specifically from the text supports those lessons (examples)?

Elaborate on learning con't...

What are some themes?

- Everyone can be hurt
- Everyone can offer comfort
- Hope and healing
- People are generous

Evidence from text – The Maasai tribe was willing to give up one of their most sacred possessions to America to comfort them. What themes does this support?

Other ideas...

- After reading & discussing the book, read it again and focus on the illustrations. What information do the illustrations add to the reader's understanding?
- After reading & discussing the book, write a book review. Use textual evidence from the book to support your views.
- After reading & discussing the book, write a journal entry based on the prompt, "When have you given someone a gift of compassion, like the gift the Maasai gave to the United States?"
- Extension activity – The 14 Cows have decided they want to visit New York City. They've hired you to be their travel agent – how can you get them to NY City? What should they do when they arrive? What challenges do you need to anticipate? How much will the trip cost? Should these "American" cows stay in NY or America or travel back to Enoosaen?