

## **Cultures of Innovation: Intersection of Social Studies and STEAM**

### **in East Africa, Summer of 2023**

#### **Curriculum Units**

These lesson plans will contribute to teaching various topics through an African centered approach crafted by the educators participating in the Fulbright Hays Group Projects Abroad in Kenya. Please use the resulting lesson plans as you see best in your classroom or learning environment.

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Title of the Curriculum: Comparative Agriculture Lesson: Comparing Kenya and Southwestern PA

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Grades the Lessons are for 8-12

Focus summary or overview with objective:

This unit on Comparative Agriculture explores the agricultural practices in Kenya and Southwestern Pennsylvania. Students will analyze the similarities and differences in farming techniques, climate, and agricultural outputs, fostering a deeper understanding of global agricultural diversity. Objectives include developing comparative analysis skills, enhancing global awareness, and understanding the interplay between geography and agriculture.

Standards:

- Pennsylvania Standard: CC.2.4.10.A: Identify historical, economic, and geographic factors that influence patterns of economic development in regions of Kenya.
- Pennsylvania Standard: CC.2.4.10.D: Explain how environmental and cultural characteristics influence the distribution and density of human populations.
- Pennsylvania Standard 8.3.12.B: Develop critical thinking and analytical skills by comparing and contrasting various aspects of agricultural practices between regions.

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# Comparative Agriculture Lesson: Comparing Kenya and Southwestern PA

## Lesson Plans

### Day 1: Landscapes of Agriculture: Kenya and Southwestern PA

- Objective: Introduce students to the agricultural practices in Kenya and Southwestern PA.
- Activities:
  - Students will be asked to share any knowledge they have about agricultural practices in either Kenya and/or Southwestern PA
  - Teacher presents pictures of various locations in Kenya
    - Students will be shown pictures of landscapes in Kenya and Southwestern PA to highlight the contrast in geography and crops grown in each region
- Assessment: Students will create a Venn diagram comparing and contrasting agriculture in Kenya and Southwestern PA.

### Day 2: Farming Tools of Agriculture: Kenya vs Southwestern PA

- Objective: Students will be able to compare and contrast the technology aspects of agriculture in Kenya and Southwestern PA, demonstrating an understanding of how geography and technology influence agricultural practices.
- Activity:
  - Students will be shown images of farms in Kenya and Southwestern PA
    - Students asked: How do you think technology might influence the way people farm in different parts of the world?
  - Students will be shown various farming tools from each region and try to guess how they are used.
    - The teacher will provide accurate information regarding their use
  - Teacher provides a lecture and discussion

### Day 3: Agricultural Practices Kenya vs Southwestern PA

- Objective: Understand the environmental impact of agricultural practices in Kenya and Southwestern PA.
- Activity:
  - Teacher will display two contrasting images of agriculture: one depicting sustainable practices and another showing environmental degradation.
    - Students will be asked, "How do agricultural practices impact the environment differently across various regions?"
  - Students will work in groups
    - Each group will be provided with examples of agricultural practices

- After analyzing each agricultural practice they will rank them from least to most sustainable
- After each group analyzes the materials provided students will participate in a whole class discussion in which they compare and contrast their rankings and the environmental impact of different types of farming

#### **Day 4: Reflection and Presentation**

- Objective: Reflect on the similarities and differences in agriculture between Kenya and Southwestern PA and prepare a presentation.
- Activity:
  - Students select one of the topics discussed during the unit and create a comparative analysis poster or digital presentation
    - Students may use the information provided in class and then include information from three reliable sources