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## School Literature Prescribed Texts Brought Alive: A Pedagogical Program to Motivate Secondary School Students Enjoy Reading

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### **Abstract:**

*The purpose of this project was to develop and implement a holistic procedure for encouraging senior secondary school students to develop interest in reading, through exposure to and involvement with a variety of task-based activities relevant to the text. The project was designed to call on each student to read the Kenya Institute of Curriculum Development (KICD) prescribed literary text. The students were involved in a myriad of activities related to their reading, including silent reading, oral skills (pre-empting pre reading activities), responsive reading, critical reading, dramatization, role playing, demonstrations, hot seating, art (drawings), functional writing, essay writing and creative writing per chapter. The program was put into practice as follows: First, each student was to do an individual silent reading and chapter summary outside the classroom. Second, the teacher tested their understanding through cloze test activities and True or False statements. Third, appropriate questions arising from the chapter was presented for responsive reading and brief discussions followed. Fourth, for further re-reading and comprehension, the teacher assigned a literary corner which was a set of questions based on the aspects of the novel as portrayed and dominant in the chapter. Fifth, the teacher gave homework on artistic tasks and performances for individual/group work awaiting personal consultations. Sixth, the students presented their performances and exhibitions to the class. Formative and summative assessment of students' involvement, enjoyment and progress showed the program to be highly effective as the students manifested mastery of the plot devoid of textual errors.*

**Keywords:** Program, reading, activities, reading program, reading activity

### **1. Introduction and Statement of the Problem**

During the first time the researcher taught the text to a senior class, he noted how indifferently students behaved to reading instructions during reading lessons. They complained and asked, "Do we have to read the whole chapter today and do we have to attempt all the questions at the end?" In contrast, during the first four lessons per week they were involved in the text, they showed interest and enthusiasm and were even asking for more work on the texts. Typical pre-reading activities for these lessons were pre-emptive activities including Have You Ever questions and Provision of summary and its chapter headings. The researcher began to believe that the reading program could contribute to enhancing student enjoyment if it were based on a whole program rather than scattered activities. Such a program would have to be well organized and balanced to include all areas of competencies to be developed. This would then permit the researcher to develop all activities that would address pre-reading, reading and post reading weaknesses. The purpose of this study was to organize and implement a holistic procedure for helping students develop interest in reading the KICD secondary school prescribed text, Blossoms of the Savannah and enhance the same competency through exposure to and involvement with a variety of activities based on it. Such a procedure would engage the student in not only writing and discursive activities but also artistic and creative based tasks such as drawing, designing, and acting. The program would be balanced to include competencies in word attack, oral skills and silent reading, comprehension of plot, theme, characters, style and meaning by the end of each chapter.

### **2. Methodology**

The researcher started by developing the materials, guides and activities that would be used per two chapters per week for the program. These were to be used by the senior students participating in the study, form threes and fours to be precise over a period of three months- January to April and evaluated over the same period. A number of different activities were planned for each chapter. These were incorporated into a teacher's guide that consisted of three parts shown below:

- Pre-Teaching and learning activities
- Lesson Activities
- Post Lesson activities e.g. chapters that the students were to read, tasks they were to complete and performances they were to make.

### 2.1. Pre-Teaching and Learning Activities

The researcher would assign a chapter per two lessons and a total of two chapters were to be read before the actual lessons. The program started by asking students to do a variety of pre-reading activities such as follows:

#### 2.1.1. Step 1: "Have You Ever"

- Stayed with your father far away from your rural home?
- Heard of someone who is retrenched?
- Had to wait to go somewhere?
- Transferred from one area to the other with family property
- Longed to continue with a program upon completing early stages?
- Etc.

#### 2.1.2. Step 2: Similar Experiences?

The researcher would briefly ask some students to share their experiences on any of the experiences above and explained to the students that the characters they were about to read in chapter 1 went through similar experiences and more.

#### 2.1.3. Step 3: Assignment

The researcher would ask learners to read the same chapter, write a less than two-page summary and give a title to the summary before the next lesson. He told them that each student's work would be shared with the class members in the next lesson.

### 2.2. Lesson Activities

#### 2.2.1. Step1: Think-pair share

During the actual lessons, the researcher would ask students to think and share briefly about their work with at least three students to see the various chapter headings and summaries. They would be asked to discuss what the other three students captured that they did not capture and seek clarification on what seemed untrue as captured by other students. These were done as an introduction to the lessons before proceeding to the next step.

#### 2.2.2. Step 2: Present True or False Questions Based On the Chapter

The researcher would then present statements of True or False as a way to post test the reading and understanding of the chapter. For example, based on chapter 1, the researcher prepared a list of 10 statements to establish the relevance of the text's title, names of characters and their relationships in the novel, movements and possible conflicts. The True/False statements were:

- Ole Kaelo's family had lived in Nakuru for 22 years,
- Because of retrenchment, they have to relocate to their rural home in Nasila.
- Resian, Taiyo's younger sister's ambition is to become a veterinary doctor after studying at the University of Nairobi.
- The mother of Taiyo and Resian who is Jane Milanoi married their father when she was only 18 years.
- Resian is one of the blossoms of the savannah.
- Resian's father is Simiren Kaelo and is in cordial relationship with his brother,
- Parsimei Ole Kaelo.
- The family's evacuation involved a convoy of 3 vehicles.
- The family boarded a mini bus Taiyo's father had lived in Nakuru for over 30 years
- The family left Nakuru in the morning and arrived in the evening at Nasila to a warm reception.

The researcher would then mark some exercise books to have a glance at a sample of their work as the rest did peer marking using researcher's answers. This was followed by a clarification and a class discussion of contested answers from students who felt the teacher's answers could be wrong. After the discussions, the class discussed the true details of each statement using the WH- questions, namely who, where, what, why, which and how.

#### 2.2.3. Step 3: Responsive Reading

The researcher would ask the class a question that was practical and related to their life experiences. The question would be discussed at length and as long as students had responses. At some instances, they would ask probing questions to some responses which were encouraged by the researcher to lead into a debate until the responses were saturated. For example, in chapter one the question for responsive reading was: Taiyo and Resian were spinsters at 20 and 18 respectively yet their mother was married to their father at 14 years many years ago. What then is the right age for a girl to marry in the present dispensation?

#### 2.2.4. Step 4: Presentation of the Literary Corner

At this point in the lesson, the researcher would point out aspects of the novel that dominated each chapter and would ask students to describe the character traits, explain the thematic concerns, illustrate the narrative devices, and presented questions on the plot as a homework. The aim of this was to gauge the comprehension of the chapter at both literary and surface levels. The following were some of the questions on the literary corner for chapter one assignment:

- What shows that the two brothers coped well with each other yet they were very different in their philosophy of life? (Plot)
- The chapter brings out the change taking place in terms of traditional family and modern family. Justify. (Theme)
- Why would you say that Taiyo is ambitious in this chapter? (Characterization)
- The following aspects of language and style are evidenced in this chapter. Illustrate

Each of them and show their effectiveness. (Language and style)

- Local dialect pg
- Metaphor pg 9
- Simile pg. 13

The researcher would then alternate the presentation style of aspects to break monotony in subsequent chapters. For instance, alternatives would be:

Identify the narrative devices illustrated by the following statements:

- Yeiyo, pg 5, intalengo pg11, olmorijoi, olkunchai pg 12, intoiye nemengalana pg. 8,13
- It rewarded him with a gem. pg 9
- They had likened him to a mono eyed who stood on legs of straw. Pg13

#### 2.2.5. Step 6: Practice Activities

Any of the following practices would be shared in the class about the present chapter and each was allowed to participate accordingly. Some of the practices were:

- Who is on the hot seat?

By the end of the chapter work, students took characters to task over their thoughts, words and actions. Some of the characters and questions asked are presented thus:

- Taiyo, why would do you like to become a veterinary doctor
- Ole Kaelo, why would you want to relocate to the rural home after 33 years in Nakuru?
- Resian, why aren't you married at 18 yet most of your age mates are married?
- Simiren Kaelo, tell us the reason you chose to marry many wives when your elder brother Ole Kaelo had not set such an example?

The students who felt they would represent the characters would volunteer and take up the questions and attempt to answer them.

- Contests and Competition

The researcher would establish three groups of 6-10, ask them to nominate 3 representatives to participate in the contests pitting each group against the other. The teacher would draw some rules to guide the competition. 10 questions would be prepared and asked to the groups. The winning group had the most number of correct responses. The questions tested students' knowledge on any area in the language and literary circles but would be based only on the chapter. Examples of such in chapter one included:

- After reading the chapter, what title would you give it?
- After being away for over 30 years, Ole Kaelo had lost touch with the cultural sensibilities of the Nasila people. True or false?
- Say what you like or hate about any of the characters
- How many vehicles did Kaelo use to move his family to the village
- One vehicle had a break down. True /False
- What is the relationship between the following?
  1. Jane Milanoi and Simiren
  2. Taiyo and Resian
  3. Resian and Simiren
  4. Ole Kaelo and Simiren
  5. Jane Milanoi and Taiyo and Resian
- Debate

Debate is both a language and literary activity that sharpens communication and comprehension. It also enhances mastery of the textual content. The researcher posed debatable points to the students based on controversial issues in both the text's chapters and the society. For instance, chapter one aroused the following controversial and debatable issues:

- Women/girls should be allowed to negotiate their marriage dowry
- All girls should be circumcised before they are married.

The debate would be treated as a whole class activity pitting one side, the proposers and the other, opposers into a battle of wits and points would be jotted down to compare the side with the most points. At every stage, either side would invite each other to abandon their baseless stance to uphold theirs.

- Dramatizing dramatic moments

Use of drama in prose involved the following: Demonstrations, role playing and dialoguing. The researcher would demonstrate and call upon the students to act out and simulate moments worth remembering in the chapters. This would include bitter exchanges, romantic and intimate scenes, moments of conflicts, heightened individual tensions, streams of conscience, dramatic monologues, dreams and such like moments that be practically presented to enliven the narration. An example of such would include:

- Acting out the tension between the characters e.g. Oloisudori and Resian on chapter 7.
- Simulating the confrontation between Resian and Ole Kaelo her father on chapter 7
- Role playing the chat between Joseph Parmuat, Taiyo and Resian on chapter 7

### 2.3. Post Lesson Activities

Any of the following activities based on the present chapter would be given to students at random with each allowed to choose their area of interest and skill. The students would then be given a preview of the next chapter through any of the following: Predictive events or "Have you ever" questions to link the present reading to the next chapter reading. Some of the "Have You Ever" questions for the next chapter (Chapter 14) were: Have you ever:

- Conspired with your sibling to outwit your parents plan?
- Met someone whose marriage was pre planned?
- Been seduced by a person of your parent's age?
- Been beaten by your father?
- Remained alone with the opposite sex in a room?
- Run away from the opposite sex who wants to romance with you?
- Exchanged feelings of betrayal with your parent?
- Returned a gift to someone who claims to love you/whom you loathe
- Been alone with the opposite sex by the river side?
- Contemplated suicide after a disappointment?

The researcher would then tell students to keep their responses for the next lesson after reading the next chapter where some of the characters might have similar experiences.

#### 2.3.1. Summary Writing

Another post lesson activity would also be a pre-lesson activity where the students would write their own chapter summaries and wait for the researcher to link their summaries to a class activity.

#### 2.3.2. Cloze test

A cloze text was another activity where the researcher's chapter summary would be presented with vocabulary gaps for student to fill in and complete the chapter. For example, the following cloze test was a summary that also acted as a pre-test for the chapter 14 reading lesson.

Cloze test – X/20

For a long time, Ole Kaelo expectantly dreamed and reflected on their visit with mama Milanoi to Oloisudori's relative home in Naivasha and the completed house he had built for Resian at Milimani in Nakuru as his seventh wife. During this visit they had hatched a plan to abduct Resian in his next visit to Ole Kaelo's home. Little did they know that Ole Kaelo's daughter also had hatched a plan to return Oloisudori's gifts. On the material day, Resian rose early in the morning and clad in her best attire showed off to her mother and Olarinkoi before going back to the bedroom after Taiyo's departure. With only her Mother at home and Ole Kaelo at Nasila shop, Oloisudori arrived in style and immaculately dressed to meet Resian. Resian welcomed him handed over their gift as Oloisudori kissed her palm and followed her to the living room. When he broached the topic of their future together as a couple, Resian became speechless and madly screamed at him. She excused herself and ran to her father's shop, raving angry and mad. She calmed down upon reaching her father's shop and after her request about joining Egerton University in September was declined, a bitter exchange ensued with her father. This led to two heavy slaps and a commotion that attracted a multitude before Ole Kaelo disclosed he had already taken Oloisudori's dowry for Resian's hand in marriage. With that, Resian defiantly responded as she screamed, stepped out of the shop's corridor and outside into the streets with her father in hot pursuit. She ended at Nasila river bank where as she was contemplating suicide, Olarinkoi appeared out of the blues to inform her of Oloisudori's frantic search and offered to take her to Minik Ene Onkoitoi the Emakererei the next day.

The researcher would mark the first three students to complete filling the cloze passage after which he would allow the class to do the peer marking ensuring the correct answers were inserted by the peer examiners.

### 2.3.3. Step 7: Further Activities

Any of the following activities would follow a chapter or even a series of chapters already read. The main purpose was to ensure the students linked the story of the characters to reality and their experiences. Consequently, the further activities section carried much of the background information which students would find interesting to know. Such included the following:

- 4 skits that would link the story of Kaelo's family from chapter 1 to 19 would be selected and adapted from a suitable chapter (s) as follows:

Skit 1: From Nakuru to Nasila: A Figurative Journey- (an adaptation of chapter 4 on the homecoming ceremony of Ole Kaelo. The synopsis: Ole Kaelo had just returned home to Nasila from Nakuru where he had stayed for over 30 years. He had much to tell his brother about his stay in Nakuru. And his brother had much to tell him about the goings on in Nasila while he was away.

Afterwards A number of activities and the discussion would dwell around what actually happened before, during and after the skit to the end of the novel e.g.

- Ole Kaelo moves to his new home from Nakuru after retrenchment
- He organizes his homecoming party/ceremony
- Keynote speeches were given hinting at FGM and Minik
- He assigns Joseph Parmuat to acculturate the daughters
- Rapists attempt to rape them in vain
- Ole Kaelo plans to marry off Resian to Oloisudori
- However, Resian escapes and is saved by Olarinkoi who also takes advantage of the situation to rape, circumcise and marry her.
- Resian is saved by Naburi, a nurse who is taking of her and takes to Minik's Ntaare Naaju Ranch Rescue Center
- After this, Taiyo joins her as another rescue from the circumciser's knife
- They both join Egerton University with assistance from Minik.

### 2.3.4. Cultural Performances

A ballad and a Praise song

- Compose a love poem for Joseph Parmuat imagining you are Taiyo
- Perform Ole Kaelo's praise song during his homecoming ceremony pgs 42 &43
- Sing the song by the girls from intapuka-e-Maa during Taiyo and Resian's farewell party pg 281

### 2.3.5. Making Connections

The Brutal Arinkoins

- What can you remember about the Arinkoins in the story?
- Are they still living in Kenya, Where?
- Who really are they?
- Why did the Maasais fear them?
- Where did they come from?
- How much of the story should be believed?
- Which parts of the story are incredulous?

### 2.3.6. Are you Curious?

Imagine you were Ole Kaelo, your old business associate wants to

- Marry your 18-year-old daughter in exchange for the money you owe him against
- Your express will. What would you do were you to be in Ole Kaelo's shoes?
- Family Saga is Similar

Choose any experience in your family life that reminds you of the story of Taiyo, Resian, and their parents, Oloisudori, Joseph Parmuat, aunts, etc. Share and compare your story with the story in Ole Kulet's Blossoms of the Savannah.

- Letters from the Diaspora:

Imagine you are Resian, write a letter to

- Taiyo on what happened to you from the last time you talked with her and experiences in your hide out at the ranch.
- Your parents, explaining your disappointment at their betrayal of your trust in them.
- Imagine you are Taiyo and Resian; write
- An apology letter to your parents for defying them, justifying why you did what you did and assure them of your safety wherever you are.
- A thank you letter to Minik and Naburi for rescuing you and taking you back to school at the university. Thank Minik for setting up the rescue center
- Imagine you are;

- Taiyo, write a condolence note to the family of Joseph Parmuat, pointing out your sadness at his demise meant to save your life.
- The regional commissioner, Elgeyo Marakwet County, write an investigative report about the recent spate of insecurity involving rape and murder in Nasila.

Skit 2: The Journey toward Acculturation and Assimilation of the Kaelo's Daughters. (An adaptation and enactment of chapter 11 on Taiyo and Resian at Uncle Simiren's Home)

### 2.3.7. The Synopsis

Taiyo and Resian have just listened to the story of the two Olarinkoi's as told by Joseph Parmuat; namely, the mysterious but real Olarinkoi and the Legendry Olarinkoi whose story also explains the origin of the Female Genital Mutilation (FGM) among the Maasai.

Afterwards- A number of activities and the discussion would dwell around the resolve that the 3 characters made to join Minik, the Emakererei in the fight against Female Genital Mutilation, why- because they believed in her activism, it is outdated etc. The discussion and activities continued about what happened after this resolution till the end of the novel e.g.

- The girls resolve not to undergo the rite
- Naburi saves Resian from Olarinkoi's mother who together with Olarinkoi, are planning to circumcise her after recovering from the attempted rape so that Olarinkoi marries her according to the prophecy. She ends up in the Ntare ranch.
- Taiyo is also brought to the Rescue center at Ntare Ranch, in pain and agony.

### 2.3.8. Making Connections

#### A Born Activist

- Name the qualities Resian possessed that allowed her to survive the attempted rape and possible FGM.
- Going back to the book, what were the signs that Resian would fight retrogressive traditions?
- Which qualities do you share with her?
- Today, which vices might someone with such qualities fight if they threaten his/her life?
- The sensible thing- Reread pg 90 last paragraph. "The sensible thing would be to discard the bitter medicine once people are cured". Reread and ask: Tell me Yeiyo; what use is FGM to today's women? Do students agree with Resian's statement? Okay, think about the time the students said something similar to Resian told her mother? What was the issue? How did the student feel after saying it? What, if anything, did the student gain from the experience?

Circumcise or remain Intoiye Nemengalana! Do you think were you to be Resian and Taiyo, you would have signed up to be circumcised? Why or why not? What things might make someone circumcise or not circumcise. Abusing trust?- The researcher asked students how Taiyo/Resian, viewed their parents. How did they trust them? Why did they think their parents wouldn't allow FGM? Why did Taiyo and Resian think they are better than Nasila girls? Or were they? The villagers also felt they were better than the Intoiye Nemengalana duo? What are some examples of how such prejudices exist today? What can we all do to work against prejudice?

Advocate's News: In groups write a newspaper article and draw and illustrate about certain events in Taiyo and Resian's life. The topics could be: Why attempted Rape cases are on the rise, the merits and demerits of Nasila culture, Why FGM should be abolished, Early marriage should be discouraged, Nuclear families are better than polygamous ones. Later these write ups are hang in places where students from the whole school can enjoy and learn.

Two world's meet- Let the students role play the first meeting between Joseph Parmuat and the Kaelo daughters. Why do you think the 3 seemingly got along so well?

Do you really understand? "One woman declared that she had located within herself, the source of that salacity that caused the involuntary gravitation towards men when provoked". Let students brainstorm over this sentiment because it is at the centre of the origin of FGM among Maasai.

Skit 3: An Odyssey of Courage: Taiyo and Resian Resist the Change. An adaptation and enactment of chapter 14 on Oloisudori's return to marry Resian.

The synopsis: In as much as Ole Kaelo's daughters were adventurous, they did not want to return to the old ways of Nasila. They claimed they were barbaric. This belief set them on a collision path with their father who was seemingly embracing the Maasai culture pretty fast.

Afterwards a number of activities and the discussion would dwell around the fact that Ole Kaelo is planning to make his daughters true/real Maasai women. But it is difficult to break this news to them. This news entails circumcising and marrying them off because they are even past marriage age of 14 years. Amongst the Maais, girls are to be booked for marriage from the age of 0-14 years yet the girls are over 20 yrs old presently. What then unfolds e.g.?

- Oloisudori, a manipulative business associate proposes to marry Resian after he circumcises her and takes her to the university.
- The Kaelo daughters plan to play along to the whole game but return Oloisudori's gifts after realizing that through the gifts, their parents had accepted dowry to marry them off.

Positive thinking

Find examples in the novel of Resian/Taiyo's optimism. Discuss the power of positive thinking. Asked each student to write down one or more things they are unhappy about. He further asked them to try and find out a way to look at that negative thing in a positive light.

Culture and practice

Tell the students that the Maa customary and traditional beliefs dictated that every girl had to undergo circumcision at puberty (onset of adolescence) before getting married and asked the students to get the evidence in the novel where such a practice was obeyed or not obeyed. The following were further asked for critical thinking:

- Why do you think the sisters broke this rule?
- What would you have done were you to be in the same shoes? Would you obey or disobey this cultural practice?
- How would you have reacted to your peers who obeyed or disobeyed?
- Have you ever been in a situation where you disobeyed a rule while those around you were obeying?
- How did you feel? What happened to you?

Vanish or Stay! Discuss with students why Resian disappeared from home. This was followed by the following investigative questions:

- Was it a good move for Resian to run away from home?
- What would you have done in Resian's shoes (namely, you and Oloisudori alone in the room? vanished or stayed? If you stayed, what would you have done to save yourself from Oloisudori?

Fit to Parent? For further development of critical thinking, the following brainstorming session followed with students asked to respond to the following about Resian's parents:

- Were Ole Kaleo and Mama Milanoi fit to be parents? Why?
- Were they good or bad parents? Who is a good/bad parent?
- What examples from the novel would support your response above.
- Does your own parent meet your qualities of a good parent?

vii) Foolish trust? From the frying pan to the fire

Reread the 2<sup>nd</sup> paragraph pg 217.

It goes:

"Good Lord!" Resian gasped in shock. She hoped in God's name what she was imagining was not what was in Olarinkoi's mind. What did she get herself into? Where was she and was Olarinkoi sincere when he said he was taking her to Emakererei?" .... But it worried her that other than rebuking her, Olarinkoi had not looked at her nor spoken to her since they left Nasila."

Ask the students the following questions:

- What was Resian imagining which she hoped was not in Olarinkoi's mind? Pg. 221, 2<sup>nd</sup> par, pg 219, 3<sup>rd</sup> par
- What had led to the situation in the excerpt?
- What happened after this except?
- Do you think Resian was too trusting? Why?
- Discuss why Olarinkoi went with Resian and whether you would have done the same?
- Has your trust ever led you to do something that you later regretted?

Miraculous cures?

- What actually healed Resian? p225.
- Asked students of their belief in traditional and herbal medicine.
- Asked them to find out more about the Maasai traditional medicine from those who walk around (Itinerary Maasai traders) also selling ready made herbal medicine.

Alike but different – the story of Olarinkoi and Oloisudori

Reread pg 223- it goes:

"Images of Olarinkoi and Oloisudori merged becoming one great block of terror like the image of a charging elephant." (See Last paragraph). Ask students the following:

- Compare and contrast Oloisudori and Olarinkoi
- Why do people like to generalize? Is it helpful or harmful? Why?
- What is the importance of judging people as individuals? Discuss.

A storm in your life?

Reread the description of Resian's experience on page 221- and respond to the questions and do the given tasks.

From: "You silly thing....."

To: There was a trickle of blood on her nostrils, indicating that she had nosebleed

- What had happened?
- How would you get yourself out of such trouble if it were you?
- Write a composition about the worst experience you have ever had in your life.
- Draw a picture of Olarinkoi's hut and its contents as described on pages 217, 218, 223.

The researcher guided the learners through the discussion, shared the best tasks.

Vocabulary time: On page 217 and 218- it is Olarinkoi's house, pg 219, it is a hovel, a shack: what is the difference between the three?

Another point of view: imagine you are Resian, write a journal entry describing the events of this day.

House construction: The Maasai had used whatever was available to build their houses. In groups of 7, use whatever you can within the school to build a model Maasai house as portrayed in Olarinkoi's house

Odyssey the Film: Imagine the novel is adapted into a film. Make a poster advertising it then write a film Review of it.

In Defense of the Maasai- Students to know this:

The only Maasai known to do more and care more for the plight of the Maasai was OLOIBONI. Ask students to research on this historic and legendry figure. Write a biography describing his life and beliefs.

Skit 4: Conquering Nasila: Taiyo and Resian Conquer the Negative Culture. (An adaptation and enactment of chapter 17 &19 on, Taiyo and Resian finally joining Egerton University from Ntare Naaju Rescue Centre

The synopsis: After resisting the assimilation into the Nasila traditions, Resian and Taiyo find themselves undergoing difficulties. While Resian's forcible circumcision and marriage to Oloisudori or Olarinkoi fails, Taiyo is successfully circumcised but both of them find a safe custody under the rescue centre of Minik Ene Nkoitoi, the Emakererei from where they join Egerton University.

Afterwards a number of activities and discussion on what follow the aftermath to the end e.g

- Resian is assisted to escape both her circumcision and early marriage to Olarinkoi by her 12 days nurse, Nabaru. Olarinkoi rushes to block their vehicle from departing in vain.
- After a long journey, they arrive at the Ntare Ranch and taken to Minik's house together with her nurse. She takes time to heal.
- Taiyo later join in equal pain and once healed, both girls begin working at the ranch.
- They receive an admission letter to Egerton University and as they hold a farewell party, Oloisudori arrives in a convoy of vehicles to take away Resian but upon being dared by Minik and his men beaten by Minik's boys, they disappear never to be heard again.
- Making connections:
- What is a ranch? Note that that Resian is discontented at the ranch.
- Discuss why Resian is not contented to stay and work there yet she is enjoying working, supervising others and has some fame.
- Brainstorm over the adjectives to describe such a person.
- Imagine yourself at the ranch (In Resian's Shoes). Would you be contented at the ranch?

A fair Deal? Reread page 237, 2<sup>nd</sup> paragraph: 264, 2<sup>nd</sup> paragraph;

Read page 266, 2<sup>nd</sup> paragraph:

Begin, "Nabaru proved....."

To: The rest of her life, she added"

- Do you think Nabaru should be treated as simple as such- with a "thank you?" only and staying for a few days as she thought of an alternative place to go to. If not, what else should Minik would have done to her.

Lessons from a Bad Man? Never Give Up! Oloisudori Pursued Again!

Reread pg 281-284.

- Are you surprised that Oloisudori followed up Resian to the Ntare Naaju Ranch to forcibly marry her? If not, why?
- What does this event say about Oloisudori? Minik's Repulsion? Are both relentless and strong willed? Justify.
- What do the events climaxing in the fight say about the time in which this character lived? Changing times?
- Much to criticize: Literary critics find much to criticize about the novel. What do you like or dislike about the text. What questions/criticism would you ask/level against the novelist (Prof. Ole Kulet) should he be invited? Imagine the teacher is him. Examples?
- The reward to Minik Ene Nkoitoi, an Advocate against FGM is unsatisfactory. Why?
- Nabaru is not sufficiently rewarded for saving Resian, why?
- Oloisudori's reward for being an evil character is not satisfactory? He deserves death.
- Why should the writer kill Joseph Parmuat, the only educated, informed, male crusader against FGM?
- Why let Olarinkoi live? He should die instead of Joseph Parmuat!
- Letting Taiyo and Resian pursue university education with one of them circumcised is not enough to change things in Nasila.
- Much to appreciate though. Thumbs up! However, students should give thumbs up to the writer for:
- Letting the circumcised women (Minik/Nabaru) assist girls to avoid this repugnant and obnoxious ritual and practice.
- Portraying the 500 salvaged girls who are returned to continue education is encouraging.
- Failing the likes of Oloisudori, Olarinkoi Ole Kaelo from having their way is great.
- Letting the girls achieve their aspirations is good- education & saying no to early!!!



### 2.3.9. Step 8: Extension Activities

- A Map; Divide students into small groups ask each group to draw a physical map including all the major places that the characters visited e.g. Nakuru, Nasila, Ntare-Naaju sheep ranch, Olarinkoi's homestead, Egerton University etc.
- Beyond the Novel

Would the outcome be different if we imagine the following?

- Oloisudori succeeded in marrying Resian
- Joseph Parmuat did not die
- Olarinkoi succeeded in marrying/rape Resian
- The rapists succeeded with Resian and Taiyo's attempt
- Taiyo and Resian accepted FGM
- Nabaru was not the nurse the nurse
- Minik Ene Nkoitoi was not in the story
- Thinking Aloud- Critical Thinking
- Did Oloisudori take back with him Resian and Taiyo
- Did Ole Kaelo return the briefcase (dowry) for Resian's hand in marriage
- What happened to those who killed Joseph Parmuat
- Did Ole Kaelo get to know that Olarinkoi kidnapped and wanted to Rape/marry Resian.
- Where did Nabaru relocate? For how long would she be safe wherever?
- Did Ole Kaelo ever get to meet his daughters again? If so, did he accept them back or disowned them?
- A Sequel to the Novel. Write a two-page sequel to the novel taking into consideration the scenario:
- The Book Game- Who is the book cruiser?

This game is a five-step activity as follows:

- The researcher asked a group of participating students to be in one room
- He would ask: Who is the book cruiser?
- A student answers I am and comes out of the room.
- The student introduces himself/herself as a character in the novel.
- The book cruiser describes who the character is, what (s)he does? where and how he lives.
- The book cruiser asks, Am I Right Class?
- The class responds in the affirmative, he says, thank you and they clap!
- If the class responds in the negative, he asks, why?
- Let the discussion pick up.

### **3. Results**

The researcher was successful in producing a literature – based reading program that incorporated reading, writing, art, songs, and drama. Compared to the researcher's previous reading program, the diversity and quality of these new activities and tasks attracted greater student interests and excitement by promoting greater degrees of learner participation. The researcher also succeeded in developing a teaching guide based on the whole novel to guide teachers in the implementation of the reading program.

There was also an observation made on improvements on two fronts: one, there was a notable progress linguistic competence of students from poor-fair-fluent communication when writing own summaries and essays based on the text. However, it was difficult to rationalize why on non-literary texts; students who had recorded such improved linguistic competence almost could not maintain the same when writing conventional essays. Two, a progress on literary competence was noted in students' critical arguments and writings which were devoid of textual errors. A textual error, according to national examiner, The Kenya National Examination Council (KNEC) is an error where a student misrepresents textual facts with regard to character names, events and places in the novel. This study did not do an error analysis because it was beyond its scope.

However, in spite of the noted results, three problems were encountered when the project was first initiated into the researcher's classroom. These problems were challenges of time, learner's negative attitude and inadequacy of the prescribed texts. The reading appeared too elaborate to accommodate the normal 40 minutes lesson and extra time had to be created sometimes beyond school hours. Students too apparently could not complete their assignments in some of the courses citing lack of time. To address this, the researcher relaxed the atmosphere by elongating deadline of submission and insisted on the basics only alongside a reduction of the number of tasks to be completed in a specific week. Coupled with the issue of time was students' negativity which led to mild resistance of the program. Some of them felt the program outstretched their limit but this was handled by the provision similar to those of time. The greatest hitch in the take off of the reading program was the insufficient number of students with texts. According to the school policy, each student should purchase own prescribed text but parents are ever slow in honoring this internal policy. Compounding this problem was a Ministry of Education's policy to the effect that the government was to provide English instructional materials. With this pronouncement, students reported that most of the parents wondered why they should buy English language reading materials when the ministry had said it

would provide books for six subjects, English being inclusive. The researcher successfully petitioned the school administration to clear the air about the conflicting policies to the parents. Finally, once these problems were corrected via the modifications, the program kicked off in earnest.

Preliminary assessment that was completed after the program had been in place for three months indicated that student achievement in basic reading competencies and interest was as high, as or higher than in the reading program the researcher used previously.

#### **4. Conclusions**

This project demonstrated how a reading program based on prescribed literary texts could be organized to include oral activities, reading, writing art, music, and drama- a diversity of activity that greatly increases student interest in reading while maintaining necessary emphasis on the acquisition of the reading and literary competencies.

The enthusiasm that the students manifested for the tasks suggests that the program could be continued indefinitely and could perhaps be spread into other areas of the curriculum as well; other observations about the project seem to show that modern reading programs do not, of themselves, lead to improved interest in reading. It would seem important to look more closely at the nature of our classroom and beyond reading activities, trying to see them from our learners' point of view in order to understand their effect on the students' appreciation of the subject. This project can be improved and expanded through large scale reading projects and adopted by other teachers across the nation.

#### **5. References**

- i. Kenya National Examination Council (2015) Report
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