Historical or Cultural Analysis of a Short-Story or Poem

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English 200

Historical or Cultural Analysis of a Short-Story or Poem

**Selected story**

Jomo Kenyatta, “The Gentlemen of the Jungle” <http://bhscurtright.weebly.com/uploads/4/9/0/9/4909154/the_gentlemen_of_the_jungle__by_jomo_kenyatta.pdf>

**Part one: Summary**

In “the gentlemen in the jungle” by Jomo Kenyatta; the author features the various challenges that the Kenyan people faced when they were colonized and also the selfless measures they had to took in efforts to liberate themselves from colonial rule that were eventually successful.

**Part two: Main Ideas**

1. Kenya was taken over by the colonial rule and slowly as well as using deceitful ways misplaced the Kenyan people who were already occupying their land, houses, and owned their properties and animals
2. The colonial power made use of aggressive power to make their subject comply with their demands without questioning
3. The Kenyan people complied with different rules and policies set as a means of survival before strategizing on the best move to take
4. The Kenyan people eventually strategized and made their move though faced with massive challenges but finally managed to overthrow the colonial government
5. The Kenyan people after massive bloodshed acquired back what they had lost and lived happily ever after in their motherland

**Part III: Textual Evidence**

1. “As soon as the elephant put his trunk inside the hut, he slowly pushed his head inside, and finally flung the man out in the rain, and then lay down comfortably inside his friend’s hut, saying: “My dear good friend, your skin is harder than mine, and as there is not enough room for both of us, you can afford to remain in the rain while I am protecting my delicate skin from the hailstorm.”
2. “I command my ministers to appoint a Commission of Enquiry to go thoroughly into this matter and report accordingly.”
3. “My good man, please confine yourself to relevant issues."

**Part IV: Response**

The information featured provides a lot of information about the author’s background, his nation of origin, different political events that took place, the struggles of the time, the family structures of the time, education, and social class. First, the story features the life of the author which is represented by the man in the story as a challenging, hard, and at some point unbearable life. According to the story, the nation of origin is one that is lucrative, peaceful, but not developed. During the colonial era, there were numerous political events and struggles that people had to endure. Unfortunately, a majority of political events were carried out by the white people who only made sure that the events only oppressed the Kenyan people. Again, the struggles were mainly from the Kenyan people who lived in the forests trying to search for freedom. Some of these struggles include searching for ways to fighter the colonial rulers and even killing them. Again, the people of Kenya were illiterate as the white colonials did not grant them the opportunity to get educated or even improve their social class. However, in the midst of all challenges, the Kenya people maintained strong family structure and cultures and these are the ones that formed a strong pillar of unity. These biographical facts influence my understanding of the text and question that the animals are the whites and the man is the Kenyans in the jungle.

In the following passage, different writers have featured the set information as presented in the five main points. Hughes, (2011); in his article "Truth be told; some problems with historical revisionism in Kenya" features different sufferings and challenges that Kenya faces as a result of colonization. Just as the Jomo Kenyatta's article raises the idea that the colonial power made use of aggressive power to make their subject comply with their demands without questioning, Hughes secondary source support by featuring the aftermath. According to Hughes, page 185 “Most importantly, Kenya has not recovered from decades of state suppression of public memories and histories of liberation struggle." This shows that the sufferings that the Kenya people realized during colonization had a long-lasting psychological, emotional, and physical impact that still affects Kenya even after liberation.

Milhomme, (2005) in his journal “Political and Economic Independence: The Kenya’s Case” page 247 states " This colonization process of Kenya by the UK was part of a worldwide process to explore the globe in search of more wealth and resources. The first European descent settlers snatched fertile land from Kikuyu's, Maasai's, and others. These settlers again established themselves as large-scale farmers in Kenyan highlands". This shows the deceitful way that the settlers used to take away all the Kenya people possession for self-benefits. Also, according to Dwyer & Zeilig, (2012); on "African struggle today: Social movements since independence" page 7 states "Revolution national liberation movements were composed of different social groups temporarily united under the banner of national liberation." This shows that for the Kenya people to be able to fight back the colonizers, they formed temporary social groups and movements and acted as a team.

**Part V: Thesis Proposal**

On my research essay, I will research about the Kenyan MAUMAU after independence. The reason why I will research about this topic is that according to Kenyan struggle for independence history, the MAUMAU is featured as the strongest social movement that helped in Kenya liberation from the European colonizers. According to record, the MAUMAU people are many in number despite the fact that some got killed during the struggle for independence.

However, history does not show clearly what happened to a big number of the MAUMAU who survived the struggles as only a small number of approximately 100 people are regularly mention. In some Kenyan history books and previous researches done, it is said though not verified that some MAUMAU freedom fighters still exist to date and that they live a poor and miserable life while others who took over powerful positions lived and still their generations lives a wealthy and comfortable life. Hence, with this research, I intend to unravel what happened to many other MAUMAU freedom fighters after Kenya attained its independence in 1963. I need to know whether the MAUMAU freedom fighters apart from those that took over power and other political seats whether they were compensated, given back their land or they were left for dead and misery after they accomplished the desired mission.

Hence, the research shall focus on determining what happened to the MAUMAU people after making a great sacrifice for the Kenya people and nation. The research shall feature the different benefits that the MAUMAU enjoys if any as well as recommend what a country should do to honor such people. The reason is that anyone who took part in the liberation process has equal rights and it is proper and ethical to treat all the freedom participants equally and not to hold some in high regards and disregard the others.

References

Dwyer, P., & Zeilig, L. (2012). *African Struggles Today: Social Movements Since Independence*. Chicago, Ill: Haymarket Books.

Hughes, L. (2011). 'Truth be Told': Some Problems with Historical Revisionism in Kenya. *African Studies*, *70*(2), 182-201. doi:10.1080/00020184.2011.594626

Milhomme, A. J. (2005). Political & Economic Independence: The Kenya's Case. *Journal Of American Academy Of Business, Cambridge*, *6*(1), 246-254.

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| **Unit 3**  **Complete**  **Grading Rubric** | | | **Excellent (A) 70-75** | | | **Good (B)**  **65-69** | **Adequate (C)**  **60-64** | **Inadequate 4**  **55-59** | |
| The student completes the first 3 parts of the assignment in an effective way. The scholarly source is accurately summarized and paraphrased. **15** | | |  |  | | |  | |  | |
| The student’s response to the secondary source is both thoughtful and thorough. **20** | | |  |  | | |  | |  | |
| The thesis to be explored in the researched essay is clearly stated. **10** | | |  |  | | |  | |  | |
| Direct quotations are properly framed and documented throughout**. 10** | | |  |  | | |  | |  | |
| The writing shows precise diction and correct word usage. **5** | |  |  | | |  | |  | | |
| The student uses proper grammar, spelling, and punctuation. **5** | |  |  | | |  | |  | | |
| The student follows proper MLA format for in-text citations and APA format for the Reference page.  **5** |  | |  | |  | |  | | | |