



## Lesson Plans Digital Booklet

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# Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

# Unit Five

## *Country Case Studies*

### Module Twenty Five: Nigeria

The purpose of this module is to introduce students to the country of Nigeria—the most populous and one of the most economically powerful countries on the African continent. This module will first introduce students to Nigeria by discussing its geography in Activity One. Next, Activity Two gives an overview of political entities (for example, states, caliphates, and some smaller political entities) and examples of global relations of people within them throughout Nigeria’s pre-colonial history. It is important to remember in this activity that the territory which today makes up Nigeria was not a single political entity until Great Britain grouped the northern and southern regions of Nigeria it into a single colony in 1914. Activity Two explores the various chapters of history that led up to this event, and Activity Three gives an overview of the colony and independent country of Nigeria. Finally, this module finishes with Activity Four on the rich literary traditions of Nigeria, which include a great diversity of genres and writers in both African and European languages.

# Module

An Introduction to the Geography of Nigeria

Politics and Global Relations: The Pre-Colonial Period

Politics and Global Relations: The Colonial and Post-Colonial Period

Nigerian Literary Traditions

## An Introduction to the Geography of Nigeria

Time Needed	Approximately 45 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: pre-test, reading guide
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics</i>
Materials Needed	Nigeria pre-test handout <sup>1</sup> , Geography of Nigeria reading guide <sup>2</sup> , pencil, pen, access to Exploring Africa

### Objectives

Students will be able to...

- Assess their own learning
- Understand the basic geography of Nigeria
- Use maps to answer questions about a place
- Conduct research using reliable resources

Time	Learning Task	Methods or Procedures
10 min	Students receive Nigeria pre-test and fill out their answers to the best of their knowledge without looking anything up. Afterwards, students will hang on to this pre-test for use in future activities.	Individual student work; teacher hands out pretest and instructs students to work quietly by themselves. Teacher instructs students to keep pretest for use in future activities
5 min	Students receive Geography of Nigeria Reading Guide, listen to instructions, and get on Exploring Africa.	Teacher passes out reading guide and instructs students to get onto module twenty five, activity one of Exploring Africa
25 min	Students read through the text of activity one, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
5 min	Students return to their pre-test, and correct any answers that were wrong with new information they learned from this activity	Individual student work; students use a different color pen to fill in new answers on the pre-test. Teacher monitors and assists as needed.

<sup>1</sup> Handouts and Worksheets, pg. 11

<sup>2</sup> Handouts and Worksheets, pg. 12

## Politics and Global Relations: The Pre-Colonial Period

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: Pre-Colonial History Timeline
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	Pre-Colonial History Timelines <sup>3</sup> , pencil, access to Exploring Africa

### Objectives

Students will be able to...

- Organize events in chronological order on a timeline
- Identify prominent city states, empires, and trade systems of pre-colonial Nigeria

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get onto Module 25, Activity 2 of Exploring Africa.
20 min	Students read through the text of the activity. Once they have finished reading, they come and grab a timeline worksheet from the front of the room.	Individual student work; teacher monitors and assists as needed.
15 min	Students fill out timeline based on what they learned in the activity.	Individual student work; teacher monitors and assists as needed.
5 min	Students return to their pre-test, and correct any answers that were wrong with new information they learned from this activity.	Individual student work; students use a different color pen to fill in new answers on the pre-test. Teacher monitors and assists as needed.

<sup>3</sup> Handouts and worksheets, pg. 13

## Politics and Global Relations: The Colonial and Post-Colonial Period

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: current event
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	Nigeria Current Event Worksheet <sup>4</sup> , access to Exploring Africa, Nigeria Pre-Test (from activity one)

### Objectives

Students will be able to...

- Conduct independent research
- Identify recent/current issues in Nigeria
- Explain political and global relations of Nigeria during the colonial and post-colonial period

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and get on Exploring Africa	Teacher instructs students to get onto module twenty five, activity three of Exploring Africa.
15 min	Students read through the text of the activity	Individual student work; teacher monitors and assists as needed. Once finished reading, students may come get the Current Event worksheet from the teacher.
20 min	Students conduct independent research to complete the current event worksheet.	Individual student work; teacher monitors and assists as needed.
5 min	Students return to their pre-test, and correct any answers that were wrong with new information they learned from this activity.	Individual student work; students use a different color pen to fill in new answers on the pre-test. Teacher monitors and assists as needed.

<sup>4</sup> Handouts and Worksheets, pg. 14-15



## Nigerian Literary Traditions

Time Needed	Approximately 40 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide Summative: corrected pre-test
Standards	CCSS.ELA-Literacy.RL.6.2 <i>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i> CCSS.ELA-Literacy.RL.6.4 <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</i>
Materials Needed	Nigerian Literary Traditions Reading Guides, pencil, access to Exploring Africa, Nigeria pre-test (from activity 1)

### Objectives

Students will be able to...

- Assess their own learning
- Conduct research
- Identify key ideas from a piece of literature
- Describe Nigeria's rich history of literature

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get on Exploring Africa	Teacher hands out reading guide and instructs students to get onto module twenty five, activity four of Exploring Africa
20 min	Students read through the text and fill out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
5 min	Students return to their pre-test, and correct any answers that were wrong with new information they learned from this activity.	Individual student work; students use a different color pen to fill in new answers on the pre-test. Teacher monitors and assists as needed.
10 min	Students do one final check of all of the answers on their pre-test, using the module and the internet to make sure each answer is correct.	Individual student work; students turn in at the end of class.

# Handouts and Worksheets

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## Nigeria Pre-Test

1. Name as many languages spoken in Nigeria as you can think of.
2. What is the capital of Nigeria?
3. What is one of the principle crops grown in Nigeria?
4. Who is the president of Nigeria?
5. Name one author/novelist who is from Nigeria.

**True or False:** Mark each of the following statements as true or false. If it is false, change the statement to make it true.

6. Nigeria is primarily a mountainous country. \_\_\_\_\_
7. There are more Christians than Muslims in Nigeria. \_\_\_\_\_
8. There is no evidence that people were living in the region that came to be the country of Nigeria before 1500 C.E. \_\_\_\_\_
9. The United States buys some of its oil from Nigeria. \_\_\_\_\_

## Geography of Nigeria Reading Guide

1. What four countries does Nigeria border? What ocean forms one of Nigeria's borders?
2. Do some research to answer the following questions:
  - a. What is the tallest peak in the United States? What is its height?
  - b. What is the tallest peak in the world? Its height? Where is it?
  - c. Is the tallest peak in Africa very tall in comparison to these other peaks?
3. What country does the Niger River begin in? What country does it end in? How many countries does it pass through in West Africa?
4. What country does the Benue River begin in? What country does it end in? How many countries does it pass through?
5. Now imagine for a few moments how important rivers are to the existence of people, other animals and plants. Choose one of the following prompts and write a one paragraph response in your journal.
  - a. In what ways can a river provide basic necessities to a human being?
  - b. Imagine you are a hippopotamus living in the Niger River. How are your basic necessities met in the river each day?
6. After you have read through the following directions, go to [www.google.com](http://www.google.com) and do a search on current environmental issues in Nigeria. You might do a general search or a more specific one if you already have a particular issue in mind that you would like to research. Once you have found a news article on a topic that interests you, read through it carefully and write a one paragraph summary about the key points raised in the article to put in your journal.

# Pre-Colonial History Timeline

You've just read a lot of information that covers thousands of years of history. Before moving on to the next activity, take some time to review this material by filling in the timeline below on the pre-colonial history of Nigeria.

4 <sup>th</sup> Century BCE	1. 2.
12 <sup>th</sup> Century BCE	1. 2.
13 <sup>th</sup> Century BCE	1. 2. 3.
14 <sup>th</sup> Century BCE	1. 2. 3. 4. 5.
15 <sup>th</sup> Century BCE	1. 2.
16 <sup>th</sup> Century BCE	1. 2.
17 <sup>th</sup> Century BCE	1.
18 <sup>th</sup> Century BCE	1.
19 <sup>th</sup> Century BCE	1. 2.

## Nigeria Current Event

**Directions:** Find an article from [allafrica.com](http://allafrica.com) on Nigeria that was written in the last seven days. Read the article and fill out the statements or answer the questions below. Attach the article to the worksheet.

Topic of Article: \_\_\_\_\_

Title of Article: \_\_\_\_\_

WHO is this article about? \_\_\_\_\_

\_\_\_\_\_

WHAT is this story about? List four important facts from your article.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHEN did this story take place?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHERE is this event or issue occurring? (Specify city, country, region, etc.)

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WHY is this story important?

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CONNECT the article. What does it have to do with you? Can it be connected to anything we learned or are learning about in class (specifically the past few activities on Nigeria)?

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## Nigerian Literary Traditions Reading Guide

### Response questions for Adichie

1. What had Auntie Ifeoma told Kambili the day before about her Papa-Nnukwu?
2. What surprised Kambili as she watched her Papa-Nnukwu pray?
3. What similarities do you think Kambili saw between her Papa-Nnukwu's prayer and Christian prayers?
4. After reading this short excerpt, what point do you think the author may be trying to make?

### Response Questions for Katsina and Choge

1. What kinds of problems are the women writing these two songs struggling with?
2. What similarities and differences do you see between the problems these women face and the problems women in the U.S. face?
3. Why do you think Choge repeats the phrase "Allah is the light in the darkness" throughout her song?



**Defining terms:**

Define the following terms, using a dictionary.

1. Genre:

2. Eurocentrism

3. Magical Realism

Find one other term from the reading that you did not know or understand. Write it in the space below, and then find and write a definition for the term.

1. \_\_\_\_\_

# Answer Keys and Examples

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## Nigeria Pre-Test

Name as many languages spoken in Nigeria as you can think of.

Answer: there are over 500 languages spoken. The three most widely spoken African languages are Hausa, Igbo, and Yoruba. English is the official language. For a complete list of languages spoken in Nigeria, see: [http://www.ethnologue.com/show\\_country.asp?name=Nigeria](http://www.ethnologue.com/show_country.asp?name=Nigeria)

What is the capital of Nigeria?

Answer: Abuja

What is one of the principle crops grown in Nigeria?

Answer: any of the following answers would be acceptable: yams, cassava, sorghum, rice, millet, maize/corn, taro, cocoa, peanuts, palm oil, or cotton

Who is the president of Nigeria?

Answer: Goodluck Johnson

Name one author/novelist who is from Nigeria.

Answer: There are many possible answers. A few famous authors include: Ben Okri, Wole Soyinka, Chinua Achebe, Flora Nwapa, and Ifeoma Okoye

**True or False:** Mark each of the following statements as true or false. If it is false, change the statement to make it true.

Nigeria is primarily a mountainous country. \_\_\_\_\_

Answer: False –while there are some mountains, most of Nigeria consists of a variety of other landscapes, including plateaus, hills, low coastal lands, and river valleys

There are more Christians than Muslims in Nigeria. \_\_\_\_\_

Answer: False –there are actually more Muslims (the population is approximately 50% Muslims and 40% Christians in Nigeria)

There is no evidence that people were living in the region that came to be the country of Nigeria before 1500 C.E. \_\_\_\_\_

Answer: False –archeological evidence shows that people were living in what is now Nigeria perhaps as early as 12,000 BCE

The United States buys some of its oil from Nigeria. \_\_\_\_\_

Answer: True –Nigerian oil accounts for about 7-9% of total US crude oil imports, and the US buys 40% of Nigeria's total oil exports.

## Geography of Nigeria Reading Guide

*What four countries does Nigeria border? What ocean forms one of Nigeria's borders?*

Answer: Cameroon, Chad, Niger, and Benin. The Atlantic Ocean

*Do some research to answer the following questions:*

*What is the tallest peak in the United States? What is its height?*

Answer: Mount McKinley (or Denali) at 20,320 feet or 6,194 meters

*What is the tallest peak in the world? Its height? Where is it?*

Answer: Mount Everest at 29,035 feet or 8,850 meters, on the border of Nepal and Tibet

*Is the tallest peak in Africa very tall in comparison to these other peaks?*

Answer: the tallest peak in Nigeria is only about 1/3 the size of Mount McKinley and roughly 1/4 the size of Mount Everest

*What country does the Niger River begin in? What country does it end in? How many countries does it pass through in West Africa?*

Answer: Guinea; Nigeria; 4 –Guinea, Mali, Niger, and Nigeria

*What country does the Benue River begin in? What country does it end in? How many countries does it pass through?*

Answer: Cameroon; Nigeria; 2

## Pre-Colonial History Timeline

Sample Table (Note, students may have picked some different events for their timelines)

4 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Iron smelting began in Taruga, Nigeria</li> <li>2. Beginning of the Nok culture</li> </ol>
12 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. State of Ife begins to form</li> <li>2. Kingdom of Benin begins to form</li> </ol>
13 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Hausa states begin to form</li> <li>2. Kingdom of Oyo begins to form</li> <li>3. Kanem-Borno begins to form</li> </ol>
14 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Ife reaches its peak of prosperity</li> <li>2. Kingdoms of Oyo and Kanem-Borno emerge</li> <li>3. Islam begins to come to the Hausa states</li> <li>4. Kingdom of Benin becomes very powerful</li> <li>5. Songhay Empire begins to form</li> </ol>
15 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Hausa state of Kano is one of the most important trade centers in Africa</li> <li>2. Fulani people begin immigrating to the Hausa states</li> </ol>
16 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Kanem-Borno Kingdom reaches its peak</li> <li>2. Songhay Empire at its peak</li> </ol>
17 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Height of Kingdom of Oyo</li> </ol>
18 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Kingdom of Oyo expands down to the Atlantic coast</li> </ol>
19 <sup>th</sup> Century BCE	<ol style="list-style-type: none"> <li>1. Breakup of the Kanem-Bornu Kingdom</li> <li>2. Jihads and Sokoto caliphate in Northern Nigeria</li> </ol>

## Nigerian Literary Traditions Reading Guide

### **Response questions for Adichie**

*What had Auntie Ifeoma told Kambili the day before about her Papa-Nnukwu?*

Answer: He was not a heathen, but a traditionalist. You might talk to the students about the derogatory connotations of the term “heathen,” which implies that one is irreligious and uncivilized. By using “traditionalist” Auntie Ifeoma was trying to explain to Kambili that Papa-Nnukwu had a different set of beliefs from Catholicism without passing a negative value judgment

*What surprised Kambili as she watched her Papa-Nnukwu pray?*

Answer: Kambili was surprised he prayed for her father with the same earnestness that he prayed for himself and Auntie Ifeoma. In contrast, Kambili had been taught by her father to pray only that her Papa-Nnukwu would convert to Catholicism. Kambili was also probably surprised to learn that her Papa-Nnukwu prayed in a way that was similar to what she had learned in the Catholic tradition.

*What similarities do you think Kambili saw between her Papa-Nnukwu’s prayer and Christian prayers?*

Answer: Students may pick up on some of the language of confession and refraining from certain acts like adultery or murder. He also talked about helping others in need, and asked for blessings on his family.

*After reading this short excerpt, what point do you think the author may be trying to make?*

Answer: Similar to the work of Achebe and many others who tried to refute racist and Eurocentric beliefs about African cultures, Adichie is showing the dignity and humanity in indigenous religious traditions of Africa.

### **Response Questions for Katsina and Choge**

*What kinds of problems are the women writing these two songs struggling with?*

Answer: Equal opportunities with men; believing women are capable of any kind of work; jealousy of another woman; marital problems.

*What similarities and differences do you see between the problems these women face and the problems women in the U.S. face?*

Answer: Students may see similarities in terms of women struggling to have equal opportunities in the workplace, or confronting problems in their marriage. Many may have trouble understanding polygyny. They may, however, relate to how it feels when a romantic partner loses interest in them or someone they know.

*Why do you think Choge repeats the phrase “Allah is the light in the darkness” throughout her song?*

Answer: Choge is asking Allah to help her through a very difficult time as she repeats this phrase.

***Defining terms:***

*Define the following terms, using a dictionary.*

*Genre:*

Answer: A kind or type of literary work.

*Eurocentrism*

Answer: Privileging or focusing on European knowledge, customs, or history to the exclusion of other places and peoples

*Magical Realism*

Answer: A literary or artistic style that incorporates the meeting of opposites—for example, the colonial and pre-colonial, the rational/material and supernatural, etc. It has elements of everyday reality as well as fantasy