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NIGERIA'S ETHNIC CHALLENGES

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NIGERIA'S ETHNIC CHALLENGES

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Grade Level: 7th

Purpose/Overview:

The first part of this lesson focuses on the pre-colonial ethnic history of Nigeria. The second part looks at how European colonization impacted the area's development. The third part shifts the focus to modern times and the north-south conflicts of today.

This lesson teaches the concepts students will later need to study ethnic conflict in Rwanda and in the Darfur region.

National Geography Standards from *Geography for Life, Second Edition* Geographic Elements & Standards:

Standard 4.1.A: Concept of Place - Personal, community, and national identities are rooted in and attached to places. *Therefore, the student is able to explain how personal, community, or national identities are based on places*

Standard 5.2.A: Regional Change - The boundaries and characteristics of regions change. *Therefore, the student is able to describe and explain the changes in regional boundaries and names of African states during colonization and after independence in the nineteenth and twentieth centuries.*

Standard 10.3.B: Cultural Diffusion and Change - Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology. *Therefore, the student is able to explain how the spread of religious structures follow from processes of colonization*

Standard 13.3.A: Conflict - There are multiple sources of conflict resulting from the division of Earth's surface. *Therefore, the student is able to explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities*

Oklahoma C³ Standards:

Grade 7 World Geography: Eastern Hemisphere

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

B.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

4. Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere, and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including

C. Impact of multiple ethnic groups on Nigeria political stability

Objectives:

-- The student will understand the long-term impact of European colonizers in drawing African political boundaries based on European economic and political concerns.

-- The student will understand the long-term impact of European colonization on the economic and social development of Nigeria, including the widening of cultural, economic, and religious differences between the north and the south.

-- The student will be able to recognize and discuss the impact of inclusion or avoidance of particular facts in influencing the viewpoint of the reader.

Materials:

Internet access, LCD projector, computer and screen/whiteboard

PART 1: Nigeria’s Ethnic History

Handout: “Ethnic History of Nigeria – Team Instructions” (1 per student)

PowerPoint: “Ethnic History of Nigeria Team Project”

Handouts on the three ethnic groups: “Information on the Igbo,” “Information on the Hausa Fulani,” and “Information on the Yoruba” (enough for each student to have a copy of information on the one group that it is covering – and about one third of your teams will cover each group)

Large blank paper or poster board (1 per team)

Colored pencils or markers

PART 2: British Colonialism in Nigeria

PowerPoint: “The Federal Republic of Nigeria - Colonialism to Modern Country”

Student notes: “The Federal Republic of Nigeria - Colonialism to Modern Country” (1 per student)

Online video clip: “Nigeria” - 11:49 video clip taken from a British documentary about Nigeria c.1960. This clip shows examples of paternalism towards the Nigerians, as well as addressing how the north and south were managed differently by the British. Available on YouTube

<http://www.youtube.com/watch?v=cLtg7u3WgjQ&feature=youtu.be> and also on My Footage at <http://www.myfootage.com/details.php?gid=58&sgid=&pid=18791> - tn

PART 3: Modern Challenges of Nigeria

Online video clip: “Mixture of Perceptions among Igbo, Hausa & Yoruba Tribes of Nigeria” - 9:57 video clip with interviews with a Hausa-Fulani, a Yoruba, and an Igbo. Each is speaking multiple negative stereotypes about the other. Available on YouTube at

<http://www.youtube.com/watch?v=AEEfNbB3f6A&feature=youtu.be>

Video Response Paper: “Mixed Perceptions Among Igbo, Hausa & Yoruba” (1 per student)

This video is fascinating, but also a bit confusing. This response paper makes a huge difference in the students’ ability to keep track of what is being said.

Article: “Christian Youths Attack Muslims in Central Nigeria; 7 Dead” (enough copies for half of your students)

Article: “Muslim extremists in Nigeria kill Christians in two states” (enough copies for half of your students)

Article: “Is Nigeria Headed for Civil War?” (1 per student)

Response Chart: “Central Nigeria – Ethnic Violence” (1 per student)

PowerPoint: “Nigeria – Modern Challenges”

Student notes: “Nigeria – Modern Challenges” (1 per student)

Time Frame: Part 1 – three to four 50-minute class periods

Part 2 – one to two 50-minute class periods

Part 3 – four to six 50-minute class periods.

Procedures:

PART 1: Nigeria’s Ethnic History

In this part, students are put in teams and learn about the three dominant ethnic groups of pre-colonial Nigeria. They create “spoke diagrams” of an assigned ethnic group, and compare/contrast their team’s ethnic group to the other two ethnic groups covered by other teams.

1. Divide students into **heterogeneous teams** of 3-4 students.
2. **Distribute handout** “Ethnic History of Nigeria – Team Instructions.” Use the **PowerPoint** “Ethnic History of Nigeria Team Project” to explain the assignment to students.
3. Distribute **information sheets on Igbo, Yoruba, and Hausa-Fulani** groups. Approximately one-third of the teams should have each group.
4. Have teams do “**paired reading**” of information, but **as a team** instead of in a pair. Instructions are on the PowerPoint “Ethnic History of Nigeria Team Project” and can be displayed for the class if desired. (Monitoring during this activity is essential, or it deteriorates into chaotic conversation about other things.)
5. Teams then proceed to **divide up the tasks and start their work**. Monitor as they work, of course.
6. Provide **large paper or posterboard** for teams to use for their **spoke diagram**. Students may write directly on the spoke diagram or may use other paper and attach it, depending on your preferences.
7. After the diagrams are completed, they should be **posted on the classroom walls, grouped by ethnic group**.
8. The final step is to have students study the other teams’ spoke diagrams and list **three similarities and three differences** between their team’s ethnic group and **each** of the other two ethnic groups. These are then discussed as a class.

PART 2: British Colonialism in Nigeria

Students will learn about the impact of British colonization on Nigeria’s ethnic identities, cultural development, and economic development.

1. **Use the PowerPoint** “The Federal Republic of Nigeria - Colonialism to Modern Country” to give historical background to students. This is particularly useful if your

classroom lacks adequate print information on this part of Nigeria's history. "Fill-in-the-blank" notes are provided (listed under "Materials") if you wish for your students to have a hard copy of this information.

2. Show the 12-minute online **video clip** "Nigeria" taken from a British documentary about Nigeria c.1960. Ask students how the British depict their own influence in Nigeria in this video clip. (The web site for the video clip is listed under "Materials.")

PART 3: Modern Challenges of Nigeria

Students will read and analyze a news report about recent ethnic violence in central Nigeria. They will not know in advance that students in the classroom are reading two **different** news reports, each emphasizing different perspectives on the conflict. During follow-up discussion, it will become evident to students that they have different information. Students will also read about an inter-religious task force study on the ethnic violence in modern Nigeria. They will compare and contrast the task force's information and perspective with their original articles.

1. Show the 10 minute online **video clip** "**Mixture of Perceptions** among Igbo, Hausa & Yoruba Tribes of Nigeria" (web site listed under "Materials"). Have students use the "**Video Response Paper**" to take notes. This video has people speaking in their tribal languages, and has English subtitles. If you have mixed-ability students in your class, you can turn the sound down and read the subtitles to them. It is also helpful to stop the video when students need to write down a response or when they need some type of clarification. Students find this video fascinating, but need some help getting through it. **Discuss** their reactions as a class.
2. Give each student a copy of the **Response Chart** "Central Nigeria – Ethnic Violence." Also give each student **one** of the two **articles** "Christian Youths Attack Muslims in Central Nigeria; 7 Dead" **or** "Muslim extremists in Nigeria kill Christians in two states." Do NOT tell them there are two different articles. Distribute the articles in such a way that students are sitting near one another have the same article (to avoid their figuring out too soon that there are two articles).
3. **Pair students** (who have the same article, of course) to answer questions 1-4 on the Response Chart, including "My Pair's Answers." This works best as a paired activity, especially for question 4.
4. After most pairs have had time to complete #1-4, **instruct pairs to compare their responses with another pair** seated in the same area. (This reinforces their belief that all students have the same article and also lets them benefit from ideas and perspective of other students.) Students can then choose to change, amend, or keep their responses on questions 3 and 4.
5. After most students are finished with comparing responses to other pairs' responses, **go over answers with the whole class.** Students will immediately notice that their answers to questions 1 and 2 contradict answers of many other students. Sometime during question 3 discussion, students generally **realize that they have different information.** At that point, ask questions to walk students through the differences.
6. **Ask students** how articles that are both factual can lead them to such different conclusions. Make sure students understand that factual information can still be misleading simply by omitting broader information.
7. **Distribute the** article "Is Nigeria Headed for Civil War?" Have students use the same process of reading and responding to this article.

8. **As a class, discuss question 7,** “Name at least three differences you found between the information given in your original article and in the article, “Is Nigeria Headed for Civil War?” Students should easily see that this article is written from a broader perspective, is much more balanced, explains how the economics and ethnic history impact the conflict, and offers concrete suggestions on ways to decrease the violence.

Resources:

See Materials above

Assessment:



Source for maps: http://en.wikipedia.org/wiki/States_of_Nigeria

What was the main reason the state boundaries in Nigeria changed so much between 1960 and 1991?

- A. Neighboring countries claimed different parts of Nigeria.
- B. Different ethnic groups within Nigeria wanted to have separate states.**
- C. The British colonists wanted to split Nigeria into many different states.
- D. Nigeria's government is trying to keep the states small so they can have more control.



The darker area on this map indicates Nigerian states that

- A. are primarily Christian.
- B. have the most oil reserves.
- C. contain the original Hausa-Fulani homeland.**
- D. were most strongly influenced by the British colonizers.

Source for map: <http://ts3.mm.bing.net/th?id=i.4824825236423458&pid=15.1>