

It's Our Turn to Eat

Grade Level: 7

Janet Hall

Bethany Middle School

Email: jhall@bps.k12.ok.us

Purpose/Overview:

This lesson will help students understand causes of ethnic conflict in sub-Saharan Africa.

National Geography Standards from *Geography for Life*

Geographic Elements & Standards:

Huma Systems Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Oklahoma Academic Standards for the Social Studies:

7th Grade World Geography, Eastern Hemisphere

Process and Literacy Skills

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

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

Content Skills

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

- A. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

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 between 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 Nigerian political stability

Geographic Theme: Region

Objectives:

1. The student will understand the history of how modern-day borders in Africa were drawn.
2. The student will analyze the relationship between government structures, political leaders, and ethnic groups in sub-Saharan developing countries.

Materials:

Removable Borders handout (one per student or one per small group)
Computer / projection system (for PowerPoint)
“Our Turn to Eat” PowerPoint
“Smart Voting” handout, highlighted or regular (one per student)

Time Frame:

two 50-minute class periods

Procedures:**1. Borders activity –**

- a. Divide the class into groups of 2-4 students each.
- b. Distribute “Drawing Political Borders” paper to students.
- c. Explain to students that they will use information on three of the maps – Religions, Mountains and Rivers, and Languages – to determine where they would place borders on the blank Outline map. The group should come to a decision together. They should also fill out the information at the bottom of the page, telling how they made their decisions.
- d. Give students about 10 minutes to draw their borders.
- e. Circulate, encouraging students’ thought processes by asking questions.
- f. Have groups share their borders with the class along with their reasons.

2. PowerPoint –

- a. Show the PowerPoint, talking students through the information.

3. “Smart Voting” handout (“Sometimes, voting along ethnic lines can be the 'smartest' thing for an African voter to do”)

- a. Distribute one paper to each student.
- b. Explain that the written work is based on the article, and explain the written work.
- c. Have students work alone or in pairs to analyze the article and write the five original sentences.
- d. Circulate, helping students make connections within the article (which will allow them to write sentences with the terms).
- e. Go over some or all of the five term pairs, having students share examples of their original sentences.

Assessment Options:

Have students write one paragraph on ethnic favoritism, telling what it is and giving three examples of what it can look like.

Resources:

ARTICLE: *Misinterpreting Ethnic Conflicts in Africa* by Clement Mweyang Aapengnuo
<http://ndupress.ndu.edu/Portals/68/Documents/archives/asb/ASB-4.pdf>

Extension and Enrichment/Simplification:

There are two versions of the student handout included in this lesson plan. The simplified one is identical to the other except the terms students will use in the written work are highlighted with bold throughout the article. This is very helpful for students who are not strong readers.

NAME: _____ Hour: _____ Date: _____

Drawing Political Borders

1. **Analyze** the information on the first three maps (Mountains and Rivers, the Languages, and the Religions). 2. **Decide** how to best divide this land into THREE countries. 3. **Draw** your final decision on the blank outline map. 4. **Write** your reasons on the bottom of this page.



We had the following reasons for dividing the land the way we did:

- 1.
- 2.
- 3.

Name_____

Hour_____

Sometimes, voting along ethnic lines can be the 'smartest' thing for an African voter to do

In some African countries, an election can be like a time travel machine. If someone from your own ethnic group wins, your group can get so many rewards that it's like jumping three years into the future.

27 Jan 2015 Christine Mungai

Zambia's new President Edgar Lungu was sworn in on Sunday. In his speech, he talked about the need to move past being loyal just to your own tribe or ethnic group. He said a more important thing is loyalty to the country. "We need to shape the direction of our country, and together we can shape it," he said. People clapped, but did they really believe him?



<http://www.un.org/africarenewal/sites/www.un.org.africarenewal/files/wind-of-change-2.jpg>

Ethnic Favoritism

European powers divided Africa without paying attention to traditional tribal boundaries and ethnic groups, so most African countries have an odd mix of ethnic groups. Many Africans feel strong loyalty to their ethnic group and not to their country. Many civil wars have happened between different ethnic groups in Africa. And African voters often vote for someone just because he or she is part of their own ethnic group. This seems foolish to people in strong democratic countries like the United States. But a recent study shows that this way of voting may not be foolish at all. It may actually be a very smart thing to do.

When a member of any specific ethnic group wins an election, other members of that group expect to have special favors from the leader – “their man” in power. The tradition of giving special benefits and favors to members of your own ethnic group is called *ethnic favoritism*.

Researchers Raphael Frank and Ilia Rainer studied ethnic favoritism in 18 African countries. They looked at how many children were attending school and how many infants did not survive their first year of life (“infant mortality”).

The study looked at the impact of having your “tribesmate” as president on educational and health outcomes. Here's what the researchers found:

- If you had a baby when someone from your ethnic group was in power, your baby had a better chance of surviving.
- Your children were more likely to be in school when someone from your own ethnic group was in power.

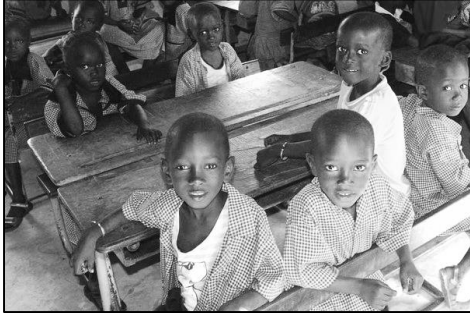
How big was this “bump” in having a better life for your children? In some countries they studied, it didn't make much difference at all. But in many, the difference was big. The researchers found this: In 1 year, education and health progress jumped so much that it would be like 3 years of progress for everyone else.

Quick Improvements

You might think that if a president is building schools or clinics in his “home community,” it would take a couple of years for the improvements to make a big difference. But the help to the president's own ethnic group are almost immediate.

This is because African leaders like to appoint people from their own ethnic group to government jobs. Those jobs include positions in the government and simple jobs as janitors or messengers.

Almost immediately, these newly-hired cleaners and messengers have more money. This means they can send their children to school. It also means their next baby is likely to be born in a hospital and get their childhood vaccinations.



It's an "instant makeover" for the ordinary people who are lucky enough to be members of the leader's ethnic group.

So basing your vote on ethnic loyalty is not as "ignorant" as outsiders might think. Instead, it might be the smartest thing for people to do in a country where favoritism is typical.

Of course, this is not the best system. When a new government comes into power, they too will come in with "their people", so the benefits don't last forever.

Adapted from *Mail & Guardian Africa* at <http://mgafica.com/article/2015-01-25-in-africa-an-election-can-be-like-a-time-travel-machine>

DIRECTIONS: For each pair of terms, write **one complete ORIGINAL sentence** which includes **both terms**. Your sentence should show that you understand what the terms have to do with each other **based on this article**. Re-read the article to help you understand how the terms are connected to each other.

➔ Example: ethnic / Europe Europeans created some odd ethnic mixes when they drew African borders.

• election / loyalty _____

• difference / education _____

• voters / power _____

• favor / jobs _____

• health / money _____
