

Unit Six: West African Nations in the 21st Century Global Marketplace

Grade Level: Grades 6-12

National History Standards:

Era 9: Standard 2A

The student understands how population explosion and environmental change have altered conditions of life around the world.

- Analyze cause of the world's accelerating population growth rate and connections between population growth and economic and social development in many countries.
- Assess why scientific, technological, and medical advances have improved living standards for many yet hunger, poverty and epidemic disease have persisted.

Standard 3A

The student understands major global trends since World War II.

- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century

National Geography Standards:

Standard 1: How to Use Maps and other Geographic Representation, Tools, and Technologies to Acquire, Process, and Report Information

Standard 17: How to Apply Geography to Interpret the Present and Plan for the Future

New Jersey Social Studies Standards:

6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy

6.2.12.D.5.a related the lingering effects of colonialism to the efforts of Latin American, African and Asian nations to build stable economics and national identities.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interests in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

Objectives:

1. Identify and compare natural and human resources of West African countries—Senegal, Ghana and Nigeria
2. Compare demographic indicators among Senegal, Ghana, and Nigeria
3. Analyze what is needed to enable the countries to advance politically, economically and socially

Lesson Length: Two to three class periods

Materials:

Modern maps of Senegal, Ghana, Nigeria
British Broadcasting Company News Country Profiles <http://news.bbc.co.uk>, click on "Country Profiles" on left column
<http://www.Unesco.com>
CIA Factbook –Country Listings <http://www.cia.gov/cia/publications/factbook/index.html>
University of Pennsylvania African Studies website at <http://www.africa.upenn.edu/AS.html>
United Nations Human Development Index at <http://hdr.undp.org>
Materials to construct collages and demographic charts
Computers for internet-based research

Lesson Overview:

In this lesson students will research the political, social and economic facts of three West African nations—Senegal, Ghana and Nigeria—to analyze each country's assets that will enable the country to be competitive in the global market.

Introduction/Anticipatory Set:

Ask students to brainstorm and generate a list of what they know about Senegal, Ghana and Nigeria. They may know nothing or they may have misconceptions. Are these countries major players in the global marketplace? Ask your students to brainstorm reasons why these countries are not major players in the global marketplace. These reasons may include: population, lack of education, health crises, food production, and environmental issues. What are the major impediments that keep countries from thriving politically, socially and economically? Once students have generated a list, post it in the classroom so that students can refer to it at the end of the lesson.

Activities/Procedures:

Assign small groups of students to research one of three West African nations: Senegal, Ghana, or Nigeria. You may want to use the blank maps for each of these countries attached on pages 78-80.

1. Have each group do a web-based and/or newspaper search for current political, social and economic facts about their assigned country. What is being reported in the papers? What is the perception of the country that is generated by the news reports you read? Create a collage of the articles and write a brief summary of the information gathered.
2. Have each group create a current demographic chart for their country. Include geography, type of government, population, language, literacy rate differentiated for males and females, GDP, quality of life indices, etc. You may want to use the chart provided on page 81. Questions to address: What facts support that the country is moving forward in establishing democratic principles of government, addressing social needs, and advancing economically? What facts keep the country at a social and economic disadvantage?
3. After students have completed their research, they will present their findings to the class. Students will employ the "Jigsaw" teaching strategy to inform other students about their assigned country.

Closure:

Discuss the following questions:

1. What did you learn about the African countries studied? Students should appreciate, at a minimum, that Nigeria has a much larger population than either Ghana or Senegal.
2. Have they made economic progress since independence?
3. Have they made social progress since independence?
4. Have they made progress toward establishing a democratic government?
5. What factors are necessary for success?
6. What factors hinder the process?
7. How has the country's colonial history affected it politically, socially, and economically? (Think both in positive and negative realms.)
8. What can you as individuals and we as a nation do to expedite the process?

In a brief persuasive essay, assess the degree to which the natural and human resources are available in each country to help that country become a player in the 21st century global marketplace. Alternatively, the teacher may ask students to compare the three countries (or add other countries).

Assessment:

Teacher will grade the collages, demographic charts and essays. In addition, a participation grade can be given based on the individual's involvement in the research and discussion activities.

Extension:

Research other African countries to see how they compare to Senegal, Ghana, and Nigeria. Read current literary pieces by Senegalese, Ghanaian, and Nigerian authors and reflect on the human condition the authors express in the literature.

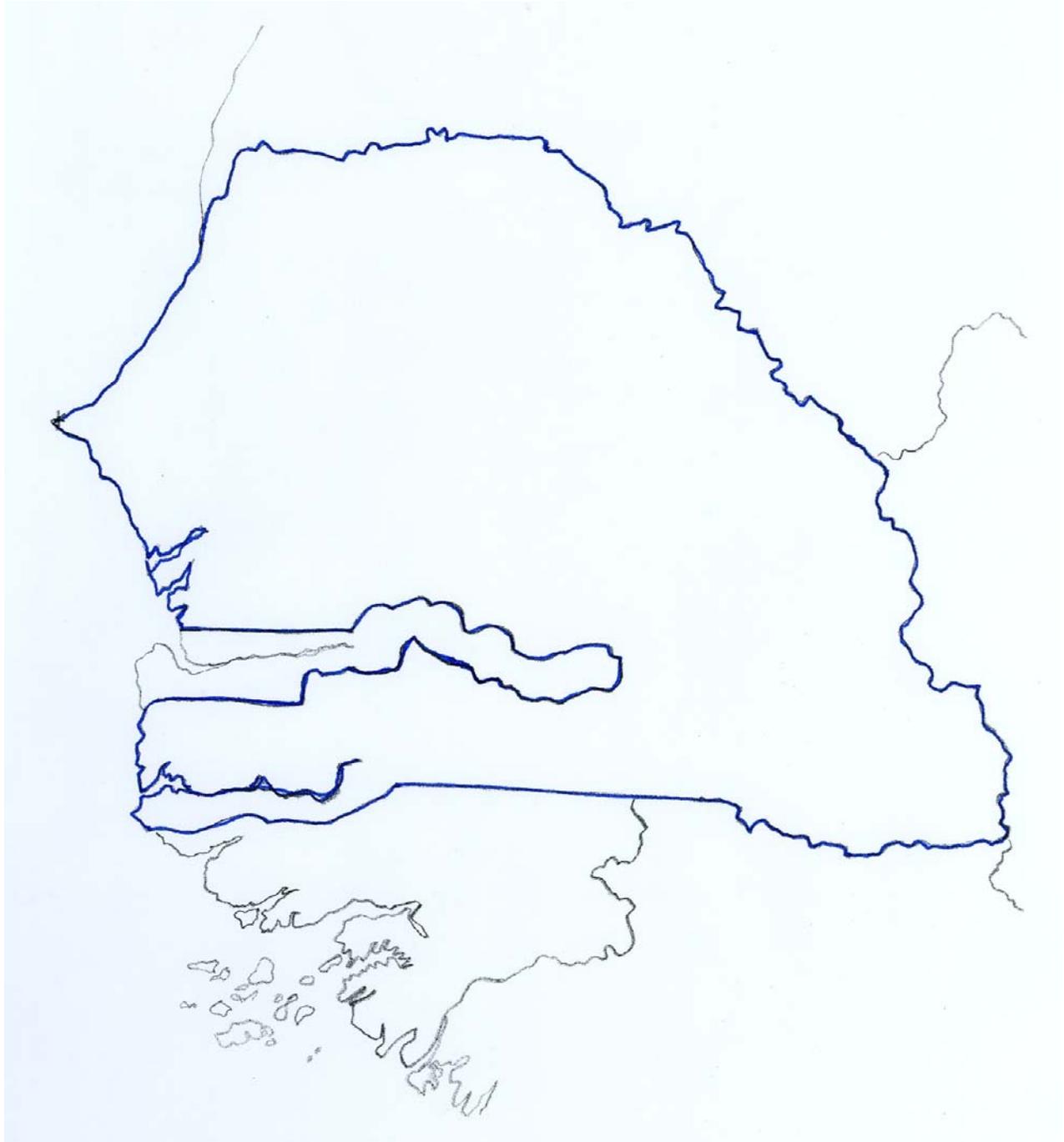
Map of Ghana



Map of Nigeria



Map of Senegal



COMPARISON OF ASSETS

	GHANA	NIGERIA	SENEGAL
Population URBAN RURAL			
Population under 18			
Gross National or Domestic Product			
Per capita annual income			
Natural resources			
Agricultural products			
Literacy Rate MALE FEMALE			
Infant mortality rate			
Life expectancy MALE FEMALE			
Roads/railroads (miles or km)			
Telephones			
Televisions/radios			
Computers			