

FACES®

LIFE IN LAGOS, NIGERIA

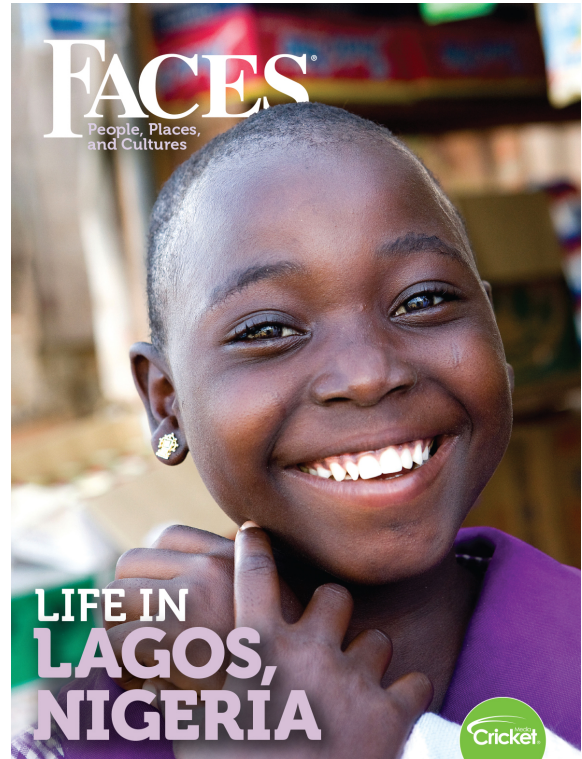
In this issue, students dive into the complex reality of life in Lagos—the capital of Nigeria and one of the largest cities in the world. Students will learn about challenges and opportunities for people living in Lagos.

CONVERSATION QUESTION

How is Lagos a place of both opportunity and adversity?

TEACHING OBJECTIVES

- Students will learn about Lagos' history, geography, and culture.
- Students will describe how environmental and cultural characteristics influence population distribution.
- Students will compare life in specific historical time periods to life today.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will use details from a text to write a short story.
- Students will create a brochure.
- Students will write a script for a short film.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

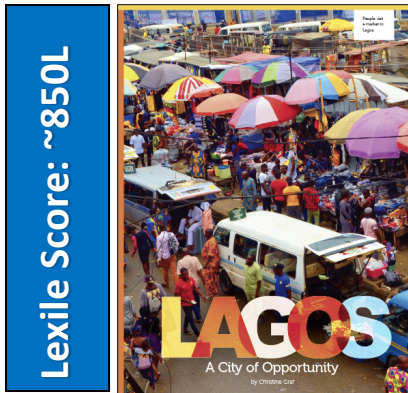
SELECTIONS

- **Lagos: A City of Opportunity**
Expository Nonfiction, ~850L
- **The Floating City**
Expository Nonfiction, ~750L
- **Welcome to Nollywood**
Expository Nonfiction, ~950L

Lagos: A City of Opportunity

pp. 8–11, Expository Nonfiction

Learn about the geography, culture, and history of Lagos and why its population is expected to reach almost 90 million by the year 2100.



RESOURCES

- Population Distribution

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Lagos' history, geography, and culture.
- Students will describe how environmental and cultural characteristics influence population distribution.
- Students will use details from a text to write a short story.

KEY VOCABULARY

- **refugees (p. 10)** people who have been forced to leave where they live in order to escape disaster, war, or persecution
- **migrated (p. 10)** moved from one country or place to live and work in another
- **slums (p. 11)** overcrowded urban areas inhabited by very poor people

ENGAGE

Conversation Question: How is Lagos a place of both opportunity and adversity?

Ask students what they know about communities or cities located near major bodies of water. Discuss characteristics those communities may have as a result of their location (e.g., many bridges, businesses located near or close to water for easy transportation, etc.). Then tell students that Lagos is the fourth largest city in the world and is comprised of a mainland area with surrounding islands. Have students make and record predictions about the environmental and cultural characteristics of Lagos. Remind them to check predictions as they read the article.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

- Many _____ have _____ to Lagos in search of economic opportunity.
- The _____ of Lagos are sometimes the only option for _____ who have _____ there.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What factors best explain population growth in Lagos?
2. In what sections of Lagos do most people live? Work?
3. In what ways have government policies affected where people live in Lagos?

CONCEPT/SKILL FOCUS: Describe Characteristics

INSTRUCT: Distribute the *Population Distribution* organizer to students. Explain to students that the environmental characteristics (i.e., physical) and cultural characteristics (e.g., ethnic, personal/familial, economic, etc.) influence the distribution of where people live in an area.

ASSESS: Have students record details of how environmental and cultural characteristics of Lagos have influenced where people live. Remind students they may have to make some inferences based on information in the article in order to complete this activity.

EXTEND

English Language Arts Reminds students that the article mentions several different areas of Lagos where people reside. Have students conduct research on one of these areas using print and digital sources. Then have them write a one-page story about an individual who lives in the area, describing who else lives there and what the area is like.

Population Distribution

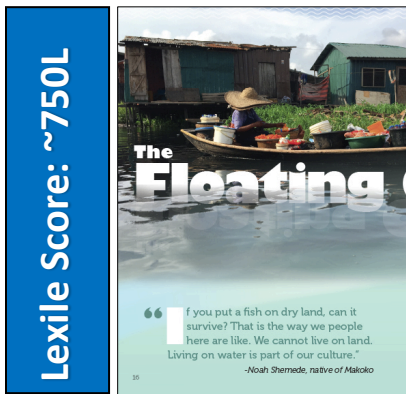
As you read the article, record details about how the environmental and cultural characteristics listed in the chart below might influence where people in Lagos live.

Environmental and Cultural Characteristics	How does this characteristic affect where people live? (Hint: You may have to make inferences based on details in the text.)
Lagos is made up of the mainland and numerous islands separated by waterways.	
Lagos is the economic center of the country.	
Lagos has numerous ethnic and linguistic groups with varied historical ties to the area.	

The Floating City

pp. 16–19, Expository Nonfiction

Explore the challenges faced by residents of Lagos that live in the city's poorest areas.



RESOURCES

- Comparing Time Periods

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Lagos' history, geography, and culture.
- Students will compare life in specific historical time periods to life today.
- Students will create a brochure.

KEY VOCABULARY

- **evict (p. 18)** to expel someone from a property, especially with the support of the law
- **shanties (p. 18)** small, crudely built shacks
- **displaced (p. 18)** forced to leave one's home because of war, disaster, or persecution

ENGAGE

Conversation Question: How is Lagos a place of both opportunity and adversity?

Explain that in many countries, people who own their homes have legal rights to live on the land they own, but people who do not own their homes don't have these same rights. Discuss what might happen in such a country if the government or a business wanted to use the land a family lived on but did not own.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What legal basis did the Nigerian government claim to have for its actions in Makoko in 2012?
2. How was life in Makoko before 2014 different from life there today?
3. Why could future population growth make life in Makoko similar to how it was before 2014?

CONCEPT/SKILL FOCUS: Compare Historical Periods

INSTRUCT: Explain to students that a historical period is any range of time that can be characterized by a specific theme (i.e., a period of conflict, war, peace, growth, innovation, etc.). Tell them that the article mentions two distinct periods of time for people living in Makoko.

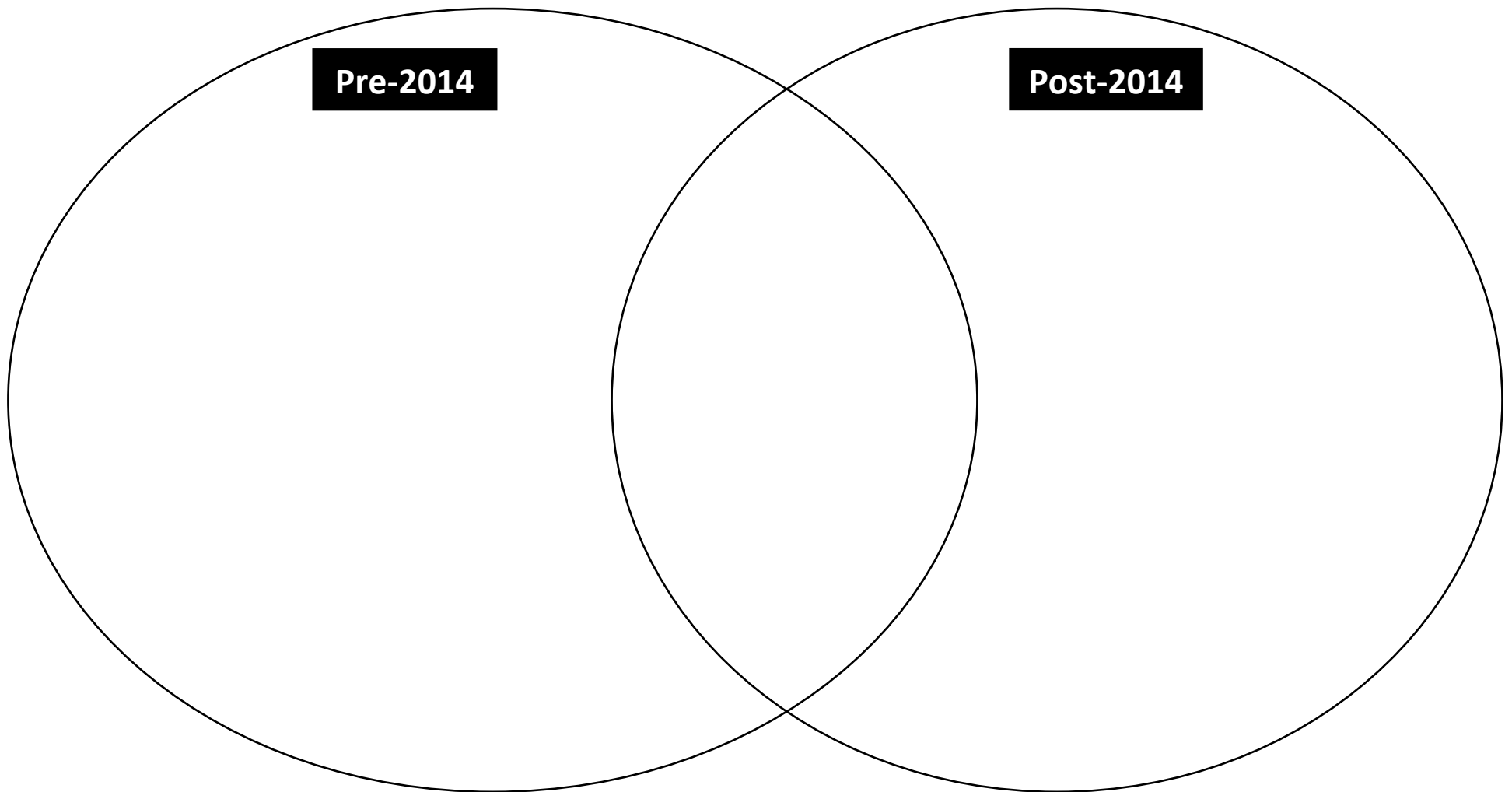
ASSESS: Have students reread the article to identify two periods of time for people living in Makoko (pre-2014 and post-2014). Next, have students use the Venn diagram on the *Comparing Time Periods* worksheet to identify similarities and differences for people living in Makoko during both periods. Finally, invite students to discuss their findings as a class.

EXTEND

Social Studies Remind students that the article discusses how the Social and Economic Rights Action Center (SERAC) is working on a plan to redevelop Makoko. Ask students to imagine they are working with SERAC to develop this plan. Have them create a brochure that describes their plan to redevelop Makoko in a way that improves people's standards of living and makes Makoko a sustainable community.

Comparing Time Periods

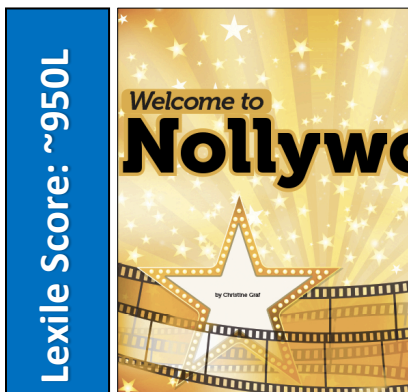
Use the Venn diagram to compare and contrast the two distinct time periods for people living in Makoko.



Welcome to Nollywood

pp. 22–25, Expository Nonfiction

Learn how the film industry in Nigeria has gone from something that was effectively nonexistent in the past to something that attracts international investment today.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Lagos' history, geography, and culture.
- Students will explain how cultural patterns affect the daily lives of people.
- Students will write a script for a short film.

KEY VOCABULARY

- **International Monetary Fund (p. 23)** an international organization focused on helping nations achieve financial growth and stability
- **economic collapse (p. 24)** a breakdown of national, regional, or territorial economy that results in slowed economic growth and job loss
- **invest (p. 25)** to give money to someone or to an organization in order to receive a financial return

ENGAGE

Conversation Question: How is Lagos a place of both opportunity and adversity?

Ask students to imagine what life would be like without movies. Then ask them to imagine that the only movies they had access to were movies made by outsiders that portrayed them as inferior. How would they feel? How might this influence what types of movies they made once they found a way to make their own movies?

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How was the economic collapse in Nigeria during the 1980s related to the rise of the film industry there?
2. How has investment in Nollywood affected the way in which films are produced?
3. How has the rise of Nollywood changed the types of stories Nigerians both watch and create?

CONCEPT/SKILL FOCUS: Explain Patterns

INSTRUCT: Inform students that cultural patterns are often engrained behaviors and attitudes that stem from particular historical developments. Explain that Nigerians were once ruled by the British as a colony and were viewed as a culture/people that were inferior to the latter.

ASSESS: Have students work in pairs to reread the article and identify the cultural patterns (i.e., historical realities of racism, colonial control, and lack of economic opportunity) that affected the types of films that Nigerians made after the economic collapse of the 1980s. Check that students understand that after Nigeria went through an economic collapse, which hurt the film industry, many Nigerians decided to make their own films. Note that this development allowed filmmakers to characterize Nigerian culture and people in a more positive light than films from the British colonial era did.

EXTEND

Social Studies/Language Arts Remind students that the article discusses how modern Nigerian filmmakers make movies that show their people and culture in a positive light. Invite students to write a short movie script about the rise of Nollywood that explains how this film industry has changed people's daily lives.