

Delaware Recommended Curriculum

Teaching Civics with Primary Sources Grant Project

This lesson has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model lesson has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Lesson Title: **Structures of Government Case Study: Nigeria**

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Content Area: **Social Studies**

Grade Level: **9**

Summary of Lesson

Students will analyze a timeline and thematic maps relating to the ideologies, cultures, values, and history of Nigeria. From this evidence, students will recommend the best structure of government for Nigeria. Students will analyze the inaugural address of the first independent Nigerian leader to identify the ideological influences on the new government. Students will consider if Nigerians have been able to establish a successful government.

Estimated Time to Complete – Two 45-Minute Classes

Resources Needed:

Resource 1: Selected Events in Nigerian History, Part I

Resource 2: Nigeria in Maps

Resource 3: Taskforce Questions

Resource 4: Respect for Human Dignity: An Inaugural Address

Resource 5: Document Analysis

Resource 6: Selected Events in Nigerian History, Part II

Resource 7: Freedom House Report on Nigeria (2012)

Resource 8: Taskforce Questions Suggested Answers (Teacher's Guide)

Resource 9: Document Analysis Suggested Answers (Teacher's Guide)

Optional: "This Magnificent African Cake" <http://www.youtube.com/watch?v=Py762-uYvy4>

Stage 1 – Desired Results

What students will know, do, and understand.

Delaware Content Standards

Civics Standard One 9-12a

Students will analyze the ways in which the structure and purposes of different governments around the world reflect different ideologies, cultures, values, and histories.

Big Ideas

- Structures of Government

Unit Enduring Understandings

Countries adopt different structures of government because of the differences in their histories (e.g., colonial experience) and cultures (e.g., ethnic or religious diversity) as well as in their prevailing ideologies (e.g., classical liberalism, republicanism), and values (e.g., individual rights, justice, equality of opportunity).

Unit Essential Questions

- What factors influence the structure of a country's government?
- Why does democracy work well in some countries but is unstable in others?

Knowledge and Skills

Students will know...

- Characteristics of authoritarian and democratic governments.
- Characteristics the unitary, federal, and confederate structures of government.
- Characteristics of parliamentary and presidential structures of government.

Students will be able to...

- Apply data to the evaluation of a country's strengths and weaknesses.
- Formulate a recommendation for government structure.
- Identify historical, cultural, and ideological influences on government structure.

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Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved.

Assessment

- Is representative democracy working well in Nigeria? Why or why not?
- Use specific evidence from Nigeria's timelines and the Freedom House Report to support your conclusion.

Rubric

- 2** – This response gives a valid conclusion with an accurate and relevant evidence.
- 1** – This response gives a valid conclusion with an inaccurate, irrelevant, or no evidence.

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations.

Lesson One:

Essential Question

- What factors influence a country's structure of government?

Instructional Strategies

Phase I: Gathering Information

This lesson is an extension to what students learned about structures of government in the lesson "Problem in Inarqi." As a warm-up activity, students should review the characteristics of Unitary, Federal, Confederate, Parliamentary, and Presidential government structures.

Students should also review the differences between **authoritarian** and **democratic** governments.

Teachers might ask students to use their notes from the "Problem in Inarqi" to complete a chart for review:

Ex.

| Structure | Characteristics | Best for... | Examples |
|---------------|--|---|---------------|
| Unitary | National government has authority over key policy decisions. | Small or socially homogenous (same) countries | France, Japan |
| Federal | | | |
| Confederate | | | |
| Parliamentary | | | |
| Presidential | | | |

Phase II: Extending and Refining

- A. Tell students that they will be acting as an advisory taskforce for the newly independent country of Nigeria (c. 1960). Students will examine data about Nigeria and make a recommendation for the structure of its new government.

B. Small Group Activity:

- Resource 1: Selected Events in Nigerian History, Part I
- Resource 2: Nigeria in Maps

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- Resource 3: Taskforce Questions

Students should analyze the timeline and maps to determine the advantages and disadvantages that Nigeria has on the eve of independence. Students should consider what conditions might lead to stable, prosperous government and what conditions might lead to political and economic instability. For example, British imperialism created artificial borders; Nigeria has some natural resources, but they are unevenly distributed; Nigeria included numerous ethnic and linguistic groups.

Student groups make a government structure recommendation based on Nigeria's history and conditions. Students share recommendations with the class. Answers will vary. Students should conclude that strong regional identities would probably lead to a federal or confederate structure in Nigeria. Students may argue for a presidential system to protect minority interests or a parliamentary system that reflects British influence.

Note: Teachers may want to provide students with more context for Nigeria's transition to independence. "This Magnificent African Cake" (from Basil Davidson's documentary *Africa*) gives a good overview of European imperialism and focuses on the effects on British indirect rule on West Africa. Or teachers may choose to provide their own brief overview of European imperialism in Africa.

The British created "Nigeria" for colonial administrative purposes. After 1939, the British divided the colony into three provinces based on cash crops: peanuts in the north, cocoa in the west, and palm oil in the east. These three regions coincided with Nigeria's three main ethnic groups: Hausa-Fulani in the north, Yoruba in the west, and Igbo in the east. This colonial administrative division emphasized differences among Nigeria's regions.

Other information that students may find helpful in their analyses:

- Population Pyramid for Nigeria, 1960:
<http://populationpyramid.net/nigeria/1960/>
- Population density map of Nigeria, 2008:
http://commons.wikimedia.org/wiki/File:Population_density_map_of_Nigerian_states_-_English.png
- Physical maps of Nigeria:
http://en.wikipedia.org/wiki/Geography_of_Nigeria

C. Document Analysis

Give students Resource 4: Nnamdi Azikiwe's Inaugural Address and Resource 5: Document Analysis. Once student groups have completed their analysis, teachers can use the document analysis sheet to conduct a whole-class debrief.

Questions to Consider:

What structure of government did Nigerians choose?

In 1960, Nigeria became a federal, parliamentary democracy.

What political principles does Azikiwe think are important and why?

Consent of the governed, rule of law, and protection of individual freedom are important to

protect against tyranny and despotism.

How does Nigerian history influence these principles?

Azikiwe draws upon British political traditions that Nigerians have learned under colonial rule.

Phase III: Application

Student taskforce groups now use Resource 6: Selected Events in Nigerian History, Part II and Resource 7: The Freedom House Report on Nigeria to evaluate the success of Nigeria's government structure.

Students should find evidence to answer the following questions. Students should prepare an oral report of their findings for the class.

- What structures of government has Nigeria had since independence?
Federal parliamentary democracy; unitary authoritarian; federal presidential.
- What successes have Nigerians had in building their country after independence?
Relatively free and peaceful elections since 1999; strong economic growth rate; wealth from oil exports enabled Nigeria to pay off all foreign debt; some gains in economic opportunities for women.
- What challenges have Nigerians faced?
Ongoing ethnic and religious violence; state security forces violate rule of law; rapidly growing, young population strains resources; reliance on oil exports; political corruption; institution of Sharia (Islamic Law) in the north.
- How did Nigeria's history, culture, and geography affect the development of its political system?
Nigeria first adopted the British parliamentary model, then later the American presidential structure. Nigeria's history as a colonial territory left artificial borders that brought together diverse ethnic groups into one country. Nigeria's federal structure attempts to recognize regional interests, but ethnic differences have been divisive and led to coups of one ethnic group, then another.
- Do you think Nigerians chose the structure of government best suited to their situation? Why or why not? Would another structure work better? Why or why not?
Answers will vary. Some students may agree that Nigeria's federal presidential structure is best for its distinct ethnic regions. Other students might argue that a confederate system is more appropriate. Students might also conclude that the British created a country that is unworkable as one unit.

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Common Core State Standards

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Resource #1

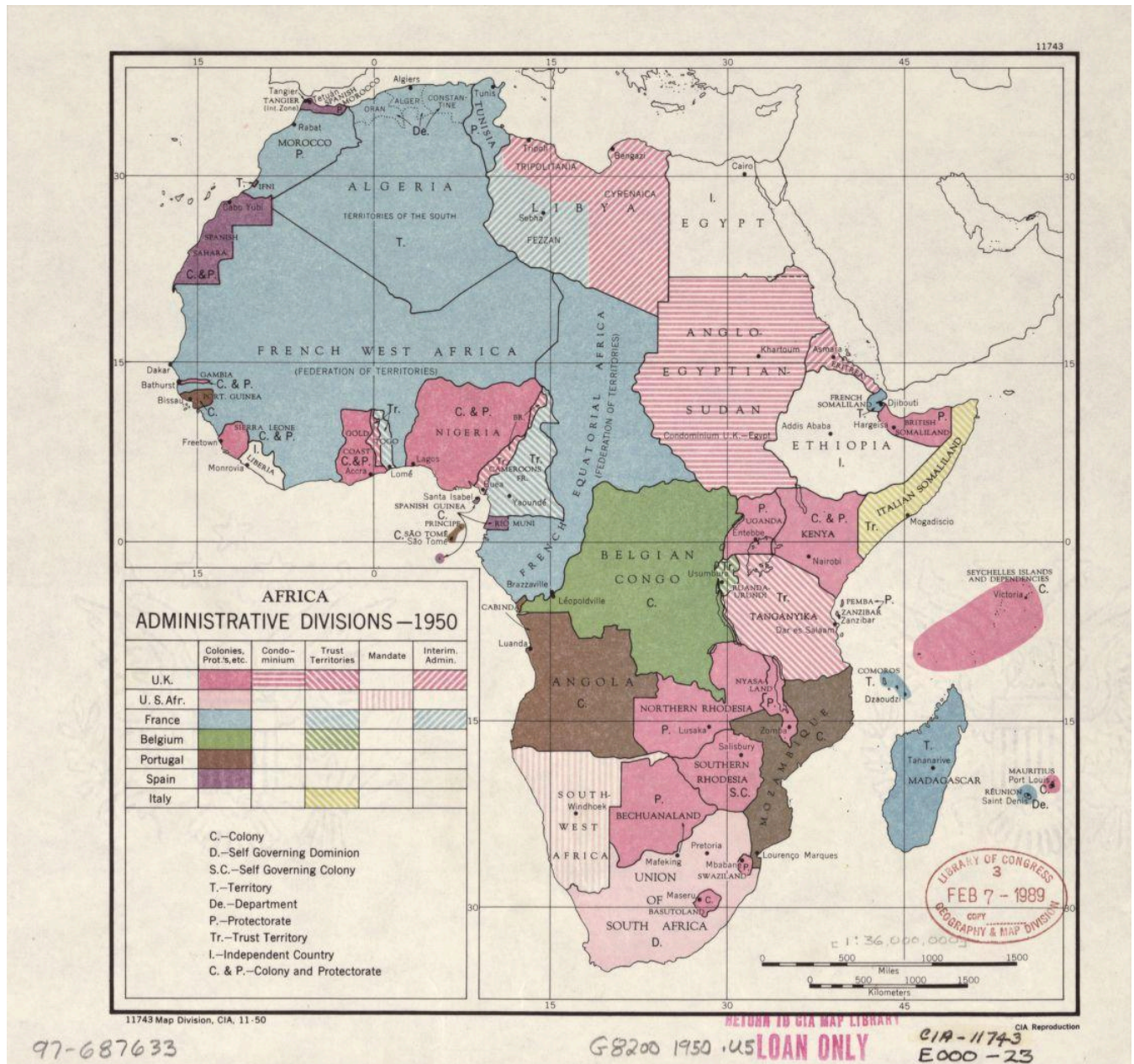
Selected Events in Nigerian History, Part I

| Date | Event |
|-------------|--|
| 1000 CE | Formation of Hausa Kingdoms and Borno Dynasty in the north; Oyo and Benin Kingdoms in the south. |
| 1485 | Portuguese establish trading post on Nigerian coast. |
| 1500s–1700s | Millions of Africans forcibly sent to the Americas in slave trade. |
| 1860s | British annex Lagos. |
| 1884–1885 | Berlin Conference recognizes Niger Territories as British colony. |
| 1922 | Part of German colony of Kamerun added to Nigeria. |
| 1944 | Formation of Nigeria's first political party, the National Council of Nigeria and the Cameroons, which called for Nigerian independence. |
| 1960 | Nigeria becomes an independent country; Lagos is the capital city. |

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Resource #2 – Nigeria in Maps

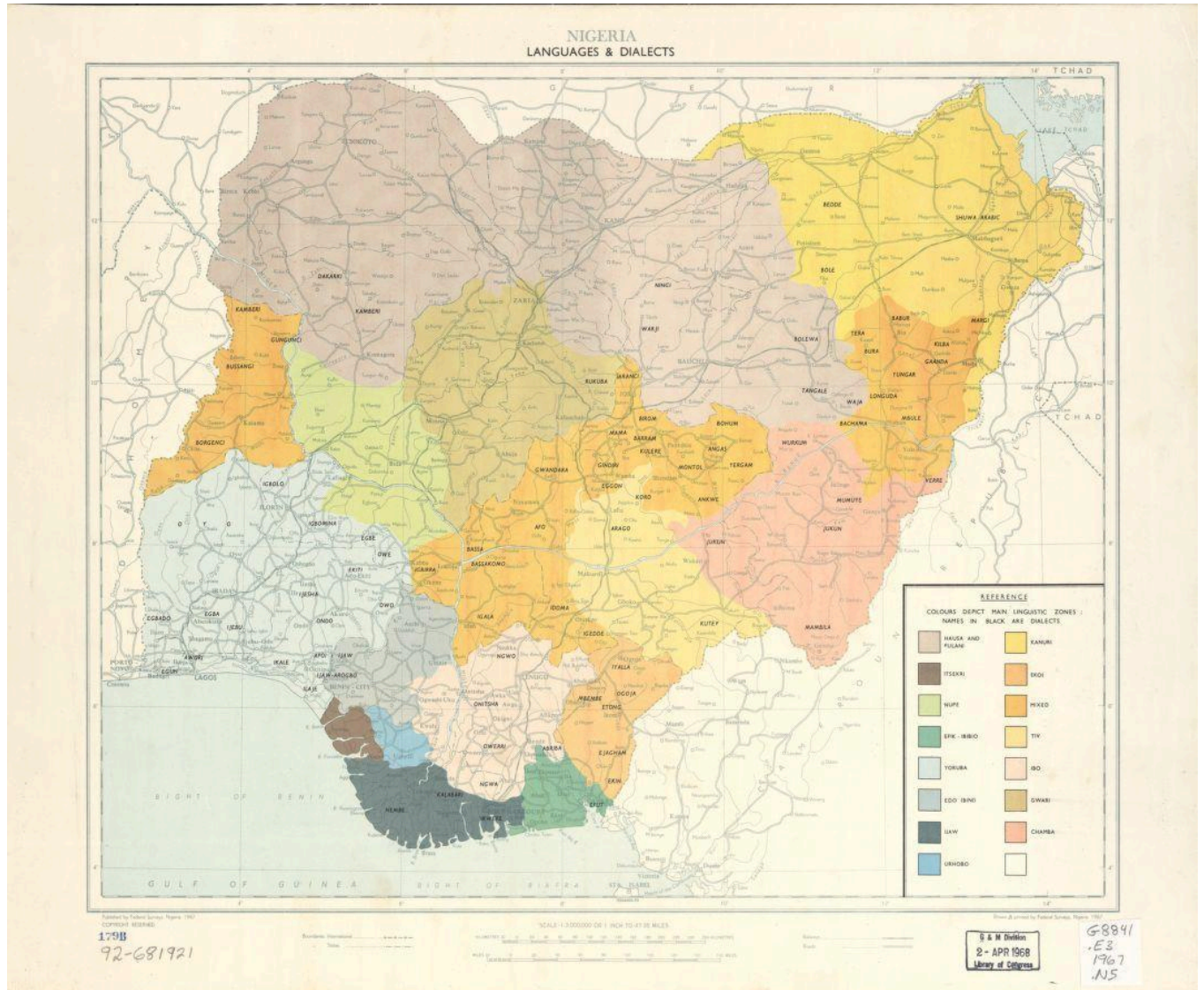
Map A: Africa Administrative Divisions – 1950



<http://www.loc.gov/item/97687633/>

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Map B: Nigeria Languages and Dialects

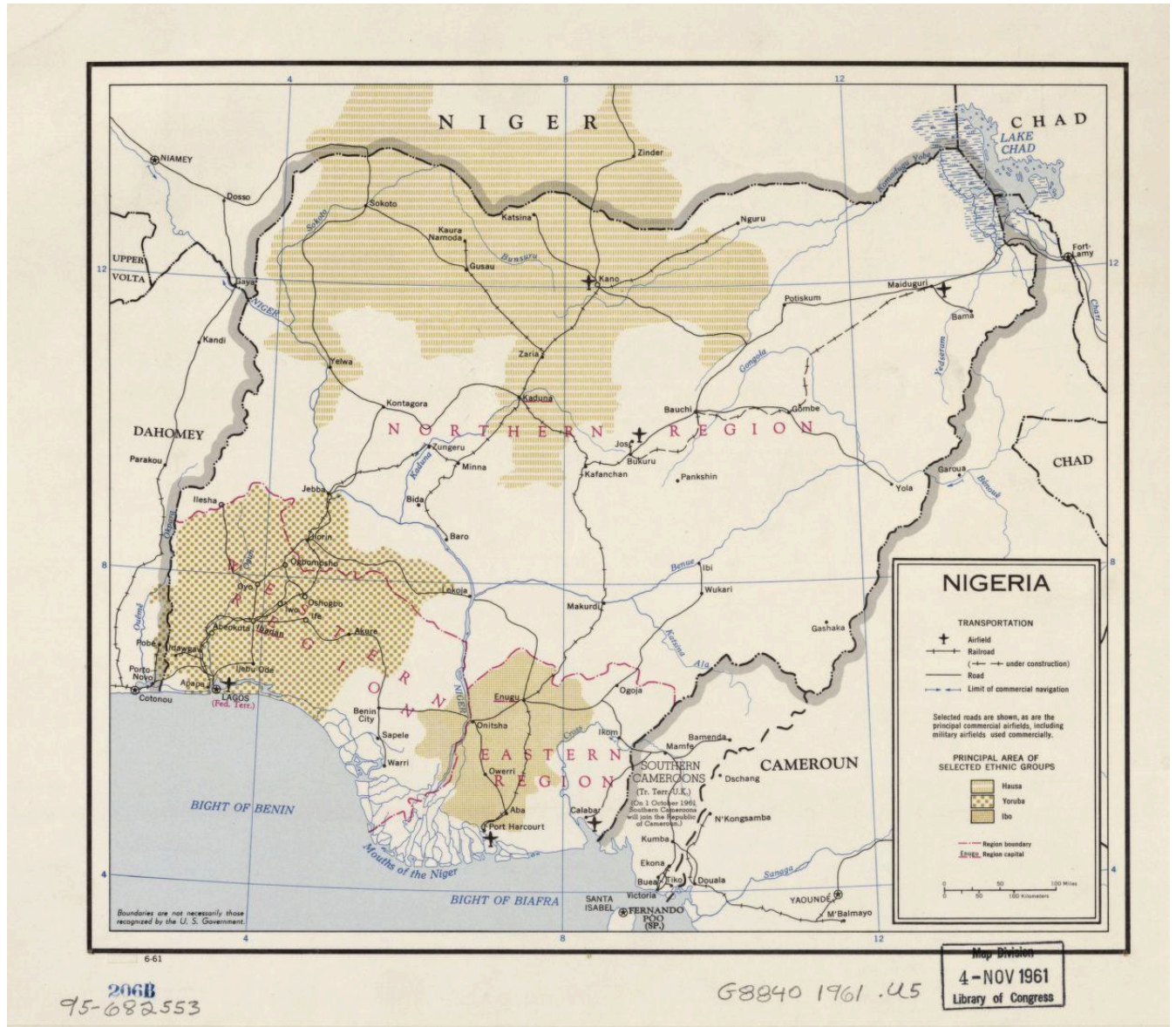


<http://www.loc.gov/item/92681921/>

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Map C: Nigeria's Ethnic Groups

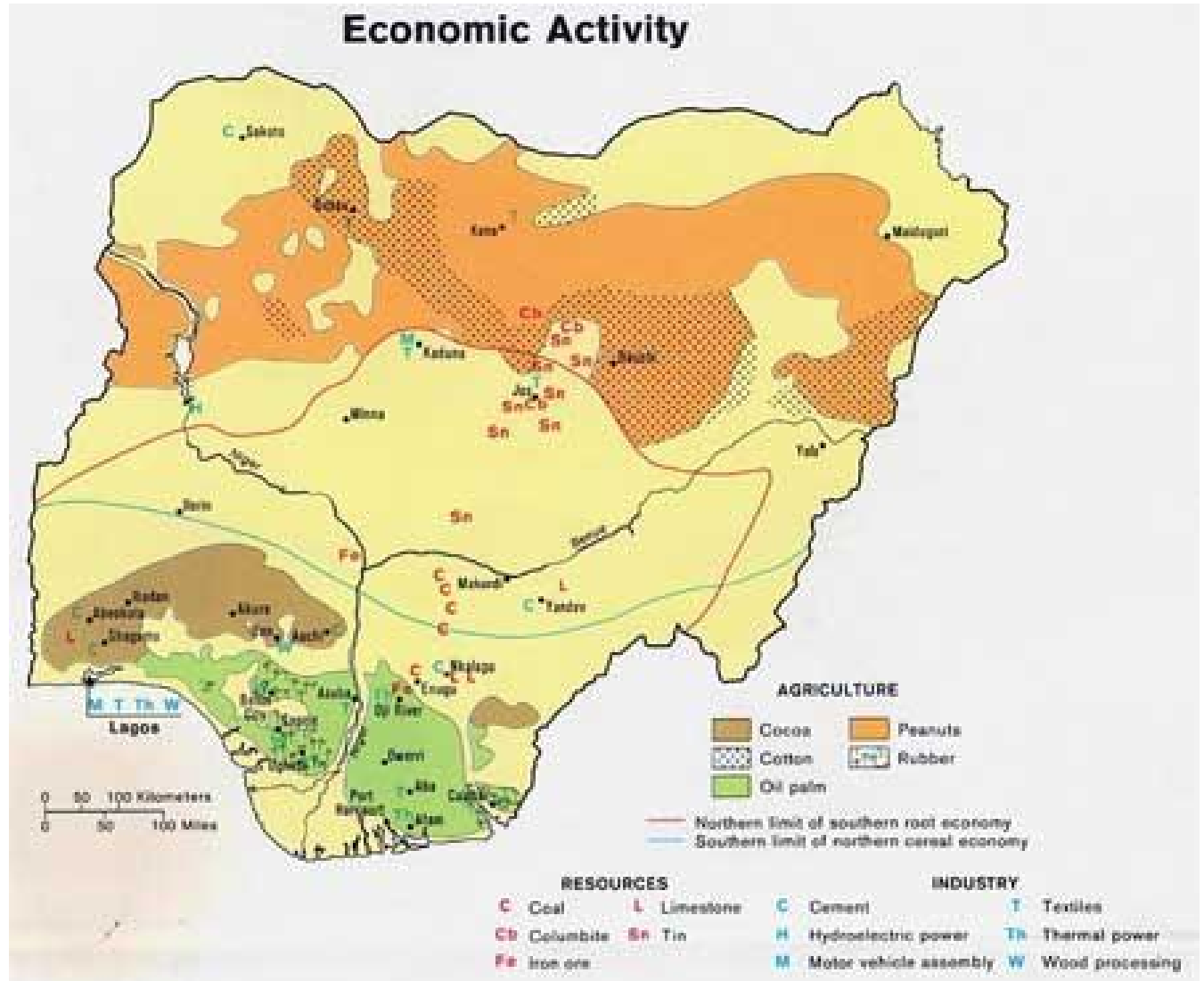


<http://www.loc.gov/item/95682553/>

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Map D: Nigeria's Economy



<http://www.fao.org/ag/agp/AGPC/doc/Counprof/nigeria/nigeria.htm#fig2>

Resource #3 – Taskforce Questions

A. Data Analysis

| Source | Advantages for Nigeria | Disadvantages for Nigeria |
|-----------------------------|-------------------------------|----------------------------------|
| Timeline, Part I | | |
| Map A | | |
| Map B | | |
| Map C | | |
| Map D | | |

B. Recommendations

Based on the your analysis of the data in the chart, what structure of government would be best suited for independent Nigeria?

Check one:
Unitary _____

Check one:
Parliamentary _____

Federal _____

Presidential _____

Confederate _____

Use specific evidence from your analysis chart to explain your recommendation:

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Resource #4

Respect for Human Dignity: An Inaugural Address (abridged)

Delivered by His Excellency Nnamdi Azikiwe, Governor-General and Commander-in-Chief of the Federation of Nigeria, 1960

<http://www.wdl.org/en/item/2536/#q=nigeria>

When I subscribed to the Oath of Office, I swore that I would “well and truly serve” in the office of Governor-General...

It is obvious that the evolution of **Commonwealth** countries have gravitated from authoritarian to constitutional government. In Nigeria this means to me government of the inhabitants of Nigeria, with consent of the citizens of Nigeria, through the accredited representation of the voters of Nigeria, who are periodically elected by secret ballot and by adult **suffrage**, by a responsible cabinet selected from such accredited representatives which remain in office as long as such a cabinet retains the confidence of the majority members of such an elected legislature...

This definition of representative democracy, as it has been adapted to Nigeria, is based on the concepts of rule of law and respect for individual freedom which have been **bequeathed** to us during our political association with Britain. These notions are the foundations upon which have been built the pillars of our parliamentary government. Without respect for the rule of law permeating our social fabric, Nigeria would degenerate into a dictatorship with its twin relatives of tyranny and despotism...

We have inherited the idea of individual freedom, which is the **sheet-anchor** of democratic institutions. The sanctity of the person, the right of a person to fair and public trial, the assumption of innocence of an accused person until he is proved guilty: these are examples of the basic human rights which feature our Constitution and which I have sworn today to uphold.

Commonwealth – Association of independent countries that were once part of the British Empire.

Suffrage – Voting rights.

Bequeathed – Given to.

Sheet-anchor – Main support.

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Resource #5 Document Analysis

| | |
|---|---|
| Type of Document | Author of Document and Position (Title) |
| Date of Document | For what audience was this document created? |
| What ideas about government are in this document? (Quote from the document.) | |
| What does this document tell you about life in Nigeria when it was written? | |
| Summarize Azikiwe's goals for Nigeria: | |

Resource #6

Selected Events in Nigerian History, Part II

| Date | Event |
|-------------|--|
| 1966 | Military coup by Igbo officers from the east; abolition of federal structure. Retaliation leads to massacre of Igbos and a second coup by northerners. |
| 1967–1970 | Eastern region breaks away from Nigeria and forms new country of Biafra. Civil War continues for over two years before starvation forces Biafra surrender. One to three million people died. |
| 1975 | Military coup led by Hausa-Fulani officers. |
| 1979–1983 | New constitution with Nigeria as federal presidential republic. |
| 1983 | Military coup led by Muslim northerner. |
| 1985 | Military coup led by Muslim from “Middle Belt” of Nigeria. |
| 1991 | Abuja becomes Nigeria’s new capital city. |
| 1999 | End of military rule; new elections. |
| 2000 | Adoption of Islamic, or Sharia, Law by northern states leads to deadly fighting between Muslims and Christians. |
| 2007 | Hundreds of people die in dispute with Cameroon over Bakassi Peninsula. |
| 2009 | Boko Haram Islamist group tries to impose Sharia Law on entire country. Resistance leads to violence. |

Coup – Illegal overthrow of the government.

Resource #7 Freedom House Report on Nigeria (2012)

<http://www.freedomhouse.org/report/countries-crossroads/2012/nigeria#.U8IsCcbKNuZ>

Nigeria is enjoying the longest stretch of civilian rule since its independence from Britain in 1960. The economy is expanding rapidly with a growth rate of 6 percent in 2008 and nearly 8 percent in 2010. The country peacefully resolved a contentious succession question over President Umaru Musa Yar'Adua's disappearance from public life in 2009 due to ill health when Vice President Goodluck Jonathan, who served as acting president in Yar'Adua's absence, assumed the presidency upon Yar'Adua's death in May 2010. This stable transition was further cemented in the April 2011 presidential election of Jonathan, which demonstrated marked improvements over the three other electoral contests since the transition to democracy in 1999.

Despite these successes, various gauges of civil and political freedoms in Nigeria remain troubling. Ethnic and religious violence is common in several states, and hundreds of people were killed after the 2011 elections. Militants from the Niger Delta and Islamic groups from the northeast attacked symbols of government authority in the capital. Security agencies responded with blunt force and enjoy impunity for violent tactics, which raises serious concerns about the government's commitment to rule of law.

During his two terms in office, President Olusegun Obasanjo (1999–2007) shepherded the country through an era of economic growth, political reform, and transition to a new constitutional regime. The government paid off virtually all of its foreign debts, contributing to a sense in the country that Nigeria belongs among the world's great powers. Already Africa's most populous country with over 162 million people, however, Nigeria faces an annual 3 percent increase in its population, placing huge strains on social services. There have been some strides towards economic diversification, but oil exports continue to account for the vast majority of federal revenue and comprise nearly 95 percent of export earnings. This raises the stakes for control of the federal government and enables corruption, as oil earnings put huge patronage resources at the disposal of politicians.

Democratic consolidation and political freedom face serious ongoing challenges. A radical Islamic group exploded a bomb just a few hundred meters away from Goodluck Jonathan's inauguration. The ruling People's Democratic Party (PDP) maintains a firm grip on political competition, though opposition parties have made some gains in the House of Representatives and in a dozen states. Despite a nominally open primary process, and improvements to the electoral law, the public has virtually no input on how parties select candidates. However, the role of political "godfathers" in controlling the selection process of candidates in many states has diminished.

The problem of ethnic discrimination threatens to keep many qualified Nigerians from running for public office or seeking employment, and contributes to tensions between internal migrants and local indigenes. While women enjoy improved opportunities to participate in public life, Sharia (Islamic law) statutes in a dozen states restrict their rights in relation to property, marriage, and other areas of civil law. Other pressing human rights issues include police abuse and poor prison conditions, some restrictions on public meetings, and harassment of the media.

Overall, President Jonathan appears committed to many of his predecessor's moderate policies. Civil-military relations hang in a delicate balance as federal forces respond to attacks with communal punishment, extrajudicial killings, and arbitrary violence. Moreover,

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civil society organizations, seeing slow progress on electoral reform and anticorruption investigations, question the administration's dedication to deepening democracy.

Resource #8 Taskforce Questions Suggested Answers

A. Data Analysis

| Source | Advantages for Nigeria | Disadvantages for Nigeria |
|-------------------------|--|---|
| Timeline, Part I | History of kingdoms; possible economic development under British rule; experience with British parliamentary government. | No common cultural history; possible economic exploitation under British rule; slave trade stripped West Africa of population, especially the young and healthy. Domination by a outside country. |
| Map A | | Artificial borders created by European powers may undermine national unity and lead to border conflicts with other countries. |
| Map B | Rich cultural diversity. | Multiple languages may create communication problems. |
| Map C | Rich cultural diversity. | Multiple ethnic groups might prevent creation of one national identity. |
| Map D | Many different types of natural resources (peanuts, cocoa, cotton, palm oil) may lead to economic development. | Natural resources are not equally distributed and may lead to uneven economic development. Large areas without any economic activity. |

Resource #9 Document Analysis Suggested Answers

| | |
|--|--|
| Type of Document Inauguration Speech | Author of Document and Position (Title) Nnamdi Azikiwe, Leader of Nigeria |
| Date of Document 1960 | For what audience was this document created? The citizens of Nigeria; other countries. |
| What ideas about government are in this document? (Quote from the document.) Azikiwe emphasizes ideas from the British political tradition: Consent of the governed: "who are periodically elected by secret ballot and by adult suffrage." Rule of Law: "Without respect for the rule of law permeating our social fabric, Nigeria would degenerate into a dictatorship with its twin relatives of tyranny and despotism..." Individual Rights, including the right to a fair trial and the presumption of innocence. | |
| What does this document tell you about life in Nigeria when it was written? Nigeria was under British colonial rule and Azikiwe plans to continue Nigeria's association with the United Kingdom as a member of the Commonwealth. The emphasis on British political ideas and institutions suggests that Nigeria did not have a strong democratic tradition of its own. Azikiwe warns of the possibility of tyranny and despotism if rule of law is not respected. | |
| Summarize Azikiwe's goals for Nigeria: To establish a representative democracy based on the British parliamentary system. | |