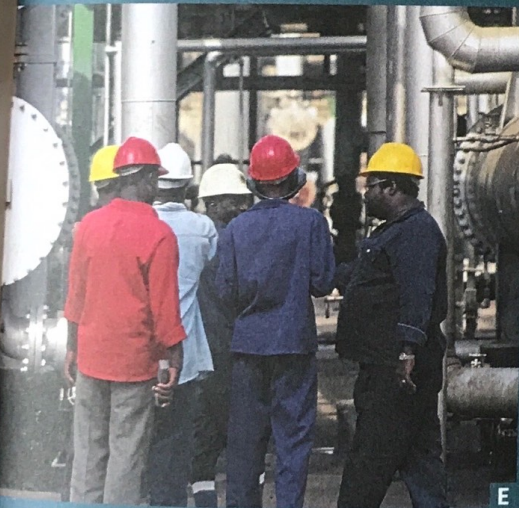






# Welcome to Nigeria!



## 1 SPEAKING

- Look at all the pictures. Choose one that affects you most and describe it to your partner.
- After looking at all the pictures, write captions for each one.
- Compare the pictures and say what impressions they convey of Nigeria.

- PRESENTATION** What else do you associate with Nigeria? Find pictures or other information to present to the class.



# 1 This is Nigeria



## 1 VISUALS

- Look at the pictures from Nigeria. Which one do you like best? Which one surprises you most?
- Which old traditions are practised where you live?
- Compare your traditions with the Nigerian traditions shown in the pictures.
- Do research on Nigerian traditions and prepare a two-minute talk.

**2 VIEWING** There are many traditions and religious celebrations in Nigeria. First read the tasks and then watch the video about the Osun River Festival.

### a Multiple choice

1. The annual river festival in Osun ...

- a) is an Igbo tradition.
- b) is a Yoruba tradition.
- c) is a Hausa tradition.

2. The worshippers ...

- a) pray and make a sacrifice to the goddess.
- b) dance and pray to a river goddess.
- c) sacrifice a virgin selected by the goddess.

3. The annual river festival in Osun...

- a) was practised after Hinduism came to Nigeria.
- b) had been practised centuries before Islam and Christianity came to Nigeria.
- c) was practised once these religions had come to Nigeria.

**b ANALYSIS** Watch the video again and focus on the clothes the worshippers are wearing. Find an explanation for the variety of clothes.

**c DISCUSSION** To what extent do you think this video reflects present-day life in Nigeria?

**3 VISUALS** What three pictures would you choose to represent German traditions? Why?



## Pre-colonial life in Nigeria

- 1 BEFORE YOU READ** Imagine what life was like in Africa – specifically, in Nigeria – hundreds of years ago. Write down key words and discuss your thoughts with a partner.

Archaeologists have found remains from various ancient civilisations in present-day Nigeria, showing evidence that areas of Nigeria were populated hundreds of thousands of years ago. These ancestors include a variety of tribes, kingdoms and empires, each with its own traditions, religious beliefs, power structures, language varieties and commercial interactions, including slave trade. This diversity is still present in many ways today.

Traditional religions were gradually incorporated into either Islam (beginning in the 1500s) or Christianity (after the Portuguese missionaries arrived in the 1400s) to varying degrees. Some of the pre-Islamic ceremonies were used to maintain monarchical authority in the kingdoms later on. Changes in climate drove tribes into territories belonging to other monarchs, causing disputes. These and other clashes between kingdoms resulting from economic interests or cultural or religious differences led to the gradual rise, fall or transformation of the territories.

Throughout the centuries farmers grew a variety of crops – for example, yams, corn, nuts, beans or rice – depending on the climate conditions in the dry north or less arid south. Herdsmen migrated with their cattle according to weather conditions, and merchants set up markets along existing trade routes. Agriculture, animal breeding and trade were the main pillars of the economy until the 1400s.

As soon as the slave trade began in the 15th century, the society and economy in West Africa as a whole were severely affected. Rivalries between kingdoms and mass migrations resulted in turmoil in the region. Various wars stimulated the slave trade at a time when the British were actually trying to stop it around 1800. The warriors soon recognised that slaves could be used not only as soldiers but also as servants to feed the soldiers and to produce palm oil, which then in turn was traded for guns and other merchandise. As the supply of palm oil produced an increased demand for it in Europe, the internal slave trade grew because cheap labour was needed for collecting palm fruits, manufacturing palm oil, and transporting it to the coast. Over a period of three centuries, more than 3.5 million slaves were shipped from Nigeria primarily to western countries. This booming slave trade led to the development of very large settlements at the ports (including Lagos), which became centres of commerce.

When the British discovered the use of rubber for tires at the end of the 19th century, they increased their presence in the area, much to the dismay of the local residents. They met with various forms of resistance throughout the country. In the south the British had to fight many wars. By 1906 most of the North had been fallen to British imperial forces.



- 2 COMPREHENSION** Sum up each paragraph in one sentence.

- 3 CREATIVE TASK** Have another look at the pictures above. Describe one of them and write a story about it in around 200 words. → S28.1

- 4 RESEARCH AND PRESENTATION** In groups, find out about the ancient cultures that existed in the region of present-day Nigeria and share your findings: the Nok, the Hausa, the Yoruba, the Nri Kingdom, the Kanem Bornu Empire and the Benin Kingdom. → S32



# Nigeria during the colonial era: 1861-1963

The annexation of Lagos as a British colony in 1861 marks the official beginning of the colonisation of Nigeria. As the Niger trade was becoming more profitable, the British secured their rights to free navigation on the largest river in the region at the Berlin Africa Conference in 1884-85. By 1906 Britain gained control of the whole territory, which was at the time divided into the Colony, Lagos and the two protectorates of Southern and Northern Nigeria. In 1914, the Southern Nigeria Protectorate was combined with the Northern Nigeria Protectorate to create the Colony and Protectorate of Nigeria, which basically forms the borders of modern-day Nigeria. While drawing the borders, the British paid little attention to ethnic, tribal or religious aspects. The North had long been a relatively poor, Islamic feudal society; whereas Christianity was widespread in the South.

The British hoped to consolidate their power by establishing a territory stretching from the arid Sahel to the Atlantic Coast. Since all important decisions were made in London or by the British governor in Nigeria, the formerly honoured African chiefs often lost their traditional authority. The new indigenous rulers appointed by the colonists implemented policies and values imported from the "motherland" instead.

On the surface, the "unification" of 1914 made practical sense but tribal structures and religious beliefs were adversely affected. The mostly Muslim North generally looked to the Middle East and the wider Muslim world for support and solidarity. The South, on the other hand, is a relatively diverse, though mostly Christian, region whose inhabitants have been politically influenced by the Western World.

There were always individuals who fought for self-governance, but the colonial power could no longer ignore the nationwide - mostly nonviolent - protests against their rule which increased after World War II.

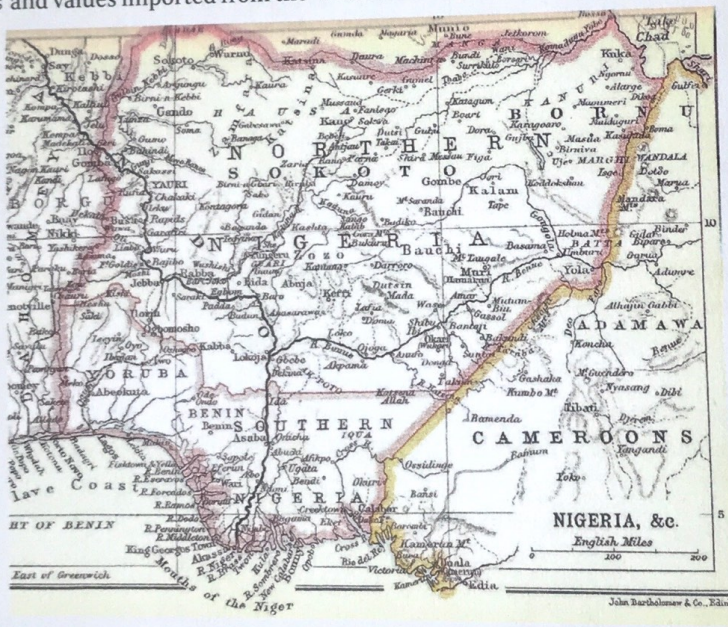
Between 1947 and 1959 a series of conferences took place to negotiate the transition to independence. However, even during the negotiations the deep religious and ethnic differences became apparent, the main being Christian fears of Muslim influence and vice versa.

Many aspects of modern life in Nigeria were established under the period of British Rule: a Western form of education, the increased use of English, and the adoption of Christianity spread during the period;

new forms of money, transportation, and communication were developed; and the Nigerian economy became based on the export of cash crops. Areas with lucrative crops such as cacao and peanuts profited.

However, by the middle of the 20th century, the call for independence sweeping across Africa and the decline of the territories in the British Empire led to Nigeria being granted independence on 1 October 1960, under a constitution with a parliamentary government.


Nigeria marked total independence from Britain when it became a federal republic, with a new constitution adopted on 1 October 1963 and with Dr Nnamdi Azikiwe as its first president.



- 1 COMPREHENSION** Add the important dates from this text to the timeline on the inside back cover of this book. Do the same for the text on page 7.
- 2 COMPREHENSION** To what extent has British rule in Nigeria had an impact on the situation in both countries - both positive and negative?
- 3 COMPREHENSION** Examine the flag and its symbols above. It was the Nigerian flag from 1914-60. What does it tell you about the country? Which other countries still have the "Union Jack" on their flag?
- 4 RESEARCH AND PRESENTATION** Find out about German colonies. Compare the economic and political decisions made by Germany to the ones made by the British in Nigeria. Share your findings with the class.



## Does Makoko Floating School's collapse threaten the whole slum's future?

-  **1 BEFORE YOU READ** What do you associate with a "multiple award-winning school"? Make a mind map and compare your findings with a partner.

*Multiple award-winning Makoko Floating School was a beacon of hope in this Lagos slum until its collapse this week. Now some fear the whole area and its 300,000 residents are at renewed risk of being cleared out for redevelopment.*



Children go to school by boat in Makoko.

Like most Lagos residents, I was familiar with Makoko Floating School. Its steep, three-storey triangular roof was visible from the Third Mainland Bridge, which cuts dramatically across the Makoko lagoon, the city's vast waterworld slum. Designed by the Nigerian architect Kunlé Adeyemi, the Floating School was the winner of multiple awards for architecture and urbanism, attracting great international attention and acclaim.

But I had never actually been up close until yesterday, when I approached in a rickety wooden canoe piloted by a young man in a burgundy T-shirt and grungy shorts.

All that was left was a floating platform.

At 10:30 am on Tuesday, the Floating School collapsed during a heavy seasonal thunderstorm. [...]

Noah Shemedede is the headmaster of Whanyinna school, which sent its pupils to classes on the floating platform for several months before the collapse. He is devastated: "I watched the whole thing live. There was a storm, and the building of the Floating School was shaking because of the wind. Before I knew it, it had collapsed. Thank God none of my students were there – I moved them three months ago."

The collapse is a serious blow to the future of the remarkable floating city, which is constantly fighting to avoid demolition and had found a beacon of hope in Makoko Floating School. But the school has always attracted controversy.

Built in 2013 by Kunlé Adeyemi of NLÉ Works – in partnership with organisations including the Heinrich Böll Foundation, UNDP, the Federal Ministry of Environment Africa Adaptation Programme, Yaba Local Council Development Area (LCDA) and the Makoko waterfront – it was designed to function two ways.

Not only would it provide children with an alternative to their original primary school – which was built on reclaimed land prone to flooding – but it would act as a community meeting place.

Adeyemi designed the school using locally sourced wood and bamboo, and floated it atop 250 plastic barrels. The concept won multiple awards and was hailed as reflective of a new style of architecture, created to meet local needs and the practical environmental considerations of this waterfront community. [...]

The Floating School, when it came, gave Makoko a global profile. The government backed away from demolition and instead approved a regeneration plan. The school became a symbol of bottom-up development, its designs even adopted by the state ministry of urban development for new house plans. The collapse throws this process into disarray. [...]

One of the men helping clear the rubble on the platform is Jeunbete, Shemedede's older brother, who introduced himself as a leader of the "Houses of Lagoon", the name local residents use to refer to their waterside community. "The foundation was not too strong," Jeunbete says, gesturing to the debris. "Kunlé told me that they've built a stronger version in Europe, and so he's going to come and do the same thing here also."

The stronger version Jeunbete refers to is MFS II, the second generation of the Makoko Floating School, which NLÉ calls "a new, improved iteration" of the original. In a press release, NLÉ said it had plans to upgrade the original before the collapse. It said the original school had served its purpose as a prototype, had been used intensively and had provided exceptional service to the lagoon community. [...]

Cynthia Okoroafor, *The Guardian Online*, 10 June 2016

2 beacon of hope here: *Hoffnungsschimmer*; 14 acclaim praise; 16 rickety shaky; 18 grungy dirty and torn; 54 to back away to reconsider a decision; 59 disarray uncertainty; 65 debris waste



**2 VOCABULARY** Add information about the Makoko Floating School to your mind map.

**3 SHORT ANSWER TASKS**

a Multiple choice: First read all the tasks, and then read the text again and answer the questions. Only one answer is correct.

1. The main topic of this article is

- a) that the government took care of the Makoko slum.
- b) the story of the Makoko School, which is built on water.
- c) that the children learn to fish at Makoko Floating School.
- d) the success story of Noah Shemedede.

2. The Makoko Floating School

- a) was destroyed in a storm.
- b) was destroyed by the government.
- c) was destroyed by a group of men and children.
- d) was destroyed by an earthquake.

3. Building the Floating School in Makoko

- a) was against the will of the fishermen.
- b) made the slum a vibrant community.
- c) made clear that the slum was illegal.
- d) saved the slum from being torn down.



The Makoko Floating School stood tall above the surrounding houses before it collapsed.

b Sentence completion: Read and finish the sentences.

1. The collapse of the Floating School also means a collapse of \_\_\_\_\_.
2. The name "Houses of Lagoon" is used by \_\_\_\_\_.
3. Jeunbete, the leader of the lagoon, says that the architect Kurlé has built a better version of the Makoko Floating School in Europe and that \_\_\_\_\_.
4. The company NLÉ said in a press release that the floating school in Makoko was only \_\_\_\_\_.

**4 COMPREHENSION** Explain why the Mokoko Floating School is important for the slum.

**5 ANALYSIS** Analyse the author's use of language and decide what kind of reader she is addressing.

**6 COOPERATIVE WRITING** You have read the article and want to react by writing a text about the issue. You can choose between a letter to the editor or a feature on slums in Nigeria. → S17, S18

1. Get together in groups which are working on the same type of text.
2. Do individual research on the topic you have agreed to write about.
3. Report back to your group and decide which information to use.
4. Exchange your knowledge concerning the text type you agreed to write, e.g. addressee, style, language, objective vs. subjective. If necessary, read a model text for orientation.
5. Write your text individually.
6. Have a member of your group proofread your text.
7. Present your text to the class.