Lesson 14.1 What are the challenges and opportunities for countries in Africa?

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| About the lesson | | This is a create a need to know lesson to introduce the continent and make connections with prior learning, engage students and begin to raise questions on the topic. This lesson links directly to 14.10, the review lesson at the end of the unit. The lesson introduces pupils to Africa. Pupils record what they already know about the continent. They will consider how this diverse continent is sometimes mistaken for a country and how it is stereotyped through the single story. Two authors provide quotes to challenge stereotyping Africa – Chimamanda Ngozi Adichie and Dipo Faloyin. Pupils will consider whether what they thought they knew is a stereotype. Pupils identify key locations on a political atlas map of Africa. Pupils conduct research using Gapminder Dollar Street website. | | |
| Prior learning | | Lesson 1.3 – how to locate places around the world using latitude and longitude. Pupils will build on their locational knowledge of Asia and Russia. | | |
| Overarching learning for the unit | | The physical and human geography of Africa.The influence of Europe’s colonial past on countries in Africa.Some of the challenges facing the continent.Some of the opportunities for countries in Africa to develop and change. | | |
| Key geographical terminology | |  | | |
| Command words | | discuss, list, identify, find, label, select, explain | | |
| Linked activity sheets | | * Student Book pages 262–63 * Lesson presentation 14.1 * Activity worksheet 14.1a general: The countries of Africa * Activity worksheet 14.1b general: Introduction to Africa * Activity worksheet 14.1c support: Challenging stereotypical views of Africa * Activity worksheet 14.1d stretch: The danger of the single story * 14.1 Homework: What are the challenegs and opportunities for countries in Africa? | | |
| **Teaching the lesson** | | | | |
| Episode | Teaching guide and supporting resources | | Answers to student activity questions | Time |
| 1 | **Create a need to know**:  Introduce the unit and share the overarching learning objectives.  What does Africa mean to pupils?  Activity 1: Pupils discuss Africa in pairs and add words associated with the continent to an outline map of Africa. Pupils explain what has influenced their views of Africa.  Pose questions to pairs and then see if others in the class agree or disagree. Have they been influenced by visiting Africa, family connections, the media? | |  | 5 mins |
| 2 | **Learning objective**:   * The influence of Europe’s colonial past on countries in Africa.   This part of the lesson examines what is meant by the ‘single story of Africa’.  Read View A as a class and discuss to check understanding of complex phrases and concepts before answering the questions, e.g. ‘No possibility of feelings more complex than pity’, ‘incomprehensible people’ and ‘waiting to be saved by a kind, white foreigner’. Link Adichie’s explanation of the single story back to the starter activity.  How have pupils’ views been influenced by this? How do geographers challenge stereotypes?  Activity 2: Pupils read the quote from Chimamanda Ngozi Adichie and discuss the point she is making and summarise her views. Pupils consider what stereotyping means.  Pupils can watch an extract of Adichie’s TED talk:  [www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story/transcript?language=en](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en)  An African woman gives an excellent talk sharing her frustration that people have stereotypical views about Africa: [www.youtube.com/watch?v=ZmhqpS3oMpw](http://www.youtube.com/watch?v=ZmhqpS3oMpw)  Dipo Faloyin talks about what he was trying to achieve in his book overcoming stereotypes (from 4 mins 40 secs to 6 mins): [www.youtube.com/watch?v=PW700V8SYSE](http://www.youtube.com/watch?v=PW700V8SYSE)  Activity 3: Read Quote B from Dipo Faloyin’s book *Africa Is Not a Country*. Compare the two quotes. They describe what Adichie and Faloyin believe Africa is really like. They identify a reason why Faloyin believes stereotypes are harmful and think back to their answers to Activity 1 and the ways their ideas may have been influenced by stereotyping. Pupils use the vision statement flap to write a list of the aspects of being a geographer that challenge stereotypes. | | **Activity 2**  **2a)** Chimamanda Ngozi Adichie is a Nigerian novelist.  **b)** When Chimamanda Ngozi Adichie went to study in the USA, the girl she shared a room with was surprised that Chimamanda was so much like her. Adichie thinks this is because her roommate had only seen a single story of Africa, with beautiful landscapes and people fighting wars and dying of poverty. Adichie is worried that the single story creates a stereotype of Africa which is incomplete.  **c)** The single story of Africa is an oversimplification of the continent and so creates a stereotype of beautiful landscapes and people living in poverty.  **d)** A fixed general idea about something or someone, that many people believe represents a particular type of person, thing or place.  **Activity 3**  **a)** Stereotypical views identified by the two authors:   * A place of beautiful landscapes and animals. * Incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves, waiting to be saved by a kind, white foreigner. * A place of poverty, strife, corruption, civil wars and large expanses of arid red soil where only misery grows. * A big safari park where lions and tigers roam freely around homes. * Africans grouped in warrior tribes, barely clothed, jumping up and down until another aid package gets delivered.   **b)** The authors think Africa is very different to these stereotypes. Africa is a rich mosaic of experiences of diverse communities and histories.  **c)** Dipo Faloyin believes that stereotypes are harmful because they only tell a narrow story of Africa.  **d)** Pupils consider how their views in Activity 1 may have been influenced by stereotyping.  **e)** Geographers challenge stereotypes by strengthening their arguments through justifying their views when reaching conclusions and making decisions; identifying and challenging bias when thinking critically about different viewpoints; making sense of people and places using a wide range of geographical data; being curious about people and places and investigating the world through increasingly complex geographical enquiry. | 15 mins |
| 3 | **Learning objective:**   * About the physical and human geography of Africa.   Introduce pupils to Map C, a political atlas map of Africa.  Activity 4: Pupils use Map C to identify features and use coordinates to locate places. | | **Activity 4**  **a)** Pupils label the Equator and Greenwich Meridian on an outline map.  **b)** The smallest country in mainland Africa is The Gambia (13° N 15° W) and the largest is Algeria (28° N 2° E).  **c)** Indian Ocean, Atlantic Ocean, Red Sea, Mediterranean Sea  **d) i)** Namibia **ii)** Algeria **iii)** Kenya **iv)** Democratic Republic of the Congo | 15 mins |
| 4 | Present the Dollar Street website to pupils and show pupils how to select African countries.  Activity 5: Pupils visit the Dollar Street website to find examples of families with different levels of income: [www.gapminder.org/dollar-street](http://www.gapminder.org/dollar-street) | | **Activity 5**  **a)** Pupils select African countries on the Dollar Street website.  **b)** They select two families at either end of the street.  **c)** Pupils could choose the family from Burundi, Malawi, Zimbabwe or Burkina Faso as their poorer family and the family from Kenya or South Africa as their richer family. Similarities and differences will depend upon the families chosen.  **d)** A potential problem of investigating individual families on Dollar Street is that each can give a stereotypical view of the continent. | 20 mins |
| Plenary | Activity 6: Pupils explain how what they have learnt in the lesson challenges stereotypical views of Africa. | | **Activity 6**  Pupils identify what views they may have had were stereotypical and how this lesson has challenged these views. | 5 mins |