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Nigeria - What is a Region?

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Nigeria – What is a Region?

George Kuhter – South Tama County Middle School, Toledo, IA

Grade Level (Req.): 7th-10th grade	Content Area (Req.): World Geography, Human Geography, Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1 class period	Goal (Req.): To learn how to identify a region and its characteristics.	
	Objective (Req.): Students will be able to recognize the characteristic of regions. Students will be able to recognize how regions help create a sense of place. Students will be able to recognize the specific patterns that define Nigeria’s regions.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Various teacher-made material • Overhead • Colored pencils • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): The world is broken into regions based on physical and human characteristics. How are countries such as diverse as Nigeria broken into regions? The physical or human characteristics of a place and how these characteristics are connected within that place define a region. Physical characteristics are those that can define or describe the physical landscape. Human characteristics are those that define the people who live in a certain area. In order to simplify the definition of region in Nigeria, it would be easy to look at how places or areas are connected using their physical and human characteristics.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Review or introduce the idea of region. The most important idea to stress is that a region is a place or places that have similar physical or human characteristics. Students can be assigned to read the background material on Nigeria or teachers may direct the background information themselves. 2. Choose the categories to color the maps. Using the choropleth idea maps should be colored from lightest to darkest to distinguish a pattern. A note here is that we are using a 1987 map of Nigeria because of the changing nature of the country this is the most current as far as ethnic mapping is concerned. Color the map according to the categories: Map #1 – 5 ethnic groups in a state, 5 -2 0, 21-35, 35+; Map #2 – Grain crops, Mixed crops (tree and grain), Root. *For Map two to see the pattern it is not necessary to color from lightest to darkest. 3. Once students have finished the maps, the students can use the following questions for discussion or review: What pattern is seen on each of these maps that would justify the idea of classifying them into regions? How would these maps be similar of different if they were split into different categories (languages, religion, foreign contact)? Think of the way other countries 		

are split into regions. How is this similar or different to the regions of Nigeria? How do these maps fit the working definition of region? Can we draw any conclusions from this definition or are there factors that are going to be different for all regions?

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Formative Evaluation (Req.): Class participation

Assessment (Req.): Maps, review questions

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- How to use mental maps to organize information about people, places, and environments in a spatial context
- How to analyze the spatial organization of people, places, and environments on Earth's surface
- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity
- How culture and experience influence people's perceptions of places and regions
- The physical processes that shape the patterns of Earth's surface
- The characteristics, distribution, and migration of human population on Earth's surface
- The characteristics, distribution, and complexity of Earth's cultural mosaics
- The processes, patterns, and functions of human settlement
- How the forces of cooperation and conflict among people influence the division and control of Earth's surface
- The changes that occur in the meaning, use, distribution, and importance of resources
- How to apply geography to interpret the past
- How to apply geography to interpret the present and plan for the future

Five Themes of Geography Used (Req.):

- Place
- Region
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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WHAT MAKES A REGION?

The physical or human characteristics of a place and how these characteristics are connected within that place define a region. Physical characteristics are those that can define or describe the physical landscape. Human characteristics are those that define the people who live in a certain area. In order to simplify the definition of region in Nigeria, it would be easy to look at how places or areas are connected using their physical and human characteristics.

Nigeria is split into 3 main regions, which can be defined by their human and physical characteristics. The North, which is dominated by the Hausa and Fulani ethnic groups, is a major Muslim area. In the north, the people rely on the staple crop of grain type agricultural plants. Grain crops are classified by their plant and include maize, millet and other long, tall plant crops. In the Middle Belt there is no dominant ethnic group. The Middle Belt is often referred to by the nickname, "the mirror of Nigeria" because of the mix of people that reside there. The language that is dominant is that of the Hausa, as it is in the North. The people, because of their background, tend to grow a mix of crops in their fields. They grow a mix of grains like their northern neighbors, but because of their mix of ethnic groups they also grow what are called root crops. Those crops that grow under the ground like yams, cassava, and groundnuts. In the south, it is said that there are two more regions of Nigeria because of the languages spoken there. The Southwest is dominated by the Yoruba language and the Igbo language is in the southeast. Although there is the feeling that this area is two more regions of the country, it is not. In the South, people grow mainly root and tree crops. The root crops dominate the landscape, but it is the tree crops for which the people of southern Nigeria depend heavily.

NIGERIA REGIONS

State	Total # of Ethnic Groups	Main Crop Types
AKWA IBOM	7	ROOT
ANAMBRA	2	ROOT
BAUCHI	65	GRAIN, ROOT
BEN DEL	14	ROOT
BENUE	13	ROOT
BORNO	29	GRAIN
CROSS RIVER	29	ROOT
GON GO LA	113	GRAIN, ROOT
IMO	1	ROOT
KADUNA	32	GRAIN
KANO	9	GRAIN
KATSINA	2	GRAIN
KWARA	22	GRAIN, ROOT
LAGOS	3	ROOT
NIGER	20	GRAIN, ROOT

OGUN	1	ROOT
ONDO	3	ROOT
OYO	1	ROOT
PLATEAU	73	GRAIN, ROOT
RIVERS	11	ROOT
SOKOTO	13	GRAIN

** As of 1999, Nigeria has 36 states.

