The House That Musa Built

Anne Hoeper and Dan Walsh – Wood Intermediate School; School not available

<table>
<tr><td>Grade Level (Req.): 9th-12th grade</td><td>Content Area (Req.): World Geography, Human Geography, Physical Geography, Science, Mathematics, English</td><td>Unit (Opt.):</td></tr>
<tr><td colspan="3">Connections to Other Disciplines (Opt.):</td></tr>
<tr><td rowspan="2">Time Frame (Req.): 2-3 class periods (1 for activity, 1-2 for discussion)</td><td colspan="2">Goal (Req.): To learn how materials can affect building efforts.</td></tr>
<tr><td colspan="2">Objective (Req.): Students will be aware of building materials used in Nigeria and understand why they are used.</td></tr>
<tr><td colspan="2">Materials Needed (Req.):
Sticks, Sand
Water, Tall weeds
Rocks, Clay
Dirt, Soil
Tin foil, Paper Mache
Sifting Equipment, Plaster of Paris
Construction paper, Markers or Crayons</td><td>New Vocabulary (Opt.):</td></tr>
<tr><td colspan="3">Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What kind of community problems (physical and human) do Nigerians deal with on a daily basis?</td></tr>
<tr><td colspan="3">Instructional Sequence/Procedure (Req.):
Day 1 – Begin by dividing students up into groups of 3 to 4.
Each group will be given a sheet of cardboard or construction paper (approx. 12” x 12”) on which to build their Nigerian houses.
On the cardboard pieces or construction paper the instructor will draw in a small stream or river so that all the “compounds” can be put together to form a village. Then there will be a discussion of problems that may develop due to where each group chose to place their items such as garbage.
Provide the materials listed above and allow the groups to choose the materials that they wish to use to construct their compound. Each group will be asked to provide the following components to their housing compound: House approximately 5” in diameter or length; Well for drawing water; Fence(s); List animals and/or crops to be grown, show where these things would be placed on their compound; Trash disposal area.
Day 2 – Discuss some of the problems/successes that occurred during the building process and the materials used to build their compound.
Share pictures showing various types of houses.
Discuss Tiv and Rubuka compounds.
How often are roofs replaced? How often do walls need to be replaced or repaired? Why is there an absence of wood as a building material?
Termites are a major problem.
Why does it take so long to build a house? No loans are available so they build what they can</td></tr>
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until they can afford more materials.

11. Discuss the process in building a school.
12. Compare and contrast Nigerian homes with the homes where you live.
13. Once this discussion is complete (or the next class period) put together the cardboard pieces and begin a new discussion about some of the problems that would develop in a community like the one the students have created.
14. What would the water in the stream and your well be like? Issues like laundry, waste water, bathing, cooking, drinking water, animals and crop irrigation.
15. What of problems could occur between you and your neighbors? Examples: Water usage, placement of trash disposal area, placement of fences, grazing animals, and others.
16. Are there things on your compound that could have been shared with your neighbors?
17. How could the community work together to improve the living conditions for all?
18. Could you live in these conditions? Give specific examples or explanation.
19.
20.

Formative Evaluation (Req.): Class discussion	Assessment (Req.): Write a story about the daily life in your compound. Include 5 details from the activity or discussion in your paper. What did you learn from this activity and how can you apply it to your daily life? Use examples from the activity or discussion. Imagine you were planning a compound. What would you do differently to make the new compound more environmentally sound and improve living conditions for all members? Develop a speech comparing your living conditions and the Nigerian model that was shown in the activity. Read a book or an article on architecture and explain how you could make a compound more efficient.

Iowa Core Curriculum Standards Used (Req.):

- 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 human actions modify the environment and how the environment affects humans.
- Employability Skills, grade 9-12: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.
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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.
- Writing, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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NGS Standards Used (Req.):

- The physical and human characteristics of place
- The processes, patterns, and functions of human settlement
- How physical systems affect human systems
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Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
• Place • Human-Environmental Interaction • Movement • Region •	• • •

21st Century Universal Constructs (Opt.): Collaboration, Creativity

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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HOUSING

Cactus fence
for demarcating property

Cactus fences
for keeping animals out of crops

Corn stalks drying for fencing or roofs

Tiv compound
Man's house

Tiv compound
Wife's house
(A Tiv may have more than one wife)

The inside of a Tiv wife's house

Tiv's store their grain in this to keep rodents from eating it.

Rukuba compound
A wall connects each hut to provide protection from others.

Rukuba compounds are built in rocky areas.

The inside of a Rukuba house

Building a school
There are no loans so one builds until they run out of money and resume building when they have more money.

Sifting sand
This will be mixed with water and applied to the walls.

A man applying the mixture to the walls.

Larger houses are surrounded by walls to provide protection.

Gates may be guarded a dog.

Gates may also be guarded by a hired man.

 Shards of metal are inserted into the top of the wall to discourage people from climbing over the walls.	 Shards of glass in the top of the wall provide security.	 There is no garbage pick up so people often put it into a pile in their yard and burn it.	 "419" is a scam where someone sells property that doesn't belong to them. A property owner might protect themselves by putting up a sign as above.
 Another way to avoid the scam	 Cement blocks are often used in constructing buildings.	 Termites are a problem which is one reason wood is rarely used in building.	 Tin is often used as a material for roofs.
 Larger cities in Nigeria are overcrowded.	 These numbers were for the National Census. They indicate the state capital town (Jos) and its suburb (Bukuru).	 Medical building	 Yard inside of a wall.