

II.B.2.25

Literatur – Novels

Chibundu Onuzo: *The Spider King's Daughter* – Anhand der *coming-of-age novel* Einblicke in das Land Nigeria gewinnen (S II)

Dirk Beyer, Aachen



© RAABE 2020

© FG Trade/E+

Unter dem Reihenthema „Voice from the African Continent“ zieht Nigeria ab 2020 in das deutsche Zentralabitur vieler Bundesländer ein. Anhand des Jugendromans „*The Spider King's Daughter*“ erhalten die Schülerinnen und Schüler einen vertieften Einblick in die aktuelle Situation des Landes und seine politischen und gesellschaftlichen Herausforderungen.

KOMPETENZPROFIL

Klassenstufe/Lernjahr: 11/12 (G8), 12/13 (G9)

Dauer: 12 Unterrichtsstunden bzw. 11 Doppelstunden

Kompetenzen: 1. Leseverstehen: Lektüre einer Ganzschrift (Roman); 2. interkulturelle Kompetenz; 3. Medienkompetenz

Thematische Bereiche: Nigeria (Landeskunde, Themen und Motive nigerianischer Literatur), Globalisierung, Charakterisierung, transkulturelle Literaturdidaktik

Material: Zeitungsartikel, Bilder, Videosequenzen

Zusatzmedien: Roman

Auf einen Blick

1./2. Stunde

Thema:	Getting to know Nigeria – focus on background knowledge
M 1	Nigeria in a WORDLE – getting to know a country / Aktivierung von Vorwissen und Erweiterung landeskundlicher Kenntnisse
M 2	Chibundu Onuzo/biography and background information / Erarbeitung von Hintergrundwissen zur Autorin
Homework:	Work on <i>expert task</i> in M 2.
Benötigt:	<input type="checkbox"/> OH-Projektor bzw. Beamer/Whiteboard/Video-Abspielmöglichkeit

3./4. Stunde

Thema:	Nigeria – important facts and background information
M 3	Nigeria – focus on facts / Erarbeitung wichtiger Hintergründe zu wirtschaftlichen, kulturellen und sozialen Situation des Landes aus einem Info-Text
Homework:	Work on <i>expert task</i> in material 3. prepare a discussion, read/prepare pp. 1–59.
Benötigt:	<input type="checkbox"/> Beamer/Whiteboard

5./6. Stunde

Thema:	Finding out about social differences in Lagos and Nigeria
M 4	Two sides of Nigeria – a country of inequality / mithilfe eines Zeitungsartikels und eines Romanauszugs Erarbeitung sozialer Unterschiede im Land und Kennenlernen wichtiger Hintergründe bezüglich der Protagonisten
Homework:	5. compare the two sides of your discussion (task 5) in writing.
Benötigt:	<input type="checkbox"/> Beamer/Whiteboard

7./8. Stunde

Thema:	Lagos and its street hawkers – an insight into <i>the Hawker's</i> life
M 5	Newspaper article "Nigerian hawkers in Lagos" / Gewinnen eines Einblicks in die Lebensumstände des Protagonisten sowie in die Biografien von Straßenhändlern in Nigerias Großstadt anhand eines Zeitungsartikels
Homework:	Read pp. 129–279 and underline important information on Abike and <i>the Hawker</i> .
Benötigt:	<input type="checkbox"/> PC/Tablet + Beamer/Whiteboard <input type="checkbox"/> Lautsprecher

9./10. Stunde

Thema: Focus on characters and their development I

M 6 **Getting to know the characters – character posters** / Zusammenstellen wichtiger Informationen zu den Protagonisten Abike und *the Hawker* mithilfe ausgewählter Textpassagen und Strukturieren der Ergebnisse in einem Charakterposter

M 15 **Focus on *The Spider King's Daughter* – language support** / Themenwortschatz bezüglich der Charaktere

Homework: Use the character posters to write a characterisation of Abike and *the Hawker*.

Benötigt:

- OH-Projektor bzw. Beamer/Whiteboard
- (ggf.) Farbfolie von M 6
- Lektüre
- Wandplakate (bzw. Tapete/Fliesenpapier) für die Gestaltung der Poster

11./12. Stunde

Thema: Focus on characters and their development II

M 7 **Abike's family and her relationships – a sociogram** / Erstellen eines Soziogramms als ergänzende Methode der Charakterisierung, die Beziehungen der Protagonistin mittels eines *graphic organiser* visualisieren und analysieren

M 15 **Focus on *The Spider King's Daughter* – language support** / Themenwortschatz bezüglich der Charaktere

Homework: Add more information on Abike's (or *the Hawker's*) relationships. Then add new information to sociogram.

Benötigt:

- OH-Projektor bzw. Beamer/Whiteboard
- ggf. weitere Blätter bzw. Poster im DIN-A3 oder DIN-A2-Format in Klassenstärke

13./14. Stunde

Thema: Focus on characters and narrative perspectives

M 8 **Two characters and two (narrative) perspectives** / anhand eines Romanauszugs Analysieren der Effekte und Funktionen unterschiedlicher Erzählperspektiven und Hineinversetzen in die Lage der Protagonisten im Rahmen der Förderung von *transcultural awareness*

Homework: Choose one of the two protagonists and write a diary entry from his or her perspective on the situation in the street.

Benötigt: Lektüre

15./16. Stunde

Thema: Reasons for Nigeria's current problems

M 9 **Nigeria's problems as shown in the novel** / Auseinandersetzung mit der aktuellen politisch-ökonomisch-sozialen Situation Nigerias und Analyse von Bezügen dieser Situation mit Blick auf die Romanhandlung anhand von Sachtexten und Romanauszügen

Homework: *Expert task:* Compare and contrast Nigeria's problems with Germany's current problems.

Benötigt: OH-Projektor bzw. Beamer/Whiteboard

17./18. Stunde

Thema: Nigerias current problems and challenges I – Oil industry

M 10 **Nigeria's economy and oil industry** / Erarbeiten des Einflusses der Öl-industrie auf die nigerianische Wirtschaft sowie die damit verbundenen Schwierigkeiten mithilfe digitaler Lernarrangements (Station Rotation, Sachtexte, Karikatur, Romanauszüge, Videos)

M 14 **Focus on Nigeria – wordlist and language support** / thematische Wortschatzhilfen

Homework: Illustrate the influence of Nigeria's oil industry on a) *Station Rotation* and b) *the Hawker*.

Benötigt: Lektüre
 Kopien der M 10 Texte zu den 4 Stationen in ausreichender Zahl
 4 Gruppentische, ggf. 2 mit einer digitalen Station mit Tablets, Laptops

19./20. Stunde

Thema: Nigeria's current problems and challenges II – Corruption

M 11 **Corruption – one of Nigeria's major problems** / Auseinandersetzung mit der Problematik nigerianischer Korruption und Abgleichen dieser mit der Darstellung im Roman

M 14 **Focus on Nigeria – wordlist and language support** / Wortschatzhilfen

Homework: Finish M 11 and complete the table on the role of corruption as outlined in the novel.

Benötigt: Kopien des Material M 11 und M 14 in ausreichender Anzahl
 Lektüre
 Video-präsentationsmaterial

21./22. Stunde

Thema: Development of the *Hawker* as a tragic hero

M 13 **The Hawker – a modern tragic hero** / Auseinandersetzen mit wichtigen Ereignissen im Leben des *Hawker* und diskutieren, ob es sich bei ihm um einen *modern tragic hero* handelt

Homework: Compare and contrast *the Hawker* with other tragic heroes you know from literature (drama, short stories, novels).

- Benötigt:**
- Lektüre
 - Kopien von M 12 in Klassenstärke

23./24. Stunde

- Thema:** Cartoon Analysis – past, present and future Nigeria/Lagos
- M 13** **Cartoon Analysis – „No place does me like Lagos“** Beschreibung und Analyse eines Cartoons mit zielgerichteter Einordnung in den sozialen und kulturellen Kontext des Romans
- M 14** **Wortschatzhilfen**
- Homework:** Prepare for the exam.
- Benötigt:**
- ggf. Präsentationsmedium, um Cartoons in Farbe sehen zu können
 - Kopien von M 13 in Klassenstärke

LEK

- Thema:** Focus on Abike

Minimalplan

Der Minimalplan konzentriert sich auf die wichtigsten Aspekte hinsichtlich konkreter Textarbeit mit dem Roman. Das Oberthema „Nigeria“ steht vorerst im Hintergrund. In diesem Fall entfallen die Hintergrundinformationen zur Autorin und ihren soziokulturellen Gegebenheiten (M 1–M 5). Die Schüler fokussieren auf die beiden Protagonisten des Romans sowie deren *character traits and relationships*. Anschließend werden die wesentlichen sozialen Beziehungen visualisiert und analysiert. Abschließend setzen sich die Lernenden mit den unterschiedlichen Erzählperspektiven sowie deren Funktionen auseinander.

Material	Didaktisch-methodische Hinweise
M 6	Die Schüler lesen unterschiedliche Textstellen bzgl. der Protagonisten und extrahieren wichtige Informationen zu deren Charakteren. Anschließend werden die wichtigsten Informationen mithilfe eines <i>character posters</i> visualisiert.
M 7	Anhand eines <i>sociograms</i> erarbeiten die Schüler die unterschiedlichen Beziehungen zwischen den einzelnen Charakteren sowie deren Interdependenzen und Wechselwirkungen. Die Methode baut unmittelbar auf den zuvor angefertigten Charakterpostern auf und vertieft die Analyse der Ganzschrift.
M 8	Im Rahmen von <i>Einführungsaufgaben</i> im interkulturellen und transkulturellen Literaturunterricht soll eine weitere Annäherung an die Charaktere des Romans erfolgen. Dies geschieht besonders durch die vertiefte Betrachtung der jeweiligen Erzählperspektiven.

M 4

Two sides of Nigeria – a country of inequality

Abike and Emeka (“her hawk”) both live in the city of Lagos, but they have grown up in two totally different worlds. “Nothing is free in Lagos”, Mr T. (p. 60)

	Abike's world	Emeka's world
 Focus on film		
 Focus on facts	<p>Nigeria's (economic) inequality has reached severe levels and is the largest on the African continent. Nigeria's five richest men have a combined wealth of \$29.9 billion contrasting with more than 100 million people who suffer from famine. In addition to this, about \$20 trillion were stolen from the treasury by public office holders between the years 1960 and 2005. Due to the fact that Nigeria only spends a very small amount of money on public schools and education, approximately 20% of Nigeria's young adults are unemployed (2019).</p> <p><i>Based on: Nigeria: extreme inequality in numbers. Oxfam International; found at: https://www.oxfam.org/en/nigeria/extreme-inequality-numbers [last access: 09/07/2020].</i></p>	
 Focus on novel	<p>“I showed him parts of the house and he appeared only mildly impressed. The gym, the tennis courts, even the swimming pool, none could get a reaction more excited than ‘You have a really nice house, Abike.’” (p. 67)</p> <p>“As we drove up to her house, I wondered what type of wealth it would take to make such an oasis, green grass watered by sprinklers while half of Lagos had no running water.” (p. 71)</p>	<p>“As I turned into my street I was disgusted by the ugliness that even moonlight could not soften. The rubbish heaps that looked like burial mounds; the candlelit house from that shed light on scenes made uglier by the flickering jaundiced glow cast on them: melon-bellied children chasing a lame dog with sticks, a man squatting in the shadows, showing solidarity by shitting pellets into his neighbour's compound. [...] We hear gunshots, we cower and the next day we thank God it wasn't us. There's no talk of calling the police. We're not their type.” (p. 54)</p>

From top to bottom: © Thinkstock/Hemera, © Thinkstock, © Faber and Faber Ltd.; Quotations: Source: *Onuzo, Chibundu: The Spider King's Daughter*. Faber and Faber Limited, London 2012.

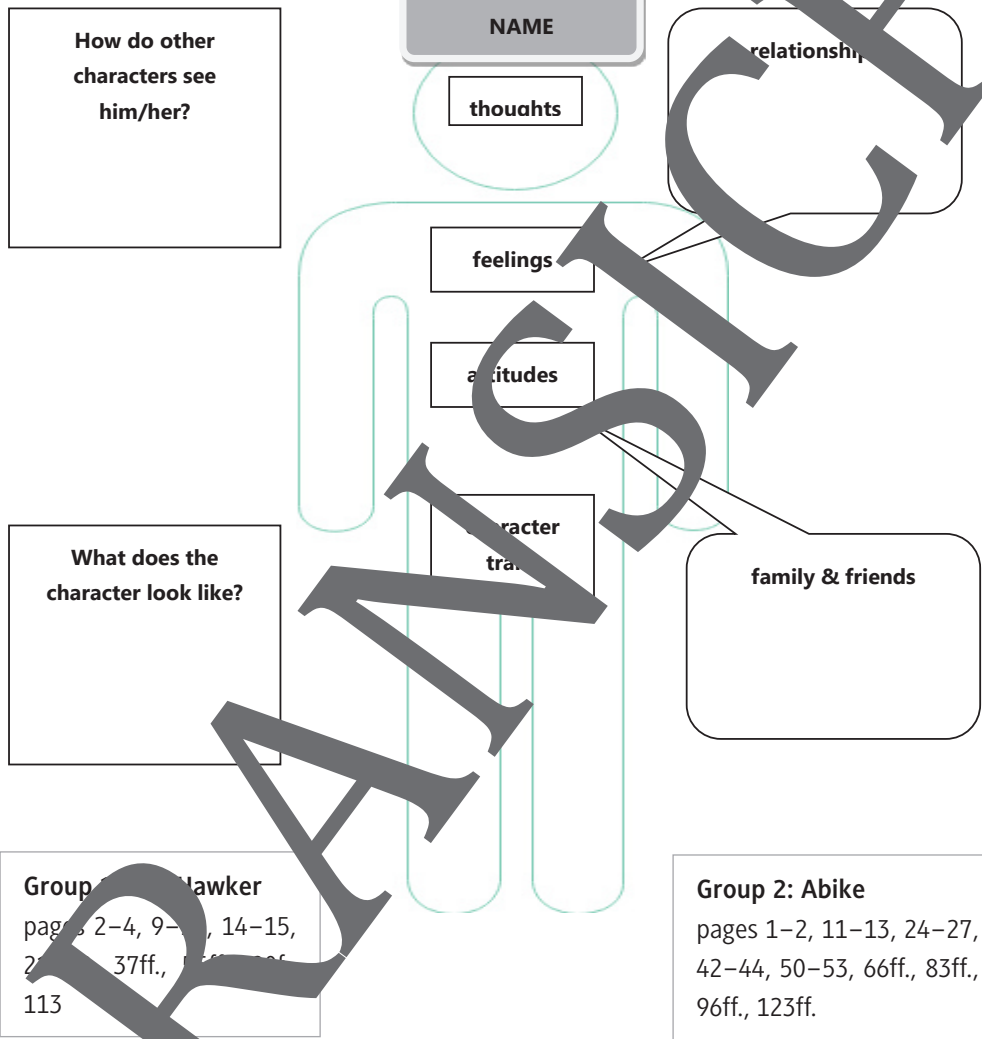
Tasks:

1. Use the QR-Codes (or use links) to **watch** both videos on the “two sides” of Nigeria.
2. **Take notes** on the characteristics of Nigeria's economic inequality and add information from the “focus on facts” part to your list.
3. **Compare and contrast** Abike's high standards of living with Emeka's description of his neighbourhood.
4. **Analyse** the effect of the narrative perspective(s) in these two extracts.
5. **Discuss** in small groups how the first 11 chapters of *The Spider King's Daughter* represent Nigeria's recent economic and social inequalities.

M 6

Getting to know the characters – character posters

Character posters (“roles on the wall”) are a useful method to collect important information on a character. They give information on a character’s outward appearance, family, character traits as well as behaviour and relationships to other characters.



© RAABE 2020



Tasks	Language support
<ol style="list-style-type: none"> 1. Use a large piece of paper and make a copy of the character diagram. 2. Choose a character (group 1 or 2) and use the specified text passages to create your character poster. You can use written key words or sticky notes. 3. Use colours, symbols, text references to improve your poster. 4. Put your character poster up on a wall and present it to a member of the other group (use the <i>language support</i>). 	<p>I used ... to show ...</p> <p>I put ... next to ...</p> <p>because ...</p> <p>My poster clearly shows ...</p> <p>The quotations I used ...</p> <p>XY’s character traits outline that ...</p> <p>I designed my character poster like this ...</p>

M 9

Nigeria's problems and challenges as shown in the novel

<p>VIOLENCE</p>		<p>p. 11 "My father had paid a PhD holder to fill out my form [...]."</p>
		<p>p. 52 "He is looking for [...]."</p>
		<p>p. 67 "[...] the gym, swimming pool etc. [...]."</p>
<p>CORRUPTION</p>		<p>p. 85 "He was going to rape me [...]."</p>
		<p>p. 272 "Abruptly my father shove [...]."</p>
		<p>p. 129 "He couldn't run over him [...]."</p>
<p>POVERTY VS. PROSPERITY</p>		<p>p. 158 "The tribe doesn't matter anymore. [...]."</p>
		<p>p. 54 "[...] melon-bellied children charging [...]."</p>
		<p>p. 54 "[...] armed robbers pay [...]."</p>
<p>POLITICAL INSTABILITY</p>		<p>p. 158 "[...] but he was still a university graduate [...]."</p>
		<p>p. 11 "The cost makes no difference to my dad."</p>
		<p>p. 236 "I brought the gun out [...]."</p>
<p>YOUNG PEOPLE'S FUTURE</p>		<p>p. 237 "I added fifty thousand naira [...]."</p>
		<p>p. 251 "I have had enough of these [...]."</p>
		<p>p. 217 "Did she really think [...]."</p>
		<p>p. 162 "[...] Your English is ok for a driver [...]."</p>

Source: Onuzo Chibundu: *The Spider King's Daughter*. Faber and Faber Limited, London 2012.

Tasks:

1. Go through the pages and extracts mentioned.
2. Briefly outline Nigeria's problem or/and challenge described in the extracts.
3. Match the extracts with the correct challenge/problem by drawing a line between them.
4. Compare results with a partner/in small groups and discuss possible solutions to each problem.
5. Expert task: Compare and contrast Nigeria's problems with problems and challenges in Germany. Are there mainly similarities or differences?



M 10



Nigeria's economy and oil industry

Station 1: Shell Petroleum Development Company in Nigeria (group work)

Shell companies in Nigeria have emerged winner in the best 100 companies to work for in the latest Jobberman 2019 Report released in Lagos on Thursday. Shell led the pack of top 100 companies that respondents admire, respect and desire to work for the most. [...] Shell Nigeria Human Resources Director, Olukayode Ogunleye, said the award confirms that working at Shell enables talents to innovate and fulfil their aspirations while supporting Shell to meet its obligations to its stakeholders – government, investors and people of our host communities across the country. [...] “We recognise that being an industry leader puts on a enormous responsibility and we have continued to rethink and reshape our employee value proposition in a manner that our delivery brings optimal value to Nigeria, our partners and the local service industry”, he said. Ogunleye noted that apart from the energy produced by Shell companies and the revenue they generated for the government, the companies remained at the forefront of indigenising industry skills and capabilities while growing Nigerian companies to provide key services in-country.” The Jobberman 2019 Report stated, “It is vital for employers to understand that employee satisfaction is a major factor that can help determine the overall well-being; thus rigorous strategies to ensure, measure, track and improve employee satisfaction should always be held in high regards.”

Source: Shell Nigeria is best company to work for – Jobberman. SHELL Nigeria, 21/11/2019; found at: www.shell.com.ng/media-releases/shell-nigeria-is-best-company-to-work-for-jobberman.html [last access: 09/07/2020].

Tasks

1. Read the article available on the website of SHELL from November 2019.
2. In groups of 4–6 students discuss the image of SHELL presented in the article as well as the influence of SHELL on Nigeria's people and economy.

Station 2: Environmental pollution of the Niger Delta due to oil leaks (single + tablet)

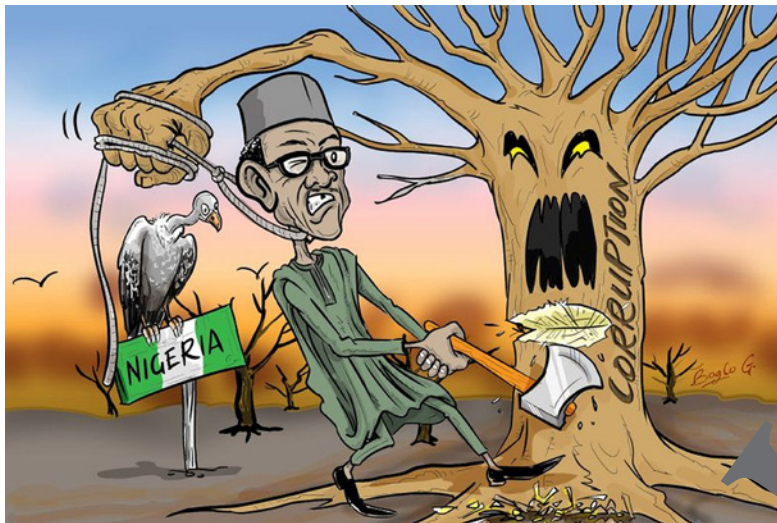
Link 1: <https://www.theguardian.com/global-development/2019/dec/06/this-place-used-to-be-green-the-brutal-impact-of-oil-in-the-niger-delta>
 Link 2: <https://www.youtube.com/watch?v=JuqLfH1SW98>

Tasks

1. Use your mobile device and scan the QR Codes.
2. Look at the pictures presented and watch the first 8 minutes of the video documentary.
3. Take notes on the environmental effects of oil pollution in the Niger Delta.
4. Describe how the people living in the Niger Delta are affected by this pollution.



2. Infobox II – Corruption in Nigeria



© Stephen Boglo

President Buhari of Nigeria is having an epic battle with corrupt politicians and the country is suffering from the scourge.

3. Corruption in Lagos – major challenges and possible solutions



<https://www.youtube.com/watch?v=hS7PW31473I>



<https://www.youtube.com/watch?v=s2rnG2LLwhw>

4. Corruption and *The Spider King's Daughter*

Influence of corruption on the Hawker

Influence of corruption on the Hawker

Hinweise (Maximal 19./20. Stunde)

Der **Einfluss von Korruption** stellt eine der drängendsten Herausforderungen Nigerias dar. Obwohl das Land gigantische Ölvorräte aufweist und eine aufstrebende Film- und Computerindustrie besitzt, leben immer noch **viele Menschen in Armut und ohne ausreichende Infrastruktur**. Derzeit (Stand März 2020) leben dort schätzungsweise 200 Millionen Menschen, von denen etwa 87 Millionen mit weniger als 2\$ pro Tag auskommen müssen. Korrupte Geschäfte finden sich in allen möglichen Position und werden hauptsächlich von führenden Eliten systematisch betrieben:

The Hawker – a modern tragic hero?

M 12



SITUATION

EFFECT

I didn't become a hawker straight away. Six months after my father died, we moved to Mile 12 and Uncle Kayode, one of his friends, found me a place at a local school. He could not afford my private school fees nor could he find me a job if I had no SSCE results.
(chapter 7, p. 37)

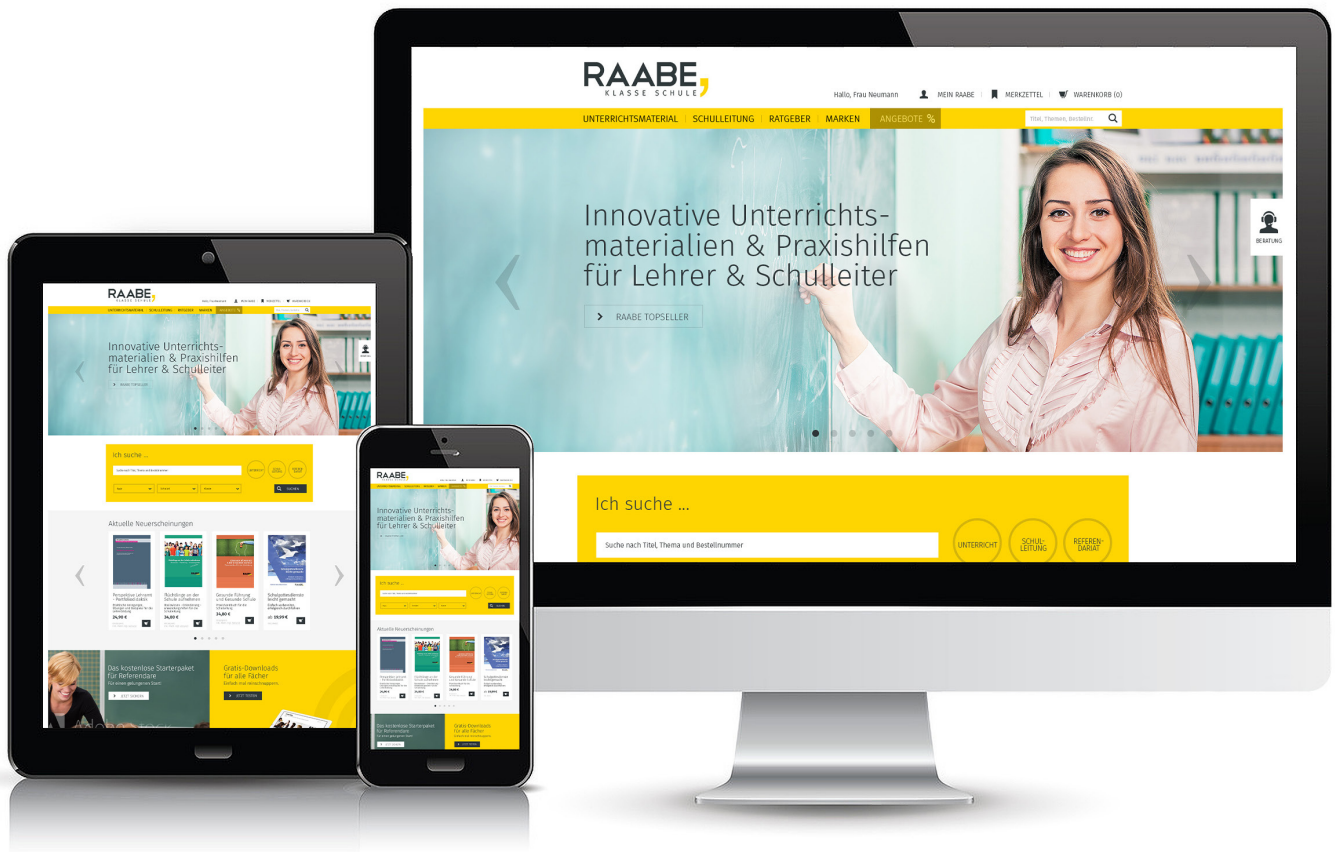
Until this moment, she had been a lonely girl in a large car. [...] All this time she had been flirting. Despite my shabby clothes and sweaty body, for some reasons this increasingly attractive girl was flirting with me. (chapter 6, p. 33).

"Aunty Precious, how did the lawyer that helped you die? He died in a car accident. Why? My mother also died in a car accident. I'm sorry. You've told me before. My father was a lawyer as well. He worked with an Olumide John..." (chapter 31, p. 202)

To kill the plant you kill the seed. *I should have been more like him.* Tears are rolling on to my hand now and they are where she has scratched me. *I should have known.* She joins the tears, a lubricant between my palms and her neck. *He will pay.* She is smiling. I can feel her pulsing in her neck growing weaker. (chapter 42, p. 264)

Can the Hawker be called a tragic hero?

Der RAABE Webshop: Schnell, übersichtlich, sicher!



Wir bieten Ihnen:



Schnelle und intuitive Produktsuche



Übersichtliches Kundenkonto



Komfortable Nutzung über
Computer, Tablet und Smartphone



Höhere Sicherheit durch
SSL-Verschlüsselung

Mehr unter: www.raabe.de