Assessment: Nigeria: A Country of Many Cultures

Mastering the Content

Circle the letter next to the best answer.

1. A cultural region is best defined as a region whose people share the same
   A. standard of living.
   B. life expectancy.
   C. climate zone.
   D. way of life.

2. Choose the statement that is true of the Hausa and Fulani peoples of Northern Nigeria.
   A. Both groups are herders.
   B. Both groups live in cities.
   C. Both groups are Muslims.
   D. Both groups speak Hausa.

3. What economic activity are you most likely to find in Northern Nigeria?
   A. oil production
   B. commercial fishing
   C. farming and herding
   D. rubber tapping

4. What is the largest ethnic group in Western Nigeria?
   A. Hausa
   B. Fulani
   C. Igbo
   D. Yoruba

5. Although many Yoruba dialects are spoken in Nigeria, these dialects belong to one
   A. consumer group.
   B. linguistic group.
   C. nomadic group.
   D. occupation group.

6. Which ethnic group was rewarded by the British for their willingness to cooperate with their colonial rulers?
   A. Fulani
   B. Hausa
   C. Igbo
   D. Yoruba

7. Which of these is an important legacy of British rule in Nigeria?
   A. the movement of the national capital from Lagos to Abuja
   B. cultural conflict within country borders
   C. state legal systems based on Islamic law
   D. the rapid shrinking of Lake Chad
8. This traditional crown is covered in elaborate beadwork. Which ethnic group is famous for beadwork like this?

A. Hausa
B. Igbo
C. Yoruba
D. Fulani
9. Which of these was most responsible for the borders shown on the map below?

A. colonialism
B. nationalism
C. immigration
D. desertification
10. This is a photograph from celebrations following the end of Nigeria’s civil war in 1970. How did this civil war begin?

A. The Igbo tried to form their own country, declaring Biafra independent from Nigeria.
B. The Hausa and Fulani tried to make Shari’a Law the basis of Nigeria’s federal legal system.
C. The Igbo and Yoruba fought over limited rainforest resources in Western Nigeria.
D. The Hausa and Fulani tried to declare Northern Nigeria’s independence.
Field Photograph

Use the field photograph to answer questions 11–13.

11. Oil drilling is an important economic activity in which part of Nigeria?
   A. rainforests in Western Nigeria
   B. Jos Plateau
   C. Niger Delta
   D. Lake Chad

12. Which of the following is a negative effect of oil drilling in Nigeria?
   A. deforestation
   B. pollution
   C. habitat conservation
   D. traffic jams

13. Which statement about Nigeria’s oil industry is true?
   A. In the past, Nigeria’s oil industry was controlled by foreign oil companies.
   B. The Nigerian people benefit enormously from oil wealth and have very low rates of poverty.
   C. Today, only foreigners work in Nigeria’s oil industry.
   D. In the past, foreign oil companies relied exclusively on Nigerian workers.
Applying Geography Skills: Analyzing Data

Use the graph, map, and your knowledge of Geography to answer questions 14–16.

14. What does the graph illustrate? What does the map illustrate?

15. The Hausa-Fulani consists of two ethnic groups. Why are they grouped together?

16. Look at the data about the Igbo ethnic group on the graph and at the region where this group mostly lives on the map. What do you observe about the size of this group compared to the size of its cultural region?
Applying Geography Skills: Analyzing Maps

Use the maps and your knowledge of geography to complete the tasks below.

17. What do the red and black lines on this map represent?

18. Which region of Africa saw the fewest major armed ethnic conflicts between 1995 and 2017?

19. What do you observe about the relationship between the political boundaries and ethnic boundaries on this map? Why is this the case?
Exploring the Essential Question: How can dividing a diverse country into regions make it easier to understand?

In this lesson, you explored how geographers use cultural regions to help them study a complex country like Nigeria. Now you will use what you learned.

The Task: Mapping the Regions of Your School

Regions come in all sizes. They can be as large as a continent or as small as a neighborhood. Your task is to divide your school campus into regions and then map those regions.

20. Step 1: Make a mental map of the buildings and grounds that make up your school campus. List all the different rooms, buildings, and outside areas you can think of. Include classrooms, playing fields, and special-purpose buildings such as the library.

Step 2: Think about ways to group the places in your list above. Look for characteristics that different places have in common. For example, you might group places according to the grade levels of the students who use them. Identify at least three groups of places. These are your school regions. Give each region a name, and assign each region a color.

Step 3: Draw a regional map of your school. Your map should include all of the following elements:

a. a title
b. a key that lists your regions and their colors on the map
c. the buildings and/or outdoor areas in each region