

Noisy, performative and unapologetically non-European: Nigeria welcomes a museum like no other

Level 3: Advanced – Teacher's notes

Article summary: The article talks about a new museum in Lagos, Nigeria, which captures Yoruba art, music, culture, and history.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Passive Voice

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to get students thinking about the features of a good, engaging museum. Have them compare their answers with a partner or in small groups.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|------------------|------------------|
| 1. memorial | 7. unveil |
| 2. dedicated | 10. drowning |
| 3. counterpart | 11. interrogate |
| 4. curator | 12. repatriation |
| 5. soundscape | 13. fusion |
| 6. settlement | 14. visibility |
| 7. craftsmanship | 15. heritage |
| 8. deity | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|------------------|-----------------|
| 1. craftsmanship | 7. fusion |
| 2. settlement | 8. visibility |
| 3. deities | 9. curators |
| 4. unveiling | 10. dedicated |
| 5. interrogated | 11. soundscape |
| 6. repatriation | 12. counterpart |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'Opposite the museum, there was a swimming pool and a memorial hall' or similar.

Key (suggested answers):

1. a swimming pool and a memorial hall
2. Yoruba culture
3. dark and often in the basement
4. It pops with colour and sound. Yoruba words are larger than English words on signs.
5. an audio-visual display with animations of Yoruba myths
6. autumn, 2024
7. in the late 1970s
8. 12
9. Fela Kuti's influence on American jazz and how the origins of salsa are in Yoruba dance movements
10. 10. young Nigerians

4. Key language

- a. The activity gives students an opportunity to review the structure of the passive voice. Although these examples include by, you may wish to remind students that this is not always the case. For example, The museum was unveiled in 2023.

Key:

1. Inside, visitors are greeted by an audio-visual display that animates Yoruba myths of the origin of the world.
2. The original swimming pool on the site was built by John Randle.
3. Lagosians were excluded from the nearby members-only club run by the British.
4. The costume donated to the museum was worn by Nigerian musician Fela Kuti.

- b. This activity builds on the previous one and gives students an opportunity to practise changing the passive voice into the active voice. As an extension activity, you could ask students to choose a few sentences from the article in the active voice and change them into the passive voice for additional practice.

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Key:

1. An audio-visual display greets visitors.
2. John Randle built the original swimming pool.
3. The British excluded Lagosians from the nearby members-only club.
4. Nigerian musician Fela Kuti wore the costume donated to the museum.

- c. Students have an opportunity to write two pairs of sentences of their own using active and passive voice. Invite students to challenge themselves and get creative as they write their own sentences. If students need some support, you may wish to have them work in pairs. Save some time for students to share examples of their work.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about new museums or cultural centres opening somewhere in the world.
- b. Students could then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.