
Lessons from Africa

Video: <https://www.youtube.com/watch?v=GURljp23g-k>

Segment Length: 6 minutes

Lesson Description:

Have you ever wondered why most of Africa stays poor while other nations prosper? This video addresses the role of African governments in the continuation of poverty and poor economies of this resource rich continent.

Concepts & Key Terms:

Economic freedom – the ability of people to control their own labor and property. This includes personal choice, voluntary exchange, freedom to compete in markets, and protection of persons and their property.

Free enterprise – an economic system in which buyers and sellers determine prices of products and services; also called “free market.”

Tariffs - taxes on imports or exports, considered trade barriers because of their impact.

Corruption - dishonest or illegal behavior by people in a position of power, such as government officials or police officers.

Objectives:

Students will be able to:

- list some explanations for the lack of prosperity in African nations.
- define economic freedom, free enterprise, tariffs, and corruption.
- explain how companies such as Tom’s Shoes actually harm African entrepreneurs.
- formulate changes to improve economic conditions in Africa.

Preview Activity and Questions:

Use Think, Pair, Share to have students answer and discuss the preview questions:

Why do so many African people live in poverty?

OR

Distribute copies of the K-W-L worksheet. Have students fill in the K and W sections. After showing the video, have students complete the L section and answer the question at the bottom.

Viewing Guide:

We recommend that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

- | | |
|------------------|---------------------|
| 1. imports | 4. nothing |
| 2. kill business | 5. creating |
| 3. their life | 6. economic freedom |

Lessons from Africa

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. Wade started this lip balm company in Senegal. Some ingredients she needs are not made there, so she _____ them, but the government makes that very expensive.
2. The UN's development goals includes things like "inclusive and equitable education, climate change, and gender equality. there is no mention of rules that _____
_____.
3. What if I start a shoe company, and every time I sold a pair of shoes, I gave a pair away. These kids'll have shoes for the rest of _____.
4. I know it came from a good place. I get it. But can you just think further down the road? Unless you think that we really sincerely have _____, including even shoemakers. And I think that's terrible.
5. Some of my most entrepreneurial people, who are right now serving as fish food at the bottom of the ocean, because there is not enough jobs. And why there is not enough jobs? Because the business climate sucks so much that people like me can't do that work of _____ companies and jobs.
6. Let's create greater _____ in all countries so that all people everywhere get a chance to free enterprise.

Now, take a few moments to reflect on the video and answer the question below:

What is the main point of this video? _____

Discussion & Analysis:

1. Magatte Wade, featured in this video, is an entrepreneur. What do entrepreneurs do?
2. According to Magatte, what is one cause of corruption?
3. What are tariffs? Why are they a problem for entrepreneurs? How do tariffs impact customers?
4. What were some of the United Nations' Sustainable Development Goals referred to in the video? [Inclusive and equitable education, climate change, and gender equality.] According to John Stossel, what is missing? Why does Magatte say that's important?
5. Singapore, Hong Kong, and Dubai developed into modern economies and dramatically reduced poverty over the past few decades. To what does Magatte attribute those changes?
6. How can the mission of Tom's Shoes be both commended and criticized at the same time? Should motives be more important than results? How does that relate to Tom's Shoes?
7. Economics involves the study of short-term and long-term consequences. What are the short-term consequences of providing free shoes? What are the long-term consequences?
8. What did Magatte mean when she asked, "Who can compete against 'free'?" How does that affect the people being "helped"? If this is a long-term problem, why do people keep giving?
9. Images of some Africans drowning, and others being rescued from the ocean were shown. Why was this happening? What did Magatte say was the cause?
10. Why is it that most of Africa stays poor, while other parts of the world prosper?
11. John Stossel said he imagines that "the leaders of these countries mostly mean well." So why don't all countries have the same level of freedom for entrepreneurs and businesses—and consumers?
12. Magatte said "Let's create greater economic freedom in all countries so that all people everywhere get a chance to free enterprise." What's so important about free enterprise?

Discuss These Lines from the Video:

1. Today, more than half the world's poorest people live in sub-Saharan Africa.
2. Corruption is also a natural consequence of stupid, senseless, idiot laws.
3. The UN's development goals includes things like "inclusive and equitable education, climate change, and gender equality." There is no mention of rules that kill business.
4. I know it came from a good place. I get it. But can you just think further down the road? Unless you think that we really sincerely have nothing, including even shoemakers!
5. It would be better, says Wade, if westerners encouraged African governments to stop strangling their own entrepreneurs.
6. Without jobs, millions risk their lives trying to get to richer countries.

7. Some of my most entrepreneurial people, who are right now serving as fish food at the bottom of the ocean.
8. The business climate sucks so much that people like me can't do that work of creating companies and jobs.
9. Many of those deaths would be prevented...if Africa just didn't have so many dumb rules.
10. Let's create greater economic freedom in all countries so that all people everywhere get a chance to free enterprise.

Quotes for Discussion:

Extreme poverty anywhere is a threat to human security everywhere. – Kofi Annan

You can't get rid of poverty by giving people money. – J. O'Rourke

Poverty is like punishment for a crime you didn't commit. – Eli Khamarov

In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of. – Confucius

Free trade is such a simple solution for so many of the world's ills. It doesn't require endless hours of debate in the United Nations...or any other world-wide debating society. It requires only that one nation see the light and remove its restrictions. The results will be immediate and widespread. – W.M. Curtiss

Americans are blessed with great plenty; we are a generous people and we have a moral obligation to assist those who are suffering from poverty, disease, war and famine. – Adam Schiff

Growth and progress depend on more economic freedom. – Maxime Bernier

The world's problem is not too many people, but lack of political and economic freedom. – Julian Simon

It's a good thing to help a friend whenever you can; but individual acts of hospitality are not the answer. Those who want to wipe out poverty from the face of the earth must use other weapons, weapons other than kindness. – Nelson Mandela

Capital punishment is as fundamentally wrong as a cure for crime as charity is wrong as a cure for poverty. – Henry Ford

Growing economies are critical; we will never be able to end poverty unless economies are growing. – Jim Yong Kim

Activities:

1. Have students complete the K-W-L worksheet in class or for homework.

2. Distribute copies of the Cloze Activity and have students complete in class or for homework.
3. Watch and summarize one of these talks about poverty:
Why it's too hard to start a business in Africa—and how to change it (Magatte Wade)
https://www.ted.com/speakers/magatte_wade

World Poverty, Immigration & Gumballs (Roy Beck)
<https://www.youtube.com/watch?v=FIVMW7g5QBI>

Magatte Wade: The Power of Entrepreneurship
<https://www.youtube.com/watch?v=ajLTtPD1Yic>
4. Show the class Magatte Wade's video, How We Thrive: Made in Mekhé (30:49)
<https://www.atlasnetwork.org/center-for-african-prosperity#mekhe>
5. Produce a “man-on-the-street” video in which you ask people:
A) why poverty has decreased in much of the world but remains prevalent in Africa, and
B) what the solution(s) might be.
6. Conduct a classroom debate on the role of government in solving (or continuing) poverty.
7. Research and create a slideshow about poverty in Africa.
8. Research various explanations for the cause of poverty. Then, write a persuasive essay in which you discuss the various explanations and which one you think best explains why poverty still exists.
9. Research and report on Tom's Shoes and its program that gives away shoes. In addition, try to find outside information about the long-term effects, keeping in mind Magatte Wade's question, Who can compete against “free”?
10. Research and write a biography on Magatte Wade.
11. Research and report on Botswana. What type of government does it have? What is the economy like in Botswana? What are its major products and crops? What does the country import and export? What about tariffs and taxes? What other features of Botswana are important to its economic standing?
12. Use Cato's Human Freedom Index 2019 or the Fraser Institute's Economic Freedom of the World: 2019 Annual Report to compare the United States, Senegal, and Botswana and Zimbabwe (which are referred to in the Cloze activity).

<https://www.cato.org/sites/cato.org/files/human-freedom-index-files/2019-human-freedom-index-update-2.pdf>

<https://www.fraserinstitute.org/studies/economic-freedom>
13. The Fraser Institute's Economic Freedom of the World: 2019 Annual Report breaks economic freedom down into five categories, each with multiple subcategories. Which of these factors do you think are most closely correlated with prosperity? Choose five countries and pick one or more categories or subcategories to focus on. Create a graph showing the correlation of these factors with GDP.

<https://www.fraserinstitute.org/studies/economic-freedom>

14. Choose five countries of widely varying freedom index rankings. List each country's ranking along with its projected GDP. Then display your data on a graph, with economic freedom on the x-axis and GDP on the y-axis. What relationship, if any, do you observe between economic freedom and GDP? Does this fit with your expectations based on what you learned in the video? Why/why not?

<https://www.fraserinstitute.org/studies/economic-freedom>

15. Research and create a slideshow about what features are included in the personal freedom category and the economic freedom category in Cato's Human Freedom Index, and why those features are important.

<https://www.cato.org/human-freedom-index-new>

16. Watch the documentary Poverty Inc., which is available on numerous platforms. What lessons can viewers take away from that documentary?

<https://www.povertyinc.org/>

17. Research, compare, and analyze poverty in the United States and other nations around the world. Share findings in a written summary, oral presentation or slideshow.

Name _____

Date _____

Class _____ Per _____

Teacher _____

Lessons From Africa

K-W-L Chart

Directions: Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

K	W	L
What I know about poverty in Africa:	What I want to know about poverty in Africa:	What I've learned about poverty in Africa:

After watching this video & discussing it, my views of poverty in Africa: _____ stayed the same _____ changed

Why? _____

Name _____

Date _____

Class _____

Teacher _____

How Botswana Became One of Africa's Wealthiest Nations

Cloze Activity

Directions: Read the entire passage first. Then fill in the blanks with words from the box.

institutions	poorest	region	neighbor
prosperity	investments	expectancy	borders
economy	freedom	prosperous	poverty

Since 1990, extreme poverty in Sub-Saharan countries has decreased and life _____ has gone up by more than 10 years. While in comparative terms, Africa has lagged in human and economic development, Botswana stands out for its relatively-high levels of economic growth and _____.

Botswana has the highest income per capita of the _____ and has become the fourth richest country in Africa. The share of people living in _____ declined from 34.8 percent of the population in 1993 to 18.2 percent in 2009, and was expected to decline to 11 percent in 2019.

In contrast, Zimbabwe, which _____ with Botswana to the west, is one of the _____ countries in Africa. In 1990, Botswana's income per capita was three times higher than Zimbabwe's; today, it's eight times higher.

How did Botswana manage to do far better than its _____?

Botswana has been holding free elections since 1966 and the government has kept its spending under control. Further, a corruption index ranks Botswana as the least corrupt country in Africa, with a score twice as high as the average for Sub-Saharan countries.

Botswana has the second freest _____ in Africa. It has a sensible regulatory environment and a stable rule of law, which promote business and encourages foreign _____. Further, trade barriers are relatively low.

Botswana's success is linked to its political and economic _____, which have made the Sub-Saharan country the most _____ nation of the region.

Political and economic _____ are crucial to economic prosperity.

This Cloze Activity is adapted from "How Botswana Became One of Africa's Wealthiest Nations" By Luis Pablo de la Horra. (<https://fee.org/articles/how-botswana-became-one-of-africas-wealthiest-nations/>)

Name _____

Date _____

Class _____

Teacher _____

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