

MADAGASCAR

SUMMER 2018 RESOURCE OVERVIEW



FAST FACTS & USEFUL PHRASES

Introductory country information and a crash course in Malagasy.

WELCOME TO MADAGASCAR

Greetings from Boston University!

TEACHING RESOURCES

Bring your travel experience to your classroom.

FAST FACTS



People & Culture

- Population: 24.89 million
- Two official languages: Malagasy and French
- 18 official ethnic groups



Geography

- Capital: Antananarivo
- 4th largest island in the world
- Tropical along the coastal regions, temperate inland, and arid in the south



Economy

- World's 2nd largest producer of vanilla, after Indonesia
- Top imports include refined petroleum and rice



Ecology

- Approximately 90% of all animal and plant species found in Madagascar are endemic
- Home to 90% of the world's lemurs
- Around half of the world's chameleons are in Madagascar

Comoros

Glorioso
Islands

Mayotte

Antananarivo

Madagascar

Mauritius

Reunion

TONGA SOA!

A Message from Outreach Program Manager,
Breeanna Elliott

It is my distinct pleasure to welcome you to Madagascar as a participant of the Boston University African Studies Center's co-sponsored summer trip with GEEQ.

Over the course of two weeks, we will travel together with guidance from our G Adventures Chief Experience Officer (CEO) and explore the diversity of cultures, histories, and landscapes unique to Madagascar. As a representative from BU, I am here to help answer questions you may have, provide you with resources for your classroom, and talk through all the ways to bring your experience back to your students.

Throughout our time, I encourage you to nurture your sense of curiosity and embrace the discomfort that may arise from engaging in a culture that is not your own. It is my hope that through reflective conversations, immersive experiences, and contextualized lectures we will be able to come away with an understanding of Madagascar that goes beyond just its wildlife (that said, I can hardly wait to see the lemurs too!) Let's go!

Half-Day Teacher Workshop Schedule Saturday, July 28, 2018

8:30am – 9:15am:

Workshop Introduction by Breeanna Elliott

9:15am – 10:05am:

Scholar Lecture on Malagasy History by Dr. Bernadin Rabarijaona, Senior Lecturer at the University of Antananarivo

10:05am – 10:15am:

Snack Break

10:15am – 11:15am:

Malagasy Language Lesson by Madame Fanjaharisoa Verohanitra Albertine, SIT Study Abroad Summer Program in Madagascar

11:15am – 12:15pm:

Scholar Lecture on Malagasy Culture by Dr. Nat Quansah, Academic Director of SIT Study Abroad Summer Program in Madagascar

12:15pm – 1:00pm:

Group Lunch with Malagasy Cuisine



Photograph by Mathias Appel

BRINGING MADAGASCAR INTO YOUR CLASSROOM

Explore tips for teaching about Africa in your classroom and curricular resources to help you to incorporate your experiences in Madagascar into your curriculum.

Highlight African Voices

Too often, we are given only a single story of Africa—a story that takes a large, diverse continent and presents a single narrative. Further, the single story is often presented by outsider narratives of the continent, which may pander to preconceived notions of poverty, disease, helplessness, and violence. Our students need to hear authoritative African voices and see contemporary visuals in the classroom to complicate and enrich the single story.

Make it Relevant

African countries are typically seen as removed from not only our daily lives today but also our histories and cultures in the U.S. In order to encourage students to engage with any subject material, we need to explicitly explore relevant connections through comparative studies, in-depth research, and a focus on universal experiences and themes like resistance, activism, entrepreneurship, and more.

Adapted from "[Africa: Entry Points for Teaching](#)" in *Education Week* by Barbara Brown and Breeanna Elliott.



Photograph by Giuseppe Fallica



Photograph by Marsel van Oosten



Photograph by Giuseppe Fallica



Photograph by Angie Rowe

Quartz Africa

An online publication with a strong social media presence aimed at sharing "stories of innovation" relevant to both local and global audiences. Journalists focus on continent-wide coverage of African politics, economics, culture, and more. Join their [weekly email brief](#) to receive curated news highlights, upcoming major events, and popular African culture references.

The Observatory of Economic Complexity

Supported by the MIT Media Lab, [this website](#) features visualization data on the economic relations between countries, most specifically export and import information annually and overtime. With its interactive digital interface, students can conduct in-depth research on how various countries are interconnected and how that might shape policy decisions, political support, and the lives of people in different countries. For example, Madagascar exports the most goods to France and the U.S. What are those goods and how do fluxes in the economy of Madagascar affect Americans? How will China's increasing presence in Madagascar impact French supermarkets?

Madagascar Biodiversity & Conservation

[This NYT article](#) offers a lesson plan for teaching students about biodiversity and conservation in Madagascar. When teaching the sciences, remember to include the human context of this biodiversity and explore the different perspectives Malagasy people have on the conservation of their resources. Encourage students to think about the different priorities policymakers have to decide on when making conservation choices in Madagascar as well as in your students' hometowns.

Badilisha Poetry X-Change

Featuring pan-African poetry with original texts and translations as well as readings by and interviews with poets, [this resource](#) allows students to recognize the universal themes and ideas present in all poetry while also studying the different cultural influences and historical milieu that impact writers. For Malagasy writers, check out [Flavien Ranaivo's "The Common Lover's Song"](#) and [an overview of the rich literary tradition](#) and resources of the country. Be sure to also read the renowned *Hainteny: The Traditional Poetry of Madagascar!*



Capital of Madagascar, Antananarivo.
Photo courtesy of theoutlook.com.ua

Malagasy Textiles & Global Trade at the MET Museum

Madagascar and its peoples have a rich, global history that goes beyond their ancestral origins and includes a large role in the Indian Ocean trade network. Unique Malagasy textiles were major commodities in trading with African, Asian, and European merchants and also served essential functions in representing Malagasy social and ethnic identities. [The MET Museum](#) has several textiles available for online viewing accompanied by essays that explain the production process and cultural significance.

Centre ValBio Research Station, Ranomafana

Established by Stony Brook University, this institution facilitates scientific research that positively impacts the Malagasy people and their environment. [Visit the website](#) to learn about current and past research projects, educational resources, and collaboration opportunities available.

Peace Corps in Madagascar

The [Peace Corps](#), founded in 1961, is a volunteer abroad program run by the U.S. government that places American citizens in countries primarily to support social and economic development. Peace Corps has been in Madagascar since 1993. Teacher-guided reading of blogs written by different volunteers over their two-year contract aids students in having a more in-depth understanding of daily life and relationships in specific communities. Encourage students to think critically about the benefits and problems of the Peace Corps program--can foreign volunteers really impact change in a short period of time?--as well as the different perspectives and biases volunteers may have when entering a community abroad. How would students in a rural American community feel about someone from a large, urban city coming in to address a particular community need? What is the role of language learning in these contexts and how does language help convey social norms, cultural history, and identity?

MALAGASY

CRASH COURSE

Useful phrases



GREETINGS

Hello; how are you?

MANAHOANA

Welcome!

TONGA SOA!

Goodbye

VELOMA

Please

ASAFADY

Thank you

MISAOTRA

You're welcome

TSY MISY FISAORANA

Hello

BASIC PHRASES

Very good!

TSARA BE!

Very magnificent!

MAHAFINARITRA BE!

INTRODUCTIONS

My name is ____.

[NAME] NO ANARAKO.

What's your name?

IZA NO ANARANAO?

Happy to meet you!

FALY MAHALALA ANAO!

I am from the USA.

AVY ANY ETAZONIA AHO.

QUESTION WORDS

Who?

IZA?

What?

INONA?

Where?

AIZA?

When?

OVIANA?

How many?

FIRY?

What time?

AMIN'NY FIRY?



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