ONLINE MISSION TRIP

MADAGASCAR

CURRICULUM

LESSON 3

THE HISTORY OF MADAGASCAR
LHM – MADAGASCAR
Lesson 3 – The History of Madagascar

First Settlers
It is believed that the first inhabitants, the Malagasy, came from Malaysia and Indonesia. The Indonesians built large ocean-going canoes that allowed them to travel the 3,600 miles to Madagascar. After this initial settlement, other Indonesian and Malaysian groups came by way of southeast Africa.

Other early settlers came from Arabia and the Arab settlements in North Africa. Arab traders traded cloth and metal goods to the Malagasy in return for spices and slaves.

European Influence
The first European to visit Madagascar was a Portuguese navigator, Diogo Dias. Other Portuguese followed usually to raid the Malagasy villages for food and women. The Portuguese hoped to drive out the Arabs from the trading posts and claim Madagascar as a trading colony. They were not successful and other European nations began to lay claim to Madagascar.

In 1643, the French established the colony of Fort Dauphin. It lasted only until 1674 when the Malagasy tribesmen overcame it in an attack. The French soon abandoned the island.

Malagasy Kingdoms
In the 17th century the native Malagasy developed powerful kingdoms built around the ethnic groups. The Merina kingdom became the most powerful of all the groups by the 18th century. Their capital of Antananarivo became the island’s largest city. In 1797 King Andrianampoinimerina (which means “the beloved prince of merina”) created uniform laws for the whole kingdom and divided the Merina society into three classes: the noble rulers, the free men, and the slaves. Although King Andrianampoinimerina wanted to unite the whole island, he was unable to accomplish it.

His son, Radama I was able to unite the island with the aid of the British. He invited teachers and missionaries to spread Christianity among the Malagasy.

In 1828, Radama died and his wife Ranavalona seized control. She reversed her husband’s position on Christianity and had the missionaries killed or deported. She also broke off relations with the French and the British.

After Ranavalona died in 1861, her son Radama II resumed relations with Europe and permitted missionaries to return to the island. In 1863 General Rainilaiarivony took control of the government in a revolt against European influence.

In 1895 the French attacked and captured the rulers of Madagascar. In 1896 the French declared Madagascar a colony.
Colonial Period
The French tried many things to make Madagascar economically viable. They introduced coffee and tobacco as cash crops, they expanded seaports for trading, and tried to develop the rubber industry of Madagascar. The French ruled the island until World War II.

Independence
From 1940 to 1956 many Malagasy fought for independent status, but were defeated. In 1956 France gave Madagascar the right to elect local assembly leaders. Philibert Tsiranana was elected vice premier. In 1958, the French allowed Madagascar to determine its status. On October 14, 1958, the Malagasy Republic was declared.

Republic
Tsiranana was elected the first president of the new republic. Over the next 12 years he started a series of development programs designed to redistribute the nation's wealth. His experiment with Socialism caused strife among the population. Major General Gabriel Ramanantsoa became Prime Minister in 1972. He cut off relations with the West and signed treaties with the Soviet Union, China, and other Communist nations. By 1975, his actions became unpopular and he resigned.

After a series of temporary rulers, Didier Ratsiraka was elected president. He dissolved the Republic and established the Democratic Republic of Madagascar under a new constitution. He expanded the country's Socialist policies. By 1992, the Socialist policies became unpopular and a new constitution was approved. After a series of inept rulers, Ratsiraka was elected president under a new democratic policy.

In December 2001, the presidential election between Ratsiraka and Marc Ravalomanana, the Mayor of Antananarivo, proved inconclusive and a runoff vote was planned. However, Ravalomanana claimed the election was rigged, and declared himself president in February 2002. Madagascar found itself with two presidents and two capitals when Ratsiraka set up a rival capital in Toamasina and proclaimed martial law. A recount in April declared Ravalomanana the winner and Ratsiraka fled to France in July. Madagascar's six-month civil war ended. Ravalomanana won reelection in December 2006 and appointed Charles Ramananjara as prime minister in January 2007.

In March 2009, Ravalomanana was overthrown by Andry Rajoelina, the former mayor of Antananarivo. His term ended in 2014. The new president is Hery Rajananmampiesona.
The students will learn about the early settlement of Madagascar by people from Malaysia, Indonesia, Arabia, Portugal, and France. The students will hear about the visit of pirates, the reign of kings and queens, the rule of France, and the current government of Madagascar. The students will make the flag of Madagascar symbolizing its freedom as a republic.

With the children seated in the listening area or remaining in their seats, show the children a flat of Madagascar (made by the teacher prior to the lesson). Tell the children that today they are going to learn about the history of Madagascar.

Using the Blackline Masters marked timeline, tell the children about the early visitors to this red island from Malaysia, Indonesia, Arabia, Portugal, and France. A globe or world map might be used in place of the Blackline Masters. Tell the children pirates also inhabited the island for a time, showing them the pirate flag. Explain to the children that for about three hundred years kings and queens ruled the land, showing them the picture of a crown. Display the French flag and announce that France ruled Madagascar for about sixty years. Show the Madagascar flag and tell the children that France gave the island its freedom and in 1958, Madagascar became a republic and still elects its own president today. By placing these Blackline Masters in a line on a chart, the wall, or a chalkboard, a historical timeline for Madagascar can be achieved.

**PRE-K GOALS FOR THE LESSON**

- The students will learn about the early settlement of Madagascar by people from Malaysia, Indonesia, Arabia, Portugal, and France.
- The students will hear about the visit of pirates, the reign of kings and queens, the rule of France, and the current government of Madagascar.
- The students will make the flag of Madagascar symbolizing its freedom as a republic.

**PRE-K LESSON PLAN DETAILS**

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**PRE-K SUGGESTED MATERIALS**

- Blackline Master 3-2
- Blackline Master 3-3
- Red, green, and white construction paper
- Scissors
- Glue
- 18” dowels
- Mailing tape

**CLOSING PRAYER**

Dear Jesus, Thank You for Madagascar and the unique history it has. Please be with the people in Madagascar. Amen.
### PRIMARY GOALS FOR THE LESSON

The students will follow the path of Madagascar's history. The students will learn of the different ethnic groups in Madagascar. The students will hear that pirates lived on Madagascar. The students will realize how a Christian example can bring people to faith in Christ. The students will create a history mobile.

### PRIMARY LESSON PLAN DETAILS

Display a red-colored cut out of the Madagascar map. Tell the students no one lived on the island of Madagascar until just before Jesus was born. Display the globe. Ask the children where the people came from to live on Madagascar. Point to Africa and countries close by. Then, show them Indonesia.

Give each child a copy of the Blackline Master.

**Picture 1:** Tell about the Indonesians and how they arrived in Madagascar. Tell about the other ethnic groups. (Students may color and cut out the pictures and glue them on the shields as the pictures are discussed.)

**Picture 2:** Discuss the pirates and the reason they left Madagascar.

**Picture 3:** Tell about the flourishing of Christianity, the king’s role in it, and the queen’s attempt to destroy it.

**Picture 4:** Though the queen tried to destroy Christianity, the example of the persecuted Malagasy Christians drew their countrymen to Christ.

**Picture 5:** For a time, the country of France ruled Madagascar by the Malagasy wanted to be free to govern themselves. At last they won the right to be the republic of Madagascar.

**Picture 6:** Now the Malagasy have their own flag with a white stripe on the side, a red stripe on top, and a green stripe below.

Give each child a piece of red poster board large enough to trace their footprint. Trace the footprint and cut it out. Punch three holes on each side. Punch the shields now. (This could be done ahead of time.) Tie a string to each shield and secure them to the footprint. Punch a hole in the middle of the footprint to make the hanger for the mobile.

### PRIMARY SUGGESTED MATERIALS

- Globe or world map
- Blackline Master 3-4
- Red poster board or cardboard for child’s footprint
- 6 poster board shields for each child
- Paper punch
- Glue
- Scissors
- Yarn or string of different lengths

### CLOSING PRAYER

Dear Jesus, Thank You for the freedom we have to tell others about Your wonderful love. Please, be with the people of Madagascar and help us to share Your Good News with them. Amen.
The Malagasy have enjoyed playing a traditional game called Fanorona for centuries. Teach your students to play a simple version of this game, which is very similar to checkers. A copy of the game board can be found in the Blackline Masters. The rules follow below.

To set up the playing board, each player fills the two rows closest to him with his color pieces. The last two pieces are placed in the two circles on the right hand side of the middle row. This leaves the center circle open.

The first player moves one of his pieces from its present location to another point. This can be done in two ways.

1. A piece can move along one of the lines marked on the game board to an adjacent empty space.
2. If an adjacent space is occupied, but the next space along the same line is empty, you can capture your opponent’s piece by jumping over it (just as in checkers).

After a jump, if another capture can be made with the same piece, it too can be taken. If a player is able to make a capture, he must do so. If he does not, his opponent can take the piece that could have made a capture at the start of his next turn and then make his planned move. Play continues until one player has lost all of his pieces or cannot make a move.

There is strategy involved with this game. Students will begin to figure out what to do as they gain experience with the game.

Use a jigsaw technique to have your students review a brief summary of Malagasy history. Divide students into groups of four. Each member of the group will study a different one of the four personal profiles. After everyone has read their profile, they will meet with the other students who read about the same person and review the main points of what they read. Now you have groups of students who are experts on a given topic. Students should return to their original groups and take turns sharing what they learned. When all of the components are put together, the groups will have a brief history of Madagascar. In order to keep the reports in chronological order, have students report in the number order provided on the sheets.

**CLOSING PRAYER**

Dear Jesus, Thank You for the freedom we have to tell others about Your wonderful love. Please, be with the people of Madagascar and help us to share Your Good News with them. Amen.
**Lesson 3 – Lesson Plan – The History of Madagascar**

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<td>The students will be able to identify the various eras of Madagascar's history. The students will be able to relate the pirate influence in Madagascar to some of the challenges today. The students will be able to understand how Madagascar's history set the stage for the religious beliefs of the 21st century.</td>
<td>Have students list all the pirates that they can remember. As they call them out, write names on the board. Circle the name of Captain Kidd, and tell them that Captain Kidd was involved directly in the history of Madagascar. Ask why this might be the case. Refer them to the maps, once again, and tell them that they need to think about what was going on in the world around the year 1700. Connect the slave trade to the pirate ships, and link the geography of Madagascar with both. Point out Pirate Island, in the bay on the northeaster shore, also called &quot;Ile Sainte Marie&quot; in French, or &quot;Nosy Saint Marie&quot; in Malagasy. This was Pirate Central for many years. Make sure the students know where Malaysia, Indonesia, Arabia, Portugal, France, and southeast Africa are on a globe in relation to Madagascar. Together, the students will create a scrapbook/photo album of Madagascar's history to be shared with the rest of the school. Each student or group of students will be assigned an event in their history to document and add to the whole picture. If your students have access to the Internet, they can do additional research on their scrapbook pages. Show students your scrapbook from when you were their age. Remind them that scrapbooks are made of photos, notes, memorabilia, awards, etc. that were important to the people of the time. Explain the scrapbook/history project, and show them their blank scrapbook. First, create a timeline on the board from 1400 to today, divided into centuries. Then, using the Teacher Background, fill in the slots, using general terminology and general explanation of the eras. Now assign groups or let students randomly pick the era they will be illustrating for the scrapbook, and let them go to it. Give each group some blank scrapbook pages to fill. Some may wonder what kind of artifacts might be included. You may want to make suggestions like: You could write a fictional note from one of the first Arabian travelers to Madagascar, explaining what she sees as she arrives. You could hop on the Internet and find some photos of Madagascar You could include a drawing of the battle between the French and the Malagasy. You could tape a fictional interview with a Malagasy citizen on October 15, 1958, after they received their independence from France.</td>
<td>• Scrapbook you kept when young, or your child's scrapbook to share with the class • Video yearbook if one of your local schools does this • Empty scrapbook to fill with Madagascar's history</td>
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**CLOSING PRAYER**

Dear Father in Heaven, 
Thank You for the unique history of the Malagasy nation. Please, be with the people in Madagascar. Amen.
Lesson 3
Madagascar (PreK/K)

Early Settlers
Lesson 3
Madagascar (PreK/K)

Pirate Flag

Crown

Flag of France

Blue  White  Red
Lesson 3
Madagascar (PreK/K)

White

Red

Green

Flag of Madagascar
Lesson 3
Madagascar (Primary)
Lesson 3
Madagascar (Intermediate/Upper)

fanorona

fanorona
Lesson 3
Madagascar (Intermediate/Upper)

Personal Profile #1
Diogo Dias

My name is Diogo Dias. I am a ship’s navigator from Portugal. I was the first European to visit Madagascar. When I arrived here I learned that the island was inhabited by people from Malaysia and Indonesia. Other Portuguese sailors followed after me. They often raided the villages for food. The Portuguese wanted to claim Madagascar as their own, but were unsuccessful. France did establish a colony here in 1643 but it only lasted about 30 years.

Personal Profile #2
Radama I

My name is Radama I. My people, the Merina, became a powerful political group by the 18th century. Our capital, Antananarivo, became the largest city. My father became the king. He worked to unite the island and create uniform laws for all the Malagasy people, but he was not successful.

With the aid of the British, I was able to unite the people. I invited teachers and missionaries into the country to spread Christianity.

Personal Profile #3
Ranavalona

When my husband, Radama died in 1828, I took control of the country. I did not agree with what my husband had done as king so I reversed many of his decisions. I had missionaries killed or deported and I ended all ties with France and England.

After my death, my son, Radama II resumed European relations and allowed the missionaries to return.

Personal Profile #4
Didier Ratsiraka

Much has happened in Madagascar between the time of Radama II and when I was elected president. The French seized control of the island. After years of fighting for independence, France gave Madagascar the right to elect local leaders in 1956. Two years later the Malagasy Republic was born. I became president in 1975. Since then the country has been through several constitutions, a series of unsuccessful rulers, and a name change. The country is now called the Democratic Republic of Madagascar. I was elected president again in 1997.