Contemporary Issues in Ghana:
Investigating Ghana’s History and Culture to promote Global Citizenship

By: Allison Knopf and Samantha Batdorff
Frederik Meijer Honors College Senior Project
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# Table of Contents

Dedication Page .................................................................................................................. 2

Overview ............................................................................................................................. 3

KUDs ..................................................................................................................................... 4-18

Lesson Plans:

1. Introduction to Ghana and Ghanaian Culture ............................................................... 19
2. Ancient History of Ghana .............................................................................................. 21
3. Colonial and Recent History of Ghana ......................................................................... 22
4. Nationalism and North/South Inequality .................................................................... 23
5. Regions of Ghana .......................................................................................................... 25
6. Urbanization .................................................................................................................. 27
7. Oil in Ghana .................................................................................................................. 29
8. Child Slavery in Ghana ............................................................................................... 31
9. Conclusion – Global Citizenship ................................................................................ 33

Resources ............................................................................................................................ 35-92

Works Cited Page .............................................................................................................. 93-95
Dedication Page

We would like to dedicate this unit plan to all of the people who have supported us throughout our study abroad adventure. Whether your support was through academics, hospitality or friendship, we could not have done this without you!

**Project Advisor:** Dr. Susan Laninga

**Challenging Heights:** James Kofi Annan, Dr. David Schley, Dr. Kate Danvers, Sam Van Gilder, Rosemary Ghanney, Briggett Onyschuk, Ohenaa Safowaa, and the Challenging Heights teachers

**Frederik Meijer Honors College:** Dr. Jeff Chamberlin, Janann Anderson, Dr. Steeve Buckridge, Dr. Corrina McLeod, and Dr. Kwadwo Opoku-Agyemang

**University of Ghana:** Dr. Justice Bawole, Charles Fosu, Dr. Abdouli

**Study Abroad Coordinators and Facilitators:** Christian Fredericks, Emily Fredericks, Dr. Azizur Molla, and Samuel Adu Luciano

**Manuel’s Guesthouse Family and Staff:** Emmanuel and Comfort Mishiwo, as well as their children Prince, Gabriel and Aunty B. Solomon Bonney, Patrick Oppong, Phillip Kittoe, Robert Seeker and Bright Boglo.

**Drum and Dance Teachers:** Kennedy Amokyi, Eric Amoquandoh, and Jacky Adam.

**Family:** Mark and Shari Knopf, Timothy and Kimberly Batdorff
Overview: This unit plan satisfies the Social Studies Content Expectations for the 7th grade capstone project. The capstone project is left open for the teacher to decide the area of focus. This unit focuses on the country of Ghana, located in West Africa. The lessons include ancient history, modern history, nationalism, regions of Ghana, urbanization, oil, child slavery and global citizenship. The goal of the unit is to provide students with a background of Ghana’s history and culture in order to understand modern day child slavery. Through discussions about what it means to be a global citizen, students will be encouraged to become aware of the world outside of themselves and advocate for issues in the world such as child slavery.

This unit begins with KUDs, which stands for Knowledge, Understand and Do. KUDs are a tool that teachers can use to look closely at particular standards. The format aids teachers in determining exactly what students will need to know, understand and do in order to satisfy the standard.

Rationale: The lesson plans contained in this unit include various interactive activities. These activities were designed to make student learning as tangible as possible. Students will create three different types of foldables, make observations from different types of maps and readings, take an active role in a simulation, participate in a debate and, as a class, develop a mock NGO (Non Government Organization).

Introduction: As the authors of this unit plan, we (Samantha Batdorff and Allison Knopf) would like to thank you for taking advantage of the opportunity to expand your students’ and your own global awareness. We appreciate the use of this unit plan in your classroom and hope that it fulfills its purpose in inspiring your students to become global citizens.

This unit began as our Senior Project for the Frederik Meijer Honors College at Grand Valley State University. We studied abroad together in Ghana, West Africa in the summer of 2014 for seven weeks. While we were there we spent one week in the University of Ghana, located in the capital city of Accra. We took two class while there. One focused on Ghanaian Life and Culture, the other focused on the development and implementation of non-government organizations. We then spent the remaining time in Winneba, Ghana, a small town located on the southern coast. While there we were involved with Challenging Heights, an anti-human trafficking organization focused on child slavery within the fishing industry on Lake Volta. The majority of the information in this lesson plan comes from our classes and experiences in Ghana; however, we have also done substantial research following our return to the United States. We are very passionate about educating others about Ghana, and the child slavery that exists there. It is equally important to us to inform others of the beauty in the cultural diversity of Ghana. We do not wish to leave the impression that slavery is the defining aspect of Ghana’s culture, but that it is an issue there as well as in many other places in the world. It is our hope that you and your students walk away from this unit with an appreciation for Ghana’s culture and a better understanding of what it means to be a global citizen, addressing such issues as child slavery.

*Many of our resources can be accessed on our Weebly websites. Please visit these URLs to view these resources: www.allisonknopf.weebly.com www.samanthabatdorff.weebly.com
## KUDs

<table>
<thead>
<tr>
<th>GLCE and Verb</th>
<th>7-G6.1.2 Investigations designed for ancient world history eras – conduct research on global topics and issues compose persuasive essays and develop a plan for action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K)</td>
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</table>

**Ancient History:**
Ghana began to emerge as a nation in the year 300. It was originally composed of the Soninke people who came together to form a kingdom. They were ruled by one chief, or king, referred to as the *Kaya maghan* meaning, “king of the gold”. He was also called “Ghana” meaning “war chief”. These people settled in current day Mauritania, which is north west of current day Ghana.

**Trade Across the Desert:**
Being located on the edge of the Sahara Desert, West Africa was unknown for most of history. The desert created a barrier between West Africa and the rest of the world. When camel caravans began crossing the desert, Ghana became very rich through its position as a caravan port. It would tax goods coming into Ghana and leaving it. The most lucrative materials were gold and salt. Ghanaians had access to copious amounts of gold and used it to trade. Salt came from the city of Taghaza. This city existed solely as a place to mine salt, which was mined by slaves. Oftentimes, salt was worth its weight in gold. It could be used to keep food fresh, for the taste of food and to keep people healthy, replacing the salt that was lost with sweat. Other trade items included: slaves, honey, jewelry, tools, metal, leather goods, rare birds, livestock, horses, special cloth and news. When

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<th>DOL: Demonstration of Learning (DO)</th>
<th>Vocabulary</th>
<th>I Can</th>
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</thead>
<tbody>
<tr>
<td>Students will understand that Ghana has a long history and has always existed as an important trade port.</td>
<td>Students will complete a WebQuest that will help them to investigate the ancient history of Ghana. (Included in resources)</td>
<td>Caravan, Sahara, Desert, Trade, Islam, Merchant, Civilization, Trans Saharan, Trade, Oral, Literature, Colonialism, Colony</td>
<td>I can give a brief explanation of Ghana’s history and explain some of the issues it faced throughout this time.</td>
</tr>
</tbody>
</table>
the trans-Saharan trade began, Ghana also traded in jewels, silk and furs from the Middle East and even Central Asia. Trade also brought the Islamic faith to Ghana.

Remembering History: Before the Trans-Saharan Trade Ghanaians remembered their history and stories through oral literature. Men called Griots would spend their lives memorizing the nation’s history and stories. They would then tell them to the community as well as the next generation of Griots. This way the history was remembered. Missionaries, merchants and travelers brought Islam as well as written literature.

Traditional Government: Ghana was ruled by one king whose authority was absolute and also served as the traditional religious leader. He ruled over many lesser kings who would rule their smaller communities. The small communities were left to the rule of their kingdom as long as they worked under the main king. These kings also served as commanders-in-chief of the army. Much of Ghana’s history is spent in peace time, in which case the military protected the trade ports. When war did arise, all able bodied men were expected to fight for Ghana. Those who were in the military for their entire life were highly respected and well paid. 20% of the population lived in the large cities, where gold was abundant among all the people. They would use it in clothing, jewelry, their hair and more. 80% of the population lived in simple homes with very few belongings. Many of these were farmers, highly respected by the community.

Family: Families in ancient Ghana were often very large and all members would work together in different capacities in the family business. Families lived in large compounds where each
smaller family, or each wife, would have their own small home. These small homes were all enclosed with one large fence all of the way around. In the middle would be a courtyard where the family could meet. The cattle or poultry would be kept in a pen at night also within the compound. The compound also had places to store their produce when it was harvested.

Religion: When Islam was introduced through the merchants, missionaries and travelers, some of the population converted to Islam, but many held onto their traditional religions. Most of those had one supreme god and many lesser gods. Many believed that all things, living and non-living, had a soul. Religions had many variations and different traditions as well. For the most part, people allowed each other to follow their own religions without issue.

Decline: Ancient Ghana began to decline with Abdullah ibn Yasin encouraged an attack on Ghana in 1050 when the king would not convert to Islam.
### Colonialism – Ghana meets the West:

Colonialism: The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. (https://www.oxforddictionaries.com)

Colonialism began in Ghana in the 15th century and continued through the 19th century. This changed Ghana’s traditional government systems. Colonization began with the Portuguese. The relationship between Ghanaians and Portuguese began with bartering for gold. Ghana traded mainly with gold and ivory for firearms. This quickly turned into trade of human beings for firearms. The Europeans began using their trading forts to trade in human beings as slaves. They even began building castles just for this purpose. Two of the well-known slave castles in Ghana are Elmina Slave Castle and Cape Coast Slave Castle. In both of these places people were traded in the triangle trade. Ghana traded hands between different European nations, and gained its independence from Great Britain on March 6, 1957.

Slavery existed within Ghana and Africa as a whole long before Europeans arrived. Historically ethnic groups would go to war for various reasons and the winning group would take slaves from the losing group. When the Europeans began looking for slaves, some ethnic groups would sell their captives of war to them.

### Knowledge (K)

### Understand (U)

Students will understand that changes in governmental systems occur over time and may result in conflict.

### DOL: Demonstration of Learning (DO)

As the lessons progress, students will be creating a timeline foldable that helps them track the major eras of Ghana’s history.

### Vocabulary

- Governmental systems
- Region
- Conflict
- Democracy
- Independence
- Dictator
- Military coup
- Exile
- Democracy
- Industrialization
- Corruption
- Strikes
- Civilian government
- Political party
- Republic

### I Can

I can explain colonialism in Ghana and how Ghana gained its independence.
The United Gold Coast Convention (UGCC) was the first political party in Ghana. Their slogan was: “Self-government within the shortest possible time”. Some members of this party were arrested after accusing the British government in Ghana of not being able to control the nation’s problems. The government in turn blamed the UGCC’s leaders for the country’s problems with riots and arrested and detained 6 of the leading nationalists. These men became known as “the big six”. Their faces are depicted in current day Ghanaian currency and each of them have statues in the capital city.

Ghana’s independence movement was led by a man named Kwame Nkrumah who was formerly part of UGCC, but split to form his own party after the big six had been arrested. His motto was: “Self-Government Now” and his party was called the CPP (Conventions People Party). The CPP organized strikes and boycotts. Nkrumah campaigned for Ghana’s independence and for the benefit of Ghana’s people. Through his views and actions he became very popular and worked his way up in the government and became responsible for establishing the African government under British rule. He was elected Prime Minister and submitted proposals for a new constitution. After much success and support from the people, the CPP and the British Secretary of State made a deal. An election would be held for the citizens of Ghana. If the majority of people were in favor of independence, a firm date for the change from colonial rule to independent rule would be set.

The election resulted in favor of independence which was officially gained on March 6, 1957. Nkrumah appointed himself as president, this role quickly assumed the characteristics of a dictatorship and he became more involved in foreign affairs, rather than focusing on his own nation’s issues.
On February 24, 1966, army officers intervened and took power while Nkrumah was out of the country on business. He took up exile in Guinea. Nkrumah remained in exile and died of illness in 1972.

1960s-1990s - After Nkrumah was removed, Ghana struggled through approximately 30 years of government instability. As they tried to establish a republic, they underwent multiple military coups.

1992 – Ghana passes a new democratic constitution.

1992- Rawlings wins presidential election.

1996 - Rawlings re-elected. (Beginning of the stable democracy)


2012 – President Mills dies and John Mahama is elected.

Ghana’s two major parties – NDC (National Democratic Congress) and NPP (New Patriotic Party)
### GLCE and Verb

<table>
<thead>
<tr>
<th>GLCE and Verb</th>
<th>7-G6.1.1 Diversity and Nationalism – investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.</th>
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<tbody>
<tr>
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<td>7-G6.1.1 Regional Cooperation – Explain the significance of and barriers to regional cooperation.</td>
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### Knowledge (K)

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<tr>
<td>The northern regions and southern regions of Ghana have been unequal throughout history. During the time of colonialism and slavery, the southern ethnic groups would war against the northern and sell their captives into slavery. The Ghanaian ethnic groups in the south were stronger than those in the north for multiple reasons. These reasons include: All of the major crops desired by other nations were grown in the south, while the north could only grow cotton and other resources that were unwanted by the Europeans. The south grew cocoa, tropical fruit, lumber, gold, and other resources. Because of these resources and the location on the sea where they could trade with Europeans, the south was strong economically and had a much bigger population than the north. This was detrimental to the northern regions’ population. At this time the north was intentionally cut off from education and was labeled as a labor source. Today: The north and south are still unequal today. There are many factors that can create inequality within a nation.</td>
<td>Students will create a two-tab comparative foldable. One tab for the North and the Other for the South. Students will record their observations from the map activity on this foldable. They will be looking for various characteristics of the north and south regions. Students will also add to the tabs during a class discussion about the disparity between the north and south regions of Ghana.</td>
<td>Cultural Diversity, Nationalism, Consequences, Nation, Natural Resources, Region</td>
<td>I can explain some of the reasons why there are inequalities between northern and southern Ghana.</td>
</tr>
</tbody>
</table>
are multiple theories to why this continues, but the problem seems to have its roots in colonial history. Today all of the cash crops are still in the south. All of the shipping ports, the air ports, established road systems, big cities, and political leaders are in the south. When it comes to the north and south, the north has almost no public voice, while the south as a whole refuses to represent the north when making political decisions.

Ghanaians across all regions have a strong sense of national pride. While the nation is made of hundreds of ethnic groups, the vast majority of people get along.

To summarize – for reasons of population density, urbanization, political representation, and natural resources, the north and south regions of Ghana remain unequal to this day.
### Knowledge (K)

#### Urbanization: the movement of people from rural areas to cities.

#### Urban: Relating to or a characteristic of a town or city.

#### Developing Country:
A poor agricultural country that is seeking to become more advanced economically and socially. (www.oxforddictionaries.com )

Ghana is a developing country. Many African countries look to Ghana as an example of successful development economically, politically, and socially. Along with development comes urbanization, which comes with both costs and benefits for the country.

#### Benefits of urbanization –
1. Communication systems – radio stations, television, and other communication systems are established. Access to healthcare is increased. When people are in crisis it is much easier to get help.
2. Physical development of a city – infrastructure develops as people are looking for accommodation and as businesses are created and move into the urban area.
3. Foreign exchange

Tourism - big festivals attract tourists from other countries

### 7-G6.1.1 Urbanization – investigate urbanization and its consequences for the world’s population.

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<tbody>
<tr>
<td>Students will understand that urbanization can have both positive and negative impacts on a nation.</td>
<td>Students will create a two-pocket foldable. Each pocket gets three cards, each card has a positive or negative effect of urbanization. One pocket labeled positive, one labeled negative.</td>
<td>Urban Urbanization Developing country Under-employment Slum Shanty Town Deforestation</td>
<td>I can explain the positive and negative effects of urbanization in Ghana.</td>
</tr>
</tbody>
</table>
who will spend money on lodging, food and festival attendance, therefore contributing to the economy. Example: The city of Kumasi has the Adea Kese Festival in December. Many people attend this festival, even kings and queens of neighboring countries.

Trade – Ghana is able to export goods around the world as well as import goods from around the world.

Consequences of Urbanization:
1. **Pollution** – Ghana has a major pollution problem especially in its cities. The majority of the pollution is plastic materials. There is no efficient waste management system established for many places in Ghana. Everyone burns their trash or drops it off at a communal dumping site which is also later burned. This causes added air pollution to the environmental pollution. As the city expands there is deforestation and many habitats can be lost.
2. **Cycle of Poverty** – (Under-employment and homelessness) In the largest cities of Ghana there are large populations of homeless people caused by under-employment. Many people move to the city thinking that they will find a job that will sustain them better than a small farm or other occupation in a rural area. However, once they get to the city they find that there are not enough jobs and they must live on the streets. This is what leads to large slum areas known as shanty towns.
3. **Social Issues** – Slum areas create a major class divide between the rich and the poor. This can cause conflict between the two groups.
### GLCE and Verb

<table>
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<tbody>
<tr>
<td>In 2007 an oil field called Jubilee field was discovered in the Gulf of Guinea off the western end of Ghana’s shoreline. Jubilee field has reserves of 800 million barrels of high-grade oil.</td>
<td>Students will understand that with the discovery and production of oil resources, Ghana has experienced both positive and negative effects.</td>
<td>Group debate: The class will be divided in half to form two groups. One group will represent the fishing community in Ghana and the other will represent the government in Ghana. Both will watch a video from the perspective of their side regarding oil production in Ghana. This will be done in separate rooms (Or on individual computers with headphones). Each student will receive a guided note taking sheet that will help guide their thoughts around the issue. After watching the video students will use their notes to discuss the issue with their group. When this is finished, the two groups will come together to have a debate of whether or not oil production is benefiting Ghana</td>
<td>Oil Consumers Producers Natural resource Resource Curse Oil Field Off-shore Production</td>
<td>I can examine how nations and citizens are impacted by the discovery and production of natural resources like oil.</td>
</tr>
</tbody>
</table>

Ghana is a resource rich country: gold, timber, and cocoa...however it’s development has not matched the promise of its resource wealth. One reason for this is poor political and economic management. Natural resource-rich countries in Africa tend to suffer from the “resource curse”. This means that the country has many valuable resources, but has failed to manage those resources in their country’s best interest. With Ghana’s stable democracy, this “resource curse” is less likely to occur with current and future resources.

**The Government’s Perspective on Oil in Ghana:**
- Positive impact on GDP, foreign exchange and fiscal expansion.
• Because Ghana’s democracy is stable, other countries are willing to work with Ghana and participate in international exchange.
• The money coming into the government from selling oil is encouraging further development of the country.
• Jubilee Field generated about 400 jobs.
• “At its current pace of around 120,000 barrels a day, oil production will account for about 5 percent of Ghanaian GDP in the next few years.”
• International Monetary Fund (IMF) estimates that the Jubilee field will average around $1 billion/year for the next 20 years.

The Fishermen’s Perspective on Oil in Ghana:
• Fishing supports up to 10% of population (about 2 million people).
• Fishermen are saying that the fish have moved toward the oil field because they are attracted by the lights. This has caused their catch to decrease dramatically because they are not able to fish near the field (500 meter no-fishing zone).
• Fishermen are also upset because there are no policies in place to protect them or support them in case of an oil spill (no compensation).
• Pollution – people say that they have seen “tarballs” that they believe are from the field. Testing is being done to determine their origin.

Overall. The notes that they take can be added to during the debate. The notes, along with the debate will serve as a formative assessment and demonstration of learning.
Students should know that slavery still exists in the world. However, modern slavery looks different from the slavery that we have been taught in US history classes. Slavery exists in every country in different forms. In Ghana, there is a problem with child slavery. Child slavery can also be referred to as “child labor” or “child trafficking”.

There is a large fresh water lake in Ghana called Lake Volta. Many of the fishermen there own multiple child slaves who are responsible for paddling the boat, untangling nets in and out of water, collecting fish, bailing out the boat and loading/unloading equipment. The fishermen travel to poor communities offering to buy children and provide them with education, shelter, food, and work. The parents of these children often do not know the reality of where their child is going or what they will be doing. Most parents truly believe that they are giving their sons and daughters a better chance at life. Some parents think they are sending them away for the holiday (summer vacation) or for one or two years, but the child never returns.

Many children die when diving and/or suffer physical harm on the boat from harsh working conditions. They are not fed well and are rarely given any form of medical attention, no matter the injury.

<table>
<thead>
<tr>
<th>GLCE and Verb</th>
<th>7-G6.1.1 Children in the World – investigate issues affecting children such as health, labor and war.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K) – beef up section with things for teacher to field questions. Include CH email.</td>
<td>Understand (U)</td>
</tr>
<tr>
<td>Students should know that slavery still exists in the world. However, modern slavery looks different from the slavery that we have been taught in US history classes. Slavery exists in every country in different forms. In Ghana, there is a problem with child slavery. Child slavery can also be referred to as “child labor” or “child trafficking”.</td>
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<tr>
<td>Understand (U)</td>
<td>DOL: Demonstration of Learning (DO)</td>
</tr>
<tr>
<td>Students will understand that many children in the world face hardships caused by their circumstances.</td>
<td>Reflection - Students will free-write for 10 minutes about their reaction to this new information. (Allow extra time if students are not finished writing).</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>I Can</td>
</tr>
<tr>
<td>Labor Child labor Modern Slavery Non-Government Organization</td>
<td>I can explain child labor in Ghana and how it affects the child.</td>
</tr>
</tbody>
</table>
Thankfully, there are people and organizations in Ghana working very hard to help these children! One of these organizations is called Challenging Heights. This non-government organization (NGO) was founded by James Kofi Annan, a former child slave himself. He was fortunate enough to successfully run away after seven years of enslavement. He is educated to the doctoral level and is seen around the world as a powerful activist. Challenging Heights rescues child slaves from Lake Volta. Then they provide rehabilitation services and education. CH returns the children to their parents and helps them to reintegrate into society. CH’s goal is to educate children and families of their rights so that not only are they rescued, but they are able to thrive and become leaders in their own communities.

Challenging Heights Mission Statement: “Challenging Heights promotes youth and family empowerment and children’s rights to education and freedom from forced labor in Ghana.” (challengingheights.org)

Lake Volta is one of the largest man-made lakes in the world. It was initially constructed under Nkrumah’s rule to help boost Ghana’s economy through aluminum production. This plan did not work out and now the lake’s purpose is to provide hydroelectric power. Lake Volta provides hydroelectric power to all of Ghana and a few of its neighboring countries.
7-G6.1.1 Contemporary investigations – conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

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<tr>
<td>*Note – part of the lesson to fulfill this GLCE will be to create a class definition of “Global Citizen”. Since this is a highly subjective term, this will need to be done through a discussion guided by you. The goal of this discussion will be to help your students see beyond themselves and even their own communities and recognize a responsibility to humanity. This discussion should occur before introducing the NGO project.</td>
<td>Students will understand that the world is very diverse in its people as well as its problems. However, we share many problems and it is our duty as global citizens to care for our fellow human and help where we can.</td>
<td>This is the summative assessment for the entire unit. Students will write a persuasive essay taking a stance on the importance of global citizenship. Prompt to be given to students: Is it important to be a global citizen? Why or why not? Support your opinion with three to five reasons and be sure to include details. Use information you learned during our Ghana unit.</td>
<td>Mission Vision Values Logo Motto Partner Global Citizen NGO – Non-government organization</td>
<td>I can explain what it means to be a global citizen and how I can act as a global citizen.</td>
</tr>
</tbody>
</table>
### Lesson 1 – Akwaaba!
**Introduction to Ghana and Ghanaian Culture**

**GLCE:** 7-G6.1.1 Contemporary investigations – conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

**Anticipatory set/Culture Connection:**
- When students come in the door for their first day of the Ghana Unit have music by Tutu Lapato playing in the room. (In resource column on right)
- Use googleearth.com to locate your school and then to locate Ghana. The globe will turn and give students an idea of where the country is located in relation to your location.
- Explain to students that in Ghana, everyone has their first name, referred to as their “Christian name” and a “Day Name” that corresponds to the day of the week they were born on.
- Day names activity: Provide a calendar for the years students were born so that they can figure out what day of the week they were born on. Chart of day names with pronunciation included in resources.
- Adinkra symbols: Project the Adinkra symbol chart found at [http://allisonknopf.weebly.com/ghana-unit-plan.html](http://allisonknopf.weebly.com/ghana-unit-plan.html) Have each student determine their day name and choose an Adinkra symbol to represent themselves. Make nametags for their desks. Refer to the students by their day names when doing Ghana lessons.

**Guided Practice:**
- Geobag activity - Have students get into groups of 3 or 4 depending on your class size. Each group gets a bag with artifacts from Ghana. Each group examines their artifacts and comes up with theories about what they are and how they are used. (5 minutes)
- NOTE: If you are a teacher who does not have access to these artifacts, first try to locate them at local libraries or resource centers. Otherwise print pictures and use envelopes rather than bags.

### Resources
- Day Name Chart
- Adinkra Symbol Chart – Can be found on our websites: [www.allisonknopf.weebly.com](http://www.allisonknopf.weebly.com) [www.samanthabatdorff.weebly.com](http://www.samanthabatdorff.weebly.com)
- Adinkra Symbols can also be found in the resources.
- Paper for desk-nametags
- Markers
- Geobags (something they can’t see through) or envelopes
- Artifacts from Ghana: kente cloth, fertility doll, bowl and pestle, fabric of different patterns, money, beads, ginger root, netting, mosquito netting, imported goods from Ghana (plastic fruit, Ghanaian chocolate). Artifact explanation page
- Index cards
- Literature Circle readings
- Link to music by Tutu Lapato: [https://www.youtube.com/watch?v=BhQno0aoT64](https://www.youtube.com/watch?v=BhQno0aoT64)
After each group has developed their theories about the artifacts, have them share these theories with the class. As each item is shared explain the real purpose.

**Independent Practice:**
- Literature Circles:
  - Split class into groups of 4.
  - Give each group a set of readings (Included in resources)
  - Each student reads their page independently, and then shares what they learned with the group.

**Closure:**
- Discussion of reading.
- Questions to ask:
  - What was the most surprising thing you learned?
  - What was the most different from life in the United States?
  - Was there anything new you would want to try?
  - If you could go anywhere mentioned or do anything, what would it be?
  - Do you have any questions or concerns about what you read?
  - Can you relate to what you read? Anything similar to your life here?

**Assessment/Reflection:**
- Shapes Exit Pass
- Give each student an index card.
- Place name in upper right hand corner.
- Students will draw a square and write 1 thing that “squares” with what they already knew. Draw a triangle and write 3 things they learned. Draw a circle and write any questions they still have (to be addressed at next lesson).

- Reminder: Many of our resources can be accessed on our Weebly websites. Please visit these URLs to view these resources:
  - [www.allisonknopf.weebly.com](http://www.allisonknopf.weebly.com)
  - [www.samanthabatdorf.weebly.com](http://www.samanthabatdorf.weebly.com)
Lesson 2
Ancient History

**GLCE:** 7-G6.1.2 Investigations designed for ancient world history eras – conduct research on global topics and issues compose persuasive essays and develop a plan for action.

**Anticipatory set/Culture Connection:**
The most prominent language in Southern Ghana is called Fante. Students will learn to count to 10 over the next two lessons. This lesson will start with 1-5.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kor (Roll the r lightly)</td>
</tr>
<tr>
<td>2</td>
<td>Ebien (eh-bee-en)</td>
</tr>
<tr>
<td>3</td>
<td>Ebiasa (eh-bee-ah-sah)</td>
</tr>
<tr>
<td>4</td>
<td>Anan (ah-non)</td>
</tr>
<tr>
<td>5</td>
<td>Enum (eh-noom)</td>
</tr>
</tbody>
</table>

**Independent Practice:**
Students will complete a WebQuest designed to give them an overview of the ancient history of Ghana. The WebQuest will require every student to have a computer. Students will be visiting various websites, reading articles, looking at pictures and answering questions. The WebQuest activity is included in the resources.

**Guided Practice:**
As a class, use students’ notes form the WebQuest to determine important dates and events to include in a timeline staring with the beginning of Ghana’s civilization to today. Students will be creating an accordion foldable to record the timeline. Timeline completion will continue into lesson 3.

**Closure:**
Turn and Talk to an elbow partner about the most interesting fact you learned about Ghana.

**Assessment/Reflection:**
Completed WebQuest

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• WebQuest activity (1 per student).</td>
</tr>
<tr>
<td>• Foldable Directions included in Resources.</td>
</tr>
<tr>
<td>• Each student needs four different colors of paper, 1 sheet of three colors and 1 ½ of the fourth color.</td>
</tr>
<tr>
<td>• Example foldable included in resources.</td>
</tr>
<tr>
<td>Lesson 3</td>
</tr>
<tr>
<td>-----------</td>
</tr>
</tbody>
</table>
| Colonial and Recent History | • Ghana vs. USA World Cup 2014 youtube clip link: [https://www.youtube.com/watch?v=gQC2SusDflw](https://www.youtube.com/watch?v=gQC2SusDflw)
   Video Title: Ian Darke Goal Calls During USA Matches: FIFA World Cup 2014 |

**GLCE:** 7-G6.1.2 Investigations designed for ancient world history eras – conduct research on global topics and issues compose persuasive essays and develop a plan for action.

**Anticipatory set/Culture Connection:**
The sport Americans know as Soccer is really important in contemporary Ghanaian society. In Ghana, and most other parts of the world, soccer is called football. When the World Cup comes around, everyone gets excited. Games are taken very seriously and Ghanaians take a lot of pride in their team. Their team is called the Black Stars. Follow the link in the resources column to watch a short video of the Ghana vs. USA game in the 2014 World Cup. The first 45 seconds will be enough to spark student interest.

**Independent Practice (15 minutes):**
Students will complete a WebQuest designed to give them an overview of the recent history of Ghana. The WebQuest will require every student to have a computer. Students will be visiting various websites, reading articles, looking at pictures and answering questions. The WebQuest activity is included in the resources.

**Guided Practice**
As a class, use students’ notes form the WebQuest to determine important dates and events to include in a timeline staring with the beginning of Ghana’s civilization to today. Students will be creating an accordion foldable to record the timeline. Timeline completion will continue into lesson 3.

**Closure:**
Turn and Talk to an elbow partner about the most interesting fact you learned about Ghana.

**Assessment/Reflection:**
Completed WebQuest
Lesson 4
Nationalism and Inequalities

**GLCE:** Diversity and Nationalism – investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

**Anticipatory set/Culture Connection:**
Ghana’s coat of arms turn-and-talk.
Display the Ghanaian coat of arms on a projector for the whole class to see. If you do not have access to a projector, print copies for small groups to share (in color if possible). Explain that a coat of arms is a national symbol and every part has a meaning. Have students observe the coat of arms silently and think about what the different parts of the coat of arms might mean. After a few minutes, have students turn-and-talk with a partner about their thoughts. Discuss student’s ideas as a class.

After discussing ideas, share the true meanings.

The true meanings are as follows:

- Eagles – there are 2 eagles to represent both men and women as well as young and old.
- Sword – represents traditional authority
- Fort and sea – represents European contact and the slave trade history.
- Lion – this is the Lion of St. George. Its presence is from the British trying to say they had an influence in how Ghana has turned out today. (The British colonized Ghana)
- Cocoa Tree – Represents Ghana’s wealth.
- Mining Shaft – Represents minerals as part of Ghana’s history.
- “Freedom and Justice” – You need both to be successful
- Black Star – “A star is supposed to shine regardless of color”.
- Beads – Ghanaian heritage.

*There are varying opinions about the meaning of the different symbols. For another source of these meanings visit this site: [http://www.ghana.gov.gh/index.php/about-ghana/coat-of-arms](http://www.ghana.gov.gh/index.php/about-ghana/coat-of-arms).*

**Resources**
- Picture of the Ghanaian coat of arms to be displayed on a projector or in printed form to give to small groups.
- Paper for 2 tab foldable
- Group Roles handout
- Map of Ghana’s Regions to be used during simulation debriefing

**Simulation Resources:**
- Stop watch
- Life cards
- Price charts
- Envelopes
- Item cards (eggs, cotton, plantains, rice, fish, bead bags, paintings, new clothing, clothing repair)
**Independent Practice:**
Thorn and Shout Simulation – Directions and all necessary parts included in resources.

The goal of this simulation is to introduce students to the idea of tension within a nation. They are representing the northern and southern regions of Ghana (without knowing it until the end). Rather than simply explaining the tension, students experience a small taste of it themselves.

**Closure:**
Guided group discussion about the simulation
This discussion is guided to set up the next lesson. Students feel the tension in this lesson, then further investigate the reality of the inequalities in the next as well as explain reasons for its existence. (Reflection questions included in resources)

**Assessment/Reflection:**
Quick write to these questions: How did you experience inequality in this simulation? How did these inequalities affect your ability, or your friends’ abilities to succeed?
Lesson 5
Regions of Ghana

**GLCE:** 7-G6.1.1 Regional Cooperation – Explain the significance of and barriers to regional cooperation.

**Anticipatory set/Culture Connection:**
Students will observe a map that illustrates the various ethnic groups in Ghana. Project the map on the screen so all students can see at once. This map will give students an idea of the many ethnic groups that live in this single nation. Have a short discussion about what they see. This map can be found in the resources.

**Independent Practice (15 minutes):**
Map observation
Put class into small groups of 4 or 5 students each. Each student will choose a role: Discussion Director, Scribe, Questioner, Time-keeper (Found in resources). Give each group a copy of each of the four maps: the Ghana Roads map, Ghana regions map, Ghana Land use map, and Ghana population density map. Tell students to look for any patterns that they may see among the four maps and discuss within their groups how they think these patterns impact the nation.

**Guided Practice (Discussion):**
Begin by having students create two-tab foldables. They will use these foldables to keep track of what they notice in the north and south. One tab should be labeled “north” and the other tab should be labeled “south”. Have students record information inside the foldable under the appropriate tab.

Display each of the four maps on the board and ask the students to share some of their observations and connections. The teacher should be guiding the students’ ideas in the right direction. After the students have shared some of their observations and connections, the teacher should go over each map in detail. Begin by discussing the region map; ask questions about location, size differences, names. There are not many

**Resources**
- Ethnic Group Map for anticipatory set
- Paper for 2 tab foldable
- Group Roles handout
- 4 maps included in the resources
conclusions to come to with this map; its main purpose is to familiarize the students with Ghana’s regional structure. Point out the fact that there are hundreds of different ethnic groups residing in the different regions. Follow by discussing the population density map. Students should see a clearly larger population in the south. Ask students why they think this is; hopefully they are able to make a connection between this map and the land use map. Discuss the land use map. Point out that the southern coast of Ghana is on the Atlantic Ocean. This creates a tropical climate in the south that is ideal for growing crops. Students should come to the conclusion that the highly populated regions are located in the resource rich south. At this point it should be evident that the larger populated areas are where the major cities are. This explains why there are more roads present in the south.

**Closure:**
(This is where the simulation comes full circle. These maps display some of the reasons for the inequalities that they experienced.)
Ask students: What conclusions can we come to based off of our map observations?
The conclusion we want to come to is that the North and South regions are very different in terms of natural resources, population size, and road systems. Ask students: Why do you think the differences between these regions cause problems or tensions between the regions?

**Assessment/Reflection:**
Comparative two-tab foldable made throughout the lesson with their group’s thoughts and the class discussion thoughts. This should be a clear representation of the differences between the north and south.
Lesson 6  
Urbanization

**GLCE:** 7-G6.1.1 Urbanization – investigate urbanization and its consequences for the world’s population.

**Anticipatory set/Culture Connection:**
What does Ghana look like? Write this question on the board and have student make lists of the first things they think of when the word “Africa” or “Ghana” is mentioned. What physical characteristics come to mind? After sharing a few (5-8) thoughts show the pictures found at [http://allisonknopf.weebly.com/ghana-unit-plan.html](http://allisonknopf.weebly.com/ghana-unit-plan.html). Many students will be surprised to see that modern day Accra (the capital city) looks very much like cities in the USA.

**Independent Practice (10 minutes):**
Students will read an article from National Geographic. They will do so independently, and then discuss their thoughts with small groups. Each group needs a recorder to keep track of the group’s ideas.

**Guided Practice**
As a whole class, create a Cause and Effect thinking map that students will use to show their understanding of the causes and effects of urbanization in Ghana. The thinking map will include one box for the cause and six boxes for the effects. The six boxes need to be labeled with an “N” or “P” to indicate whether the effect is negative or positive. Once the map is made, decide as a class which effects are positive and negative. Students will create a pocket book foldable. The front will be labeled “Effects of Urbanization”. The inside will contain 2 pockets, with one labeled “positive” and one labeled “negative”. Students will then complete 6 notecards that explain the effects. This information will be based on their knowledge from the class discussion and the article. They will then place three in the positive side and three in the negative side. An example of this pocket foldable is available at [http://allisonknopf.weebly.com/ghana-unit-plan.html](http://allisonknopf.weebly.com/ghana-unit-plan.html).

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modern Day Ghana pictures found at <a href="http://allisonknopf.weebly.com/ghana-unit-plan.html">http://allisonknopf.weebly.com/ghana-unit-plan.html</a></td>
</tr>
<tr>
<td>• Example of completed Cause and Effect Thinking Map in resources.</td>
</tr>
</tbody>
</table>
**Closure:**
Have students take a minute or two to have a brief Turn and Talk – Where have you seen urbanization in your own community or in the USA in general? Thinking about this question will bring the idea of urbanization closer to home and connect Ghana to students’ own lives.

**Assessment/Reflection:**
The students’ completed thinking maps and foldables serve as the assessment for this lesson.
### GLCE:
7-G6.1.1 Oil and Society – investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

### Anticipatory set/Culture Connection:
Ghanaian Currency – Ghanaian currency is called Cedis (see-dees) and Pesewas. The attached resource includes pictures of bills, which all include a picture of the National Arch, the coat of arms and the Big Six. The 1 Cedi bill includes a picture of the Volta Dam on the back (this Dam provides hydro-electric power for all of Ghana and neighboring countries). The 5 Cedi bill includes monuments from the University of Ghana including the library in the background. The 10 Cedi bill includes pictures of the Bank of Ghana on the back. This library is highly regarded as one of the best in West Africa. Coins (Pesewas) come in 1 Cedi, 50 Pesewas, 20 Pesewas and 1 Pesewa.

### Independent Practice (15 minutes):
The class will be divided in half to form two groups. One group will represent the fishing community in Ghana and the other will represent the government in Ghana. Both will watch a video from the perspective of their side regarding oil production in Ghana. This will be done in separate rooms (Or on individual computers with headphones). Each student will receive a guided note taking sheet that will help guide their thoughts around the issue. After watching the video students will use their notes to discuss the issue with their group.

### Guided Practice
When the groups have finished discussing their ideas they will come together to have a debate on whether or not oil production is benefiting Ghana overall. The notes that they take can be added to during the debate. Each student is required to take notes, but not necessarily required to speak in the debate. The teacher serves as the mediator between the two sides.

Questions for the groups:
1. How is Ghana’s oil production impacting the people of Ghana?

### Resources
- Copies of currency pictures can also be found in the resources.
2. Should Ghana continue to produce and sell oil? Why?
3. Who is benefiting from Ghana’s oil production? Why? How?

Set a timer for the debate for 15 minutes. Depending on where the debate is at, it can just end, or both sides can make a closing comment. After the debate is finished, draw a long horizontal line across the white board in the front of the class with one end labeled “Government” and the other labeled “Fishermen”. Have the students stand anywhere along the entire line, indicating who they agree with more on the issue of oil in Ghana.

**Closure:**
Bringing it all together: Separate the class back into their original groups and have them watch the other group’s video. Then, repeat the exercise where they stand along the line on the board. The goal in doing this again is to show students how their opinions may have changed after hearing both sides of the story. Express to the students that the goal was not to come to a clear conclusion, but rather to demonstrate that there are always positive and negative effects of new resources entering into society. In Ghana, oil is one of these issues. Ask the class, what other issues have we talked about that might not have clear answers? (North/South inequality, urbanization, government, dealing with slavery in history…)

**Assessment/Reflection:**
Exit Pass – Hand each student a note card and have them express their personal opinion about what should be done about the oil situation in Ghana in three to five sentences. Be sure to remind them that “I don’t know” is not an acceptable answer. If they really don’t have a stance, they need to explain why.
<table>
<thead>
<tr>
<th>Lesson 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Slavery in Ghana</td>
</tr>
<tr>
<td><strong>GLCE:</strong> 7-G6.1.1 Children in the World – investigate issues affecting children such as health, labor and war.</td>
</tr>
<tr>
<td><strong>Anticipatory set/Culture Connection:</strong></td>
</tr>
<tr>
<td>Ampe – Ampe is a game that children play in Ghana that requires no more than your body. Two opponents face each other. One person is designated the “leader” and the other tries to mimic the leader’s motion. Both players clap twice, then jump in the air and stick out one leg of their choice immediately after landing. If both players stick out opposite legs (one sticks out the left and the other the right) so that they are a mirror image of each other the “follower” wins a point. If the opponents stick out the same leg (both right, or both left) and do not mirror each other, the “leader” wins a point. This game can continue as long as the players would like.</td>
</tr>
<tr>
<td>For the purpose of classroom use, have students play against partners up to 10 points. (<em>Note to the teacher – in reality, children do not keep track of points. This game is played one round at a time until they grow tired of jumping. It is for fun, not necessarily competition.</em>)</td>
</tr>
<tr>
<td><strong>Independent Practice:</strong></td>
</tr>
<tr>
<td>Movie introduction – Teacher says: This video gives us a glimpse into the issue of child slavery in Ghana and what Challenging Heights is doing to stop it. We will learn about how Challenging heights began, how they carry out rescues, and how these children are helped after they have been rescued. Although this video greatly illustrates the good work that Challenging Heights is doing for these children, I must also warn you that there are images and stories of what these children have gone through that may not sit well with you. There is nothing in this video that I believe you would not be able to handle, otherwise I would not be showing it in class. There are some things that may make you sad, angry, or confused…but these are all things that we will talk about together. And if there is anything that you would like to talk about, but do not wish to share with the class, you are always welcome to talk to me personally.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• Web address for “Real Heroes, Real change” video: <a href="https://www.youtube.com/watch?v=GqzXicJY5io">https://www.youtube.com/watch?v=GqzXicJY5io</a></td>
</tr>
</tbody>
</table>
**Guided Practice:**
Think pair share: Have students think about the movie on their own for a few minutes, then turn to a partner and discuss their initial thoughts before they talk as a class.

**Discussion Questions:**
1. What are your initial reactions?
2. What questions do you have?
3. What was surprising or new to you?
4. What do you think of James and the work he is doing?
5. Now that we know about the problem of child slavery in Ghana, how do you think we can be part of solving that problem?

**Closure/Assessment:** Reflection – “quick write” about final reactions and feelings. Be sure to ask them to record any more questions. Respond to these questions the next day.

**Adaptations:** For students who are unable to jump or use their legs, Ampe can be played with arms instead of legs. Simply clap, pause and then stick out an arm instead of a leg.
### Lesson 9
Conclusion and Final Project – Global Citizenship

**GLCE:** 7-G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

**Anticipatory set/Culture Connection:**
Have students take out a blank piece of paper and draw a Bubble Map (thinking map). In the middle bubble, have them write the words “global citizenship” and in smaller surrounding bubbles, have them brainstorm what characteristics are associated with this term. Have them start this individually, then share and add to their maps in small groups.

Have a large group discussion about what the students think it means to be a global citizen. Create a large bubble map on the board to pull their thoughts together. There is not necessarily a correct answer to this question. The goal is to have students think globally and to care for others around the world. Create a class definition using their thoughts. *Since there is no formal definition, allow any students who would like to elaborate to create their own definitions, which they will use in their papers. If students are stuck, ask these questions:

- What does it mean to be a citizen of some place?
- Does being a global citizen require action?
- Can you be a global citizen without ever leaving your country or home town?
- If every person acted as a global citizen, what would the world be like?
- Can a person change from being a non-citizen to a citizen?
- Where could we learn more?
- Does being a global citizen give you responsibility to do anything?
- Do you consider yourself a global citizen? Why? Why not?

**Guided Practice:**
Now that the class has a definition of what it means to be a global citizen, students are going to evaluate what they have learned and work as a class to create a mock NGO (non-government organization) to tackle the particular issue of child slavery in Ghana. The NGO will include a name, logo, mission statement, plan of action, and resources needed for the action plan.
**Closure:**
Have students brainstorm for 2 minutes about practical ways they can behave as global citizens in their everyday lives. Turn and talk to a partner about their ideas.

**Assessment/Reflection:**
Final Summative Assessment (May take multiple days, students may take home to work on)
Students will write a persuasive essay taking a stance on the importance of global citizenship.

Prompt to be given to students:
Is it important to be a global citizen? Why or why not? Support your opinion with three to five reasons and be sure to include details. Use information you learned during our Ghana unit.
<table>
<thead>
<tr>
<th>Day Names Chart</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Kwesi (Kwaysee)</td>
<td>Esi (Ehsee)</td>
</tr>
<tr>
<td>Monday</td>
<td>Kodwo (Kojo)</td>
<td>Adwoa (Ah-joe-wa)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Kwabena (kwah-ben-ah)</td>
<td>Abena (Ah-ben-a)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Kweku (Kway-koo)</td>
<td>Ekua (Ek-oo-ah)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Yaw</td>
<td>Yaa</td>
</tr>
<tr>
<td>Friday</td>
<td>Kofi (K-oh-fee)</td>
<td>Efua (Eh-f-wa)</td>
</tr>
<tr>
<td>Saturday</td>
<td>Kwame (Kwah-may)</td>
<td>Ama (Ah-ma)</td>
</tr>
</tbody>
</table>
Lesson 1: Resource B

**ADINKRA SYMBOLISM**

Tradition has it that Adinkra, a famous king of Gyaman (now Ivory Coast), angered the Asantehene, Bonsu-Panyn, by trying to copy the Golden Stool. Adinkra was defeated and slain in an ensuing war. It has been suggested that the art of Adinkra came from Gyaman. It is also significant that Adinkra means farewell or good-bye, hence the use of the special cloth on funeral occasions (eyes), to say good-bye to the departed.

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Gye Nyame (except God).</td>
</tr>
<tr>
<td>2</td>
<td>Funtunfunafu denkyem funafu, won afo bom noo wonondi a ne wo hofu. A sharing one stomach yet they light over food.</td>
</tr>
<tr>
<td>3</td>
<td>Odumkyem (crocodile) da no to mu nso bohme nso no mfama. The crocodile lives in water yet it breathes air, not water.</td>
</tr>
<tr>
<td>4</td>
<td>Bi-inka-bi</td>
</tr>
<tr>
<td>5</td>
<td>Osane (moon).</td>
</tr>
<tr>
<td>6</td>
<td>Krampa-ongu amma yame krampa-pa. We cannot tell a good man from a bad one. The fake and the genuine look alike because of hypocrisy.</td>
</tr>
<tr>
<td>7</td>
<td>Nsaa (a kind of blanket). Nsaa nso mma na arar nse.</td>
</tr>
<tr>
<td>8</td>
<td>Fofoo.</td>
</tr>
<tr>
<td>9</td>
<td>Adinkra hens (Adinkra king).</td>
</tr>
<tr>
<td>10</td>
<td>Dwonu (Ram's horn). Dwonu ye ese a odo n' akara na enye n'men. It is the heart and not the horns that leads a ram to bully (Concealment).</td>
</tr>
<tr>
<td>11</td>
<td>Mpumunum (Nkontimfofo's Ha). Five tufts of hair. A traditionally fashionable hair style.</td>
</tr>
<tr>
<td>12</td>
<td>Hye wo nhye (he who burns you be burned). Symbol of forgiveness.</td>
</tr>
<tr>
<td>13</td>
<td>Niksonkonko (link or chain).</td>
</tr>
<tr>
<td>14</td>
<td>Owuo Atwedie Basko Nfo (obiora bowa). All men shall climb the ladder of death.</td>
</tr>
<tr>
<td>15</td>
<td>Nsow (knife used in executions). This is thrust through the victim's cheeks to prevent his invoking a curse on the king.</td>
</tr>
<tr>
<td>16</td>
<td>Gyawu atiko. This is said to be the design shaved by Gyawu, a once Bantamahen.</td>
</tr>
</tbody>
</table>
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Prepared by E. Ablade Glover, M.Ed., Ph.D., F.R.S.A., Faculty of Arts, University of Science and Technology, Kumasi, Ghana.
Sankofa (return and fetch it)
"Si wo wert li na wosankofa a yenkysy:
It is no taboo to return and fetch it when you forget. You can always undo your mistakes.

Fihankra (the circular house or complete house). This signifies safety or security in a home.

Nyame niwa (in the king's eye).
The king has lots of eyes and nothing is hidden from him.

Akoma (the heart) "Nya akoma" (take heart). Have patience. Symbol of patience and endurance.

Krado — mmra krado. (Seat of law and order). Symbolizing the authority of the court.

Nyame dua (an altar to the sky God). Altar — place of worship.

Mframa-dan (wind house).
House built to stand windy and treacherous conditions.

Mframa-dan (wind house).
House built to stand windy and treacherous conditions.

Nyame dua (an altar to the sky God). Altar — place of worship.

Mframa-dan (wind house).
House built to stand windy and treacherous conditions.

Ako-ben (war horn).
The sound of Ako-ben is a battle cry, hence it symbolises a call to arms.
Akoma (the heart). "Nya akoma" (take heart). Have patience. Symbol of patience and endurance.

Nsoroma (a child of the heavens. Star). "Odu Nyan'kan sorma to Nyeme na o dafa neho so". A child of the Supreme Being I do not depend on myself. My illumination is only a reflection of His.

"Kodee-mowerewa" (the talons of the eagle). This is also said to be shaved on the heads of some court attendants.

Osorane ne nsoroma (moon and star). A symbol of faithfulness.

Nhwinu (crossing). The divisions done on to the plain cloth before the stamping is done.


Ohe n'tuo (the king's gun). Defender or protector of the king.

"Nkyin kyin (cheema nkyin kyiin). Changing one's self, playing many roles.

"Anibere a ensuite gya, nka mani abeak wo". Seriousness does not show fiery eyes else you will see my face all red.

Ako- deny (war horn). The sound of Akoh is a battle cry, hence it symbolizes a call to arms.

Wewa Abe (the seed of the wawa tree). "Wawa" is a hard wood used in carving hence its significance in Akan culture.

Epa (Handcuffs). "Onii a n'epa da we nsa no, ne akowa na wo". You are the slave of him whose handcuffs you wear.

Kontire ne Akwarn (elders of the state). "Tikorommpem". (One head does not constitute a council.)

Sunaum (soul). Some Akan believe that the soul of a ruler inhabits a younger couturier.

Done (drum). This is more like the dono drum than design No. 43.
<table>
<thead>
<tr>
<th>No.</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
</table>
| 37  | ![Image](image1.png) | Wawa (the seed of the wawa tree)  
Wawa is a hard wood used in carving  
hence its significance in Akan culture. |
| 38  | ![Image](image2.png) | Kuntinkantan (do not boast).  
There is need for humility and servitude. |
| 39  | ![Image](image3.png) | Nesse—maternal (I have heard and  
kept it). Nyantensun munennemate  
matse. “Symbol of wisdom and  
knowledge.” |
| 40  | ![Image](image4.png) | “Akoko nna tiaba na enkum ba”.  
(The hen treads upon its chicken but it  
does not kill them). |
| 41  | ![Image](image5.png) | Epa (Handcuffs). “Oni e na pe da wo  
e ee no, e ne akwaa na wo”. You are the  
slave of him whose hand cuffs you wear. |
| 42  | ![Image](image6.png) | Another version of “Adinkarahene”.  
Unlike No. 3, this one is used as a  
symbol in itself for printing. |
| 43  | ![Image](image7.png) | Nnonowa (Akoma). Also called  
“dono ntepo” (the double dono drum).  
This is more symbolic rather than  
representational. |
| 44  | ![Image](image8.png) | Duafe (the wooden comb). One of the very  
few representational forms in Akan  
art and architecture. |
| 45  | ![Image](image9.png) | Kontire na Akwam (elders of the state).  
“Titoromparem” (One head does not  
constitute a council). |
| 46  | ![Image](image10.png) | Mmesa krodo (soil of the land).  
Symbolising supreme authority. |
| 47  | ![Image](image11.png) | Owo ftoro adobe (snake crawling the palm).  
Performing the unusual or the impossible. |
| 48  | ![Image](image12.png) | Sunaum (soul).  
Some Akan believe that the soul of a  
ruler inhabits a younger coutier |
| 49  | ![Image](image13.png) | Bese saka (a bush of cola nut).  
Bese (colanut) is the favourite of the  
northern tribes. |
| 50  | ![Image](image14.png) | Tabon (paddle).  
Paddles are more common with the coastal  
tribes. |
| 51  | ![Image](image15.png) | Pu gya (to strike fire or make fire).  
This is said to represent war. |
| 52  | ![Image](image16.png) | Dono (drum).  
This is more like the dono drum than  
design No. 43. |
| 53  | ![Image](image17.png) | Akoma Ntoso.  
A symbol of agreement or a charter. |
| 54  | ![Image](image18.png) | Another version of symbol No. 2.  
Need for unity particularly where  
there is onry destiny. |
| 55  | ![Image](image19.png) | “Nmonno ba ne se”. No child is born with its  
teeth. We improve and advance. |

39
Artifact Explanation Page

1. Kente cloth – brightly colored silk woven fabric that belongs to the Akan ethnic group. It is a royal cloth that used to be worn only on special occasions. The different shapes and bright colors have specific meanings. Today, you can find kente patterns printed on clothing.
2. Fertility doll – this doll is carried around by married women who are trying to have a baby. It is believed if the doll is treated like a real baby, the mother will soon have a baby of her own.
3. Bowl and grinder thingy – These are used to grind down corn or cassava for different meals.
4. Pictures?
5. Fabric of different patterns – Ghanaians wear a wide variety of patterns, colors and styles.
6. Money – Ghana does not use dollars. Ghana uses the GHC, the Ghana Cedi. Change in Ghana is called Pesewas. Coins come in forms of 1, 10, 20, 50 and there is a 1 cedi coin as well.
7. Beads – historically, beads were used as currency in Ghana. Today they are popular accessories.
8. Ginger root – Ginger is used in a lot of food and drinks in Ghana. It has a very strong flavor.
9. Netting – nets are used to catch fish in the ocean and on Lake Volta.
10. Mosquito netting – it is safe practice to hang fine netting around your bed in Ghana to avoid malaria-carrying mosquitoes in the night.
11. Imported goods from Ghana (plastic fruit to represent mangos, plantains, coconut, papaya,) Ghanaian chocolate, cocoa beans. Ghana used to be the world leader in cocoa exports. Now it is ranked number two in the world. It is also known for tropical fruit.
12. Pictures of the massive coffins – funerals in Ghana are a very big deal. People spend massive amount of money on elaborate coffins and celebrations. Special carpenters make the coffins specific to the person.
Did you know that Ghana is made up of *hundreds* of ethnic groups? Each ethnic group has its own language (or dialect of a language), customs, food, clothing style, religion and more! One of the largest ethnic groups in Ghana is the Akan.

The Akan have two very unique clothing traditions. The first is a fabric that is woven with brightly colored thread into a cloth called Kente. This cloth is traditionally worn by kings in the Akan people. It is woven into a large and long piece of fabric that the king wraps around himself in a particular way. Each square within the fabric has its own pattern and each pattern has a specific meaning.

The Akan also have a cloth called Adinkra. This cloth is made by stamping black shapes onto white or red cloth. It is traditionally worn at funerals. Each stamp has its own meaning. People attending a funeral would stamp their funeral clothing with stamps that represent the characteristics of the person who died. This was a way to honor the person who passed. They wear white cloth with black stamps if the person died a “good death”. This means that they were old and lived a full life before dying. They will also wear red cloth with black stamps if the person died a “bad death”. This means a person who died as a child, or by the hands of a murderer.
Ghana has many delicious traditional foods! People in Ghana eat a lot of chicken, fish, rice and fresh fruit when it is available. One of the favorite traditional foods in Ghana is called Banku. Banku is made with corn flower and cassava. The flower and ground cassava are mixed together with water over a fire to form dough. It is then served with any type of stew, could be chicken, fish, vegetable or other stew. The Banku is served wrapped in a small plastic bag, the stew in a bowl, and an extra bowl with water is given on the side. The water is important because the dough is the eating utensil! Banku is eaten by tearing off a piece of dough and forming a small bowl with the thumb. The dough is then used to scoop up the stew. The dough is then eaten every time it is used as a utensil. It gets pretty sticky! This is where the bowl of water comes in. The eater may need to wash his or her hands a few times during the meal.

A second delicious traditional dish is called Red Red. This dish is named for its red color. It is made with black-eyed beans, tomato and vegetables. Red Red is also served with fried plantains. Plantains are similar to bananas, but a little tougher. They can be fried in vegetable oil to bring out the sweetness of the plantain, making the outside crispy while the inside is warm.
Ghana is located on the coast of West Africa between Cote d’Ivore and Togo. The coast of Ghana contains sandy beaches and lagoons lined along the Atlantic Ocean. As you move north, the landscape changes from beaches to grasslands and rainforests to dry savanna. Ghana is located near the equator and therefore has a very tropical climate. This means that Ghana’s temperature remains relatively high throughout the year. On most days, temperatures hang around 85 degrees Fahrenheit. Ghana experiences two seasons throughout the year, the rainy season and the dry season. The rainy season occurs twice throughout the year (March-July and September-October). Southern Ghana experiences more humidity and rainfall than northern Ghana since it is on the coast.

Ghana is also home to one of the largest man-made lakes in the world, Lake Volta. This lake powers Ghana’s electricity as well as neighboring countries’.
Ghanaians uphold and value many traditional customs. One of these customs being the use of your left and right hands, and yes, there is a difference. Ghanaians believe that the left hand should be used for picking up trash, using the restroom, and other uncleanly tasks. Therefore, it is disrespectful and looked down upon to use your left hand while greeting people, pointing at anyone or anything, eating, handing someone objects, etc. Pointing in general is also considered disrespectful. Generally people will gesture with heads or open hands rather than point.

Traditional greetings are still used among people. Handshakes between men are frequently accompanied with a smile and snap. When pulling away from the handshake, each person grabs the other persons middle finger and uses it to snap.

The value of drumming and dancing in Ghanaian culture is immense. These actions are used to tell stories, celebrate, mourn, and entertain. There are many different types of drums and drumming styles. Similarly, dancing styles vary across the country.
Lesson 1: Resource H

History of Ghana timeline

Allison Knopt 9/17/14

- Ghana's mangoes are an important crop.
- Ghana is located on a peninsula along the coast.
- Ghana's economy is based on cocoa, gold, and forestry.
- Ghana is known for its history of trade and culture.
Directions for the Accordion Book are found on page 31 of Big Book of Social Studies For Elementary K-6. Written by Dinah Zike.

**Accordion Book**

1. Fold the selected paper into hamburgers.
2. Cut the paper in half along the fold lines.

**NOTE:** Steps 1 and 2 should be done only if paper is too large to work with.

3. Fold each section of paper into hamburgers. However, fold one side half an inch shorter than the other side. This will form a tab that is half an inch long.

4. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper. (In other words, fold it the opposite way.)

5. To form an accordion glue a straight edge of one section into the valley of another section’s tab.

**NOTE:** Before gluing, stand the sections on end to form an accordion. This will help students visualize how to glue the sections together. (See illustration 5.) Always place the extra tab at the back of the book so you can add more pages later.

Use this book for timelines, student projects that grow, sequencing events or data, and biographies.
## Ancient History of Ghana WebQuest

<table>
<thead>
<tr>
<th>Activity</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Politics: Visit the UShistory.org. Follow this link: <a href="http://www.ushistory.org/civ/7a.asp">http://www.ushistory.org/civ/7a.asp</a>. The page is titled “Kingdom of Ghana”, scroll down to the subtitle “Ghanaian Politics”. Describe the role of the king of Ghana and the significance of the golden stool. Stay on this page for the next activity.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Social Structure:** Visit Mr. Donn’s Social Study Site with this URL: [http://africa.mrdonn.org/ghana.html](http://africa.mrdonn.org/ghana.html). Read the page and summarize the key points in Ghana’s ancient history with 5 bullet points.


5. **Ancient Art:** Visit the Smithsonian National Museum of African Art’s website. Follow this link:[https://africa.si.edu/collections/view/objects/asimages/search@?t:state:flow=7fd3fbce-070e-43f5-b870-5baeccf08346](https://africa.si.edu/collections/view/objects/asimages/search@?t:state:flow=7fd3fbce-070e-43f5-b870-5baeccf08346) You will see many pictures of ancient Ghanaian art. Browse through the pages and pick three images that stand out to you. Click on the image and read about what time period the object came from, what it was used for or symbolized and one more piece of interesting information. Copy and paste the picture into the box with your answer. Be sure to include the full URL from the picture.
Lesson 3: Resource A

Name:_________________________

Recent History of Ghana WebQuest

<table>
<thead>
<tr>
<th>Activities</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Economics: Visit <a href="http://worldhistoryforusall.sdsu.edu/eras/era6.php">http://worldhistoryforusall.sdsu.edu/eras/era6.php</a> Scroll down the page to the heading titled “Humans and the Environment” and scroll further down to the subheading “The African Slave Trade”. Read these few paragraphs and write a 3-5 sentence summary explaining what you learned about the impact of the slave trade on West Africa.</td>
<td></td>
</tr>
</tbody>
</table>
3. Religion: Visit [http://www.britannica.com/EBchecked/topic/232376/Ghana/55177/Religion](http://www.britannica.com/EBchecked/topic/232376/Ghana/55177/Religion) This link will take you to Encyclopedia Britannica. Read the 2 paragraphs that discuss religion in Ghana (These are separated by a strip of images, be sure to read above and below). List the main religions in Ghana and their percentages and where they are the most prevalent in the country.

4. Social Structure: Follow this link and read the sections titled “Overview” and “Modern Changes” [http://acad.depauw.edu/~mkfinney/teaching/Com227/culturalportfolios/Ghana/Family.html](http://acad.depauw.edu/~mkfinney/teaching/Com227/culturalportfolios/Ghana/Family.html) Summarize the modern family structure of Ghana.
5. **Intellectual History:**
   Follow this link to a 10 minute documentary on Ghana’s recent history and independence.
   [http://www.youtube.com/watch?v=gYKFFoJrdC8](http://www.youtube.com/watch?v=gYKFFoJrdC8)
   Answer these questions:
   - What was Nkruma’s vision for Ghana?
   - Why did Nkromah build the Volta Dam?
   - Who did Ghana gain independence from?
   - When did Ghana gain independence?

6. **Art:**
   Follow this link and click on the first video “Ghana: Drum and Dance”.
Ghana’s Coat of Arms
Lesson 4: Resource B

Simulation Materials:

Simulation Directions —Teacher Overview: Shout and Thorn

1. Divide the class into 2 groups. If you have 30 kids, divide the class into 10 and 20. Adjust numbers as necessary so that one group is 2/3 of the class and the other is 1/3. The larger group is called “Shout” and represents the Southern Regions of Ghana. The small group is “Thorn” and it represents the Northern Regions of Ghana. (Do not tell students that they are intentionally representing north and south regions. This is why we use the names “Shout” and “Thorn” instead of South and North)

2. Each student needs a copy of the Price Chart and a Life Card. The Life Card will tell the student their occupation, where they are from, how many children they have and what resources they need to sustain their family for 1 week. Everyone in Thorn starts with $3 and everyone in Shout starts with $5. Start each student with an abundance of the resource that they sell (20 cotton for the cotton farmer, 30 fish for the fishermen, ect.)

3. Designate a different part of the room for Shout and Thorn. Set up five chairs, four in a square facing the fifth. (This is supposed to look like a car. Two seats in front, two in back, the fifth is for the teacher (Taxi driver) to sit in. Students will need to pay $1 and 30 seconds to take a taxi ride from one side of the classroom to the other. The teacher will act as the taxi driver and keep track of the time.

4. The simulation will last 15-20 minutes (based on teacher discretion). In this time students need to find ways to provide for their “families”. This will include buying and selling goods from each other. In most cases Thorn will need to travel to Shout to buy what they need. If students are getting overwhelmed, pause every five minutes for 1-2 minutes in order for students to evaluate what they have and what they need.

5. The goal of the simulation is to demonstrate how the people of Thorn (the North) struggle to provide for their family and often are unable to do so. *Note – It is possible that many student from Thorn will get frustrated because they will not be
able to acquire all of the goods to support their families. This is something to be aware of when creating groups. Students that struggle with competition may have a better experience with the simulation if placed with the Shout group.

6. The simulation ends when the teacher calls “Jie!” (Fante for “stop”). At this point all students must stop what they are doing and take stock of their goods.

7. At this point have students arrange the classroom so that they can sit in a circle. Have them sit quietly until you are ready to have a discussion. They are going to have a lot to say, so start the discussion with initial thoughts and reactions. Ask students to raise their hands and share what they are thinking or feeling right then. This allows them to express how they are reacting to the simulation so that they can move on to deeper questions led by the teacher.

8. Discussion Questions:
   a. Put up the region map of Ghana so that students can locate their assigned region. Ask: Who was able to provide for their family? Ask individuals who raise their hands what regions they are from. Point to those regions on the map and color or mark the regions green.
   b. Ask: Who was not able to provide? Ask individuals who raise their hands what regions they are from. Point to those regions on the map and color or make the regions red
      i. NOTE – At this point students should be making the connection that the Northern Regions struggled while the Southern Regions were successful.
   c. If students don’t catch onto the pattern of north not being able provide while south was fine ask them: What do you notice about the regions people are from and how they were able to provide?
   d. Lead students to unscramble “Thorn and Shout” into North and South.
   e. Ask: Did any of you experience frustration or tension during the simulation?
      i. What made you feel this way?
      ii. Was the simulation fair?

9. Teacher Explanation:
a. The Northern and Southern regions of Ghana experience a similar inequality that you did in this simulation. People had no choice as to which group they were placed in, as people have no choice where they are born. Just as these inequalities created tensions among us, the inequalities that exist in Ghana also create tension between the Northern and Southern Regions on a much larger scale. However, while these tensions exist between regions, both the North and South have a strong sense of national pride.

b. Inform the students that we will explore the reasons for these inequalities in more depth in the next lesson.

Directions to be Read to Students:

I have divided the class into 2 groups. One group is called “Thorn” and the other is “Shout”. Thorn will be located in this part of the room (point) and Shout in this part of the room (point). In this simulation you are all adults with families. You will each be given a Life Card which will tell your occupation (job), your number of children, and the resources you must collect to support your family for a week. You are not allowed to trade Life Cards or envelopes with your classmates and you must keep these envelopes with you at all times. I will be giving you some money to start out with, but it is your responsibility to use it wisely. You will also be given a few goods according to your occupation to sell or keep. For example, bead makers may start off with 10 beads. Your mission is to collect the resources you need for the week. For example, eggs, plantains, rice, cotton, fish or clothing. You will receive a Pricing Chart to use when interacting with classmates. There is a taxi that you can take between the two regions (point to the five chairs). If you need to cross, you must pay $1 and 30 seconds to the taxi driver (me). I will keep track of that time. The simulation is done when I call “Jie!”. This means stop in Fante.

(Divide the class into predetermined groups. Hand students their envelopes and ask for any questions before they begin.)
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Item</th>
<th>Price</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Eggs</td>
<td>$2</td>
<td>12 Eggs</td>
<td>$2</td>
<td>12 Eggs</td>
<td>$2</td>
</tr>
<tr>
<td>1 Bag of Plantains</td>
<td>$2</td>
<td>1 Bag of Plantains</td>
<td>$2</td>
<td>1 Bag of Plantains</td>
<td>$2</td>
</tr>
<tr>
<td>1 Bag of Rice</td>
<td>$2</td>
<td>1 Bag of Rice</td>
<td>$2</td>
<td>1 Bag of Rice</td>
<td>$2</td>
</tr>
<tr>
<td>1 Fish</td>
<td>$1</td>
<td>1 Fish</td>
<td>$1</td>
<td>1 Fish</td>
<td>$1</td>
</tr>
<tr>
<td>1 Bag of Cotton</td>
<td>$1</td>
<td>1 Bag of Cotton</td>
<td>$1</td>
<td>1 Bag of Cotton</td>
<td>$1</td>
</tr>
<tr>
<td>1 Bag of Beads</td>
<td>$1</td>
<td>1 Bag of Beads</td>
<td>$1</td>
<td>1 Bag of Beads</td>
<td>$1</td>
</tr>
<tr>
<td>1 Painting</td>
<td>$3</td>
<td>1 Painting</td>
<td>$3</td>
<td>1 Painting</td>
<td>$3</td>
</tr>
<tr>
<td>1 New School Uniform</td>
<td>$3</td>
<td>1 New School Uniform</td>
<td>$3</td>
<td>1 New School Uniform</td>
<td>$3</td>
</tr>
<tr>
<td>1 Clothing Repair</td>
<td>$1</td>
<td>1 Clothing Repair</td>
<td>$1</td>
<td>1 Clothing Repair</td>
<td>$1</td>
</tr>
<tr>
<td>1 Taxi Ride</td>
<td>$1 + 30 seconds</td>
<td>1 Taxi Ride</td>
<td>$1 + 30 seconds</td>
<td>1 Taxi Ride</td>
<td>$1 + 30 seconds</td>
</tr>
</tbody>
</table>
4 Cotton Farmers:

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Children</th>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper West Region</td>
<td>7</td>
<td>24 eggs, 3 bags of plantains, 2 bags of rice, 2 fish, 1 clothing repair</td>
</tr>
<tr>
<td>Upper East Region</td>
<td>6</td>
<td>24 eggs, 2 bags of plantains, 2 bags of rice, 1 fish, 1 clothing repair</td>
</tr>
<tr>
<td>Northern Region</td>
<td>7</td>
<td>24 eggs, 3 bags of plantains, 2 bags of rice, 2 fish, 1 clothing repair</td>
</tr>
</tbody>
</table>
2 chicken farmers:

<table>
<thead>
<tr>
<th>You are a chicken farmer from the <strong>Upper East Region</strong>. You raise chickens and sell their eggs to support yourself and your 6 children. You need these supplies to get you through the week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 24 eggs</td>
</tr>
<tr>
<td>o 2 bags of plantains</td>
</tr>
<tr>
<td>o 2 bags of rice</td>
</tr>
<tr>
<td>o 2 fish</td>
</tr>
<tr>
<td>o 1 clothing repair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You are a chicken farmer from the <strong>Upper West Region</strong>. You raise chickens and sell their eggs to support yourself and your 6 children. You need these supplies to get you through the week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 24 eggs</td>
</tr>
<tr>
<td>o 2 bags of plantains</td>
</tr>
<tr>
<td>o 2 bags of rice</td>
</tr>
<tr>
<td>o 2 fish</td>
</tr>
<tr>
<td>o 1 clothing repair</td>
</tr>
</tbody>
</table>

2 bead makers:

<table>
<thead>
<tr>
<th>You are a bead maker from the <strong>Northern Region</strong>. You use clay and glass to create beautiful beads. In order to support your 4 children for a week, you need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 12 eggs</td>
</tr>
<tr>
<td>o 1 bag of plantains</td>
</tr>
<tr>
<td>o 1 bag of rice</td>
</tr>
<tr>
<td>o 2 fish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You are a bead maker from the <strong>Upper East Region</strong>. You use clay and glass to create beautiful beads. In order to support your 4 children for a week, you need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 12 eggs</td>
</tr>
<tr>
<td>o 1 bag of plantains</td>
</tr>
<tr>
<td>o 1 bag of rice</td>
</tr>
<tr>
<td>o 2 fish</td>
</tr>
</tbody>
</table>
1 Tailor and 1 Artist:

<table>
<thead>
<tr>
<th>Tailor from the <strong>Northern Region</strong></th>
<th>Artist from the <strong>Upper East Region</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You make a living by selling and repairing clothes. You and your spouse need these supplies to get through the week:</td>
<td>You sell your beautiful paintings to support your family.</td>
</tr>
<tr>
<td>- 12 eggs</td>
<td>To get through the week you need:</td>
</tr>
<tr>
<td>- 2 bag of plantains</td>
<td>- 24 eggs</td>
</tr>
<tr>
<td>- 1 bag of rice</td>
<td>- 1 bag of rice</td>
</tr>
<tr>
<td>- 2 bag of cotton</td>
<td>- 2 bags of plantains</td>
</tr>
<tr>
<td></td>
<td>- 4 fish</td>
</tr>
</tbody>
</table>

South:

4 tailors:

<table>
<thead>
<tr>
<th>Tailor from the <strong>Greater Accra Region</strong></th>
<th>Tailor from the <strong>Central Region</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You make a living by selling and repairing clothes. You have a family with 3 children.</td>
<td>You make a living by selling and repairing clothes. You have a family with 2 children.</td>
</tr>
<tr>
<td>To get through the week you need:</td>
<td>To get through the week you need:</td>
</tr>
<tr>
<td>- 2 fish</td>
<td>- 12 eggs</td>
</tr>
<tr>
<td>- 1 bag of rice</td>
<td>- 1 bag of rice</td>
</tr>
<tr>
<td>- 1 bag of plantains</td>
<td>- 1 bag of plantains</td>
</tr>
<tr>
<td>- 2 bags of beads</td>
<td>- 2 bags of beads</td>
</tr>
<tr>
<td>- 1 bag of cotton</td>
<td>- 1 bag of cotton</td>
</tr>
</tbody>
</table>
You are a **tailor** from the **Western Region**. You make a living by selling and repairing clothes. You have a family with 4 children.

To get through the week you need:
- 4 fish
- 1 bag of rice
- 2 bags of plantains
- 2 bags of beads
- 1 bag of cotton

You are a **tailor** from the **Ashanti Region**. You make a living by selling and repairing clothes. You have a family with 3 children.

To get through the week you need:
- 2 fish
- 1 bag of rice
- 1 bag of plantains
- 2 bags of beads
- 1 bag of cotton

### 6 fishermen:

You are a **fisherman** from the **Volta Region**. You have 4 children. You spend all day on the sea catching fish for your family and to sell for profit. *You have 20 fish leftover from yesterday’s catch.

In order to get through the week you need:
- 6 fish
- 1 bag of rice
- 1 bag of plantains
- 2 new outfits for the children (because they got ruined on the boat)

You are a **fisherman** from the **Volta Region**. You have 5 children. You spend all day on the sea catching fish for your family and to sell for profit. *You have 20 fish leftover from yesterday’s catch.

In order to get through the week you need:
- 7 fish
- 2 bag of rice
- 1 bag of plantains
- 2 new outfits for the children (because they got ruined on the boat)
<table>
<thead>
<tr>
<th>Location</th>
<th>Number of Children</th>
<th>Catch Leftover</th>
<th>Needed for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Region</td>
<td>5</td>
<td>20 fish</td>
<td>7 fish, 2 bags of rice, 1 bag of plantains, 1 new school uniform for one of your children</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>20 fish</td>
<td>6 fish, 1 bag of rice, 1 bag of plantains, 2 new outfits for the children (because they got ruined on the boat)</td>
</tr>
<tr>
<td>Eastern Region</td>
<td>3</td>
<td>20 fish</td>
<td>5 fish, 1 bag of rice, 1 bag of plantains</td>
</tr>
<tr>
<td>Volta Region</td>
<td>4</td>
<td>20 fish</td>
<td>6 fish, 1 bag of rice, 1 bag of plantains</td>
</tr>
</tbody>
</table>
2 chicken farmers:

<table>
<thead>
<tr>
<th>From the Brong-Ahafo Region</th>
<th>From the Ashanti Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a chicken farmer</td>
<td>You are a chicken farmer</td>
</tr>
<tr>
<td>You raise chickens and sell</td>
<td>You raise chickens and sell</td>
</tr>
<tr>
<td>their eggs to make a profit. To support your 3</td>
<td>their eggs to make a profit. To support your 3</td>
</tr>
<tr>
<td>children you need these supplies:</td>
<td>children you need these supplies:</td>
</tr>
<tr>
<td>- 12 eggs</td>
<td>- 12 eggs</td>
</tr>
<tr>
<td>- 2 bags of plantains</td>
<td>- 2 bags of plantains</td>
</tr>
<tr>
<td>- 1 bag of rice</td>
<td>- 1 bag of rice</td>
</tr>
<tr>
<td>- 1 outfit made</td>
<td>- 1 outfit made</td>
</tr>
</tbody>
</table>

4 Plantain Farmers

<table>
<thead>
<tr>
<th>From the Central Region</th>
<th>From the Brong-Ahafo Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a very successful plantain farmer. You grow, harvest and sell plantains to support your 5 children. In order to get through the week you need:</td>
<td>You are a very successful plantain farmer. You grow, harvest and sell plantains to support your 5 children. In order to get through the week you need:</td>
</tr>
<tr>
<td>- 24 eggs</td>
<td>- 24 eggs</td>
</tr>
<tr>
<td>- 2 fish</td>
<td>- 2 fish</td>
</tr>
<tr>
<td>- 2 bags of plantains</td>
<td>- 2 bags of plantains</td>
</tr>
<tr>
<td>- 1 bag of rice</td>
<td>- 1 bag of rice</td>
</tr>
<tr>
<td>- 1 new painting for the wedding you are attending this week.</td>
<td>- 1 new painting for the wedding you are attending this week.</td>
</tr>
<tr>
<td>You are a very successful plantain farmer from the Brong-Ahafo Region. You grow, harvest and sell plantains to support your 3 children. In order to get through the week you need:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>o 24 eggs</td>
<td></td>
</tr>
<tr>
<td>o 2 fish</td>
<td></td>
</tr>
<tr>
<td>o 2 bags of plantains</td>
<td></td>
</tr>
<tr>
<td>o 1 bag of rice</td>
<td></td>
</tr>
<tr>
<td>o 2 new paintings for the wedding you are attending this week.</td>
<td></td>
</tr>
<tr>
<td>You are a very successful plantain farmer from the Ashanti Region. You grow, harvest and sell plantains to support your 3 children. In order to get through the week you need:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>o 24 eggs</td>
<td></td>
</tr>
<tr>
<td>o 2 fish</td>
<td></td>
</tr>
<tr>
<td>o 2 bags of plantains</td>
<td></td>
</tr>
<tr>
<td>o 1 bag of rice</td>
<td></td>
</tr>
<tr>
<td>o 2 new paintings for the wedding you are attending this week.</td>
<td></td>
</tr>
</tbody>
</table>

2 Rice sellers:

<table>
<thead>
<tr>
<th>You are a rice seller at the market from the Greater Accra Region. You sell rice to support yourself and your family. You begin this week with 10 bags of rice. You have 3 children and in order to get through this week you will need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 1 bag of rice</td>
</tr>
<tr>
<td>o 4 fish</td>
</tr>
<tr>
<td>o 1 bag of plantains</td>
</tr>
<tr>
<td>o 2 new school uniforms for your children</td>
</tr>
<tr>
<td>You are a rice seller at the market from the Central Region. You sell rice to support yourself and your family. You begin this week with 10 bags of rice. You have 3 children and in order to get through this week you will need:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>o 1 bag of rice</td>
</tr>
<tr>
<td>o 4 fish</td>
</tr>
<tr>
<td>o 1 bag of plantains</td>
</tr>
<tr>
<td>o 2 new school uniforms for your children</td>
</tr>
<tr>
<td>Western Region</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>You are a rice seller at the market from the Western Region. You sell rice to support yourself and your family. You begin this week with 10 bags of rice. You have 4 children and in order to get through this week you will need:</td>
</tr>
<tr>
<td>o 1 bag of rice</td>
</tr>
<tr>
<td>o 6 fish</td>
</tr>
<tr>
<td>o 1 bag of plantains</td>
</tr>
<tr>
<td>o 2 new school uniforms for your children</td>
</tr>
</tbody>
</table>
Ghana Regions
Group Roles

1. Discussion Director – This person makes sure that the group is staying focused.

2. Scribe – This person writes down the group’s thoughts, ideas, and questions.

3. Questioner – This person tries to bring up points or different perspectives that the group may not have thought about yet.

4. Time-keeper – This person makes sure that the group is using the time that they are given wisely so that they are able to get through all of the material.

Notes:_________________________________________________________________________________________________________
Ghana Land Use
NORTH SOUTH

- Less roads
- Big regions
- Less resources
- Less populated
- Complex road systems
- Smaller regions
- High population
- Many resources
Directions for the Two-Tab Book are found on page 17 of Big Book of Social Studies For Elementary K-6. Written by Dinah Zike.

**Two-Tab Book**

1. Take a *folded book* (see page 14) and cut up the *valley* of the inside fold toward the *mountain top*. This cut forms two large tabs that can be used front and back for writing and illustrations.

2. The book can be expanded by making several of these folds and gluing them side by side.

Use this book with data occurring in twos. For example, use it for comparing and contrasting, determining cause and effect, finding similarities and differences, and more.
Lesson 6: Resource A

Cause and Effect Thinking Map for Urbanization

- People moving to cities
- Urbanization in Ghana
- Communication systems
- Physical development of cities
- Foreign exchange
- Cycle of poverty
- Social issues
- Pollution
LESSON 6: RESOURCE B

EFFECTS OF URBANIZATION

POSITIVE  NEGATIVE

- Foreign exchange
- Communication systems
- Physical development of cities
  - More housing developed
  - More businesses opening
- Cycle of poverty
  - Social issues
  - Pollution
    - As the population increases, there is also an increase in trash. (plastics)
Directions for the Pocket Book are found on page 18 of *Big Book of Social Studies For Elementary K-6*. Written by Dinah Zike.

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**Pocket Book**

1. Fold a sheet of paper (8 1/2" x 11") in half like a *hamburger*.

2. Open the folded paper and fold one of the long sides up two inches to form a pocket. Refold along the *hamburger* fold so that the newly formed pockets are on the inside.

3. Glue the outer edges of the two-inch fold with a small amount of glue.

4. **Optional**: Glue a cover around the *pocket book*.

   **Variation**: Make a multi-paged booklet by gluing several pockets side-by-side. Glue a cover around the multi-paged *pocket book*.

Use 3" x 5" index cards inside the pockets. Store student-made books, such as *two-tab books* and *folded books*, in the pockets.
Oil in Ghana: Blessing or Curse?

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Positives</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Frequently Asked Questions about Challenging Heights and Child Slavery:

1. Why don’t the parents just go get the kids?
   a. Lake Volta is often times very far away from the children’s home communities. For some families their kids can be as far as 9 hours away. Transportation is expensive and the families are very poor (which is why they sold the child in the first place).

2. Why doesn’t Challenging Heights rescue all of the kids at the lake at the same time?
   a. There are approximately 21,000 child slaves on Lake Volta right now. Challenging Heights goes on only a few rescues a year and each rescue brings back between 15 and 20 children. One rescue costs 10,000 GHC (approximately $3,300) and takes months of preparation. Needless to say, the staff cannot reach all of these children at the same time, or even the same year. There is just not a big enough workforce.

3. Why do parents sell their children?
   a. Often times, parents are lied to by the traffickers. They are told that the child will be educated, well fed, sheltered and paid for work so that they can return to their parents with more money. To the very poor parents, this sounds like a good opportunity to improve the child’s future. They are so poor that the small money they gain from selling the child seems like the best option for the rest of the family. It doesn’t take much convincing when parents are struggling to feed and support their children on a daily basis.

4. Why don’t the parents understand what is happening?
   a. The idea that “it takes a village to raise a child” is a reality here. Adults trust each other to care for and discipline each other’s children. The idea that a child is leaving with a distant family member or an acquaintance is not strange. They trust each other to do what is best for the child, for the most part.
   b. Parents are also uneducated about the issue of child slavery on Lake Volta. The idea of children working is not surprising or new. Children everywhere hold many responsibilities at a young age. It is common to see 8 year olds carrying their infant siblings on
their backs. Children help their parents in the shops, they sell from bowls on their head. These are not slavery working conditions. This is accepted and expected by children and their parents. When they are told the child will be working, they are not worried.

c. Challenging Heights is trying to change this lack of education through informational videos and stories shared with communities that often sell their children.

5. Do the slave owners go to jail? Do they face consequences? Do parents go to jail?
   a. The slave owners rarely go to jail. They rarely even face consequences. Challenging Heights does not have the authority to put child traffickers to justice. Often times they try to establish a relationship with them that encourages the trafficker to stop using children.
   b. As far as parents go, they often go without punishment. The goal is to educate parents and return the child to bring the family back to a complete whole. It is better for the child to return to their parents or a close family member.

6. How long are the kids in rehabilitation before going to the school?
   a. Approximately 3-6 months. The children are monitored closely for physical, mental, psychological health before being re-united with their family.

7. How long are the kids in school?
   a. The Challenging Heights school takes students as young as 5 and educates them through grade 9. Kids are not placed in grades based on age, but rather by ability level.

8. Why does Challenging Heights give the kids back to their parents?
   a. It is best for the former child slaves to be with their family. If their parents are deemed unsuitable by the Challenging Heights staff, they will be placed with another family member, such as an aunt or uncle. After kids are re-integrated, the Challenging Heights staff monitors their progress until they move out of the house as an adult. They ensure that the child is getting an education, is healthy and being treated well. They are especially watching for signs of potential re-trafficking so that kids at risk can be removed before that happens.
9. What happens if the parents re-sell the kids?
   a. Since the children are closely monitored after being re-integrated to prevent re-trafficking. If they are sold again, they are again rescued and placed with a different family member. There may be consequences for the parents if this happens, but again Challenging Heights does not have power in this area.

10. How much money do children get sold for?
   a. The children are often sold for 30-100 GHC. This equates to $10-33.
   b. The money that families receive from selling their child does not make them rich, or “not-poor”. Their situation remains unchanged.

11. How does the process work of rescuing kids? How does Challenging Heights know which kid to rescue?
   a. The process must begin with a community member or family member coming forward to Challenging Heights and informing them that a child has been trafficked and that they want them back. From there the Challenging Heights team asks the family about the child, where they went, who they were sold to, how old they are, etc. Then they go through legal tracks of gaining permission to take the child. They spend the next few months gathering information about the child’s location as well as other children. When they are near they talk to the trafficker directly if possible and negotiate the transfer of the child as peacefully as possible.

12. How do they find the kids when they get to Lake Volta?
   a. The Challenging Heights Rescue Team goes directly to the chief of the village where the child is being held. They tell the chief that they have business with one of the fishermen (the slave holder). They don’t tell the chief right away that it is about slavery, because often the chief will deny knowing the fisherman. Once the fisherman is found, the Rescue Team address the issue and negotiates the return of the child in front of the chief.

13. How many kids are still on Lake Volta?
   a. Approximately 20,000

14. Are there laws against child slavery in Ghana?
a. Yes, however the government does not closely monitor the fishing communities for slavery.

15. Why are those laws not upheld?

a. Oftentimes the transfer of slaves to the lake is done in secret. Seeing children working is common in Ghana. They have no way to prove that a child is a slave without the help of organizations like Challenging Heights.
Resources

Websites:


Challenging Heights. (2014, May). Real Heroes Real Change. Accessed at: https://www.youtube.com/channel/UC1CgUFJKH7pXm0liuQUkCSw


Books:


Images:


http://www.shidaafricult.com/img/AdinkraCloth_w.jpg


http://www.thehealthjournals.com/2013/06/got-rice/

http://armacao.web.fc2.com/sardinellalombuda.htm

http://africafashionguide.wordpress.com/2011/04/08/ghana-cotton-revival-project/

http://www.africanfabric.co.uk/recycled_beads.php

http://www.thriveplacements.co.uk/tag/painting/


http://www.fao.org/docrep/008/a0013e/a0013e06.htm

http://cdn.ghanaweb.com/GHP/img/pics/40133771.jpg

Adinkra Symbols Poster: