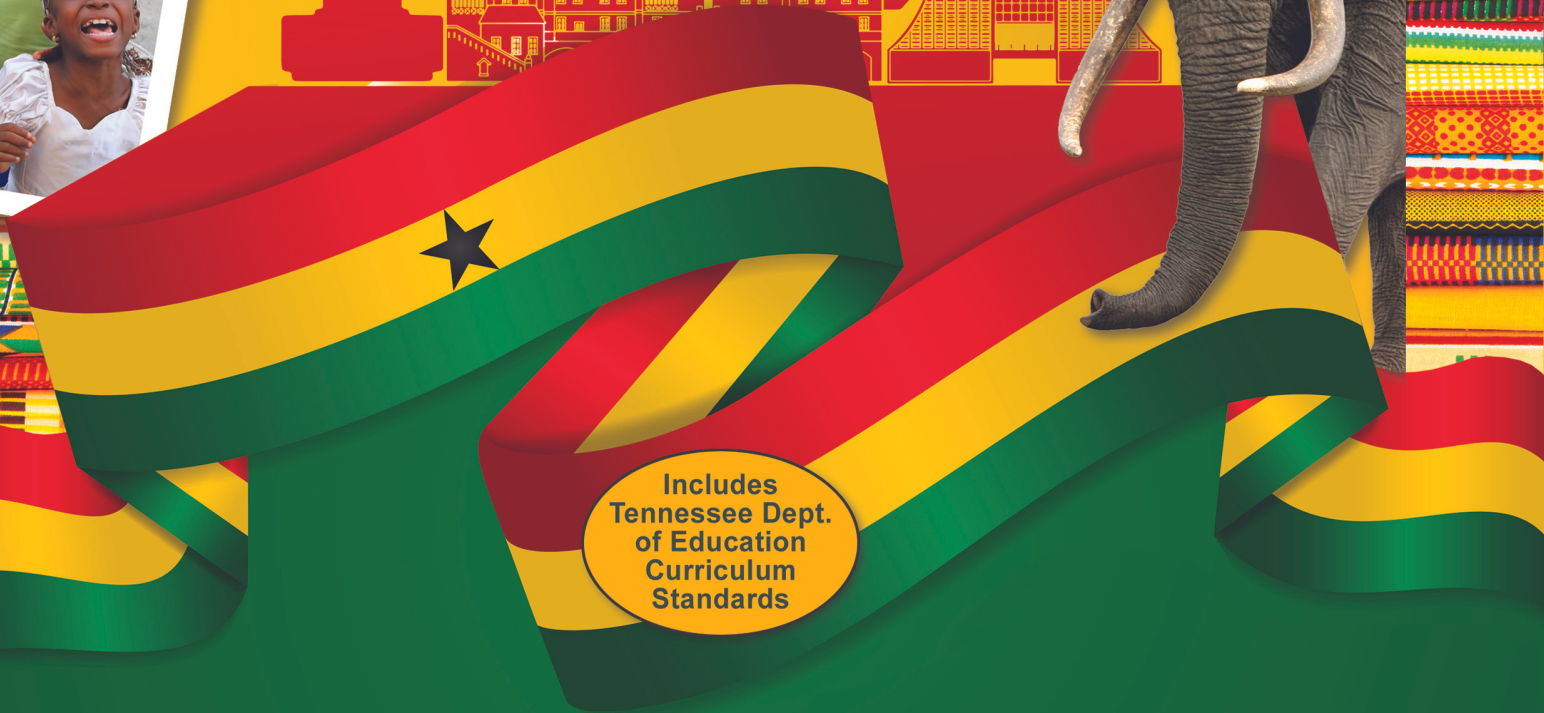




GHANA

2022 MEMPHIS IN MAY
INTERNATIONAL FESTIVAL



Includes
Tennessee Dept.
of Education
Curriculum
Standards

2022 CURRICULUM GUIDE



GHANA

2022 MEMPHIS IN MAY
INTERNATIONAL FESTIVAL



Once known as the “Gold Coast,” today Ghana is hailed as the golden country of West Africa. It is located in West Africa and uniquely positioned on the globe. The Greenwich Meridian at zero degrees longitude passes through the city of Tema, and the equator cuts just a few degrees south of Ghana. Therefore, if you step on the intersection of the Longitude and the Latitude, and in whichever direction you move, Ghana is the first landmass you would step on. That is why it is often said that, Ghana is closer to the center of the Earth than any other country. Truly one of Africa's great success stories, Ghana is reaping the benefits of a stable democracy, a strong economy and a rapidly exploding tourism industry fueled by forts and castles, beautiful landscapes, many teeming with exotic wildlife, national parks, unique art and music communities, and exciting experiences among many indigenous cultural groups. Ghana is also suffused with the most incredible energy.

When you visit the Republic of Ghana, you might come face to face with caracals (wild cats) and cusimanses, bongos (deer) and bushbacks. Learn from and celebrate with such ethnic groups as the Fante, the Ashanti, the Mole-Dagbon or the Ewe. Shop the markets of Kejetia in Kumasi or Makola in Accra. Take time to visit the Wechiau Hippo Sanctuary, the Tafi Atome Monkey Sanctuary, or even stop by Paga and feed the crocodiles. Visit the Larabanga Mosque which dates to 1421, the Nzulezu village on stilts, the Colonial lighthouse of Jamestown, or the National Theatre in Accra.

You can stand in the middle of Independence Square, constructed in 1961 by the first President of Ghana, Dr. Kwame Nkrumah. It holds the Independence Arc, one of the national monuments of Ghana. Dine on authentic dishes like jollof, tuo zaafi, fufu, banku. kenke, red-red and waakye. Explore incredible adventures from hiking mountains to abseiling, paragliding, kayaking to hiking among beautiful waterfalls. Ghana comes to life at night, whether it's at a hangout at Osu in Accra, or the Bantama night street in Kumasi, or the London Bridge in Cape Coast or the Harbour area in Takoradi. The music, the people and the food will keep you alive for the night. Adventurers and nature lovers can experience the canopy walk at the Kakum national park, or shed a tear at Elmina Castle's “Door of No Return.”

Though Ghana is no larger than the state of Oregon, each region of Ghana offers its own beauty, its own cultural practices, its own wildlife, its own vibrancy and touch of hospitality. It became the first country in sub-Sahara Africa to drop colonialism and gain independence. Today it is a striving country of tourism,

industry and growth.
Welcome to Ghana.

Akwaaba!

Memphis
in May
International Festival





Acknowledgements

This International Paper Curriculum Guide is developed each year by the Memphis in May International Festival to provide a comprehensive educational review of its annual honored country. It is provided to elementary, middle and high school teachers as a teaching tool, offering activities and lesson plans to help students explore that country's history, culture, geography, politics and lifestyle. It also addresses teaching standards as directed by the Tennessee Department of Education. Memphis in May thanks those who have helped to make this guide a reality, including Shelby County Schools Administration.

Special Thanks

Very special thanks to the Embassy of the Republic of Ghana in Washington, DC, for their help with this curriculum guide and the plans for the 2022 Memphis in May International Festival.

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This Memphis in May International Festival Curriculum Guide, in its entirety, paying tribute to the 2022 honored country of Ghana is available in PDF format for downloading and printing at www.memphisinmay.org.



The mission of Memphis in May International Festival includes a strong commitment to student education. Since its origin in 1977, the festival has developed dozens of comprehensive Curriculum Guides honoring and exploring countries around the globe, and offering practical lesson plans, activities and worksheets addressing many teaching standards. Each year, Memphis in May is proud to distribute thousands of Curriculum Guides to all Shelby County and private schools in Memphis.

The 2022 Memphis in May International Festival International Paper Curriculum Guide honoring the country of Ghana, and the Memphis in May Education Program are made possible by many generous supporters. They are made available free of charge to students and teachers throughout Shelby County and the greater Memphis area.



Table of Contents

Memphis in May International Festival, working hand-in-hand with Shelby County Schools, is proud to present this International Paper Curriculum Guide and to make it available to all Shelby County and private schools in Memphis.

How to Use This Guide - This guide is divided into four grade units to offer teachers educational tools for students. Each grade unit is designated by one of these icons, which represent Adinkra symbols, used in fabrics, pottery and furniture by people of the Ashanti Kingdom. Sections offer practical applications of teaching standards, including Foreign Language, Math, History, Science, Social Studies, Art, and others. They incorporate various activities, worksheets, puzzles, research assignments and resources. Many can be adapted for other grades.



Universe

Introductory Pages - These pages include important information about the 2022 Curriculum Guide and an overview of the Republic of Ghana, with helpful information and activities for all grades, including history, fun facts, famous Ghanaians, and the always popular “Ultimate Quiz.”

**Pages
1-16**



Adaptability

Kindergarten - 2nd Grade Unit - We may start off knowing little about Ghana, but will finish this unit knowing all about fascinating places, lots of languages, fun games, the country’s Coat of Arms, unique crafts like Kente fabric... and we’ll top it all off with a taste of chocolate!

**Pages
17-28**



Cleanliness

3rd - 5th Grade Unit - Get ready to spend a week in Ghana with your classmates. For our trip, we’ll learn about their money, their markets, their landmarks, and their abundant wildlife. Plus, on our trip we’ll be introduced to a Ghanaian hero and learn a bit about posubans.

**Pages
29-42**



Except for God

6th - 8th Grade Unit - We have something for almost every teaching standard! This unit will teach us about Ghana’s trade and economy, we’ll read and write a Ghanaian folktale, survey a map, learn about and involve ourselves in Ghanaian art, learn some sports history, and more.

**Pages
43-56**



Strength

9th - 12th Grade Unit - This unit compares Ghana and the United States, particularly the similarities and differences of government, weather & geography, people, today’s current affairs, and music. We’ll also face the toughest topic of this guide... the dark history of slavery.

**Pages
57-67**

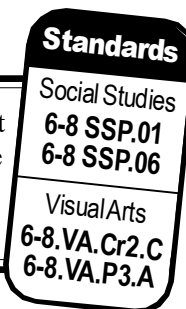


Peace

Information Pages - Important information about the 2022 Memphis in May Education Program, including contests and opportunities for students, details of the festival’s salute to the country of Ghana, book and website resources, and answers to this guide’s puzzles and activities.

**Pages
68-72**

INCLUDES CORRESPONDING ACADEMIC STANDARDS ... To assist teachers, activities in this guide are labeled with Academic Standards numbers developed by the Tennessee Department of Education. Teachers should still check guidelines at <https://www.tn.gov/education/instruction/academic-standards.html> to assure each corresponds with their curriculum.





An Overview of Ghana

The modern day country of Ghana, which means “Warrior King,” is not a centuries-old country, like many of the African continent. However, its impact on the entire African continent is vast. It exists in an area that was once the former Gold Coast, so named due to the existence of gold which was used by royalty of the West African region. Independence Day for this country, still decades away from its centennial, is March 6. Ghana gained its sovereignty in 1957, led by nationalist and Pan-African leader Kwame Nkrumah, who proclaimed at the eve of independence on the “Polo Grounds, “Our independence is meaningless unless it is linked up with the total liberation of the African continent.” His leadership and the example established by the independence of Ghana led more than 30 other African countries to declare independence within the next decade.

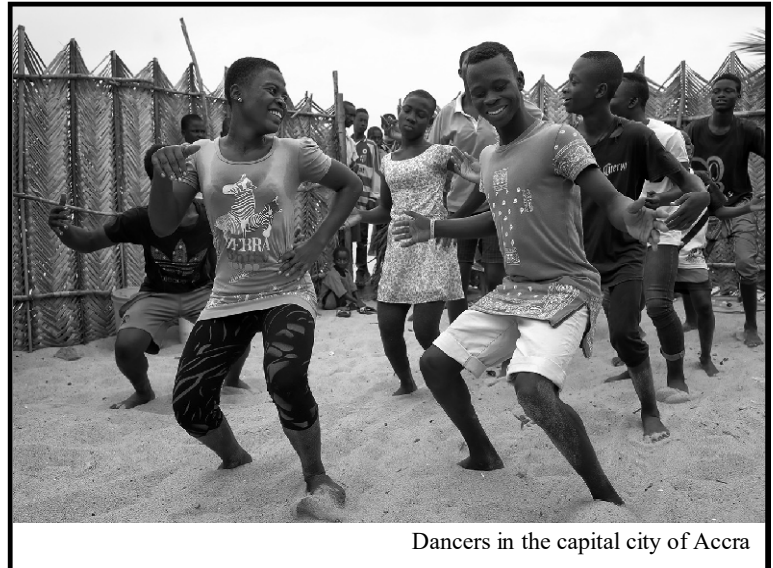
Shortly after independence the government propelled an industrialization drive which led to significant economic growth in the 1960s and early 1970s. Ghana experienced a spate of instability with its governance under various military rules which invariably led to an economic downturn in the 1970s. By the 1990s, Ghana’s state of affairs was stabilizing which led to

successful economic recovery, stability and political reform for much of Africa. The capital city of Accra developed into a prosperous trading hub which serves as the nation’s commercial and educational center today. Kumasi, the “Garden City of West Africa,” is the second largest city of Ghana, and is the seat of the King of the Asante people.

Much like the U.S., Ghana is a democracy, though some refer to it as a constitutional democracy, a parliamentary democracy, or a presidential republic. The 1992 constitution provides for multiple political parties, with a president as the head of state for the country, and a vice president. The president is elected by the people for a four-year term, with a limitation to serve for two terms. Ghana used to be divided into 10 regions, including Western, Central, Greater Accra, Eastern, Volta, Ashanti, Brong Ahafo, Northern, Upper West, and Upper East. Recently, five new regions named Bono East, Savannah, Oti, Western North, and north East Regions have been created. Each region is divided into districts and each has its own local government. The judicial system is based chiefly on the English model, but Ghanaian customary law is recognized. The administration of justice is handled by various courts divided into two groups: the superior courts, consisting of the Supreme Court, the Court of Appeal, and the High Court; and lower courts, consisting of the circuit courts, the district courts, and others, like juvenile courts. Justice can also to some extent be administered by traditional rulers (chiefs).

Ghana has one of the best educational systems in West Africa, which consists of six years of primary education, beginning at age six, three years of secondary and three years of senior secondary education (much like high school in the U.S.). University education in Ghana is available at such public institutions as the University of Ghana, the Kwame Nkrumah University of Science and Technology in Kumasi, the University of Cape Coast, the University for Development Studies at Tamale, and others. Accra is also home to the National Film and Television Institute. There are also technical and vocational institutions across the country.

The southern border of Ghana consists of a coastline along the Gulf of Guinea and the Atlantic Ocean. Its neighboring country to the west is Côte d’Ivoire, to the east is Togo, and to the north and northwest is Burkina



Dancers in the capital city of Accra



An Overview of Ghana *(continued)*

Faso. Unlike the U.S. that has four seasons, Ghana has two seasons, the wet (April to October) and the dry (November to March). The north east trade winds from the Sahara desert influences the dry season while the South West Monsoon winds from the Atlantic also influence the wet season. They help form different ecological zones where vegetation is primarily determined by precipitation. The coastal savannah in the southeastern plain around Accra consists of scrub and tall grasses, as well as Africa's distinctive baobab tree which is resistant to both drought and wildfire. The forest zone occupies much of the southern third of the country, receiving more than 45 inches of annual rainfall, yielding tropical semi-deciduous forests to the north and more evergreen forests to the southwest. Trees of varying heights form a closed canopy. A third zone of dense rainforests once covered over 30,000 square miles, however farming and timber exploitation have reduced it to less than 8,000 square miles. The northern savannah zone covers the top region of the country and has two primary seasons, a dry season with hot days, cool nights and clear skies, and a wet season which produce terrains of lower trees and grasslands.

Just as weather and precipitation dictate plant life, that vegetation helps to dictate wildlife. Ghana presents a menagerie of wild animals. And while human settlement and hunting reduced the populations of many species, the government and people have helped preserve many endangered species through commitments to animal conservation and national preserves like Mole National Park and Kakum National Park. Mammals include elephants, lions, leopards, buffalo, wild hogs, various antelope, chimpanzees and many types of monkeys. Reptiles include pythons, cobras, puff adders and green mambas. Ghana's lakes, lagoons and rivers, including the Volta River and the huge, man-made Lake Volta are populated by crocodiles, otters, hippopotamuses and endangered manatees. Off the southern coast into the Atlantic, marine life can be as small as the sardine or as large as the humpback whale.

While the U.S. became a melting pot of people from around the globe, Ghana became a melting pot of many diverse and culturally rich ethnic people. Practically all of the present peoples are believed to have migrated into the borders of modern-day Ghana within the last 700 to 1,000 years. With them they brought their diverse languages, with over 75 distinct languages spoken throughout the country. Of the languages indigenous to Ghana, Akan is most widely spoken. Of these, English, which was inherited during Ghana's colonial era, is the official language. Ghana is home to populations of the Akan people (which includes the Anyi, Asante [Ashanti], Baule, Fante, and Guang), Mole-Dagbani, Ewe, Ga-Adangme, Gurma and many others. Despite the diversity, Ghana has not experienced ethnic dissensions since independence.

This diversity also fuels Ghana's economy. The coastal zone is a region of fishermen, where one can see hundreds of brightly painted fishing boats, called pirogues, tied along the shores. Agriculture is extensive throughout the country. One of the most lucrative crops is cacao, used to make chocolate, which represents about one-third of the nation's exports. In some areas, agriculture is based on crop rotation where land is farmed for two or three years before being abandoned for several years to allow nutrients to regenerate. Major crops include cereals like rice and millet, yams and other vegetables, and the introduction of irrigation in the 1960s and mechanized cultivation in the 1980s greatly increased production. Many farmers also raise livestock. Other major exports include timber and minerals. Although Ghana has a wide range of minerals, only a few, like gold, diamonds, manganese, and bauxite, are major exports. Gold mining, with an unbroken history dating from the 15th century, is the oldest of these extraction industries. In 1970 oil was discovered offshore and in 2002 the discovery of oil reserves off the coast brought great potential for exploitation. Agriculture, forestry, and fishing employ more than half of Ghana's population, and provide the bulk of national income. Ghana's principal exports of cocoa, gold, and sawn wood are primarily destined to Europe, the U.S. and Canada.

In the late 1960s only about one-third of Ghana's population lived in major cities, however migration from rural areas into urban areas resulted in about half of Ghana's population residing in urban centers by the

(continued on next page)



An Overview of Ghana *(continued)*

turn of the century. The capital territory of Accra-Tema grew to a population of more than a million people. Other major economic and educational centers include Kumasi and Tamale.

In the mid-1900s Ghana recorded over 100 different cultural groups. Throughout Ghana, cultural heritage is closely linked with various religions and the institution of tribal chieftaincy, often manifested in community festivals occasioned by such events as harvest, marriage, birth and death. While the bonds of the extended family play an important factor in the social norms of Ghanaians, they are much less pronounced among urban populations within Ghana's major cities. Cultural differences between the urban and rural populations can also be seen in preferences of attire and cuisine. City dwellers appear more Westernized, whereas indigenous attire, often incorporating kente cloth and jewelry, is seen in rural regions. Ghana is also one of a few countries in Africa which still possesses a rich indigenous cuisine. Fufu is one of the staple foods often made with local crops like cassava, yams, cocoyams and plantain which are boiled, pounded and rolled into balls and served with soups like groundnuts, palmnuts or light soup. These soups are prepared with fish, meat and vegetables. Other indigenous dishes include *kenke* (fermented cornmeal wrapped in corn husks or plantain leaves).

Traditional drumming and dancing such as adowa, kete, borbobor, kpanlono, gonji, asafo, fontonfon drummings form an integral part of the Ghanaian culture and have a unique way of communicating messages during important occasions. While the University of Ghana's Institute of African Studies offers a systematic study of indigenous dance, drumming and performing arts in the perpetuation of Ghana's traditional drama, drums and musical heritage, the Kwame Nkrumah University of Science and Technology College of Arts' Department of Painting and Sculpture trains visual artists on skills including pottery, wood carving, plastic art, gold and silverwork, and textiles. Many contemporary visual artists have combined traditional artistic styles into progressive gallery pieces unique to Ghana. Artists include El Anatsui, Paa Joe, Vincent Kofi, Adjo Kisser, and many others (see page 55). Specialized craft villages continue to engage in traditional ceremonies, and to create traditional handicrafts passed through generations. Famous craft villages include Bonwire (Ashanti Region), known for kente cloth, Ntonso (Ashanti Region) for Adinkra cloth, Krofrom (Ashanti Region) for brass figures, and Ahwiaa (Ashanti Region) and Aburi (Eastern Region) for traditional wood carving. Among indigenous communities, a stool serves as a traditional and revered symbol of the office for tribal chiefs and traditional leaders in southern Ghana, and an animal skin is the equivalent symbol in the north. Small specialized groups of craftsmen provide these tools and skins to the chief. Literary authors like Francis Selormey, Ama Ata Aidoo, Ayi Kwei Armah, and others have produced a number of literary and dramatic works written mostly in English. Ghana also attracted world attention in the field of film production. Notable among them are "Love Brewed in African Pot" and "Heritage Africa" by Kwaw Ansah.

After independence in 1957, President Kwame Nkrumah encouraged the development of a national sports identity to unify citizens and generate recognition for the emerging country. Political support in the 1960s led to giant strides in the athletic development of track and field and boxing. Ghanaians have also performed well internationally in cricket, basketball, and volleyball. However, the country's passion is soccer, and the men's national team, the Black Stars, has won several African Cup of Nations championships in 1963, 1968, 1978 and 1982. Women's football gained in popularity after the national team, the Black Queens, placed in the 1998 African Championships and competed in the 1999 Women's World Cup. The junior men's national teams, the pride of Ghanaian football, have won many international titles. Ghana's first Olympic participation was in the 1952 Summer Games in Helsinki. In 1960, Ghanaian boxer Clement "Ike" Quartley became the first black African to win an Olympic medal. Other notable boxers are David Kotei (popularly known as D.K. Poison, who was the first Ghanaian professional boxer to win a world crown in 1975) and Azumah Nelson.

Activity - Questions related to this overview for students to research can be found on page 43.

The History of Ghana

Many countries around the globe are often plagued by corrupt dictators, failing governments, and the persecution of citizens who are often deprived of any democratic participation in their country's future. Refreshingly, the Republic of Ghana is a great success story!

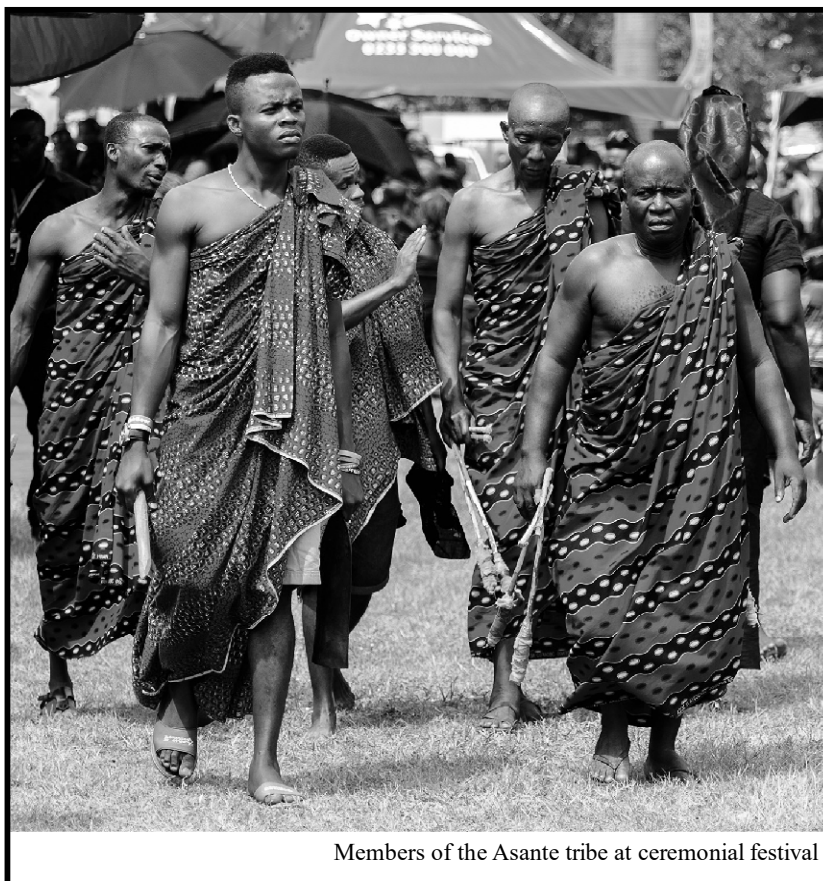
Prehistoric West Africa & The Ghana Empire

During the Pleistocene Epoch which began about two million years ago, the area of West Africa saw much precipitation creating thick forests spreading north. Uncovered artifacts and primitive tools prove that early humans retreated toward the Sahara. As climates became arid, various cultures repopulated the region, moving along the Togo mountain range from the Niger River. These included the Acheulean, Sangoan and later the Lupembian people.

Populations in West Africa during the Middle Stone Age of the Mesolithic Period utilized more advanced tools and their belongings included stone hoes and quartz beads. Pottery still remained absent until the Neolithic cultures of the New Stone Age emerged. Around Kintampo and in the Accra plains, evidence includes clay houses, polished axes made of greenstone, chart monoliths, coarse pottery and shale arm rings. Iron was still absent until European imports began after the 17th century.

Ghana was still not a country. In fact, Ghana is relatively young as a country. Instead, Ghana, prior to its official name, was the first of the great medieval trading

empires of western Africa which emerged in the 4th century and then dominated between the 7th and 11th centuries. This trading empire was further north in a large region which today encompasses much of Mauritania and Mali, between the Sahara and the Sénégal and Niger rivers. It was populated by clans of people who served as intermediaries between salt traders to the north and gold and ivory traders to the south. It was called Wagadu by its kings, although it gained its more familiar name from the king's title of reverence, *ghâna*, which meant "Warrior King." Chiefs or various clans throughout the region, ruled much of the empire. The king charged taxes on traders and on the production of gold, the empire's most valuable commodity, which drew traders from Spain and Portugal. Though the capital moved, the primary capital of Kumbi was about 200 miles north of the current city of Bamako in Mali. The empire's gold was secured at the southern limits of the empire, then brought to the capital where it was traded for other commodities, like salt. The Ghana Empire's power began its decline in the 11th century as Muslim tribes began a holy war, seizing the capital of Kumbi in 1076. In 1240, the city was destroyed by the emperor, Sundiata. What remained of the Ghana Empire became part of his empire of Mali.



Members of the Asante tribe at ceremonial festival

(continued on next page)



The History of Ghana *(continued)*

State of Ghana & Islamic Trade Routes

Some evidence points toward a southern migration of the citizens of the Ghana Empire, some 500 miles into the area of modern Ghana. Archaeological research suggests that, prior to coming under British rule, people migrated from either the north or northwest or the east or northeast. These traditions also provide evidence to suggest that the area that is now Ghana served, for many centuries, as a meeting place for two major trans-Saharan routes, one northward towards Morocco and eastward toward Tunisia. Through these trade routes, inhabitants of what is now Ghana were influenced by the wealth and traditions of western Sudan empires and north African Islamic civilizations.

Ghanaian states began to be formed. About the 13th century, Akan-speaking migrants from the direction of Mande inhabited the forest and coastlands. From the 15th to the 19th centuries, the Akan people dominated gold mining and trading in the region. From the 17th century on, they were among the most powerful groups in Africa. Later, 15th century invaders from the Hausa region established the dominant norther states of Dagomba and Mamprusi. Travelers along a southern route from Nigeria founded the southeast states of Ga and Ewe in the early 17th century.

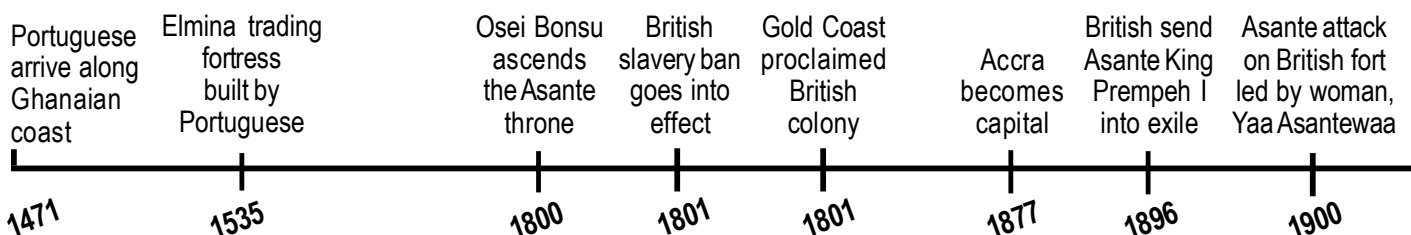
European Contact and Trade

In 1471 Portuguese trade mariners arrived along the Ghanaian coast. This direct sea trade established with Europe became a milestone in Ghana's history. The region earned its "Gold Coast" name from the readily available commodity which enticed European traders to Ghana, offering textiles, hardware, beads, metal items, weapons, ammunition and other important items. Portugal even leased land from Ghanaian states to build stone fortresses in order to protect its trade monopoly in the region. The first of these, Elmina Castle, built in 1482, still stands today and is the oldest European building in existence south of the Sahara, and a UNESCO World Heritage Site. However, these trade sites, portals of European commodity trading began to take a very dark turn in the 17th century.

Traders from the Netherlands, England, Denmark, Sweden and Prussia saw that the commercial routes established with the Gold Coast could be easily adapted for the export of human slaves, meeting an increasing demand from American plantations. The Dutch seized Elmina Castle from the Portuguese in 1637, following a failed attempt in 1596, then took over the entire Portuguese Gold Coast in 1642. Elmina held up to 1,000 male and 500 female slaves, shackled and crammed in the castle's dungeons, with no space to lie down and very little light. Many captives fell seriously ill, without water or sanitation, spending up to three months in captivity under horrible conditions before being sold like produce and shipped to the New World. Conversely, the governor's and officers' offices were spacious and airy, with beautiful parquet floors and scenic views of the Atlantic Ocean. Officers, traders and their families went about their normal day-to-day life completely detached from the unfathomable human suffering they were inflicting. By the mid-18th century the Gulf of Guinea was dotted by about 40 forts controlled by Dutch, British and Danish merchants. The Dutch continued the slave route until 1814, when they abolished the slave trade, pursuant to the Anglo-Dutch Slave Trade Treaty. The English and the Danes also outlawed their slave trade, but not

Timeline of Ghana's History

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The History of Ghana *(continued)*

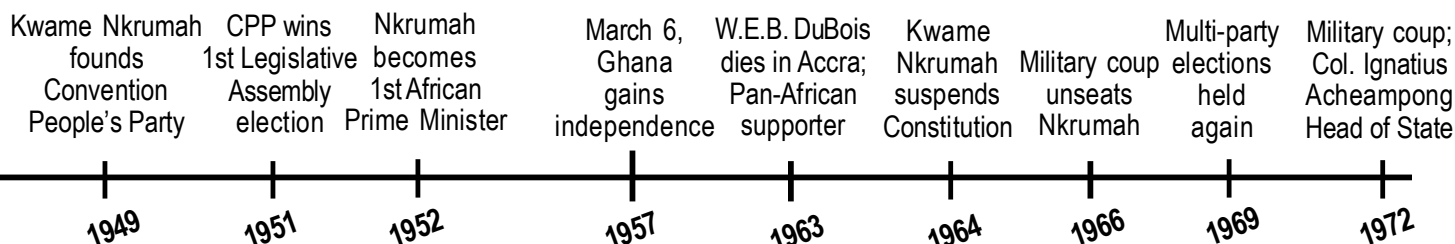
before about one million slaves were transported from the Gold Coast between 1600 and the mid-19th century.

During these centuries, close contact with the Europeans initiated economic, social and political changes. The wealthiest states located north of the Ghanaian forest declined in the face of trade along the southern coast. By the 18th century, the Akan state of Akwamu created an empire that, stretching from the central Gold Coast eastward to Dahomey, sought to control the trade roads to the Gold Coast. The Akwamu empire was short-lived, but its example soon stimulated a union of the Asante states of the central forest, under the leadership of their founding king, Osei Tutu (*Asantehene* was the title for king). The Asante union, after establishing its dominance over other neighboring Akan states, expanded north of the forest to conquer Bono, Banda, Gonja, and Dagomba. After controlling the trade market, they turned toward the coastlands, sending Asante armies led by Asantehene Osei Bonsu to invade coastal states controlled by the Fante Confederacy. The political uncertainty and European suspicions following the Asante invasions hindered the development of new trades meant to replace the outlawed slave trade. However British merchants under the leadership of George Maclean began to assume a protectorate over the Fante states along the coast, and in 1850 bought out the Danes and took over British forts. Later, Fante leaders sought a confederacy independent of British and Asante control, however their 1871 Mankesim constitution was rejected by the British. Britain not wanted even greater control of the region, and sent British military troops which sacked the capital of Kumasi in 1874. The Gold Coast was declared a British colony that same year.

Colonial Period

The British escalated their involvement and protection over the Gold Coast colony from 1896 until about 1901 in order to protect their commercial interests in the region, particularly mining. At this time, the French and the Germans had increased their presence and activity in areas around West Africa. The British military conquered Asante factions, especially in the northern areas which were formed into a British protectorate during this period.

Throughout the 56 years during which the British ruled, European ways of government were assimilated into the Gold Coast. A governorship reined over the Asante people and the Northern Territories. A legislative council was established in 1850 and a supreme court in 1853, however a fully responsible parliament was never established. While gold earned the region its name, during the Colonial period another trade item elevated the region and brought the country together. Historically, Tetteh Quarshie is known to have brought the cocoa seeds from Fernando Po and planted the seeds at Mampong, Akwapim in the Eastern Region of Ghana in 1879. It was not until 1891 when Ghana began the export of cocoa. The official export of two bags was recorded in 1893. Until the early 1980s Ghana was known as the world's largest exporter of cocoa. By the 1920s, the Gold Coast was producing more than half of the world's supply of cocoa, used for chocolate. Gold, as well as timber and magnesium, remained major exports, however with the addition of cocoa, the trade wealth provided the region with modern transport facilities to accommodate the booming export trade. These included new harbors, railways and modern roads, all necessary to move export products. An expanding economy and infrastructure also helped provide citizens with



The History of Ghana *(continued)*

critical social services, especially university level education opportunities, although political advancement lagged behind economic and social development.

Independence

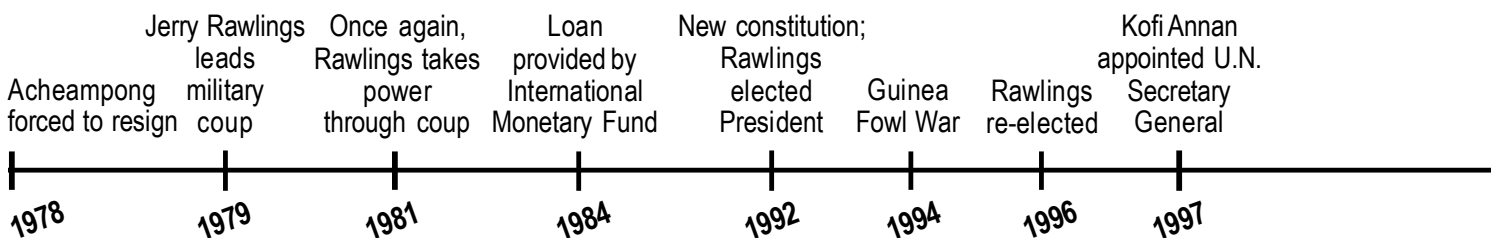
During World War II, the Gold Coast contributed many men and materials. With a continued lag in the full development of unified political structure throughout the country, there were riots involving workers and war veterans which began to break out in 1948 throughout many of the larger towns. The Watson Commission was established in 1948, under the chairmanship of Aiken Watson, to investigate the disturbances and their underlying causes. The Commission determined that the Burns constitution established two years earlier, giving Africans a majority in the legislative council was flawed. An all-African committee led by Justice Coussey, later Sir James Hensley Coussey, established a new constitution in which some executive power would be transferred to African ministers responsible to an African assembly. Simultaneously, “self-government” was the benchmark of radical politician Kwame Nkrumah and his Convention People’s Party. In 1951 the CPP won almost all the elective seats in the post-Coussey legislative assembly, whereupon Gov. Sir Charles Arden-Clarke invited Nkrumah to lead the new administration. A partnership developed between the two, so power was transferred to an all-African cabinet responsible to a popularly elected national assembly.

In 1956 the territory of British Togoland became united with the Gold Coast. During 1954 and 1956 general elections, the CPP government still led by Nkrumah secured 70 percent of the assembly seats. In 1956 they obtained the recognition of their country, renamed Ghana, as an independent self-governing member of the Commonwealth and a member of the United Nations, which Nkrumah saw as an opportunity toward the pursuit of the liberation of all of Africa from colonial rule. The Gold Coast region declared independence from the



Kwame Nkrumah Memorial, Accra

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The History of Ghana *(continued)*

United Kingdom on March 6, 1957 and established the nation of Ghana. On July 1, 1960, following the Ghanaian constitutional referendum and Ghanaian presidential election, Nkrumah, as the first President of Ghana, declared Ghana as a republic. Annually, March 6 is celebrated as the nation's Independence Day and July 1 is celebrated as Republic Day.

Presidential Roads to Democratic Success

Following independence, Nkrumah assumed greater power for himself, declaring himself as life president of both the Convention People's Party and of the Republic of Ghana. His authority became increasingly challenged by many independent leaders, and his dream of African socialism was mired by increasing corruption, foreign debts, and declining standards of living among Ghana's people. During a 1966 visit to Hanoi, Nkrumah had his powers suddenly taken away when police and army leaders rose against his party and replaced it with the new National Liberation Council under the leadership of Lieutenant General Joseph A. Ankrah. Despite establishing a new government and initiating conservative financial policies, by 1969 the government of Ghana was yielded to a dynamic, young brigadier named Akwasi Amankwaa Afrifa. A new constitution was produced, a parliamentary policy was reintroduced, and general elections were held in August of 1969. Those elections were won by a university professor who had consistently opposed Nkrumah, Kofi Busia, a leader of the Progress Party, who became prime minister. One year later former chief justice Edward Akufo-Addo was chosen as president.

Three years later, following marginal results against foreign debt and lagging world cocoa prices, history repeated itself, when impatient army officers once again rose up against the elected government of Akufo-Addo, which was replaced by the National Redemption Council (NRC) of military men chaired by Colonel Ignatius Kutu Acheampong. The military regime imprisoned political leaders and prohibited public meetings or any other political parties. Just like robbery and damaging public property, political activity and the spreading of rumors could be punished by the death penalty. Ghana's gross domestic product, export earnings and standards of living plummeted.

In 1975 the NRC was reorganized with some civilians sharing in government with the military, although a Supreme Military Council (SMC) maintained ultimate power. In 1977 the SMC proposed a "Union Government to which everybody will belong," with no other political parties, however a national referendum clearly showed the SMC's unpopularity. Acheampong was replaced as SMC chairman by Lieutenant General Frederick W.K. Akuffo, who proved less effective than his predecessor. In 1979 amid a floundering economy, the government of the generals was overthrown by young officers, led by air force flight lieutenant, Jerry Rawlings. Acheampong, Akuffo and others were executed and a parliamentary government was returned under President Hilla Limann. Once again, history repeated itself in 1981 when Rawlings once again overthrew the ineffective government, with his second military coup establishing the Provisional National Defense Council as the national government.

Initially, older Ghanaians were skeptical of Rawlings and the new government. Other young soldiers contemplated their own military coups against Rawlings to secure power. Ultimately, in 1982 and 1983, Rawlings snuffed out two

(continued on next page)

John Kufour
elected President;
1st peaceful
transfer since
independence

IMF / World
Bank Debt
Relief

50 years
of
independence

John Atta
Mills
elected
President

President Mills
dies in office;
Mahama
sworn in

Nana
Akuffo
Addo
elected

2000

2001

2007

2008

2012

2016

The History of Ghana *(continued)*

countercoups and achieved wide, genuine approval of his reformation of Ghana's political and economic life, despite his conservative economic policies. Rawling's government instituted price controls to reduce inflation, privatized many state-owned companies, and devalued currency to stimulate exports, securing International Monetary Fund (IMF) support and other foreign aid. These IMF measures revived Ghana's economy, which by the early 1990s had one of the highest growth rates in Africa.

In early 2001, Rawlings was succeeded by John Agyekyum Kufor, elected president via the New Patriotic Party, in the first peaceful transfer of power between democratically elected governments since Ghana's independence in 1957. Kufuor was re-elected in 2004. During the presidential elections four years later, Kufor's party, the New Patriotic Party won the first round of voting with candidate Nana Addo Dankwa Akufo-Addo. Akufo-Addo failed to secure a voter majority, leading to a runoff. During the runoff, candidate John Evans Atta Mills of the National Democratic Congress (NDC) party defeated Akufo-Addo by less than one percentage point in a tense national election for the presidency. However, the transfer of power remained peaceful, an important point in Ghana's continued democratic stability.

On July 24, 2012, President Mills died in office as he approached the end of his term. In accordance with the constitution of Ghana, Vice President John Dramani Mahama was sworn in as the interim president of Ghana later that same day, and was selected as the NDC candidate for the forthcoming December 2012, presidential election. For that election, he faced seven candidates including former presidential candidate Akufo-Addo. Despite the loaded field of candidates, the two captured the vast majority of the public vote, with Mahama barely managing to avoid a runoff by gaining 50.7 percent of the vote against Akufo-Addo's 47.74 percent, despite NPP claims of election fraud which were dismissed following a Supreme Court challenge.

Growing national discontent over power shortages throughout Ghana, corruption scandals throughout its judicial system, and a weakening economy plagued Mahama's presidency. To support economic reform, the International Monetary Fund provided the Ghanaian government with a financial assistance package in 2015. Many of these challenges throughout Mahama's presidency remained critical themes during the campaigns for the 2016 presidency, which once again repeated a rematch between Mahama and Akufo-Addo. This time, the field of candidates also included former first lady Nana Konadu Agyeman-Rawlings representing the National Democratic Party. This time, with almost 54 percent of the public vote and after three attempts, Akufo-Addo captured Ghana's presidency, ahead of Mahama's 44 percent. Equally important, Ghana's continued democratic stability also reigned victorious. President Nana Addo Dankwa Akufo-Addo has introduced a policy of "Ghana Beyond Aid" and launched a number of flagship programs such as "Free Senior High School," "One District One Factory," "Planting for Food and Jobs," among others. In December, 2020, incumbent President Nana Addo Dankwa Akufo-Addo won re-election in a tight race against John Mahama of the NDC party with 51.59 percent of votes cast.



Construction in Accra

Credits include: "Kumasi, Gold Coast, West Africa, in the late 19th century." From *The Countries of the World* by Robert Brown, 1876. Special thanks to John D. Fage, Donna J. Maier and the Editors of Encyclopædia Britannica.



A List of Famous Ghanaians

Prepare to meet presidents, singers, actors, athletes, business leaders, and even a United Nations Secretary General. Have your students choose one of these famous Ghanaians and prepare a research paper.

Politics & Patriots

Nana Addo Dankwa Akufo-Addo - President of Ghana, re-elected on December 7, 2020 with 51.59 percent of the votes against John Mahama, who he also defeated in 2016 when, for the first time in a Ghanaian presidential election that an opposition candidate won with an outright majority in the first round. He first ran for president in 2008 and again in 2012, both times as the candidate of the New Patriotic Party (NPP). He was chosen as the presidential candidate of the NPP for a third time for the 2016 general elections.

Kofi Atta Annan - Diplomat from Ghana, and the first to emerge from the ranks of United Nations (UN) staff to serve as the Secretary-General of the UN. He served as the seventh UN Secretary-General from 1997 to 2006. The UN and Annan were jointly awarded the The Nobel Peace Prize in 2001 "for their work for a better organized and more peaceful world". While he was the Secretary-General, he prioritized the establishment of a comprehensive reforms program aimed at revitalizing the UN. Annan dies in 2018.

Yaa Asantewaa - Female military leader born around 1840. She was the queen mother of the Ejisu in the Ashanti Empire, which is now part of modern-day Ghana. She was appointed as Captain of the Ashanti army by her brother, Nana Akwasi Afrane Opese, the Edwesuhene, or ruler, of Edwesu. In 1900, she led the Ashanti war known as the War of the Golden Stool against British colonialism.

John Agyekum Kufuor - Ghanaian politician who served as the President of Ghana from 2001 to 2009. Chairperson of the African Union from 2007 to 2008. His electoral victory in 2000 over John Atta Mills at the end of Jerry Rawlings' second term marked the first peaceful democratic transition of power in Ghana since independence in 1957. After two terms, he was no longer eligible for the presidency.

John Dramani Mahama – Ghanaian politician who served as President of Ghana from 2012 to 2017. He served as Vice President before becoming President following the death of his predecessor, John Atta Mills. He was a Member of Parliament from 1997 to 2009 and Minister of Communications from 1998 to 2001. He is a member of the National Democratic Congress.

John Evans Fiifi Atta Mills – President of Ghana from 2009 until his death in 2012. A politician, lawyer, legal scholar, tax expert and sports administrator inaugurated on January 7, 2009, having defeated the ruling party candidate Nana Akufo-Addo. Vice-president under President Jerry Rawlings. Unsuccessful in the 2000 and 2004 presidential elections as a National Democratic Congress candidate.

Kwame Nkrumah - Ghanaian politician, revolutionary, and the first Prime Minister and President of Ghana, having led the Gold Coast to independence from Britain in 1957. An influential advocate of pan-Africanism, Nkrumah was a founding member of the Organisation of African Unity, winner of the Lenin Peace Prize in 1962, and founder of the Convention People's Party. After pursuing higher education and developing his political philosophy abroad, he returned to the Gold Coast to begin his political career as an advocate of national independence.

Samia Yaba Christina Nkrumah - A Ghanaian politician born in 1960, and chairperson of the Convention People's Party. In the 2008 parliamentary election, she won the Jomoro constituency seat at her first attempt. She is the daughter of Dr. Kwame Nkrumah. She became the first woman to ever lead a major political party in Ghana.

Sir Emmanuel Charles Quist - Barrister, educator and judge who served as the first Speaker of the Gold Coast Legislative Assembly and Ghana's first Speaker of the Parliament. He was also known as Paa Quist, and was born in Christiansborg, Accra in 1880. He was the son of the Rev. Carl Quist, a Basel Mission minister from Osu, Accra, and Paulina Richter, his Ga-Danish mother. He was knighted in 1952.



A List of Famous Ghanaians *(continued)*

Intro

Jerry John Rawlings - Military leader and politician who ruled Ghana from 1981 to 2001 and briefly in 1979. He led a military junta until 1992 and then served two terms as the democratically elected President. After handing power over to a civilian government, he took back control in 1981. In 1992 Rawlings founded the National Democratic Congress, and became the first President of the Fourth Republic. He was re-elected in 1996 for four more years, the constitutional limit. Rawlings died on Nov. 14, 2020, just three weeks before national elections.

Otumfo Osei Tutu II - The 16th Asantehene, the absolute monarch of the Kingdom of Ashanti, coronated on April 26, 1999. He is also the Chancellor of the Kwame Nkrumah University of Science and Technology.

Business

Kwabena Frimpong-Boateng - Ghanaian cardiothoracic surgeon, born in 1949, who established the National Cardiothoracic Center and the Ghana Red Cross Society. He's also President of the Ghana Heart Foundation and was the CEO of the Korle Bu Teaching Hospital in Accra. He was elected a Fellow of the Ghana Academy of Arts and Sciences in 2002.

Dr. Esther Ocloo - Ghanaian entrepreneur and pioneer of microlending, a program of making small loans in order to stimulate businesses. Born in Ghana in 1919, she was co-founder of Women's World Banking in 1976, with Michaela Walsh and Ela Bhatt. Received the 1990 African Prize for Leadership and many other honors for her work on behalf of economic empowerment of women and families.

Arts & Entertainment

Ephrim Amu - Ghanaian composer, musicologist and teacher who was born in 1899. He's particularly known for his commitment to music education, and for playing the atenteben, a traditional Ghanaian bamboo flute. His compositions, "Yen Ara Asase Ni" has become a nationally acclaimed patriotic song.

Nadia Buari - Actress born in Sekondi-Takoradi in 1982. She received two "Best Actress" nominations at the African Movie Academy Awards in 2007 and 2009. Major films included *Mummy's Daughter* and *Beyonce: The President's Daughter*. She starred in more than 20 movies. In 2013, she released her own movie, *The Diary of Imogen Brown*. She moved to Nollywood films in 2008 with her breakthrough film, *Beyonce & Rihanna*.

Amma Darko - African novelist born in Koforidua, Ghana in 1955 and grew up in Accra. She studied in Kumasi and worked for the Science and Technology Center there. In the 1980s, she lived and worked in Germany prior to returning to Accra. Her novels illustrate everyday life in Ghana. Her first novel, "Beyond the Horizon," was originally published in German. Her most recent novels, "Faceless" and "Not without flowers" were published in Ghana.

Phillip Gbeho - A Ghanaian musician, composer and teacher born in 1904. He was best known for his composition of the Ghana National Anthem. He was instrumental in the establishment of the Arts Council of Ghana and was a Director of Music and conductor for the National Symphony Orchestra.

E.T. Mensah - Born in 1919, Emmanuel Tetty Mensah was a Ghanaian musician who was regarded as the "King of Highlife" music. He led the band, "The Tempos" which toured widely throughout West Africa. A trumpeter, saxophonist and vocalist, Mensah was considered to be one of the most influential musicians in Ghana.

Peter Mensah - Born in Chiraa, Ghana in 1959 before moving with parents to England. His best known films include *Tears of the Sun*, *Avatar*, *Hidalgo*, *300*, *Dead Space*, and *The Incredible Hulk*, and for his television roles including *Spartacus: Blood and Sand*, *Star Trek: Enterprise*, *La Femme Nikita* and others.

Joseph Hanson Kwabena Nketia - Ethnomusicologist and composer, born in 1921. Africa's premier musicologist and "the most published and best known authority on African music"



A List of Famous Ghanaians *(continued)*

and aesthetics in the world,” with 200 publications and 80 musical compositions to his credit.

Reggie Rockstone - A Ghanaian rapper known as “The Godfather of Hiplife.” He pioneered the Hiplife art form and has played an important role in the development of this uniquely African genre in Ghana’s capital of Accra. He raps in Akan Twi and English. Rockstone is the son of fashion designer Ricky “Ricci” Ossei.

Sports

Abadi Ayew - Known professionally as Abadi Pele, a former Ghanaian soccer player who played as an attacking midfielder and captain of the Ghana national team. Regarded as one of the greatest African footballers of all-time.

David Kotey - Professional boxer born in Accra in 1950. He was one of many boxers spawned by Bukom, a suburb of Accra populated by the Ga people. He was a world featherweight champion from 1975 to 1976 and the first Ghanaian professional boxer to win a world title. He was popularly called “D.K. Poison.”

Samuel Kuffour (OseiKuffour) - A former professional football player known for his physical power and defender skills. He gained fame while he played for Bayern Munich, his team for over a decade, playing in almost 250 matches and winning 14 honors. Samuel also played for the Ghanaian national team in the 2006 FIFA world cup.

Leo Myles-Mills - Professional Ghanaian athlete in the 100 and 200 meter races. Born in 1973, he was the first Ghanaian runner to finish the 100-meter race in under 10 seconds, clocking in at 9.98 seconds, his own personal best. He won gold and bronze medals at the All-African games in 1999 and 2003, and also represented Ghana at the Summer Olympics and the Commonwealth Games.

Azumah Nelson - Born in 1958, he earned the title as the “professor” of boxing after winning an Olympic bronze medal for Ghana in 1978. During his career, he won and held the welterweight and super welterweight belt for a number of years. He also holds a place in the International Boxing Hall of Fame.

Theodosia Okoh - A stateswoman, artist and educator born in 1922, best known for designing Ghana’s national flag in 1957. She also played a lead role in the development of hockey in Ghana as the first female chairman of the Ghana Hockey Association. Also served as the President of the Ghana Hockey Federation for more than 20 years.

Margaret Simpson - Ghanaian track star born in 1981. She specialized in the Heptathlon. Simpson won gold medals for Ghana in the 2002, 2004 and 2010 African Championships, and a bronze medal in the 2005 world championship. She also won gold in the 2003, 2007 and 2011 All-African Games.

Samuel Takyi - Ghana boxer who medaled at the 2021 Summer Olympic Games in Tokyo, bring Ghana its first Olympic medal in 29 years.

Aziz Zakari - Ghanaian track and field athlete born in 1976. Zakari is a skilled sprinter and represented Ghana in the 2000 Olympics where he had qualified for the 100-meter finals. An injury sustained 35 meters into the race kept him from finishing. Winner of the 100, 200 and 4x100 meter race at the 2000 African championship.

Education

Ama Ata Aidoo - Ghanaian author, poet, playwright and academic, born in 1942. She served as the Minister of Education under President Jerry Rawlings’ administration. In 2000, she established the Mbaasem Foundation to promote and support the work of African women writers.

Anton Wilhelm Amo - Philosopher born in 1703 in a region now known as Ghana. Taken to Germany by the Dutch West India Company in 1707 as a child, given as a gift to the Dukes of August Wilhelm and Ludwig Rudolf von Wolfenbüttel, and treated as a member of the family of the Duke of Brunswick-Wolfenbüttel. The first African known to attend a European university. Served as a university professor in Germany.



The Ultimate Ghanaian Quiz

What began as the first of the great medieval trading empires of West Africa has emerged as a land of history, ecotourism, music & dance, cuisine, heritage, beautiful coastlines, business, wildlife adventures, and more. Ghana has emerged as one of Africa's premier destinations with a solid democratic government and so much to experience. However, before you begin, test your Ghanaian smarts with this quiz. After exploring Ghana, revisit this "Ultimate Ghanaian Quiz" and see if your score improves. Answers can be found on page 68.

1. Let's start easy! What is the capital of Ghana? _____
2. Which Ghanaian served as Secretary-General of the United Nations? _____
3. What grassy ecological zone makes up most of the top half of Ghana? _____
4. What is the actual Soninke translation of the country's name, Ghana? _____
5. Who was the first President of Ghana, who helped lead the country to independence? _____
6. Name Ghana's three bordering neighbors. _____
7. What is the most popular sport in Ghana? _____
8. Ghana is famous for folktales about the trickster Anansi. What is Anansi? _____
9. At 2,900 feet, what mountain serves as the highest point in Ghana? _____
10. On what day of the year do Ghanaians celebrate their Independence Day? _____
11. What is the largest artificial reservoir in the world by size? _____
12. What construction project created the largest artificial reservoir in the world by size? _____
13. What is the easternmost Ghanaian city? _____
14. The famous kente fabric of Ghana was named for the Akan word "kenten." What does it mean? _____
15. What major Ghanaian city serves as the seat of the King of the Asante people? _____
16. Does most of Ghana's population live in cities or in rural areas? _____
17. The heat and pressure fermentation process of cocoa seeds yields what 3 final products? _____
18. It is hump day in Ghana (Wednesday), what is the word at the top of your calendar? _____
19. What is the largest tribe in Ghana, numbering about 7 million people? _____
20. What export represents Ghana's oldest extraction (mining) industry? _____
21. The first Presidential opposition candidate to win with an outright majority in a first round election. _____
22. What is the Ghanaian equivalent of the U.S. penny? _____
23. The Eternal Flame of African Liberation burns in Independence Square, known by what other name? _____
24. What are you most likely to find swimming in Chief's Pond in Bolgatanga (Paga)? _____
25. What are you most likely to find swimming in Wechiau Sanctuary on the Black Volta River? _____
26. What were the fortified warehouses built by the Asafo warriors during the Colonial period? _____



We're Going to Go to Ghana!

Kindergarten - 2nd Grade Unit

That's right, we're gonna go to Ghana! Many in your classroom might respond, "Where?" That is why we will start by laying the groundwork for this exploration. It will not only teach your students about this fascinating country, but it will also encourage them to engage in some discussions and critical thinking about places that are similar to Memphis, and those that are different... as well as people and cultures similar to them... or different.

How Do We Get Started? This unit will give you a chance to introduce your students to the language of Ghana, as well as unique cities like Paga and Kakum, arts and crafts, animals, games, economy, and more. We will start by locating Ghana on a map, and then making some comparisons to Memphis, Tennessee. Let's start by asking the following questions:

Standards

Social Studies

K-2 SSP.01

K-2 SSP.02

K-2 SSP.03

1. In what country do we live? There are seven continents on the Earth. Do you know on which continent the United States is located?
2. Have any of you ever heard of a country called Ghana? Show them how it is spelled. If so, what do you know about Ghana? Does anyone know on which continent Ghana is located? To start your classroom exploration, post a large map of Ghana in your classroom, or copy and distribute copies of the map of Ghana from page 47. Also use a globe or computer to show students Ghana's exact location in comparison to Memphis or the United States.

Distribute copies of the chart below, or create one on your classroom white board. Ask each of the questions, and allow each student to conclude whether the most appropriate answer for each question is Memphis or Ghana. Students' answers might differ. This will help them to draw conclusions. Your classroom exploration of Ghana will then help them to learn whether their answer to each question was best. Re-visit their answers at the conclusion of your study to see how accurate they were.



MEMPHIS

GHANA



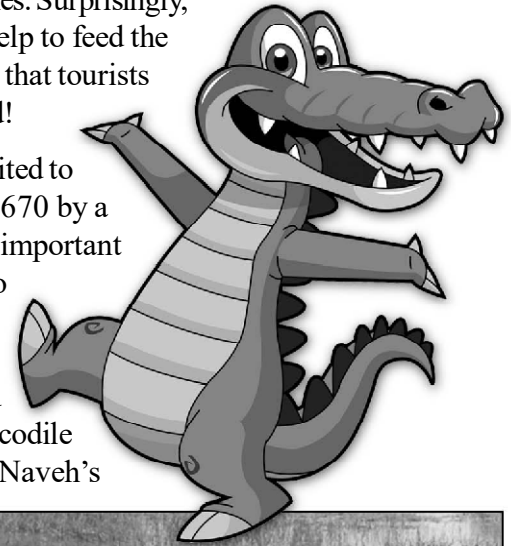
	1. Both have rivers. Which do you think is closest to an ocean?	
	2. Where would you be more likely to see an elephant?	
	3. Where would you be more likely to build a snowman?	
	4. Where would you be most likely to discover gold?	
	5. Where would you be most likely to see a cocoa tree?	
	6. Where would you be most likely to see a waterfall?	
	7. Where would you most likely to see cotton being harvested?	
	8. Where are you more likely to strike oil?	
	9. Which has more soccer stadiums?	



The Cuddled Crocodiles of Paga

If you travel to the northern border of Ghana, close to the country of Burkino Faso, you find the town of Paga, the capital of the Kassena Nankana West District. This town of about 10,000 people might look like many other Ghanaian towns, but it has interesting folklore, and some very interesting inhabitants. Paga is home to a large pond inhabited by many very large West African crocodiles. Surprisingly, not only do the crocodiles draw thousands of tourists (whose visits help to feed the crocodiles), but tradition also claims that the crocodiles are tame, and that tourists can pet them, and children can swim in the pond without being harmed!

The origins of Paga and their famous, and sacred, crocodiles are credited to several different folktales. One story says that Paga was founded in 1670 by a young man named Naveh Kampala. Naveh was the grandson of an important tribal chief. When the old chief died, the succession of Naveh's father to chief was challenged, forcing him, his family and followers to flee from warriors of the new chief. Their path was blocked by a raging river, so Naveh's father asked a crocodile to help his party across the river, and they would pledge to never harm a crocodile. Folklore says that the crocodile slapped his tail against the water so hard that the water parted, and Naveh's father and followers fled to safety before the waters came together again. Years later, according to the story, Naveh was out hunting when he fell in an aardvark hole, became trapped for two days, and his family assumed the worst. A crocodile who lived in the hole showed Naveh an escape route, and then walked him to a pool to drink. Naveh reaffirmed his father's pledge to the crocodile, so when his family established their new homeland, he proclaimed, "A yi paga ywo!" which means "This place pleases my eyes," and from which came their new home's name, Paga, where the commitment to the crocodile as sacred continued.



Man pets crocodile at Chief's Pond, Paga, Ghana

Regardless of whether these tales are true or not, the crocodiles of the sacred pond in Paga are protected, and are allegedly as docile as any domesticated pet. The residents of Paga regularly interact with the 110 crocodiles in the main crocodile sanctuary called Chief's Pond. What's even more stunning, no one has ever been harmed by any of the crocodiles. Young children swim in the pond, their parents wash clothes right next to crocodiles, and tourists are invited to play with them, feed them, sit atop them, and even raise their spiny tails. Another puzzling aspect of the sacred pond of Paga is how these massive crocodiles made the pond their home. The pond is completely landlocked and apparently the oldest beasts in the water are over 80 years old, so no one knows from where they came.

Activities

1. Have students draw and color their own pictures of the special crocodiles of Paga, Ghana. Encourage them to make their pictures really illustrate how special these crocodiles really are... perhaps wearing crowns and sitting atop thrones, playing games with children, or dining on special food. Create a bulletin board in your classroom which tells of the "Crocodiles of Paga, Ghana," and display the students' illustrations.
2. Have older students write and illustrate their own "Legend of the Paga Crocodiles" story. Have them create their own folktale of how the crocodiles first arrived to Paga and how they came to be so friendly to people. Encourage them to be very creative. Encourage them to include as many different aspects of Ghana life, culture, wildlife and landscape in their stories as possible. As usual, proper grammar and spelling is important. Allow students to share their stories with the class, and allow students to determine which is best and most creative.



The Coat of Arms of Ghana

Most countries have a coat of arms, a visual symbol which originated in medieval Europe to establish identity in battle, but later a part of a system of hereditary symbols to denote alliance. If your students have seen the U.S. President speak, they probably saw the U.S. coat of arms within the Presidential Seal on the podium. The coat of arms for Ghana was adopted in 1957, and is composed of a shield, divided into quarters by a St. George's cross. Other symbols and their meaning include: 1). The crossed linguist staff and ceremonial sword which represent the local administration, 2). a castle on a sea with represents the national government, 3). a cocoa tree which represents Ghana's agricultural wealth, 4). a mine shaft represents Ghana's mineral wealth, 5). a lion in the center represents the link between Ghana and England, 6). a black five-pointed star on top standing on a wreath of red, gold and green, representing African Freedom, 7). eagle supporters on each side with black star medals attached to ribbons symbolize strength with sharp eyes watching over the country, 8). the motto is FREEDOM AND JUSTICE. Just like the U.S., Ghana has so many treasures, it's almost impossible to include them all on a coat of arms.



Activity - Provide each student with an enlarged copy of the blank coat of arms to the right. After studying Ghana in your classroom, provide students with various magazines, and have them find, cutout and glue images that represent Ghana in order to create a new coat of arms for Ghana. Older students can use colored pencils or markers to draw their own images. Images might include animals, coffee, the different geographic regions,

chocolate, sports, butterflies, handicrafts, gold, different ethnic groups of Ghana, oil, architecture, etc. Display the completed Ghanaian coat of arms designs within your classroom.

Standards

Social Studies

K-2 SSP.01

K-S SSP.02

K-S SSP.03

Visual Arts

K-2.VA.Cr1.A

K-2.VA.Cr1.B

K-2.VA.R1.A

The Republic of Ghana



Ghana's Famous Kente Fabric

Ghana has a very rich history of incredible textiles. If you visit the famous Kejetia Market in Kumasi, you will see brightly colored kente cloth, a fabric for which Ghana is famous. Kente is a type of silk and cotton fabric made out of cloth strips of interwoven threads all sewn together, native to Ghana's Akan people. The Ewe people of Ghana also adopted the kente style of fabric, however there are a greater variety of patterns and the symbolism from the Ewe fabric often has more to do with daily life than wealth or social standing. Kente fabric is worn by almost every Ghanaian tribe, as well as kings! It comes from the Ghanaian word *kenten*, which means basket in the Asante dialect of Akan.

To help study kente cloth, your students can create an awesome multicultural art project inspired by kente cloth. The popularity of the colors and patterns of the kente make it one of the most recognizable textiles in Africa. However, most people outside of Ghana do not understand the distinct meaning and symbolism, which has been ingrained in Ghanaian culture for hundreds of years. Worn by royalty, the wealthy, or other highly respected people, now it is used by everyone, especially for special occasions such as festivals, ceremonies, and festive holidays. Both men's and women's clothing can be made of kente cloth, but the cloth is used differently. A bolt of kente fabric is 15 yards in length. Men usually use the cloth as a "toga" (like ancient Greeks) which uses 10 - 12 yards, and women use the fabric as a wrap-around skirt (which uses the remaining 3 yards, or a blouse or shawl. Colors in kente fabric also have certain meanings and symbolism to Ghanaians:

- blue - love, fortune, peacefulness, harmony
- green - plants, harvesting, growth, good health
- gold - royalty, wealth, high status, purity
- maroon or purple - mother earth; associated with healing and protection
- black - strong spiritual energy
- pink - mild, gentle, tender
- red - strong political moods
- silver - serenity, purity, joy; associated with the moon
- white - purification, healing; festivities
- yellow - precious, beauty, holiness

Standards

Social Studies
K-2 SSP.01
K-S SSP.02
K-S SSP.03

Visual Arts
K-2.VA.Cr1.A
K-2.VA.Cr1.B
K-2.VA.R1.A

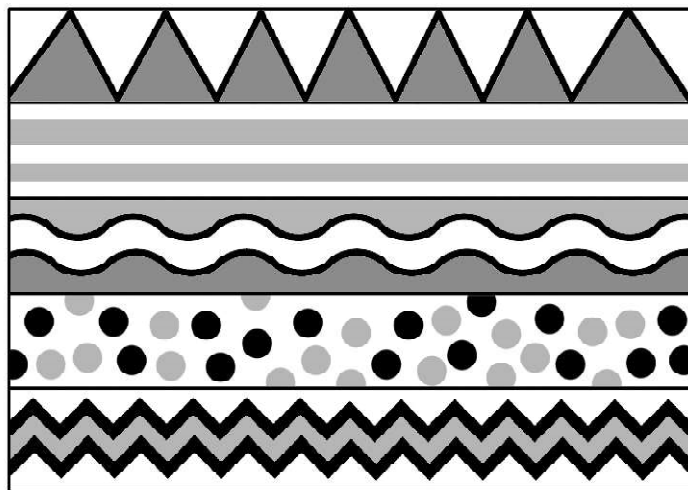
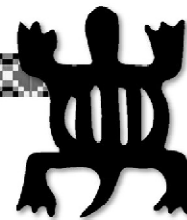


Illustration 1

Activity

Before your students create their own kente cloth activity, first help them explore some visual examples of kente cloth. Point out to them the strong use of geometric shapes and bold lines. To help your students create their own kente cloth, you will need these materials:

- paint brushes
- scissors
- bright poster paints in traditional colors
- construction paper in different colors
- thick rectangular white paper



Ghana's Famous Kente Fabric (continued)

1. Start by providing each student with a large sheet of thick, white paper. Have them paint bright horizontal stripes of geometric patterns across the paper (crayolas or color markers can also be used). For authenticity, encourage students to outline their lines of geometric patterns with thick, black outlines. See Illustration 1.
2. After each student's design dries, fold the paper in half lengthwise. The design is folded to the inside, leaving the back white side of the paper exposed. Help students use scissors to cut horizontal lines from the fold side of the paper toward the other side, but not all the way to the other edge of the paper (stop cutting about one-half inch from the other edge). See Illustration 2.
3. Using different colors of construction paper, have students cut long, lengthwise strips of paper about one inch thick. Have students use black markers to create lines, zigzags or wavy lines on each of these strips. Illustration 3.
4. Open the first, painted sheet. Students can then weave the long strips of construction paper through the slits in the painted white paper, creating a basket weave pattern that resembles the woven pattern of Ghanaian kente fabric. See Illustration 4. Display the completed kente designs in your classroom.

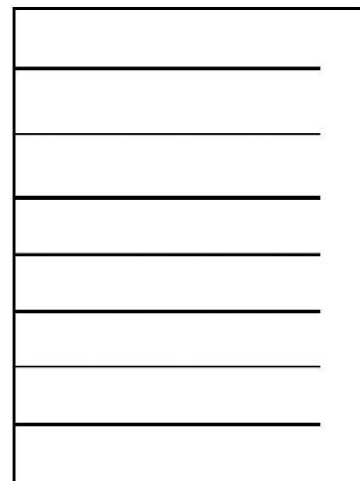


Illustration 2 - Folded to left

More Information About Kente Fabric

Kente cloth varies in complexity. *Ahwepan* refers to a simple design of stripes, created using plain weave and a single pair of weaving heddles. In contrast, *adweneasa*, which translates to "my skill is exhausted", is a highly decorated type of kente with weft-based patterns woven into every available block of plain weave, creating intricate patterns. The Akan people choose kente cloths as much for their names as their colors and patterns. Names are derived from several sources, including proverbs, historical events, important chiefs, queen mothers, and plants. West Africa has had a cloth weaving culture for centuries, but Akan history tells of the cloth being created independent of outsider influence. Kente cloth has its origin from the Akan-Ashanti kingdoms in Ghana. The origin of kente is in the Akan empire of Bonoman. Most Akans migrated out of the area that was originally Bonoman to create various states. The Ewe people of Ghana claim the weaving of Kente originated with them, although they do not claim that they invented the art of weaving. They suggest that the name is derived from the word *kete* which relates to the two alternating rhythmic actions associated with the weaving of the loom. However the main creators are the Bonwire people in the Ashanti Region of Ghana. Legend has it that kente was first made by two Akan friends who went hunting in an Asanteman forest and found a spider making its web. The friends stood and watched the spider for two days then returned home and implemented what they had seen.

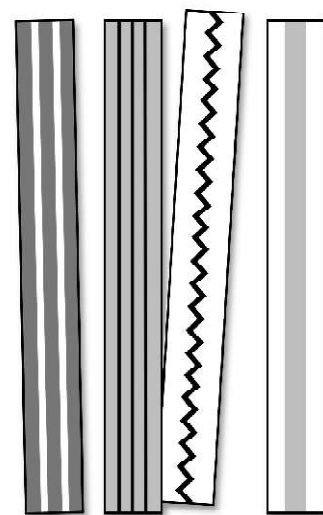


Illustration 3

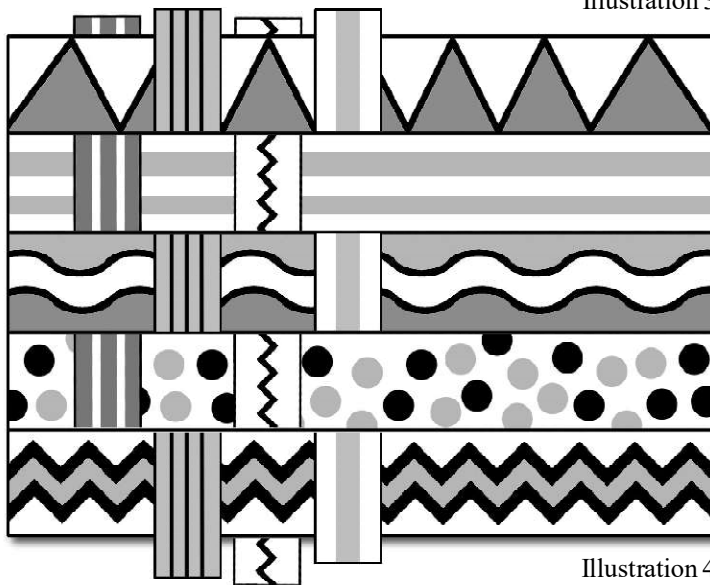


Illustration 4



Counting, Colors & Animals in Akan

English is the most commonly spoken language in the United States, with the other most spoken languages being Spanish, Chinese, French, Tagalog (Philippine), and Vietnamese. Ghana, on the other hand, with more than seventy different ethnic groups (most with its own distinct language), is a multilingual country in which about eighty different languages are spoken. There are more languages spoken than there are species of monkeys in Ghana! Of these languages, English, which was inherited from the colonial era, is the official language much like the U.S. Of the languages indigenous to Ghana, Akan is the most widely spoken. Eleven languages have the status of government sponsored languages. They are Akuapem Twi, Asante Twi, Fante (these three Akan), Dagaare, Mole-Dagban, Ewe, Dangme, Ga, Nzema, Gonja, and Kasem. During the periods when Ghanaian languages were used in primary education, these were the languages which were used.

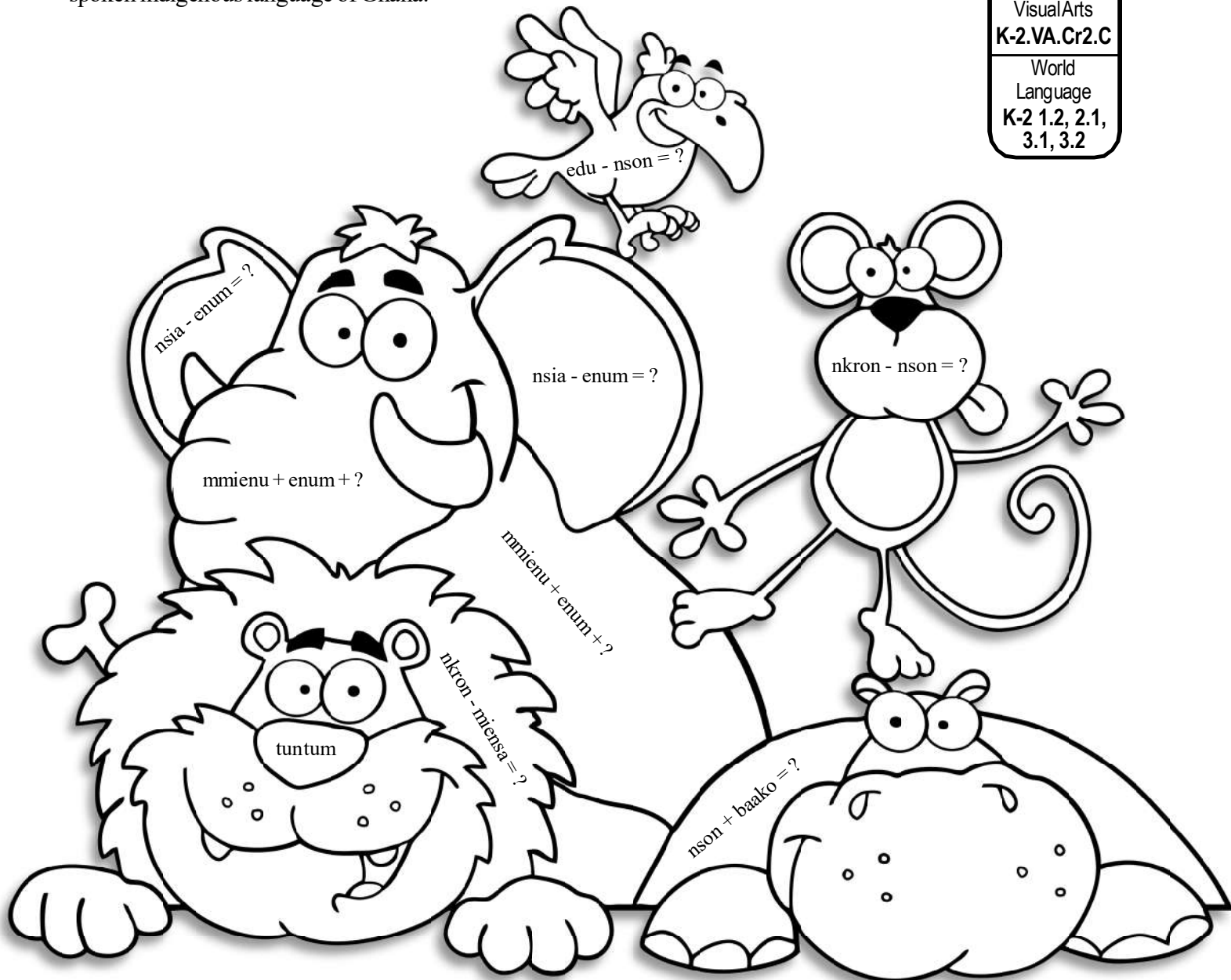
Use these three pages to introduce your students to the Twi dialect of the Akan language, the most spoken indigenous language of Ghana.

Standards

Social Studies
K-2 SSP.01

Visual Arts
K-2.VA.Cr2.C

World
Language
**K-2 1.2, 2.1,
3.1, 3.2**





Counting, Colors & Animals in Akan (cont.)

Activities

We will use the illustration on the previous page to learn some basic Akan words, primarily numbers and colors. Start by sharing the cartoon on the previous page with your students. Talk about the five animals in the picture, each of which can be found in Ghana. They are the African elephant, the lion, the hippopotamus, a monkey (Ghana has almost 40 different species of primates), and a hornbill (notice the little horn on the top of his bill?). Show your students real photos of each of these animals from Ghana. Ask students to guess which other jungle animals indigenous to Ghana might be added to this illustration. Explain what you mean by indigenous animals (“living or occurring naturally in a particular region or environment”). Your students can probably name many different jungle animals, but remind them that some jungle animals thrive in certain countries (or parts of Africa), while others are absent (for example, there really are no giraffes in Ghana). For more Ghana animals, see the activity on pages 36 and 37. Ask students what color they think each animal might be.

Below is a chart which translates English numbers from one to ten. The center column shows the Twi translation of each number. You will notice that, in addition to being in an unfamiliar foreign language, these words also include some characters not found in the English language. The Akan alphabet uses 22 letters, 20 are found in the 26 letter English alphabet (Akan does not use j, q, v, x or z). It has two letters not found in the English language (the characters which look like a backward 3 and a backward c). You’ll see the full alphabet listed below.

The third column provides phonetic pronunciations for each number. Use these to practice learning Akan numbers with your students. Make it fun by creating “flash cards,” and have students repeat the English number, followed by the Akan number as they continue to memorize each. To keep the lesson from being overwhelming, break it into two or three days, learning a few numbers each day. Then reinforce their foreign language learning by using Akan numbers in your classroom throughout the day (i.e., “You have miensa minutes until recess.”).

THE AKAN ALPHABET

a b d e ε f g h i k l
m n o ɔ p r s t u w y

Notice the simple math problems written on the animal illustration on the previous page. Once students have mastered counting in Akan numbers, they can solve these math problems, and the solution to each math problem will determine the color students should use to color the illustration, using markers or crayons. Enlarge the illustration of the animals on the pervious page and make a copy for each student. Once each student finishes coloring their page, display them in your classroom. On the following page, you can begin working with your students to learn the pronunciation of colors in the Akan language. This may also take a few days. Each color is numbered. Once they are ready, they can solve each math problem. The answer corresponds to the color they should use to color that Ghanaian animal.

one	baako	baa-co
two	mmienu	me-a-new
three	miensa	me-an-saa
four	εnan	e-nine
five	enum	e-noom
six	nsia	n-see-ah
seven	nson	n-soon
eight	nwɔtwe	n-wa-che
nine	nkron	n-croon
ten	edu	e-do



Counting, Colors & Animals in Akan *(cont.)*

Use the list below to teach your students the pronunciation of colors in the Akan language. The third column provides the phonetic pronunciation. Practice with them by repeating the pronunciation over and over. Each color also has a number to the left side. Once they are familiar with their Akan colors, they can then solve the simple math problems listed within the animal illustration. When they solve a math problem (after having learned their Akan numbers), the solution will correspond to one of the colors below, instructing them to use that color on that animal. For example “baako + enum = ?” When they determine that the math problem’s solution is 6 (or nsia), then they know they should use the color marked 6 below, or yellow on that part of their illustration.

1.	red	kɔkɔɔ	qua-qua
2.	gold	sika kɔkɔɔ	se-ka-qua-qua
3.	green	ahabammono	a-ha-ba-mono
4.	black	tuntum	toon-tomb
5.	white	fitaa	feet-aah
6.	yellow	akoko sraɖeɛ	ah-co-co-shra-dee-a
7.	blue	bibire	bi-bree
8.	purple	beredum	bri-doom

80 Different Languages?

It is hard to imagine living in a country where 80 different languages are spoken! That means that every single student in your classroom could each speak a totally different language. To help your students better understand how different (and confusing) that might be, use this fun activity. Below is a list of several different phrases about Ghana (each of which would be very easy to communicate to each other in English). But what if every student spoke a different language, and couldn’t always communicate in the language they grew up speaking? Start with one student and show them one of the sentences below (or read it to them). Their job is to turn to the next student, and to try to communicate that same sentence to the second student... but they can’t do so by speaking (remember, because they don’t understand each other’s language). They can only draw pictures (they can’t write the words), or do charades, or point at things, or try to act it out. Each student will have a limited amount of time to try to convey their sentence to the next student (no longer than 60 seconds). Then the second student must take whatever information about the sentence they learned from the first student (or think they learned or understood), and then try to communicate that sentence to the third student. This continues around the room. Or, to save time, break your classroom into two or three groups, and let each group try the exercise to see which group’s final sentence is closest to the original sentence.

- | | |
|---|---|
| 1. Lions love to take naps under tall trees. | 4. When you swim in the river, look out for crocodiles. |
| 2. We go to the market to buy fruits and vegetables. | 5. I can see whales swimming in the ocean. |
| 3. There is a black star in the middle of the Ghana flag. | 6. All kids love to play soccer. |



Learning to Play the Oware Board Game

There are similar pit and pebble games played in various countries around the world, however Oware is believed to have originated in the Ashanti region of Ghana, and is the national game of Ghana. The word "oware" means "He or She Marries." It is believed that the name implies the marriage between a man and a woman, and the dowry presented in marriage, represented by fields (the pits) and seed which reap fruitful harvests.

In Ghana, the game is played at social events, and also used in education among children to help develop their math skills. Many Oware boards in Ghana are hand carved from endemic woods,

often carved with traditional symbols of the Ashanti people. The traditional playing seeds are from the Bonduc plant. They are green seeds with a hard shell, commonly known as knicker nuts, or grey marble nuts since they are often used for board games. Sometimes stones or recycled glass are also used. The game is played on a board consisting of two rows of six hollows. Some boards have an extra hollow at each end, called "stores," used for players to place captured stones. The playing pieces should be small enough so that 12 or 15 will fit in one hollow (beans, popcorn kernels, marbles or stones). For this classroom activity, we recommend taping together two rows of six shallow paper drinking cups or use a paper egg carton with a paper cup on each end for the "stores." You can even allow students to elaborately decorate their "Oware board" by painting traditional Ankara designs or Adinkra symbols.



Playing the Game - Each of the 12 hollows is filled with 4 seeds. The objective is to capture more seeds than the opponent. Choose who goes first. The first player chooses a non-empty hollow from one of the six hollows in the near row and picks up all the seeds in it. The player then distributes a single seed into each consecutive hollow running counter-clockwise until all of those seeds run out. This is called "sowing" the seeds. When the player reaches the end of a row, sowing continues in a counter-clockwise direction in the other row. When a player's original hollow has so many seeds (12 or more) that one or more laps is needed before all seeds are sown, then the 12th (and the 23rd) seed is not played in the original hollow (the original hollow is skipped, stays empty, and the sowing continues in the next hollow). The original hollow is always left empty at the end of the turn.

If the last seed is sown in the opponent's row and the hollow in which the final seed is sown finishes by holding just 2 or 3 seeds, those seeds are captured (and can be placed in the player's "store"). If the hollow that immediately precedes the final hollow to be sown also contains just 2 or 3 seeds, these seeds are also captured... and so on until a hollow is reached that does not contain 2 or 3 seeds or the end of the opponent's row is reached. Note that a player can never capture all the seeds of their opponent. If a player makes a move that would capture all the seeds on the opponent's side, that player will sow normally but will not capture any seeds.

The game is over when one player has captured 25 or more seeds. The game is a "draw" (no winner) when both players have captured 24 seeds. Sometimes a player cannot make a legal move. In such a case, each player captures the remaining seeds on their side of the board and the match ends. A situation can also happen when the game enters a cycle where the same movements would repeat indefinitely, resulting in a "draw."

Standards

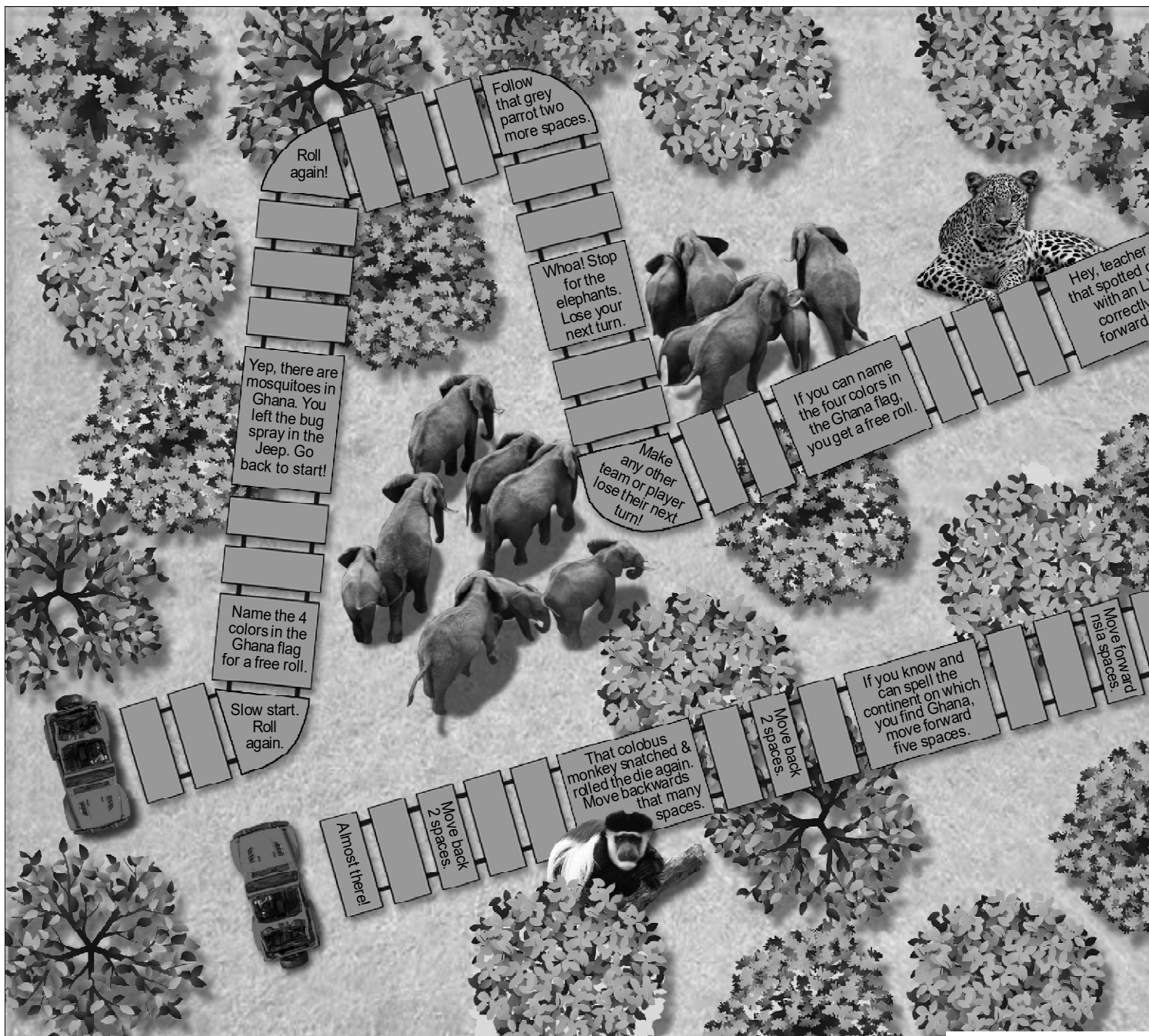
Social Studies
K-2 2.01, 2.03
K-2 SSP.01
K-2 SSP.06



K-2

A Kakum Canopy Walkway Game

Kakum National Park, located near the southern coast of Ghana, is a reserve established in 1931 covering 145 square miles. The Kakum River originates within this park. Kakum National Park is one of only 3 locations in Africa with a canopy walkway, which is 1,150 feet long (almost four football fields) providing access to the forest. Endangered species of the park include the giant bongo antelope, yellow-backed duiker and the densest population of forest elephants in Ghana. There are 266 species of birds in the park, including the white-breasted guineafowl, nine species of hornbill, and the grey parrot. It is very rich in butterflies, as well. The park's long series of hanging bridges, known as the Kakum Canopy Walkway, are at the forest canopy level to provide access to the forest, a unique feature in the entire African continent. At 130 feet in height (imagine a 12-story building!), visitors can view plants and animals from a vantage point that would otherwise be inaccessible. Built





A Kakum Canopy Walkway Game *(continued)*

with wire rope and wooden planks, it is secured by netting for safety purposes. The park also has a tree house that sits about 65 feet from the forest floor, which can house 25 people and provides a unique opportunity to experience forest life and “live” among the animals.

Activity

All you need is a single die. Allow students to play as singles, or divide your classroom into groups, with members of each group taking turns. Students simply roll the die and follow the instructions. The first to return to their Jeep (the Jeep counts as the final space) wins the game. Knowing a bit about Ghana in advance will certainly help. Each board on the Canopy Walkway, regardless of thickness or shape, counts as one space. If you land on a space with no additional instructions, your turn ends there, and the die passes to the next student or team.



Standards

Social Studies
K-2 2.01, 2.03
K-2 SSP.01
K-2 SSP.02
K-2 SSP.03
K-2 SSP.06



Does Chocolate Grow on Trees?

What if chocolate really did grow on trees, and you could just pick a piece of chocolate. It doesn't happen like that, but chocolate does grow on trees, and in Ghana, it's big business! Countries which produce products (wood, fruit, computers) sell them to other countries. Those are exports (and when another country buys items, then they're imports). Cocoa is Ghana's third largest export, and equals one-fourth (\$2.5 billion) of the country's exports.

It all starts with a small cacao tree, about the size of an apple tree. Huge pods grow on the tree (usually about 70 per tree), each about the size of a grapefruit. Inside each pod are about two dozen cacao beans, surrounded by a white paste. That is the start of the chocolate-making process. However, chocolate didn't start in Ghana. It started in South America over 2,000 years ago. Some think that Christopher Columbus brought chocolate to Europe. According to legend, cocoa production began in Ghana in 1895 when a blacksmith named Tetteh Quarshie returned to his farm in Ghana with cacao beans in his pocket from his trip to Equatorial Guinea. Cocoa was first exported at the end of the 19th century, and between 1911 - 1976 Ghana was the world's leading producer, contributing about 40% of the world's total output. There are currently 1.6 Ghanaians involved in growing cocoa with many more working jobs associated with cocoa.

After the pods are harvested from the cacao tree, the seeds are removed and placed on palm fronds on the ground to begin fermentation, a two week drying process where moisture in the beans is slowly reduced, concentrating the flavor. Cacao refers to the tree, the pod and un-processed seeds; cocoa refers to the processed seeds. After fermentation, the beans are spread on racks to further dry in the sun. During this second two-week drying process which improves the beans' flavor, the white film that protected each bean falls away and the beans begin to turn a deep maroon color. Once dry, the beans are roasted at the factory, which brings out that distinctive chocolate aroma. After roasting, they are chopped into small pieces called cocoa nibs. During a grind process, heat and pressure divide the cocoa into three components: cocoa liquor (not alcoholic), cocoa butter and dry cocoa cake. The chalky cocoa cake is ground into a powder, often used for hot chocolate drinks. The cocoa liquor and cocoa butter are combined with sugar in various measures to make the chocolate enjoyed in candy bars, adding milk to create milk chocolate - so all parts of the cocoa bean are used!



Top: Open cacao pod with encased seeds. Middle: Dried cacao seeds, ready for processing. Bottom: The sweet end result!

Activities - Read the history and process for making chocolate above to your class. Then ask them the following questions to answer or discuss, and participate in the following activity:

A. What is the difference between an export and an import? What sort of items do you think the United States might export to other countries (think about what we're good at!)? Since, Ghana exports a lot of chocolate, what times of year do you think their cocoa exports might be at their highest?

B. Name different chocolate types or different ways we eat chocolate (i.e. fudge, syrup, ice cream, etc.). What other items from trees are also be used in candy (i.e. nuts, coconut, maple syrup, fruit, vanilla, cinnamon, etc.)?

C. What is a pod? What is fermentation? What three products are the final result of cocoa production?

2. For fun, bring different types of chocolate to class for a "tasting." Dark and milk chocolate (let students explain how they taste different) can be found in Hershey's miniatures. Hershey's baking cocoa will give the idea of the unsweetened taste of cocoa cake.

Credits: www.omanhene.com/how-to-eat-chocolate/how-we-make-chocolate
www.divinechocolate.com/uk/about-us/research-resources/resources/for-researchers/cocoa-ghana



Spending a Week in Ghana

3rd - 5th Grade Learning Unit

You have jumped across the Atlantic Ocean for a great trip to Ghana. With so many great things to do, you want to plan a full itinerary. First you need to do a little research so that you won't miss anything!

There's always plenty of animal watching, but you can also take a canopy walk through the tops of the tree, share a bottle of Malta, jump into the waves, visit a crocodile farm, shop at a textile market, visit a cocoa farm, crack open a coconut for a cool drink, share a plate of jollah rice, visit the fishing boats along the coast, visit the Cape Coast Castle or Kwame Nkrumah National Park. There's so much more! Before you dive into this Learning Unit (just like you can dive into the Gulf of Guinea), spend some time with your students exploring Ghana. It's likely that many of them will know little about this great country. After blasting through some quick glimpses of Ghana, using books or the internet, engage your students in this activity to get them started on a week exploring Ghana.

Activity

1. Start by dividing your class into seven groups.
2. Drop the seven days of the week into a bowl and let each group choose a day.
3. On a wall or bulletin board, designate seven equal spaces, one for each day of the week, and label the spaces Sunday through Saturday.
4. Spend the first day teaching the classroom the days of the week in the Twi language of the Akan people, the second most popular language in Ghana, second only to English, and spoken by 7 million people. The list below has the English day of the week to the left, Twi in the center, and phonetic pronunciation to the right. Throughout the week exploring Ghana, have students *always* use the Twi word when referencing a day of the week.
5. Each group must use art supplies to first create a header for their day of the week, labelling it using the Twi word for their day of the week, and the header should be decorated using motifs found in Ghana, like the designs of traditional Kente cloth.
6. Students in each group then create individual works of art showing what they had planned to do on that particular day during their week in Ghana. They can create art on 8.5" x 11" paper using pens or paints, or create collages from magazine photos. Display their works of art under their day of the week.

Standards for the previous page

Social Studies
K-2 3.03, 3.04
K-2 SSP.01
K-2 SSP.06

Standards

Social Studies
3-5 SSP.01

Visual Arts
3-5.VA.Cr2.C

World
Language
3-5 1.2, 3.1

Monday	Edwoada	e-jew-a-da
Tuesday	Ebenada	e-ben-a-da
Wednesday	Wukuada	woo-kwa-da
Thursday	Yawoada	ya-woo-da
Friday	Efiada	e-fee-ya-da
Saturday	Memeneda	me-men-a-da
Sunday	Kwasiada	kwa-see-a-da



Shopping the Kejetia & Makola Markets

3-5

The Kejetia Market, located in the capital city of the Ashanti Region, Kumasi, is one of the largest street markets in Ghana, and all of West Africa. It has as many as 45,000 stores and stalls selling anything you could ever want - vegetables, textiles, souvenirs, shoes, jewelry, spices, grains, toys. By comparison, the largest mall in the United States has 400 stores! The Kejetia Market is located right in the center of Kumasi, with the Kumasi Cultural Centre just to its north. Another massive market in Ghana is the Makola Market in Ghana's capital city of Accra. It is so crowded around these markets, many people arrive via tro-tros, which are small, privately owned buses.

Activity

Since your class is "spending a week in Ghana," consider culminating your exploration by creating your own street market - like Kejetia or Makola. Have students participate in decorating your classroom with pictures they have drawn which depict Ghana, or images which represent colorful and traditional patterns of Kente cloth. Invite other classrooms from your school to visit your Ghanaian market, so that they, too, can learn about this amazing country. Let them create Oware game boards and demonstrate how to play (see page 25). Play traditional Ghanaian music



Vegetables for sale in Kumasi's Kejetia Market

Photo by ZSM from commons.wikimedia.org CC BY-SA2.0

Shopping the Kejetia & Makola Markets *(cont.)*



for background music. Let students create one market stall which educates other students about the many animals of Ghana (see page 36), or one which demonstrates the steps for making chocolate (see page 28). Make posters which introduce students to the many famous people of Ghana (see page 12). Have a stall in your classroom market with travel brochures of fun and important places to visit in Ghana. Sure, it will require some work to pull off a Ghanaian market as large as Kejetia... but you can do it!

Activity

Before you start scouring the thousands of stores in the Kejetia or Makola Markets, first brush up on your money exchange. Most of these shop owners are open to negotiating pricing (“Will you take 5 cedi for these socks?”), however if you don’t know the exchange rate, you could blow your whole vacation budget! Currency exchanges around the world fluctuate, depending on the strength of a country’s economy on any particular day or week. However, for this activity, we are going to lock it in. When this guide was prepared, 100 U.S. dollars equaled 512 Ghanaian cedi, the official currency of Ghana. One cedi can be divided into 100 pesewas (just like our pennies). For this activity, we will assume that one U.S. dollar equals 5 Ghanaian cedi (that will make it a bit easier). You will see that cedi come in various denomination of bills and coins, just like U.S. currency. Tell your students to be careful - notice the ¢ symbol before the number in the corner of the bills. In the U.S., when that symbol comes after a number, it means cents (as opposed to dollars - \$). In Ghana, when it precedes a number, it means “cedi,” which is just like our dollar.

For this activity, each student is given \$20 U.S. dollars to purchase produce to prepare a luscious vegetarian dinner for friends visiting Ghana. They must not only consider the rate of currency exchange (\$1 U.S. dollar equals 5 Ghanaian cedi), but they must also consider that the pricing of some of the produce are quoted for multiples (3 plantains for 3.75 cedi ... so, remember, 3.75 cedi equal 375 pesewas, and with the 1 to 5 exchange rate, students should divide that by 5 to determine that you can buy 3 plantains for 75 cents). So here are the rules:

- Each student must purchase a minimum of 6 different types of fruit or vegetables (pineapple, cucumber, etc.).
- They can buy single pieces of fruit or vegetables (one melon, for example), but for 2 of their 6 different pieces of produce, they must buy at least 3 pieces, and one of their 6 different pieces of produce they must purchase 5 pieces.
- They are not allowed to spend any more than their (pretend) \$20 U.S. dollars.

- The winner of the Kejetia Market Challenge is the student who, after doing the math, is able to purchase the most pieces of fruit and/or vegetables (and, yes, 3 plantains for 3.75 cedi equals 3 items, however a bunch of carrots equals just one item).
- In case of a tie, the winner is the student who purchases the most pieces of fruit and/or vegetables, and has the most money left over from their \$20.

Standards

Social Studies
3-5 SSP.06

Math
3-5.OA.A.1
3-5.NBT.A.1

World
Language
3-5 1.2, 3.1



One, two and fifty cedi bills, and a one cedi coin and fifty pesewas coin (just like two U.S. quarters).



Two-Part Ghanaian Word Search Puzzle

3-5

The multi-faceted country of Ghana offers both endless, grassy savannahs, as well as big cities. There is no one image of this diverse country! Likewise, there are uniquely different aspects of this “Two-Part Word Search” about Ghana. First have students answer the questions about Ghana on this page, then find those answers hidden within the word search puzzle on the next page. They may appear across, up and down or diagonally, either forward or backward. The number at the end of each question is the number of letters in the answer. Answers to questions can be found throughout this guide. All answers can be found on page 68.

Standards

Social Studies
3-5 3.01, 3.03
3.04, 3.08
3-5 SSP.01
3-5 SSP.02
3-5 SSP.05
3-5 SSP.06

1. The U.S has Congress. Instead, because of the Colonial Period, Ghana has this (10): _____
2. This country is north of Ghana (2 words) (11): _____
3. A colobus is this type of animal you’ll find at Tafi Atome and Boabeng Fiema Sanctuaries (6): _____
4. Trees can be endangered, too, like this endemic tree of the Kyabobo National Park (2 words) (18): _____
5. Reggie Rockstone is the “Godfather” of this Ghanaian musical style (7): _____
6. The Ashanti is a society which traces its kinship through the mother’s lineage (11): _____
7. The title for “king” among the Asante people (10): _____
8. Soccer superstar who, unfortunately, in 2010 missed a huge goal at the World Cup (2 words) (11): _____
9. This spider is the protagonist of many Ghana folktales (6): _____
10. This body of water laps at Ghana’s southern coast (3 words) (12): _____
11. This Ghanaian food consists of fermented cornmeal wrapped in corn husks (5): _____
12. This was created by the construction of Akosombo Dam (2 words) (9): _____
13. This Memphis music legend became an honorary Ghanaian chief (2 words) (10): _____
14. In Ghana, this is celebrated each year on July 1 (2 words) (11): _____
15. This actor had roles in many movies, including *Avatar* and *The Incredible Hulk* (2 words) (11): _____
16. This is the national motto inscribed at the bottom of the Ghana coat of arms (3 words) (17): _____
17. Since it’s the first day of the weekend, it’s a perfect day to grab a movie in Ghana (8): _____
18. If you want to buy anything, this is the huge market in Accra you should visit (6): _____
19. Just like our dollar bills, this is the currency exchange in Ghana (4): _____
20. Despite a physical disability, this Ghanaian cyclist became a national hero (2 words) (19): _____
21. If you alphabetized all of the animals found in Ghana, this one would be listed first (8): _____
22. Along the Black Volta River is where you’d find this famous hippopotamus sanctuary (7): _____
23. The Portuguese originally built St. George’s Castle as a trading post, but was later used for this (7): _____
24. This is the most famous mosque in Ghana (9): _____
25. These brightly painted fishing boats line Ghana’s coastal areas (8): _____

Two-Part Ghanaian Word Search Puzzle



Make copies of the Word Search puzzle below, and distribute to your students. After finding the answers to the 25 clues on the previous page, have them locate those words within the Word Search puzzle below. They should circle each answer as it runs forward or backward, either across, up and down or diagonally. Answers to this puzzle about Ghana can be found on page 68.

F	L	L	I	R	A	M	A	G	N	Y	O	R	M	C	A	E	N	I	U	G	F	O	F	L	U	G
N	R	S	E	U	O	N	I	N	U	T	S	E	O	G	A	K	M	I	C	H	A	S	W	O	S	L
A	A	E	A	V	U	D	E	R	E	I	N	M	E	M	E	N	E	D	A	N	I	H	C	A	A	P
C	C	U	E	R	U	R	D	T	E	L	N	M	T	A	T	E	S	E	Y	A	H	C	A	A	S	I
I	A	G	R	D	M	O	U	N	R	A	A	A	S	I	T	K	A	C	L	D	V	K	P	I	S	M
R	U	O	C	T	O	N	C	E	G	L	H	N	Y	M	C	O	H	A	A	R	E	I	E	E	U	R
E	I	R	S	A	R	M	A	N	L	A	E	U	G	G	T	B	D	T	W	E	R	R	L	B	H	S
M	O	I	U	M	H	L	A	A	S	U	R	E	I	A	H	E	E	N	E	H	E	T	N	A	S	A
A	N	P	R	A	H	O	R	N	L	V	K	L	A	Y	M	A	S	W	C	R	N	R	N	A	A	T
O	M	C	A	I	C	U	E	H	D	S	E	O	G	A	N	I	O	S	H	O	N	A	C	L	O	V
R	E	H	A	L	M	M	A	M	H	J	O	F	L	I	D	S	N	M	I	U	N	O	A	L	O	A
E	M	E	R	A	R	A	S	E	I	T	U	O	A	Y	U	I	K	C	A	S	T	H	I	M	O	L
B	S	A	L	E	O	K	Y	D	A	G	E	S	F	A	T	S	A	O	U	S	C	R	O	A	Z	D
I	A	I	T	A	C	O	O	T	I	L	A	U	T	H	A	N	A	N	T	H	A	R	E	E	A	E
L	O	E	E	T	D	L	O	L	O	A	J	Y	L	I	S	O	R	B	Z	L	E	P	U	D	N	Z
A	P	A	B	Y	P	A	C	G	S	E	K	E	C	A	C	M	R	U	T	A	U	Q	E	O	K	O
V	A	U	S	U	B	O	U	A	N	K	S	B	V	L	A	E	A	R	A	R	R	I	P	L	R	J
I	R	R	D	G	A	S	O	U	U	R	A	O	C	A	L	N	T	K	A	A	B	G	V	I	A	T
T	L	T	A	L	B	O	T	I	E	L	L	A	G	E	N	D	T	I	I	I	E	O	D	G	V	Y
S	I	T	A	G	B	O	T	I	E	L	L	H	O	N	B	D	T	N	N	R	E	F	G	S	D	L
E	A	S	B	P	N	O	E	S	O	E	E	W	B	I	C	X	T	A	A	A	S	E	A	A	R	A
F	M	E	O	E	Q	A	P	P	M	N	N	M	A	L	A	P	M	F	F	M	L	N	U	V	A	R
K	E	G	N	B	L	L	B	S	C	O	B	A	R	I	A	I	O	A	T	L	O	V	E	K	A	L
P	N	U	A	N	K	D	O	A	R	S	G	O	U	R	T	C	U	S	S	V	B	N	A	H	Q	U
W	T	O	M	A	S	T	N	G	R	L	C	W	L	T	E	T	N	O	O	R	I	T	K	C	A	N
R	W	R	M	O	I	A	N	R	H	A	I	O	I	A	O	K	U	N	K	U	R	I	P	E	B	P
I	O	D	G	N	N	A	R	K	A	V	L	C	A	M	V	I	S	S	E	L	U	W	N	C	Y	L
V	I	E	H	S	A	L	C	C	N	E	O	A	U	C	H	A	I	F	U	E	I	T	N	U	O	M
L	U	H	I	P	L	I	F	E	H	R	O	R	S	S	L	S	R	L	P	C	I	S	N	N	B	U
P	A	G	U	A	T	E	R	H	C	Y	A	D	C	I	L	B	U	P	E	R	D	A	N	A	O	E



Ghana's Emmanuel Ofosu Yeboah

Many years, the Memphis in May Curriculum Guide features engaging stories or folktales from the honored country. Some are fictional fables of beasts or talking animals. Some are folktales which have been passed down by families through generations.

This is a true story. It is a story about a boy born in the city of Koforidua in the southeastern region of Ghana in 1977. Sure, fictional tales of talking foxes can be entertaining, but this is a true story of a boy who changed people's perspectives and motivated an entire country. The story would be best told to your students through the pages of a children's book, "Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah." written by Laurie Ann Thompson and beautifully illustrated by Sean Qualls. It's an affordable book that can be found at any bookstore, or is easily available from Amazon, and the motivational story it will share with your students is well worth the price.

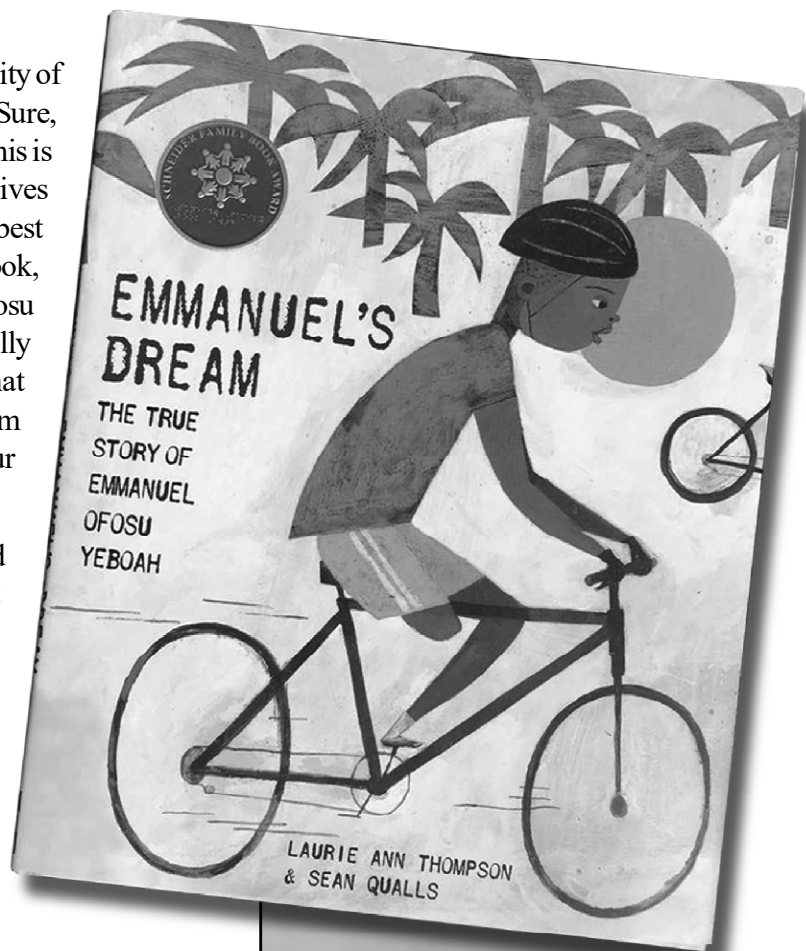
As you can see from the book's cover to the right and in the photo of Yeboah below, he was born with just one good leg, a huge challenge for anyone, certainly for a young boy, raised by his mother, in a town where many thought he would be useless.

Activity

More information about Yeboah can be found on the next page. This information will be useful in some of the classroom discussions or activities of this lesson.

1. Growing up poor in a city, raised by one parent presents challenges of which some of your students may relate; others cannot. Facing a physical or mental disability, as well, can be devastating... or motivating. Share the story of Emmanuel with your students or read to them Thompson's story. Use the following questions to engage your students in a discussion.

- How did Emmanuel's story make you feel? Did your mood change as the story went on, and why?
- While he could have just given up (which could certainly be understood), Emmanuel chose to keep breaking through obstacles, not just to make his life more complete, but to improve the lives of many others, as well. Ask students if they can name other people (they can be friends, or even someone famous) who had to work extra hard to accomplish very difficult things.
- Ask students if they know of someone (could be a friend or someone famous) who used their own time, talents and creativity to help many other people. What were the results of their hard work?
- Discuss with students the difference between feeling "sorry" for someone and feeling "inspired" by someone. Ask them to give examples.



The "real" Emmanuel Ofosu Yeboah as an adult (and experienced biker!).

Ghana's Emmanuel Ofosu Yeboah *(continued)*



e). To raise money to buy a soccer ball and a bicycle, he shined shoes and eventually worked in a market (when many encouraged him to just beg for money on the street). Ask your students, “By yourself or with a group of friends, if there was something that you really wanted, what things could you do to raise money?”

2. Thompson tells of how Yeboah biked through the capital of Accra, through Kumasi, through Tamale and back, covering over 400 miles. Use a map of Ghana and help students find each of these cities and Yeboah’s possible path. Have them discuss what things Emmanuel might have seen during his bike trip (markets, rivers, rainforests, animals, villages, etc.). Have them draw pictures of scenes that Yeboah might have seen on his trip.

3. It took Yeboah just 10-days to complete his 400-mile bike ride. Create a large wall map of Ghana. Starting in Accra, turn Yeboah’s ride into a 10-day study of the places and cities of Ghana (which Emmanuel might have passed through). Each weekday for two weeks, trace the “ride” on your wall map and teach your students 3 things about each of these 10 stops along the route: Accra, Sekondi, Ghana Rainforests, Brong-Ahafo, Kumasi, Black Volta River, Tamale, Lake Volta, Dambai, Digya National Park.

3. Laurie Ann Thompson is also the author of “Be a Changemaker: How to Start Something That Matters,” a guide to help to inspire and motivate young people to change the world (more information at lauriethompson.com). Discuss how Yeboah inspired and made a difference. Have students work in groups to think of ways they could “change the world” (animal adoption, recycling, creating a better playground, serving senior citizens, etc.) and what campaign or event could possibly be planned to make a difference (a fund-raiser, a parade, paint a wall mural, donate their time, create art posters to increase awareness, etc.).

More About Emmanuel Ofosu Yeboah

Thompson’s story tells of how Emmanuel had trouble fitting in with other children at school and around Koforidua, but how some friends eventually helped him learn how to ride a bicycle. In 2001, when he was 24 years old, Yeboah rode 400 miles throughout Ghana in just 10 days, bringing attention to the plight of the disabled in that country. Much of the time he wore a t-shirt imprinted with the words, “The Pozo,” which means “the disabled person.” He rode through rainforests, plantain farms, grasslands and past large markets.

In the process of his bike ride, he also applied for a grant of a bicycle from the Challenged Athletes Foundation (CAF) located in San Diego, California. After completing the cross-country trek in Ghana, the CAF invited him to participate in the 2002 Triathlon Challenge in San Diego. During Yeboah’s visit to the United States, doctors from Loma Linda University Medical Center examined his leg and informed him that he was an excellent candidate for a prosthetic. Following a successful surgery and six week recovery, Yeboah entered his second triathlon, and reduced his time by 3 hours. Yeboah was subsequently awarded the CAF Most Inspirational Athlete of the Year Award as well as awards from Nike and ESPN. Those awards earned him about \$50,000. Upon returning to Ghana, he used the money to open the Emmanuel Education Fund for promising students with disabilities. In 2005, Yeboah’s story was captured in the documentary, *Emmanuel’s Gift*, narrated by Oprah Winfrey. His work in Ghana continued, helping to build schools for children in Ghana, with or without disabilities. Yeboah has also helped organizations distribute wheelchairs to those in need, and has maintained a scholarship fund to help children with disabilities attend school. Many disabled kids in Ghana have to pay for their education, even at public schools.

In 2006, the Ghanaian Parliament passed the “Persons with Disability Act,” influenced by Yeboah’s activism. The Act states that people with physical disabilities are entitled to the same rights as the rest of the country’s citizens.

Standards

Social Studies
3-5 3.01, 3.03
3.04, 3.08
3-5 SSP.01
3-5 SSP.02
3-5 SSP.06

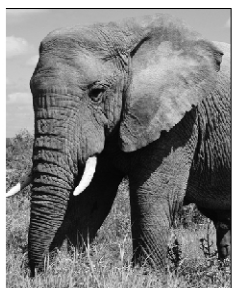


The Wildlife of Ghana

Even though Ghana is the size of many American states, the country's diverse landscape of Savannah grasslands, mountain ranges, coastal areas and dense rainforests make it home to a world of animals. Ghana's strong commitment to wildlife and plant life protection has fueled the country's growing eco-tourism industry to support the nation's strong cultural and historical attractions. Ghana boasts 21 wildlife-protected areas that include seven national parks, six nature reserves and two wildlife sanctuaries, five protected coastal wetlands, and one strict nature reserve. Together, they are home to over 200 different mammal species, over 200 species of reptiles and amphibians, and more than 700 bird species, in addition to several migrant species of birds. The country is still home to populations of such impressive beasts as hippos, African elephants, leopards, zebras and



Aardvark



African Elephant



African Grey Parrot



Atheris Chlorechis



Bongo



Bushback



Cape Hyrax



Chimpanzee



Colobus Monkey



Fairy Hairstreak



Fruit Bat



Guinea Baboon



Hippo



Hornbill



Humpback Whale



Hyena



Impala



Kob



Lelwel Hertebeest



Leopard



Lion



Mocker Swallowtail

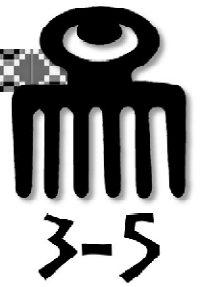


Wart Hog



Water Buffalo

The Wildlife of Ghana *(continued)*



lions, in addition to many endangered species and several endemic species found only in Ghana. Ghana is home to several sanctuaries maintained exclusively for various species of monkeys, many rare. The country has even attracted global attention in recent years as scientists have discovered a rare terrestrial monkey, the white-naped mangabey, in the Atiwa Forest Reserve in Ghana's Eastern Region. Snakes are common while marine creatures such as crocodiles and hundreds of fish species live along the coast with the Atlantic Ocean and in Lakes Volta and Bosumtwi. Ghana is also home to over 1,000 species of butterflies, more than all butterfly species found in Europe and North America combined... all in a country the size of Oregon.

Activity

The photos on the previous page represent just a small glimpse into the wildlife population of Ghana. Have each student select one of the animals pictured, or another which can be found in Ghana. Have them write a brief paper, with illustrations about their animal. Aside from a brief description, they should concentrate on the area or areas of Ghana where their animal is most commonly found, the primary foods included in their diets, an estimate of their numbers throughout Ghana (listed by regions), and whether the animal is plentiful or dwindling in numbers. This can also be assigned as an oral or visual presentation project, with each student presenting their animal to the class or displaying a poster or tri-fold display which includes information about their animal. Since Ghana has a wide variety of animals, it is best to have all students choose different animals (who needs 8 reports about lions?).

Wildlife Protected Areas of Ghana

As mentioned on the previous page, the government of Ghana has designated many areas toward the protection of the country's wildlife, and for land protection against agricultural and industrial growth and encroachment. Many of these reserves host large populations of various animals, while some have special focus on certain animal groups.

Activity

Have each student choose one of the ten reserves or national parks listed below, and research and write a paper about the park. Papers should include details of the park, size, animal diversity and population size, dates established, who maintains oversight, whether or not tourists are allowed, problems the park experiences, significant facts from the park's history, etc. Just as before, this assignment can also be conducted as an oral or visual presentation.

- 1. Asubima Forest Reserve** - Located east of Akumadan in Ghana's Ashanti Region, the Asubima is a forestry area focused on preserving Ghanaian tree species. The reserve hosts programs such as high quality nurseries, model plantations and intervention programs working against deforestation, logging, woodfires and illegal farming. The local farmers take part in the programs, working in the plantations as workers, guards or fire squad members.
- 2. Ayum Forest Reserve** - This reserve lies within the Brong-Ahafo Region area. Connected to it is the Subim Reserve and Bonsampepo Reserve, with the Ayum Forest reserve covering about a quarter of the total area. The Ayum Forest Reserve plays a key role in preserving biodiversity in the Guinean Moist Forest EcoRegion. The space contains numbers of chimpanzees, elephants and other endangered species.
- 3. Bia National Park** - This park lies in the Western Region of Ghana, close to Sekondi-Takoradi, a city of about a half a million. The park houses some rare varieties of mammals, many different species of birds, and some of the tallest trees in West Africa. The white-breasted guinea fowl is one of numerous endangered birds found in this national park. Guests may see over 100 different species of bird, along with elephants, bushbucks and chimpanzees. Campsites allow guests to have a rugged camp experience, while many lodges in the park also provide attractive accommodation options.



The Wildlife of Ghana *(continued)*

4. Boin Tano Forest Reserve - Established in 1968, this reserve occupies 129 square kilometers in Ghana's Western Region. The Bisao and Tano rivers run through the reserve, creating plenty of swamp habitat. The area supports a wide variety of bird species, many of which are endangered, including the white-breasted guinea-fowl and the yellow-bearded greenbul. Animals existing within the reserve include the yellow-backed duiker and the ursine collubus. These animals are in grave danger of being hunted and it can be seen that the reserve plays a significant conservation role.

5. Bui National Park - The third-largest national park in Ghana, Bui National Park bisects the Black Volta River. The river winds its way from Burkina Faso down to the White Volta in Ghana, and is home to many river species. The most prominent of these is the large hippopotamus population. This is the perfect spot for taking a guided canoe ride and watching these large creatures at home in their natural habitat. You will also get to see a large number of antelopes, monkeys and birds that inhabit the 1800 square kilometer expanse of Bui National Park.

6. Digya National Park - Right on the shores of the gargantuan Lake Volta, Digya National Park is home to a large elephant population as well as a stunning variety of other fauna and flora. The national park is in the Brong Ahafo region and covers an expansive 3500 square kilometers. Along with the opportunity to watch the variety of mammals and primates along the shores of the lake, a visit to Digya National Park offers the chance to see over 200 species of bird. Crocodiles, otters and other river creatures will also make the visit memorable. The forests of Digya are also breathtaking, combining gallery forest and savannah woodland.

7. Kakum National Park - Located near the coastal area of the Central Region of Ghana, Kakum National Park is a tropical rainforest with many unique species of fauna and flora. These include the endangered Diana monkey, the yellow-backed duiker and the African elephant. Kakum is a chief attraction for the many visitors who annually flock to Ghana to see wildlife and wonders of nature. This park is home to many birds, such as the African grey parrot and hornbill. You should also try the Kakum Canopy Walkway, a 350 meter walkway high among the canopies of Kakum's treetops.

8. Kyabobo National Park - On Ghana's Eastern border with Togo lies Kyabobo National Park, full of wildlife and boasting 235 species of birds, 500 types of butterflies and many mammals including elephants, buffalo, leopards, bushbucks and monkeys. Comprised mostly of dry forest savannah, the park contains the endangered endemic tree *Talbotiella Gendtii* as well as scenic varieties of other plant species. With several hotels and guesthouses available near the 350 square kilometer national park, Kyabobo offers visitors a welcoming adventure into Ghana's nature and wildlife.

9. Mole National Park - The huge Mole National Park covers an area of over 4,500 square kilometers, and incorporates many waterways and forests. Mole features many quality hotels offering first-class accommodations. The area is pristine and the Mole and Lovi rivers pass through the park. The area receives large amounts of rainfall each year, which helps sustain many diverse species of animal including hippos, buffalo, elephants, leopards, lions and numerous plant varieties. Hiking routes are popular and can be walked or traversed in a car, giving a unique perspective of this magnificent park.

10. Nini Suhien National Park & Ankasa Resources Reserve - Nini Suhien National Park is a smaller national park that is joined with the Ankasa Resources Reserve into a unified conservation area, with Nini Suhien comprising about 160 square kilometers. Despite its small size the area has an incredibly rich biodiversity. You will see African elephants and the endangered Diana monkey, along with 263 species of bird. Sublime views of the Nini and Suhien rivers and waterfalls are available for enjoyment in the park.

Standards

Social Studies
3-5 3.03, 3.08

English L.A.
3-5 FL.PWR.3
3-5.FL.WC.4
3-3.FL.F.5
3-5.FL.SC.6

Science
3-4.LS2
3.LS4

Discovering Ghana's Posuban Tradition



Posubans are unique features found throughout the coastal region of Ghana. It is easy to find them in the oldest trading cities like Elmina, Mankessim and Anomabu. To tourists, they may look like modern concrete sculptures only, but for the Ghanaians living in these communities they are much more. These large concrete structures were made by the Asafo companies as their local headquarters and as warehouses for storing weapons and signs. During Ghana's colonial period, the Asafo warriors succeeded in keeping their kingdoms intact, despite the various European powers that alternated along the coast of Ghana. Today posubans are ceremonial places of importance to the towns where they exist. In the past, Asafo companies were responsible for the protection of a village, but today they are more important for their ceremonial role and for their involvement in art and politics.

The word posuban is a combination of the Akan word "posu" that means "place" and the word "ban" that means "fortification" - therefore "posuban" means "fortified place." These structures were often built to indicate the importance of each Asafo company, and the more important the company the more elaborate their posuban in regards to statuary. Statues are usually life-size, and each was carved on the columns and on the walls, as well as free-standing on balconies and in front of the structures. They also included other images, like animals and plants and items from European influences like clocks.

Activity

Have each student bring a shoebox to class, which they will use to create their own Ghanaian posuban. Google "posubans" to show them other posuban examples throughout Ghana. They can start by painting their shoebox bright colors with elaborate Ghanaian designs. Then have them use clay to create a multitude of statues to place on and around their posuban. They can first use clay and cardboard pieces to create columns and balconies, if they wish. They should research Ghana first, so that they will know what items they want to include, as each item should have specific meaning to Ghana, including people, plant and animal life, landmarks, foods, textiles, exports (gold, oil, cocoa). Statues and clay items attached to their posuban can also commemorate

Standards

Social Studies

3-5 SSP.01

3-5 SSP.02

3-5 SSP.06

Visual Arts

3-5.VA.Cr2.C

3-5.VA.P3.A

important events in Ghana's history. Upon completion, have each student explain each component of their posuban to the class. Display completed posubans in your classroom, or incorporate them into your classroom's Ghanaian marketplace.





Visiting Ghana Tourist Attractions

Lonely Planet, one of the world's largest travel guide publishers, lists dozens of great and unique attractions and experiences available throughout the Republic of Ghana. The country might not be huge in size, but it's huge in vacation activities. So pack your bags, because your best week of visiting Ghana will be packed with many great things to see and do as we explore Lonely Planet's top picks of places to visit in Ghana.

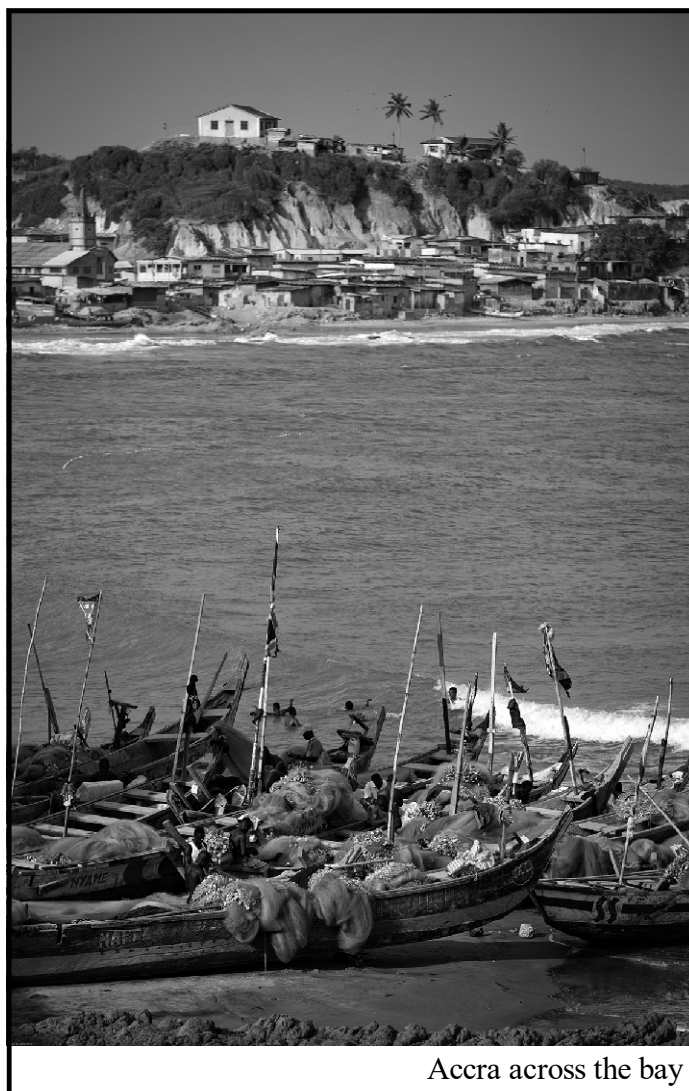
Activity

1. Start by discussing "tourism" with your students. Ask them what they think "tourism" means, and what it might include. They might mention things like beaches and amusement parks and staying in a hotel. Help them to understand the huge economic impact that tourism can mean to a city or a country. Have them start by naming tourist attractions in Memphis, like Graceland, the zoo, the Memphis Rock 'n' Soul Museum or the Pink Palace. Help them to understand how important tourism can be, by discussing restaurants where tourists eat, gasoline and airline tickets which tourists purchase, souvenirs, and even cab rides and sunscreen.

2. Discuss how tourism might be different in Ghana than it is in Memphis (like swimming in the ocean, or going to see wild animals). Have students mention words that might be used when promoting tourism in Memphis (like music, barbecue), and words used in promoting tourism in Ghana (like animals, exploration, coastlines).

3. Below is a list and brief description of 23 of Ghana's top tourist attractions as identified by Lonely Planet. Write each on a piece of paper and place all slips of paper in a bowl. Allow students to each blindly select a tourist attraction. Depending on how many students you have in each class, you might need to include each of these Ghana tourist attractions twice... or visit

lonelyplanet.com/ghana/attractions, as they list a total of 37 different tourist attractions. Research becomes a major part of this activity as each student must dig up important information about their attraction. Encourage them to dig deep... not just the basic information about the attraction, but where it is on a map, how it is pronounced, is there an admission price, who might be more interested in visiting, are there souvenirs available, what photographs would you want to take, and what days can you visit. Then the activity details are up to you. You can have students write a brief report about their attraction including the information above, and also include pictures they find on the internet. Or have them create visual presentations which can be presented to their classmates and displayed in your classroom. These can be posters, collages, dioramas or tourism brochures or pamphlets created with art supplies. You can also have each student serve as a Lonely Planet reporter and conduct an interview or news report talking about this particular tourist attraction. Get ready to travel!



Accra across the bay

Visiting Ghana Tourist Attractions *(continued)*



- 1. Cape Coast Castle** - Cape Coast's imposing, whitewashed castle commands the heart of the town, overlooking the sea. It was once one of the world's most important slave-holding sites, and provides historic, yet disturbing insight into the workings of the slave trade which once existed in Ghana.
- 2. Kejetia Market** - Often cited as the largest outdoor market in West Africa, with over 11,000 stalls selling everything from food and fabric to toys and souvenirs. From a distance, the Kejetia Market looks like an alien mothership landed in the center of Kumasi, as a patchwork of tin roofs create this huge market.
- 3. Mole National Park** - It's not very often that you can get up close and personal with bus-sized elephants. Face-to-face encounters with these beasts, plus roving gangs of baboons, warthogs, water bucks, antelopes and 80 other animals are common experiences in this national park.
- 4. Jamestown** - It originated as a community that emerged around the 17th-century British James Fort, merging with the city of Accra as the city grew. Today, Jamestown is full of beautiful colonial buildings, vibrant clapboard houses and the iconic Jamestown lighthouse.
- 5. Prempeh II Jubilee Museum** - This museum may be small but the personalized tour included with admission is a fascinating introduction to Ashanti culture and history. Among the displays are artifacts relating to the Ashanti king Prempeh II, including his war attire, ceremonial clothing, and jewelry.
- 6. St. George's Castle** - A UNESCO heritage site, St. George's Castle was built as a trading post by the Portuguese in 1482, and captured by the Dutch in 1637. It was expanded when slaves replaced gold as the major object of commerce, with storerooms converted into dungeons.
- 7. ANO Centre for Cultural Research** - This arts institution, which takes its name from the word "grandmother" in Akan, was founded by Ghanaian art historian, writer and filmmaker Nana Oforiatta-Ayim and recently opened a well-curated permanent space for exhibitions and screenings, including a workshop and library.
- 8. Makola Market** - One of Ghana's largest marketplaces, the Makola Market is a fixture in the capital city of Accra. Before you know it, you're swimming among thousands of shoppers and among booths of vendors hawking food, secondhand clothes, shoes and more. For tourists, it can be a fun and intense initiation to Ghana.
- 9. The Studio** - Photographer Francis Kokoroko regularly hosts cultural events and art talks at this studio on the top floor of the Forico Mall in Osu. A young, interested crowd shows up when documentaries or discussions are hosted about such things as the rise of Hiplife music or how Ghanaian film posters developed their very own style.
- 10. Wechiau Hippo Sanctuary** - This sanctuary on the Black Volta River was initiated by local village chiefs in 1999. Hippos can usually be seen from November to March, even from the deck of tourist boats. Once the rainy season is underway, however, (April to October) hippos become tougher to spot.
- 11. Manhyia Palace Museum** - Manhyia Palace was built by the British in 1925 to receive Prempeh I when he returned from a quarter of a century of exile in the Seychelles to resume residence in Kumasi. It was used by the Ashanti kings until 1974.
- 12. Kakum National Park** - Tucked away in this small pocket of rainforest are endangered forest elephants, colobus monkeys, 300 species of birds and a staggering 600 species of butterflies, all found within the popular Kakum National Park. However, the main attraction is the canopy walkway suspended 98 feet above the forest floor among the tree canopy, as well as a treehouse you can actually stay in overnight..

Standards

Social Studies
3-5 3.03, 3.08

English L.A.
3-5 FL.PWR.3
3-5.FL.WC.4
3-3.FL.F.5

Visual Arts
3-5.VA.Cr2.C
3-5.VA.P3.A



Visiting Ghana Tourist Attractions *(continued)*

13. Independence Square - Also known as Black Star Square, Independence Square is a vast, open memorial. The square is dominated by an enormous arch beneath which the Eternal Flame of African Liberation, lit by Kwame Nkrumah, still burns. It also includes the Black Star Gate and the Liberation Day Monument. Independence Square is the second largest city square in the world after the Tiananmen Square in Beijing, China.

14. Kwame Nkrumah Park & Mausoleum - This tranquil park is full of bronze statues, fountains and wandering peacocks, with the mausoleum of Kwame Nkrumah, Ghana's first leader, at its heart. The park museum houses a collection of Nkrumah's personal belongings, including the smock he wore while declaring Ghana's independence.

15. Goethe-Institut - The cultural arm of the German government in Ghana, the Goethe-*Institut* with the German spelling of *Institut*) is also a popular events venue in Accra. The first Saturday in the month, don't miss the market where you can find everything from fresh pasta and organic vegetables, paintings and handicrafts.

16. Bojo Beach - Bojo Beach is a beautifully clean beach located just a short drive west of the big city of Accra. On arrival you'll be rowed across a clear strip of water to a pristine strip of beach, where there are sun loungers and refreshments.

17. Tafi Atome Monkey Sanctuary - Established to protect the forest and its inhabitants, the mona monkeys, this community-run sanctuary is a fun place to visit. The monkeys, revered by the villagers, are friendly and readily eat from visitor's hands. Early in the morning they can be seen roaming the village.

18. Fort San Antonio - Built in 1515, Fort San Antonio was the second fort constructed by the Portuguese on the Gold Coast, after St George's Castle in Elmina. From the top there are spectacular views of the stunning coastline in both directions.

19. Lake Volta - The largest artificial reservoir in the world in terms of size, created by the construction of the Akosombo Dam, which uses water power to provide electricity for much of Ghana.

20. Chief's Pond in Bolgatanga - The pond's crocodiles, held sacred by locals, are reputed to be the friendliest in Africa. Women do their laundry in the pond while kids frolic in the water. Legend says the town's founders made a promise with local crocodiles to not hurt each other.

21. Boti Falls - These beautiful twin waterfalls are located at Boti in Many Krobo in the Eastern region of Ghana. One is referenced as the female waterfall, and the other male. The first president of Ghana, Dr. Kwame Nkrumah, visited the falls in 1961. To get to the base of the falls, visitors must descend over 70 steps.

22. Lake Bosomtwi - This lake was formed by an ancient meteorite strike in the Ashanti Region, and is considered very sacred by the Ashanti people of the area. It is considered taboo to touch the lake with iron, including modern boats. A padua, a large plank of wood, paddled by hand, is appropriate for fishing on the lake.

23. Busia Beach - Beautiful white sand beaches meet the Atlantic Ocean along this tourist region of Ghana's West Coast. It offers Ghana's best surfing, resort hotels and restaurants, and is located in the migratory path of the huge blue marlin and bluefin tuna.



Tafi Atome Monkey Sanctuary and Cultural Village

Exploring Two Countries An Ocean Apart

6th - 8th Grade Learning Unit



One country is as large as some continents. The other is the same size as an American state. One hosts cultures that date back many centuries, even though as a country it is not a century old. Both have major metropolitan cities and vibrant economies, and both also have rural areas and small towns. Both have beautiful landscapes and spectacular wildlife, and both also have dark periods in their past, like slavery. Each year, as students are given the opportunity to learn more about Memphis in May's honored country, they learn about that honored country... as well as their own country... by exploring the similarities and differences. As your students explore Ghana's culture, sports, government, economy and more throughout this Learning Unit, encourage them to make comparisons to the U.S. and to our own history.

The introductory section of this curriculum guide offers several pages which offer a general overview of Ghana (pages 4 - 6), and several pages which deal with Ghana's history (pages 7 - 12). To gain more understanding about Ghana (some students may know little), have them review those pages, and then answer the questions below. While some are specific questions with distinct answers, others serve to encourage your students to ponder and to make comparisons.



1. What does Pan-African mean?
2. Within a decade of Ghana's independence in 1957, more than 30 other African countries followed suit, and declared their own independence. Identify and research one of these other 30 African countries and compare their fight for independence with that of Ghana. From whom were they seeking their independence? Was it the same as Ghana? What specific aspects of Ghana's fight for independence do you feel drove this other African country to seek independence?
3. What factors do you feel led to Accra becoming or being chosen as Ghana's capital? Consider factors like location, resources, what was taking place there previously, etc. Support your answers. In comparison, what factors might have led to the selection of Washington, D.C. as the U.S. capital? Were both of these cities the original capital for their respective countries?
4. Kumasi is the seat of the King of the Asante people in central Ghana. If Ghana is a democracy, why is there a King?
5. With the Atlantic Ocean to its south, Ghana has three neighboring countries which comprise its borders. Choose one of these three countries and research a comparison between it and Ghana in regard to geography, government, economy, customs and lifestyle.
6. In some ecological zones of Ghana, trees of varying heights form a canopy. What is a canopy, and how would you suspect it would impact animals and other plant life along the floor of the forest?
7. Explain the rotational system of agriculture, and why do you think it is important to crop production?
8. Ghana's population shifted from about one-third city dwellers in the 1960s to over half of Ghana's population living in cities by 2000. What do you believe caused the shift? Has American history recorded a similar shift? If so, when?
9. Debate the benefits and challenges of a nation which has over 100 different cultural groups and over 80 different languages.



Comparisons from the “World Factbook”

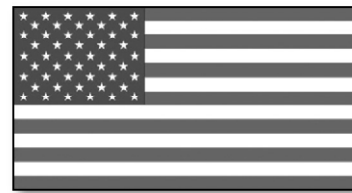
Standards

Social Studies
6-8 SSP.01
6-8 SSP.02
6-8 SSP.06
6.04, 7.21,
7.23, 7.24

There are many similarities between the Republic of Ghana and the United States than many might expect, while there are also significant differences. The CIA online “World Factbook” at <https://www.cia.gov/library/publications/the-world-factbook/index.html> offers information about all countries around the globe, regarding topics ranging from natural resources, population, government, military and more. Many more facts about Ghana and the U.S. are available than those presented and used for this lesson plan. In addition to the activity questions listed on page 46, consider having students select a category from the website not represented on these two pages, make a comparison, and present their findings. Use the information below to answer questions on page 46.



Population:	28,102,471 (2018 est.)
Population Growth Rate:	2.16% (2018 est.)
Net Migration Rate:	1.8 migrants / 1000 pop.
Comparison to the World:	154
Total Land Area:	92,100 sq miles
Coastline:	208 sq miles
Climate:	Tropical, warm and comparatively dry along southeast coast; hot and humid in southwest; hot and dry in the north
Highest Point:	Mount Afadjato, 2900 ft
Natural Resources:	Gold, timber, diamonds, cacao, manganese, fish, rubber, hydro power, petroleum, silver, salt bauxite, limestone
Agricultural Products:	Coffee, cut flowers, bananas, rice, tobacco, corn, sugarcane, cocoa beans, oilseed, vegetables, shrimp, forest products
GDP:	\$47.02 billion (2017 estimate)
GDP per capita:	\$4,700



Population:	329,256,864 (2018 est.)
Population Growth Rate:	0.8% (2018 est.)
Net Migration Rate:	3.9 migrants / 1000 pop
Comparison to the World:	30
Total Land Area:	3,796,742 sq miles
Coastline:	7,693 sq miles
Climate:	Temperate, but tropical in Hawaii and Florida, arctic in Alaska, semiarid in the plains west of the Mississippi, arid in the southwest
Highest Point:	Mount McKinley, 20,308 ft
Natural Resources:	Coal, copper, lead, gold, bauxite, iron, phosphates, timber, petroleum, uranium, iron, mercury, nickel, silver, natural gas, arable land
Agricultural Products:	Wheat, corn, fruits, other grains, vegetables, cotton, beef, poultry, pork, dairy products, fish, forest products
GDP:	\$19.49 trillion (2017 estimate)
GDP per capita:	\$59,800

Comparisons from the “World Factbook” (cont.)



Population Below Poverty Rate:	24.2% (2013)
Unemployment rate:	11.9% (2015 est.)
Military Expenditure:	0.4% of GDP (2017 est)
Population No Electricity:	7.3 million (2013)
Life Expectancy at Birth:	67.4 years total pop.
Male:	64.9 years
Female:	70 years
Health Expenditure:	3.6% of GDP (2014)
Education Expenditure:	4.5% of GDP (2017)
Literacy Rate: can read and write)	76.6% (age 15 and over
Ethnic Groups:	Akan 47.5%, Mole-Dagbon 16.6%, Ewe 13.9%, Ga-Dangme 7.4%, Gurma 13.1%, Guan 3.7%, Grusi 2.5%, Mande 1.1%, other 1.4%
Religions:	Christian 71.2%, Muslim 17.6%, Traditional 5.2%, Other 0.8%, None 5.2%
Languages:	Asante 16%, Ewe 14%, Fante 11.6%, Boron 4.9%, Dagomba 4.4%, Dangme 4.2%, Dagarte 3.9%, Kokomba 3.5%, Akyam 3.2%, Ga 3.1%, Other 31.2%
Government Type:	Presidential Republic
Internet Users:	Total, 9,328,018; % of population, 34.7%; country comparison to the world, 128
Labor Force:	12.49 million
Labor Force / Occupation:	Agriculture, 44.7%; Services, 40.9% Industry 14.4

Population Below Poverty Rate:	15.1% (2010)
Unemployment rate:	4.4% (2017 est.)
Military Expenditure:	3.29% of GDP (2017 est.)
Electrification - Total Pop.	100% (2016)
Life Expectancy at Birth:	80.1 years total pop.
Male:	77.8 years
Female:	82.3 years
Health Expenditure:	17.1% of GDP (2014)
Education Expenditure:	5% of GDP (2014)
Literacy Rate: can read and write)	99% (age 15 and over
Ethnic Groups:	White 72.4%, Hispanic (includes all of Spanish, Hispanic, Latino origin) 16.3%, Black 12.6%, Asian 4.8%, Native American 0.9%, Hawaiian/ Islander 0.2%, Other 6.2%
Religions:	Protestant 46.5%, Catholic 20.8%, Jewish 1.9%, Mormon 1.6%, Muslim 0.9%, Buddhist 0.7%, Hindu 0.7%, None 22.8%
Languages:	English only 78.2%, Spanish 13.4%, Chinese 1.1%, Other 7.3%
Government Type:	Constitutional Federal Republic
Internet Users:	Total, 246,809,221; % of population, 76.2%; country comparison to the world, 3
Labor Force:	160.4 million
Labor Force / Occupation:	Managerial 37.3%, Services 37.3% Sales & Office 24.2%, Manufacturing 20.3%, Industry 20.3%, Farming / Agriculture 0.7%



Comparisons from the “World Factbook” *(cont.)*

The information on the previous two pages, pulled from the CIA “World Factbook” website, provides many comparisons between the United States and Ghana, including resources, geography, population, economy, etc. Utilize the information provided, as well as other research sources such as library reference materials and the internet, to determine answers to the following questions. As mentioned on the previous pages, also encourage students to further research the CIA World Factbook and to find one other interesting comparison between Ghana and the United States, and present to the classroom.

Activity - Study the charts comparing Ghana and the U.S. and answer the following questions.

1. Based on the total area of each country, how many times would Ghana fit inside the land area of the United States?
2. Calculate how much each country spends on education (total dollar amount per year). Do you think there is a correlation between how much is spent and the literacy rate? Do you think that the amount spent on education by Ghana is higher or lower than other African countries? Research some comparisons.
3. The chart lists the U.S. government type as a constitutional federal republic, and Ghana’s as a presidential republic. Speculate what is meant by “presidential republic,” then research to find out what it means. Also research the exact meaning of “constitutional federal republic,” as we often simply label the U.S. as a “democracy.”
4. Compare the two types of governments and write a paragraph describing how the governments are alike. Write another paragraph describing how they are different.
5. The U.S. spends eight times more of our GDP on the military as does Ghana. Calculate the actual amount of money each government spends on the military.
6. Notice the big discrepancy in the life expectancy between our countries. Come up with, and list five possible reasons that people in Ghana have a considerably shorter life expectancy than Americans, then research Ghana to find out two actual reasons why this is the case.
7. Notice that the United States has many of the same natural resources as Ghana; gold, bauxite, silver, etc. Pick three of the resources that both countries possess. Research to find out the amounts of each and create a basic chart to display your findings. Find and include at least one resource in which Ghana has a larger supply of that natural resource.
8. Have students visit the CIA World Factbook webpage to discover more fascinating facts about our friends in West Africa! Have each student identify one additional interesting comparison between the two countries, research it in depth, and present their findings to the rest of the class for discussion.



School students in Koforidua

Discovering the Architecture of Ghana



Larabanga Mosque, Larabanga



Villaggio Vista, Accra



Stilted Village, Nzulezu



National Theatre, Accra

Ghana's traditional architecture of tribes and ethnic groups was influenced by available materials, religious beliefs, and social relationships within a community. Many traditional Asante buildings are listed as UNESCO World Heritage sites. The "shrine" house is a traditional example, with four buildings enclosing a central courtyard, used for music, cooking and religion.

The Larabanga Mosque is built in the Sudanese architectural style. It is the oldest mosque in the country and one of the oldest in West Africa. It is reputed to be Ghana's oldest mosque and houses a copy of the Qur'an almost as old. It has survived for centuries despite inclement weather and bad reconstruction projects.

During the last decades there has been a huge migration to the cities in Ghana, especially the capital Accra. With many of the African designers educated in Europe or America, much of Accra's new design is determined by European and American models.

The Ghana National Mosque Complex in Accra is a beautiful example of Ottoman architecture. Its arches and domes, in spite of the forest of wooden formwork, give hints of the elegance associated with Islamic architecture. It was a gift from the people of Turkey to the people of Ghana, with its impressive series of domes and semi domes.

The National Theatre of Ghana is a multifunctional institution, professionally equipped to meet world standards. Its core function is the development and promotion of the performing arts, both contemporary and traditional. It was designed by Chinese architects, and features influences of the Sydney Opera House in Australia.

Villaggio Vista is the tallest tower building in West Africa, an ambitious new project in the booming capital of Accra. Its high-quality apartments with impressive penthouse units and in-house facilities such as rooftop swimming pools, concierge and gym are set to appeal to the growing middleclass of businessmen of Ghana's thriving economy.

The construction of the World Bank Building in Accra has incorporated a number of eco-friendly designs, like the rain water harvesting system, green roofing features and other sustainable features.

Activity - Have each student choose one of these sites and develop a research paper about it, including location, use, history, architectural style, unique facts and preservation: ● The Accra Mall, ● Cape Coast Castle, ● Flagstaff House, ● Ghana National Mosque Complex, ● The Larabanga Mosque, ● SSNIT Emporium, ● The Stilted Village of Nzulezu, ● Unity Hall at Kwame Nkrumah University, ● Villaggio Vista, ● World Bank Building, ● The National Theatre

Ghanaian Map Skills

Ghana, officially the Republic of Ghana, is a country located along the Gulf of Guinea and Atlantic Ocean, in the subregion of West Africa. Spanning a land mass of 92,100 square miles, Ghana is bordered by the Ivory Coast to the west, Burkina Faso to the north, Togo to the east and the Gulf of Guinea and Atlantic Ocean to the south. The country's name, Ghana, means "Warrior King" in the Soninke language. Use the map of Ghana on the next page to explore the cities and geographical features of Memphis in May's 2022 honored country. The map can also be used to answer the following questions and complete the accompanying map skills activity. Teachers may choose to incorporate an art activity into this lesson plan, and have students create a large wall map of Ghana utilizing butcher paper and markers. On it they can label cities, mountains, rainforests, and bodies of water. The wall map could also be used to label Ghana's national parks and game reserves.

Activity - Use the map of Ghana on the following page to solve the following problems. Find the exact location for the following cities, using longitudes and latitudes:

- Accra _____
- Bolgatanga _____
- Ho _____
- Takoradi _____
- Tamale _____
- Sunyani _____

Use the map scale in the upper right corner of the map of Ghana to determine the distance between the following cities. Use either miles or kilometers:

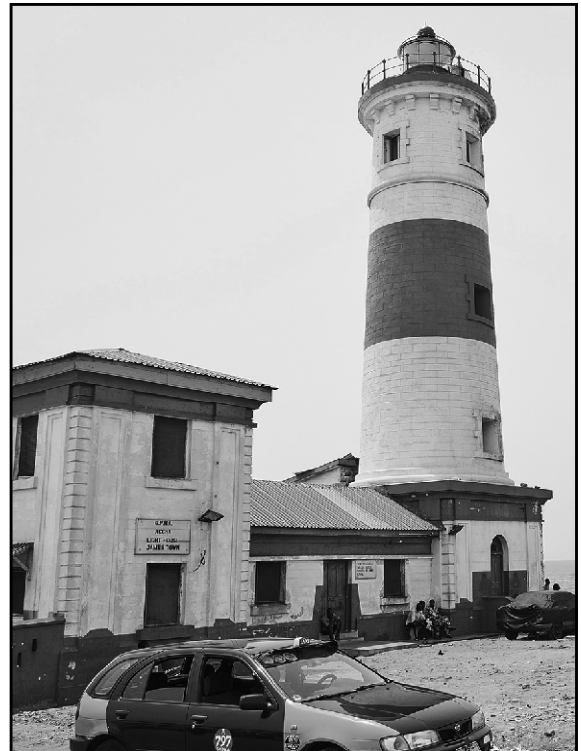
- Takoradi to Ho - _____
- Accra to Bolgatanga - _____
- Tamale to Sunyani - _____
- Obuasi - Tema _____

Continue to use the map as you answer the following questions.

- What countries border Ghana?
- With which country do they share the longest border?
- How many miles of coastline do the Ghanaians enjoy?
- Estimate what percentage of Ghana is taken up by Lake Volta.
- Make a list of the major rivers which run throughout Ghana.
- By studying the map, which area of the country has the largest population?
- Where do you think you would find the largest concentration of roadways?

Standards

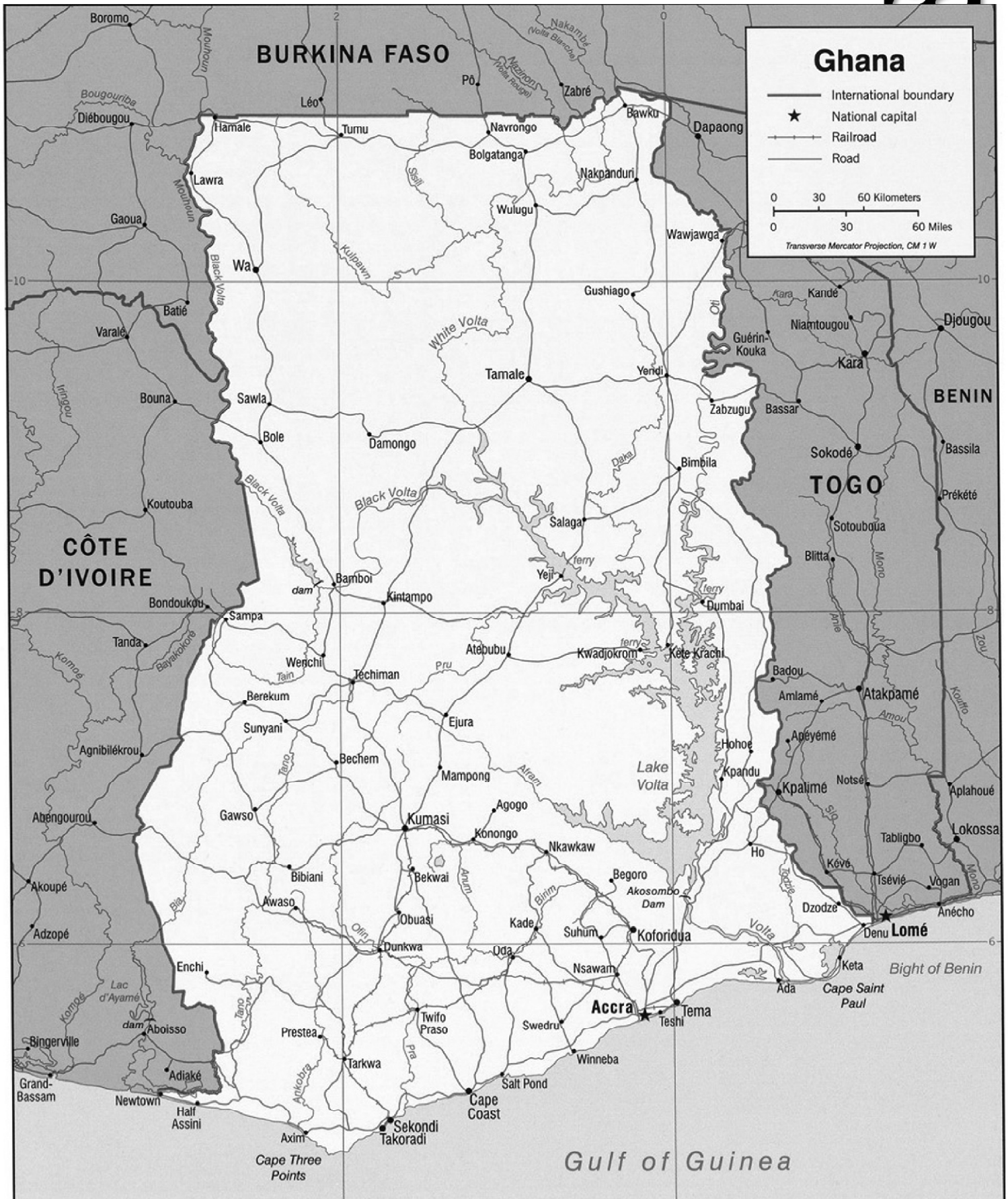
Social Studies
6-8 SSP.01
6-8 SSP.02
6-8 SSP.06
6.04, 7.21,
7.23, 7.24



Jamestown lighthouse



Kakum National Park tree canopy





6-8

Anansi the Spider & The Sky God

Anansi the trickster is a West African deity. He often takes the shape of a spider and is considered to be the god of all knowledge of stories. He is also one of the most important characters of West African and Caribbean folklore. The Anansi tales are believed to have originated among the Ashanti people in Ghana. The word Anansi is Akan and means, simply, spider. These folktales later spread to other Akan groups and then to the West Indies, Suriname, and the Netherlands Antilles, often passed along through oral tradition during the Atlantic slave trade. On Curaçao, Aruba, and Bonaire he is known as Nanzi, and his wife as Shi Maria. He is also known as Ananse, Kwaku Ananse, and Anancy. In some beliefs, Anansi is responsible for creating the sun, the stars and the moon, as well as teaching mankind the techniques of agriculture. Anansi stories are considered “trickster” folktales because the small spider uses his intelligence and trickiness to triumph larger creatures. Stories such as these are told by elders to pass down knowledge and moral messages to the younger generations. Sometimes the stories were acted out by the storyteller, or even sung with dancing and drumming.

In the 1950s people began collecting the famous stories and writing them down so that school children in Ghana could learn them. In this particular folktale, Anansi obtains all the stories from the Sky God. This same folktale has been told beautifully in the book “How Anansi Obtained the Sky God’s Stories” by Donna Washington, with illustrations by Janice Skivington (available from Amazon).

Anansi & The Sky God

Once there were no stories in the world. Kwanku Anansi the spider once went to Nyan-Konpon the sky god in order to buy the sky god’s stories. The sky god said, “What makes you think you can buy them?”

The little spider answered, “I just know I shall be able.”

Thereupon, the sky god said, “Great and powerful towns like Kokofu, Bekwai, and Asumengya have all come to me and they were unable to purchase them, and yet you who are but a simple little spider, and you say you will be able to buy them?”

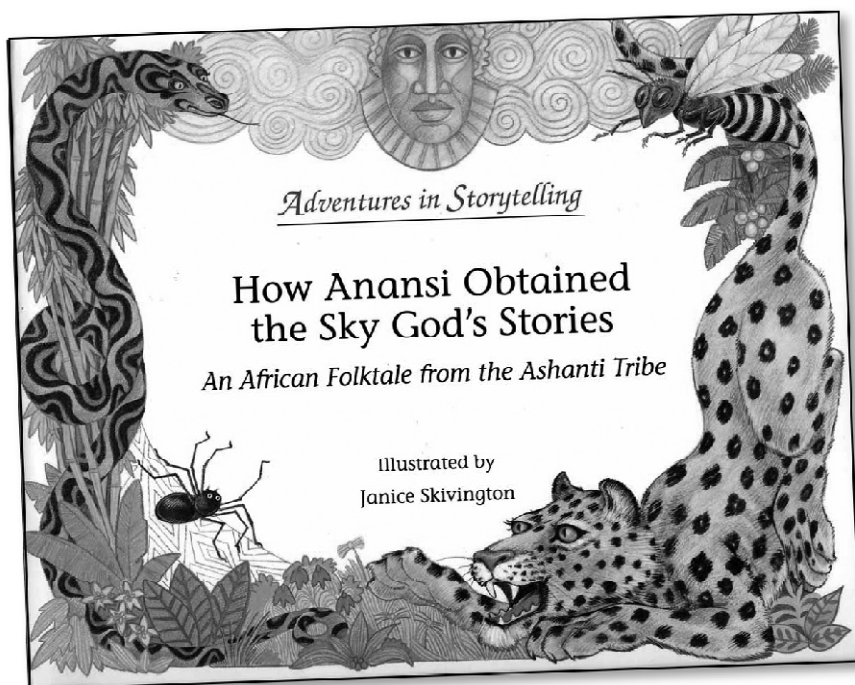
The spider said, “What is the price of the stories?”

The sky god said, “They cannot be bought for anything... unless you are able to bring to me Onini the python, Osebo the leopard, Mmoboro the hornet, and Mmoatia the fairy.”

The spider said, “I will bring all of these to you.”

The sky god said, “Go and bring them then!”

Anansi set about capturing these. First he went to where Onini the Python lived and debated out loud whether Onini the Python was really longer than the branch of a palm tree as his wife, Aso, says. The python overheard and, when Anansi explained the debate, agreed to lie straight and be measured along the palm branch. Because he cannot easily make himself completely straight a true impression of his actual length is difficult to obtain,



Anansi the Spider & The Sky God *(cont.)*

so Onini the Python agreed to be tied to the branch (to keep him straight). When he was completely tied, Anansi took him to the sky god.

To catch Osebo the Leopard, Anansi dug a deep hole in the ground. When the leopard fell in the hole Anansi offered to help him out with his mighty webs. Once the leopard was out of the hole he was bound in Anansi's webs and was carried away.

To catch Mmoboro the Hornet, Anansi filled a large calabash gourd with water and poured some over a banana leaf he held over his head and some over the nest, calling out that it was raining. He suggested the hornet get into the empty calabash in order to stay dry from the rain, and when Mmoboro the Hornet did, Anansi the Spider quickly sealed the opening.

To catch Mmoatia the Fairy he made a doll and covered it with sticky gum. He placed the doll under the Odum (Tree of Life) where the fairies play. He placed some yams in a bowl in front of the doll. When the fairy came and ate the yam she thanked the doll which of course did not reply. Annoyed at its bad manners she struck it, first with one hand then the other. Mmoatia the Fairy's hands stuck and Anansi captured her.

Anansi handed his captives over to Nyan the sky god. The latter said, "Kawku Anansi, from today and going on forever, I present my sky god stories to you, kose! kose! kose! my blessing, my blessing, my blessing! No more shall we call them the sky god's stories, but we shall call them Anansi the Spider Stories! This is my story which I have related. If it be sweet, or if it be not sweet, take some elsewhere, and let some come back to me.

Questions & Activities

1. Folktales, myths and legends have been told for thousands of years by all people throughout the world. Why do you think these stories are important to a culture? What are the components of a story that makes it more than a story, but makes it engaging enough to audiences that it gets repeated and passed from generation to generation?
2. Create an extra part to this story, telling why Nyan-Konpon the sky god wants each of the items. The conclusion of your story can tell what he did with Onini, Osebo, Mmoboro and Mmoatia. Do you think he used them for good or for evil?
3. What does the narrator ask for at the end of the story? Why do you think she asks for this?
4. Almost every country and almost every culture of people have some sort of folktales. Some communities call them fables. In the U.S. we tell stories around campfires. Have each story think about an example of an American folktale. Even better, have them think about a folktale that they remember which made an impact on them when they were little. Allow each student to share and compare their stories.

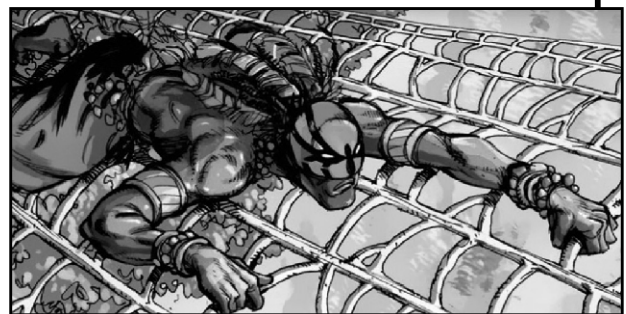
Standards

Social Studies
6-8.SSP.01
6.04, 7.22

English L.A.
6-8.LC SE.1
6-8.L.CSE.2
6-8.KL.3
6-8.VAU.6

Anansi, The Superhero?

In a 2007 Spiderman comic, Marvel Comics introduced Kwaku-Anansi, described as an African god with superhuman strength, speed and agility who can also shoot organic webs from his wrists on a scale far beyond that of Peter Parker. He once conjured a web long enough to allow him to climb into the clouds.



For more details, visit "Ryan Fraser's World of Black Heroes," <http://worldofblackheroes.com/2014/06/07/kwaku-anansi>



6-8

The Glory & Agony of World Cup 2010

Do you have a favorite sports team that you enjoy watching? It's no different in Ghana. Like many countries around the globe, soccer is Ghana's number one pastime. Ghanaians love soccer so much it's considered the national sport of Ghana. Crowds of people from all over gather together in the capital of Accra to support their favorite soccer team. The Ghana national football team represents Ghana in international association football and has done so since the 1950s. The team is nicknamed the Black Stars after the Black Star of Africa represented on the national flag of Ghana. The national team has had much success. They have won the Africa Cup of Nations on four different occasions (1963, 1965, 1978, 1980), and have finished as runner-up on five other occasions. In 2010 Ghana reached a place they had never been - the quarterfinals of the FIFA World Cup. In what has become one of the cruelest moments in World Cup history, Ghana's chance to advance to the final four ended in shocking fashion. Below is a 2014 article written about that fateful match.

Special thanks to John McAuley, writer for The National.

Activity

Read the article with the students, then have them answer the questions that follow.

It is one of the indelible images of the World Cup held in South Africa in 2010. Ghana was on the verge of becoming the first African team to qualify for a World Cup semi-final - just a penalty kick away from making history at Africa's World Cup. It had been a frantic final few moments of a competitive encounter with Uruguay. A teeming Soccer City had dragged its continental counterparts through 120 minutes when, with the score tied at 1 to 1 and in the dying final seconds of extra time, Uruguay's Luis Suarez used his right hand to slap away Dominic Adiyiah's goal-bound header on the line.

Suarez was sent off the field, but a guaranteed goal became a not-so-sure penalty kick. A deserved victory for Ghana seemed to possibly wither in the cold Johannesburg night. Asamoah Gyan, for so long Ghana's protagonist, placed the ball on the spot of the penalty,



but as the host continent of Africa held its breath, he crashed his shot against the crossbar. It was the last kick of the game. Suarez stood by the tunnel, watching on the stadium's giant screen. He erupted in celebration. In the ensuing shootout, even though Ghana's Asamoah Gyan admirably converted the first penalty kick, Uruguay triumphed 4-2. As Sebastian Abreu cheekily chipped the winning spot-kick and was buried below a sea of sky blue uniforms, Gyan was in the center of the pitch, inconsolable. What had been a World Cup of significant individual success - he had scored three times, including two penalties and a thunderous, half-volleyed winner against the United States in the last 16 seconds - this game had ended in despair. "It was a painful moment," Gyan says, in an exclusive interview with The National, little more than two weeks before he finds himself back on football's main stage. "For me, my family and the whole of Africa."

Standards

Social Studies

6.04

English L.A.

6-8.LC SE.1

6-8.LAU.4

"Because we were the only African team left in the tournament and were doing great. We then had the opportunity and we didn't make use of it - the penalty miss and everything." The years since have been restorative, almost transformative. At 28, he is the most prolific player in his country's history. Yet that penalty miss gnaws at him; it hurts and it haunts. Ghana

The Glory & Agony of World Cup 2010 (cont.)



had emerged from a group containing Germany, Australia and Serbia, had beaten the United States in the first knockout stage, and had seemed destined to lift the cup on African soil. What a surprise. What a story. Then that miss. “Sometimes when I’m alone, I get up and put the DVD on and start watching that game,” Gyan says. “Probably watched it 20 times until now. I wish the match could happen again because it really hurts me every time when I’m alone. It’s something that I can never forget. Obviously, I’m over it now, I’m stronger for it, but I can never forget what happened. I watch it over and over and over again and hope one day I can turn things around and make people happy. If it doesn’t happen, then that’s part of life. But if it does, I’ll be really happy for the rest of my life.”

Brazil, the site of the 2014 World Cup, could have helped exorcise those demons, and help Gyan write a new chapter in what had been a largely inspired international career. The Uruguay encounter was a major setback, much like another missed penalty at the 2012 African Cup of Nations, which prompted a brief “indefinite break” from international football, however he knew it could also be the making of him. It has been forgotten among the rubble of its conclusion, but that World Cup had elevated Gyan to another level. He scored three goals, was nominated for the Ballon d’Or and was voted African footballer of the year by the BBC. Perversely, it was Gyan’s “greatest year.”



Prior to the 2014 World Cup in Brazil, Gyan said, “I just pray to God that should happen again this time because, mentally, I’m more prepared to prove a point again. It’s very early to talk about what’s going to happen in Brazil, but that is my ambition, to prove a point once again and to show my fans and Ghanaians what I’m capable of. But before this can happen it all depends on the players playing our normal game and fighting like the way we fought in 2010... play our hearts out and just be tactically disciplined. Then we’ll have a good tournament and everything will happen naturally.”

Key Vocabulary - Restorative, Transformative, Past time, Fateful, Perverse, Indefinite, Inconsolable, Tactic. Have students research definitions for each of these words.

1. Asamoah Gyan missed the penalty kick that would have put Ghana in the semi-finals of the World Cup for the first time in history. From reading the article, how would you describe how he has responded? Cite examples from the text. Do you think you would have responded the same or differently, both in private and in the public eye?
2. The article states that the years since that fateful miss have been restorative and transformative for Gyan. Cite evidence in the text that proves that point.
3. Share a setback that you have experienced in your life. How did you handle yourself afterward? How did you grow from the experience?
4. Have students locate Gyan’s kick on YouTube and view it or access it in your classroom and show it to the class. Regardless of whether students like soccer or not, it provides an interesting discussion about pressure and failure.

Once you show it, discuss it with your class.



Gawu Creations & Ghanaian Art

Ghana has a rich history, and a contemporary industry of creative arts. Ghana-born artist El Anatsui is known internationally for his large-scale sculptures called “Gawu,” a composite of the words “ga,” meaning something made of metal and ‘wu,’ meaning a fashioned garment.

From a distance, El Anatsui’s “Gawu” works of art appear to be large pieces of draped, luxurious fabric, similar to the traditional kente cloth that is woven for African royalty. Close examination of each work of art reveals the sculptures are made from discarded materials, such as metal liquor bottle wrappers and tops, and flattened food tins. El Anatsui leads his viewers to contemplate the social and economic history of West Africa, consumerism, and waste, as woven into beautiful sculptures, many of which consume entire art galleries.

In this activity, students create their own tapestries as a response to El Anatsui’s art, using African kente to discover rhythm and pattern in art. Recycled materials can be used, including folded papers and labels. Craft sticks glued to a burlap background give the piece rigidity and dimension, so it can hang as a sculptural “Gawu” and be displayed throughout your classroom. Pieces can be created individually or provide larger pieces of burlap and allow students to work together in groups for larger finished works of art. Instructions and materials are based upon a class size of 25 students. Adjust materials as needed based on number of classes.



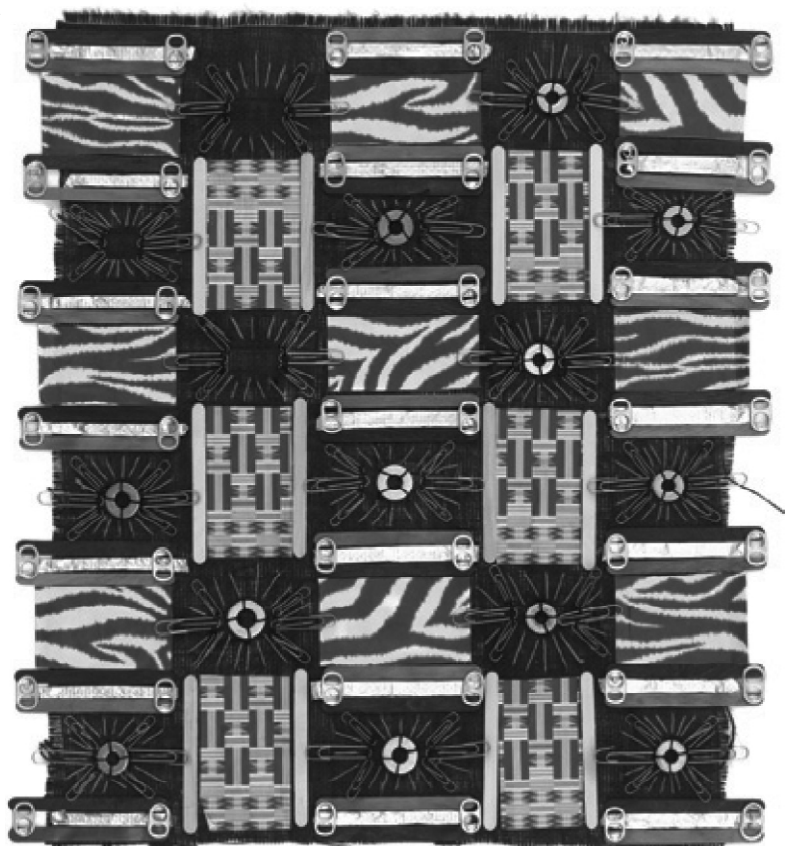
El Anatsui, the youngest of 32 children, was born in Anyako, in the Volta Region of Ghana, and trained at the College of Art, University of Science and Technology, in Kumasi, in central Ghana.

Materials

- Black burlap, approximately 46" wide; share six total yards among class
- Assorted colors of craft sticks, assorted colors; share approximately 1,000 craft sticks among class
- White craft glue
- Sticks of white chalk
- 18" x 24" sheets of newsprint
- Recycled items to incorporate into the tapestry, including papers, labels, jar lids, metal bottle caps, metal soda can flip tabs, foil paper, markers, assorted magazine clippings and paper prints (like animal prints, plant textures), etc.

Standards

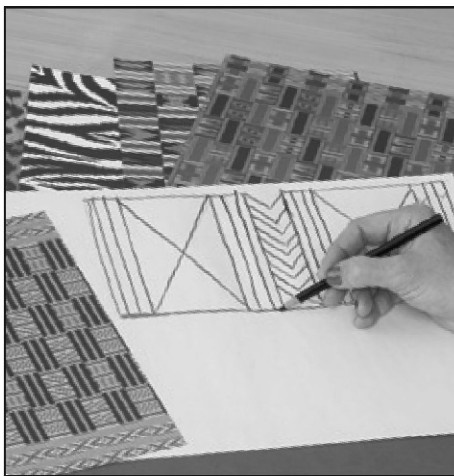
Visual Arts
 6-8.VA.Cr2.A
 6-8.VA.Cr2.B
 6-8.VA.Cr3.A
 6-8.VA.P2.A
 6-8.VA.R1.B



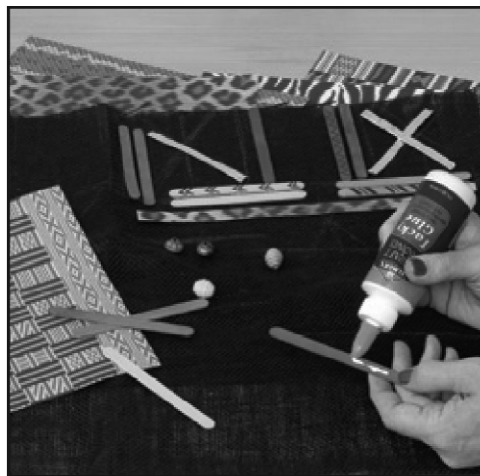
Gawu Creations & Ghanaian Art *(continued)*

Process - Read these instructions to students prior to beginning the activity. Copies can be made and distributed to students to follow as they create their “Gawu” work of art.

1. View and discuss images of El Anatsui’s art, and also view African designs and patterns used for kente.
2. Gather colorful, metallic found materials to incorporate into the tapestry. Flat items such as foil, labels, and papers can be folded to fit. Bottle caps, jar lids, can pulls, paper clips, and more can also be used, as long as there are no sharp edges.
3. Cut burlap into 23" x 18" pieces (four per yard).
4. If desired, first plan design on newsprint, then sketch it onto the burlap using white chalk sticks. Sticks may be halved to distribute across class.
5. Fill design with folded papers, foils, labels, and found materials. Materials may be glued or stitched into place.
6. Glue craft sticks in place around the border of the burlap or in other areas to give the tapestry sculptural dimension. Enhance craft sticks with patterns created using markers or paints.
7. Display completed “Gawu” works of art throughout your classroom.



Step 1: Plan design based on African textile colors and patterns.



Step 2: Create design on burlap using folded papers, found objects, craft sticks for rigidity.



Step 3: Hang the tapestry, allowing it to drape and hang sculpturally.

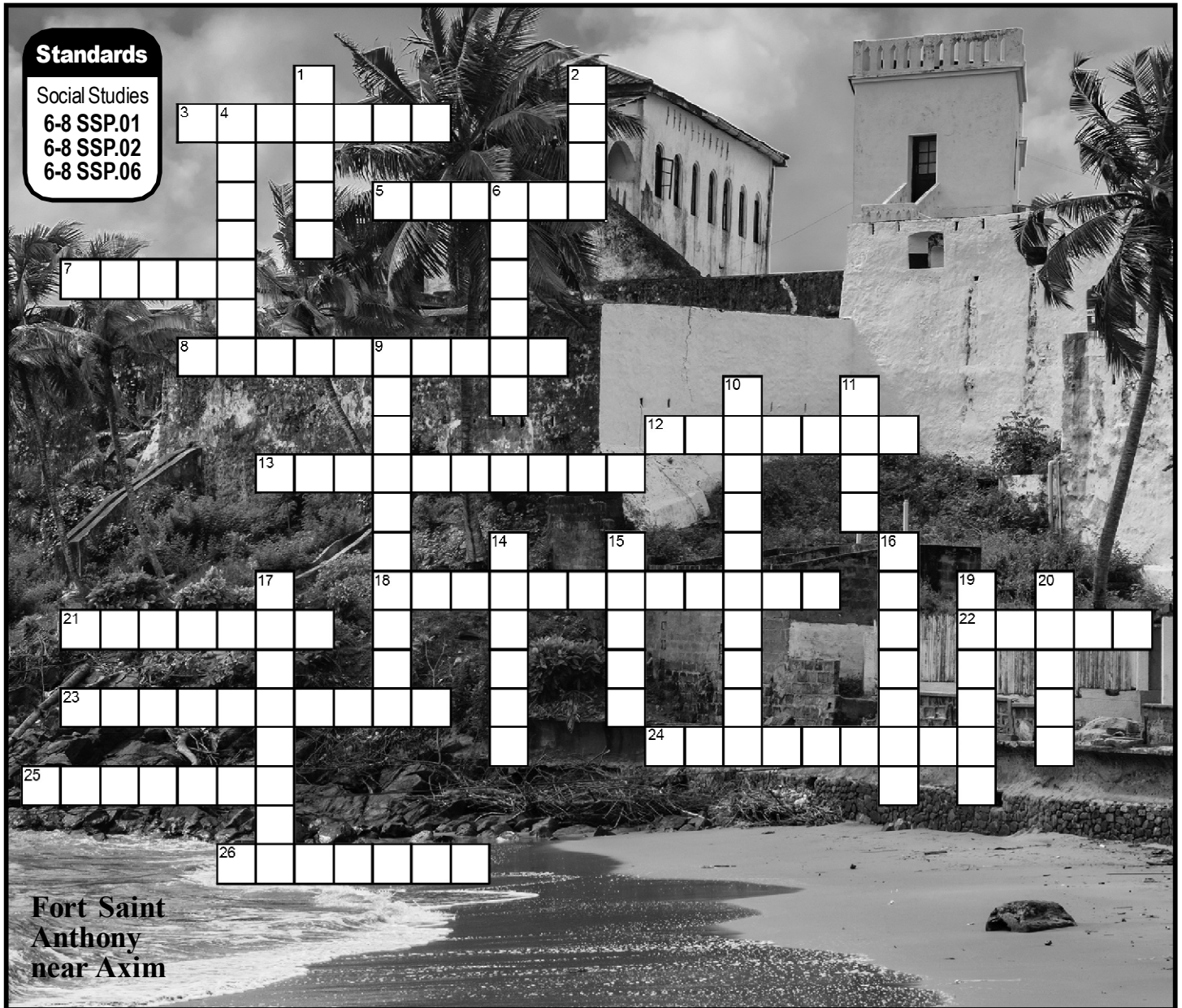
Artists of Ghana Activity - Ghana has established itself as having a rich and varied community of artists whose diverse works of art are displayed in corporate collections, museums and art galleries, not only throughout Ghana but also around the world. Have each student select one of the following Ghanaian artists, research their work, and prepare a written and visual presentation about their background and artistic style.

Ibrahim Mahama	Bright Ackwerh	Owusu Ankomah	Robert Aryeetey
Paa Joe	Bernard Akoi-Jackson	Martin Dartey	Godfried Donkor
Serge Attukwei Clottey	Ama ‘Poetra’ Diaka	Saka Acquaye	Atta Kwami
Zohra Opoku	Kwame Akoto-Bamfo	Ablade Glover	Nanart J.D. Agyeman
Adjo Kisser	Oku Ampofo	Ato Delaquis	Samuel Kane Kwei
Latifah Idriss	Vincent Kofi	Amon Kotei	Caroline Monda Dartey



Ghanaian Crossword

Have students use this curriculum guide and other online resources to complete this crossword puzzle. There is a Word Bank on page 68 you can provide to students. Answers are available on page 68.



Standards

Social Studies

6-8 SSP.01

6-8 SSP.02

6-8 SSP.06

**Fort Saint
Anthony
near Axim**

ACROSS

3. Cedis are dollars. What are pennies?
5. Akan word for "two"
7. Capital of Ghana
8. What Ghana government has instead of Congress
12. Largest tribal population
13. Ecological zone in southwest corner of Ghana
18. Wechiau Sanctuary is home to this animal
21. Reggie Rockstone is "Godfather" of this musical style
22. Game of collecting seeds
23. Famous inhabitants of Paga

24. Made with the seeds of the cacao tree
25. Huge market found in Kumasi
26. Asafo companies' concrete warehouses

DOWN

1. Famous cloth made by the Akan people
2. Metal fabric sculptures of El Anatsui
4. Monday
6. First Portuguese castle built in 1482
9. Title for "King"
10. Green
11. What's in the center of the Ghana flag?

14. What animal is Anansi of folktales?
15. Huge man-made lake
16. First president of Ghana
17. Ghana's highest mountain
19. Inhabitant of Tafi Atome Sanctuary
20. Where you'll find Ghana's famous canopy walkway

People, Places, Politics of Ghana

9th - 12th Grade Learning Unit

In this senior high unit, many assignments and activities will be comparing various aspects of the Republic of Ghana with those in the United States. Some people might consider Africa to be one of the continents which is most different from North America (Antarctica is certainly another). Through exploration, we often discover those differences. However, we also often discover many unexpected similarities. Before going more indepth through this study unit, have students explore certain unique similarities between the country of Ghana and different aspects of the United States, so that they have a better initial understanding of Ghana.

Activity

Have each student complete the following activity prior to your exploration of Ghana. Compare answers in a classroom discussion.

1. Find an American state which most closely compares to the country of Ghana in relation to land area.
2. Find an American state whose climate, terrain, and ecological zones.
3. Following the construction of a dam on Ghana's Volta River, Lake Volta was created, the largest lake ever made by people. Find the largest man-made lake in the U.S. and compare it in size to Lake Volta.
4. There are three long rivers in northern Ghana. They are the Black Volta, the White Volta, and the Oti. In southern Ghana, the main rivers are the Tano, the Ankobra, the Pra, the Birim and the Densu. Determine the length of each river. Which is the longest? Determine the full length of the Mississippi River in the U.S., and determine which of these Ghanaian rivers, when connected together, come closest to the length of the Mississippi River.
5. The two largest cities in Ghana are Kumasi and Accra, the nation's capital. Determine the population of each city, and identify a U.S. city which comes closest to the population of each city.
6. Determine the distance in miles (as the crow flies) between the capital city of Accra to the south and Bawku, Ghana's northernmost city. Then find an American city that is as close to that same distance from Memphis.



Standards

Social Studies
9-12 CI.04



Of Presidents and Politics

Every four years, the people of Ghana elect their country's head of state, President. Their president is elected by the people for a four-year term. The public also elect members of the Parliament of Ghana, which has 275 members, to four-year terms in single-seat constituencies. The presidential election is won by having more than 50% of valid votes cast, while the parliamentary elections are won by a simple majority. The current voting system has largely evolved Ghanaian politics into a two-party system, making it extremely difficult for any candidate to achieve electoral success under any banner other than those two dominant political parties. Elections have been held every four years since 1992. The next presidential election will be held in 2024.

Notice any similarities between the Republic of Ghana and the United States? Students may also notice some similarities between Ghana and its former "Mother country" of England (such as having a Parliament, rather than a Congress). The U.S. president is elected by the people for four-year terms. The United States politics are also led by two primary parties. The next election for the President of the United States will also be held in 2024.

Activity

Divide your class into two groups. Assign students in one group to undertake a research project and written paper or classroom presentation based on the similarities and differences between presidential elections in Ghana as compared to U.S. presidential elections. Have students in the second group undertake a similar assignment, comparing the similarities and difference between elections of members of the Parliament of Ghana and the U.S. Congress.

If you wish, divide the classroom into groups of 4, and have half of the groups research the presidential similarities and difference, and the other half researching the election of each country's legislature. Have each group research and prepare a classroom presentation clearly demonstrating their comparisons.

For Consideration:

When appropriate to their project, have students or groups consider these points during their preparation, in addition to other considerations revealed through their research.

Compare presidential and legislative terms in years. Can a candidate serve consecutive terms, and are there term limits? If a candidate serves as President or legislator, can they leave the office and then, some year's later, run for another term?

Communicate each step of the process for an individual to run for president or legislature of either country. Are there age restrictions? Are there any restrictions which forbid an individual to run for president or legislature?

How old must you be to vote? What is the process to become eligible to vote in a national election? Are there any restrictions which would prevent a citizen, of age, from voting?

Compare political parties. We've already established that each country is largely controlled by a two-party system, but analyze the past century in regards to political party dominance. Have there been any major successes for other parties. Explore and explain the major platform for each major party and where they stand on major issues.

Compare previous candidates and victors, especially in regard to areas of the country represented, race, gender.

In early 2019, Ghana's National Democratic Congress chose former president John Mahama from among seven different candidates to represent the NDC party in the 2020 presidential race. This set up a third consecutive political face-off between Mahama and President Nana Akufo-Addo. Could any other candidate have been part of that presidential election? How far in advance do we know U.S. presidential candidates and political party nominees? What were the results of Ghana's 2020 Presidential election?

Of Presidents and Politics *(continued)*

Compare campaign rules and restrictions. Are their spending limits? Can candidates from either country accept individual or corporate campaign contributions? Are their presidential or legislative public debates? Do television networks in each country provide air time for campaign speeches?

We know that the President of the United States, during their term, resides in the White House in Washington, D.C.

The U.S. Commander in Chief also travels in a presidential airplane known as Air Force One. While campaigning, the future President also chooses their Vice Presidential candidate. How do these situations compare to the presidency in Ghana?



Can presidents or members of each country's legislature be removed from office? If so, explain the steps. If so, who replaces the president or legislative leader removed? Have any U.S. presidents or Ghanaian presidents been removed from office? If so, how?

Describe any unique aspects of Ghanaian or American national elections which are vastly different from the other.

Ghanaian President Nana Addo Dankwa Akufo-Addo and German Chancellor Angela Merkel in 2017



The shape of the Flagstaff House, also known as the Golden Jubilee House was inspired by the Golden Stool of the Ashanti people, which honors the divine nature of the king. It serves as the presidential palace and serves as the office of the president.

Standards

Social Studies
9-12.CI.04

English L.A.
9-12.W.RBPK.7
9-12.W.TTP.1
9-12.SL.PKI.4



Ghana's Diverse Ecological Zones

While every country has its ecological zones, some countries' zones vary greatly based on size of country, terrain, and weather conditions based on location, such as long coastal regions. Ecological zones help to determine architectural styles and residences, clothing styles and the types of crops to farm. Ecology is influenced by various characteristics like weather patterns, climate, rainfall and more. Some larger countries have weather patterns which change as one moves further north, while other countries have climate zones which vary based on quick changes in altitude (conditions at the base of a tall mountain compared to conditions at the mountain peak). In Ghana, agriculture contributes to 28% of the annual gross domestic product and contributes to a large percentage of Ghana's employment... so weather plays a major role in the nation's economy.

Activity

Ghana, despite only being about the size of the state of Oregon, boasts five different ecological zones, named depending on their rainfall, soils, and the general crops that are found in the region. Below we identify and briefly explore Ghana's five distinct ecological zones. Teachers can choose to divide their classroom into groups and have them complete this activity as a group project or assign each student a different ecological zone. Teachers may also choose to provide each student or group with the brief definitions provided below to get them started, or simply assign ecological zones and have them conduct all research.

Have students or groups prepare a written paper or a visual classroom presentation to fully describe their ecological zone of Ghana. While conducting their research and presenting their findings, have students consider these different factors:

- Explain your Ghanaian ecological zone in regard to weather and climate, including rainfall averages, high and low temperature ranges throughout the year, and other weather systems which might exist (tornadoes, hurricanes, drought, wildfires, tsunamis, etc.)
- List prevalent agricultural crops within your ecological zone. Explain characteristics of these crops and why they are prone to thrive in this ecological zone. Determine whether each of these crops are among Ghana's leading exports and, if so, to what other areas of the planet.
- List other prevalent, non-agricultural flora which exists in abundance within your ecological zone, and explain why these thrive within this region. Include trees, shrubs, ground cover, wildflowers, etc.
- List prominent wildlife found in this ecological region. Include whether each is exclusive to this region within Ghana, or also inhabit other ecological regions of Ghana. Why do each of these animals thrive in your ecological zone, and what food and vegetation is available in this zone to feed this species. What dangers, if any, exist that threaten the sustainability of these species.
- What geographical features might influence the weather and climate of this ecological zone (i.e. mountains, coastlines, valleys, rivers, etc.).
- In what ways, if any, do the weather and climate conditions within your ecological zone affect decisions regarding clothing and architectural styles?

Ghana's Ecological Zones

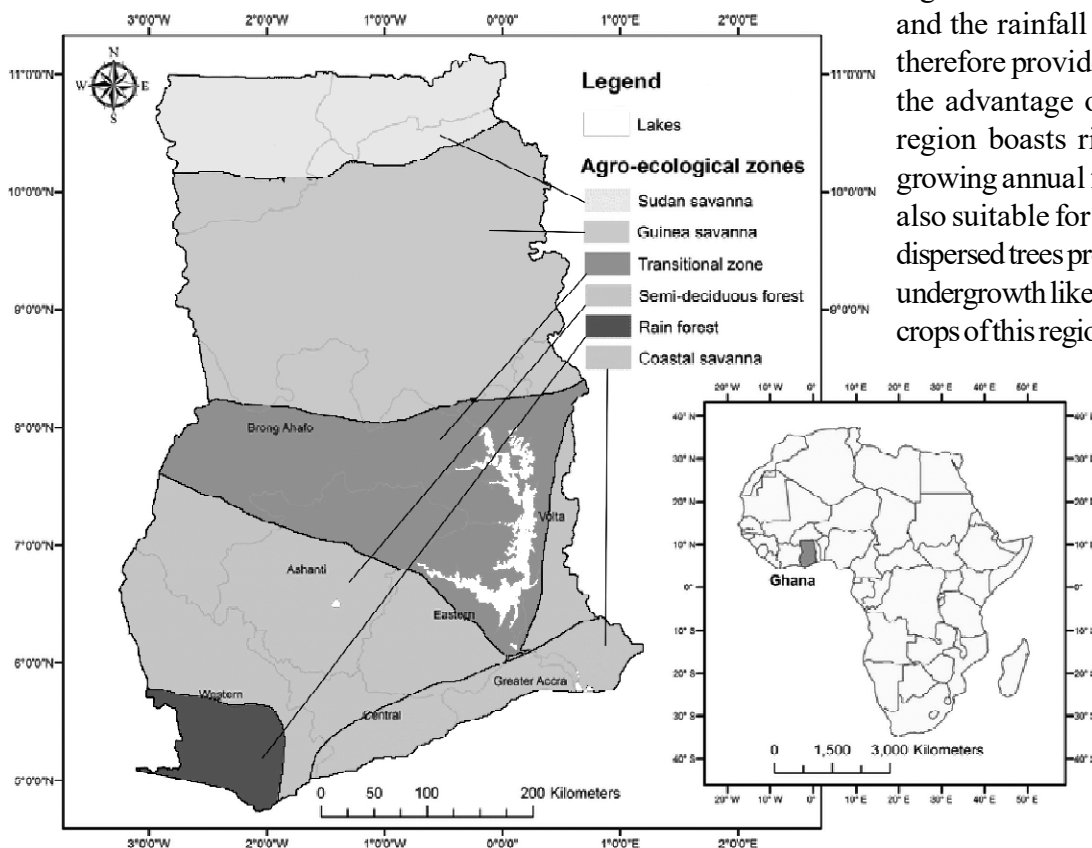
Generally the northern part of Ghana is characterized by less rainfall than the southern regions. The north is mainly comprised of the Guinea Savannah and Sudan Savannah. The south is comprised of the high rain forest and coastal Savannah. The coastal area is influenced by the wind blowing in from the ocean. Ghana's ecological zones include:

1. High Rainforests - Serving as the habitat for about 40% of all of Ghana's animal species, the rainforests play a great role in sustaining the flora and fauna. The rainforests are home to most of the healing medicinal plants used by both people and animals. They also help with oxygen turnover, taking the excess carbon IV

Ghana's Diverse Ecological Zones *(continued)*

oxide from the air and releasing oxygen. In most cases a rainforest has little undergrowth because the thick canopies of the trees hinder the penetration of sunlight to the forest floor. In Ghana, rainforests produce high quality hardwoods that are very important in the production of textiles.

2. Sudan Savannah - The Savannah is the tropical grassland located in the northeastern area of Ghana. The region has warm temperatures year round, and the rainfall is mostly seasonal which therefore provides the people in this region the advantage of herding livestock. The region boasts rich soil, a good base for growing annual food crops like corn, and is also suitable for livestock. This region has dispersed trees providing enough sunlight for undergrowth like grass and shrubs. The main crops of this region are corn, millet, sorghum and cow-peas.



3. Deciduous Forest - This region of deciduous forest hosts warm, moist summers and cool winters, with trees that shed their leaves during particular seasons of the year. This ecological zone, which is located in the southern third of the country, just above the

coastal areas (which also includes large cities), receives about 1,500 mm of rainfall. The deciduous forest region also has fertile soils that favor the growth of food crops, like arrowroot and plantains, as well as forests for lumber.

4. Transition Zone - This is the zone that separates the forest and the Savannah. It is called a transition zone because it shares its climate with the Savannah, while receiving about 1,200 mm of rainfall, which is comparable to both the forest and the savannah. This climate supports food crops like maize, roots and plantain. The transition zone covers about 28% of the land area of Ghana. The climate patterns provide farmers with adequate time to prepare their land for crops and to seed, prior to the arrival of necessary rainfall.

5. Guinea Savannah & Coastal Savannah - These two savannah areas present similar ecological zones, even though they are located in vastly different areas of the country. The Guinea Savannah is a large area land located just north of the center of Ghana, and below the Sudan Savannah. The Guinea Savannah is the most dominant climate in Ghana, which allows for the country's longest annual growing period of about 180-200 days. Much further south, the Coastal Savannah enjoys warm temperatures all year round, and less rainfall than the Guinea Savannah. This ecological zone is also home to the nation's capital of Accra.

Standards

Social Studies
9-12 CI.02

English L.A.
9-12.W.RBP.7
9-12.W.TTP.1
9-12.SL.PK.4

Science.
9-12.BIO1.LS2
9-12.BIO2.LS4
9-12.ESS.ESS2
9-12.EVSC.LS2

The Dark History of Slavery

Activity - This is a difficult lesson plan, but one based in truth and history. Begin this lesson with a classroom discussion among your students about Africa. Ask them to list words that they associate with Africa and its people, and write these on the board. You may get “proud,” “family,” “farmers,” “ceremony.” You may also get “poverty,” “illness,” “struggle.” The American society has not come very far in understanding the African culture much further than archaic, stereotypical images of tribes, wild animals and images from movies or charitable documentaries.

Upon visiting Ghana today, visitors would experience a blend of modernization and traces of the past. Thriving cities such as Accra and Kumasi contain office buildings, buzzing enterprises, and “computer bars” where Internet access is readily available at nominal fees. Suburban-type communities and rural areas dot the landscape. To see “wild animals” is to visit a city zoo. To see life in old traditional form is to attend a funeral or a special ceremony or festival held during specific times of the year. Ghana's history and stance today differs significantly from yesteryear.

Long ago, however, Ghana was once one of the largest empires in West Africa. Geographically the country included what is today referred to as western Mali and southeastern Mauritania. During the fifth century A.D., Ghana emerged as a thriving nation and an established center of the iron industry. Skilled workers produced tools and weapons sold in Ghanaian markets. Metalwork was not limited to iron. The country was also rich in gold, found along mountain ranges in its coastal region. Ghana became renowned for this precious metal, its handcrafts, the forging of iron for tools and weapons, along with magnificent utilitarian pieces crafted from gold, silver, and copper. From approximately 300 A.D. through the mid-1000s, Ghana served as a great trading center. Arab caravans traveled on camels from North Africa across the Sahara to exchange salt, dried fruits, and copper for Ghanaian gold, ivory, leather goods, and jewelry. Although rich in these resources, Ghana was predominantly an agrarian nation. Its people harvested cocoa, plantains, cassava, yams, millet, corn, and peanuts. Fishing and forestry were also an integral part of the culture, finding their way into the Ghanaian marketplace.

Ghana's people embraced social institutions that ensured a meaningful life. The Ghanaian, family was (and continues to be) extended. Strong familial bonds provided a sense of community, cultural values, religious structure, and pride. Ghana embraced a traditional system of political authority that consisted of chieftaincy, kings, and ethnic groups. The chief (Asantehene or Yana) came from a matrilineal line and each was in charge of designated territories. Religious, socio-economic and political structures laid a major foundation for the strength of the empire.

Slavery - Around 1471, Portuguese explorers landed on Ghana's southernmost border. They named it “the Gold Coast” because the area was abundant in the precious metal. At first, simple trade took place. Between the 1400s through 1700s, news of the wealth of the land had spread extensively, and competition set in.



Dungeon entrance, Elmina Castle

(continued on next page)

The Dark History of Slavery *(continued)*

Commerce increased and soon included not only the trade of gold, ivory, mahogany, salt, and other natural resources, but also the sale of humans. The Portuguese, Dutch, British, and Spanish contributed to the downfall of the once-thriving culture. More than 8,000,000 Ghanaians were forcibly shipped from Cape Coast castle alone! This slave trade was the largest population movement in world history, displacing millions of people from Africa over a period of 300 years. Numbers rose from around 2,000 a year to perhaps 10,000, with up to two out of three being men and boys aged between 8 and 20. The majority of Gold Coast slaves were deported to the Caribbean, where they worked for the rest of their lives on British, Dutch, French or Spanish sugar plantations. Until the middle of the eighteenth century, there were relatively few slaves in the North American colonies. But by 1750, Charleston and other ports were starting to buy African slaves from Caribbean traders. By the end of the eighteenth century, the USA was importing slaves directly, to work the cotton and tobacco fields supplying European factories. Many of the victims spoke different languages such as Ga, Twi, Ewe, and when herded onto slave vessels, were unable to communicate with one another. Asantehenes, queen mothers, priests, other members of the royal family, architects, metalworkers, farmers, weavers, families, children (born and unborn) were all stripped from their homeland. Beaten and shackled, they were indiscriminately placed in holding pens until the slave schooners were ready to set sail. The women, strategically placed in a special area beneath the senior slave merchants' bedchambers, met an unpardonable fate.

It is estimated that for every 100 slaves who survived the crossing, 50 to 100 died, perishing during capture, while on the overland trek to the coast, while awaiting shipment in the dungeons, or at sea. The impact of removing so many of the fittest and most able young people (perhaps averaging ten percent each year from affected communities) was devastating, akin to a pandemic with every family suffering direct consequences as husbands, brothers and sons, as well as wives, sisters and daughters, were captured. Led through the castle gates, the people waited recognizing that they would never see their homeland again. Theirs' was an exit through what Ghanaians today still refer to as "The Door of No Return."

Activities

1. Visit <http://archive.pov.org/tracesofthetrade/touring-the-cape-coast-of-ghana/> to view a portion of the PBS documentary "Traces of the Trade" by filmmaker Katrina Browne whose family included descendants of Ghanaian slave traders. Allow students to discuss the 5 minute clip, and consider such questions as (a) "Should the descendants of those who benefited from slavery help to repair its injustices and inequality?", (b) "If ten percent of the population was removed from Memphis each year, what specific ways would it affect the city and its families?", (c) "What specific human traits might lead someone from trading iron and produce to trading people?", and (d) "Do you believe that we, as a U.S. population, value human life more today than in the eighteenth century, or not (give specific examples)?" Additional perspective about this trip, read "Inheriting the Trade," the powerful memoir of the journey by author Tom DeWolf.

2. Along the coast of Ghana, 37 slave-trading forts and castles still stand today. Should you visit the southern coastal region of Ghana you can see (a) Elmina Fort, (b) Cape Coast Fort, (c) Fort William, (d) St. George's Castle (Elmina Castle), (e) James Fort, (f) Fort Christiansborg (Osu Castle), (g) Ussher Fort, (h) Fort St. Jago, (i) Fort Good Hope at Senya Beraku, (j) British Fort at Dixcove, (k) Fort St. Anthony at Axim, and others. Have each student choose one of these forts or castles and prepare a research paper or classroom presentation. They should research its history, original country of ownership, use today, and its role in the Ghanaian slave trade.

Standards

Social Studies

9.AAH.01

9.AAH.02

9.AAH.03

9.AAH.04

9-12.AH.49

English L.A.

9-12.SL.CC.1

9-12.W.RBP.7

9-12.W.TTP.1

9-12.SL.PKI.4

9-12.SL.PKI.5



The Many Ethnic Groups of Ghana

A 1960 census recorded approximately 100 cultural groups within the small country of Ghana, making Ghana very different than most countries. These many indigenous sectors are usually classified into larger major groups. Therefore, while a person is first designated as a Ghanaian, they may also be designated into one of the major groups, and further classified as a member of one of as many as 100 smaller ethnic groups. These divisions were mostly driven by competition between people, primarily their drive to acquire land for cultivation, to control trade routes, and to form alliances for protection. As well as competitiveness, people are often divided because of their language. For example, the Ewe, are divided into the Nkonya, Tafi, Logba, Sontrokofi, Lolobi, and Likpe, simply because of language. Most of these groups identified in the 1960 census exist, and generally exist very peacefully as Ghanaians.

For nearly 150 years, Ghana was the center of Britain's slave trade in Africa. Because they were in the middle of the whole exchange, many of the ethnic groups were completely swept into the slave trade. Currently, Ghana has also made efforts to encourage descendants of enslaved Africans to learn more about their history, to help determine which tribes were traded and whether they returned to Africa or not.

Activity - Below we are briefly introduced to eight of the larger indigenous groups of Ghana:

1. The Akans - The Akans comprising Ashanti, Akyems, Anyi and Fantis among others. This is the largest ethnic group in the country, comprising 47.5% of the entire population of Ghana. The Akans are also one of the few matrilineal societies in Africa, which traces ancestral kinship through the mother's lineage. Once known for the splendor and wealth of their rulers, the Akan people are now famous for their skillful artwork and their trademark kente cloth. Akan artisans are known for creating masks, sculptures and furniture. The Akan are also known for their extravagant funerals.

2. The Mole-Dagbon - They are the second largest indigenous group in Ghana, with about one in every seven persons belonging to the Mole-Dagbon. They are divided into smaller sub-groups, with most of them living mainly in the northern parts of Ghana, including the area around Boltaganga. Thanks to their skillful art in basket weaving and African crafts, the markets dominated by this group have begun to gain international attention.

3. The Ewe - Also found in parts of Togo and Benin, the Ewe comprise 13.9% of the population of Ghana and speak their own unique Ewe language. They are closely associated with other groups like the Aja and Fon of Togo. They have developed a complex culture that revolves, in large part, around drumming. Music and dance play an integral part of the Ewe culture. In times of need and celebration, the Ewe people turn to their religion which involves over 600 different deities.

4. The Ga-Adangbe - These people are found mainly across the Accra plains. The modern Ga-Adangbe people live in Osu, Krobo, Shai and La among other regions. Though often regarded as one ethnic grouping, they include the Ga people from Osu La, Teshie, etc. and the Adangbe people from Krobo, Shai, etc. The Ga-Adangbe comprises 7.4% of the population. Dancing and drumming also play an important role in their culture.

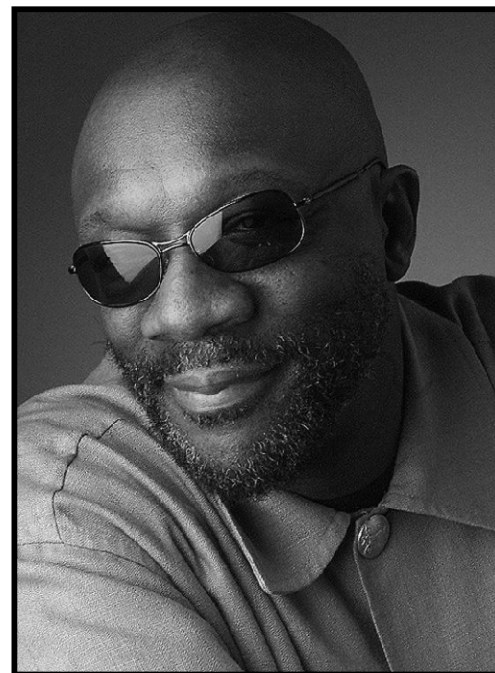
5. The Guan - These people are believed to have migrated to present-day Ghana around 1000 A.D. from the Mossi region of Burkina Faso. After moving to the Volta valley, they formed a settlement in Afram Plains, across the Black Volta and in the Akwapim Hills from where they moved further south to occupy the coastal plains. According to scholars, it is believed that the Guan were the Neolithic population of the region.

6. The Dagomba - This is also one of the cultural groups that makes up the face of Ghana. Numbering over a half million people, the Dagomba mainly inhabit the northern region of the country and sparsely

The Many Ethnic Groups of Ghana *(continued)*

Isaac Hayes, Musician & Tribal Chief

So Memphis music is famous for the “King of Rock ‘n’ Roll,” Elvis Presley... but what about “The Chief of Ghana”? That’s right, Stax recording artist and Academy Award winning musician, Isaac Hayes, became a Ghanaian chief. Haye’s unbreakable bond with Africa and Ghana, in particular, started in 1991 when he visited the West African nation together with legendary African-American musician Barry White to shoot a video for their hit song “Dark and Lovely (you over there)”. Hayes returned the following year to tour the Elmina and Cape Coast Castles together with musician, actress and media personality Dionne Warwick. This visit became very emotional for him. In addition to connecting with and learning about his roots, he also found love. Hayes met his wife, Adjowa with whom he had a son, Nana Kwodjo Hayes. Hayes’ philanthropic work in Ghana continued until his death in 2008. Together with Princess Asie Ocansey of Ada, they set up the Nene Katey Ocansey I Learning and Technology (NekoTech) Center of Excellence in Ada. In 1993, he helped bring the World Literacy Crusade, a non-profit literacy organization to Ghana. Another applaudable project of his was his HIV/AIDS campaign, the “Save A Million Lives HIV/AIDS Project.” Working with Princess Ocansey and US movie star Steven Seagal, he helped to mobilize over 21 U.S. universities with medical schools to work alongside USA doctors to help the rural poor of Ghana fight HIV/AIDS in a five-year project at NekoTech. For his remarkable humanitarian work, he was crowned Nkosuoehne (Chief for Development) of the Ada Traditional Area in Ghana in 1992. The royal name bestowed on him was Nene Katey Ocansey I.



populated around the Savannah region. They are closely related to the Mossi people of present day Burkina Faso. They primarily live in the Tamale region, which also doubles as the capital of the northern region.

7. The Kuasi People - There are about 400,000 Kuasis spread across the Bawku districts in the northern part of the country. More recently, there have been tensions between the Kuasi and other ethnic groups because of the control of Bawku. This has led to some sour relationships between the Kuasis and their neighbors.

8. The Hausa - The Hausa are by far the single largest ethnic group in West Africa, with the majority living in parts of Togo, Chad, Ivory Coast, Cameroon and Nigeria among other countries. The Hausa speak the Hausa language, which is an Afro-Asiatic language.

For this activity, assign or have each student choose one of the eight ethnic groups of Africa listed on these pages. Remember, there are over 90 other sub-groups of which they can identify, choose and research. Each student should thoroughly research their group online or at the library and write a paper. Their research should look for history, population size, growth or decline, language, leadership hierarchy, positions in national government, customs, and cultural traditions. You may also allow students to research and develop a classroom presentation which can be shared in class. These can include videos, art installations, PowerPoint presentations, etc.

Standards

Social Studies
9-12.AH.49
9-12.CI.04
9.AAH.02

English L.A.
9-12.W.RBPk.7
9-12.W.TTP.2
9-12.SL.PK1.4

Headlines of The Ghanaian Times

Memphis is a city of history. That history includes music, the Chickasaw Indians, the Civil War, the civil rights movement, Holiday Inns, Piggly Wiggly supermarkets, and much more, with hundreds of books written about Memphis history. However, if we want to know what is happening in Memphis today, right now, we turn to the Internet, and we turn to today's headlines. The Ghanaian Times is a government-owned daily newspaper published in Accra, Ghana, the capital. The newspaper was established in 1957, has a circulation of 80,000 copies, and is published six times per week. Of course it covers news, politics, business, education, sports and more. Additionally, AllAfrica.com is a comprehensive website with today's top headlines sorted by country.

Activity

Have each student visit the website for The Ghanaian Times newspaper (ghanaiantimes.com.gh) or AllAfrica.com (allafrica.com/ghana/) and search for Today's Headlines. Have each student choose one headline, thoroughly read the story, research some background information regarding their story (if it took place in Anloga, then where can this city be found in Ghana and what are some of its unique characteristics?), and report to the class about the story.

Teachers may choose to assign each student a specific topic, such as politics, education, entertainment, sports, industry, economy, trade, etc. and ask the student to find a news story which relates to their topic (like "Former World Boxing Organization Bantamweight Champion Isaac Dogboe Heads to Arizona for Rematch" or "Accra Technical University Begins Drone Technology Program").

Teachers may also choose to begin each day of a week-long study of Ghana by presenting a headline and story pulled from that day's issue of The Ghanaian Times. Have students discuss the article and how it might compare with issues facing Memphis today, or how it is different. Post headlines and stories on a classroom bulletin board each day focusing on top news stories from Ghana, encouraging students to read them and helping them with world affairs.

Standards

Social Studies
9-12.CI.04

English L.A.
9-12.W.RBP.7
9-12.SL.PKI.4
9-12.SL.PKI.5
9-12.SL.CC.1



Highlife, Hiplife & The Music of Ghana

Highlife is a musical genre that originated in Ghana in the early 1900s when Ghana was a British colony. It used melodies and beats of Ghana's traditional Akan music, but played with Western instruments like horns and guitars. In the 1920s, Ghanaian musicians incorporated foreign influences like the foxtrot and calypso with Ghanaian rhythms like Osibisa. It was associated with the colonial aristocracy and was played by bands including the Jazz Kings, Cape Coast Sugar Babies, and the Accra Orchestra. In the 1940s, larger orchestras began to be replaced by smaller bands, typified by the success of E.T. Mensah and the Tempos, whose fame soared after playing with Louis Armstrong in Accra in May 1956. Contemporary singers like K.K. Fosu, Ofori Amponsah and Richie sing in the Twi language but with a rhythm based on American R&B. Their music has been called contemporary highlife.

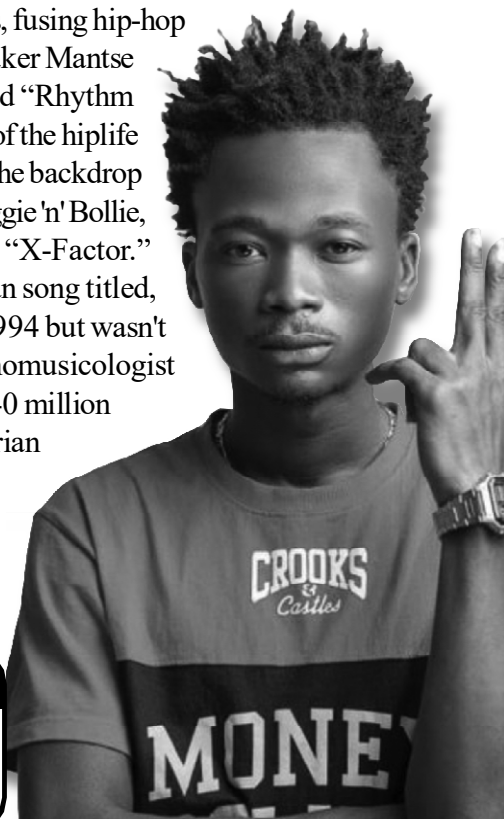
Then as early as 1973, instead of highlife, Ghana began to gain international music acclaim incorporating hip hop, which led to hiplife. In 1973, Gyedu Blay Ambolley released his first record, "Simigwado," a semi-rap in Fante-style highlife. Ambolley would go on to be hailed as Ghana's father of rap. Ghanaians became influenced by American hip hop. Hiplife is a Ghanaian musical style which dates back to the early 1990s fusing Ghanaian culture and hip hop. Recorded predominantly in the Akan language, hiplife continues to gain popularity throughout West Africa and abroad, especially in the United Kingdom, Canada, Germany and the U.S., as evidenced by 2007's Ghana@50 concert in The Bronx, N.Y., which scheduled Reggie Rockstone, who many have credited as the "Godfather of Hiplife."

Jeff Tennyson Quaye, better known as Jay Q, one of the pioneers of hiplife is considered the backbone of Ghana music. In the 1990s the group Native Funk Lords came out with pidgin rap. A new era was born in late 1998 when a producer known as Hammer of The Last Two emerged with original beats, fusing hip-hop with local tempos. In 2009 Ghanaian filmmaker Mantse Aryeequaye released a documentary entitled "Rhythm Rising" that focused on the political history of the hiplife movement and the culture of hiplife against the backdrop of Ghana's politics. A pair of hiplife artists, Reggie 'n' Bollie, came in second on the UK TV music show "X-Factor." There is also Twi Rap. An obscure Ghanaian song titled, "Obaa Sima" by Ata Kak was recorded in 1994 but wasn't popular until Brian Shimkovitz, a NY ethnomusicologist uncovered the tape. The tape soon had over 40 million downloads without Ata Kak's notice until Brian met him six years later.

Activity - Have students research and listen to songs by some of Ghana's musicians listed to the right. Play them in class and allow students to discuss similarities and differences to Memphis and contemporary American music.

Standards

English L.A.
9-12.W.RBPK.7
9-12.SL.CC.1



Contemporary Ghanaian rapper, Imrana Latif

Popular Contemporary Ghanaian Musicians & Producers

Gyedu Blay Ambolley
Appietus
Asem
Ball J
Barima Sidney
Eddy Blay
Buk Bak
Castro
Cil
Ayigbe Edem
Ghanaba
Jay Gharthey
Hammer of The Last Two
Jay Q
Jayso
K.K. Kabobo
Ata Kak
Kwaw Kesse
Lord Kenya
Okyeame Kwame
Imrana Latif
MzBel
Native Funk Lords
Obour
Obrafour
Osibisa
Richie
Reggie Rockstone
Samini
Sarkodie
Tic Tac
Tinniequaya
Vision in Progress
Koo Wiasé



Ghana Puzzle & Quiz Solutions

Here are the answers we promised! Included below are the answers to most of the puzzles and quizzes included throughout this International Paper Curriculum Guide, providing your students with a wealth of information about the honored country of Ghana.

Ultimate Colombian Quiz, page 16

1. Accra
2. Kofi Atta Annan
3. Savannah
4. "Warrior King"
5. Kwame Nkrumah
6. Cote D'Ivoire, Burkina Faso, Togo
7. Soccer (Football)
8. A spider
9. Mount Afadjato
10. March 6
11. Lake Volta
12. Akosombo Dam
13. Denu
14. Basket
15. Kumasi
16. Since 2000, in cities
17. Cocoa liquor, cocoa butter & dry cocoa cake
18. Wukuada
19. Ashanti (Asante)
20. Gold
21. Nana Addo Dankwa Akufo-Addo
22. Pesewa
23. Black Star Square
24. Crocodiles
25. Hippopotamuses
26. Posubans

Two-Part Word Search Puzzle, page 32

1. Parliament
2. Burkina Faso
3. Monkey
4. Talbotiella Gendtii
5. Hiplife
6. Matrilineal
7. Asantehene
8. Asamoah Gyan
9. Anansi
10. Gulf of Guinea
11. Kenke
12. Lake Volta
13. Issac Hayes
14. Republic Day
15. Peter Mensah
16. Freedom and Justice
17. Memeneda
18. Makola
19. Cedi
20. Emmanuel Ofori Yeboah
21. Aardvark
22. Wechiau
23. Slavery
24. Larabanga
25. Pirogues

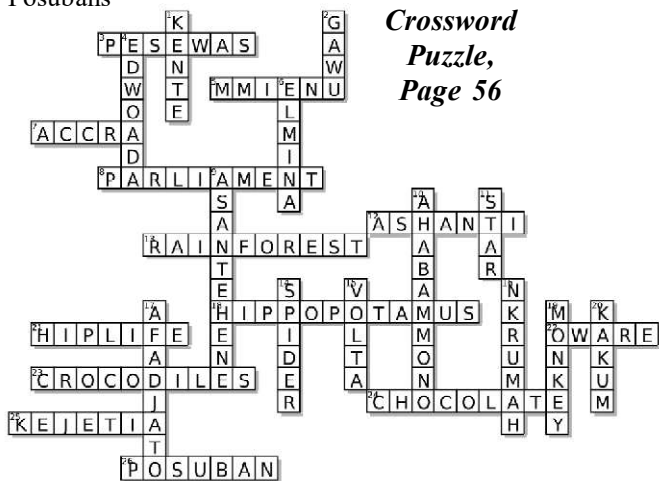
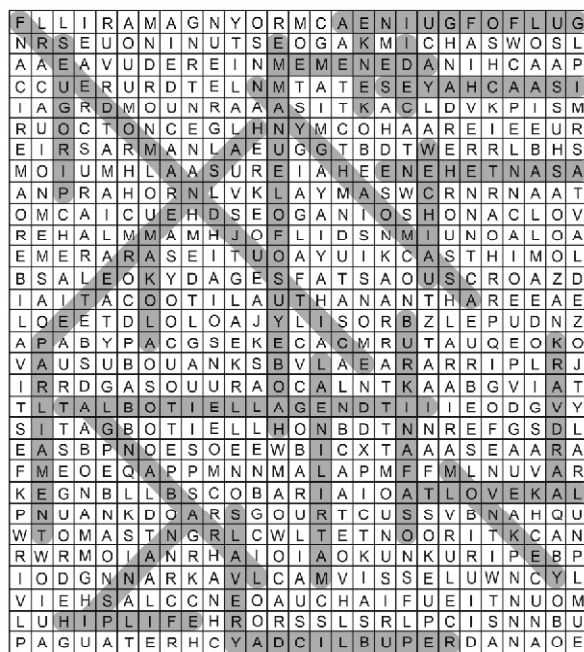
Crossword Puzzle Word Bank, Page 56

Accra	Gawu	Oware
Afadiato	Hiplife	Parliament
Ahabammono	Hippopotamus	Pesewas
Asantehene	Kakum	Posuban
Ashanti	Kejetia	Rainforest
Chocolate	Kente	Spider
Crocodiles	Mmienu	Star
Edwoada	Monkey	Volta
Elmina	Nkrumah	

Crossword Puzzle Answers, Page 56

Across	23. Crocodiles	9. Asantehene
3. Pesewas	24. Chocolate	10. Ahabammono
5. Mmienu	25. Kejetia	11. Star
7. Accra	26. Posuban	14. Spider
8. Parliament		15. Volta
12. Ashanti	Down	16. Nkrumah
13. Rainforest	1. Kente	17. Afadiato
18. Hippopotamus	2. Gawu	19. Monkey
21. Hiplife	4. Edwoada	20. Kakum
22. Oware	6. Elmina	

Two-Part Word Search Puzzle, Page 33



Crossword Puzzle, Page 56

Resources - A good selection of books and websites to assist you and your students in the study and exploration of Ghana, and to help with puzzles and assignments like those on this page, can be found listed on page 72 of this guide.

Memphis in May Contests & Opportunities



Education Programs

Your exploration of the Republic of Ghana continues past this International Paper Curriculum Guide. Each year, Memphis in May produces many educational and cultural events and contests to showcase its honored country. Throughout the year, Memphis in May offers contests, exhibits, performances and other educational opportunities for teachers and students to learn all about Ghana. Additional information about each, as well as updated details and deadlines, is available at www.memphisinmay.org/education. All programs are subject to change or modification.

Delta Dental of TN World Cargo Crates

The incredible country of Ghana is sending a bit of its own culture straight to your classroom! Each year, Memphis in May receives an international shipment from its honored country. The festival loads the goods into four different Delta Dental of TN World Cargo Crates designed to be transported to Memphis area schools. Each Delta Dental of TN World Cargo Crate is loaded with educational items, cultural items, historical items, games, musical instruments, costumes, handicrafts, and more, as well as a description of each item and its significance to Ghanaian culture. Your school can reserve a crate free of charge for a one-week period so that classrooms throughout your school will have the chance to explore the crate. The Memphis in May Delta Dental of TN World Cargo Crates are available for reservation for dates between January and May 2022. **To reserve a crate for your school, or for more information, please email education@memphisinmay.org.** One week per school, please. The crate will be delivered to your school before 12 noon Monday morning, and picked up the following Monday by 10:00 a.m., courtesy of Blue Sky Couriers.

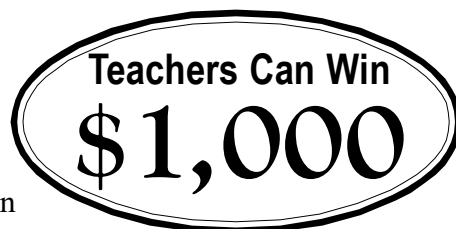
Education Contests

This year we are making it easier to sign up for our programs and integrate the Memphis in May International Paper Curriculum Guide into your classroom activities. Memphis in May provides easy to use resources to enable teachers to integrate education about the honored country into your classroom. Memphis in May will recognize teachers that utilize these resources during the year as an Official Memphis in May International Classroom. A minimum level of participation is required. Visit <http://bit.ly/MIMEducation> for details.

Become the Official Memphis in May Classroom Program Classroom Competition / Grades K - 12

Teachers, you can win \$1,000 just by incorporating the honored country of Ghana into your classroom. Involve students in your classroom or grade level in classroom decorations and activities with a theme based on this exciting country.

Fill your classroom (and your students' minds) with images of Ghanaian art, animals, landscapes and culture. For details, visit <http://bit.ly/MIMEducation>. Entries must be digitally submitted by **Friday, May 6, 2022 at 5:00 pm.**



Applications, additional details, deadline information, program changes and frequent educational opportunity updates are available online at <http://bit.ly/MIMEducation>.



Contests & Opportunities *(continued)*

Sedgwick CMS International Teacher Competition Teacher Competition / Grades K - 12

Now teachers have the chance to win alongside their students! If you're ready to celebrate Memphis in May's honored country in your classroom, this competition is for you. Memphis in May will recognize the teachers with the most outstanding "global classrooms," teachers who utilize international programming to supplement their curriculum and introduce a foreign culture to their students. Sign up and participate in one or more of Memphis in May's education programs and events, complying with all program guidelines. Participate in as many of the programs and events as possible to increase the international appeal of your classroom. Entries will not be judged solely on the quantity of Memphis in May activities, but rather the main criteria will be the educational impact, creative use of curriculum, and quality of the learning and educational activities in the classroom. Downloadable entry forms are available on the Memphis in May website at <http://bit.ly/MIMCompetitions>. Entries must be digitally submitted by **Friday, May 6, 2022 at 5:00pm**.

Teachers Can Win
\$1,000

Creative Writing Contest Grades 4 - 12

The Creative Writing Contest promotes literary creativity and allows students to incorporate what they have learned about the Memphis in May honored country through the written word. Creative Writing Contest entries can include any type of literary work, fiction or non-fiction, including but not limited to poems, essays, short stories, plays, narratives, scripts and biographies. First, second and third place winners will be chosen in three grade categories (Upper Elementary - 4th & 5th grades, Middle - 6th - 8th grades, High - 9th - 12th grades). The competition is open to students attending any public, private or home school within the Shelby County area. Each entry must be submitted with a completed Creative Writing Contest entry form (typed or printed only). Downloadable entry forms are available on the Memphis in May website at <http://bit.ly/MIMCompetitions> (subject to change, check website for any updates). Entries must be received by **Wednesday, March 23, 2022 at 5:00 p.m.** Entries must be digitally submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.



International Paper Children's Poster Competition Grades K - 6

The International Paper Children's Poster Competition promotes the creative artistry of students in grades K-6. Patterned after the Memphis in May Fine Art Poster Program, the student's work must depict some aspect of the honored country of Ghana through the medium of drawing and coloring. One student will become the Grand Prize winner, and their work depicting Ghana will then be printed and sold by Memphis in May as the 2022 International Paper Children's Poster. Since there will be a limited number of signed and numbered prints created, this lucky young artist's poster has the potential of becoming a unique collector's item. The Grand Prize winner will sign and number 100 of the prints. First, second and third prize winners will also be recognized in various grade divisions. All artwork must be designed and executed by the student. Downloadable entry forms are available on the Memphis in May website at <http://bit.ly/MIMCompetitions>. Entries must be received by **Wednesday, March 23, 2022 at 5:00 p.m.** Entries must be submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.

Contests & Opportunities *(continued)*



Graphic Design Competition Grades 7 - 12

This competition promotes the creative artistry of students in grades 7-12. Patterned after Memphis in May's Fine Art Poster Program, the student's work must depict some aspect of the honored country of Ghana through the medium of graphic design. First, second and third prize winners will be recognized in various grade divisions. All artwork must be designed and executed exclusively by the student. Downloadable entry forms are available on the Memphis in May website at <http://bit.ly/MIMCompetitions>. Entries must be digitally submitted to Memphis in May by **Wednesday, March 23, 2022 at 5:00 p.m.**

Multimedia / PowerPoint Competition Grades 9 - 12

This competition promotes design creativity and allows students to incorporate what they have learned about Ghana through overall presentation, graphic design, and written word. Students have a chance to create unique presentations illustrating the honored country's history, geography, people, music and culture. This competition is a wonderful tool to get students acquainted with Video or PowerPoint, important programs in the business world. As an additional activity, teachers may also opt to have students present in front of the class, giving them valuable practice in communication skills, all while exposing them to international history and culture. This competition is open to all high school students attending public, private, or home school within the Shelby County area. First, second, and third place prizes will be awarded. Downloadable entry forms are available on the Memphis in May website at <http://bit.ly/MIMCompetitions>. Entries must be received by **Wednesday, March 23, 2022 at 5:00 p.m.** Entries must be submitted to the Memphis in May offices at 56 S. Front Street, Memphis, TN 38103.

Delta Dental of TN World Cargo Crate Photo Contest

The Delta Dental of TN World Cargo Crate Photo Contest encourages teachers to use their cameras to capture special moments in their classrooms. The photographic entries portray special "learning moments" between the students, their teachers, and the unique items from the honored country. As most of these items are foreign to the students, their reactions of interest, surprise, and curiosity are clearly visible in the photos. The winning teacher receives a Memphis in May prize package for their classroom and the privilege of being the first to reserve a Delta Dental of TN World Cargo Crate for the upcoming school year. The winning teachers and students also get to see their pictures displayed on the Memphis in May website as "the face" of the World Cargo Crate for the next year. Up to 5 photos may be submitted per entry, along with the teacher's name and title, school name, school address, school phone number, and teacher's email address. Entries must be received by **Friday, May 13, 2022 at 5:00 p.m.** Entries must be digitally submitted to Memphis in May. For more information, see Memphis in May's website at www.memphisinmay.org or contact education@memphisinmay.org with any questions.

Exhibitions & Field Trip Opportunities

Each year, Memphis in May plans cultural exhibitions and performances involving art, artifacts, speakers and performers from the honored country. In 2022, teachers and students can expect many opportunities to explore the beauty, culture and history of Ghana. Many exhibits and performances offer great opportunities for classroom field trips. As the festival approaches, visit the Memphis in May website at www.memphisinmay.org/education for updates on exhibitions, field trips opportunities and additional educational materials. You may also call 525-4611, ext. 108, to be placed on an education email list for notifications throughout the year.



Info

With numerous geographic regions, 100 different indigenous cultural groups, 80 different languages, and one of the most diverse animal environments in the world, with hundreds of thousands of exotic species, it's hard to fit a country like the Republic of Ghana into just 72 pages. Below are many books and websites which can help your students locate additional information for many of the educational assignments in this guide. These resources will also help them explore many more fascinating aspects of Ghana. Teachers may also want to utilize the Internet to reach out to other schools in Ghana to establish communication between their classroom and a similar classroom in that country, especially since English is widely spoken. Your students could even reach out to like-aged students in Ghana via Twitter or Facebook to establish a web-pal program!

Books

Ghana by Philip Briggs, Bradt Guides

Ghana: The Essential Guide to Customs & Culture by Culture Smart

Country Explorers: Ghana by Lyn Larson, Lerner Publications

The Ghana Cookbook by Fran Osseo-Asare and Barbara Baeta

The Ghana Reader: History, Culture, Politics by Kwasi Konadu and Clifford C. Campbell

Once Upon A Time In Ghana: Traditional Ewe Stories Told in English by Anna Cottrell and Agbotadua Togbi Kumassah

The Political History of Ghana (1950-2013): The Experience of a Non-Conformist by Obed Yao Asamoah

Websites

"Visit Ghana," Ghana Tourism Authority - <https://visitghana.com>

Government of Ghana - <http://ghana.gov.gh>

Ghana Department of Tourist Development - <http://gtdcgh.com>

Lonely Planet - <https://www.lonelyplanet.com/ghana>

Nations Online - www.nationsonline.org/oneworld/ghana.htm

CIA World Factbook - <https://www.cia.gov/library/publications/the-world-factbook/geos/gh.html>

GhanaWeb - <http://ghanaweb.com>

Embassy of Ghana, Washington, D.C. - <https://www.ghanaembassydc.org>

National Geographic, Ghana for Kids - <https://kids.nationalgeographic.com/explore/countries/ghana>

Activity Village, Ghana - <https://www.activityvillage.co.uk/ghana>

Need an International Paper Curriculum Guide of Your Own?

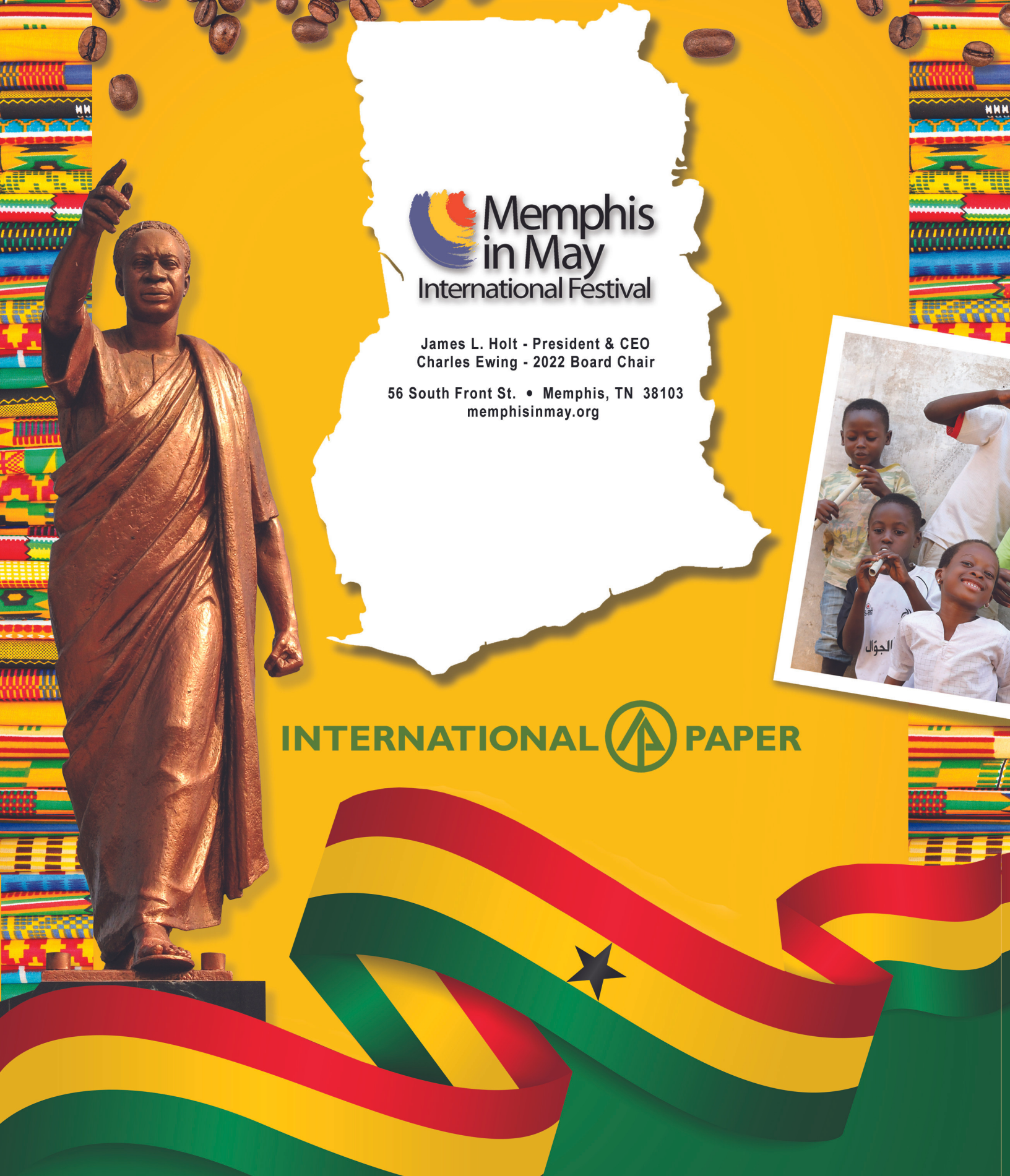
We teach students to share, but for your own copy of this Curriculum Guide, visit the Memphis in May website at www.memphisinmay.org. This entire Curriculum Guide about Ghana is available on-line in a downloadable PDF format, so you can print your own Curriculum Guide copy for free!

Questions?

Each year, Memphis in May receives questions from educators about the honored country. This year, teachers might need a little help with the pronunciation of Akan days of the week, or how to know the difference between cacao and cocoa! Each year, Memphis in May strives to identify local citizens who are native to the festival's honored country. These citizens are often available to answer teachers' questions, and sometimes are available for classroom visits. Memphis in May also organizes a speakers bureau which offers presentations to schools and civic organizations. Interest and requests can be made by calling 525-4611 or by emailing Memphis in May at education@memphisinmay.org.

Join the Memphis in May Education Email List!

Receive additional information and applications as soon as they become available. To join the list, simply email education@memphisinmay.org!



 **Memphis
in May**
International Festival

James L. Holt - President & CEO
Charles Ewing - 2022 Board Chair

56 South Front St. • Memphis, TN 38103
memphisinmay.org

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