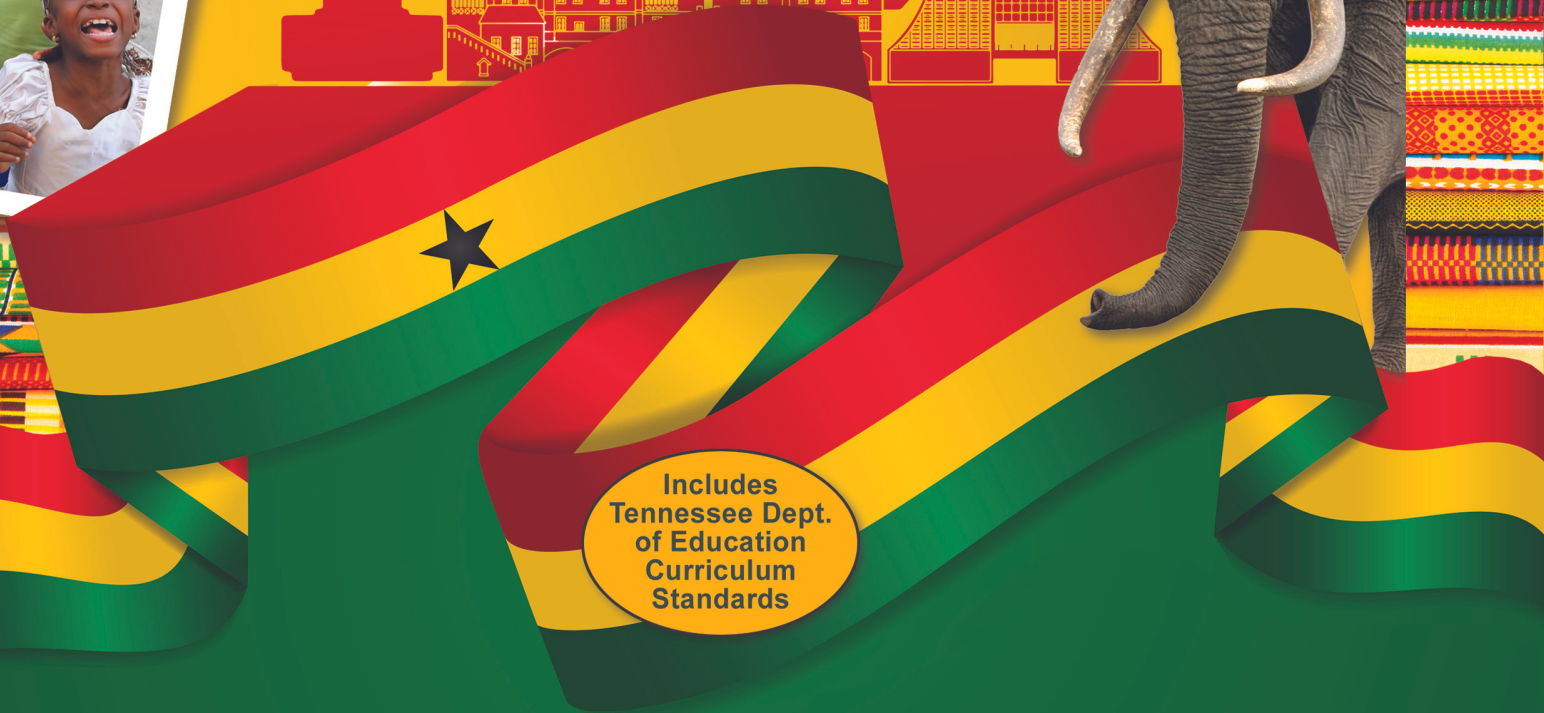




GHANA

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-Saharan 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**

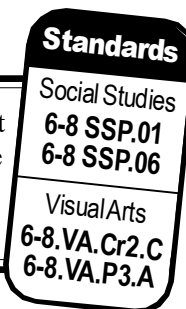


Peace

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.

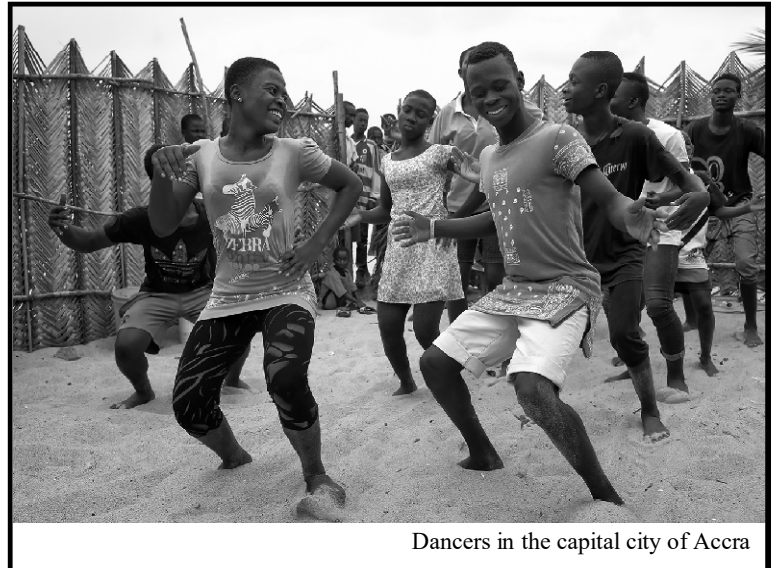




An Overview of Ghana

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



Dancers in the capital city of Accra

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



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 drumming 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!

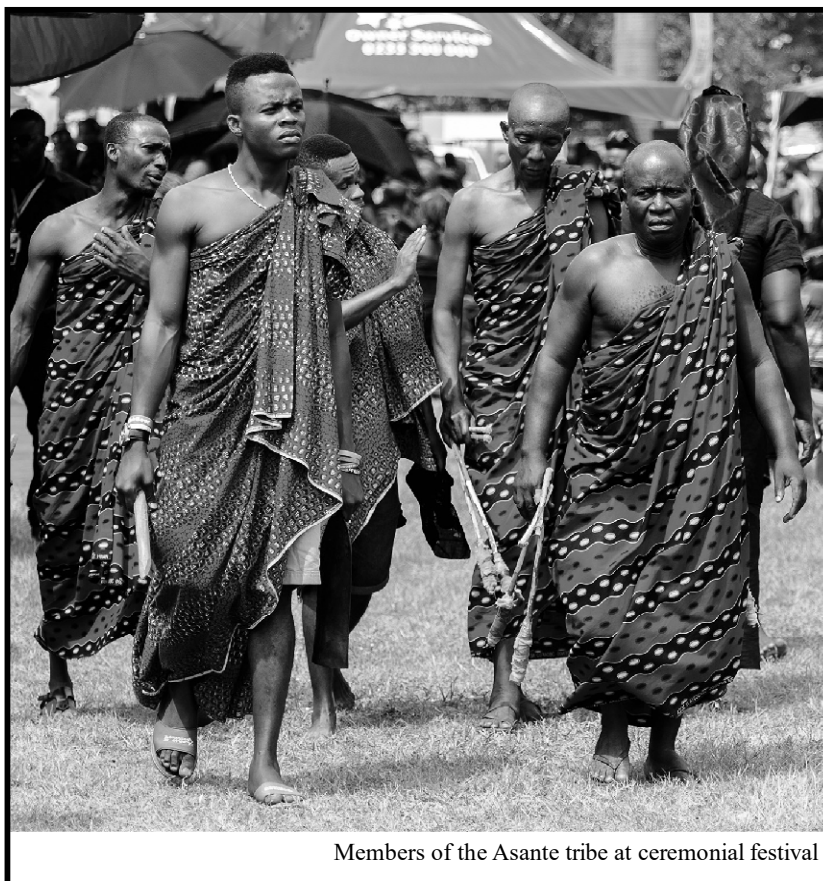
Prehistoric West Africa & The Ghana Empire

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 Lupemban 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.

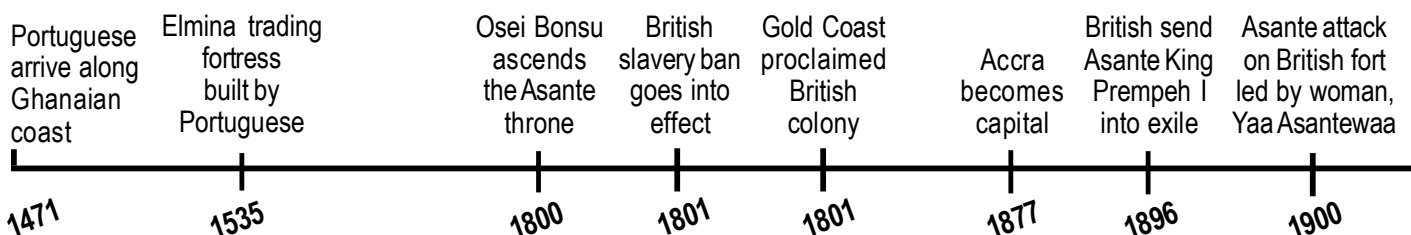
European Contact and Trade

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)*

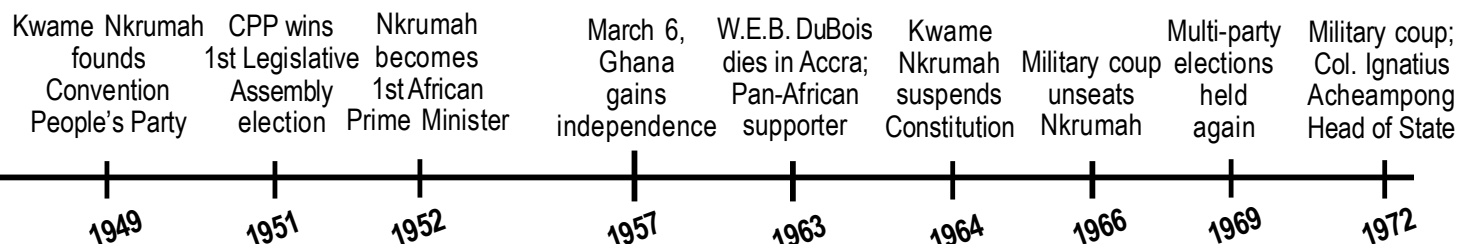
before about one million slaves were transported from the Gold Coast between 1600 and the mid-19th century.

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

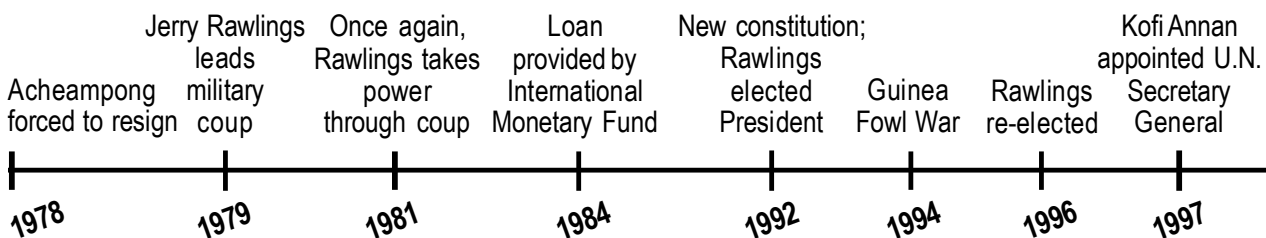
During World War II, the Gold Coast contributed many men and materials. With a continued lag in the full development of unified political structure throughout the country, there were riots involving workers and war veterans which began to break out in 1948 throughout many of the larger towns. The Watson 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 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



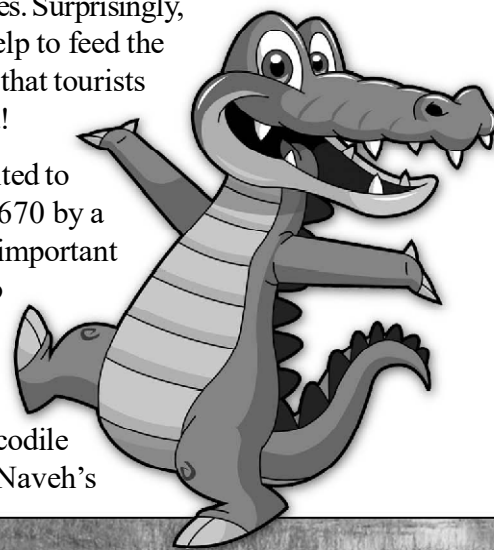
	1. Both have rivers. Which do you think is closest to an ocean?	
	2. Where would you be more likely to see an elephant?	
	3. Where would you be more likely to build a snowman?	
	4. Where would you be most likely to discover gold?	
	5. Where would you be most likely to see a cocoa tree?	
	6. Where would 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,

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

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

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

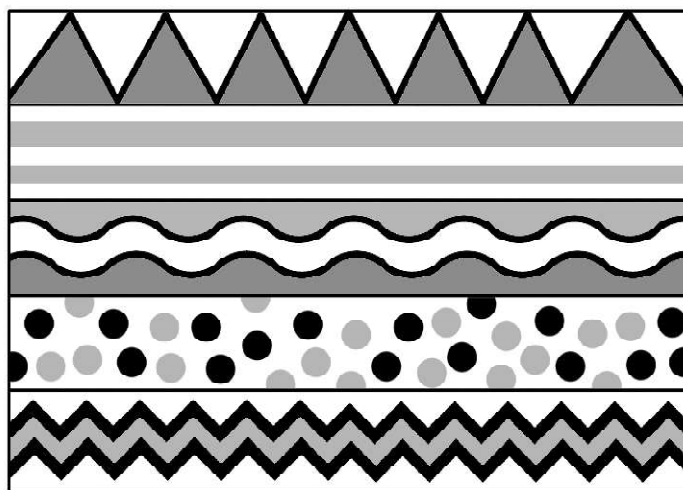


Illustration 1

Standards

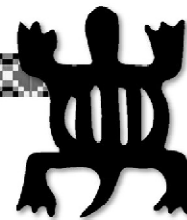
Social Studies
K-2 SSP.01
K-S SSP.02
K-S SSP.03

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

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.

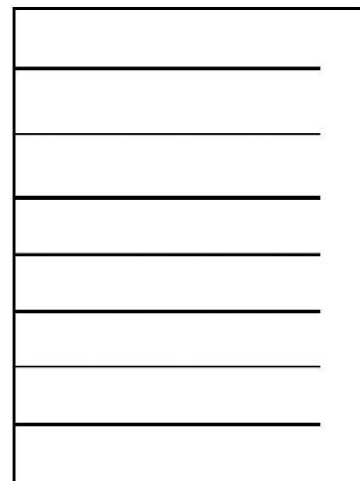


Illustration 2 - Folded to left

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.

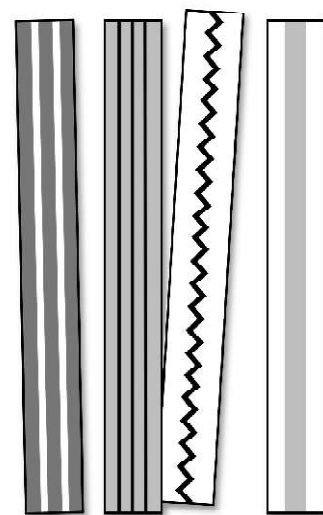


Illustration 3

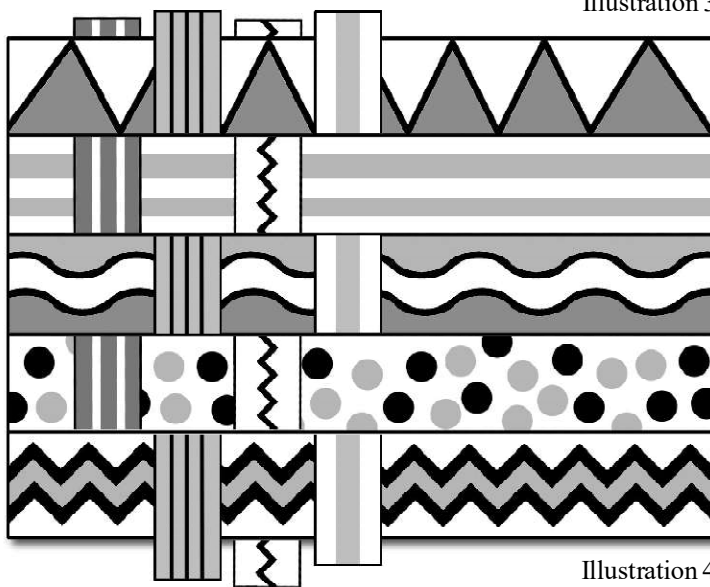


Illustration 4



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.

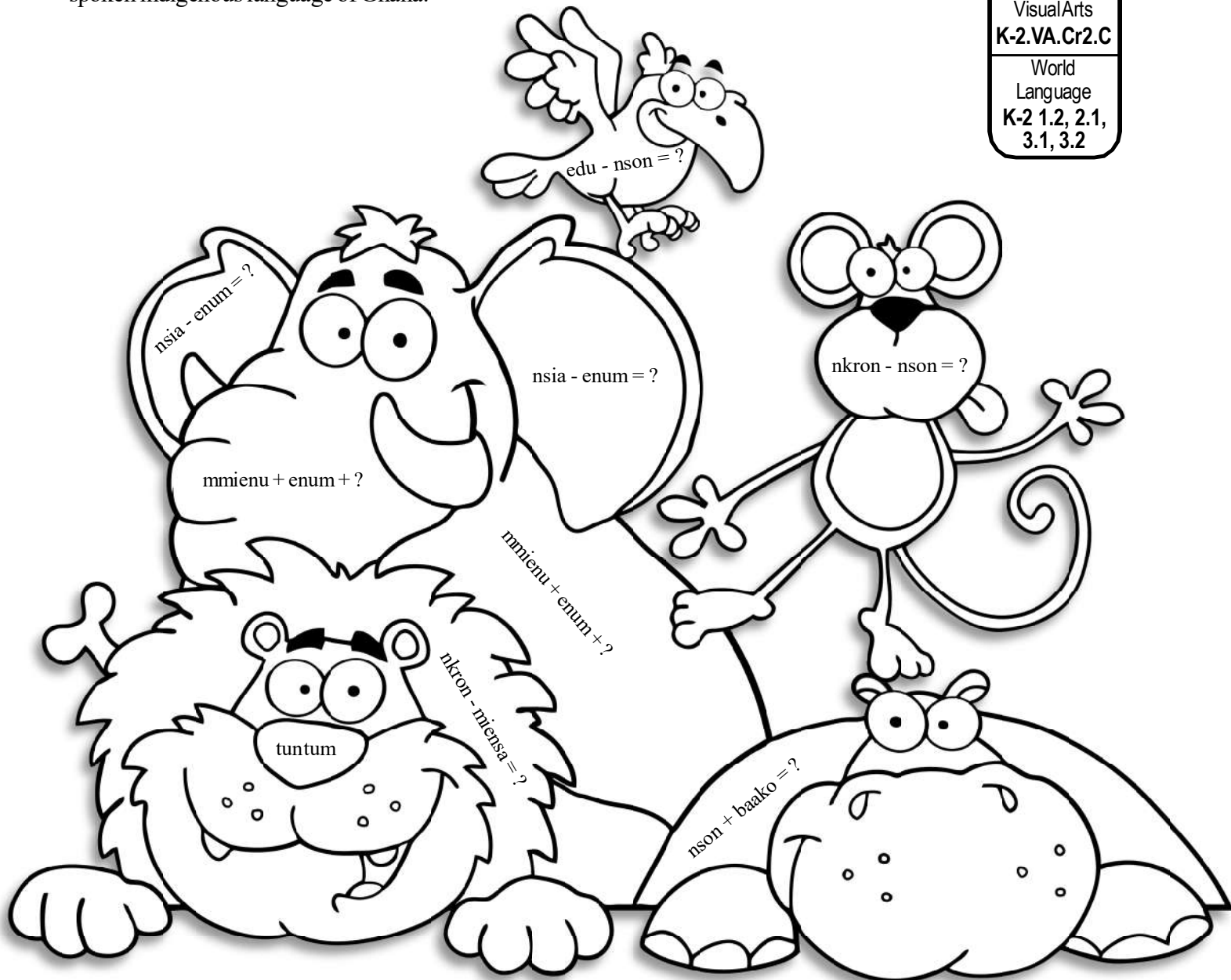
Use these three pages to introduce your students to the Twi dialect of the Akan language, the most spoken indigenous language of Ghana.

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	akokɔ sradεε	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.
2. We go to the market to buy fruits and vegetables.
3. There is a black star in the middle of the Ghana flag.
4. When you swim in the river, look out for crocodiles.
5. I can see whales swimming in the ocean.
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

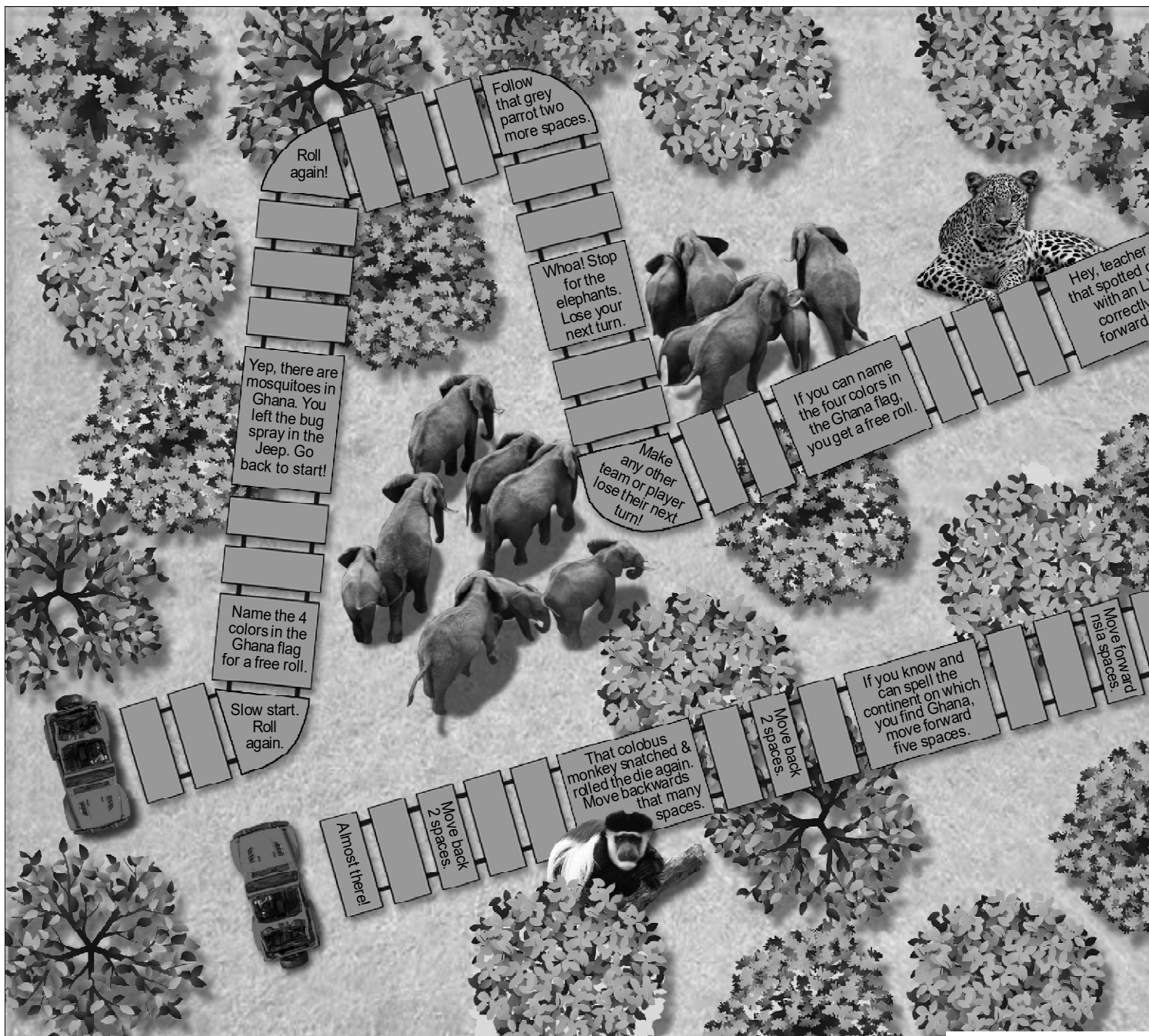
Social Studies
K-2 2.01, 2.03
K-2 SSP.01
K-2 SSP.06



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



K-2

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

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

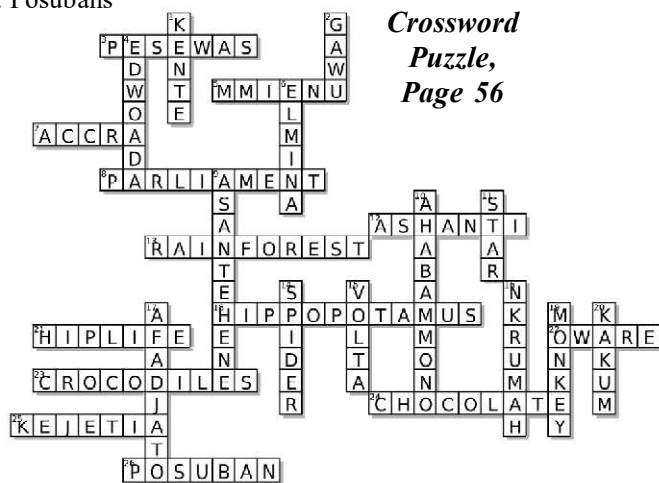
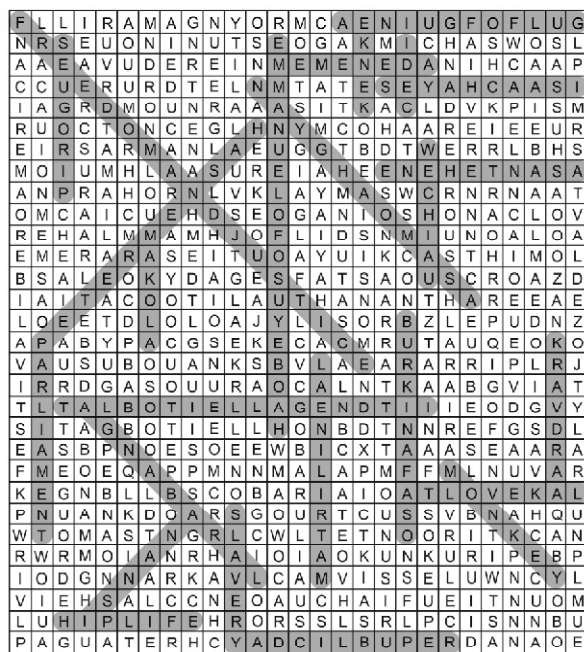
Crossword Puzzle Word Bank, Page 56

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 Curriculum 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.**

Teachers Can Win
\$1,000

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

(cont. on next page)

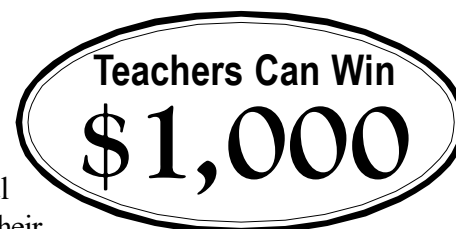
Contests & Opportunities *(continued)*



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**.



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 Delta Dental of TN 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.



Books, Websites & More

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 Asamoahg

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 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
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