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Title: Ghana and a Living Legacy

Intended Level: High School

Guiding Question: How has colonialism helped to shape Ghana's past, present, and future?

Activity Summary: Ghana is but one nation on the continent of Africa. Students will reflect about what they already know about the region and then in small groups reflect on the history of Ghana up until present day. They will then explore ideas of how colonialism (which could easily incorporate a short economics lesson) and then later nationalism helped to shape the country into the republic that it is today.

Task: Students will first begin class with a short, oral pretest about Ghana to stimulate prior knowledge. The teacher will then identify Ghana on a map and show its relative size. (Excellent maps are located in the culture kit workbook.) The students will then be shown some of the artifacts from the Culture Kit (e.g., picture books, newspapers, jewelry, clothing). Then the students will break into 4 or 5 groups where they will read and discuss about the history of Ghana briefly. (There is a brief history located in the Culture Kit.) Afterwards, students will come together in a group discussion to talk about what they have learned. The discussion will be monitored by the teacher who will prompt it with questions pertaining to colonialism and nationalism.

KY World Language Content:

WL-H-2.1.B4 Identify some commonly held generalizations about target culture.

WL-H-2.1.B5 Identify social, geographic, and political factors that impact cultural practice.

WL-H-4.2.D1 Explain the differences between target cultures and students' own cultures.

KY Core Content for Assessment:

SS-H-3.4.2 Technological change and investments in capital goods and human capital/resources increase productivity.

SS-H-3.4.4 The interdependence of personal, national, and international economic activity often results in international issues and concerns.

SS-H-4.2.3 People can develop stereotypes about places and regions.

SS-H-4.4.4 Group and individual perspectives impact the use of natural resources.

Rubric:

Oral Presentation Rubric : Ghana Project

Teacher Name: **Ms. Sutton**

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Steps for Planning and Implementing:

1. Teacher will begin class with a short pretest to stimulate students' prior knowledge.
2. Teacher will give a short introduction to Ghana using materials from the Culture Kit to include maps along with other materials.
3. Teacher will divide students into groups where they will read and discuss A Brief History of Ghana located in the Culture Kit.
4. Students will then come back together as a whole to discuss their findings and understandings. The discussion will also be prompted by the teacher with some or all of the following questions:
 - a. Do you think that it is odd that an African country speaks English?
 - b. How do you explain that?
 - c. What aspects of life were altered by British influence?
 - d. How does nationalism play a part in Ghana's history?
 - e. How can you relate colonialism/nationalism to your own life?
5. Students will then be given the task of determining how they would like to answer the following question: How might life in Ghana be different if the area had not been involved in the slave trade? Students may choose to draw a picture, write a story, perform a skit, or something of their own liking. The point is that they relate to it and answer the question above.