

**Akwaaba ba Ghana: Welcome to Ghana!**  
*Lesson plan written by Erica Luetzow-Coward*

**Keywords** Urban, rural, demographics, Ghana, geography

**Overview** In this lesson, students will be able to identify Ghana's physical location as well as apply terms such as rural/urban and goods/services to Ghana and their own communities. Students will be prompted to make comparisons between the demographics and composition of North Carolina and Ghana in an effort to dispel preconceived notions about the country.

**Essential Questions**

- Why is "where" important to people and their lives?
- How do people around the world get what they need?
- What makes places unique and different?
- Why is having an understanding of maps and globes important?

**Intended Grade Level** K-5th

**Intended Content Areas** Social Studies

**Standard Alignment with NC Standards**

**Social Studies–**

*K.E.1.2 Differentiate between goods and services*

*K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.*

*1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.*

*3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.*

*3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.*

*4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.*

*I.1.7 Construct claims in response to compelling and supporting questions.*

*I.1.8 Accurately use information from sources when making claims.*

*I.1.9 Make inferences from information in sources.*

**Science–**

*3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).*

*3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.*

### **English Language Arts–**

*RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.*

*RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.*

### **Materials**

- [Resource Slides for Classroom Use](#)
- Glossary of map and geography terms: [Online geography term glossary](#)
- Paper, crayons, [market stall handout](#) if desired

**Suggested Length of Time** 60 minutes

### **Prior Work to be Completed**

Background knowledge of terms such as continent, country, rural/urban, goods/services helpful.

### **Procedures**

- **Zoom Out/Zoom In:** Ask students what is the name of their school → city/town → state → country → continent. Then tell the students that they will be learning about a continent called Africa → a country called Ghana → which has a capital city called Accra → which has many schools like your town does.
- **USA vs. Ghana Geographically:** Show students on a map where the United States is in relation to Ghana. What do you notice about the two places? Note students' observations on the [double bubble thinking map](#). As age/grade appropriate, guide students to make observations using vocabulary of continent, coast, latitude, longitude, hemisphere, climate, urban/rural populations, etc.
- **Urban/Rural Intro:** Sometimes when we learn about other countries, we may momentarily forget that these places are very diverse. Today we are going to look at some photos of places around Ghana. Some of these places are urban and some are rural.
  - The term “urban” often refers to cities. (According to National Geographic's encyclopedia: “An urban area is the region surrounding a city. Most inhabitants of urban areas have nonagricultural jobs. Urban areas are very developed, meaning there is a density of human structures

such as houses, commercial buildings, roads, bridges, and railways. 'Urban area' can refer to towns, cities, and suburbs.")

- Ask students what makes places urban (skyscrapers, government buildings, shopping centers, people live close together, roads, sidewalks, etc).
- Ask students what the opposite of urban would be (rural).
- **Urban/Rural Sort:** Quickly show students the urban/rural slides from Ghana and have students classify them as either urban or rural. Ask students to back up their decisions with proof.
- In 2018 about 44% of Ghana was considered rural compared to 17% of the USA according to [World Bank](#). Ask students if this is surprising, have them think about where they live and where rural/urban areas are.
- Have students go back and look at the urban/rural images collectively. What do you notice about these images? What do they have in common? The images of both the rural and urban settings include goods and services.
  - Goods are things that are made or grown and then sold. (ex: clothes, food, books)
  - Services are jobs that workers do for others. (ex: doctors, plumbers, babysitters)
- **Goods/Services Activity:** Pretend that you have a stall at a market where you sell a good or provide a service. What are you selling? What is the name of your stand? How much do things cost? Have students draw a picture of their own stands or use the provided template as an adaptation for younger grades. Students should be able to identify if they are providing a good or service, why someone would stop at their stand, if it's in a rural/urban area etc.

#### **Optional Extension Activities:**

- Students can place their stand in a larger setting which they identify as urban/rural.
- Students can clearly label prices of goods/services. Have them extrapolate how much a dozen of a good would cost, etc.
- Students can collectively sort their drawings into goods/services and by type of good/service and display them in this manner on a bulletin board etc.
- Students can create advertisements for their stand that you might see in a newspaper, billboard, side of bus etc.