

## **The ABCs of Ghana**

### **Lesson Plan by Amy Barsanti**

**Overview:** Students will explore an overview of contemporary Ghana with images presented in a digital alphabet book written in verse. They will draw conclusions, adjust misconceptions, and dive deeper into Ghanaian culture in grade level appropriate ways. The goal is for students to learn about many aspects of Ghana while honing their observational skills and vocabulary, and to actively participate in inquiry-based Social Studies. These important skills may then be applied to studies of other countries, regions, and cultures.

**Essential Question:** What do digital artifacts from Ghana help us understand about cultures there? How can asking compelling questions help us learn?

**Intended Grade Level:** 1-3

**Intended Content Area:** Social Studies

**Suggested Length of Time:** 1 45-50 minute session (may be adjusted by grade level and level of student engagement)

#### **NC Social Studies Standards:**

##### **Inquiry Strand**

##### **Grades 1 and 2:**

**I.1.1** Identify inquiry as a process to answer questions and solve issues.

**I.1.2** Recognize a compelling question with prompting and support.

##### **Grade 3**

**I.1.1** Identify content required to provide an answer to compelling questions.

**I.1.2** Construct compelling questions that promote inquiry with peers.

#### **Behavioral Science**

**1.B.1** Understand how culture, values, and beliefs shape people, places, and environments.

**2.B.1** Understand how values and beliefs shape culture in America. (See notes for links to information about Ghanaian culture in America)

**3.B.1** Understand how values and beliefs of individuals and groups influence communities.

**Materials:** Slide show [L1 The ABCs of Ghana](#), technology to present it

**Procedure:**

1. Show students Slide 1. Ask them what they notice and where they think the images are from. Show a map of Africa (<https://www.freeworldmaps.net/africa>) and point out the country Ghana. Then show a map of Ghana. (<https://www.worldatlas.com/maps/ghana>)
2. Explain to students that they will be doing the work of Social Scientists, asking and answering questions about Ghana. Tell students that today's lesson will help them learn more about Ghana, help them think about how the digital artifacts help us understand the culture, and give them practice with asking questions and drawing conclusions.
3. Read aloud the text as you show the slides, without pausing for questions or observations.
4. Show the slides again, stopping for students to share what they notice or would like to know more about.
5. Encourage students to discuss what they notice in descriptive rather than judgemental language, modeling and offering examples. Record observations and questions.
6. Exit ticket- have each student write (or draw) one thing he or she learned and one thing he or she wants to learn more about.
7. Optional for another session- use the links in the slide notes to provide more information, and facilitate students' answering questions, correcting misconceptions, and posing additional questions. This can be a small group activity, or assigned in Google Classroom.

**Extensions:**

1. Have students work in groups to create slides or pictures comparing their local culture with culture in Ghana.
2. Have students create covers or book jackets for a Ghana ABCs book.