

## **The Women of Ghana**

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

**Overview:** Students will examine the roles of women in contemporary Ghana, including but not exclusive to family, arts and literature, politics, and economy. They will compare and contrast what they know about the roles of women in their own community, region, state, and country with comparable areas in Ghana.

#### **Essential Questions**

What roles do people play in their communities?

How do people's roles impact their community and culture?

How are the roles of women in Ghana similar to and different from those in your community?

**Grade Level** 2 and 3

**Content Area** Social Studies

**Suggested Length of Time:** 2 45-50 minute sessions

#### **NC Standards**

Springboard for Inquiry strand in all grades; all US centered objectives can be addressed by comparing the cultures in Ghana to local communities and regions

#### **Inquiry Strand**

**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**

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

#### **Materials**

Slides [L2 Women of Ghana](#)

Chart paper for taking notes

Paper product tubes

Construction paper scraps

Scissors

Glue sticks

Crayons or markers

Craft items for embellishment (optional)

## **Suggested Length of Time** two 45-minute sessions

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

In Kindergarten: K.B.1 Understand cultural practices in local communities and around the world.

1st Grade: 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.

### **Procedures**

#### Session 1

1. Ask students to think of the women they know. Brainstorm with students a list of what the women in their lives do. Be sure to ask about things women do both inside their homes and outside their homes (i.e. jobs, domestic duties, hobbies, etc.). Record their ideas on chart paper or white board. (5 minutes)
2. Based on their responses, sort the activities by categories such as “Family” and “Profession.” Use an organizer such as a Venn Diagram or a Double Bubble Map to organize student responses. You may wish to record responses on cards or sticky notes so that they may be moved or removed. Allow students to add to the lists as they discover, and to correct their own misconceptions. (5 minutes)
3. Ask students if they think women in other parts of the world do similar things or different things. Tell students that today you will be observing the work of women in the country of Ghana in West Africa. Brainstorm a list of what students think women in Ghana might do. Try to avoid letting your own prior knowledge lead you to automatically correct students or make them feel that you are judging their responses. (5 minutes)
4. Share the slides [L2 Women of Ghana](#). Links and information on each photo are included in the speaker notes. Ask students what they notice about the things that are similar and different between what women they know and Ghanaian women do. Use these guiding questions as needed.

What do you think this woman is doing? Where do you think she is? Does this make you think of someone you know or have seen? What is similar to or different from someone you know or have seen?

Be sure to help students understand that roles extend beyond jobs and careers, and that each woman may assume many roles simultaneously. Encourage and guide students to correct any misconceptions they may have had. (25 minutes)

5. Add things women in Ghana do to your graphic organizer. You may wish to use a different colored pen or sticky note to distinguish between Ghana and the US. (5 minutes)

## Session 2

1. Use your graphic organizer to remind students of takeaways from the previous lesson. (5 minutes)
2. Tell students that they will be making puppets that show what women do in each country (you may choose to make an example ahead of time to share with the students, or show Slide # ).
3. Instruct students to select one role that a woman in the US might have on one side of their paper tube and one that they have observed that a woman might have in Ghana on the other. Encourage the students to choose something specific rather than generalizing “what women do.”
4. Pass out materials and help as needed while each student makes a paper tube puppet. As students work, you may wish to play [African music by women](#).
5. Have students share their puppets with classmates, with older students using evidence from the slides to explain the portrayals they chose.

## **Optional Extension Activities**

1. Have students write journal entries from the perspective of a woman in Ghana.
2. Encourage students to conduct further research to create and share slideshows on the lives of women in other parts of the world.

## **Resources for Teachers:**

[Ghana - The Position of Women](#)

[Women at work: Engaging young women in construction in Ghana | Align Platform](#)