

Food in Ghana

Lesson plan by Amy Barsanti

Overview: Students will explore the food of Ghana including traditional dishes and food sources. They will compare them with those of North Carolina, and discuss regions and why some items are more common in specific areas (rural, urban, coastal). They will also compare markets and stores in North Carolina and Ghana.

Essential Questions:

- What can we learn about a culture from its food?
- What is the connection between where people live and the food they eat?

Intended Grade Levels: 1, 2

Intended Content Area: Social Studies

Suggested Length of Time: two 45-minute blocks

NC Social Studies Standards:

- 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.
- 1.E.1 Understand the role of basic economic concepts in the decisions people make.
- 2.E.1 Understand basic economic concepts.
- 2.E.1 Understand how the availability of resources impacts economic decisions.

Materials:

- Slides [L3 Food in Ghana](#)
- Dry erase board for recording ideas
- Key to foods (below)
- Maps of North Carolina and Ghana

Procedures:

Session 1

1. Introduce the lesson by asking students what kinds of food they like to eat. Explain that you will be learning more about the food people who live in Ghana eat. (2 minutes)
2. Show students a map of Ghana, and ask what they notice about geographical features. <https://www.worldatlas.com/maps/ghana>

3. Work together to brainstorm what kinds of food students they think people who live in Ghana might eat. Encourage observations that may have to do with proximity to the coast, climate, urban and rural locations, and farming. You may also wish to facilitate discussion about what products they think Ghana may export or import. Make sure students understand that the task is not about being right, but about drawing conclusions based on evidence, beginning with any prior knowledge, and adjusting predictions as they gather more information. Record student responses on a dry erase board so that they can be revised. (15 minutes)
4. Show slides from the [L3 Food in Ghana](#) presentation and note your students' interests, insights, and enthusiasm as they participate in the discussion. You will revisit those slides in session 2. While showing the slides, ask students what they notice, especially what looks familiar, and what they want to find out or are curious about. Students may make connections to fish and the coast, what kinds of crops may be grown, and similarities and differences between the foods in the slides and what they have seen at home. Ask students where their food comes from, moving between concepts of where it is purchased and where it is produced or grown. (25 minutes)
5. Optional- Use the presenter's notes to give students some information about what foods are pictured on the slides. You may prefer to let them discover on their own in a later session.

Session 2

1. Show the slides again, spending more time on the ones that students were interested in. Relate the discussion points back to similarities and differences between the food in the slides and what the students eat. (10 minutes)
2. Ask students about how their families decide what foods to buy, where families choose to buy them, and how those decisions are related to money and other factors. Guide them to draw conclusions about similar choices as they may be made in Ghana. Record responses on a chart or thinking map of your choice. (10 minutes)
3. Show slides 10-12 with markets and stores. Explain to your students that they will be creating a representation of a market showing what they have learned about food in Ghana. Then explain that each student will design a stall featuring their own favorites and those from Ghana they might consider trying. Sketch on the board an outline of a stall, and brainstorm with your students what could be included. Draw or write, or have your students draw or write what they might choose to sell in a stall. (5 minutes)

4. Provide materials of your choice, assistance and encouragement, helping students correct misconceptions as they work. (20 minutes) Display the stalls in rows like they might be found in a market.

Product- Students design market stalls with products that are ingredients of their own favorite foods and those they may want to try from Ghana.

Extensions-

Have students create dioramas or models of their market stalls.

Facilitate research to select a cash crop in Ghana that could be grown profitably in your region or state. Create an advertisement or poster to sell the idea to farmers.

Resources:

<https://www.chefspencil.com/top-25-most-popular-foods-in-ghana/>

<https://thecanadianafrican.com/an-introduction-to-ghanaian-food/>