



#10165 FAMILIES OF GHANA

MASTER COMMUNICATIONS, INC., 2000
Grade Level: 2–5
30 mins.
1 Instructional Graphic Enclosed

DESCRIPTION

Eight-year-old Deborah lives in the countryside of Ghana and narrates her typical day from morning to bedtime. She does chores, goes to school, helps prepare meals, and enjoys playing. She also shares some Ghanaian culture. Emmanuel, ten, lives in the capital city. His day is similar to Deborah's in many ways regarding school, chores, and play, but on this particular day, he attends a funeral. He relates some history of Ghana. Shows their parents' jobs and activities during the day.
NOTE: Brief scene of a mother breastfeeding her infant.

ACADEMIC STANDARDS

Subject Area: Geography–Human Systems

- Standard: Understands the nature and complexity of Earth's cultural mosaics
 - ♦ Benchmark: Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do) (See INSTRUCTIONAL GOALS 1 and 2.)
 - ♦ Benchmark: Understands how cultures differ in their use of similar environments and resources (e.g., comparing how people live in Phoenix, Arizona with how people live in Riyadh, Saudi Arabia) (See INSTRUCTIONAL GOALS 3.)

Subject Area: Geography–Environment and Society

- Standard: Understands the changes that occur in the meaning, use, distribution and importance of resources
 - ♦ Benchmark: Knows the different ways in which resources are used and valued in different regions of the world (e.g., the use of wood in the United States for construction compared to the use of wood in the Dominican Republic for fuel) (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To observe a typical day in the life of Ghana children.

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2. To compare the lifestyles of two Ghana children of different social classes.
3. To show the use of some natural resources in daily life in a third world country.

VOCABULARY

- | | |
|--------------------------|---------------------------|
| 1. bargaining | 9. courtyard |
| 2. cassava | 10. funeral |
| 3. caterer | 11. pesewas (Ghana coins) |
| 4. cedi (Ghana currency) | 12. machetes |
| 5. choir | 13. tonic |
| 6. cholera | 14. uniform |
| 7. cocoa | 15. yam |
| 8. coffin | |

BEFORE SHOWING

1. Find Ghana on a world map. Look at the distance from the equator, and predict what type of scenery and clothing might be in the video.
2. Explain that this video will show two children from Ghana in their daily activities from morning to night. Briefly sequence your own lives this way on a typical day.

AFTER SHOWING

Discussion Items and Questions

1. Compare Deborah's morning preparations for school in Ghana with a typical American student's.
2. Explain what Deborah's brother does when he cuts himself.
3. Discuss the custom of Deborah's family where people eat in order from oldest to youngest. How does this show respect? Compare that to Emmanuel's family.
4. List some ways that Deborah's family could use their courtyard.
5. Retell the procedure of how a Ghana girl's family finds a husband for her.
6. What reasons does Deborah give for feeling lucky to live in Ghana?
7. Discuss similarities and differences in the chores children do in Ghana and in the United States, both at home and at school. Complete "Comparing Lifestyles." (See INSTRUCTIONAL GRAPHIC.)
8. Infer why children in Ghana go home to eat lunch.
9. Research the dry season in Ghana. What accommodations did Deborah's family make because of it? Emmanuel's family?
10. Describe the games that children in Ghana play.
11. Name the three types of religion in Ghana.
12. Give possible reasons why people in Ghana have an English name and a traditional name.
13. How is a girl's life in Ghana different than a boy's?
14. What is unique about coffins in Ghana?
15. Compare Deborah's life with Emmanuel's, including gender, family structure, housing, and social class.

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16. Discuss the meaning of an extended family. Name advantages and disadvantages of this lifestyle.

Applications and Activities

1. Experiment living for a day with water rations. Document how much water you use and for what purposes.
2. Practice balancing a basket with some weight-bearing objects in it on your head. Put a piece of flat cloth between your head and the basket, as shown in the video. Try walking.
3. Research different plants or herbs that can be used for medicine.
4. Imitate the "cheer clapping" seen in the video. Create a similar signed version to show support of classmate's accomplishments.
5. Visit a fish market, and purchase a full, fresh fish. Learn how to cut, clean, and cook it.
6. Role-play bartering for goods and services instead of paying money. Then practice bargaining for items without set prices. Use negotiating strategies to "buy and sell" things.
7. Investigate what cholera is and what causes it. Find out where it is present in the world and what is being done to prevent its spread.
8. Research and give reports on topics mentioned in the video. Possible topics include cocoa, palm nuts, dry season, Lake Volta, fruit bats, Accra, Anglican, and Dr. Kwame Nkrumah.

CMP RELATED RESOURCES

- [Africa: The Emodia Family #2590](#)
- [Families of Russia #10163](#)
- [Families of Israel #10166](#)
- [Ghana News Stories #9968](#)



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **VIRTUAL JOURNEY OF GHANA**

<http://www.oxfam.org.uk/coolplanet/ontheline/explore/journey/ghana/ghandex.htm>

An excellent follow-up to *Families of Ghana*. Experience Ghana online. This Web site gives you information on the culture, cuisine, arts, and people of this beautiful African nation.



- **CANADIAN HUNGER FOUNDATION**

http://www.partners.ca/ghana_kids.htm

In clear, understandable language, this Web site describes the shortage of water and food in Ghana and other third world countries. Links for teachers and students offer opportunities for schools to give aid creatively.

**JOURNEY WITH CARE TO
GHANA**



<http://www.careusa.org/vft/ghana/index.asp>




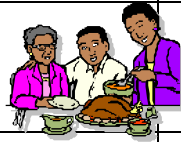
Promotion site of the work CARE provides in Ghana. This is a virtual field trip that includes journal entries with links to specific background information on a variety of lifestyles and internal problems. Most appropriate for high middle school and above.

INSTRUCTIONAL GRAPHIC

- **COMPARING LIFESTYLES**

Comparing Lifestyles

Directions: Read the activities below. Put a check in the box if each activity is true about that person. Check the "Me" column if it is true about you.

Activity	Deborah	Emmanuel	Me
1. Sweeps the floor several times a day.			
2. Shops in outdoor markets. 			
3. Has people come to the house to sell things.			
4. Says the Pledge of Allegiance. 			
5. Has parents who both work outside the home.			
6. Washes his or her own clothes by hand. 			
7. Has homework.			
8. Lives with extended family members. 			
9. Has a TV.			

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