



## Lesson Plans Digital Booklet

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# Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

# Unit Five

## *Country Case Studies*

### Module Twenty Four: Ghana

The purpose of this module is to introduce students to the country of Ghana, the first nation in sub-Saharan Africa to gain independence. This module will first introduce students to Ghana by discussing the history of Ghana in Activity One. Activity Two discusses Understanding the Everyday Lives of Ghanaians, through the awareness of common themes associated with Ghana, such as Kente Cloth and Ashanti names. Gender Issues are explored in Activity Three. Gender, as a term, is used to refer to issues between men and women. Although this activity will highlight many themes relating to women, the interactions and everyday lives of men will also be covered. Finally, Activity Four will focus on Connecting Agricultural Practices in Ghana with the Global Market. Ghana is known for many important agricultural contributions such as cocoa, found in chocolate, shea butter, used in many lotions, and other products, which help Ghana's economy.

# Module Twenty Four

Why study Ghana?

An Introduction to the Geography of Ghana

An Introduction to the History of Ghana

Music and Religion in Ghana

Heritage Tourism in Ghana

## Why Study Ghana?

Time Needed	Approximately 15 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: discussion
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Journal, pencil, whiteboard, Ghana Research Paper handout <sup>1</sup>

### Objectives

Students will be able to...

- Form an opinion/make a decision
- Conduct research over a period of time

Time	Learning Task	Methods or Procedures
5 min	Quick write: students respond in their journal to the following prompt: <i>You are the president of the United States, and you have to make official trips to two different countries in Africa. Which two countries do you choose to visit? Why?</i>	Individual student work; teacher poses the question, and monitors students.
5 min	Class share: <i>What are some of the countries you wrote down?</i>	Whole class share; teacher writes a list of student responses of countries on the board. If the country Ghana is still not written on the board after a number of students have shared, teacher asks; <i>Did anyone put Ghana as one of their two countries?</i> If someone says they did, teacher asks student to share reason for choosing Ghana. If no one wrote Ghana, teacher asks students to share why they didn't choose or consider Ghana as one of the countries to visit.
5 min	Students receive Ghana research paper handout, read through it, and ask any questions they might have.	Teacher passes out handout and describes the research paper assignment.

<sup>1</sup> Handouts and Worksheets, pg. 14

## An Introduction to the Geography of Ghana

Time Needed	Approximately 40 minutes
Prior Knowledge	Completion of previous activities in this module,
Lesson Assessment	Formative: reading guide, journal, partner discussion
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7  <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>D2.Geo.2.9-12  <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i></p> <p>CCSS.ELA-Literacy.SL.6.4  <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i></p>
Materials Needed	Geography of Ghana Reading Guide <sup>2</sup> , pencil, journal, access to Exploring Africa

### Objectives

Students will be able to...

- Have a basic understanding of the geography of Ghana
- Identify the major ethnic groups in Ghana
- Make informed decisions

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa	Teacher hands out reading guide and instructs students to get onto module twenty four, activity one of Exploring Africa
25 min	Students read through the text of activity four, completing their reading guide in their journals as they go.	Individual student work; teacher monitors and assists as needed.
10 min	Students work as partners to plan a trip to Ghana. <i>Use geographical information from the activity to plan your trip. Where do you want to go? What time of year? Why?</i> Write your answers in your journal.	Partner work; teacher monitors and assists as needed.

<sup>2</sup> Handouts and Worksheets, pg. 15

## An Introduction to the History of Ghana

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module, knowledge of the trans-Atlantic slave trade
Lesson Assessment	Formative: reading guide
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	History of Ghana Reading Guides, pencil, access to Exploring Africa

### Objectives

Students will be able to...

- Explain specific events, periods, and leaders of Ghanaian history
- Conduct independent research

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa	Teacher passes out reading guide and instructs students to get onto module twenty four, activity two of Exploring Africa.
30 min	Students read through the text of the module, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
10 min	When students finish their reading guide, they should begin work on their Ghana research paper.	Individual student work; teacher monitors and assists as needed.



## Music and Religion in Ghana

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Pencil, Music and Religion in Ghana Reading Guide <sup>4</sup> , access to Exploring Africa

### Objectives

Students will be able to...

- Conduct independent research
- Identify prominent religions present in Ghana
- Explore the evolution of Ghanaian music

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get onto Exploring Africa	Teacher hands out reading guide, and instructs students to get onto module twenty four, activity three of Exploring Africa.
30 min	Students read through the text of the module, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
10 min	When students finish their reading guide, they should continue work on their Ghana research paper.	Individual student work; teacher monitors and assists as needed.

<sup>4</sup> Handouts and Worksheets, pg. 20-21

## Heritage Tourism in Ghana

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide, journal
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7  <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>CCSS.ELA-Literacy.W.8.1  <i>Write arguments to support claims with clear reasons and relevant evidence</i></p> <p>D2.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Heritage Tourism in Ghana Reading Guides, journal, pencil, access to Exploring Africa

### Objectives

Students will be able to...

- Distinguish a heritage tourism site from a regular tourism site
- Explain the impact of tourism on a country (culturally, economically, etc.)
- Explain the significance of heritage tourism
- Conduct independent research

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get onto Exploring Africa	Teacher hands out reading guide, and instructs students to get onto module twenty four, activity four of Exploring Africa.
30 min	Students read through the text of the module, filling out their reading guide in their journals as they go.	Individual student work; teacher monitors and assists as needed.
10 min	When students finish their reading guide, they should continue work on their Ghana research paper.	Individual student work; teacher monitors and assists as needed.

## Ghana Research Paper

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Summative: research paper
Standards	<p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>CCSS.ELA-LITERACY.W.6.1 <i>Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p>CCSS.ELA-LITERACY.W.6.5 <i>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>
Materials Needed	Peer review worksheets <sup>6</sup> , pencil, Ghana Research Paper handout (from first activity in this module), computer/internet access

### Objectives

Students will be able to...

- Conduct research
- Form and communicate an opinion
- Explain the importance of Ghana internationally

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and gather any materials needed to continue working on their research paper.	Teacher gives instructions, and students begin working
35 min	Students work on/finish a first draft of their Ghana research paper	Individual student work; teacher monitors and assists as needed
Day Two		
5 min	Students listen to instructions, receive peer review worksheet, and get into groups of 3	Teacher gives instructions and hands out peer review sheets
30 min	Students peer review their group member's paper, filling out the review worksheet as they go.	Small group work; teacher monitors and assists as needed
10 min	Groups take time to discuss each other's papers, elaborating on comments they	Small group work; teacher monitors and assists as needed

<sup>6</sup> Handouts and Worksheets, pg. 24

	made on the peer review worksheet	
Homework		
Done at home	Students finish their final draft of their Ghana paper and turn it in by the due date.	Done by students at home –students will turn in both drafts and the peer review worksheet together.

# Handouts and Worksheets

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## Ghana Research Paper

**Topic:** The past three presidents of the USA—Clinton (twice), Bush (twice), Obama (twice)—have all made official trips to Africa. This comes after nearly two decades in which no US president visited the African continent. On each of the presidential trips only three – out of the 53 independent countries in Africa– were visited. Yet, all three presidents included Ghana as one of their destinations in Africa. Although Ghana is not one of the larger (in size or population) African countries and it is not considered to be as strategically important as other African countries, all three presidents chose Ghana as one of the few countries in Africa that they would visit.

**Directions:** At the end of the unit on Ghana, you will be writing a paper in which you discuss why the United States has consistently selected Ghana (out of 53 countries) as a destination for US presidential visits. Use what you have learned from the module on Ghana, and conduct independent research on each president’s trip to Ghana to form your reasoning.

Things you may consider:

- Geography of Ghana
- History of Ghana
- Culture of Ghana
- Heritage tourism in Ghana
- What did the presidents do during their trip to Ghana?
- What interest does the United States have in Ghana?

\*\*\*Although the paper is not due until the end of the module on Ghana, keep it in mind and take notes or jot down ideas as you complete the rest of the activities and learn about Ghana.

## Geography of Ghana Reading Guide

**Directions:** Answer the following questions in your journal as you read activity one of module twenty four.

1. One of the main characteristics of the geography of a country or a region is its climates and the number of seasons. How many seasons does the USA have? And how many seasons are there in the southern part of Ghana? What difference is there between the Seasons in North America and the seasons in Ghana?
2. Study the picture of Akosombo during the Harmattan and explain what period of the year it was taken. What justifies your answer?
3. The section mentions a difference between the Seasons in the Northern part and the southern part of Ghana. Can you recall: what is the main difference?
4. What does BOSUMTWI mean?
5. Why was the lake named Bosumtwi? Why is Lake Bosumtwi considered a sacred lake?
6. Why do scientists have interest in Lake Bosumtwi?
7. Dams are economically important for a country yet their construction presents many challenges and difficulties for the local populations. You have learned, for example, that the construction of the Akosombo dam forced the displacement of about 80,000 people who were living in the Volta region. In your view point, should the government restrain from building a dam or any project that would force the displacement of the population? Why or why not? Write at least a two paragraph response in your journal.
8. Which ethnic group is involved in these types of trade: weaving, wood carving, ceramics, and metallurgy?
9. What do the terminologies 'matrilineal' and 'patrilineal' mean? Which ethnicities were identified as patrilineal? Which were identified as matrilineal?
10. Both Ashanti and the Ewe make Kente cloth. What characterized most Ewe Kente cloth?

## History of Ghana Reading Guide

1. You have learned about the existence of human civilization in the pre-colonial Ghana. What was the name of that civilization?
2. What were the characteristics of the Kintampo culture?
3. How did iron and gold mining affect the formation of larger administrative and political units?
4. What was the Supreme ruler called in the Northern Zones?
5. What were the duties of the Supreme ruler?
6. How many levels do you notice in the administrative structure in the Northern zones? Identify the different title of the ruler/leader at each level.
7. Explain the factors that helped create the forest zones states.



8. The Asante states moved from a simple state to an Empire. Here is a list of Asante rulers who have played distinctive roles in the evolution toward the Empire. Identify which ruler did what.

<b>Ruler</b>	<b>Impact on Empire</b>
Osei Tutu	
Opoku Ware	
Osei Kwadwo	

9. From your understanding, what do you think helped create and maintain a united Asante community?

10. You have read about the pre-colonial states in the northern, forest, and the southern zones states. Go over these different sections and select which of these states you think was better organized. Please provide detailed reasons for your selection.

11. Who were the first Europeans to settle on the coast of Ghana? What brought them to Ghana? What was the name of the first building they constructed?



16. You have learned in this section about Coussey Committee, the appointment of which a milestone in the process of decolonization of the Colony of Gold coast. When was it appointed and what was its purpose?
  
17. You have read the above section about the demand for self-rule. Briefly give the reasons why Nkrumah and his friends in the United Gold Coast Convention (UGCC) parted.
  
18. Search for the political map of the African continent and that of the U.S. Compare these maps and then go over Nkrumah's argument on liberated Africa and the Nigerian argument, summarize these two theses down and decide which one is better for Africa and why. Do you find it possible to have a "United States of Africa" as many advocate it nowadays?
  
19. Nkrumah passed many laws like the Nationality and Citizenship Bill; The Citizenship Bill; the Deportation Act of 1957; the Avoidance of Discrimination Act passed in December 1957; The Preventive Detention Act July 1958; The Chiefs Recognition Bill 1959. According to you, which of these legislations would really serve his purpose of maintaining the control of his Party, the CPP, over the national political life?

## Music and Religion in Ghana Reading Guide

1. What is the meaning of 'Highlife' and how did the genre originate?
2. What are the characteristics of the Adaha version of Highlife?
3. You have read these three descriptions on the Highlife music. Go over these descriptions and use Google to listen to each musical style. What did you notice? Can you notice any difference between the "adaha" and the Palm Wine music? What about the Highlife as performed by the Christian elite, does it sound similar to the other two genres?
4. You have also read about three different contemporary evolutions of Highlife. Find an example of each using google, listen to it, and describe the similarities and differences between the contemporary and original styles.
5. African traditional religions recognize the existence of a Supreme Being or god. How do Akan and Ewe refer to this Supreme Being?
6. What were Christians' attitudes about Muslims in Ghana?

7. How do Christians in Ghana try to reach out to Muslims?
  
8. What is the general characteristic of Islam in Ghana?
  
9. Which other Islamic groups are identifiable in Ghana?
  
10. Why has Islam gained more attention in Ghana in recent decades?
  
11. For a long time, the North of Ghana has been perceived as Muslim and the southern part as Christian. How do you explain this divide?
  
12. Was that divide a good policy? Justify your answer.
  
13. How has the independence transformed the religious landscape of the country?

## Heritage Tourism in Ghana Reading Guide

Fill in the following table using what you learned to identify which sites are heritage tourism sites vs. which are regular tourism sites, and defend your answer.

<b>Tourist Site</b>	<b>Heritage Tourism or Regular Tourism</b>	<b>Explanation</b>
Disney Land		
A theme park (Six Flags, Cedar Point, etc.)		
Las Vegas		
Yellowstone		
Jamestown/Williamsburg, Virginia		
Knott's Berry Farm		
Death Valley National Park		
Yosemite National Park		
Valley Forge Park		
The Sleeping Bear Dunes		
The Grand canyon		

Respond to the following questions in your journal.

1. Many of you grow up knowing that the White House is the official seat of the Executive branch of the United States of America. It is both the office and the residence of the President of the United States. Imagine you learn a different history about the White House, in which the White house served in the past as a place where Slaves were kept upon their arrival in the U.S. What ethical problems do you think these details about the White House would pose today? How would you react to it if it still continued to be the seat of the government?
2. Who was Dr. Du Bois? Do some research on the life and the works of Dr. W.E.B Du Bois and briefly summarize what you have learnt about him.
3. What was his connection with Ghana?
4. Do you think a center named after him presents any importance for heritage tourism? Why?
5. What were the primary reasons for Du Bois to retire in Ghana?
6. Give an example of a heritage tourism site (not already mentioned in this lesson or worksheet). What makes it a heritage tourism site?
7. Have you ever visited a heritage tourism site? If so, write a paragraph about what you saw there, how you felt, and how the visit affected you. If not, write about a heritage site you would want to visit and why.
8. How does a heritage site shape the perception of the past? How much of the past can be remembered at a cultural heritage site? What is lost and how does it affect our sense of history?
9. Heritage tourism is more about the past and about memory. It raises many questions about what we remember and how we remember it. What do you feel should be essentially remembered when visiting the Castles in Ghana?
10. As part of its policy to develop the tourism industry, the Ghanaian government has included a plan to renovate some of the sites. Some visitors of the sites are against the renovation of sites and argue that it should be left to ruin and destruction by the sea. The second tourist for example complains about the fact that the memory experienced on the site was being commoditized into a tourist attraction and consequently threatened to be devoid of the sentimental value that the site is supposed to bring to the visitor. Read the reaction again and if you like, follow the link and read the webpage. In a paragraph or two, write down your reactions to that complaint and argue whether it is a just complaint or whether a heritage site should (not) be transformed or renovated to welcome the flow of tourists and why.

## Ghana Research Paper Peer Review Worksheet

### Instructions:

1. You will be in groups of 3 and have 2 copies of your completed first draft of your papers. Both of your group members will have a copy of your paper, and you will have a copy of each of your group member's papers, but you will not have a copy of your own paper.
2. You will get 15 minutes on one report, filling out this sheet for both of your group member's papers and making editing marks on the paper itself, and when the timer goes off or the teacher says, you should go to the other paper and do the same.
3. When revision is done, you will have 10 minutes to conference with one another and ask questions about the markings and comments on your own paper.

This is filled out for \_\_\_\_\_'s paper:

- My favorite part was:
  
- The part that needs the most work is:
  
- What do you want to know more of in this paper?
  
- What questions do you still have?
  
- What did you learn from this paper?



# Answer Keys and Examples

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## Geography of Ghana Reading Guide

*One of the main characteristics of the geography of a country or a region is its climates and the number of seasons. How many seasons does the USA have? And how many seasons are there in the southern part of Ghana? What difference is there between the Seasons in North America and the seasons in Ghana?*

Answer: The US has four seasons: fall, winter, spring, and summer. Ghana only has two kinds of seasons: rainy and dry seasons.

*Study the picture of Akosombo during the Harmattan and explain what period of the year it was taken. What justifies your answer?*

Answer: The green grass and green color of the leaves on the trees suggest that this picture was taken in the rainy season.

*The section mentions a difference between the Seasons in the Northern part and the southern part of Ghana. Can you recall: what is the main difference?*

Answer: The northern Ghana and the southern Ghana have almost the same types of seasons: rainy and dry seasons. The main difference lies in the number. The south has two dry and rainy seasons and the north of Ghana has only one of each.

*What does BOSUMTWI mean?*

Answer: "Good Antelope"

*Why was the lake named Bosumtwi? Why is Lake Bosumtwi considered a sacred lake?*

Answer: Akora Bompe, an Ashanti hunter from the city of Asaman, was chasing an injured antelope through the rainforest. The legend says that the antelope disappeared into a small pond. As he never caught the antelope, the hunter decided to settle near the pond and instead of hunting antelope, started fishing from the pond which he named "BOSUMTWI" meaning "GOOD ANTELOPE."

*Why do scientists have interest in Lake Bosumtwi?*

Answer: Bosumtwi is considered sacred because the Ashanti believe that the lake is the birth place of the god Twi, who was born on a Sunday.

*Dams are economically important for a country yet their construction presents many challenges and difficulties for the local populations. You have learned, for example, that the construction of the Akosombo dam forced the displacement of about 80,000 people who were living in the Volta region. In your view point, should the government restrain from building a dam or any project that would force the displacement of the population? Why or why not? Write at least a two paragraph response in your journal.*

Answers will vary

*Which ethnic group is involved in these types of trade: weaving, wood carving, ceramics, and metallurgy?*

Answer:

Weaving: Ashanti, Ewe

Wood Carving: the Ashanti

Ceramics and metallurgy: The Ashanti

*What do the terminologies 'matrilineal' and 'patrilineal' mean? Which ethnicities were identified as patrilineal? Which were identified as matrilineal?*

Answer:

Patrilineal: a community is called Patrilineal when the children born in family bear the name of their father

Matrilineal: a community is called matrilineal when children born in a family bear the name of the mother

Ewe are a patrilineal community while the Akan (the Ashanti and the Fante) are traditionally a matrilineal community

*Both Ashanti and the Ewe make Kente cloth. What characterized most Ewe Kente cloth?*

Answer: Their Kente is characterized by more geometrical patterns with symbolic designs

## History of Ghana Reading Guide

*You have learned about the existence of human civilization in the pre-colonial Ghana. What was the name of that civilization?*

Answer: Kintampo

*What were the characteristics of the Kintampo culture?*

Answer: Technology of tool making and the domestication of animals

*How did iron and gold mining affect the formation of larger administrative and political units?*

Answer: They facilitated the establishment of permanent links between regions that are situated far apart. In doing so, they contributed to the territorial expansion under Kintampo civilization and led to the formation of larger administrative and political units comparable to the modern nation-state.

*What was the Supreme ruler called in the Northern Zones?*

Answer: 'Nayiri' in the Maprusi state, 'Ya Na' in Dagomba, and 'Yagbumwura' in Gonja

*What were the duties of the Supreme ruler?*

Answer: Rules over the divisional chief, gives laws, declares war or peace, and administers justice

*How many levels do you notice in the administrative structure in the Northern zones? Identify the different title of the ruler/leader at each level.*

Answer: Four levels; Nayiri, divisional chief, subchief, village headman

*Explain the factors that helped create the forest zones states.*

Answer: The introduction of iron mining and smelting and tool-making skills made the creation of the Forest zone possible. This new technology helped clearing the land for cultivation and a more efficient use of its resources. This increase in economic productivity that followed contributed to the development of more centralized political units. And the introduction of gunpowder and firearms in the late 18th century helped conquering more land under the authority of the Asante king

*The Asante states moved from a simple state to an Empire. Here is a list of Asante rulers who have played distinctive roles in the evolution toward the Empire. Identify which ruler did what.*

Answer:

<b>Ruler</b>	<b>Impact on Empire</b>
<i>Osei Tutu</i>	Founder of the Asante Empire
<i>Opoku Ware</i>	Conquered three Akan states within thirty years (1720-1750), incorporated them into the Asante confederacy along with three other savanna states. In doing so he transformed the Asante confederacy into an empire.
<i>Osei Kwadwo</i>	Made administrative positions in his kingdom appointive (based on merit) not hereditary.

*From your understanding, what do you think helped create and maintain a united Asante community?*

Answers will vary

*You have read about the pre-colonial states in the northern, forest, and the southern zones states. Go over these different sections and select which of these states you think was better organized. Please provide detailed reasons for your selection.*

Answers will vary

*Who were the first Europeans to settle on the coast of Ghana? What brought them to Ghana? What was the name of the first building they constructed?*

Answer: The Portuguese were the first Europeans. Trade brought them to the coast of Ghana

*The interactions between the Ghanaians and Europeans settlers brought some changes in the life of the local populations. Go over the section on the settlement of the Europeans and list three possible ways in which the Europeans influenced life in the colonial Ghana.*

Answer: The local people's dietary habits, architecture, and religion

*Do you think the inclusion of native Africans in administrative institutions of the colony made the process of colonization easy? Why?*

Answers will vary

*You have read about the role of the traditional chiefs in the colonial period and that of the Educated Africans. Between the two groups (Educated Africans and the traditional leaders) which group do you think presented a serious threat to the stability of the colonial administration and why?*

Answers will vary

*Explain this statement about Sir Frederic Gordon Guggisberg the first governor appointed to the Gold Coast: "He was for the Ghanaians but he was not with the Ghanaians." How do you understand this statement? Do you think this description fits him?*

Answers will vary

*You have learned in this section about Coussey Committee, the appointment of which a milestone in the process of decolonization of the Colony of Gold coast. When was it appointed and what was its purpose?*

Answer: The Coussey Committee was appointed in 1949. The main purpose of this Committee was to study the conditions in which the Gold Coast would be granted self-government.

*You have read the above section about the demand for self-rule. Briefly give the reasons why Nkrumah and his friends in the United Gold Coast Convention (UGCC) parted.*

Answer: Divergence over time of independence and the suspicion by Nkrumah that the working committee of the UGCC was going to dismiss him from the Party.

*Search for the political map of the African continent and that of the U.S. Compare these maps and then go over Nkrumah's argument on liberated Africa and the Nigerian argument, summarize these two theses down and decide which one is better for Africa and why. Do you find it possible to have a "United States of Africa" as many advocate it nowadays?*

Answers will vary

*Nkrumah passed many laws like the Nationality and Citizenship Bill; The Citizenship Bill; the Deportation Act of 1957; the Avoidance of Discrimination Act passed in December 1957; The Preventive Detention Act July 1958; The Chiefs Recognition Bill 1959. According to you, which of these legislations would really serve his purpose of maintaining the control of his Party, the CPP, over the national political life?*

Answers will vary

## Music and Religion in Ghana Reading Guide

*What is the meaning of 'Highlife' and how did the genre originate?*

Answer: The Word 'Highlife' was coined in the 1920's and it refers to the fusion of Ghanaian traditional music and a popular music that developed between the late 19th and the early twentieth century.

*What are the characteristics of the Adaha version of Highlife?*

Answer: "Adaha" is considered the earliest form of highlife music performed in the country. It was created by the blend of syncopated march music fused with Caribbean and local Ghanaian music.

*You have read these three descriptions on the Highlife music. Go over these descriptions and use Google to listen to each musical style. What did you notice? Can you notice any difference between the "adaha" and the Palm Wine music? What about the Highlife as performed by the Christian elite, does it sound similar to the other two genres?*

Answers will vary

*You have also read about three different contemporary evolutions of Highlife. Find an example of each using google, listen to it, and describe the similarities and differences between the contemporary and original styles.*

Answers will vary

*African traditional religions recognize the existence of a Supreme Being or god. How do Akan and Ewe refer to this Supreme Being?*

Answer: Nyame and Mawu respectively

*What were Christians' attitudes about Muslims in Ghana?*

Answer: Ghanaian Christians had three types of attitudes towards the presence of Muslim in Ghana. Some are totally indifferent to their presence and not willing to talk with them, others perceive Muslims only as objects of evangelization. The third group is that of Christians who are eager to initiate dialogue and understanding with Muslims

*How do Christians in Ghana try to reach out to Muslims?*

Answer: Through Islamic seminars and other relevant activities for Christians.

*What is the general characteristic of Islam in Ghana?*

Answer: The general characteristic of Islam followed in Ghana is the Sunni with the Maliki legal tradition.

*Which other Islamic groups are identifiable in Ghana?*

Answer: The Ahmaddiyya and some minor influence of the nation of Islam from the U.S. can be noticed in Ghana

*Why has Islam gained more attention in Ghana in recent decades?*

Answer: Islam has gained more influence in Ghana on one hand because of the increase in the number of Muslim organization and on the other because of the financial support of foreign Countries like Saudi Arabia and Kuwait to many of these organizations.

*For a long time, the North of Ghana has been perceived as Muslim and the southern part as Christian. How do you explain this divide?*

Answer: The perception of the North as Muslim and the South as Christian was caused by the colonial administration. The main concern of the colonial administration was to prevent interreligious clashes among the populations.

*Was that divide a good policy? Justify your answer.*

Answers will vary

*How has the independence transformed the religious landscape of the country?*

Answer: After the independence that divide was repealed by the new administration. This enables citizens from the North and the South to share the same country and move and establish anywhere in Ghana, either in the North or in the South whether they are Muslim or Christian