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A TEAM TEACHING APPROACH TO THE STUDY OF AFRICA

By

William James Anderson

B.A. in Education, Eastern Washington College

Cheney, Washington, 1954

Presented in partial fulfillment of the
requirements for the degree of

Master of Education

UNIVERSITY OF MONTANA

1970

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

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TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION	1
2. AFRICA	14
Objectives	14
Concepts to be Developed	15
Skills to be Developed	15
Research Activities	17
Suggested Activities and Experiences	17
Suggested Culminating Activities	18
Overview of Africa	18
3. THE STUDY OF GHANA	24
Objectives	24
Desired Outcomes	25
Evaluation	27
APPENDIX	28
BIBLIOGRAPHY	53

Chapter 1

INTRODUCTION

The teacher's role has changed greatly in recent years. A teacher is not only expected to instruct but to guide each student in providing opportunities for the child to learn on a more personal and individual basis. A review of present knowledge of how learning occurs indicates that past research in this field has been inadequate. Some approaches to improve the quality of teaching have been implemented and found effective. One such approach is the concept of team teaching, which strives not only to conserve the time and talents of teachers, but more importantly, to improve the general effectiveness of teaching. Because every teacher has different competencies, team teaching utilizes teachers, other staff members, lay personnel, and students. This group usually works with a learning unit of 100 or more children on either one-grade or multiple-grade levels. Evidence supports implementing team teaching at one grade level and then expanding to more sophisticated organizational patterns.

An interesting aspect of the team teaching method is the opportunity and the necessity for meetings and discussions. One meeting of the team, for example, may determine tentative school day schedules, perhaps for as much as a week in advance. Another aspect of this method is the

flexibility of the class organization. There are some periods when all the children will be together. At other times some of the students may be working individually, in small groups with teachers, or all students might be grouped with the entire instructional team. Other meetings may be held to adjust schedules, allow for new developments, or care for special problems that may arise.

Since each teacher in the team has a particular curriculum interest, he would probably have a major responsibility for that subject, although he might not teach all the groups. In a discipline such as mathematics, the teacher may team with other staff members. The music or art specialist, however, is likely to teach all related activities.¹

The problem is integrating the study of Africa into the curriculum utilizing a team teaching approach. This integration should be exciting, interesting, and enjoyable, while being highly productive to the students. To achieve this goal, careful planning and a strong desire to be creative are necessary. A teacher must want to make the program work. Specifically, then, a teacher must be creative, have an open mind, and be dedicated to his work.

The team teaching approach may open new areas of study in social studies--for example, the people of Africa. Learning materials will be presented which should enrich

¹"A Critical Look at Team Teaching," Instructor, LXXI (October 1961), 39-42.

this portion of the curriculum.

The concept of team teaching with its many variations may be one of the most recent innovations on the educational scene. It may be one of the most drastic and widespread organizational changes yet attempted. The term team teaching still lacks a precise definition; however, for the purposes of this paper, team teaching involves the utilization of two or more teachers who share the control and guidance of a comparatively larger group of students. Team teaching is not meant to reduce the number of teachers needed for implementation of the program, but rather to combine the talents of the teachers and to use the existing staff in a more meaningful way. The number of students in the group usually corresponds to the one-to-thirty ratio of the self-contained classroom organization. That is, two-member teams have approximately sixty students; three-member teams, about ninety students, to a maximum of four or five-member teams.²

It is assumed that:

1. Existing organizational arrangements of professional staff are not as effective as they might be.
2. Special abilities and talents of professional staff are not being fully utilized.

²Maurie Hillson and Ramona Karlson, Change of Innovation in Elementary School Organization: Selected Readings (New York: Holt, Rhinehart and Winston, 1965), p. 163.

3. The study of Africa can be integrated into the curriculum with current staff.

Team teaching has broad applicability. It is suited to almost any kind of learning situation, regardless of the school level, size of school, subject area, student ability, and type of teacher. Patterns may vary, but the dynamics of staff utilization can be developed almost anywhere.³

Even though the emphasis in this report will be based on a study unit of Ghana with the social studies department assuming major responsibility, it is suggested that facets of the total unit be presented by team members who are most capable in specific parts of the program. The social studies staff will present history and geography; English, reading, and writing will be presented by the language arts staff; mathematics will be presented by members of the mathematics department; music and art by the fine arts staff; and nutrition, clothing, and home environment by the staff assigned to home economics. Following this format, teaching specialists from different disciplines can provide increased in-depth study.⁴ For example, home economics could be taught with an emphasis on Ghanaian cooking, and industrial arts students could work

³M. Delbert Lobb, Practical Aspects of Team Teaching (San Francisco: Fearon Publishers, 1969), p. 10.

⁴J. J. Hunt, L. L. Berg, and A. F. McLean, Individualization of Instruction: Team Teaching (The Division of Educational Research and Services, School of Education, University of Montana, Missoula, 1970), p. 10.

on carving or the study of primitive architecture. Even the humanities could be enriched by the straightforward approach of the African, as the following translated sociological proverb illustrates: "A good custom allowed to dominate society too long is apt to rob life of all its vitality, making good men stale."⁵

When developing a schedule, flexible grouping is of importance. Prior to completing a schedule, careful thought and planning must go into the arrangement of the class groups. Students could be assigned to large and small groups according to their abilities and considering the substance of the discussion or lectures. But after these platform groups have been initiated, other more flexible groups may be constructed. Not only may friends or peers (educational or cultural) be grouped, but totally unrelated students may be grouped because of similar interests. This particular grouping may serve to solve one of the problems set forth by critics of the team teaching approach. That is, social relations could be cultivated rather than diminished.

Team teaching can be successful at all levels of education. The team teaching approach must be adapted to the maturity of the students and not the students adapted

⁵Beryle Banfield, Africa in the Curriculum (New York: Edward W. Blyden Press, Inc., 1968), p. 7.

to the specific application of team teaching. The maturity of the teachers may be of more importance than the maturity of the students. As long as the members of a team do not show conflicts of interest and do not vie for the favor of their pupils, young children can accept a team relationship with many staff members rather than a limited relationship with only one teacher. The program can be workable if the teachers will consciously strive to make the approach fit the students' needs.

The size of the school is a factor that must be considered. Obviously, if a secondary school is large enough to have multiple sections of each class, an easy entry into team teaching is provided. The same is true where intermediate grades are departmentalized. It is easy to initiate team teaching at the elementary school level if there are several classes of the same grade. However, it should be recognized that the size of the school is not nearly as important as the attitude of the staff.⁶

One way to counter the tendency toward over-specialization of teachers is to organize teachers into working team teaching groups. Working groups in secondary schools can consist of two or more teachers, either within the same subject field or from closely related subject fields such as mathematics and science, art and music, or English

⁶Lobb, op. cit., p. 9.

and history. Each of these working groups can assume responsibility for a specified number of pupils. For example, a working group might consist of four English teachers. The four teachers might assume responsibility for teaching English to 100 pupils. Occasionally, but not often, the 100 pupils might meet together. Most often, the pupil groups will be much smaller. The four teachers, functioning together, can best utilize their own talents.

To augment working groups of teachers, para-professional help should be utilized. Who would help and how the help would be offered would vary from school to school. Many tasks that presently engage valuable teacher time can be performed satisfactorily by para-professionals.

There no longer appears to be good reason to isolate a group of thirty pupils with one teacher in elementary schools, or groups of pupils with one teacher per subject field in secondary schools. It would seem the one teacher or one group of pupils concept initially developed purely as an organizational device. Perhaps it is time to find better ways to group teachers.⁷

A pilot program of team teaching has been employed in the Plummer School in Libby, Montana, for two years. Teachers strong in mathematics paired with those whose

⁷Sidney P. Rallins, Developing Nongraded Schools (Itasca, Ill.: F.E. Peacock Publishers, Inc., 1968), pp. 55-56.

strength and interest was language arts. Music, art, reading, and science were also exchanged by mutual consent.

A noticeable improvement was seen in pupil behavior. Specifically, the pupils were motivated to learn to a far greater extent, as evidenced by increased library circulation and expressions of enjoying school. Teachers enjoyed guiding the students in areas of interest. Parents reported during parent-teacher conferences their satisfaction with the new method.

The children taught by teams in Libby, Montana, have shown considerable enthusiasm for the program. In this plan the students were fed a diet of stimulating lessons, carefully planned and evaluated. One boy remarked to his teacher: "I'd even be willing to go on Saturdays." Many of the teams found it was difficult to get the students to go home. The team approach provides increased opportunities for students to work and study with more than one teacher.

Available research indicates that teachers are not content to return to their previous teaching methods, nor are they content with textbook teaching or outmoded curriculum. As one teacher involved with the team said: "I'll never be the same, and I'm glad to know it!"

The concept of team teaching isn't new and it is not the only present-day experiment to revise methods of

grouping and instruction. Curriculum specialists, principals, and teachers are asking if self-contained, single-grade-level classrooms provide optimal educational opportunities for students.

Ever since 1850, when one-teacher grades were considered a revolutionary development, they have risen and declined in acceptance. They were adopted to correct existing educational ills, then abandoned because they fostered their own set of problems.

Today's dissatisfaction appears to stem from lack of communication, failure to care adequately for individual differences, and problems in using total instructional facilities to the best advantage. The ungraded primary and dual progress plans have emerged, and other plans involving collaboration are being tried.

Experimental grouping patterns may include multiple groups on a single grade level. In other cases, regrouping has occurred with classes of two or three grade levels. There have been grade or group chairmen, often on a rotating basis; and group meetings, with a marked decrease in isolated teaching. In most of these experimental patterns, the teacher maintains sovereignty over her group, and there has been little consideration of status or rank. The major exception to this is the type of organization commonly called team teaching, which groups teachers under a chairman or leader.

A team is the entire group of persons who are assigned the task of guiding the learning experiences of a particular group of students. Teaching teams should consist of differentiated staff positions including: (1) the team leader, (2) a master teacher, (3) teacher specialists, (4) auxiliary personnel, and (5) support personnel.⁸

A teacher can individualize instruction using available materials. The more materials that are available, the more alternatives exist for the learners and teachers. Materials are necessary to individualize a program of study; however, the staff members must provide the impetus for planning, programming, implementing, and evaluating the learning process. The team teaching method permits increased freedom to choose materials and techniques over the traditional learning setting. Observation indicates that demonstrations of individualized education have a way of stimulating the financial support for material that may make an acceptable program even better. The team method allows teachers to teach what they know best, thereby making the subject come alive for the students.

Team teaching is a highly complex process. Working with seventy or more children requires planning which stimulates and sustains a wide range of interests and

⁸Robert H. Johnson and John J. Hunt, Rx for Team Teaching (Minneapolis: Burgess Publishing Co., 1968), pp. 3-5.

abilities, and these factors necessitate continuous examination of curriculum and instruction. To plunge teachers into a team situation with less than adequate preparation may lead to teaching-learning situations that provide less than desirable instructional opportunities for students. Therefore, effective pre- and in-service training programs must be implemented.

The superintendent as the chief executive officer of the school system is charged with the responsibility of providing educational leadership to the school district. He should advise the Board of Education of the purposes of team teaching and how he intends to support the use of team teaching in the district. The superintendent is provided with numerous opportunities to inform, advise, persuade, and solicit support for the purpose of improving education. Some examples include public discussions, general teachers' meetings, in-service education groups, and appearances before the leadership groups of the school community. He may invite national figures in education to come into the district to lecture, teach, direct the in-service programs in team teaching, and to analyze and advise in the light of best practice and their own expertise.⁹

Looking both at the positive and negative aspects of the team teaching method, critics of the system say

⁹Ibid., p. 116.

that it can create more new problems than it will solve, but the team teaching system is seen as an effective innovation, if not an educational revolution. To the present time, team teaching has been considered as experimental. Writers in the field are optimistic that the approach will gain wide acceptance and extensive practical use.

The guidelines for team teaching are limited in number. The author of this paper has developed a course that is directed toward a model team method for the study of Africa which may serve as a useful guideline for the productive study of the African countries.

Because Africa has become increasingly important internationally, and will continue to grow in importance, the author believes it is necessary that people become informed about the "Dark Continent's" population, goals, problems, and present political situation.

As the outside world learns more about Africa, Africans are learning more about the outside world. As Africans look beyond the confines of tribal and village life, they are grasping new hopes and aspirations for their future. These aspirations are equality, freedom, and justice in all fields of endeavor, from education to economics. In short, Africa, which is thought to be the original home of man and which for centuries has reflected much of his misery, is now racing to reach goals that other men elsewhere have at least partially achieved.¹⁰

It must be realized that because of time limitations

¹⁰David Hapgood, Today's World in Focus: Africa (New York: Atheneum Publishers, 1965), p. 2.

it is impossible to deal adequately with all facets of the African continent. The students should be provided with a physical and geographical background knowledge of Africa so they may explore its population, which will lead to an understanding of the African and how he lives, what problems and conflicts he faces, and to investigate some possibilities for the continent's future.

First, an outline of the "whole" of Africa will be presented. A unit on the country of Ghana has been prepared and will be found in the appendix. It is suggested that because of time and resource limitations, one country should be studied thoroughly rather than to superficially study several countries.

Chapter 2

AFRICA

Guidelines for developing a theme based on the study of African life, history and culture.

Objectives

1. To assist pupils in obtaining information which will enable them to appreciate and respect the African heritage.
2. To develop within the pupils the knowledge that great civilizations existed in ancient Africa.
3. To provide the pupils with information which will enable them to recognize and accept a variety of African cultures and to eliminate stereotypes in their thinking.
4. To develop a knowledge of the importance of African nations in the United Nations.
5. To provide the pupils with information about African heroes of the past and the leaders of the present.
6. To develop a knowledge of Africa's cultural and creative contributions to art, literature, and science.
7. To develop an improved self-image on the part of Afro-American pupils as a result of the knowledge of the contributions of the African peoples.

8. To provide a firm basis for an increased knowledge of the roles of the Afro-American in the United States.

Concepts to be Developed

1. Each society develops its own set of values based on specific needs.
2. Racism is encouraged when innate superiority or inferiority is ascribed to specific ethnic groups.
3. Prejudice and discrimination are the result of racism.
4. Governments develop when there is a need to make rules to determine methods of group living.
5. Governments differ in the way power is obtained and used.
6. Governments change as needs and conditions change.

Skills to be Developed

1. The ability to use such aids for locating information as a table of contents, chapter headings, indices, reference books, and card catalogues.
2. The ability to locate, check and compare information from several sources, such as textbooks, magazines, encyclopedias, world almanacs, and atlases.
3. The ability to select pertinent information from reference materials.
4. The ability to organize material obtained in

clear and logical order.

5. The development of the habit of critical thinking.

6. The ability to obtain simple information from maps and globes.

7. The ability to read and use simple map symbols, legends, colors, keys, and shadings.

8. The ability to locate the continent of Africa --important countries, important rivers, zones, and the equator.

9. The ability to read different types of maps.

10. The ability to write acceptable letters of invitation and requests for information from various information services.

11. The ability to prepare material for oral delivery.

12. The ability to express ideas in effective and correctly written English.

13. The ability to work effectively and harmoniously as part of a committee.

14. The ability to observe the social amenities at appropriate occasions: when sharing experiences with other classes, when listening to invited guests, and when listening to reports given by other pupils.

Research Activities

1. Using references to locate material on early West African empires and on African heroes.
2. Using material from consulates as sources of information.
3. Collecting and organizing pictures and articles concerning Ghana and other countries of Africa.
4. Making scrapbooks of pertinent articles on African leaders appearing in magazines and newspapers.

Suggested Activities and Experiences

1. Making a time line showing the periods of the great African Empire of Ghana.
2. Preparing an exhibit of the modern African nations.
3. Writing original compositions about great leaders of Early African Empire of Ghana.
4. Writing letters to various consulates for information concerning African nations.
5. Writing original compositions to illustrate morals contained in African folk tales.
6. Making dioramas of African folk tales.
7. Painting or drawing illustrations of African folk tales.
8. Planning an African party using African recipes.

9. Learning African games.
10. Using the encyclopedia, atlas, and almanac to obtain information about ancient and modern Africa. Discussing and comparing types of information.
11. Matching African proverbs with their American counterparts.
12. Dramatizing folk tales.
13. Visiting museums to see examples of African art.

Suggested Culminating Activities

1. An exhibit, including time line, diorama, paper bag masks, paintings and drawings, with illustrations of folk tales.
2. Preparation of an African dinner.
3. Assembly program of dramatized folk tales and events from African history.

OVERVIEW OF AFRICA

Africa is a continent of widely varying geography. The regions that should be considered are:

1. The Mediterranean coast.
2. The Sahara Desert and oases.
3. The Rainforest region.
4. The Savanna region.

5. The Kalahara Desert region.

6. The southern tip of Africa.

An interesting and stimulating approach to geography must be presented to promote increased student interest. Activities that may assist in this study include making maps of Africa which will indicate the following:

1. Climate.

2. Rainfall.

3. Natural resources.

4. Topography.

5. Countries and capitals.

During the time that the students are doing their map work, the teacher might hold small group discussions dealing directly with how the climate, resources, topography, etc., affects people. It may also be desirable to have a brainstorming or buzz session with small groups to stimulate the discussions with questions pertaining to the interests of the particular students involved.

Because of her geography, Africa has lagged far behind the other continents in the development of education, agriculture, industrial development, and standard of living. Therefore, this issue should be discussed, and when interest has been stimulated, students may use resources such as the world atlas to find the problems which appear to be of concern to the people of Central and Southern Africa. Natural and man-made problems should be sought. The problems may be

grouped into major categories such as:

1. Topography.
2. Climate.
3. Natural enemies.
4. European invasions.

A subsequent step would be to include the several representative groups in Africa which can be studied to lend support to the concept of environmental importance. These groups include the:

1. Bedouin nomads of the Sahara.
2. Hausa farmers and Masia herdsmen of the Savanna.
3. The Bantus of the Rainforest.
4. City dwellers of South Africa.
5. Bushmen of the Kalahari Desert.

Africa's population density is greatly determined by the climate and geography of each region. For example, the Sahara has a very low population density due to geographic conditions. The geographer uses many ways to show population density. However, a map of population density is meaningless unless used in conjunction with physical maps which show topography, rainfall, etc. An effective procedure for the study of the life of the people as revealed by maps is to choose one particular area of Africa and ask students to make some predictions about the life of man in this area in light of available resource materials.

The class may divide into groups with each group concentrating on a particular geographic region of Africa

to research in depth. Each group may then report to the class on some of the following questions:

1. How do the people in this area make their living?
2. To what extent do the people in this area utilize the natural resources of their region?
3. What are some of the problems of these people?
4. What are some of the different forms of art and music in the various cultures?
5. Of what does the village life, customs, religion, education and foods of these people consist?
6. In what way does the geography of the region in which the people live affect their way of life?
7. How would a particular tribe be different if it were located in a different climate or geographic area?

After studying the physical characteristics of Africa, the discussion may concentrate on Africa's world importance and her changing role in the world. The internal change and nature of Africa's political system should be discussed. Africa appears to be of considerable importance in the world today. She has great potential for influence since about 33 per cent of the United Nations members are from Africa. Africa has the potential for great industrial power. The Volta River Project in Ghana is a most ambitious program. The purpose of the Volta River Project is to make use of the country's water power

and its large resources of aluminum ore. The hydroelectric power provided by the Volta River will compensate for the nation's lack of coal and oil. Not only will it provide needed irrigation and open up new areas to agriculture, but it will provide the power necessary to operate a number of basic industries.

Assuming that the overview of Africa has given the students a general background and insight into the total continent, focus can be directed to a particular country. The criteria for selection of a country would include one whose:

1. People have developed a culture that can be comprehended by the students involved in the study.
2. Products and resources are of importance to the world scene.
3. Geographic regions are well defined.

Ghana is a country which meets the selection criteria.

Ghana's culture is thousands of years old. Ghana is the world's sixth leading producer of gold, which will help in the development of her many resources. In the field of education, Ghana has achieved most spectacular results. It is the first African nation to have almost attained its goal of universal primary education. Ghana has the honor of being the first sub-Saharan African nation to achieve its independence from colonial rule, and the first to recall the

glory of medieval African civilization by its choice of the name Ghana. A unit on the country developed by the author⁶ should be of help to teachers of social studies. It is hoped that it will serve as a guide for teachers to develop other units on the other countries of Africa.

⁶See Appendix.

Chapter 3

THE STUDY OF GHANA

Curriculum construction must, if it is to be useful and serve as a flexible guideline for the instructional program, involve total participation and cooperation. The curriculum guides developed for each of the instructional areas should be relevant and adaptable so they will meet the continually changing demands and needs of individual students.

Major organizational changes in the American public school in the past two decades have stemmed from one goal: to give each child an education that is commensurate with his ability. To develop the concept of meeting individual differences among our children, creative people have frequently designed new plans of instructional organization or new methods of teaching.¹

Objectives

1. To assist pupils in obtaining information which will enable them to appreciate and respect the Ghanaian heritage.
2. To eliminate stereotypes in students' thinking.
3. To provide the pupils with information about

¹James A. Smith, Creative Teaching of the Social Studies in the Elementary Grades (Boston: Allyn and Bacon, Inc., 1967), p. 108.

Ghanian heroes of the past and the leaders of the present.

4. To provide information pertaining to the physical and cultural aspects of Ghana.

5. To provide a firm basis for an increased knowledge of the roles of the Afro-American in the United States.

Desired Outcomes

1. Increased understanding of Ghana's impact on world history.

2. Elimination of the familiar stereotypes due to inadequate or biased information.

3. Increased pupil ability to evaluate material appearing in magazines and on television.

4. Improved self-image of the Afro-American pupil as a result of information gained concerning the ancient Ghanian civilization.

5. Increased appreciation of the cultural traditions of Ghana.

6. Increase in pupil readiness for unbiased approach to the study of the role of Afro-Americans in United States history.

7. Increased understanding that much of history lies untapped and is a fertile field for study.

Within the horizontal organizational pattern of team teaching, a "Schedule for the Study of Ghana" has been

developed by the author.² An attempt has been made to meet individual differences and develop individual potential in each student. This is a one-week schedule which seems to be sufficient time for the selected unit of study.

Social studies teachers are responsible for the first 45-minute period each day. This part of the study can be conducted in large groups by teachers having interest in the various assignments. Other teachers on the staff will be preparing for their next classes, planning for the next day's assignment, or working in a planning group.

The second period each day will place primary emphasis on reading. It is suggested that this be done in small groups or on an individual student basis to provide for every student's unique requirements.

The third period will be devoted to music and art, which will be taught by the music and art specialists. These sessions have been planned for large groups.

The fourth period is scheduled in small study groups for band, music, library, reading, independent study, industrial arts, or home economics.

Lunch is scheduled for twenty minutes, and all students are to eat at the same time.

During the fifth period, the girls will participate in home economics and the boys will take industrial arts.

²See Appendix.

Large groups, small groups, and independent study have been indicated; however, this will be open for teachers and students to arrange as the need arises.

Mathematics will be studied during the sixth period by both the girls and the boys. The entire staff will help during this period, some in large groups and some in small groups as needs dictate.

Language arts, spelling and writing will be studied during the last period of the day. Students should select and study words for spelling necessary for this study. It is suggested that the students write at least one paragraph each day on some information gained from the study of Ghana.

Evaluation

An evaluation of the unit may take place at any time during the study. The unit can be evaluated as to how successful it is in meeting its objectives utilizing:

1. Standardized tests.
2. Teacher-made tests.
3. Quizzes during the unit.
4. Written reports.
5. Oral reports.
6. Class discussion.
7. Teacher observation.
8. Check lists kept by teacher, students, or both.

APPENDIX

TEAM-TEACHING SCHEDULE FOR THE STUDY OF GHANA

Time	Monday	Tuesday	Wednesday	Thursday	Friday
45 Mins.	Social Studies Large Groups Introduction of Unit Filmstrips Lecture	Large Group Lecture - Customs Educational System	Large Group Lecture Political Situation	Large Group Lecture Religions	Discussion of material covered Large Groups : into two groups Americans Ghanaians
45 Mins.	Reading - Library Small Groups Selected reading	Reading Small Groups Selected reading Independent study	Reading Small Groups Selected reading Independent study	Reading - Ditto sheet American customs Ghanaian customs Small Group Selected reading	Ghanaians Reading Small Groups Selected reading
45 Mins.	Ghanaian Music Large Group	Ghanaian Art Large Group	Ghanaian Music Large Group	Ghanaian Art Large Group	Music- Small Groups using musical instru- ments made Listening to Ghanaian Music
45 Mins.	Study Groups, Small	They may be working in	Band, Music, Library,	Independent Study,	Industrial Arts or Home Economics
20 Mins.	Lunch	Lunch	Lunch	Lunch	Lunch
45 Mins.	Home Economics Introduction to Ghanaian Diet Large Group	Home Economics Small Groups (girls) cook Ghanaian dishes Small groups (boys) Industrial Arts or Art	Home Economics Making more of the Ghanaian dishes Small groups Industrial Arts or Art	Compile recipe book Make booklets Independent Study	Luncheon Small groups
45 Mins.	Mathematics History	Mathematics Ghanaian Money	Mathematics Calendar Small Groups	Mathematics Metric System	Evaluation and Comparison
45 Mins.	Language Arts Spelling Teams and Independent Study	Explanation of paragraph Write paragraph on any of the information gained from study of Ghana, customs, etc.	Teams Spelling Small Groups Independent Study	Easy questions on Ghana Correct in class for evaluation of unit	Assembly Program Display art, hear music, describe Home Ed. projects Dress in Ghanaian costumes

Show film stripe
again

STUDENT FACT SHEET ON GHANA

Status. Ghana is an independent republic state. It was formerly the Gold Coast colony and achieved independence on March 6, 1957, when the country was renamed Ghana after the ancient Sudanic Empire, which flourished between the fourth and tenth centuries.

Area. Ghana covers some 420 miles from south to north and 335 miles from east to west, with an area of 92,100 square miles.

Climate. Ghana has a tropical climate characterized most of the year by moderate temperatures, especially in the southern part of the country. There are two rainy seasons--May and September.

Population. The population of Ghana is over 7.5 million.

Principal Cities. Accra, the capital, has a population of 492,000. Other main cities are: Kumasi (195,000); Sekondi-Takoradi (76,000); Cape Coast (42,000); Tamale (41,000); Koforidua (35,000).

Language. The official language is English. Local languages include Twi, Fante, Ga, Ewe, Dagbani, Hausa and Nzima.

Religion. There is complete freedom of religious belief. Predominant religions are Christianity and Islam.

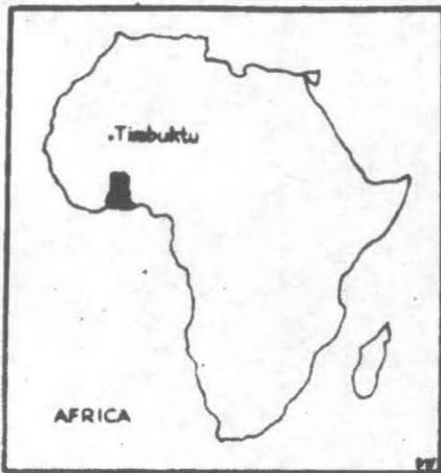
Currency. The unit of currency is the New Cedi (NC); NC2.45~~7~~ sterling; NC1 = 98 U.S. cents.

Economy. The main exports are cocoa, timber, gold, manganese, diamonds, and bauxite. Principal imports are capital equipment, fuel and lubricants, raw and semi-finished materials, and consumer goods.

Industrialization. Ghana has a rapidly developing industrial sector. The gigantic Volta River hydroelectric project, inaugurated in 1966, with an ultimate power output of 768,000 kilowatts, provides abundant cheap power for growth of industrialization.

Communications. Ghana is served by two fine modern ports of Takoradi and Tema. Fourteen international air companies, including Ghana Airways, connect Ghana with all parts of the world by fast and regular jet services. Ghana Airways also operates daily services along the west coast of Africa. The railway network covers 800 miles of track. There are daily air flights between the major towns. All parts of the country are linked by telephone and telegraph.

Social Development. Extensive programs of social development have resulted in high standards of public services





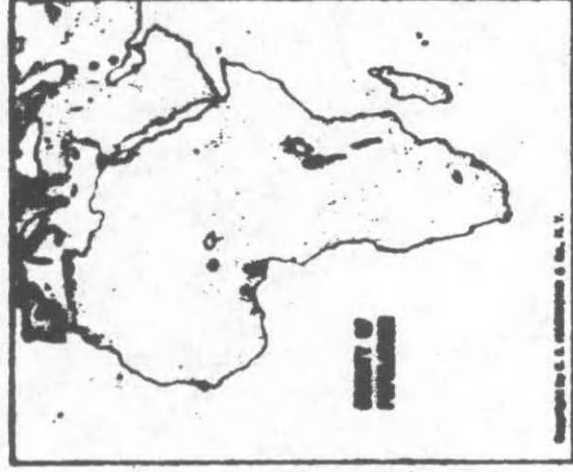


Figure 3

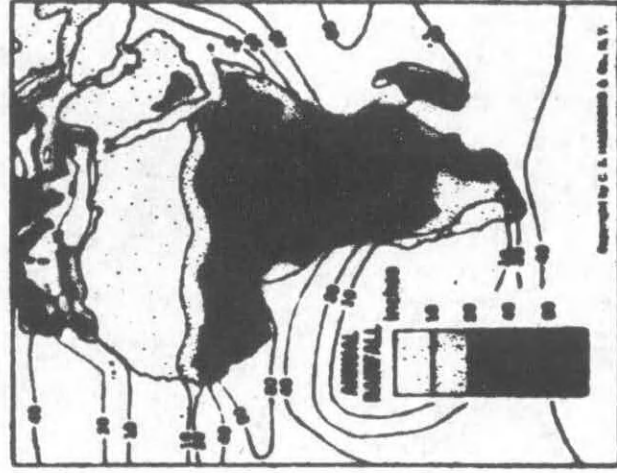


Figure 1

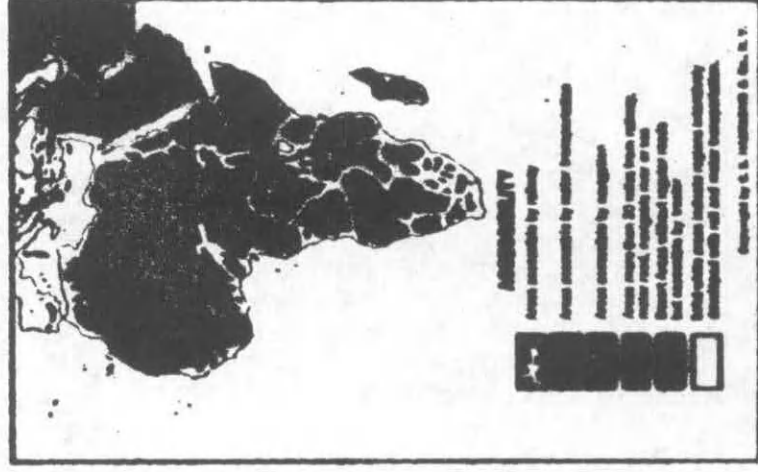


Figure 4

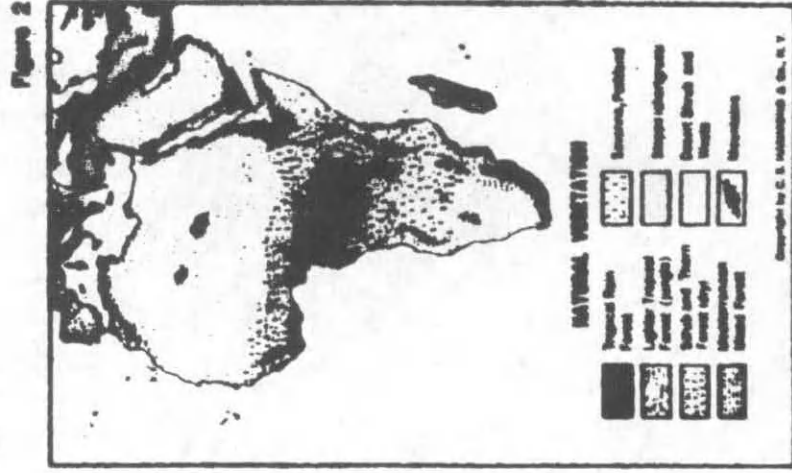


Figure 2

and welfare. There is a comprehensive network of local hospitals and health services. Striking progress has been made in education. Ghana spends more on education, per capita, than almost any other country in the world. There are 10,000 primary and middle schools and 103 secondary schools; three universities and a considerable number of technical institutes. In addition, several thousand students undertake graduate courses abroad each year.

THE FLAG OF GHANA

The national flag of Ghana is one of the most recent additions to the banners of the world, having existed only since Ghana became independent in March, 1957. It is divided into three horizontal stripes. The top stripe is red, standing for those who worked for independence. The middle stripe is yellow, for the riches of the nation and its old name (the Gold Coast), with a black star in the center of the stripe. The black star is called the "lode-star of African freedom," and it appears also in the coat-of-arms. The bottom stripe is green, representing the extensive Ghanian farms and forests. Ghana's motto is "Freedom and Independence." The name of the country is the same as that of an African state which existed many centuries ago.

THE STORY OF GHANA

History

Great civilizations existed in the interior of West Africa during the Middle Ages. Known as the Medieval Empires of the Western Sudan, these states were highly developed and organized, and culture and learning flourished at their universities when Europe was still in the Dark Ages.¹

Ancient Ghana was the first of the early West African empires to rise to a position of wealth, power, and prominence. At the height of its power from the ninth to the eleventh centuries, its boundaries extended from the Niger River westward to the Atlantic seaboard and north to the Sahara. Ghana was the leading state of what is now French-speaking West Africa. Its wealth was derived from its trade in gold. Europeans discovered gold along its coasts as early as the year 1472. There were places where gold dust had been brought down to the beaches by the rivers and had given the sand a golden color. The Portuguese named this area the Gold Coast, a name still found on most maps.

Ghana enjoyed a strategic location between the gold-producing regions of the south and the trade routes of the

¹J. D. Fage, An Introduction to the History of West Africa (Cambridge: Cambridge University Press, 1955), p. 70.

²John C. Caldwell, Let's Visit West Africa (New York: The John Day Co., 1966), p. 29.

gold-buying merchants of the north. It became a meeting place for the merchants and traders.

In Ghana's capital, a brisk trade in textiles, dates, figs, brass, blue pearls and sugar was conducted. These were exchanged for gold, amber, rubber, ivory and scarves. The traders paid import and export taxes in gold on all items entering and leaving the country.

The ruler of the empire was called "the master of the gold." He was called "Ghana" (or war chief), and visitors mistakenly assumed the name of the empire was Ghana and publicized it as such throughout the world.

Religious wars and natural disasters contributed to the dissolution of the empire. The empire was finally destroyed in 1240.³

Modern Ghana is located in what is often called "the Bulge" of the continent of Africa. It extends 334 miles along the Guinea Coast. This was formerly the Gold Coast, a British colony, and part of what used to be called Togoland.

The Portuguese were the first Europeans to make contact with the people of Ghana. The British and other Europeans soon followed. Trade rivalries developed among the European powers, and the British emerged victorious in the struggle for control of the sea coast.

³Beryle Banfield, Africa in the Curriculum (New York: Edward W. Blyden Press, Inc., 1968), pp. 2-4.

By 1901 the British had imposed colonial rule on the Gold Coast. It was not until World War II, under the leadership of Kwame Nkrumah, that the colony emerged from colonial status. The nation became a republic on July 1, 1960.⁴

In February 1966, the government of President Nkrumah was overthrown and the Convention Peoples' Party disbanded. The country is now ruled by the National Liberation Committee, consisting mainly of police and military officers, which was established on February 24, 1966. The present president of Ghana is Major General J. A. Ankrah.

Geography

Ghana lies between latitudes 5° and 11° above the equator in tropical Africa. It comprises an area of 91,843 square miles, slightly smaller than the state of Oregon. The 334-mile coastline is sandy, causing difficulty in providing suitable harbor facilities. A belt of tropical rain forest extends inland from the western coast. The plants in this forest grow on three well defined levels.

1. The first consists of small herbs and shrubs.
2. The second consists of trees growing up to heights of 60 feet.

⁴J. A. Boateng, Problems of Local Government in Ghana (Obuasi: Ashanti Times Press, 1957), pp. 1-2.

3. The third consists of trees ranging in heights from 130 to 200 feet.

Most of the land in Ghana is savanna or grassland. Ghana has two main seasons, the wet and the dry. Little or no rain falls during the October to February dry season. During the wet season between May and September, the heavy rains may total as much as 80 inches. The northern region experiences the harmattan, which is a dry wind full of dust. This lasts from November to April. The harmattan comes from the direction of the Sahara.

The average temperature ranges from 79° to 84° with the lower temperature occurring near the coast. The relative humidity is high, ranging from 50 to 80 per cent.

During the dry season, the soil in the savanna area becomes very hard. Much of the rain which falls at the beginning of the rainy season therefore runs off the hard soil before it can be properly absorbed. This creates many problems for a nation that is primarily agricultural. Ghana's many streams and rivers may be dry or full depending upon the season. There are no high mountains. The Togo range of hills in the Volta region is 3,000 feet at its highest point. Half the country is less than 500 feet above sea level.⁵

⁵Ghana, Africa Department, Division of Overseas Ministries (New York: National Council of Churches in the U.S.A., 1967), p. 8.

Economy

Ghana is primarily an agricultural country, with 80 per cent of the population self-employed. Cocoa, which constitutes 61 per cent of Ghana's export trade, is considered its life-blood. Ghana is the world's largest producer of cocoa, accounting for one-third of the world's supply.

The plantation system is not implemented in the production of cocoa. The crop is produced by 300,000 independent farmers. The high forest belt of Ghana, with its reasonably fertile soil, productive shade, and warm, moist climate, is admirably suited for its growth.

The long-term economic policy of Ghana is to establish a strong progressive welfare society in which every Ghanaian is able to enjoy secure employment, a steadily rising real income, and a modern standard of living.⁶

Development of Natural Resources

Ghana is the world's sixth leading producer of gold. Income from gold production accounts for 10 per cent of the nation's revenue. Income from cocoa and gold places Ghana in a favorable position in relation to the revenue of most other West African nations.

The Volta River Project is one of Ghana's finest

⁶Ibid., p. 2.

projects. Besides being used for hydroelectric power, it will furnish water for irrigation and the power will be used to operate a smelter.

The first part of the project, the building of the huge dam at Akosombo, was completed in 1965. Teama will be the site of the aluminum smelter, in which American industry has a substantial financial interest. When the entire project is completed, emphasis will be placed on the development of basic industries such as chemicals, metals, and synthetics. The project will be administered by the Volta River Authority, modeled after the Tennessee Valley Authority Project in the United States.⁷

Education

Ghana's public educational system is one of the most extensive in Africa. More than 30 per cent of the government's current expenditure annually goes into educational development. In the early years, schools have been established and supported primarily by churches and missionary societies.

Ghana has almost achieved its goal of universal primary education. Literacy classes are maintained for adults. There are three institutions of higher learning at the university level.

⁷Sonia Bleeker, The Ashanti of Ghana (New York: William Morrow and Company, 1966), pp. 140-153.

Special attention is being given to the development of programs of educational and technical training which will create a supply of manpower adequately trained to carry out the various aspects of the development program. The educational training programs emphasize preparation for work in industry, especially in the fields of consumer goods and in the preparation of materials for export.⁸

There are seven and one-half million people in Ghana. Most of them belong to the Akan-speaking group of which the Asante, Fante and Twi peoples are important members. Although English is the official language, the languages of various ethnic groups are also used. Population in the large urban centers, regional capitals, or trading and industrial centers has steadily increased. More job opportunities is the major factor in the move.

The population is "young," with over 87 per cent age 45 or younger. Analysis of the sex structure also shows that there are only some 200,000 more males than females. The population is growing fast, especially in the big towns like Accra and Kumasi.⁹

Important Cities

Accra, the capital of Ghana, is a new, modern city

⁸Ibid., pp. 153-156.

⁹Ghana (New York: Ghana Information Services, 1968), p. 6.

with a population of 498,000. It has handsome, well kept government buildings, up-to-date department stores, government-sponsored housing developments, and wide, well lighted streets. The beautifully designed University College is located in Accra, as is the international airport.

Kumasi, the capital of the Ashanti region, is known as "the garden city" because of its beautiful lawns and avenues. It has 220,000 residents. The pride of Kumasi is its zoo, first of its kind in the nation. The people of Kumasi are very conscious of the great role that the Ashanti have played in African history. Therefore, they make every effort to insure that the cultural heritage of the people is kept alive. The Ghana National Cultural Center is located in Kumasi, and many of the young men and women spend their evenings there discovering the meaning of their traditional culture as expressed through poems and songs.¹⁰

Religion

The Portuguese were the first European settlers to come to West Africa and the first Christian missionaries were Portuguese Roman Catholics.

The first English missionary was sent by the Society for the Propagation of the Gospel in 1752. Not many Africans were converted, and only a few were baptized. However, one

¹⁰John C. Caldwell, Let's Visit West Africa (New York: The John Day Company, 1966), pp. 54-55.

converted Ghanian became the first ordained African priest. No other Africans were ordained during this period. Other missionaries came, but it was not until about 1904 that the work grew and expanded to include significant numbers of Africans. Today there are approximately 40,000 baptized Anglicans in Ghana.

The Presbyterian Church of Ghana, which today has a total Christian community of nearly 200,000, is a result of the work of missionaries of the Basel Evangelical Missionary Society, which, despite devastating losses in the early years, continued to send men to West Africa.

One of the most interesting men to go to Ghana in the nineteenth century was a missionary of the Wesleyan Methodists. On the work of this man, The Reverend Thomas Birch Freeman, was built the Methodist Church of Ghana. Freeman was the son of an African father and an English mother. Though his color was so light that he was often mistaken for a white man and was called by the Africans "Great White Prophet," Freeman was able to communicate with Africans in a way that no European had yet done in this part of Africa. His journals, in which he described the life of the Ashanti people, were widely read in England and were enormously effective in raising money for the spread of the gospel in West Africa.

After 1900, several other mission groups sent people to Ghana, and according to the latest available figures, the

total number of members of Christian churches in Ghana is close to one million. Statistics released by the government indicate that 42 per cent of the total population are Christians, and about 12 per cent of the people claim to be followers of Islam.

Most of the Protestant denominations are members of the Christian Council of Ghana under whose auspices a variety of ecumenical activities take place. One of the most interesting of these is the work undertaken to help in the resettlement of people displaced by the water which has formed the great lake behind the Volta Dam. More than 80,000 people are in need of assistance in settling into new townships and in adjusting to the new environments produced by the great changes wrought by the great industrial complex of which the dam is a part. Although the Ghanaian government has appointed a Volta Resettlement Committee, there is great need for a church person to serve as liaison between the Ghanaian people and the government authorities.¹¹

Ghanian Food

As people do all over the world, Ghanians base their diet on foods that are easily grown and cultivated in their particular area. Fruits and vegetables found in this area

¹¹Ghana (New York: Africa Department, Division of Overseas Ministries, National Council of the Churches in the U.S.A., 1967), pp. 6-7.

are: cassava, plantains, peanuts, palm nuts, mangoes, okra, guava, papaya, pineapple, avacados, oranges, corn, coconut, and tapioca. Fish and fowl are common. Beef and mutton and goat are used as part of the diet when available.

Wheat is not indigenous to Ghana. As a substitute, the people use yams, cassava, millet, or rice. These roots and grains are pounded into flour by hand. This is a laborious task performed by women. The rhythm of this pounding is so regular, and the movement is so uniform that the women engaged in this activity give the appearance of performing a beautiful dance.

Palm oil is a basic ingredient in cookery. It is used in making basic stews. Peanut oil is also used for cooking.

Ghanian food is highly spiced, exotically attractive in appearance, and most delicious to the taste.

Fufu is the essential staple of Ghanian diet. This is a mixture of cassava and yams that has been pounded into the consistency of mashed potatoes. This mixture is then heavily seasoned and boiled. In poor families, fufu may be the only item of the meal as it is extremely tasty and filling. In well-to-do families, fufu is used the way rice or potatoes are used in the United States, as an important side dish.

Ghanians place great importance upon the manner of serving food. Cleanliness in eating is considered essential.

In places where the use of utensils is not common, it is considered bad form to spill food or otherwise eat carelessly. The accepted method of using three fingers to transport the food from plate to mouth requires great skill and dexterity and is quite a difficult feat for those unaccustomed to it.¹²

A very important staple food in Ghana is the yam, which is either cooked by itself or combined into a dish. Ordinary potatoes are not native to the country and must be imported. Following is a recipe using yams or sweet potatoes:

Otor

3 lbs. sweet potatoes (or white potatoes)	Onions
$\frac{1}{2}$ cup vegetable oil	Tomatoes
$\frac{1}{2}$ teaspoon salt	3 hard-boiled eggs

Wash and peel potatoes, soak in water to soften starch grains. Wash again and place in boiling water, cook until tender. (Test with fork.) Grind onions and tomatoes, heat oil and fry vegetables with salt. Mash potatoes into fried vegetables and serve hot with hard-boiled eggs.¹³

Ground nuts are peanuts, and they also form an important part of the national diet. They are used in many ways--for soups, for main course dishes, desserts, or cookies and candies. Groundnut Brittle is a favorite with the children of Ghana.

1 pound sugar
3 cups roasted groundnuts (peanuts)
2 oz. butter

Melt sugar and cook in double boiler until a golden brown. Stir in the butter. Pour in roasted groundnuts

¹²Hi Neighbor, Book 2 (New York: United Nations Committee for Unicef, 1968), p. 23.

¹³Ibid., p. 23.

and stir until coated with sugar. Pour onto a ready greased surface and allow to set. When cold, crack into convenient sizes. If preferred, it can be dropped in spoonfuls onto a greased surface and allowed to set. This produces a glossy appearance.¹⁴

Art

Art is a way of life in African culture. Closely associated with religious, social, and political customs of the people, art became an expression of their way of life. Traditional art was functional and found expression in every item of daily use. For instance, in present-day Ghana, village housewives keep their drinking water in circular pots made from local clay. The circular shape has a religious significance, since drinking water is considered a sacred source of the continuity of life. Similarly, the pot in which meals are prepared are always of a semi-circular shape to denote benevolence.

The ceremonial aspect of art is shown in the preparation of the kente cloth generally worn at festivals. The very way cloth is woven carries special importance as does the arrangement of the bright colors in the stripes.

The wood sculpture of Ghana received world-wide recognition. In 1907, a group of artists working in Paris and led by Picasso and Modigliani were searching for new means of artistic expression. They discovered the answer in

¹⁴Ibid., p. 23.

the masks and carvings of Africa.

The author has drawn several representative sketches of things commonly found in Ghana. It has been found that the children enjoy doing these drawings. They will be found on pages 53 and 54.¹⁵

Music

Rhythm is almost synonymous with African music. The drum is the basic instrument for expressing the rhythms which the Africans have developed into almost unbelievably complicated forms. Each of the drums plays its own special set rhythm; and the Master Drummer is honored for his skill, for it is believed that Master Drummers are born, and not made.

In Ghana, most of the instruments are those whose manipulation involves a certain amount of percussion. Rattles, the hand piano (sansa), stick clappers, castanets and xylophone all belong to this class.

Flutes and whistles are found in Ghana, though these are of limited distribution. Lutes, lyres, and zithers are found mostly in Northern Ghana. The six-stringed lute of the Ashanti is now a rare instrument. It has rapidly been replaced by the Western guitar.¹⁶

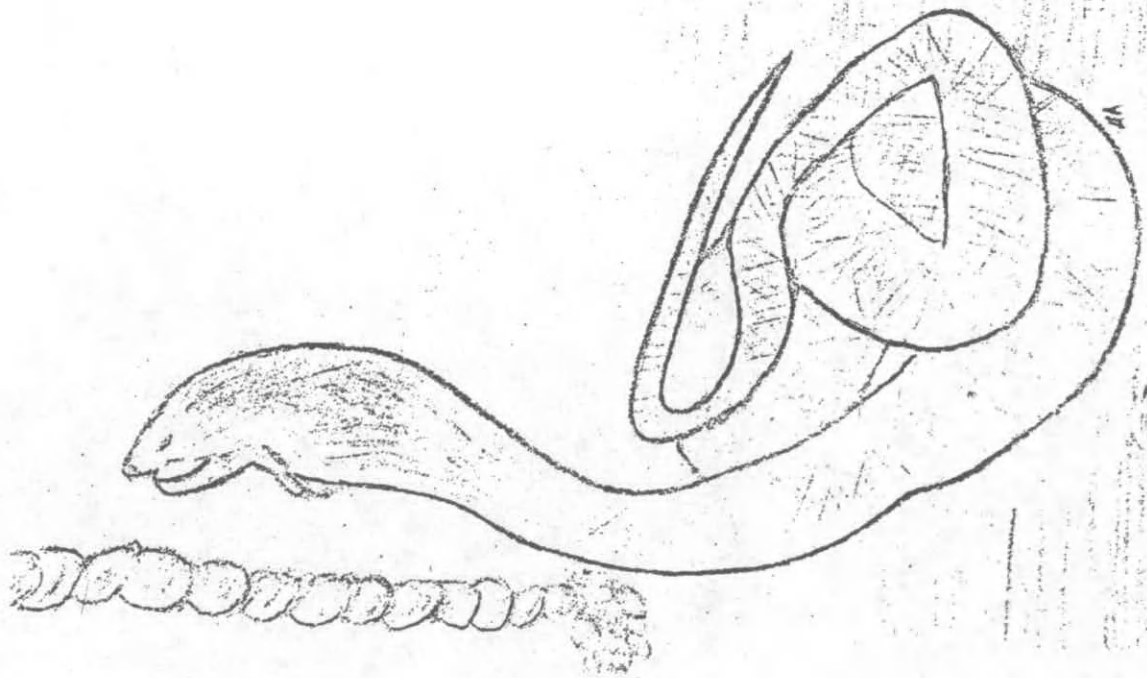
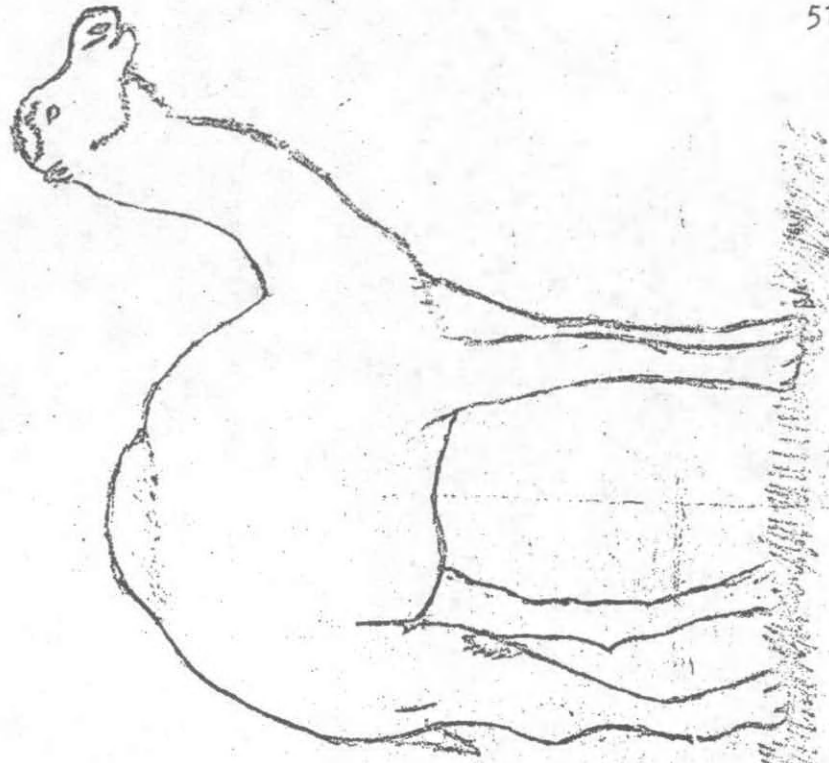
¹⁵Rene S. Wassing, African Art (New York: Harry N. Abrams, Inc., 1968), p. 132.

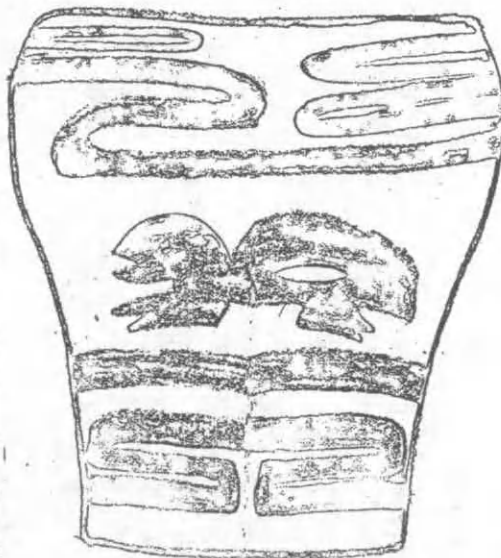
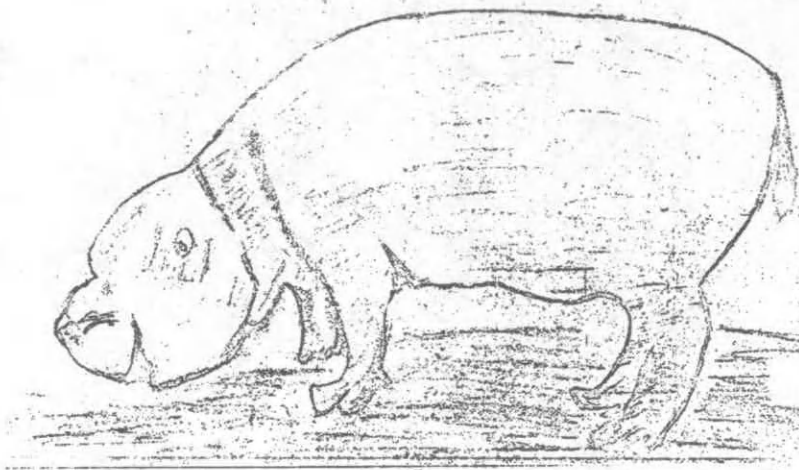
¹⁶Hi Neighbors, op. cit., pp. 24-25.

Transportation

There are 617 miles of train lines within Ghana and a network of nearly 7,000 miles of roads for motor vehicles. These are mostly south of Kumasi. In 1962 the USSR agreed to help Ghana build a rail line from Kumasi to Ougadougou in Upper Volta (immediately north of Ghana), but after the recent change in government, the Soviet technicians were asked to leave the country. Whether or not the new government will undertake to continue the work on the rail line will depend largely on what financial resources they have available.¹⁷

¹⁷J. A. Boateng, Problems of Local Government in Ghana (New York: Ashanti Times Press, 1968), pp. 118-122.





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