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Title: Take a Vacation to Ghana

Intended Level: Middle School

Guiding Question: Why are people from the U.S. flocking to Ghana for vacation?

Activity Summary: Many people cringe at the thought of traveling to exotic lands for one reason or another; but for those who appreciate learning about and traveling to new places, get your itinerary ready. In this lesson, students will explore the dark history of this former British colony, and then learn about why it captivates visitors moreso everyday. From its castles to its man-made lake, from its friendly people to its cheap prices, students will take a journey to a jewel in west Africa. They will even plan their own trip.

Task: In groups of 2-5, students will prepare a trip to Ghana. They should be given a specific time period and a budget with which to work. They will need to do their own research too to find out about places other than those discussed in class. They will then present this to the class at a later date.

KY Core Content for Assessment:

- SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).
- SS-M-3.1.2 To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost.
- SS-M-3.3.1 Prices of goods and services are determined by supply and demand. The market price is reached when quantity supplied equals quantity demanded.
- SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.
- SS-M-3.4.1 The basic economic issues addressed by producers are production, distribution, and consumption of goods and services.
- SS-M-3.4.3 Personal, national, and international economic activities are interdependent.
- SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.
- WL-M-2.1-2.2 Students demonstrate an understanding of the relationships between products and perspectives of the culture studied.

Steps for Planning and Implementing:

1. Teachers tells the students what they will be doing with the knowledge they gain about Ghana (planning a trip or vacation).

2. Teacher uses items from the culture kit and any other resources found about Ghana to teach about the Ghana culture. Stress the English influence on its culture, its value prices for eating versus the cost in the U.S., and its tourist attractions (particularly Lake Volta, castles, forts, and the beach among other places).
3. Give the students a day or two to use travel brochures, the internet, and any other helpful resources to gather information and start to put their trip together.
4. Have the students present their trip's itinerary to the class.

Authentic Student Assessment:

The students will be assessed based on their trip and presentation. The following things should be checked in the assessment:

- Is everything accurate?
- Are they within budget?
- Did they choose a good variety of places to visit (minimal “down time” in the trip)?
- How good was the presentation?
 - Eye-contact
 - Posture
 - Projected voice
 - Use of props to help explain

Those are the things that address our guiding question for this lesson: “Why are people from the U.S. flocking to Ghana for vacation?”