Ghana Lessons Outline

Connecting Past to Present

Multi-media Journalism, grades 9-12

Bettina Bennett, Betty H. Fairfax High School

Reasoning: Our school is transitioning into an IB school, which means all classes need to incorporate “International Mindedness” into their curriculum. Since my students know I went to Ghana this past summer, I’m using Ghana as a model for a variety of research/discovery projects --- as well as one of many ways to help bring the world into their classroom.

Note: Since my students produce video announcements twice a week and a student website that updates weekly, the best of their projects will be shared with the entire school --- in part as an effort to promote International Mindedness as part of our culture in and out of class.

Goals:

• Use Africa and Ghana as a way to show how bias exists in our media, including textbooks and literature, and, more importantly, the impact of bias on our thinking

• Use Ghana as a model for a research project students have to do on a country of their choice

• Use James Kofi interview (and NGO website) to introduce a unit on slavery. Students will do a research project on a form of slavery, past or present. (Students were also treated to a visit from James Kofi, and a guest lecture from Vineta)

• While students are working on their research projects, I will also share a presentation on what I learned about slavery and its impact.

• The ultimate goal is to motivate students to want to learn more about our interconnectedness, and how our past is connected to our present.

Objectives/Standards:

• Students will be able to identify personal biases through class discussions and activities.

• Students will be able to identify biased language in a variety of video and print articles.

• Students will be able to produce either a video or power point presentation on a country of their choice, with an emphasis on cultural aspects.
Students will present and produce a multi-media presentations (some will produce a documentary) on their chosen ‘slavery’ topic. (videos to be completed April 2011)

IB Standards:

1. The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.
2. The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.
3. The school encourages learning that fosters responsible citizenship and international mindedness.
4. The school encourages student learning that strengthens the student’s own cultural identity, and celebrates and fosters understanding of different cultures.
5. The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.
6. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.
7. The school provides resources that offer access to different cultures, perspectives and languages.

Arizona Standards:

☐ VP-P1. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions
☐ VP-P2. Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media
☐ VP-P3. Analyze and evaluate the impact of visual media on the intended audience
DISTINCTION (Honors): Students know and are able to do all of the above and the following:
☐ VP-D1. Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media
☐ VP-D2. Expand abilities in developing multimedia presentations
☐ VP-D3. Research ethnical issues related to the laws, rules and regulations for the use of media
Lesson Plans

Bias

Bias Lessons: Beginning week 1 we do Friday news shares where students share news stories with the class and facilitate discussion (students have to sign up to do this twice a term). The conversation can be anything from techniques used, to story impact, to examples of bias. The depth of conversation (including bias awareness) will broaden as the year progresses. By Spring Semester students will be expected to share only International stories and turn in a handwritten analysis as well as conduct more indepth classroom discussion, with a focus on bias (external and internal).

Unit One: Perception/bias

Lesson Dates: Week of August 10

Objectives:

- Define bias
- Identify personal biases
- Discuss biases noticed in shared news clips

Activities:

- Student groups will receive one of my Ghana pictures. They are to write the what, why, how, when, who story of the picture --- going by what they see --- and present to class. Afterward, we discuss personal biases --- why were there so many connections to poverty or gang life?
- Student News Shares: Students select international news stories, analyze techniques used, share with class and lead discussion on bias --- word usage, tone, visual perceptions, reporter bias, etc.

Assessments

- Student News Shares: Students select international news stories, analyze techniques used, share with class and lead discussion on bias --- word usage, tone, visual perceptions, reporter bias, etc. Students assessed on written analysis (turned in worksheet) and questions/topics shared with class.
Country Research

Lesson Summary: Student groups will research a country of choice and create a multi-media presentation that includes travel brochure, country fact sheet, and a presentation that highlights country statistics/points of interest.

Lesson Dates: September through October.

Objectives:

- Use research databases and library materials to gather a diverse range of information
- Identify country highlights
- Work with a partner to organize material and put together a one-page fact sheet, similar to Travel.state.gov bulletins
- Create and present a multi-media presentation about chosen country

Activities:

- Students will be placed together in groups of 3 to 4. Each will be given travel books and brochures on a particular country (one group will get my Ghana books). They will create a quick What-Where-Who-How-When poster that highlights what they found most interesting about country, and share with class (2-day assignment). After presentations, I will introduce Country Project, and it’s expected outcomes/grading checklist.
- I will share state.gov bulleting on Ghana, and then share MY fact sheet of the country. Students will be asked to do a quick fact sheet on Laveen for practice. Students will then be given their checklist for country fact-sheet.
- I will share my iMovie presentation (using pictures and video taken from Ghana trip) to model what I expect their final presentations to be like. Will also use class time to answer questions about what I learned, etc.
- Students will work with their groups on research, planning, creation during class periods (in between deadline assignments), while I monitor/facilitate their work.

Assessments

- Country Fact sheet --- graded by rubric
- Multi-media presentation --- graded by student feedback and rubric
Historical or Modern Slavery Research Project

**Lesson Summary:** Student groups will research a chosen slavery topic --- past or present, from any region --- and teach to the class. Students must first propose their topic and lesson plan to teacher to ensure there aren’t repeated topics. There will also be a creative writing assignment connected to project. Students will also have access to guest speakers about the topic.

**Lesson Dates:** Late October through December

**Objectives:**

- Identify a minimum of three types of human bondage
- Write and a memo-style proposal about their chosen slavery topic
- Write an article about a fictional slave from their topic (example: child sex slaves in Thailand), using facts gathered in topic research.
- Write an article about James Kofi’s visit to our campus, and what was learned through his speech.
- Write a lesson plan that includes lesson summary, lesson goal, objectives, expected visuals used and lecture bullets (students won’t be expected to assess learning).
- Using lesson plan, teach their topic to class.

**Activities:**

- Brainstorm what is slavery?
- Fact scavenger hunt on Challenging Heights website
- My presentation on Cape Coast castle (and my blog about it), the slaves ‘last bath’, and modern slavery. I will share photos, video clips from trip with students.
- Grad student (Vineta from Ghana trip) visit to discuss Human Trafficking with students.
- James Kofi visit and articles
- Student news shares on modern slavery

**Assessments:**

- Memo style proposal on chosen slavery topic
- Slave interview and article --- students are to pretend they interviewed a ‘slave’ from their chosen topic and write an article that reflects facts they’ve learned about this form/era of slavery.
Write a basic what-why-how-when-where-who article about James Kofi’s visit to our campus. The best article that is finished first will be published on our student website.

Student Lesson Plan, which includes summary, goal, objectives, visual aides and lecture bullets.

Teach topic to class, students grades on mix of facts with visuals and how well they followed their plans.
TRAFFICKING AND MODERN SLAVERY