The Ghanaian Civilization from Its Origins to Colonialism and Independence

Research Simulation Task | Grades 6 to 12

First Name _____ Last Name _____
Date _____ Class _____

Central Investigation

How did the societies of present day Ghana develop, experience colonial rule, and build an independent nation? Explain both change and continuity. Use at least three sources, including one on early societies and one on independence or Pan Africanism. Address one limitation or alternative interpretation.

Objective

Trace Ghana's diverse historical origins, analyze state formation and colonial resistance, and evaluate political and intellectual self determination.

Demonstration of Learning

Complete 15 selected response questions and write an argument using three sources with accurate chronology and an explanation of continuity and change.

Standards and Literacy Connections

NJSLS Social Studies: 6.2.8.HistoryCC.4.g evaluates historical achievements and their enduring legacies; 6.2.12.HistoryCC.5.a and 6.2.12.HistoryCC.5.d address decolonization and its legacies. Match content and scaffolds to the grade taught.

NJSLS ELA: RI.CR.6.1 and W.AW.6.1 anchor evidence and argument with corresponding grade level pathways for Grades 7 through 12. CCSS / CCLS: RH.6–8.1, RH.9–10.1, RH.11–12.1; WHST.6–8.1, WHST.9–10.1, WHST.11–12.1.

Interdisciplinary Connections

Social Studies and ELA: chronology, source comparison, and argument. Mathematics: export revenue and percentage change. Science: controlled runoff investigation. Geography: distinguish historical regions and interpret a scaled point locator.

Days 1 through 4: readings, daily writing, and evidence lab. Day 5: assessment, planner, and extended response. Sources A through E are original classroom syntheses, not primary source quotations.

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Day 1 Early Communities and Historical Origins

Do Now

How can historians study a community that left no written chronicle?

Source A The Many Origins of Ghanaian Civilization

The history of the lands now called Ghana began thousands of years before British colonial rule. Archaeologists investigate tools, pottery, food remains, and settlement traces to understand early communities. Ghana's Museums and Monuments Board identifies Stone Age sites at Asokrochona and Bosumpra and sites associated with Kintampo culture. Evidence from Kintampo sites includes pottery and remains of cultivated plants and domestic animals. Such findings reveal combinations of food gathering, hunting, fishing, cultivation, and livestock keeping. They do not establish that all communities lived in the same way.

Civilization here refers to the development of interconnected communities, institutions, knowledge, production, and cultural life. It is not a ranking of human worth. Modern Ghana contains many peoples and historical traditions. Guan, Akan, Mole Dagbani, Ga Adangbe, Ewe, and other communities have distinct histories of settlement, migration, interaction, and political organization. Oral traditions preserve accounts of origins and leaders. Archaeology, language, and written records can help historians compare those accounts. An archaeological culture is not automatically identical to a present day ethnic group.

The ancient Ghana Empire, also called Wagadu, developed farther northwest in the western Sahel, in areas of present day Mauritania and Mali. It was not located inside the modern Republic of Ghana. The independent country adopted the name Ghana in 1957 to honor an African imperial heritage. This naming connects historical memory across regions; it does not prove an unbroken state or a single ancestral line. Students must therefore distinguish the origins of societies in today's Ghana from the history of the ancient empire that inspired its national name.

Source Analysis

Identify two types of archaeological evidence and explain what each can reveal.

Why is it inaccurate to treat ancient Ghana and modern Ghana as the same territory?

Quick Write

Explain why Ghanaian civilization has multiple historical roots. Use two details.

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