

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 9

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| Strand: | <ul style="list-style-type: none"> • Customs & Institutions • Listening & Speaking • Reading | Sub-Strand: | <ul style="list-style-type: none"> • Chieftaincy: Distoolment • Conversation/everyday discourse • Translation |
| Content Standard: | <p>B8.1.4.1 Discuss the processes involved in the destooling /deskinning of a chief or queen mother.</p> <p>B8.2.5.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas.</p> <p>B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences</p> | | |
| Indicator (s) | <p>B8.1.4.1.3 Compare and contrast the destoolment/deskinment processes among his/her people and other cultures of Ghana.</p> <p>B8.2.5.1.1 Develop and modify his/her language in narrating some selected daily activities.</p> <p>B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages.</p> | | |
| Week Ending | 25-08-2023 | | |
| Class | B.S.8 | Class Size: | Duration: |
| Subject | Ghanaian Language | | |
| Reference | Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook | | |
| Teaching / Learning Resources | Reading Book, Poster, Pictures, Word Chart, Sentence Cards | Core Competencies: | Communication and Collaboration |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| MONDAY 29-05-2023 | <p>Strand: Customs & Institutions</p> <p>Sub-Strand: Chieftaincy: Distoolment</p> <p>Learners brainstorm to identify examples of cultural practices in their Community</p> | <ol style="list-style-type: none"> 1. Discuss with Learners on the categories of chiefs. 2. Assist Learners to identify the similarities and differences of the destoolment/deskinment process of your people and that of other Ghanaian cultures. 3. Learners brainstorm to role play on how destoolment and deskinment process are performed in their Community. <p>Enstoolment/Enskinning:</p> <p>This nomination must be approved by the kingmakers. The kingmakers therefore determine who is to be the chief. After the approval by the kingmakers, the elected</p> | Through questions and answers, conclude the lesson. |

candidate is introduced to the community. He is carried shoulder high through the main streets of the town.

Categories of chiefs

The chiefs are divided by the act of leadership into 5 categories (as for authority):

1. Paramount Chiefs or Monarchs
2. Divisional Chiefs
3. Sub-divisional Chiefs
4. Adikrofo, and
5. Other minor Chiefs not falling within any of the preceding categories as are recognised by the Regional House of Chiefs.

This popular hierarchy system informally divides chiefs between royalty and nobility, using the European comparative scale of equivalence:^[5]

Royalty^[edit]

They are the monarchs proper, who prevailed before colonization with sovereignty or complete autonomy (depending on the primacy). We can divide in:

- Emperor: The leader of a whole ethnic group, usually referred to only as a king, but acting as "king of kings". It consists of a Chief Paramount Chief who has a primacy (currently only ceremonial) over all other chiefs of his ethnic group.^[6] One example is the Ashanti people who are led by the chief of Kumasi. Another example is the Dagbon People led by the Yaa Naa, Ewe Fiaga, chief of all Ewe and based in Notsie, in turn, located in the Republic of Togo.
- King: The paramount chief leads a traditional area, which can range from a grouping of towns and villages to a sub-ethnic group. He is always the chief (prince) of the capital of a traditional area and by his primacy is the chairman of the traditional council of his

area. He is always present when a subordinate prince is installed.

- Prince: The division chief is the base ruler of the system and is equated with a sovereign prince. The primary determinant of whether he will be a supreme chief (king or emperor) or not will be the size, relevance, and antiquity of the community (city, village group, or village) that he governs, as well as matriarchial lineage. His function is similar to that of a hereditary mayor, since the basic unit of elective Ghana is the district.

Nobility^[edit]

The primary difference between the nobility and traditional royalty is the "stools" which the latter possess, that is, the thrones. Just as royal titles are very diverse and vary from ethnicity to ethnicity, so too are those of nobles, but when comparing them to the basic categories of the Western European standard we have:

- Duke / Marquis: Development King or Chief: This is an honorific title, which is received by the installation ceremony and its protocol is similar to that of the royal chiefs, which makes him somewhat equivalent to the duke, who in turn in the West is the noble that most approaches the position of the prince. They are granted by each divisional chief (as a fons honorum) with the aim of seeking sponsors for his community. The title is a recent one in Ghana, and has been criticized for the confusion of its bearers with traditional kings. Often, those who receive it do not honor their commitment to development.^[2]
- Head of Clan: Similar to the Scottish nobility the head of a sub-division is known as a clan chief within the traditional community. Sometimes, they are part of a divisional council.
- Lord: The Adikrofo (a title that can vary from region to region) is the base of the system,

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| | | without a city or class to lead but respected and at the service of every community. | |
| THURSDAY 01-06-2023 | <p>Strand: Listening & Speaking</p> <p>Sub-Strand: Conversation/everyday discourse</p> <p>Review Learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Assist Learners to write an expository essay on a given topic. 2. Learners brainstorm to use appropriate vocabularies to write an expository essay on a given topic. <p>How to Write an Expository Essay</p> <ol style="list-style-type: none"> 1. Prewrite and Outline. 2. Write an Introductory Paragraph. 3. Write Three Body Paragraphs. 4. Write a Concluding Paragraph. 5. Revise and Proofread. | Learners brainstorm to read their argumentative essay to the class. |
| FRIDAY 02-06-2023 | <p>Strand: Reading</p> <p>Sub-Strand: Translation</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Assist Learners to translate the text from a source language to a target language. 2. Learners brainstorm to translate phrases and sentences from source language to target language <p>There are some tips about how to translate untranslatable words and phrases</p> <p><i>Neologisms and Loanwords</i></p> <p>When translating between two different languages, there are often when one language contains a word that does not exist in the other. When it comes to neologisms or words that are recently created in one language but have no corresponding translation in another, this presents a unique problem for translators. In these cases, it often falls upon the translator to create a new loanword based on the original meaning of the</p> | Assist Learners to read translated words, phrases and sentences to the class. |

neologism. This allows them to convey the same concept as if it was already present in their target language.

Cultural references and idioms

For cultures with rich histories and traditions, certain concepts can only be adequately expressed through culturally specific metaphors and imagery. This is especially true for idiomatic expressions whose **literal translations** may completely lose their intended meanings when translated into different languages. In these cases, professional translators will often find other ways to express these concepts without directly translating them word-for-word. For example, they might use synonyms or analogies of familiar objects or situations to communicate the desired message as accurately as possible.

Translation technology

As **translation technologies** become more advanced, they provide increasingly sophisticated tools for tackling untranslatable words and phrases. For example, machine translation algorithms can now detect when a text contains terms that don't have direct equivalents in another language and can suggest alternative options accordingly.

Furthermore, many modern software solutions offer glossaries of pre-translated terms that can be used by human translators as reference points for more accurate language translations.

Finally, post-editing solutions make it easier for experienced human linguists to quickly spot errors made by **machine translations** and correct them before publishing or distributing any texts to customers or clients.

Examples of untranslatable words across languages

Language is inherently complex, and oftentimes some words or phrases do not have a **direct translation** into another language. These untranslatable words often

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| | | capture nuances of emotion, meaning, and culture in ways that no single word can. There are some examples of it. | |
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Name of Teacher:

School:

District: