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| <b>Strand:</b> | Sense of Purpose | <b>Sub-Strand:</b> | Culture and National Identity |
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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 7**

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| Content Standard:                                                                   | B9.3.3.1. Evaluate the place of culture in national identity                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Indicator (s)                                                                       | B9.3.3.1.1. Assess the significance of symbols, music and ceremonies in promoting national identity |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Performance Indicator: Learners can identify the significance of traditional symbols. |                                                                                                                                    |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                     |                                                                                     |                                                                                     |     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| Reference                                                                           | Social Studies Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Teaching / Learning Resources                                                       | Poster, Word Chart, Video and Pictures                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| DAY/DATE                                                                            | PHASE 1 : STARTER                                                                                   | PHASE 2: MAIN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| WEDNESDAY                                                                           | Show Learners Pictures and video displaying examples of traditional symbols.                        | <div>1. Assist Learners to mention names of 5 examples of Ghanaian traditional symbols.</div> <div>2. Discuss with the Learners on examples of traditional symbols and their meanings.</div> <div>3. Learners brainstorm to explain the significance of traditional symbols.</div> <div>Ghanaian Traditional Symbols and their meanings.</div> <div><div>ADINKRA SYMBOLS</div><div><small>Adinkra are visual symbols, originally created by the Ashanti. Adinkra are used in fabrics, pottery, logos and advertising. They are engraved into walls and other architectural features. Fabric adinkra are often made by woodcut, printing or screen printing.</small></div><table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div> <div><div>ADINKRA SYMBOLS</div><div></div><div>AKOMA</div><div>"THE HEART"</div><div>Symbol of patience and tolerance</div></div> |                                                                                       |                                                                                                                                    |  |  |   |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <div>Assist Learners to draw traditional symbols.</div> <div>Exercise</div> <div><div>1. Draw 5 traditional symbols.</div><div>2. State the meanings of the drawn traditional symbols.</div></div> |
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|               |                                                                                                    | <p>Akoma is a symbol of endurance and understanding from the Asante people of modern-day Ghana, and it can be identified as the modern-day standard heart. It denotes love, unity, perseverance, patience, altruism, and dedication. Its literal meaning is "the heart." It also represents forbearance in the face of adversity and emphasizes the importance of patience. Akoma symbolizes love, benevolence, patience, constancy, tenderness, perseverance, and consistency.</p>  <p>Ani Bere A Enso Gya is an Akan adage, "No matter how red-eyed one grows (i.e., how serious one becomes), his eyes do not kindle fires." It represents patience, self-control, and self-discipline</p>                       |                                                                                                                                                                    |
| <b>FRIDAY</b> | Learners brainstorm to identify the importance of traditional symbols in fostering national unity. | <ol style="list-style-type: none"> <li>1. Discuss with the Learners on the ways of fostering national unity and defending the integrity of the nation.</li> <li>2. Assist Learners to describe how ceremonies can be used to foster national unity.</li> <li>3. Discuss with the Learners on how respecting the customs and culture of other groups plays a part in celebrating diversity in Ghana</li> </ol> <p><b>How can national integration be promoted?</b></p> <p>For the promotion of National Integration we as a nation first have to understand the prevailing source of the divisive tendencies. If broadly classified, the major factors which are an impediment to National Integration are-</p> <ol style="list-style-type: none"> <li>1. Communal( Hindu-Muslim, Shia-Sunni</li> </ol> | <p>Through questions and answers, conclude the lesson.</p> <p><b>Exercise;</b></p> <p>Explain 5 importance of traditional symbols in fostering national unity.</p> |

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|  |  | <p>conflicts etc)</p> <ol style="list-style-type: none"> <li>2. Regionalism (Marathi-Bihari etc)</li> <li>3. Casteism ( The most rooted and old bone of contention)</li> <li>4. Mainstreaming of Tribal population ( Often ignored and hence has lead to many dangerous consequences, Left-wing extremism is one of them)</li> <li>5. Mainstreaming of North-east India with the rest of nation (unfortunately often ignored )</li> <li>6. Mainstreaming of geographically difficult terrains and remote areas like Laddakh etc.</li> </ol> <p>There are many other issues as well but above mentioned issues are the major impediments in National Integation.</p> <p>Now what steps can be taken to address these issues can have large number of solutions of which i would like to quote few.</p> <p><b>Communal Harmony-</b> The reasons of conflict among different communities is lack of understanding of each others religion and some elements promoting radicalisation.</p> <p>Steps are required are proactive eradication of radical elements. Laws need to be more made more stringent to figth radicalization ( Supreme courts judgement on Representation of People's Act is a welcome step, which deems asking for votes in the name of religion as corrupt practive</p> <p><u>[1]</u></p> <p>). Separation of State with religion is important for a secular country. Another step required to fight radicalization is educating the masses, here educations doesn't mean only technical education but also the ideals of humanism, rationalism and human values.</p> <p>Another important thing required is resolving the long standing issues like Ram janma bhoomi-Babri issue, these issues should be resolved lawfully and would be better if communities resolve these issues with arbitration.</p> <p><b>Regionalism</b> is also an impediment to National integration, main reason for these are different cultures, food habits and also uneven distribution of resources and unven economic development. Ecomomic inequality and backward is a major cause of development of regionalism. Also it is unfortunate that we indians don't know about different cultures of own people. We need to educate us about the beauty of India, different languages, different cultures, food etc . Ek bharat Shreshta Bharat launched by Gol is a welcome step.</p> |  |
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**Casteism** is long-rooted problem hampering the growth of India and is a reason of this cleaved society. Steps need to be taken to fight this. Some steps that can be taken are-

1. Reservation system should be made more scientific. Reservation only on basis of caste promotes casteism, we need a more scientific approach, though caste is an important factor which cannot be ignored but along with this we also need to include some more factors like economic status, rural-urban divide etc, in my opinion the reservation is benefiting more the upper middle class urban dweller SCs/STs/OBCs compared to a poor rural household SC/ST/OBC, this needs to be addressed. Also an assessment is required that how effective Reservation has been in eradicating the caste-divide and empowering the SC, ST and OBC and what can be done further to strengthen the reservation system.
2. Mainstreaming the Dalit Literature, we as a nation have ignored the beauty of Dalit literature. Mainstreaming Dalit literature will be a good step towards strengthening the society and making it more inclusive. Only when we get to know about each other, we would start loving each other.
3. Effective implementation of laws and tenets of constitution for the protection and empowerment of SC/ST and socio-economically backward sections of society.
4. Educating the upper caste about the issues of casteism. It is important because most of us are ignorant about the discrimination prevailing in the society but very sensitive about the miniscule reverse-discrimination that exists.

**Mainstreaming the Tribal population**, preserving their culture, working towards their social and economic empowerment, providing them with ample opportunities of education and employment will not only strengthen India but will also fight Left wing extremism prevailing in some parts of India.

#### **Mainstreaming of North East**

**India**, unfortunately even after so many years of independence this region has been ignored completely. We need to work towards the economic development of this region in mission mode, infrastructure development and connectivity should be the focus areas. Also we

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|  |  | <p>need to learn to treat our fellow brothers and sisters like our own and not like outsiders. We need to learn about their culture and contributions. We need to give the fair share of respect and focus that it deserves.</p> <p><b>Mainstreaming the remote areas like Ladakh</b>, we need to develop connectivity and infrastructure in these areas, proper opportunities of education and employment must be provided. Their culture, language and customs should be preserved. Nation should be more inclusive.</p> <p>There are many other issues and millions of ways to solve these issues, but all require <b>empathy, enlightenment and will</b>. <b>Political will</b> is required to implement effective laws addressing many issues and politicians have to stop playing the caste/religion etc cards just for the sake of votes. Society needs to be made aware of diverse cultures/ religions etc, society needs to be made more educated.</p> |  |
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Name of Teacher:

School:

District: