

ESSENTIAL



History of Ghana

Primary 6

Teacher's Guide



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Primary 6

Teacher's Guide

Jacob Agbedam • Dorothy Glover



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WELCOME TO THIS HISTORY SERIES

Welcome to our History series for Ghana, which was specially developed for you, and for the lower and upper primary (Basic 1–Basic 6) learners.

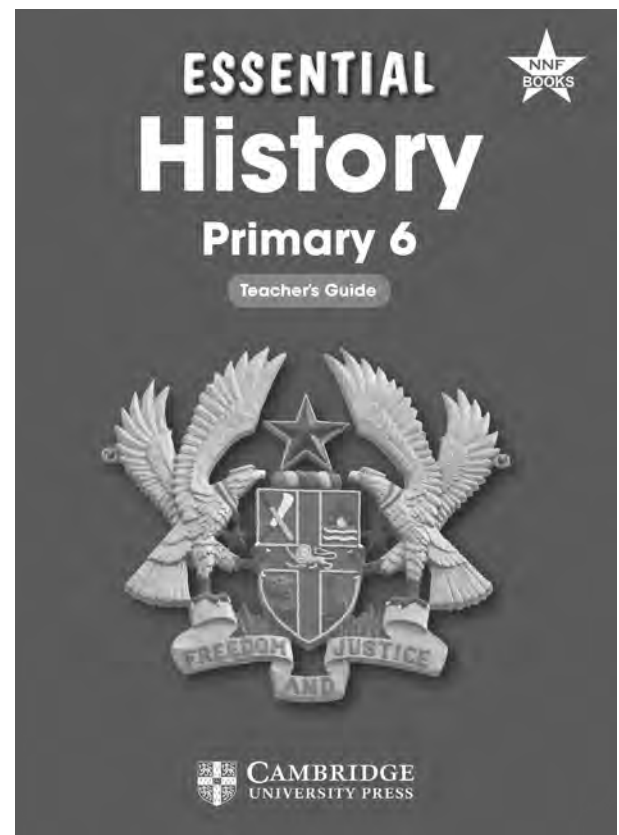
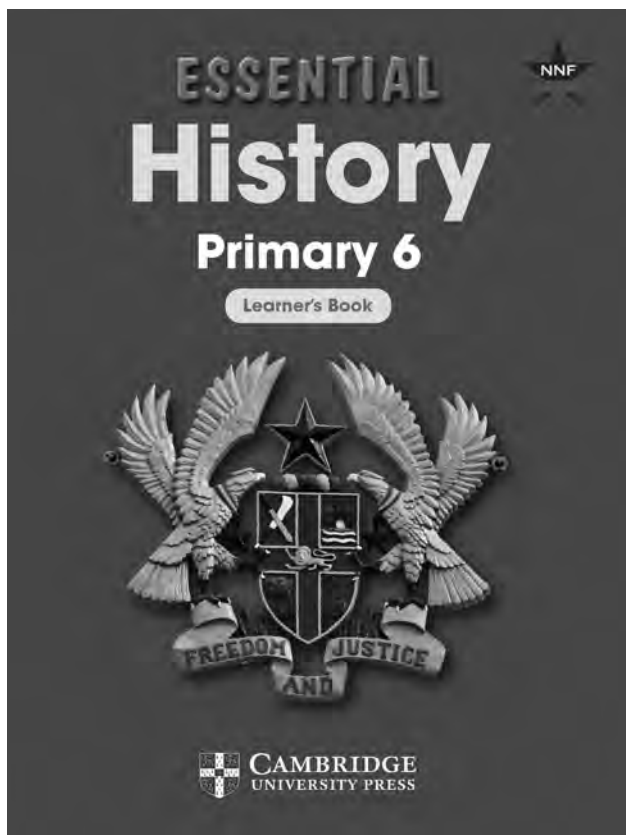
This Teacher's Guide works together with the History Learner's Book for Basic 6. We hope that you will find it an important and useful tool that will assist and guide you with teaching History to your learners using a task-oriented and communicative approach. For further information, also consult the *History of Ghana Curriculum for Primary Schools 2019* and the *Resource Guide for the Orientation of Primary School Teachers Towards the Implementation of the Revised Curriculum* from the National Council for Curriculum and Assessment (NACCA).

Each Learner's Book and Teacher's Guide in this series follows the History curriculum from the new curriculum for Ghana's primary schools. Both components of this series encourage the creation of a learner-centred classroom, giving constant

opportunities for learners to engage in diverse, practical and interactive activities in which all the curriculum strands, sub-strands, content standards, indicators, core skills, competencies and values are carefully addressed and aim to be achieved through meaningful real-life situations and examples.

A learner-centred pedagogy with differentiation, scaffolding and the integration of Information and Communication Technology (ICT) as a teaching and learning tool for the achievement of some of the new expected outcomes from the curriculum were also taken into consideration during the development stages of this History series for Ghana.

The integration of assessment as learning, for learning and of learning, as well as questioning techniques, are key elements that have been addressed in this series. The suggested activities enable the consolidation of content and core skills, allowing for continuous monitoring and assessment.



The Learner's Book

The user-friendly Learner's Book addresses the new History curriculum features and criteria with a clear and logical structure that incorporates these features.

Strand openers:

- incorporate an activity to introduce the topics that learners will explore in each unit
- allow for diagnostic assessment
- build excitement for the new content to be learnt in each unit
- prompt debates and integrate content with ICT activities, where relevant and appropriate.

Text and content:

- use language that is appropriate to the level, age, knowledge and background of learners
- are representative of Ghana's diversity
- have a good gender balance and portray no gender stereotypes.

Illustrations and photos:

- are high-quality and representative of Ghana's diversity
- balance the text on every page and add to learners' understanding of the content
- have captions and labels that are simple, relevant, appropriate and clear
- reflect a variety of learners (including learners with special needs)
- show no gender stereotypes.

Europeans in Ghana

Strand 3



Let us learn about ...


The impact of European presence in Ghana

Answer these questions in groups.

- Who were the first Europeans to arrive in the Gold Coast?
- What items did the Europeans trade with the people of the Gold Coast in exchange for gold?
- What things did the Europeans introduce when they arrived in the Gold Coast that you still see in Ghana today?
- Do you think European presence in the Gold Coast has affected Ghanaians today positively or negatively? Give reasons to support your point of view.

Colonisation and developments under colonial rule in Ghana

Strand 4



Let us learn about ...

British colonial rule of the Gold Coast

- Explain the word 'development'.
- What can you remember from Basic 5 about the social and economic developments that took place during the colonial period in Ghana? In groups, make two mind maps to show these developments.
- Give reasons for the social and economic developments that took place in Ghana during the colonial period.

Sub-strand 4 The impact of European presence

Strand 3: Europeans in Ghana

The history of European presence in the Gold Coast

You have learnt in History lessons from earlier years that Europeans including the Portuguese (1471), the Danes (1658), the Dutch (1554) and the British (1582), among others, came to the Gold Coast mainly to trade. They traded European goods with the people of the Gold Coast in exchange for gold, land and other items. You also learnt how these trading activities shifted from trading in goods and services to trading in people who worked as slaves on plantations in the New World (Americas).

In this lesson, you will learn more about the activities the European settlers introduced during their settlement in the Gold Coast and the positive and negative impact these activities have on the people of Ghana today.

A change in Ghanaian history started with the establishment of direct sea trade with Europe following the arrival of Portuguese sailors in the Gold Coast in 1471. Europe's main interest in the country was as a source of gold. Gold was a commodity that was readily available on the coast, and was exchanged for European exports, such as cloth, beads, metals, alcohol, guns and gunpowder. This led to Ghana being known as the 'Gold Coast'.

KEY WORDS

settlers
settlements
impact
establishment
commodity
exports



1.1 The European traders considered the natural resources of the Gold Coast, such as gold, ivory and land, as valuable trade items.

In exchange for gold, the European traders offered the people of the Gold Coast European goods, such as cloth, mirrors, guns and gunpowder, beads, metal knives and alcohol (such as rum and gin).



1.2 Cloth
1.3 Mirrors
1.4 Guns and gunpowder
1.5 Beads
1.6 Metal knives
1.7 Alcohol

The Portuguese traders built forts on the coast to protect and control important trade routes, and to stop other European traders from trading with the Gold Coast.



1.8 The Portuguese traders built Elmina Castle in 1482 as their first castle.

Expansion of trading sites

The Europeans came to the Gold Coast to trade with the people who lived there. When the Portuguese reached the Gold Coast in 1471, they found so much gold in the riverbeds and streams that they called the Gold Coast 'El Mina', meaning 'The mine'. Two well-known Portuguese captains at this time who traded with the Asante people were Pedro de Escobar and João de Santarém.

KEY WORDS

natural resources
bauxite
Trans-Atlantic
slave trade



1.15 Portuguese captain Pedro de Escobar, 15th Century.



1.16 Portuguese captain João de Santarém, 15th Century.



1.17 Nana Kwamena Ansaah, the king of Edina, met the Portuguese captains on their arrival on the coast of Ghana.

There were many natural resources that European traders wanted from the people of the Gold Coast, such as gold, bauxite, ivory, salt, palm oil, cocoa and kola nuts. In return, the European traders exchanged items, such as guns, gunpowder, iron, copper, beads and cloth.

As trade sites expanded, so did the demand for slaves. By the 17th Century, most European traders were trading in slaves (known as the Trans-Atlantic slave trade). The men, women and children of the Gold Coast were captured and sold to work as slaves in the forts and castles along the coast and in other countries, such as on the plantations in the New World (Americas).



1.18 A wall mural showing slaves at Asin Manso Slave Site.

Introduction of formal education

The form of education used by the people of the Gold Coast before the arrival of the Europeans was informal education based on culture, traditions and customs. Knowledge and skills were passed from one generation to the next through family, leaders and elders in the community.


When the European traders arrived and settled permanently in the Gold Coast, they introduced formal education. They felt that this was the best way to integrate the people of the Gold Coast into their society and to develop a literate workforce that could read, write and live a Christian way of life. They established schools and colleges in the Gold Coast. Danish, German and British missionaries started writing down the Akan languages in religious books during the 17th and 18th centuries.

DID YOU KNOW?


Most forts along the Gold Coast had a kitchen garden that was looked after by about 10 slaves. In the 17th Century, it took over 100 slaves to look after the garden at the Cape Coast Castle.

KEY WORDS






informal education
formal education
integrate
literate



1.19 Oral customs and traditions form part of the informal education of the people of the Gold Coast.



1.20 The Wesleyan Methodist Church in Cape Coast was built in 1835.

| | |
|---|--|
| <p>‘Did you know?’ boxes:</p> <ul style="list-style-type: none"> provide interesting facts and extra information. | <div data-bbox="1068 202 1279 236">DID YOU KNOW?</div> <div data-bbox="646 254 1235 385"> <p>Most forts along the Gold Coast had a kitchen garden that was looked after by about 10 slaves. In the 17th Century, it took over 100 slaves to look after the garden at the Cape Coast Castle.</p> </div> |
| <p>Key word boxes and a Glossary:</p> <ul style="list-style-type: none"> build subject-specific vocabulary gradually, enabling learners to understand key concepts, and confidently and clearly apply these concepts in their context and through different exercises. | <div data-bbox="646 450 841 477">KEY WORDS</div> <div data-bbox="646 500 764 592"> <p>supervision Bond surveyor</p> </div> <div data-bbox="1312 443 1401 461">GLOSSARY</div> <div data-bbox="922 500 1401 948"> <p>A academics people who teach or do research at a college or university accountants people who look after the finances of a company or business administrative policies government documents that set out people's responsibilities for governing a country Advanced Level (A-Level) Certificate a qualification you have when you leave school in the United Kingdom Akim Abuakwa seats seats in government represented by people from Akim Abuakwa area in the Eastern Region of the Gold Coast Colony ammunition things that can be fired from a weapon appeals formal requests for a legal court or authority to change its decision appointed chosen or decided beforehand artisans workers with special skills who make things associate professor teacher at a college/university that is one level below a professor</p> <p>basic services services the government is responsible for, such as healthcare bauxite clay rock taken from aluminum bicameral legislature legislative body with two houses or groups Bond a legal document that contains a promise from one person or group to another person or group boundary a line on a map where one area ends and another area begins boycotts to not take part in something as a way of protest British Parliament people who make the government laws and policies to govern the United Kingdom bubonic plague an infectious disease that killed millions of people in the past</p> <p>C Cabinet members of a government chosen by the president to be responsible for government policies cantons political regions that an area or country has been divided into carpentry making and repairing things from wood</p> </div> |
| <p>Tip boxes:</p> <ul style="list-style-type: none"> give helpful tips and information. | <div data-bbox="1101 994 1149 1017">TIP</div> <div data-bbox="646 1035 954 1138"> <p>Find the Seychelles Islands north of Madagascar in an atlas or on a world map.</p> </div> <div data-bbox="646 1166 954 1235"> <p>2.11 A globe showing a map of the world.</p> </div> <div data-bbox="987 1017 1138 1246">  </div> |
| <p>ICT boxes:</p> <ul style="list-style-type: none"> include research activities emphasise the core competencies contain extra activities for multi-ability learning. | <div data-bbox="1271 1299 1336 1327">ICT</div> <div data-bbox="662 1350 1369 1464"> <p>Research the advantages and disadvantages of direct rule. Make a comparison table using Microsoft Word to present the information you found.</p> </div> |
| <p>Project work:</p> <ul style="list-style-type: none"> makes learning more relevant and contextual allows learners to apply their knowledge in different ways allows learners to demonstrate their ability to work independently demonstrates learners' ability to apply skills such as critical thinking, problem solving, decision making, analysis, innovation, communication and creativity, as well as to do focused research using a variety of methods and tools, including ICT. | <div data-bbox="670 1506 792 1522">Strand 6: Independent Ghana</div> <div data-bbox="670 1540 735 1556">PROJECT</div> <div data-bbox="670 1568 906 1774"> <p>You are running an election campaign to win the majority vote to govern Ghana.</p> <ol style="list-style-type: none"> Think of a name and slogan for your political party. Design the flag or emblem of your political party. Make an election poster to get Ghanaians to vote for you. Your poster should include the following: <ul style="list-style-type: none"> Your name and surname – this should stand out on your poster. The name and emblem of your political party. Use bright colours that link to Ghana, and simple designs that would appeal to the voters. A short slogan that will catch the attention of the voters. The main aim or objective of your political party. <p>Look at the example designs around the page for some ideas.</p> </div> <div data-bbox="922 1568 995 1602">KEY WORDS</div> <div data-bbox="922 1591 995 1614">election campaign</div> <div data-bbox="922 1625 995 1682">  </div> <div data-bbox="922 1694 995 1751">  </div> <div data-bbox="922 1763 995 1843">  </div> <div data-bbox="922 1855 995 1935">  </div> <div data-bbox="849 1878 906 1889">EXTENSION</div> <div data-bbox="670 1901 906 1935"> <p>Make a flyer that you can hand out to people in the street before the election takes place. You can give more detail about the aims and objectives of your political party on the flyer.</p> </div> <div data-bbox="881 1958 906 1969">TIP</div> <div data-bbox="695 1969 906 2004"> <p>Remember to include your name and surname, and the emblem and slogan of your political party on your flyer.</p> </div> <div data-bbox="670 2027 686 2038">123</div> |

Activities and exercises:

- incorporate accurate and current individual, pair and groupwork activities that help learners to explore and practise what they have learnt
- incorporate exercises that allow learners to answer questions about what they have learnt and consolidate learning
- address the curriculum content standards and core competencies
- are representative of the indicators and exemplars
- have instructions and text that are consistent and clearly presented to learners
- promote problem solving and subject understanding
- provide for multi-ability learning
- allow learners to practise the core skills, in context and while engaging in practical activities
- incorporate Homework activities that allow learners to explore, build on and practise what they have learnt at school.

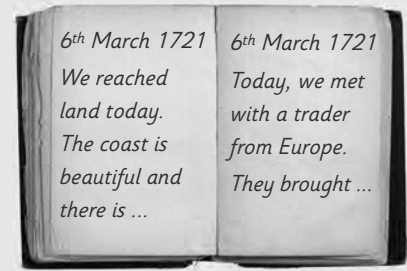
Revision activities:

- help learners to revise content and skills
- feature self-assessments that give learners an opportunity to reflect on their knowledge and learning
- promote problem solving and subject understanding
- are representative of the indicators and exemplars
- provide opportunities to assess learners both formatively and summatively.

Activity 1.2



- 1 Imagine you are an European trader on an expedition to Africa to develop trade relations. Write a diary entry about the first time you traded in the Gold Coast. Describe the things you saw and did.
- 2 Imagine you were one of the Gold Coast people who traded with the European traders for the first time, write a diary entry to describe the things you saw and did.
- 3 Share your diary entry with a partner.



Exercise 2.1

- 1 Choose the correct answer in brackets.
 - a The Maclean Treaty was signed between Asante chiefs and the British Governor George Maclean in (1831/1824).
 - b The Bond of 1844 was signed by the British Governor (Sir Garnet Wolseley / Commander Hill) and Fante chiefs.
 - c The Akatamanso war took place in (1900/1826).
 - d The Ashanti Region was made a British colony in (1901/1874).
- 2 Write a short paragraph of between five and ten sentences to explain the meaning of the word 'colonisation'. Use the information you read on pages 34 to 39 to help you.

REVISION

- 1 Read the sentences. Say whether they are **true** or **false**. Rewrite the false statements so that they are true.
 - a The Gold Coast became a British colony in 1870.
 - b The British signed treaties to stop other European countries from trading in the Gold Coast.
 - c The Treaty of Fomena was signed by the British and Asante people after the Sagrenti war.
 - d Indirect rule is when traditional chiefs and rulers are included in the governing of their people.
 - e The British used the direct rule system to govern the Gold Coast Colony.
 - f The Executive Council was the head of each province during colonial rule.
- 2 Fill in the missing words in these sentences. Use these words:
 traditional rulers direct rule Supreme Court Secretary of State
 Minor Courts Native Court indirect rule Resident's Court Governor
 - a A British colony had a British _____ appointed by the British government and the Queen. The governor had to report to the _____.
 - b Under the indirect rule system, Native Courts were set up for the provinces of the Gold Coast and _____ were set up for the districts. Appeals went from the Minor Court to the _____, then to the _____ and finally to the _____.
 - c With the _____ system, the standard of living of the local people was improved and they could get French citizenship and had the right to work in France.
 - d With the _____ system, the British relied on the governing of _____ which helped to preserve traditional institutions such as local courts.

| Self-assessment | | | |
|--|-----|-----------|----|
| I can ... | Yes | Sometimes | No |
| explain the concepts of direct and indirect rule of the Gold Coast under British colonial rule. | | | |
| talk about the features, advantages and disadvantages of direct and indirect rule of the Gold Coast under British colonial rule. | | | |
| talk about how the Gold Coast was divided into provinces under British colonial rule. | | | |
| role-play indirect rule in the Gold Coast. | | | |

REVISION

- 1 List the achievements and failures of the United Gold Coast Convention party.
- 2 List the achievements and failures of the Convention People's Party.
- 3 Match the people with the political party they belong to.

| | |
|------------------------------|-------------------------------------|
| a Dzemile Dzawu | United Gold Coast Convention (UGCC) |
| b George Alfred 'Pa' Grant | |
| c Kojo Botsio | |
| d Francis Awoonor-Williams | |
| e William Ofori Atta | |
| f Krobo Edusei | Convention People's Party (CPP) |
| g Akua Asabea | |
| h Robert Samuel Blay | |
| i Saki Sackey | |
| j Dr. Swain de Graft-Johnson | |
| k Dr. Joseph Boakye Danquah | |
| l Ebenezer Ako-Adjei | |
| m Kofi Booko | |

- 4 Why do people celebrate Independence Day in Ghana today?

| Self-assessment | | | |
|--|-----|-----------|----|
| I can ... | Yes | Sometimes | No |
| define a political party. | | | |
| talk about the formation of the UGCC in 1947 and the CPP in 1949. | | | |
| talk about the role played by the leaders of the UGCC and CPP in the struggle for independence. | | | |
| talk about the specific roles played by leaders such as Dr. Kwame Nkrumah, Dr. Joseph Boakye Danquah, Emmanuel Obetsebi-Lampson, Ebenezer Ako-Adjei, William Ofori Atta and Edward Akufo-Addo. | | | |
| explain how these leaders became known as the 'Big Six'. | | | |
| watch and discuss a documentary on the independence rally held by the CPP. | | | |
| recount an Independence Day celebration held in my community. | | | |
| role-play the declaration of independence by Dr. Kwame Nkrumah. | | | |

Assessment exercises:

- have an approach that is inclusive of assessment for, and of, learning.

ASSESSMENT

1. Choose the correct answer.

a. When did the Gold Coast become a British colony?
A 1890 B 1901 C 1874 D 1957 (1)

b. When was the Asante people and the British took place in 1827?
A The Asante war B The Asante war C The Asante war D The Asante war (1)

c. Which European colonists used mostly the direct rule system to govern their colonies in Africa?
A The Germans B The British C The French D The Dutch (1)

d. All laws, court fines and fees that were collected in each province went to the _____
A Executive Council B Native Treasury C Legislative Council D National Treasury (1)

e. Why was the ceremonial head of the Gold Coast Colony?
A The Secretary of State B The Queen of England C The Chief Administrator D The Provincial Commissioner (1)

2. Write the missing words to complete the sentences. Use these words:
Governor Native countries Resident trustees Provincial Commissioner Minor

a. The British signed _____ with Northern chiefs to stop other _____ from extending their trade activities to the Gold Coast. (2)

b. At the head of each province was a _____ who gave orders to the _____ who would pass down the orders to the paramount ruler. (2)

c. Appeals went from the _____ Court to the _____ Court, then to the _____ Court until finally to the Supreme Court. (3)

Total: 6

ASSESSMENT

3. Choose the correct words in brackets to complete the sentences.

a. During British colonial rule, the (Governor/resident) was at the head of the Gold Coast Colony. (1)

b. Each region of the Gold Coast Colony was divided into provinces controlled by a (Provincial Commissioner/Chief Administrator). (1)

c. The (Executive Council/Legislative Council) passed the laws for the Gold Coast during colonial rule. (1)

d. (Minor Courts/Native Courts) were set up for the provinces of the Gold Coast and (Minor Courts/Native Courts) were set up for the districts. (1)

e. (Direct rule/Indirect rule) was less expensive for the British to establish on the Gold Coast Colony than (Indirect rule/direct rule). (1)

4. Why did the British colonise the Gold Coast?
A It was a protectorate? (2)

5. Complete the timeline to show when these treaties between the British and the people of the Gold Coast were signed. Give the name of the treaty and the date it was signed.
a. The treaty signed between the Fante and Asante chiefs and Governor Maclean. (2)

b. The treaty signed between Governor Hill and the Fante chiefs. (2)

c. The treaty signed between the British and Asante people after the 'Sargrenti' war. (2)

6. Name two advantages of the indirect rule system used by the British to govern their colonies. (2)

7. Name two disadvantages of the indirect rule system used by the British to govern the Gold Coast Colony. (2)

8. Explain the difference between the direct rule system and the indirect rule system used to govern European colonies during the colonial period. (4)

9. Why was the Native Authority established at the Gold Coast? (1)

10. Why did the British use indirect rule to govern the Gold Coast? Give three reasons. (3)

Total: 40

An exam paper:

- provides learners with an opportunity to check their knowledge and understanding of the work they have learnt during the year
- allows learners to practise exam-type questions and identify any gaps in their knowledge
- provides an additional opportunity for summative assessment.

END-OF-YEAR EXAM

1. Choose the correct answer. Write A, B, C or D.

a. Which of these items did the Europeans trade with the people of the Gold Coast in exchange for gold?
A Ivory B kola nuts C spices D palm oil (1)

b. Which of these forts did the Swedish build on the Gold Coast in 1682?
A Fort Courmoutagne B Our Castle C Cape Coast Castle D Fort James. (1)

c. Where were most of the slaves from the Gold Coast sent?
A America B Europe C West Africa D Britain. (1)

d. Which of these was not a trade taught by the European missionaries on the Gold Coast?
A Carpentry B Ironwork C Reading and writing D Masonry. (1)

e. In which year did the Gold Coast become a British colony?
A 1874 B 1874 C 1957 D 1844 (1)

f. Which British person signed the Treaty of Fomase with the Asante people in 1817?
A Sir Gerrard Walpole B Governor George Maclellan C Sir Charles McCarthy D Sir Charles Arden-Clarke. (1)

Total: 6

END-OF-YEAR EXAM

g. Who introduced the direct rule system of governing in the British Gold Coast Colony?
A Commissioner Hill B Lord Frederick Baron Lugard C Sir Charles McCarthy D Sir Gerrard Walpole. (1)

h. Which court in the Gold Coast Colony dealt with local issues in each district?
A The Native Court B The Minor Courts C The Supreme Court D The Resident's Court. (1)

i. Which of the following is an advantage of the indirect rule system the British used to govern the Gold Coast Colony?
A It was based on traditional rule of chiefs. B It did not allow the educated people in the colony to develop themselves. C It forced chiefs who did not qualify as good leaders on the people of the colony. D It was cheaper than employing Europeans to work in the colony. (1)

j. Which two political parties were the major political parties involved in the struggle for independence?
A CPP and NDC B UGCC and CPP C NPP and UGCC D CPP and PNC. (1)

k. Who was the first person asked to be the General Secretary of the UGCC when it was first founded?
A Emmanuel Obetsebi Lompo B Edward Akilla-Adda C Ebenezer Ako-Adda D William Ofori Atta. (1)

l. Which political party established the Talking Drums magazine?
A UGCC B CPP. (1)

Total: 6

INTRODUCTION

Rationale and philosophy of the History curriculum

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners. This discipline is also aimed at imparting a range of important moral lessons, guidelines for their everyday lives and interactions with people in the society.

The objective of this Teacher's Guide is to make teaching and learning interesting, relevant and enjoyable.

Teaching philosophy

Through the learning of History, learners will, specifically, acquire:

- critical thinking skills by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with little or no supervision
- creative thinking skills to be able to reconstruct important past events confidently
- digital literacy by using IT tools and resources efficiently for investigations and project work
- effective communication skills to be able to share information at varied levels of interaction
- values to live as global citizens as they learn about other people and cultures of the world.

Learning philosophy

The History classroom should be learner-centred. Introduce the topic for the day and assist learners to describe and analyse issues raised, trace patterns of societal and human behaviour and where necessary, give their views on current events (in the country) based on their knowledge of the history of Ghana. You should encourage learners to explore topics through questioning.

The History of Ghana curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily learning as they are aimed to promote higher order thinking among learners:

- context and chronology
- significance
- cause and consequence
- continuity and change
- similarity and difference

- evidence
- interpretation.

Therefore, through the teaching and learning of History, learners should:

- appreciate the history of themselves, their families and communities
- acquire the skill of gathering and objectively analysing historical data, using scientific methods, that will enable them to interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective
- acquire more knowledge on the history of the people of Ghana
- apply historical concepts to the study of the history of Ghana
- develop a discerning approach to studying sources of historical evidence
- develop a sense of national consciousness and appreciate the factors that make for national unity
- acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement
- appreciate the relevance of the study of history in current and future development efforts of the nation.

General aim of the curriculum

The curriculum is aimed at developing individuals to become literate, good problem-solvers, with the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

Subject aims

The National Curriculum for the History of Ghana aims to ensure that learners can:

- trace Ghana's origins and its past glories
- develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens
- develop a critical understanding of the past and its impact on the present to help them face the future with confidence
- explain how external factors have shaped the History of Ghana
- gain a sense of national consciousness, identity and appreciation of Ghanaian values in order to help instil values such as tolerance, good citizenship and national pride

- study the History of Ghana in an enjoyable and stimulating environment
- make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

Instructional expectations

The goal of introducing the History of Ghana as a subject in the primary school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. The enquiry approach of teaching is therefore encouraged in the History classroom. Learners should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources:

- Primary sources originate from the past. Essentially, primary sources are closer to the events in time and space. Examples could include pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.
- Secondary sources relate to accounts about past events based on interpretations of primary sources, e.g. books, journals, books, articles, etc.

Instructional expectations for your History lessons include the following:

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana.
- Generate discourse among learners and challenge them to accept and share responsibility for their own learning based on their unique individual differences.
- Use multiple methods and systematically gather data about learner understanding and ability to guide teaching and learning with arrangements to provide feedback to both learners and parents.
- Collaborate with colleagues within and across disciplines and grade levels to develop communities of learners who have the skills of inquiry and exhibit attitudes and social values conducive to learning.

As the teacher, you should serve as a facilitator by prompting learners to:

- observe and collect historical evidence
- interpret data as required

- build models
- develop projects.

The following activities are recommended:

- Sessions using different sources of historical evidence, including discussions with people with historical knowledge (resource persons) and visiting historical sites
- Debates between groups about various historical topics
- Projects using modern technologies to communicate findings clearly and effectively in the form of papers, exhibits/posters, drama and documentaries.

Organisation of the curriculum

The curriculum is organised under Strands, Sub-strands, Content standards, Indicators and exemplifications. In this curriculum, 'Ghana' represents Pre-colonial and Post-colonial Ghana.

- **Strands** are the broad areas/sections of the History Curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content Standards** refer to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- **Indicators** refer to a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- **Exemplars** refer to support and guidance which clearly explains the expected outcomes of an Indicator and suggests what teaching and learning activities are undertaken, to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 6 is organised under four strands with six sub-strands:

- **Strand 3: Europeans in Ghana**
 - **Sub-strand 4:** Impact of European presence
- **Strand 4: Colonisation and developments under colonial Rule**
 - **Sub-strand 4:** Political developments under colonial rule
- **Strand 5: Journey to independence**
 - **Sub-strand 2:** Formation of political parties
 - **Sub-strand 5:** Ghana gains independence
- **Strand 6: Independent Ghana**
 - **Sub-strand 1:** The Republics
 - **Sub-strand 2:** Military rule

Time allocation

A total of four periods a week, each period consisting of thirty minutes, is allocated to the teaching of History at the Primary level. It is recommended that the teaching periods be divided as follows:

- Theory: 2 periods per week (two 30-minute periods)
- Practical: 2 periods per week (one double-period/1 hour).

Classroom management

Most teachers in Ghana are working with large classes, and are skilled in large-class teaching and learning methodologies. Here are a few reminders about group, pair and individual work that could be helpful when teaching large classes.

Group work

Many of the activities especially those related to listening and speaking are done in groups. Group work needs to be carefully planned and used thoughtfully. For group work to be successful, the whole class has to be well-behaved. Therefore it is important for you to set very definite ground rules.

- Learners must listen to each other.
- They must give all group members the opportunity to share their ideas.
- They must be polite and courteous.
- Tell learners exactly how loudly they are expected to talk.
- Inform them as to whether they are allowed to get up or out of their seats or not.
- Make them aware of the consequences if they do not adhere to the ground rules.
- It is usually best to remove them from the group and for them to complete the activity on their own.
- Have signals that will tell your learners that the activity is coming to an end or the noise level is getting too loud, for example, flicker the lights on and off or ring a bell. It is best not to use your voice as you will end up shouting to be heard above the group discussions.

Circulate and supervise. This is not free time for you. You need to listen to discussions, check if groups have understood the instructions and conduct assessments for learning.

Vary groups. Three to five members per group is ideal. If groups are too large, you will usually find someone not participating.

Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other.

- Working with a desk mate offers the least classroom disturbance. Learners are already seated side-by-side.
- Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together, so that they can proceed more quickly with the work, while you assist the slower pairs.

Individual work

Individual work usually follows a group discussion, or a reading by you, the teacher. The learner will by this stage, be familiar with the vocabulary required for the individual work, and will usually have been involved in a discussion about the text. This means that he or she is now ready to work alone, and answer comprehension questions, or write a paragraph.

While learners are working individually, walk around the classroom, checking what they are doing, and offering help where it is needed.

Learning domains (expected learning behaviours)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are discussed further below.

Knowledge, understanding and application

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating various ideas to formulate a plan, solve a problem, compose a story, or a piece of music.

Further, learners may be required to evaluate, estimate and interpret a concept. At the last level,

which is the highest, learners may be required to create, invent, compose, design and construct. The learning behaviours Knowing, Understanding, Applying, Analysing, Synthesising, Evaluating and Creating fall under the domain 'Knowledge, Understanding and Application'.

Skills and processes

These are specific activities or tasks that indicate performance or proficiency in any given learning area.

Attitudes and values

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

The History curriculum thus focuses on the development of these attitudes and values:

Attitudes:

- **Curiosity:** This is the inclination or feeling that drives the seeking of information about how things work in a variety of fields.
- **Perseverance:** This is the ability to engage with a problem until a satisfying solution is found.
- **Flexibility in ideas:** This is the willingness to change opinion in the face of more plausible evidence.
- **Respect for evidence:** This is the willingness to collect and use data in one's investigation, and have respect for data collected by others.
- **Reflection:** This is the habit of critically reviewing ways in which an investigation has been carried out, to see possible faults and other ways by which the investigation could be improved upon.

Values:

- **Respect:** This includes respect for the nation of Ghana, its institutions, laws, culture and respect among its citizens and friends of Ghana.
- **Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum therefore promotes social cohesion.

- **Equity:** The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which requires the provision of equal opportunities to all, and that all strive to care for each other, both personally and professionally.
- **Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.
- **Teamwork/Collaboration:** Learners are encouraged to participate in team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all people.
- **Truth and integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, they should be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners should be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the workplace, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

Methodology

History is a talking subject and teaching it is quite different compared to teaching other subjects. Learners are more likely to respond positively to the subject when their teachers are enthusiastic and energetic, and adopt an innovative approach to their delivery of the content.

Look for ideas to challenge learners other than only using written work. A creative and interactive learning environment makes learning fun and inspires more positive reactions from learners. It helps them develop the required imaginative and critical thinking skills and takes away the feeling of learning under duress.

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes, which are timely assessed, and feedback is provided to the learner and other stakeholders, such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes.

The curriculum emphasises:

- the creation of learner-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies to ensure that no learner is left behind
- the use of Information and Communications Technology (ICT) as a pedagogical tool
- the identification of subject-specific instructional expectations needed for making learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process, and as an accountability strategy
- the questioning of techniques that promote deeper learning.

Learner-centred pedagogy

As the teacher, you should create a learning atmosphere that ensures that:

- learners feel safe and accepted
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways
- the teacher assumes the position of a facilitator or coach who helps learners to identify a problem that is suitable for investigation via project work
- problems are connected to the context of learners' world so that it presents authentic opportunities for learning
- subject-matter is centred around the problem, not the discipline
- learners responsibly define their learning experience and draw up a plan to solve the problem in question
- learners collaborate while learning
- learners demonstrate the results of their learning through a product or performance

- it is more productive for learners to find answers to their own questions, rather than for teachers to provide the answers and their opinions in a learner-centred classroom.

Inclusion

- Inclusion entails access and learning for all learners, especially those who are disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that learners' right to equal access to quality education is being met.

The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life)
- the active involvement of learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

Differentiation and scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches:

- Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn, etc.), are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome.
- Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

Differentiation and scaffolding involve breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engaging them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/

vocabulary to ensure that learners have developed a thorough understanding of the text before engaging them to read the full text.

Differentiation

Each sub-strand offers an opportunity for differentiated teaching and learning. The content in the Teacher's Guide builds on the differentiated teaching and learning approaches that are integrated in the Learner's Book content, in the following ways:

Tasks

Each activity in the Learner's Book is supplemented by additional tasks in the Teacher's Guide, in the form of Remedial and Extension Activities.

Support

The Teaching Instructions for Learner's Book Activities, Remedial and Extension Activities foreground how best to support learners in order to help them address a targeted aspect of the relevant knowledge, skills and attitudes/values at the required level.

Outcomes

The outcomes of each Learner's Book Activity are set at the level of the curriculum and therefore reflect the age- and level-appropriate teaching and learning outcomes for the subject. The outcomes of the Remedial and Extension Activities, in turn, provide benchmarks that reflect learners' differing knowledge, skills and confidence levels.

Scaffolding

A spiral approach has been adopted in the course. The content begins with the learner's immediate environment, broadening to an exploration of his or her wider community, and finally extending to the wider world. Through active participation in activities, learners get to develop appropriate value systems and contextual understanding.

Effective teaching and learning in History depends upon the use of actively participatory methods. These include the following:

- Discussion
- Drama, role play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

Ghanaian content and examples have been used wherever relevant and appropriate, to enhance understanding and provide opportunities for learners to apply their acquired knowledge to real-world situations.

Gender-sensitive issues and the representation of people with special learning difficulties successfully operating in normal life, are emphasised to ensure inclusivity and avoid stereotyping. This emphasis is interwoven closely with the consistent development and promotion of requisite attitudes and values, such as curiosity, perseverance, flexibility in ideas, respect, commitment to achieving excellence, teamwork and collaboration, truth and integrity, as well as an inherent appreciation of Ghana's cultural, ethnic and environmental diversity.

In addition to gender equality and equity, and inclusive education, other issues addressed in relevant contexts include:

- energy efficiency and conservation
- anti-corruption
- climate change
- green economies
- sanitation
- road safety.

This approach will help to achieve the key goals of the curriculum, which are to build character, nurture values and raise literate, confident and engaged citizens who are able to think critically and take responsibility for themselves and others.

Core competencies

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. There are ways in which teachers and learners engage with the subject matter as they learn the subject throughout the various phases in their education. The competencies presented below describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

1. Critical thinking and problem solving (CP)

These skills develop learners' cognitive and reasoning abilities to enable them to analyse and solve problems.

2. Creativity and innovation (CI)

This competence promotes entrepreneurial skills in learners' through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.

3. Communication and collaboration (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences.

4. Cultural identity and global citizenship (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens.

5. Personal development and leadership (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations.

6. Digital literacy (DL)

Digital literacy develops learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

- case studies (for the higher grades) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

Use of ICT

To be successful in life, it is essential to have knowledge of ICTs. ICT is an abbreviation for Information and Communication Technology. It includes the following:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software such as Microsoft Office packages - Word, PowerPoint and Excel

ICTs are useful teaching tools in the classroom. The internet can be accessed on laptop or desktop computers, tablets or smartphones. Try to use whatever resources you have available to assist you in your teaching and learning programme. Here are some ideas for how to do this:

- Listening to recorded texts is an excellent way of enlisting learners' attention and observing them at the same time. Recordings that support the topics in the curriculum can be found on CDs or online, or you can make your own.
- Project and research work is important in the learning process. Teachers and learners can use the internet to find information and do research. Learners can also watch video clips that give more information about topics they are learning about.
- The internet gives access to a wide range of visual material, which can be used to support the learning process. This is particularly useful for learners with a limited frame of reference, and who can benefit from visual support in order to understand environments that are foreign to them, for example the city for rural children, and the ocean for children who have never seen the ocean. Visual material on the internet includes video clips, animated applications and images.
- You can enhance your teaching by using websites to access material online for extension or assessment purposes. In the section of this Teacher's Guide that offers guidance to the activities in History Basic 6 Learner's Book, specific suggestions are made regarding the use of ICTs. However, the extent to which you can

Teaching instructions

The teaching instructions provide suggestions for each of three phases (Phase 1, Phase 2 and Phase 3) in the lesson plans. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plans for the relevant exemplar(s) in that section of content.

Activities

Every child enjoys exploring; getting them involved in related activities is a fun way to reinforce what has been taught. As a facilitator, you can arrange excursions to cultural centres, museums or Parliament.

Relating the lesson to current national and international events and inviting guest speakers into your classroom to elaborate on topics are also fun activities that can be adopted but do not underestimate the application of group works, debates and research works, designing posters and paintings, and so on. They are all excellent ways of making the History lessons interactive.

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true and false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities

use ICTs in the classroom depends on the access that your school has to them. Some schools have internet connections, and can access the internet to use a wide variety of applications, such as resource websites, video channels, live interviews, and so on. However, if a connection is not available, the internet can be accessed through cellular data on tablets or smartphones. If you are in a situation where you have access to the internet and the relevant applications only outside of the classroom, then you can download material and play them offline in the classroom.

Assessment

In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners to enable teachers to adapt their teaching. This will in turn help learners to progress steadily in the areas where they need to improve.

Assessment is viewed in terms of Assessment as for and of learning.

- **Assessment as learning:** This relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility of their own learning to improve. Learners set their own goals and monitor their progress towards these goals.
- **Assessment for learning:** This occurs throughout the learning process. It is an approach used to seek and interpret evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the textbooks that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

1. Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson:

- Test learners prior knowledge by asking them to respond to key words, names and dates related to the next topic.
- Ask learners to define key words and terms.

2. Formative assessment

Formative assessment includes the methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations, and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of learners in your class. These assessments could take the form of formal and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

3. Summative assessment

Summative assessment is used to test whether learners have achieved the objectives of the whole unit or series of topics, or a whole semester, term or year's work.

School-Based Assessment

The new SBA system provides schools with an internal assessment system.

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Grade descriptor |
|----------------------|----------------------------|------------------------------|--|
| 1 | 80% + | Advance (A) | Learner exceeds core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic performance tasks |
| 2 | 75–79% | Proficient (P) | Learner develops fundamental knowledge, skills and core understanding; can transfer them independently through authentic performance tasks |
| 3 | 70–74% | Approaching Proficiency (AP) | Learner develops fundamental knowledge and skills and core understanding; with little guidance; can transfer understanding through authentic performance task |
| 4 | 65–69% | Developing (D) | Learner possesses the minimum knowledge and skills but needs help throughout the performance of authentic task |
| 5 | 64% and below | Beginning (B) | Student is struggling with his/her understanding due to lack of essential knowledge and skills |

The SBA consists of twelve assessments a year. These include:

- End-of-month/Strand tests
- Homework assignments (specially designed for SBA);
- A project.

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well informed about the lesson content and teach with passion. The facilitator is always the best determinant of the time frame to adapt and diverge lessons based on the capability of the class.

Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure attentiveness and involvement of every learner.

Be positive, confident about the subject matter and explicit in your directions on what learners need to do. Remember! Your attitude in delivering the lessons will definitely determine the attitude of learners towards the lesson!

Resources

There is a Resources section at the back of this Teacher's Guide, with additional resources you can use during your History lessons. Each resource is linked to a specific section of work in the Learner's Book. You can adapt these resources as needed to suit the ability levels of learners in your class.

Planning your teaching

This section in the Teacher's Guide aims to help you, the teacher, think about planning your teaching and to further develop the skills you already have. The planning of lessons aims to ensure that the objectives of learning are met. It is never easy to find time to plan every lesson, particularly in Ghanaian schools where classes are often large and workloads heavy. Yet, without planning our lessons, we might well become disorganised and will not achieve the learning objectives.

Planning gives the teacher the opportunity to mobilise enough teaching and learning resources and to avoid challenges that might arise during instructional time.

It is absolutely vital that you have read the Learner's Book before teaching any lesson and that you have planned how you are going to develop your material for the classroom. This Teacher's Guide aims to help you in that process and to give you ideas as to how each lesson can be conducted.

Before each term begins, spend some time going through each of the strands and sub-strands you need to cover in that term. Work out how much time you might need to cover each of them. Determine how you will find relevant and sufficient teaching and learning resources. You will be able to check and revise your estimate after the first few lessons. Be adaptable, as some units will take more time than you had planned. Have some materials at hand to fully engage those students who finish early. These materials could take the form of revision for a test, a class game or a plan for a discussion or debate.

Know the curriculum/ curriculum well

Knowing the curriculum well will help you in your lesson preparation, especially your scheme of learning, learning plan and even preparation for the year's work. It would be beneficial to read and perhaps note down the titles of themes and to summarise the more detailed pages. It will also help you to know what the curriculum sets out to achieve and what you should be looking for in assessing learners' progress termly and yearly.

Teachers are expected to give weightings to learners' progress of work in the following ways:

- Learners need to have increased their **knowledge and understanding** of the facts and concepts of the course. This is weighted at **30%** of the expected achievement. The curriculum developers say that knowledge is not everything.
- Learners **should know how to apply this knowledge** to given situations. This is weighted at **30%**. They say that the application of knowledge is just as important as gaining that knowledge.
- The most important aims concern, however, are learners' **attitudes, values and process skills**. These are weighted at **40%**.

This is very **different from traditional educational aims**, which overemphasised the importance of knowledge.

When preparing lessons, you need to keep the general aims and profile dimensions in mind so that they include the following:

- **the facts** and how these can best be understood
- **practical work** designed to illustrate how learners' new knowledge and understanding can be put into practice
- **overall development** of beneficial values and attitudes.

This does not mean that every lesson should contain all three elements. That is too much to ask. A theoretical lesson can, for example, be followed by a practical lesson and then by a class discussion directed towards building principles and values.

Combining teaching facts and practice might seem very difficult for a new teacher. Feel free to talk to more experienced members of staff and ask for help. They know how to combine the teaching of facts with practice and the building of values.

Scheme of learning

Never go into a class unprepared, even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage and learners behave better when a lesson is organised well.

You might want to develop a regular pattern such as the following:

- A brief period of revision. What did we do last time?
- The introduction of new material, given in the form of a class lesson.
- Activities, undertaken in pairs, groups or individually.
- A class discussion of what everyone has done.
- Reflection on what has been taught.

When learners are used to being occupied the whole time, they tend to be more cooperative and to value the lesson more.

Points to remember in preparing a scheme of learning

Important points to remember when developing a scheme of learning are the following:

- Know your curriculum.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes.
- Take into account school events which take up time (for example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out absolutely perfectly. Learners, especially at the higher levels, can be very critical if they think a curriculum has not been covered or if it is rushed and they cannot keep up.
- Always remember that facts are only a part of education. Keep in mind the skills you wish to develop, particularly those of easy

communication, of cooperation and the development of mutual tolerance and respect.

- Make sure you have all the materials ready and at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start any theme, revise your aims and work out how you will determine if you have achieved them. This is called **evaluation**.
- When preparing materials and activities, take into account the different abilities of your learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult. This Teacher's Resource Pack will help you to plan further activities.

Useful teaching tips

Teaching tip 1: Keep learners occupied

One of the most important skills in classroom management, is the ability to ensure your learners are occupied for the whole lesson. If a group has finished a task and learners have nothing else to do, they are likely to become disruptive. To counter this, break up your lesson into different parts and include the following:

- full class work
- individual work
- practical activities.

Teaching tip 2: Earn respect

The teacher needs to earn respect by being punctual, clean, tidy and knowledgeable. Learners need to know that when a teacher asks for silence, he or she means it and will not continue until there is silence. The first few lessons are important to ensure that the teacher's expectations are evident to learners very early on.

Teaching tip 3: Mark work promptly and efficiently

When you have a large class, the marking of learners' work can become a burden. If it is postponed, the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as possible.

Some marking of work can be done by learners themselves by swapping papers.

You can mark work in class while you are going round supervising and encouraging learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask questions without feeling embarrassed. Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Teaching tip 4: Use the local environment

The study of History is about the whole of your learners' physical, social and cultural surroundings. Your resources are all around you – inside and outside of the classroom. Do not rely solely on the written word or pictures. Use your own knowledge and that of your learners about the world around you.

- **Go outside and look with new eyes at your surroundings.** Take learners out into the environment (farms, rivers, lakes, the sea shore, offices, workshops, factories) and encourage them to do the same on their own.
- **Invite people to the school** to talk about their roles in the community (farmers, nurses, engineers, councillors)
- **Make the most of local examples.** You could look outside when it is raining and show learners how miniature streams are created, for example. You could encourage learners to look at the sky when they are on the playground to learn about the different types of clouds and what they might indicate about future weather.

Learners could learn about the economics of running a business from the local shop owner or from local market traders.

Enjoy your History teaching experience.

Scope and sequence matrix

| Strand | Sub-strand | Basic 6 |
|---|--|---------|
| History as a subject | Why and how we study history | |
| | The learner's own history | |
| | Family history | |
| | Community history | |
| My country Ghana | The people of Ghana | |
| | Inter-group relations | |
| | How Ghana got its name | |
| | Major historical locations | |
| | Outstanding people of Ghana | |
| Europeans in Ghana | Arrival of Europeans | |
| | International trade including slave trade | |
| | Missionary activities | |
| | Impact of European presence | ✓ |
| Colonisation and developments under colonial rule in Ghana | Establishing colonial rule in Ghana | |
| | Social development | |
| | Economic development | |
| | Political developments under colonial rule | ✓ |
| Journey to Independence | Early protest movements | |
| | Formation of political parties | ✓ |
| | The 1948 riots | |
| | Ghana gains independence | ✓ |
| Independent Ghana | The Republics | ✓ |
| | Military rule | ✓ |

Scheme of Learning by term

Term I

| Week | Time allocation/ Period | Section |
|------|----------------------------|--|
| 1 | 30 mins (1 period) | Teach content: The history of European presence Learners do: Let's learn about ... activity (p. 1); Activity 1 (p. 5) |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 2 | 30 mins (1 period) | Teach content: The reasons why the European people came to the Gold Coast Learners do: Activity 2 (p. 8) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 3 | 30 mins (1 period) | Teach content: The positive impact of European presence Learners do: Homework activity (p. 13); Exercise 1 (p. 15) |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 4 | 30 mins (1 period) | Teach content: The positive impact of European presence Learners do: Activity 3 (p. 11); ICT activities (p. 17); Exercise 2 (p. 18) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 5 | 1 hour (2 periods) | Teach content: The positive impact of European presence Learners do: Activity 4 (p. 17); Exercise 3 (p. 19) |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 6 | 30 mins (1 period) | Teach content: The negative impact of European presence; Watch a documentary about the European presence in Ghana Learners do: ICT Activity (p. 22); Activity 5 (p. 24); Exercise 4 (p. 25) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 7 | 30 mins (1 period) | Teach content: Revision and Assessment Learners do: Revision, Self-assessment and Strand 3 Assessment |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 8 | 30 mins (1 period) | Teach content: British colonial rule in Ghana from 1874 to 1957 Learners do: Let's learn about ... activity (p. 29); ICT activities (p. 30; 32); Activity 6 (p. 35); Exercise 5 (p. 35) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 9 | 30 mins (1 period) | Teach content: The features of British colonial rule in Ghana Learners do: Activity 7 (p. 38); Exercise 6 (p. 39) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 10 | 30 mins (1 period) | Teach content: Divisions of the Gold Coast Colony into provinces Learners do: Activity 8 (p. 43); Homework activity (p. 44); Exercise 7 (p. 44) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 11 | 30 mins (1 period) | Teach content: Why the British practised indirect rule at the Gold Coast Learners do: Activity 9 (p. 47); Exercise 8 (p. 47) |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 12 | 30 mins (1 period) | Teach content: Revision and Assessment Learners do: Revision, Self-assessment and Strand 4 Assessment |
| | 1 -hour (2 periods) | |
| | 30 mins (1 period) | |

Term 2

| Week | Time allocation/ Period | Section |
|------|----------------------------|---|
| 13 | 30 mins (1 period) | Teach content: The leadership of political parties in the independence struggle Learners do: Let's learn about ... activity (p. 51); Activity 10 (p. 55); Exercise 9 (p. 55) |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 14 | 30 mins (1 period) | Teach content: The leadership of political parties in the independence struggle (continued) Learners do: Activity 10 (p. 55); Exercise 9 (p. 55) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 15 | 30 mins (1 period) | Teach content: The role played by the founding leaders in the struggle for independence Learners do: Homework activity (p. 61); Activity 11 (p. 61); Exercise 10 (p. 62); Exercise 11 (p. 62) |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 16 | 30 mins (1 period) | Teach content: The founding leaders and their fight for independence Learners do: Homework activity (p. 63); ICT activities (p. 64; 65); Activity 12 (p. 68); Extension (p. 68); Exercise 12 (p. 70) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 17 | 1 hour (2 periods) | Teach content: The declaration of independence by Dr Kwame Nkrumah Learners do: Activity 13 (p. 71); Activity 14 (p. 72); Activity 15 (p. 73) |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 18 | 30 mins (1 period) | Teach content: Revision Learners do: Revision exercise and Self-Assessment |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 19 | 30 mins (1 period) | Teach content: The developments in the Gold Coast after World War II Learners do: ICT activity (p. 75); Homework activity (p. 77); Activity 16 (p. 78); Exercise 13 (p. 78) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 20 | 30 mins (1 period) | Teach content: The 1951 general election; The 1954 constitution; The formation of the National Liberation Movement (NLM) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 21 | 30 mins (1 period) | Teach content: The 1956 plebiscite Learners do: Homework activity (p. 84); ICT activity (p. 84); Activity 17 (p. 84) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 22 | 30 mins (1 period) | Learners do: Extension (p. 84); Activity 18 (p. 85); Exercise 14 (p. 85) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 23 | 30 mins (1 period) | Teach content: Revision and Assessment Learners do: Revision, Self-assessment and Strand 5 Assessment |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 24 | 30 mins (1 period) | Teach content: Events leading to the emergence of the Fourth Republic |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |

Term 3

| Week | Time allocation/ Period | Section |
|------|----------------------------|--|
| 25 | 30 mins (1 period) | Teach content: The republics of Ghana Learners do: Activity 19 (p. 90) |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 26 | 30 mins (1 period) | Teach content: Presidents of the Fourth Republic of Ghana Learners do: Homework activity (p. 99); ICT activity (p. 99); Activity 21 (p. 99); Exercise 15 (p. 99) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 27 | 30 mins (1 period) | Teach content: The inauguration of the new president of Ghana Learners do: ICT activity (p. 100); Activity 22 (p. 100); Exercise 16 (p. 101) |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 28 | 30 mins (1 period) | Teach content: People in important roles in the Fourth Republic of Ghana Learners do: ICT activity (p. 101) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 29 | 1 hour (2 periods) | Teach content: The political parties of the Fourth Republic of Ghana Learners do: Homework activity (p. 103); Activity 24 (p. 103) |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 30 | 30 mins (1 period) | Teach content: Revision Learners do: Revision exercise and Self-Assessment |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 31 | 30 mins (1 period) | Teach content: Military regimes, coups d'état and government takeovers Learners do: Homework activity (p. 107) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 32 | 30 mins (1 period) | Teach content: Military regimes, coups d'état and government takeovers (continued) Learners do: ICT activity (p. 109); Activity 25 (p. 109); Exercise 17 (p. 110) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 33 | 30 mins (1 period) | Teach content: Military regimes, coups d'état and government takeovers (continued) Learners do: ICT activity (p. 111); Activity 26 (p. 113); Exercise 18 (p. 114); Extension (p. 114) |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 34 | 30 mins (1 period) | Teach content: Project Learners do: Project |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 35 | 30 mins (1 period) | Teach content: Revision and Assessment Learners do: Revision exercise, Self-assessment and Strand 6 Assessment |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 36 | 30 mins (1 period) | Content: End-of-year exam Learners do: End-of-year exam |
| | 1 -hour (2 periods) | |
| | 30 mins (1 period) | |

Integration, core competencies and learning domain matrixes

| Strand 3: Europeans in Ghana Sub-strand 4: Impact of European presence | Learner's Book pages 1–28 |
|---|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> • Strand opener activity Formative assessment <ul style="list-style-type: none"> • Activity: Any in this section • Exercise : Any in this section. • Self-assessment • Revision Summative assessment <ul style="list-style-type: none"> • Revision • Assessment test • End-of-year exam |

| Strand 4: Colonisation and developments under Colonial Rule Sub-strand 4: Political developments under colonial rule | Learner's Book pages 29–50 |
|---|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> • Strand opener activity Formative assessment <ul style="list-style-type: none"> • Activity: Any in this section • Exercise : Any in this section. • Self-assessment • Revision Summative assessment <ul style="list-style-type: none"> • Revision • Assessment test • End-of-year exam |

| Strand 5: Journey to Independence Sub-strand 2: Formation of political parties | Learner's Book pages 51–74 |
|---|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> • Strand opener activity Formative assessment <ul style="list-style-type: none"> • Activity: Any in this section • Exercise : Any in this section. • Self-assessment • Revision Summative assessment <ul style="list-style-type: none"> • Revision • Assessment test • End-of-year exam |

| Strand 5: Journey to Independence Sub-strand 4: Ghana gains independence | Learner's Book pages 75–88 |
|---|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> Strand opener activity Formative assessment <ul style="list-style-type: none"> Activity: Any in this section Exercise : Any in this section. Self-assessment Revision Summative assessment <ul style="list-style-type: none"> Revision Assessment test End-of-year exam |

| Strand 6: Independent Ghana Sub-strand 1: The Republics | Learner's Book pages 89–104 |
|--|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> • Strand opener activity Formative assessment <ul style="list-style-type: none"> • Activity: Any in this section • Exercise : Any in this section. • Self-assessment • Revision Summative assessment <ul style="list-style-type: none"> • Revision • Assessment test • End-of-year exam |

| Strand 6: Independent Ghana Sub-strand 2: Military Rule | Learner's Book pages 105–118 |
|--|---|
| Subject integration | Language and literacy; Creative Arts; Our world and our people; Religious and moral instruction |
| Core skills and competencies | Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL) |
| Contemporary issues | Inclusive education |
| Curriculum values | Respect; diversity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysing; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility |
| Inclusion | Differently abled learners are placed together in pairs and groups in activities, so that everyone is included. The slower learners can take on the less challenging tasks and the more advanced learners, the more difficult tasks or roles. |
| Assessment | Diagnostic assessment <ul style="list-style-type: none"> Strand opener activity Formative assessment <ul style="list-style-type: none"> Activity: Any in this section Exercise : Any in this section. Self-assessment Revision Summative assessment <ul style="list-style-type: none"> Revision Assessment test End-of-year exam |

Curriculum reference numbering system

The examples below explain the reference numbering system used in the curriculum document.

Example: B1.2.3.4.1

| Annotation | Meaning / representation |
|------------|--|
| B1. | Year/class |
| 1 | Strand number |
| 2 | Sub-strand number |
| 3 | Content standard number |
| 4 | Learning/ performance indicator number |

| | | | |
|---|--|---|---|
| Year/Class | Strand number | Sub-strand number | Content standard number |
| Strand 1: History as a subject Sub-strand 1: Why and how we study history | | | |
| KG 1 | KG2 | KG3 | KG4 |
| KG1.1.2.1 Demonstrate understanding of their own individual history. | KG2.1.2.1 Recount history about themselves and their families. | B1.1.1.1 Show understanding of history as part of everyday life. | B6.1.1.1 Show understanding of importance of studying history. |
| KG1.1.2.1.1 Share information about themselves and acknowledge that since they are past, they qualify to be called history. | KG2.1.2.1.1 Share more detailed information about themselves, e.g. where they were born and their hometowns. | B1.1.1.1.1 Explain that history deals with past human activities. | B6.1.1.1.1 Explain how history defines our identity as Ghanaians – Akan, Ewe, Gonja, etc. |
| | | | Learning/performance indicator number |

Content standards, indicators, subject specific practices and core competencies

| Strand 3: Europeans in Ghana Sub-Strand 4: Impact Of European Presence | | |
|--|--|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana | By evaluating and analysing the impact of European presence, learners enhance their personal development and become good communicators | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| | | <i>Enquiry route: What was the effect of formal education in Ghana? How did it affect the lives of the people? What health facilities were introduced by the Europeans? What negative effects did European presence have on Ghanaians?</i> |
| | | 1. Show and discuss a documentary of European presence in Ghana |
| | | 2. Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible) |
| | | 3. Debate the impacts of European presence on Ghana |

Strand 4: Colonisation and Developments under colonial rule in Ghana
Sub-Strand 4: Political developments under colonial rule

| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
|---|--|---|
| B6 3.4.1. Show understanding of Political developments under colonial rule, 1874-1957. | As learners use evidence to analyse and reconstruct political developments during the colonial period, they become creativity and innovation | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957. <i>Enquiry route: how different is ‘direct’ rule from ‘indirect’ rule? How many provinces were created?</i> |
| | | 1. Explain the concepts of ‘direct’ and ‘indirect’ rule |
| | | 2. Discuss the features of ‘direct’ and ‘indirect’ rule |
| | | 3. Discuss the division of the colony into provinces |
| | | 4. Discuss the advantages and disadvantages of ‘direct’ and ‘indirect’ rule. |
| | | 5. Role-play indirect rule in the Gold Coast |

| Strand 5: Journey to Independence Sub-Strand 2: Formation of political parties | | |
|---|---|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B6.5.2.1. Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957 | Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills | B6.5.2.1.1 Describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War. <i>Enquiry route: What is a political party? Which people formed the first political party in the Gold Coast? Who were the leading members of the UGCC and the CPP? Why were some of the leaders referred to as the 'Big Six'?</i> |
| | | 1. Define a political party |
| | | 2. Discuss the formation of the United Gold Coast Convention (UGCC) in 1947 |
| | | 3. Discuss the formation of the Convention People Party (CPP) in 1949 |
| | | 4. Discuss the role played by the leaders of the UGCC and CPP in the struggle for independence |
| | | 5. Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lampitey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo. |
| | | 6. Learners explain how these leaders became known as 'the Big Six' |
| | | 7. Show and discuss a documentary on the independence eve rally by the CPP |
| | | 8. Learners recount an Independence Day celebration in their community |
| | | 9. Enact the declaration of independence by Kwame Nkrumah |

| Sub-Strand 5: Ghana gains independence | | |
|---|---|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B6.5.4.1. Demonstrate an understanding of the course of events leading to independence from 1948 to 1957 | As learners use evidence to explore the chronology and significance of events leading to independence, they sharpen their communicative, creative, and collaborative skills and develop national identity | B6.5.4.1.1 Explain post World War II developments in the Gold Coast |
| | | <i>Enquiry routes: Why was the Watson Commission formed? Who were its members? Why was the Coussey Committee established?</i> |
| | | 1. Discuss the establishment of the Watson Commission |
| | | 2. Report on the findings of the Commission in the form of a paper or performance/poster/role play, etc. |
| | | 3. Recount lessons learnt from the Watson Commission's report, e.g. recommendation to set up the Coussey Committee to review the constitution of the Gold Coast |
| | | 4. Discuss the main recommendation in the Coussey Committee report |
| | | B6.5.4.1.2 Explain how Ghana gained independence through constitutional means. |
| | | <i>Enquiry routes: Which political parties took part in the 1951 general elections? What was the outcome of that election?</i> |
| | | 1. Discuss the first general elections held in 1951 |
| | | 2. Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections |
| | | 3. Discuss the outcome of the 1956 elections |
| | | 4. Enact a scene of an election at a polling station |

| Strand 6: Independent Ghana Sub-Strand 1: The Republics | | |
|---|---|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B6.6.1.1. Demonstrate understanding of the Fourth Republic (1992 to date). | As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills. | B6.6.2.1.1 Identify the leaders of the coup d'états and names of their regimes. Exemplification: <i>Enquiry routes: How many coup d'états have Ghana experienced? Who was the leaders of the coup d'états?</i> |
| | | 1. Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.) |
| | | 2. List the names of all the Presidents of the Fourth Republics and their dates of tenure |
| | | 3. Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies, etc.) about presidents of the Fourth Republic of Ghana |
| | | 4. Show and discuss a documentary on the inauguration of a new President of Ghana |
| | | 5. Learners recount an inauguration they have witnessed or seen on television |
| | | 6. Discuss other key figures in the fourth Republic (e.g. Chief Justices, Speakers of Parliament, Vice Presidents, etc.) |

| Strand 6: Independent Ghana Sub-Strand 1: The Republics | | |
|--|--|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| | | <p>B6.6.1.1.2 Identify the political parties that have governed the country under the Fourth Republic</p> <p><i>Enquiry Route: Which political parties have governed Ghana under the Fourth Republic?</i></p> <ol style="list-style-type: none"> 1. Identify the governments that have so far handed over power peacefully through an election 2. List the parties and their dates of tenure in office in the Fourth Republic 3. Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various governments within their respective districts <p>Learners discuss their findings in class.</p> |

| Strand 6: Independent Ghana Sub-strand 2: Military rule | | |
|--|---|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B6.6.2.2.2 Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences. | Learners enhance their personal development, creativity and innovative skills by watching documentaries and assessing evidence. | B6.6.2.1.1 Identify the leaders of the coup d'états and names of their regimes Exemplification: <i>Enquiry routes: How many coup d'états have Ghana experienced? Who was the leaders of the coup d'états?</i> |
| | | 1. List the military regimes since 1966 and their leaders. |
| | | 2. Show and discuss a documentary on any of the military take overs |
| | | B6.6.2.2.2 Assess the consequences of military takeovers on Ghana's development Exemplification: <i>Enquiry route: How did the military takeovers affect Ghana's development? Were the takeovers positive or negative?</i> |
| | | 1. Show and discuss a documentary of any military takeover |
| | | 2. Brainstorm the effects of the coup d'états and military rule on Ghana's development (e.g. human right abuse, overthrow of constitutions and imposition of harsh rules) |
| | | 3. Debate the effects of military takeovers on Ghana's development |

Strand 3: Europeans in Ghana

Introduction

In Basic 3, 4 and 5 of the History of Ghana, learners encountered the arrival of the Europeans in Ghana, international trade including the slave trade, and the activities of the missionaries in the Gold Coast.

In Strand 3, *Europeans in Ghana*, learners will expand on their knowledge of the presence the European settlers had in the Gold Coast. This Strand focuses on the changes that the European presence brought to the Gold Coast, and its subsequent effect on the lives of the local people.

The arrival of the Europeans in the Gold Coast brought about some positive and some negative changes and impacts on the people of the Gold Coast. Throughout this Strand, we will examine the impact the presence of the Europeans had on the history of the country.

Strand 3: Europeans in Ghana contains one Sub-Strand:
Sub-Strand 4: The Impact of European presence

In *Sub-Strand 4: The Impact of European presence*, learners will look at the history of European presence in the Gold Coast and the establishment of the direct sea trade. Learners will explore the reasons why the European people came to the Gold Coast and the reasons for the positive and negative impact the European presence had on the lives of the local people. Learners will discuss the activities that the Europeans engaged in, particularly the introduction, new crops, healthcare facilities, increased trade opportunities and the rise of the merchant princes, as well as improvements in infrastructure in Ghana. Learners will also explore and discuss the negative impacts the European presence had on traditional culture, industries and systems of rule, and natural resources.

Opener activity

Let us learn about ... The Impact of European presence in Ghana

(LB page 1)

The opener activity provides an opportunity to assess learners' basic knowledge of the presence of Europeans in the Gold Coast. The questions should get them talking so that you can assess what the foundation is from where to start your presentation of the history of the European presence in the Gold Coast.

Ask learners to work in groups to complete the activity. Walk around the classroom and listen as learners discuss the questions. Help any learners who seem to be struggling. Give learners time to discuss the questions and then hold a class discussion for them to share their answers.

Answers

- 1 The Portuguese were the first Europeans to arrive in the Gold Coast. (1)
- 2 They traded European goods, such as cloth, mirrors, metal knives, beads, alcohol, guns and gunpowder. (3)

- 3 The Europeans introduced formal education, health, trade, infrastructure, governance, architecture and agriculture. (3)
- 4 Learners' own answers. Learners state their points of view and give reasons. For example, the European presence in the Gold Coast has affected Ghanaians positively because we have access to formal education and healthcare. (3)

Diagnostic assessment

If you want to use the activity for diagnostic assessment, then ask learners to complete it on their own. Give them the mark allocations that add up to 10 marks. Take in their work for marking. Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

Sub-Strand 4: Impact of European presence

The changes that the European presence brought to Ghana ----- (B6.3.4.1.1)

On completion of this section, learners will understand and demonstrate knowledge of the impact of the European presence on Ghana.

Content standard B6.3.4.1

Demonstrate knowledge of the impact of the European presence in Ghana.

Indicator B6.3.4.1.1

Assess the changes that the European presence brought to Ghana.

Core competencies and subject-specific practices

By evaluating and analysing the Impact of European presence, learners enhance their personal development and become good communicators. Communication and collaboration; Personal development and leadership.

Resources

internet, library books, pictures or photographs of cloth, mirrors, beads, guns and gunpowder, metal knives, alcohol, gold, ivory, Resource 1, Resource 2, Resource 3

Key words

settlers, settlements, impact, establishment, commodity, exports, 17th century, trade relations, 18th century, merchants, Western education, raw materials, industries, expeditions, explorer, libations, barbaric, uncivilised, inferior, missionaries, natural resources, bauxite, Trans-Atlantic slave trade, informal education, formal education, integrate, literate, raw materials, manganese, infrastructure, agriculture, trades, vocational, technical, denominations, accountants, lawyers, colonial, political movements, nationalists, industrial schools, vocations, carpentry, masonry, screen printing (batik), artisans, bubonic plague, National Health Insurance Scheme, healthcare, imported, exported, manufactured, textiles, ceramics, collapse, ammunition, profit, ethnic groups, plantations, identity, self-esteem, self-reliance, generations, and origins, governed, traditional system of rule, government, population, development, over-exploited, economy

Helpful links:

- *Castle video:* <http://elminacastle.info/elminacastle-plan.html>
- *Europeans forts in Ghana:* www.youtube.com (keywords: Ghana fort)

European presence in the Gold Coast.....(LB pages 2-5)

Learners will be expanding on previous knowledge of the European presence in Ghana. Learners will look at the history of the European presence in the Gold Coast and the establishment of the direct sea trade.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by conducting diagnostic assessment of what they have learnt in Basic 3 within the Sub-Strand, *Arrival of Europeans*.
- Have a class discussion about what learners can remember. Ask learners questions to facilitate a discussion. For example, who were the Europeans? Why did they travel to the Gold Coast? etc.
- Learners use the internet or library to research the 40 forts and castles in Ghana.

Phase 2: Explore suggestions

- Discuss and revise the history of European presence in the Gold Coast. Draw on learners' previous knowledge to lay the foundation for this Sub-Strand.
- Briefly discuss the arrival of the Portuguese sailors and the items they found and traded.
- Have a class discussion about the sea trade and trade in general between the Europeans and people of the Gold Coast. Ask learners questions to facilitate a discussion. For example, what trading activities were the Europeans involved in? What do you know about the slave trade?, etc.
- Discuss the various forts and castles that were built during this period. Discuss why the Europeans built these forts and castles and the purpose they served.

- Recap the role that the establishment of forts and castles played in the development of trade in the Gold Coast.
- Ask learners if they have visited any of the forts or castles that were built by the Europeans. Show learners pictures of the other forts and castles which are not mentioned in the Learner's Book.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Have a class discussion about what learners think the forts and castles are used for today. Look at the following website: <http://elminacastle.info/elmina-castle-plan.html>. Play the video for learners that looks at Elmina Castle.
- Learners use the internet and search for maps of the African continent and the countries that colonised each country. Learners can also find maps to see the routes travelled by European

traders to get to the countries.

Activity 1

(LB page 5)

- In groups, learners make a list of the forts and castles that were built by the Europeans in the Gold Coast. Learners must discuss the European people that built each fort or castle, the location of where they were built and the year that they were built.
- Once learners have completed their lists, they make a poster of any two forts and any two castles from their list. Learners either find pictures of the forts and castles or draw their own pictures. They write the information from their lists under each picture.

Group work

Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the faster learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate.

Answers

| Name of castle or fort | European people who built it | Location | Year |
|------------------------|------------------------------|-------------------|------|
| Elmina Castle | Portuguese | Elmina | 1482 |
| Cape Coast Castle | Swedes/British | Cape Coast | 1661 |
| Osu Castle | Danish | Osu, Accra | 1659 |
| Fort Prinzenstein | Danish | Keta | 1784 |
| Fort Courmantyne | British | Kormantin | 1638 |
| Fort James | British | James Town, Accra | 1871 |
| Ussher Fort | Dutch | James Town, Accra | 1649 |
| Fort William | British | Anomabo | 1753 |

Formative assessment

- Walk around the classroom observing learners in their groups. Assist and correct where necessary.
- Give learners enough time to discuss and make their lists and posters. Ask for volunteers to present their posters to the class.
- Make a note of those learners who lack confidence in contributing, and give them more practice opportunities in later lessons.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw a picture of one of the forts or castles from the research that they have done. Learners write a sentence about the fort which states who built it, when and where.
- Let them describe their drawing to a partner.

Extension activity

- Ask learners to write a summary of what they have learnt. The summary must be 75 to 100 words long.
- Let them swap their summaries with a partner and read each other's summaries giving feedback.

Suggested activity I

- Using the internet or library books, learners research the 40 forts and castles that were built in the Gold Coast by the Dutch, British or Danish traders.
- Give each learner a copy of Resource 1: Worksheet 1 located at the back of this Teacher's Guide. Learners complete the table with the information they have found.

Changes that Europeans brought to the Gold Coast

.....(LB pages 5-19)

Learners examine the various reasons why the European people came to the Gold Coast. These reasons include to spread Western education, to spread Christianity, to find raw materials for their industries, to find new trading sites and to discover new parts of the world.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners to give you reasons why they think European people came to the Gold Coast. Ask learners if any of them have travelled, even to the next city or province – are there any aspects of these places that would make them want to settle there?
- Learners make a list of the reasons why people from different countries travel and settle in other countries. Have a class discussion.
- Learners use the internet or library books to research more information on the Portuguese captains, João de Santarém and Pedro de Escobar.
- Learners use the internet or library books to research more information on the Portuguese explorer, Don Diego d'Azambuja.
- Learners use the internet or library books to research more information on Nana Kwamena Ansah, the king of Edina.

Phase 2: Explore suggestions

- Discuss each of the reasons with learners.
- Write the heading of each reason on the board for learners. Discuss each reason as a class, learners write a sentence under each heading to summarise the reason.
- Discuss the concept of trade and how goods are traded, imported and exported.
- Have a class discussion about what Ghana would be like today, if Europeans had not introduced formal education.
- Ask learners to imagine what their lives would be like if formal education had not been introduced.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Learners analyse the reasons.
- Tell learners that analysis refers to the breaking of something into parts in order to understand the whole. Learners draw an annotated diagram illustrating and labelling each reason.
- Prompt learners' analysis by asking the following:
 - what was happening in their home countries that stimulated colonisation/exploration;
 - what enabled Europeans to travel to other countries and colonise them;
 - what local conditions were attractive to European explorers/colonisers.

Activity 2

(LB page 8)

- 1 In groups, learners research any other trading companies that operated in the Gold Coast during the colonial period. Encourage learners to use the internet, library books or visit historical sites in their community.
- 2 Learners give a short PowerPoint (or similar) presentation to the class telling them more about the trading company and its activities.

Answers

- 1 Answers will depend on learners' research.
- 2 Answers will depend on learners' research.

Formative assessment

- Walk around the classroom observing learners. Assist where necessary and check for learners' understanding.
- When they do their presentation to the class, take note of those learners who lack confidence and give them more practice opportunities in later lessons.

- Assess learners' presentations using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to make an information poster on a trading company from the research they have done.

Extension activity

- Ask learners to analyse the impact of trading companies in the Gold Coast.
- Learners research reasons why Ghanaians hadn't set up their own trading companies.

Suggested activity 2

Using the internet or library books, learners research more information on the translation of the Bible into the local languages. Learners write a paragraph about their findings.

Suggested activity 3

Using the internet or library books, learners research more information about the translation of the alphabet in the local languages. Learners write a paragraph or prepare a short speech about their findings.

Activity 3

(LB page 11)

- Draw learners' attention to the example of a diary entry. Learners imagine that they are a European trader on an expedition to Africa. Learners role-play and then write a diary entry about the first time that they traded with the Gold Coast and the things that they saw and did.
- Learners now imagine that they are one of the Gold Coast people who traded with the European traders for the first time. Learners role-play and then write down the things that they saw and did.
- Learners share their diary entries with their partners.

Pair work

Learners work individually to complete their diary entries and then share their diary entry with their partner.

Answers

Learners' own answers.

Formative assessment

- Walk around the classroom observing learners. Assist and correct where necessary.
- Give learners enough time to write each of their diary entries. Ask for volunteers to read their entries to the class.
- Make a note of those learners who lack confidence in contributing, and give them more practice opportunities in later lessons.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Give each learner a country. Ask the learner to write a short paragraph giving one reason why they would like to live there and one reason why they would not like to live there.

Extension activity

- Ask learners to choose a country anywhere in the world. Learners think about why they chose that country. Elicit that perhaps it has something that their country does not. They write a paragraph comparing their country to their chosen country and state why they have chosen it.

Suggested activity 4

- Give each learner a copy of Resource 2: Worksheet 2 located at the back of this Teacher's Guide. Learners complete the word search looking for items that were wanted and exchanged between the Europeans and people in the Gold Coast.

The positive impact of European presence (LB pages 5-20)

The European presence in the Gold Coast impacted the lives of the people living there in many ways. The positive changes made by the European people include the introduction and consequent effects of formal education, the establishment of hospitals and clinics, the establishment of trade companies and the development of infrastructure. Throughout this section, learners will be exposed to how the European presence, all those years ago, has changed the lives of the local people.

Suggested activity 5

Learners make a list of hospitals and clinics and find out which group of European people built each of

them. Learners research the hospitals and clinics in their region and community that were built by the European people who settled in the Gold Coast.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners to imagine what their country would be like if there were no schools, roads, hospitals or railways.
- Have a class discussion about how these things can change a country and a person's life.
- Learners use the internet or library books to find out more information about the technical and vocational training offered by missionaries in the Gold Coast.
- Learners use the internet or library books to research any other crops that the European people brought to the Gold Coast.
- Learners use the internet or library books to research further information about John Mensah Sarbah and the Aborigines' Rights Protection Society (ARPS) which was formed to look at the interests of the people of the Gold Coast during colonial rule.
- Learners use the internet or library books to research further information about the bubonic plague in the Gold Coast.
- Learners use the internet or library books to research further information about the Ghana Technical Institute. Learners find out who established it, when it was established and what is studied there today.

Phase 2: Explore suggestions

- Look at each positive impact and discuss how it was introduced and why it is considered to be positive. Have a class discussion on how each positive effect affected and changed the lives of the people in the Gold Coast.
- Talk to learners about the importance of a formal education, it allows the pursuit of a career or passion. For example, becoming a doctor or a lawyer. Explain to learners that you had to study to become a teacher – discuss your education with learners.
- Draw learners attention to the impact education played in the political movements of the Gold Coast.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.

Phase 3: Reflect suggestions

- Ask learners to think about these positive changes and if or how these impacts are still experienced in Ghana today.
- Ask learners to sit quietly and think about how each impact has personally affected their lives. Elicit from learners that they have access to education and healthcare etc.

Homework activity

(LB page 13)

- 1 Learners research which group of European people built the schools and colleges shown in the pictures of their Learner's Book.
- 2 Learners make a list of the training centres, schools and colleges in their region and community that were established by the European people who had settled in the Gold Coast.

Exercise I

(LB page 15)

- 1 Learners work on their own to answer the true or false questions.
- 2 Learners work on their own to choose the correct word to complete the sentences.

Answers

- 1 **a** True
b False. Osu Castle is also known as Christiansborg Castle.
c True
d True
- 2 **a** Ga
b informal
c Wesleyan

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Suggested activity 6

Ask learners to talk to their parents and community members about their educational backgrounds and what effect it had on their lives.

Activity 4

(LB page 17)

- 1 In groups, learners role-play the different technical and vocational trades taught by the Gold Coast missionaries.

- 2 In their groups, learners perform their role play for the rest of the class.

Group work

Learners work in groups role-playing the different technical and vocational trades taught by the Gold Coast missionaries. Learners perform their role play to the rest of the class.

Answers

Learners role-play the following: carpentry; blacksmith; masonry; needlework; sewing; screen printing.

Formative assessment

- Walk around the classroom observing learners. Assist where necessary and check for learners' understanding.
- Give learners enough time, to plan their role play and to practise.
- When they do their role play for the class, take note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Assess learners' role plays using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to choose one of the following technical and vocational trades: sewing; carpentry, blacksmith, masonry, needlework or screen printing.
- Ask each learner to role-play their chosen trade, individually at your desk.

Extension activity

- Ask learners if they know of anyone who is a carpenter, a blacksmith, etc. Learners interview this person and find out more about what they studied, where they studied or learned their skills and what their job entails.

Exercise 2

(LB page 18)

Learners work on their own to answer the questions.

Answers

- 1 To spread Western education, to spread Christianity, to find raw materials for their industries, to find new trading sites and to discover new parts of the world.
- 2 Informal education is based on culture, traditions and customs. Knowledge and skills are passed

from one generation to another within the community. Formal education involves learning in a classroom and following a curriculum.

- 3 The introduction of formal education, the establishment of hospitals and clinics, the establishment of trade companies and the development of infrastructure. (Any 3.)
- 4 Carpentry; blacksmithing; masonry; needlework; sewing; screen printing. (Any 4.)
- 5 The new variety of crops improved the diet of the local people and gave them the opportunity to learn skills in traditional farming methods.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Exercise 3

(LB page 19)

Learners work on their own to answer the questions.

Answers

- 1 The Europeans built hospitals and clinics to stop the spread of diseases such as the bubonic plague.
- 2 The Mission Trading Company.
- 3 Coconut, okra, cocoyam, cassava, papaya, pineapple, melon, ginger, oranges, groundnuts, sugarcane, avocado. (Any 3)
- 4 Railway lines, roads, harbours.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Extension activity

- Ask learners to think of ways that the development of infrastructure such as railway lines, roads and harbours improved the economic activities of the Gold Coast.
- Learners can do additional research on the harbours and railway lines found throughout Ghana. Learners write a list of the harbours and railways and include where they are located and the year they were developed.

STEM Extension

(LB page 19)

Learners discuss and research current diseases that have been with Ghana for a long time, such as Malaria or Diabetes. Then they develop a technology to prevent or cure this disease. This could be a wearable device, for example to monitor people's blood sugar levels or a technology that prevents malaria. This is an exciting and challenging activity that will really require problem solving and creativity. If possible, enlist the help of other science teachers. Encourage critical thinking by asking many higher-order questions.

The negative impact of European presence(LB pages 20-24)

The European presence in the Gold Coast also had numerous negative effects on the country. Learners will examine these negative effects which include the collapse of traditional industries, the loss of human resources through slave trade, the introduction of guns and ammunition used in war, destruction of the traditional system of rule, loss of traditional culture, religion, identity and respect, as well as the over-exploitation of natural resources.

Suggested activity 7

Give each learner a copy of : Worksheet 3 located at the back of this Teacher's Guide. Learners state which Impact of European presence had a positive or negative impact on Ghana and Ghanaians. Ask them to answer 'yes' if it is positive, or 'no' if it is not and write the reasons they think it is positive or negative.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners if they can think of anything negative that the citizens of Ghana are currently experiencing. Discuss these negative experiences and decide if the European presence in Ghana contributed in any way.
- Ask learners if any customs or traditions have been passed down from generation to generation in their families. Are these customs or traditions hundreds of years old or are they more recent? Ask volunteers to share any of their customs and traditions.
- Learners use the internet to research more information about the slave trade that took place at the Gold Coast.

- Learners watch documentary videos about the Trans Atlantic slave trade.

Phase 2: Explore suggestions

- Look at each negative impact and discuss how it was introduced and why it is considered to be negative.
- Ask learners to define their traditional culture and identity. Talk about the different traditions and cultures in Ghana.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.

Phase 3: Reflect suggestions

- Critical thinking and problem solving: Ask learners to think if/how any of the negative impacts could have been avoided. What would the Europeans have had to do differently? What would the Ghanaians have had to do differently?
- Play the following short documentary for learners. Discuss the documentary. <https://edition.cnn.com/videos/world/2018/07/16/inside-africa-ghana-cape-coast-castle-trans-atlantic-slave-trade-vision-c.cnn>

STEM Extension

(LB page 19)

Learners research the use of gunpowder and then make small models to show how gunpowder worked. Learners could use black powdered-paint as gunpowder. Ask them to research where and when gunpowder was invented. Encourage them to use scientific language such as force. If possible, enlist the help of other science teachers. Note: the models are not meant to work, but rather to label and use to explain scientific principles.

Watch a documentary about the European presence in Ghana (LB page 24-25)

- Show learners a documentary about the European presence in Ghana. Visit Youtube (<https://www.youtube.com>) to find appropriate material.
- Have a class discussion after watching the documentary.

Activity 5

(LB page 24)

- 1 Learners have a class debate about the impact of the European presence in Ghana.
- 2 Learners look at the list of factors and debate whether each factor had a positive or negative impact on Ghana and Ghanaian people.

Group work

Learners debate the impact of the European presence and whether the impact was positive or negative as a class.

Formative assessment

- Walk around the classroom observing learners. Assist where necessary and check for learners' understanding.
- Encourage all learners to participate in the debate.
- Make a note of those learners who lack confidence in contributing, and give them more practice opportunities in later lessons.
- Assess learners' debate using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to list three things that the European settlers introduced or established in the Gold Coast that had a negative impact on the people and the country. Give a reason for each of your choices.

Extension activity

- Learners create a timeline that records the major positive impacts on Ghana of the European presence between 1800 and 1900. Learners then create a timeline that records the major negative impacts on Ghana of the European presence between 1800 and 1900.

- Learners compare the timelines. Ask learners if they can see a pattern, have a class discussion.

Exercise 4

(LB page 25)

Learners write a short essay between 150 and 180 words to explain the positive and negative impact that the European settlers and the items and activities they introduced had on the people and country of the Gold Coast. Encourage learners to use the outline provided in the Tip box.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Assess learners' essay using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to list three activities that the European settlers introduced to the Gold Coast that had a positive impact on the people and the country. Learners must give a reason for their choice.

Extension activity

- Learners reflect on the documentary that they have watched. Learners write a short paragraph describing what they watched in the documentary.

Summary: Impact of European presence

The history of European presence in the Gold Coast

- A change in Ghanaian history started with the establishment of direct sea trade with Europe following the arrival of Portuguese sailors in the Gold Coast in 1471.
- In the 17th Century, the Portuguese traders lost control of their trade with the Gold Coast.
- This gave traders the opportunity to trade in the Gold Coast.

- They discovered that the trade relations they had with the people of the Gold Coast helped them to export slaves
- Some of the forts and castles the European traders built along the Gold Coast are Elmina Castle, Cape Coast Castle, Osu Castle (also known as Fort Christiansborg), Fort Prinzenstein at Keta, Fort James and Ussher Fort at James Town in Accra, and Fort William at Anomabo.

Summary: Impact of European presence (continued)

Reasons for which the European people came to the Gold Coast

Exploration and discovery

- One of the main reasons the European people came to the Gold Coast was to explore new opportunities in other parts of the world.

Spread of Christianity

- The Europeans felt that the people who practised traditional African religions were barbaric and uncivilised.
- Christianity is the biggest religion practised in Ghana.
- **Expansion of trading sites**
- **Introduction of formal education**
- **The need for raw materials**

The positive impact of European presence

- The introduction and effects of formal education
- Teacher training centres, schools and colleges

- Technical and vocational training centres
- Introduction of new crops
- Establishment of hospitals and clinics
- Trade
- The rise of 'merchant princes' in the Gold Coast
- Infrastructure

The negative impact of European presence

- Collapse of traditional industries
- Loss of human resources through slave trade
- Introduction of guns and ammunition used in war
- Destruction of the traditional system of rule
- Loss of traditional culture, religion, identity and respect
- Overexploitation of natural resources.

Sub-Strand 4: Revision

(LB page 26)

Revision activity for formative or summative assessment

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

- Give each learner a copy of the crossword puzzle on page 26. Learners complete the crossword puzzle.
- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment.

Answers

Across

- 2 import
- 4 trade
- 7 traditions
- 9 vocations
- 11 carpentry
- 12 masonry

Down

- 1 export
- 3 merchants
- 5 healthcare
- 6 slaves
- 8 industries
- 10 crops

Strand 3: Assessment

(LB pages 27–28)

Learners complete the assessment about what they have learnt in this Strand. Use this Assessment test for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you, individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Answers

- 1 a B (1)
b C (1)
c C (1)
d B (1)
e C (1)

- 2 The European **traders** introduced **formal** education to the Gold Coast. They educated the people of the Gold Coast in the **Christian** religion as well as **reading**, writing and different **trades** to help prepare them for employment at **trading** sites along the coast. They established many **schools**, colleges and **vocational** and technical training centres throughout the Gold Coast. The **Wesleyan** missionaries were the first missionaries to do this. The people of the Gold Coast were trained in different **skills**, such as carpentry, masonry, sewing and needlework. (10)

- 3 a True (1)
b True (1)
c False. It had a negative impact as it caused the collapse of traditional industries. (1)
d True (1)
e True (1)

- 4 a Joseph Casely Hayford and Dr. James Kwagyir Aggrey (2)
b Jacobus Capitien (1)
c John Mensah Sarbah (1)
d Pedro de Escobar (1)

- 5 Coconut, ginger, cassava, oranges, groundnuts, papaya, sugarcane, avocado (Any 3) (3)

- 6 Formal education (1)

- 7 European system of government (1)

- 8 Learners' own answer. (Assess learners' essay using the rubric in the Assessment tools section at the back of this Teacher's Guide.) (8)

- 9 The natural resources were over-exploited resulting in slowed growth and development of the country's economy. (2)

Total: 40

Strand 4: Colonisation and developments under colonial rule in Ghana

Introduction

In Basic 4 and 5 of the History of Ghana, learners explored the establishment of colonial rule in Ghana as well as its social and economic development.

In Strand 4, *Colonisation and developments under colonial rule in Ghana*, learners will expand their knowledge of the British colonisation of the Gold Coast from 1874 to 1957.

Ghana remained a colony of Britain until the country's independence in 1957. Learners will begin this Strand by looking at why and how the British colonised the Gold Coast. Learners will then look at the features of British colonial rule, distinguishing between the direct and indirect systems of rule.

Strand 4: *Colonisation and developments under colonial rule in Ghana* contains one Sub-Strand: *Sub-Strand 4: Political developments under colonial rule*

In *Sub-Strand 4: Political developments under colonial rule*, learners will discuss colonial rule, looking at both the British and the French colonies. They will compare the features of direct and indirect rule as it was applied to the British and French colonies. Learners will look at the division of the Gold Coast into provinces and how these were ruled by the British. Learners examine the advantages and disadvantages of direct and indirect rule.

Opener activity

Let us learn about ... British colonial rule of the Gold Coast (LB page 29)

The opener activity provides an opportunity to assess learners' basic knowledge of British colonial rule of the Gold Coast. Learners recap what they have learnt in Basic 5 about the social and economic developments that took place during the colonial period in Ghana.

Answers

- 1 Development can be defined as a change, improvement or advancement in sectors such as the economy.
- 2 In groups, learners draw two mind maps that summarise what they can remember about these developments.
- 3 Learners give reasons for the social and economic developments that took place in Ghana during the colonial period.

Walk around the classroom observing learners. Assist where necessary and check for learners' understanding. Ask a few volunteers to present their mind maps to the class. Have a class discussion about what learners can remember about the social and economic developments.

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

You could also give learners this short multiple-choice question diagnostic test.

Choose the correct answer. Write A, B or C.

- 1 What did the governor Sir William Griffith strongly encourage farmers to do in the late 1800s?
A Grow cocoa **B** Grow rubber
C Mine gold
- 2 In the early years of colonial trade, why did European traders stick to the coastline and refuse to go inland?
A They were scared of malaria attacks.
B They were scared of the chiefs.
C They were no established trade routes.

- 3** What contribution did the colonial government make to cocoa production in the Gold Coast?
- A** They sold cocoa beans to Cadbury's and Fry & Son.
 - B** They expanded the transport network, which helped business people trade directly with cocoa growers.
 - C** They moved cocoa growers inland, away from mosquitoes.
- 4** What did Britain promise the Gold Coast soldiers if they fought with the Allies?
- A** Scholarships, lower food prices, and the prevention of swollen shoots disease
 - B** Pensions, houses, jobs
 - C** Independence from foreign domination
- 5** What other products did Governor Guggisberg introduce?
- A** palm oil and sisal
 - B** coconuts and avocados
 - C** coconuts and peas
- [Answers: 1A, 2C, 3B, 4B, 5A]

Political developments under colonial rule

The features of British colonial rule in Ghana including 'direct' and 'indirect' rule

(B6.4.4.1.1)

On completion of this section, learners will show an understanding of the political developments that occurred under colonial rule from 1874 to 1957.

Content standard B6.3.4.1

Show understanding of political development under colonial rule, 1847-1957.

Indicator B6.4.4.1.1

Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.

Core competencies and subject-specific practices

As learners use evidence to analyse and reconstruct political developments during the colonial period, they become creative and innovative. Creativity and innovation.

Resources

internet, library books, map of Africa showing the countries that were colonised and by who, map of current day Ghana showing provinces, Gold Coast colonial flag, Resource 4, Resource 5

Key words

political developments, colonisation, military, colony, representatives, colonised, independence, colonial rule, colonising, rivalry, rivals, treaties, peace agreements, supervision, Bond, surveyor, wars, force, defeated, officials, direct rule system, indirect rule system, Colonial Office, subdivisions, cantons, administrative policies, public servants, governor, Secretary of State, Legislative Council, Executive Council of Officials, Regional/Chief Administrator, Provincial Commissioners, subdivided, provinces, districts, institutions, monarch, ceremonial head, minister, British Parliament, provincial, commissioner, resident, paramount ruler, laws, policies, programmes, revenue, appointed, district officers, supervise, Native Authority, Native Court, Minor Courts, appeals, Supreme Court, Native Treasury, taxes, court fines and fees, qualified, elected, citizenship, infrastructure, economic opportunities, democratically, forced labour

Helpful links:

- *Audio of the history of the Gold Coast as a British colony:* www.youtube.com (keywords: Gold Coast British colony)
- *Flag of British West African colonies:* http://tmg110.tripod.com/africa_1.htm

British colonial rule in Ghana from 1874 to 1957(LB pages 30-35)

In this section, learners will review and expand on what they learnt in Basic 4 and 5 regarding British colonial rule in Ghana. Learners will recap why and how the British colonised the Gold Coast.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by revising previous History lessons. Remind learners about what they learnt in Basic 4 within the Sub-Strand, *Establishing colonial rule in Ghana*.
- Have a class discussion about what learners can remember. Elicit from learners what they understand about colonial rule and what it means.
- Learners use the internet and library books to find more information about the social, economic and political developments that took place in the Gold Coast during colonial rule.
- Learners use the internet and library books to find more information about the treaties and peace agreements the British had with the people of the Gold Coast.
- Learners use the internet and library books to find more information about the wars fought between the British and the Asante people.
- Learners use the internet and library books to find more information about Nana Yaa Asantewaa, the Queen Mother of Ejisu.

Phase 2: Explore suggestions

- Draw on learners' previous knowledge to lay the foundation for this Sub-Strand.
- Briefly discuss the definition of colonisation. Ensure learners understand the concept of colonisation.
- Revise the reasons why European countries came to Africa.
- Talk to learners about the ways the British colonised regions of the Gold Coast.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.

- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Show learners a map of the continent of Africa that illustrates the countries that were colonised and who they were colonised by. Have a class discussion about the colonisation of African countries and the various reasons why these countries were colonised.

Activity 6**(LB page 35)**

- 1 In groups, learners research other treaties and peace agreements between the British and the ethnic groups of the Gold Coast. Learners must include the title of the treaty/agreement, the date it was signed, the groups of people involved in the making of it and the reason as to why it was drawn up.
- 2 Using the research from the previous activity, in groups, learners make a poster to display in the classroom.

Group work

Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the faster learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate.

Answers

- 1 Learners' own answers based on their research.
- 2 Learners' own answers based on their research.

Formative assessment

- Walk around the classroom and observe learners as they conduct their research and create their posters. Assist any learners who seem to be struggling.
- Assess learners' research and posters using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- If learners are not physically able to draw or cut out pictures or paste information, then let them lead and direct the group activities, and take more of an active role in the presentation of the poster.

Remedial activity

- Learners use the internet and library books to research more information about how to write a treaty, for example what is included in a treaty, who signs the treaty etc.

Extension activity

- Learners use the internet and library books to research more information about how to write a treaty, for example what is included in a treaty, who signs the treaty etc.
- Learners write their own treaty agreements for an imaginative scenario.

Suggested activity 1

Give each learner a copy of Resource 4: Worksheet 4 located at the back of this Teacher's Guide. Learners draw lines to match the treaties and wars to their correct dates.

Exercise 5**(LB page 35)**

- 1 Learners read the sentences and choose the correct answer in brackets.
- 2 Learners write a short paragraph of between five and ten sentences, to explain the meaning of the word 'colonisation'. Learners include reasons for why Britain colonised Ghana and how they did so in their paragraph.

Answers

- 1 **a** 1831
b Commander J.W. Hill
c 1826
d 1901
- 2 Learners' own paragraph.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions and write their paragraph.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Provide a writing frame for remedial learners, for example, the beginning phrase of the five sentences they must write in order to answer the paragraph question in Exercise 5.

Extension activity

- Ask learners to look at the wars on page 34 and the timeline on page 33 of their Learner's Books.
- Learners draw a timeline illustrating the wars fought between the British and the Asante people.

The features of British colonial rule in Ghana.....(LB pages 36-39)

Learners will look at the features of British colonial rule in Ghana. They will look at a comparison of how the French and the British ruled their colonies, paying particular attention to the features as well as the advantages and disadvantages of direct and indirect rule.

Suggested activity 2

Give each learner a copy of Resource 5: Worksheet 5 located at the back of this Teacher's Guide. Learners complete each mind map by writing the features of direct and indirect rule.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by asking learners what they know and understand about how a country is governed.
- Have a class discussion about how a country is governed today, for example, president/prime minister, mayors, etc.
- Show learners this YouTube audio clip describing the Gold Coast as a British colony. Visit Youtube (<https://www.youtube.com>) to find appropriate material.
- Play a recording from the internet of the anthems that were sung in the Gold Coast during the colonial period: God save the King and God save the Queen

Phase 2: Explore suggestions

- Discuss the differences between direct and indirect rule.
- Write the headings 'Direct rule' and 'Indirect rule' on the board. Summarise the features of the direct rule system as bullet points under its heading. Do the same for the features of the indirect rule system.
- Have a class discussion comparing the different features that you have written on the board.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up the meanings of any words that they do not understand.

Phase 3: Reflect suggestions

- Ask learners' opinions about the different systems, i.e. which they think is the best and why.

Activity 7

(LB page 38)

- 1 In groups, learners talk about the differences between the French system of direct rule and the British system of indirect rule.
- 2 In groups, learners make a list of the different features of each type of rule and share their list with the class.

Group work

Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the faster learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion.

Answers

- 1 Learners' own answers. Ensure that learners have correctly presented information (see Learner's Book, page 36).

2

| French direct rule | British indirect rule |
|---|---|
| 1 Colonies divided into units called <i>cercles</i> . | 1 Each colony ruled by a governor with the help of a Legislative council and an Executive council of officials. |
| 2 Each cercle ruled by a <i>Commandant de cercle</i> . | 2 Each colony divided into regions under a regional or chief administrator. |
| 3 <i>Cercles</i> subdivided under a chief called <i>Chef du Subdivision</i> . | 3 Regions divided into provinces controlled by provincial commissioners. |
| 4 Each subdivision divided into cantons under an African chief. | 4 Provinces divided into districts under a district commissioner. |
| | 5 Each district is divided into one or more traditional states ruled by traditional rulers. |

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Play a game with learners. Say a feature of either direct or indirect rule of direct or indirect rule aloud to the class.
- Learners say whether the feature belongs to direct or indirect rule.

Extension activity

- Divide learners into two groups. Each group must choose to represent direct rule or indirect rule. Learners debate the features and advantages and disadvantages of each system of rule.

Exercise 6

(LB page 39)

- 1 Learners fill in the missing words to complete the sentences.
- 2 Learners put the British governors, rulers or leaders in the correct order.

Answers

- 1
 - a direct rule system
 - b indirect rule system
 - c British
 - d French
 - e Governor/Colonial Office
 - f colonial administrators
 - g colonies
- 2 Secretary of State
governor
Executive Council of Officials
Regional/Chief administrator
Provincial Commissioners
District Commissioner
traditional rulers

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are struggling answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Pair learners who are struggling together. Let them hold a quiz amongst each other about the governing structure of the colony.
- Each learner first writes down questions (and answers) in their exercise books about this section of work from the Learner's Book content.
- They then sit facing each other with their lists of questions.
- They take turns asking each other one question, while the partner answers the question. Each correct answer counts one point. Let them keep score and see who wins.

Extension activity

- Ask learners to imagine that they are a traditional ruler ruling a traditional state. Learners write a postcard to a friend describing the governing structure of the colony.

Division of the Gold Coast colony into provinces(LB pages 40-44)

In this section learners examine the division of the Gold Coast colony into provinces and how this division allowed the British to govern the colony easily and more efficiently. Learners will learn about the different institutions used by the British to rule a country as well as the reasons the British practiced indirect rule at the Gold Coast.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by showing learners the maps of current day Ghana and colonial Ghana.
- Point out the different provinces to learners in both maps.
- Discuss the provinces and the differences between the two maps.
- Give each learner a copy of Resource 6: Worksheet 6 located at the back of this Teacher's Guide. Learners complete the map by filling in the names of the provinces during colonial rule. Learners colour in their maps.
- Learners use the internet and library books to find more information about the British monarchy and the royal family in Britain.

Phase 2: Explore suggestions

- Talk about the different provinces in Ghana today. Ask learners how each province is governed. Have a class discussion about why a country is divided into provinces.

- Discuss the provinces with learners. Ask learners if any of the provinces are the same today.
- Have a class discussion about the various institutions the British used to govern the Gold Coast. Talk about the various departments that are used to govern a country today. Look at how other countries are governed – are there similarities and differences?
- Ask learners if they are familiar with Queen Elizabeth II and her role in the British monarchy.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Talk about the division of a country into provinces and the reasons for doing so. Elicit from learners that it makes the country easier to govern.

Activity 8 (LB page 43)

- 1 Learners read the meanings of the words in blue in the glossary at the back of their Learner's Books.
- 2 Have a class competition. Read clues about the new words out loud to learners. For example, who does the resident pass down orders to? (Paramount ruler) Where were local issues and cases settled? (Minor Courts)
- As a group, learners work out the word that is being described. The first group to give the correct answer wins a point. The group with the most points at the end of the competition wins.

Group work

Learners work in groups to do this activity. Place learners of different abilities together in the group, so that all learners participate in the competition.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Write the following words on the board: monarch, minister, provincial commissioner, resident, paramount ruler, laws, policies, district officers, Native Authority, Native Court, Minor Court, Supreme Court, Native Treasury.
- Learners write one sentence for each word that shows its meaning. Learners swap their sentences with a partner.

Extension activity

- Ask learners to research information about the government structure and institutions/departments which govern Ghana today. Ask learners to find

the names of the people responsible or the head of each department/institution.

Homework activity (LB page 44)

- 1 Learners research the laws, policies and programmes that were established in the Gold Coast during colonial rule. For example, the economic and social policies, etc.
- 2 Learners share their information with the class.

Exercise 7 (LB page 44)

Learners read the descriptions and write the name of the person, institution or department that matches each description.

Answers

- 1 The British Monarch
- 2 The Secretary of State
- 3 Provincial Commissioner/Resident
- 4 Traditional rulers or chiefs
- 5 The Executive Council and Legislative Council
- 6 District officers
- 7 Native Authority
- 8 Native Courts
- 9 District Court
- 10 Native Treasury

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.
- Assess learners' role play using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are struggling answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Play a game with learners. Say a name of a person, department or institution aloud to the class.
- Learners say the role that the person, department or institution played.

Extension activity

- Learners make a mind map of the different institutions the British used to govern the country. The centre of the mind map and title is “Institutions used by the British to rule the country”.

Extension

(LB page 44)

In groups, learners imagine that they are traditional chiefs and rulers who are part of the Native Authority. Encourage learners to do research using the internet or library books to help them.

- Learners make a list of the local issues they would have to deal with.
- Using their lists, learners identify which court they would use to solve each issue.

Why the British practised indirect rule in the Gold Coast (LB page 45)

Advantages and disadvantages of direct and indirect rule.....(LB pages 46-47)

In this section, learners look at the reasons why the British practised indirect rule at the Gold Coast. Learners then review the advantages and the disadvantages of direct and indirect rule. Learners will look at the advantages and disadvantages of each system with reference to the British and French colonies.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by showing learners the map of colonial Africa, drawing learners' attention to the British and French colonies.
- Discuss the different colonies and who ruled each country. Look at a current day map of Africa and compare the two.
- Learners use the internet and library books to research other African colonies and their system of rule.
- Learners use the internet and library books to research the advantages and disadvantages of direct rule. Learners must make a comparison table using Microsoft Word to present their findings.

Phase 2: Explore suggestions

- Looking at the map of Africa and the different colonies, point out Ghana and Ivory Coast.
- Discuss the advantages and disadvantages of direct rule for the local people of Ivory Coast.

- Discuss the advantages and disadvantages of indirect rule for the local people of the Gold Coast.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Ask learners if they would rather have lived under French direct rule or under British indirect rule. Learners explain their answers.

Activity 9

(LB page 47)

- Ask learners to relook at the features of the British indirect system of rule. As a class, learners role-play the indirect rule system.
- Learners talk about the advantages and disadvantages of the indirect system of rule.

Group work

Learners work as a class to complete this activity. Learners divide themselves into the different institutions used by the British to rule the country. They role-play the positions, who gives orders to who, etc. In groups, learners discuss the advantages and disadvantages of this system of rule.

Formative assessment

- Give learners enough time to plan their role play, to decide who is going to portray whom, and to practise.
- Walk around the classroom and listen to and observe learners as they engage in the planning of the role play. Assist any learners who seem to be struggling.
- When they do their role play for the class, take note of those learners who lack confidence in role-playing and give them more practice opportunities in later lessons.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw a picture to help them remember the differences, features and advantages and disadvantages of direct and indirect rule.

Extension activity

- Ask learners to write a poem or a song to help them remember the differences, features and advantages and disadvantages of direct and indirect rule.

Exercise 8

(LB page 47)

Learners work on their own and answer the questions.

Answers

- 1 The direct rule system used European officials to rule or govern the people. Traditional leaders of the colony were not included in the governing of their region or people. Using the indirect rule system, the European officials would rule indirectly through the traditional leaders of the different regions.
- 2 Direct rule: (Any 3.)

| Advantages | Disadvantages |
|---|---|
| 1 Local people were a part of the system of rule and could be elected to the French Parliament. | 1 Local people forced to accept French way of life, rules, laws and policies. |
| 2 Standard of living improved, French citizenship and right to work in France. | 2 Local people unable to choose leaders democratically. |
| 3 Economic development, improved infrastructure and economic activities. | 3 Local people not allowed certain basic rights. |
| 4 Peace in the colonies. | 4 Local people treated poorly. |
| | 5 Destroyed traditional culture and way of governing. |

- 3 Indirect rule: (Any 3.)

| Advantages | Disadvantages |
|---|--|
| 1 Importance of traditional leaders recognised. | 1 Weakened traditional rule. |
| 2 Preservation of traditional institutions. | 2 Chiefs given more power than they would have under traditional rule. Some chiefs used this power to treat people in a cruel or unfair way. |

| | |
|------------|---|
| 3 Cheaper. | 3 Educated people not involved in any decision-making or ruling system. |
| | 4 Unqualified chiefs forced on the people. |

- 4 Traditional chiefs and rulers lost the respect of their people because the locals did not believe that they were qualified to be good leaders and they had to continue to follow instructions from the British and could not stand up against colonial rule.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are struggling answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.

Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Play a game with learners. Say an advantage or disadvantage of direct or indirect rule aloud to the class.
- Learners say whether the advantage or disadvantage belongs to direct or indirect rule.

Extension activity

- Show learners the Gold Coast colonial flag. Learners can use the internet to search for other flags of the African colonies. Learners research the meaning of each flag.

Summary: Political developments under colonial rule

Colonisation is a system where a stronger and more developed country uses their **military** (army) to take control of the ruling government of a weaker or less developed country (called a colony), often for economic reasons.

Why the British colonised the Gold Coast

- Gold, minerals and cocoa were raw materials needed for British industries.
- The spread of Christianity.
- The British needed peace in the country to continue their trading activities with the people of the Gold Coast.
- The British signed treaties with Northern chiefs to stop other European countries, such as France and Germany, from extending their trade activities to the Gold Coast.

How the British colonised the Gold Coast

- Treaties, peace agreements and persuasion.
- Use of force.

British colonial rule in Ghana

- **Direct Rule:** Direct rule occurred when the traditional rulers, chiefs and leaders of a colony were not included in the governing or ruling of their region or people
- **Indirect rule:** In the indirect rule system, the European people would govern their colonies through the traditional rulers, chiefs and leaders of the different regions.

Governance of the Gold Coast Colony

The British colony was governed by different institutions

- The British monarch
- The Secretary of State
- The governor
- The provincial commissioner and residents
- The Executive Council and the Legislative Council
- District officers

Advantages of direct rule

- The local population could be a part of the colonial system of rule.
- The standard of living of the local people was improved.
- The direct system of rule led to economic development.
- There was peace in the colonies.

Disadvantages of direct rule

- Local people in the colony were forced to accept a different way of life, rules, laws and policies.
- Direct rule did not allow the people of the colony certain basic rights.
- It was not a system that allowed people to choose leaders and rulers democratically.
- The people of the colony were treated poorly.

Advantages of indirect rule

- Traditional rulers could still participate in the governing of their regions and people.
- Indirect rule was cheaper than employing Europeans to work in the colonies.
- The British relied on the traditional rulers and chiefs to govern, which helped to preserve traditional institution.
- Indirect rule did away with the bad traditional practices that were harmful to the people of the colony.

Disadvantage of indirect rule

- The indirect rule system weakened traditional rule.
- Indirect rule did not allow educated people in the colony to develop themselves.
- Power was abused.

Sub-Strand 4: Revision

(LB page 48)

Revision activity for formative or summative assessment

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.
- Learners complete the revision questions.
- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment.

- 2 a A British colony had a British Governor appointed by the British government and the Queen. The Governor had to report to the Secretary of State. This person was responsible for the day-to-day running of the colony.
- b With the direct rule system, the standard of living of the local people was improved and they could get French citizenship and had the right to work in France.
- c With the indirect rule system, the British relied on the governing of traditional rulers, which helped to preserve traditional institutions such as local courts.

Answers

- 1 a False. The Gold Coast became a British colony in 1874.
- b True.
- c True.
- d True.
- e False. The British used the indirect rule system.
- f False. The provincial commissioner was head of each province. The governor ruled the colony with help of the Executive Council.

Strand 4: Assessment

Learners complete the assessment on what they have learnt in this Strand.

Use this Assessment test for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Answers

- 1
 - a C (1)
 - b A (1)
 - c C (1)
 - d B (1)
 - e B (1)
- 2
 - a The British signed **treaties** with Northern chiefs to stop other **countries** from extending their activities to the Gold Coast. (2)
 - b At the head of each province was a **Provincial Commissioner** who gave orders to the **District Commissioner** who would pass down the orders to the traditional ruler. (2)
 - c Appeals went from the **Native** Court to the **District** Court. (3)
- 3
 - a During British colonial rule, the **Governor** was at the head of the Gold Coast colony. (1)
 - b Each region of the Gold Coast colony was divided into provinces controlled by a **Provincial Commissioner**. (1)
 - c The **Legislative Council** made the laws for the Gold Coast during colonial rule. (1)
 - d **Native Courts** were set up for the provinces of the Gold Coast and **District Courts** were set up for the districts. (1)
 - e **Indirect rule** was less expensive for the British to establish in the Gold Coast colony than **direct rule**. (2)
- 4 The British colonised the Gold Coast because they needed raw materials to supply their industries, they wanted to spread Christianity without going to war, they needed peace to continue their trading activities and they had signed treaties to stop other European countries from extending their trading activities with the Gold Coast. (2)
- 5 A protectorate is an area or country that is protected by a stronger one. (2)
- 6
 - a The Maclean Treaty 1931
 - b The Bond 1844
 - c The Treaty of Fomena 1874 (6)
- 7 Local people were a part of the system of rule and could be elected to the French Parliament; the standard of living improved, French citizenship and right to work in France; economic development, improved infrastructure and economic activities; peace in the colonies. (Any 2) (2)
- 8 Weakened traditional rule; chiefs given more power than they would have under traditional rule; educated people not involved in any decision-making or ruling system; unqualified chiefs forced on the people. (Any 2) (2)
- 9 The system of direct rule uses European officials to rule or govern the people. Traditional leaders of the colony were not included in the governing of their region or people. Using the system of indirect rule, the European officials would rule indirectly through the traditional leaders of the different regions. (4)
- 10 The Native Authority was established to deal with local issues and settle cases in the Native Court. (1)
- 11 The British practiced indirect rule for the following reasons:
 - The people of the Gold Coast were more willing to accept British colonisation when traditional chiefs were able to govern.
 - The transport and communication systems made it difficult for the British to implement a system of direct rule.
 - The British could not speak the local languages.
 - It was less expensive.
 - There were not enough qualified British staff to govern.
 - The British were able to maintain control of trade and money. (3)

Total: 40

Strand 5: Journey to Independence

Introduction

In Basic 5 of the History of Ghana, learners were exposed to early protest movements and the 1948 riots. Following on in Basic 6, learners will examine the Formation of political parties and Ghana's struggle for independence after World War II.

In Strand 5, *Journey to Independence*, learners will expand on their knowledge of the formation of the two main political parties and the leadership that played a significant role in Ghana's Journey to independence. Learners will also look at the developments and events which took place to make sure the British gave power back to the people of the Gold Coast.

Strand 5: Journey to independence contains two Sub-Strands:

Sub-Strand 2: Formation of political parties

Sub-Strand 4: Ghana gains independence

In *Sub-Strand 2: The Formation of political parties*, learners look at the formation of the two major political parties in the Gold Coast, namely the United Gold Coast Convention (UGCC) and the Convention People's Party (CPP). They will look at the leadership of both parties and their specific roles in the struggle for independence. Learners will discuss and role-play the declaration of independence by Dr. Kwame Nkrumah.

In *Sub-Strand 4: Ghana gains independence*, learners will discuss the establishment and findings on both the Watson Commission of 1948 and the Coussey Commission of 1949. They will look at the 1951 general election and the political parties that took part in the election.

Opener activity

Let us learn about ... How Ghana gained independence (LB page 51)

The opener activity provides an opportunity to assess learners' basic knowledge of how Ghana gained independence.

Learners answer the questions. Learners work individually to complete the activity. Walk around the classroom and listen as learners talk about the questions. Help any learners who seem to be struggling. Give learners time to talk about the questions and then hold a class discussion for them to share their answers.

Answers

- 1 Educated African people from different areas of life, academics, lawyers, traditional chiefs. (2)
- 2 1951 (1)
- 3 1957 (1)
- 4 Dr. Kwame Nkrumah (1)

Total: 5 marks

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

Sub-strand 2: Formation of political parties

The role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after World War II

(B6.5.2.1.1)

On completion of this section, learners will show an understanding of the role played by the leaders of the two political parties (UGCC and CPP) in the independence struggle.

Content standard B6.5.2.1

Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957.

Indicator B6.5.2.1.1

Describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.

Core competencies and subject-specific practices

Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills. Cultural identity and global citizenship; personal development and leadership; communication and collaboration; creativity and innovation.

Resources

internet, library books, Resource 7, Resource 8

Key words

political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, Pan-African Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, intermediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth

Helpful links:

- *Dr. Nkrumah's Independence Speech:* www.youtube.com (keywords: Ghana Kwame Nkrumah independence speech)
- *Ghana's independence:* www.youtube.com (keywords: Ghana independence)

The leadership of political parties in the independence struggle

.....(LB pages 52-57)

In this section, learners will review and expand on what they learnt in Basic 5 about Ghana's Journey to Independence. Learners will look at the formation of the United Gold Coast Convention (UGCC) in 1947; their aims, objectives, achievements and failures. Learners will then look at the formation of the Convention People's Party (CPP) in 1949, and their aims, objectives, achievements and failures.

Suggested activity 1

Divide the class into four groups. Using the internet or library for research, two of the groups research the formation of the UGCC and the other two groups research the formation of the CPP. Each group must make an information poster on the formation of their political party. Ask for volunteers from each group to present the information that they found and talk about their poster. Display the posters in the classroom.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Start the lesson by revising previous History lessons. Remind learners about what they learnt in Basic 5 within the Strand, *Journey to Independence* and *Independent Ghana*.
- Have a class discussion what about learners can remember. Ask learners questions to prompt the discussion. For example, what happened in Ghana during and after World War II? What happened during the 1948 riots?, etc.

Phase 2: Explore suggestions

- Draw on learners' previous knowledge to lay the foundation for this Sub-Strand.
- Discuss the definition of a political party. Discuss the definition of 'political'. Elicit from learners that it is the activities of the government, law making organisations or people who try to influence the way a country is governed. Ask learners if they know of the current political parties in Ghana today.
- Discuss how political parties are formed.
- Look at the formation of the UGCC and its leadership. Discuss the party's aims and objectives.
- Examine the achievements and failures of the UGCC.
- Look at the formation of the CPP and its leadership. Discuss the party's aims and objectives.
- Examine the achievements and failures of the CPP.
- Compare the aims and objectives of the two parties.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Ask learners if they know anything about the current political parties in Ghana. Do they know what the aims and objectives of these parties are?
- Talk about the role of political parties. Elicit from learners why we have political parties (to represent groups of people and their individual interests in a country).

Extension

(LB page 54)

- 1 Learners research the Guggisberg Constitution of 1925 and the Burns Constitution of 1946. Ask learners to research the following information about each constitution:
 - Who were the individuals responsible for each constitution?
 - What changes were made in each constitution?
 Learners share their findings with the class.
- 2 Learners prepare and present a one-minute presentation to explain the differences between these two Constitutions.
 - Learners use the internet and library books to do research more information on the leadership of the UGCC and the CPP.

- Learners use the internet and library books to do research in order to find more information about the Guggisberg Constitution of 1925 and the Burns Constitution of 1946.

Activity 10

(LB page 55)

- 1 Learners imagine that they are forming a new political party to fight against British colonial rule. Learners draw a picture to represent their political party. They must pay attention to the use of colours and pictures.
- 2 Learners write a slogan to go with their political party picture. The slogan must state what the political party stands for.
- 3 Display the posters in the classroom.

Individual work

Learners work individually to complete this activity.

Answers

Learners' own work – posters and slogan.

Formative assessment

- Walk around the classroom and observe learners as they create their posters. Assist any learners who seem to be struggling.
- Assess learners' posters using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to write a list of their imaginary political party's aims and objectives.

Extension activity

- Ask learners to write a list of their imaginary political party's aims and objectives.
- Learners write a paragraph explaining why they chose the name of their political party and the colours and pictures used on their poster in Activity 3.1.

Exercise 9

(LB page 55)

Learners work on their own to complete this exercise. Learners read the sentences and state which are true and which are false.

Answers

- 1 True
- 2 False. The founding member and operational leader of the UGCC was Dr. Joseph Boakye Danquah.
- 3 True
- 4 True
- 5 False. The UGCC had six founding members, called the 'Big Six'.
- 6 True

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time, to complete it, or pair them with a faster learner.

Extension activity

- Ask learners to write one or two of their own questions and quiz a partner. They then swap roles.

Suggested activity 2

Cut out the cards in Resource 7 at the back of this Teacher's Guide. Make sure each learner has a card with one of the leaders of either the UGCC or the CPP. Ask learners to each make an information poster about the leader of their political party that is on their card.

The role played by the founding leaders in the struggle for independence(LB pages 58-62)

In this section, learners will look at each of the founding leaders and the role that each of them played in the struggle for independence.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Write the names of each of the founding leaders on the board. Ask learners if they have heard of any of these people. Let learners share any knowledge of the leaders that they have.
- Learners use the internet and library books to research more information on one of the founding leaders, more information about the monuments honouring the leaders involved in the struggle for independence, the Order of the Star of Ghana and more information about the Gold Coast Youth Conference. They must find information about its aims and objectives and state if any of these aims were achieved.

Phase 2: Explore suggestions

- List each of the members of the 'Big Six'. Remind learners that each of these leaders played a role in the struggle for independence.
- Recap what learners learnt in Basic 5 about the 1948 riots. Elicit from learners that this was how the 'Big Six' received their name. Have a class discussion about the involvement of the 'Big Six' in the 1948 riots.
- Ask learners if they have visited any of the monuments that are used to honour these leaders. Learners talk about their experiences.
- Discuss each of the case studies of the founding leaders and their roles in the fight for independence.

Phase 3: Reflect suggestions

- Ask learners how they celebrate Founders' Day. Have a class discussion about the significance of honouring founding leaders and members.

Homework activity

(LB page 61)

- As a homework activity, learners prepare a speech of between one and two minutes about the ways in which Ghanaians honour the founding members of the struggle for independence.
- Encourage learners to speak to members of their family or the community.
- Learners use the internet or library books for research in preparation for their speech.

STEAM extension

(LB page 61)

- Learners research the designs and building methods used in various monuments. They can then work on their own, in pairs or small groups to build their own scale models of monument.
- Encourage scientific thinking by asking them critical thinking and problem-solving questions, for example: *What do you need to think about? What measurements do you need? What scale will you use? What if ...?*

- Ask learners to talk about their artistic decorations for the walls and to discuss how they have used Ghanaian design (to the Arts component of the STEAM activity).

Activity 11

(LB page 61)

- Learners each present the speech they completed as a Homework activity.
- Encourage learners to listen quietly and carefully. Remind learners of the etiquette required when listening to a speech.
- Learners must think of one question to ask their classmates at the end of their speech.

Individual work

Learners work individually to complete this activity.

Formative assessment

- When learners present their speech to the class, take note of those learners who lack confidence and give them more practice opportunities in later lessons.
- Assess learners' speech using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Not all learners are comfortable presenting in front of the class. Let learners who are really uncomfortable rather say their for you or for a small group.

Extension activity

- Ask learners to design a monument, statue or plan a type of celebration to honour one of the 'Big Six'.
- Ask learners to make a poster informing people about the monument, statue or celebration.

Exercise 10

(LB page 62)

Learners work on their own to complete this exercise.

Answers

The **UGCC** was the first political party in the Gold Coast. This party was founded in **1947**. The key person who gave the money needed to run the affairs of the party was **George Alfred 'Paa' Grant**.

When the party was formed, **Ebenezer Ako-Adjei** was asked to become the General Secretary, but he refused the position. So, **Dr. Kwame Nkrumah** was then asked to take up the position of **General Secretary**. Dr. Nkrumah formed his own political party called the **CPP**. He formed this party in **1949**.

Formative assessment

- Walk around the classroom and observe learners. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to make a list of the public holidays in Ghana.
- Learners state which public holidays have historical significance.

Extension activity

- Ask learners to make a list of the public holidays in Ghana.
- Learners state which public holidays have historical significance.
- Ask learners to use the internet or the library and research more information about the following public holidays: Constitution Day, Independence Day of Ghana, Republic Day, Founders' Day and Kwame Nkrumah Memorial Day.

Exercise 11

(LB page 62)

Learners work on their own to complete this exercise.

Answers

1 D 2 A 3 B 4 A

Formative assessment

- Walk around the classroom and observe learners as they complete the exercises. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Homework activity

(LB page 63)

- As a homework activity, learners interview family and community members to find out information about the struggle for independence.
- Ask learners to share their information with the class.

Activity 12

(LB page 68)

- 1 In groups, learners make an information poster on the Big Six. Learners work in groups of six and each member must write about one of the founding leaders. Learners must include the information listed in their Learner's Books.
- 2 Learners present their posters to the rest of the class. Each learner talks about the points that they wrote for each founding member.

Group work

Learners work in groups to complete this activity.

Formative assessment

- When learners present their poster to the class, take note of those learners who lack confidence and give them more practice opportunities in later lessons.
- Assess learners' posters and presentations using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to make a flashcard of each member of the 'Big Six' with a fact about the him on front of the flashcard and his name on the back. Learners can play with these flashcards in pairs and test each other's knowledge.

Extension activity

- Ask learners to write a short poem about a founding leader.

Extension

(LB page 68)

Learners choose one of the founding leaders of the 'Big Six'. Learners do research to find more information about their life outside of politics.

Suggested activity 3

Cut out the cards in Resource 7 at the back of Teacher's Guide. Divide learners into six groups. Give each group

a card with the name of one of the members of the 'Big Six'. Each group must prepare a presentation on their member of the 'Big Six' and the role that that leader played in the struggle for independence.

Suggested activity 4

Give each learner a copy of Resource 8: Worksheet 8 located at the back of this Teacher's Guide. Learners draw lines to match the founding leader to the correct fact about him.

Exercise 12

(LB page 69)

Learners work on their own to complete this exercise.

Answers

- 1 a D b B
c B d D
- 2 Dr. Nkrumah asked the British government to grant Ghana immediate independence. Eventually Ghana became independent and Dr. Nkrumah became the first president of Ghana.
- 3 He wanted to set up a peaceful relationship between the traditional chiefs and the educated in Ghana.
- 4 They were arrested as they were believed to be behind the riots and disturbances of 1948.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

Extension activity

- Ask learners to use the internet or the library and research more information about the Organisation of African Unity (OAU).
- Learners write a short paragraph about the OAU.

The declaration of Independence by Dr. Kwame Nkrumah(LB pages 70-73)

In this section, learners will read about and watch a documentary on Dr. Kwame Nkrumah's declaration of independence in 1957.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners if they have ever been to or participated in a rally. Ask learners if they have watched a rally on TV or listened to a rally speech on the radio.
- Ask learners to share their experiences.
- Learners use the internet and library books to research more information on the independence rally.
- Play the following documentary for learners:
<https://www.youtube.com/watch?v=wOEdJDdz690>

Phase 2: Explore suggestions

- Talk about the emotions a person might feel when participating or watching a rally.
- Ask learners how they think the local people felt at the independence rally. Discuss how the local people felt when listening to Dr. Kwame Nkrumah.
- Visit Youtube (<https://www.youtube.com>) to find a documentary of the independence rally.

Phase 3: Reflect suggestions

- Learners reflect on what independence meant to the local people in 1957.
- Visit Youtube (<https://www.youtube.com>) to find a song by E.T. Mensah. Play it for the learners. Ask learners how the song makes them feel.

Activity 13 (LB page 71)

In groups, learners talk about the documentary that they have watched on the independence rally and answer the questions.

Group work

Learners work in groups to complete this activity.

Answers

- 1 Learners' own answers. The people were happy, jubilant, relieved, excited etc.
- 2 The Independence Square and Black Star Gate in Accra.
- 3 Dr. Kwame Nkrumah stated that all African countries will become independent.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask students to write a few key words or sentences in pairs or small groups to summarise the documentary.

Extension activity

- Ask learners to write a poem about the declaration of independence and what it meant to the people of Ghana.

Activity 14 (LB page 72)

- 1 In groups, learners role play the declaration of independence.
- 2 Learners develop their own flag to be used in the role play.
- 3 Learners present their role play to the class.

Group work

Learners work in groups to complete this activity.

Formative assessment

- Give learners enough time, to plan their role play, to decide who is going to portray whom, and to practise.
- Walk around the classroom and listen to and observe learners as they engage in the planning of the role play. Assist any learners who seem to be struggling.
- When they do their role play for the class, take note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Assess learners' role play using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw a picture of a celebratory outfit that can be worn on Independence Day.

Extension activity

- Learners write a poem about how they celebrate Independence Day in their communities.

Suggested activity

Learners draw the flag of Ghana and colour it in. Learners label the colours and symbol of the flag. They write a caption to say what each colour and the symbol represents.

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete it, or pair them with a faster learner.

Extension activity

- Ask learners to find out about and perform celebrations of other provinces or countries.

Activity 15

(LB page 73)

- 1 Learners work with a partner and describe how they celebrate Independence Day in their community.
- 2 Learners draw a picture and write a description on their Independence Day celebration to display in the classroom.

Pair work

Learners work with a partner to complete this activity.

Formative assessment

- Walk around the classroom observing learners. Assist where necessary.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Show learners a video of the 60th Independence Day celebration.
- Learners share any experience that they may have had from that day.

Extension activity

- Ask learners to use the internet to research how other countries around the world celebrate their independence days.
- Learners write a paragraph comparing a few different countries and how they celebrate their independence.

Summary: Formation of political parties

The leadership of political parties in the independence struggle

- A political party is a group of people with the same ideology and ideas about how to run a country, who organise themselves into a group with the aim of obtaining political power.
- There were two major political parties in the Gold Coast who were involved in the struggle for Ghana's independence – the United Gold Coast Convention (UGCC) and the Convention People's Party (CPP).

The formation of the United Gold Coast Convention (UGCC), 1947

- The first political party in the Gold Coast, the United Gold Coast Convention (UGCC), was founded in 1947 at Saltpond in the Central Region of Ghana. The party was led by educated African people from different areas of life, for example academics, lawyers and traditional chiefs.

The formation of the Convention People's Party (CPP)

- 12th June 1949, at the Old Polo Grounds in Accra, a new political party was born – the Convention People's Party (CPP). This was the pre-independence political party that would win the fight for the political independence of the Gold Coast
- The founding leaders were William Ofori Atta, Edward Akufo-Addo, Emmanuel Obetsebi-Lampsey and Ebenezer Ako-Adjei.

The declaration of independence by Dr. Kwame Nkrumah

- An independence rally was held by the Convention People's Party (CPP) on 6th March 1957 at the Old Polo Grounds in Accra. At this rally, Dr. Kwame Nkrumah told his supporters that the struggle for independence for the Gold Coast had finally come to an end.
- The new national flag of Ghana was designed by Theodosia Okoh.

Sub-Strand 2: Revision

(LB page 74)

Revision activity for formative or summative assessment

Use this Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.
- Learners complete the revision questions.
- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment

Answers

- 1 Aims and objectives of the UGCC
 - 1 To use the law and constitution to achieve self-government within the shortest possible time.
 - 2 To ensure a revision of the Burns Constitution since it had failed to do what the people wanted.
 - 3 To ensure that the people selected to represent the people and their chiefs in the Legislative Council were elected based on what they were capable of doing.
- 2 CPP Aims
 - 1 To get 'Self-government now' for the people of the Gold Coast.
 - 2 To work for and maintain unity for the people of the Gold Coast.
 - 3 To work for better working conditions for Ghanaians so that they would be happy at their workplace and be treated fairly.
 - 4 To help other colonies in West Africa to free themselves from colonial rule.

Achievements

- 1 Developed the agricultural sector by producing food from the fertile land.
 - 2 Established the Capital Investment Board to provide funding to manufacturing companies.
 - 3 Built the Akosombo Dam.
 - 4 Set up a shipping line, The Black Star Line, and established the Ghana Airways Corporation.
 - 5 Planned the Tema Harbour and township as an industrial city.
 - 6 Established the Standard Board to control quality production.
- 3
 - a Dzemkile Dzewu – CPP
 - b George Alfred 'Paa' Grant – UGCC
 - c Kojo Botsio – CPP
 - d Francis Awoonor-Williams – UGCC
 - e William Ofori Atta – UGCC
 - f Krobo Edusei – CPP
 - g Akua Asabea – CPP
 - h Robert Samuel Blay – UGCC
 - i Saki Scheck – CPP
 - j Dr. Swain de Graft-Johnson – UGCC
 - k Dr. Joseph Boakye Danquah – UGCC
 - l Ebenezer Ako-Adjei – UGCC
 - m Kofi Baako – CPP
 - 4 Independence Day is celebrated by the Ghanaian people and marks the declaration of independence from the United Kingdom by Prime Minister Kwame Nkrumah on 6th March 1957.

Sub-Strand 4: Ghana gains independence

The developments in the Gold Coast after World War II----- (B6.5.4.1.1)

On completion of this section, learners will demonstrate an understanding of the course of events leading to independence from 1948 to 1957.

Content standard B6.5.4.1

Demonstrate an understanding of the course of events leading to independence from 1948 to 1957.

Indicator B6.5.4.1.1

Explain post-World War II developments in the Gold Coast.

Core competencies and subject-specific practices

As learners use evidence to explore the chronology and significance of the events leading to independence, they sharpen their communicative, creative and collaborative skills and develop national identity. Cultural identity and global citizenship; personal development and leadership; communication and collaboration; creativity and innovation.

Resources

internet, library books

Key words

commissions, committees, authority, trade unions, report, ex-service military, social amenities, bicameral legislature, administration, general election, Legislative Assembly, seats, self-govern, boundary, Togoland, federal, unitary, plebiscite, direct vote, unification, separation, Common Wealth of Nations, voting ballots

The developments in the Gold Coast after World War II.....(LB pages 75-78)

In this section, learners will look closely at the Watson Commission of 1948 and its recommendations, as well as the Coussey Commission of 1949 and its recommendations.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Revise the riots that happened in Ghana in 1948.
- Have a class discussion of the role of a commission. What is a commission? Why do we have commissions?

- Learners use the internet and library books to research more information on the Watson Commission and Coussey Committee.
- Learners do research to find out more information about the members of the Watson Commission and the job that they did.

Phase 2: Explore suggestions

- When looking at each commission/committee, write bullet point summaries about each one on the board for learners. Include information, such as why they were established, who the leader of the commission was, who the members were, and the recommendations they made.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Learners copy the summary of each commission into their exercise books.

Homework activity

(LB page 77)

Learners do research to find out more information on the other committee members who were involved in the Coussey Committee.

Activity 16

(LB page 78)

- 1 In groups, learners discuss how the Watson Commission was established. Learners discuss the reason why the Watson Commission was established and who the members of the commission were.
- 2 Learners imagine that they are members of the Watson Commission. Learners write a report on their findings and recommendations and present their report to the class in the form of a role play.

Group work

Learners work in groups to complete this activity. Encourage them to share their reports with the rest of the class.

Formative assessment

- When they do their role play for the class, take note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Assess learners' role play using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw a picture of Aiken Watson and Sir Henley Coussey.

Extension activity

- Learners imagine that they are members of the Coussey Committee. Learners write a report on their findings and recommendations.

Exercise 13

(LB page 78)

Learners answer the questions in their exercise books.

Answers

- 1 The commission was set up by the British colonial government to find out the cause of the 1948 riots.
- 2 Aiken Watson
- 3 Learners make a mind map of the four recommendations of the Watson Commission.
- 4 The colonial government set up the Coussey Committee to study the Watson Commission's findings and draft a new constitution for the Gold Coast.
- 5 Sir Henley Coussey
- 6 Learners make a mind map of the four recommendations of the Coussey Committee.
- 7 The formation of the UGCC in 1947, the formation of the CPP in 1949, the Watson Commission in 1948, the Coussey Committee in 1949, the 1951 constitution, 1951 general election, 1954 constitution, the formation of the NLM in 1954, the plebiscite vote in 1956 (Any 3.)
- 8 Dr. Kwame Nkrumah

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw two mind maps summarising the recommendations of the Watson Commission and the Coussey Committee.

Extension activity

- Ask learners to use the internet or library books to research what a constitution is and why it is necessary. Learners write their own constitutions.

Ghana gains independence through constitutional means

(B6.5.4.1.2)

On completion of this section, learners will demonstrate knowledge of the political parties which took part in the 1951 general elections and the outcome of that election. Learners examine the 1954 constitution and the second general election held that same year. In 1954, the National Liberation Movement was formed and in 1956 a plebiscite vote was held – both of these occurrences further delayed the Gold Coast gaining independence.

The 1951 general election (LB page 79)

The 1954 constitution(LB pages 80-81)

The formation of the National Liberation Movement (LB page 81)

The 1956 plebiscite(LB pages 82-85)

In this section, learners will look at the 1951 general election, the 1954 constitution, the formation of the National Liberation Movement and the 1956 plebiscite.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners if any of their family members have voted in a general election. Ask learners to share their experiences. Have a class discussion about why it is important to vote.
- Learners use the internet and library books to research more information on a federal and a unitary system of government.
- Learners use the internet and library books to research more information about the Commonwealth of Nations.
- Learners use the internet and library books to research more information on the sequence of events leading to the 1956 elections.

Phase 2: Explore suggestions

- Discuss each event with learners and the impact it had on Ghana's journey to independence.
- Explain to learners what it means to win a seat in the Assembly in an election.
- Discuss the differences between a Prime Minister and a President of a country.

- Discuss the function and responsibilities of the Legislative Assembly.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Have a class discussion with learners about countries being independent. What this means and how it affects the people of that country.

Homework activity (LB page 84)

- As a homework activity, learners speak to members of their family and community to gather more information about the sequence of events that led up to the 1956 general election.

Activity 17 (LB page 84)

- 1 Learners share the information that they gathered from the Homework activity.
- 2 In a group, learners discuss the first general elections and its outcome held in the Gold Coast in 1951.
- 3 In a group, learners discuss the 1956 elections and its outcome held in the Gold Coast in 1951.
- 4 In groups, learners role-play a general election at a polling station in Ghana. Learners make voting ballots and a ballot box.

Group work

Learners work in groups to complete this activity.

Answers

- 1 Learners' own answers.
- 2 The Convention People's Party (CPP) won 34 out of 38 seats in the Assembly. Dr. Kwame Nkrumah, the leader of the CPP, was appointed as the leader of government business. He became Prime Minister of the Gold Coast the following year when the constitution was changed.
- 3 The CPP won 71 seats out of 104 seats in the Legislative Assembly.
- 4 Learners' own role plays.

Formative assessment

- Walk around the classroom and listen to and observe learners as they engage in the planning of the role play. Assist any learners who seem to be struggling.
- When they do their role play for the class, take note of those learners who lack confidence in role plays and give them more practice opportunities in later lessons.
- Assess learners' role play using the rubric in the Assessment tools section at the back of this

Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to draw the ballot paper for the general elections in 1951 and 1956. Learners must include the names of all the political parties which took part in each election.

Extension activity

- Ask learners to find more information on the following political parties which took part in the 1951 general election:
 - National Democratic Party
 - People's Democratic Party
- Learners research the leaders of each party, its slogan and its aims and objectives.

Extension (LB page 84)

- Learners make a timeline of the events that led up to the 1956 elections.

Activity 18 (LB page 85)

- 1 In pairs, learners write a newspaper article about the 1951 or 1956 general elections held in the Gold Coast Colony. Learners pay attention to the following when writing their article:
 - The general mood in the country at this time
 - The feelings of the people who voted
 - How people voted, for example, making a choice on a ballot paper and placing it in a locked box.
- 2 Learners find photographs or draw their own pictures to include with your article. Learners write a caption for any pictures.
- 3 Display the newspapers in the classroom for other learners to read.

Pair work

Learners work with a partner to complete this activity.

Formative assessment

Walk around the classroom and listen to and observe learners. Assist any learners who seem to be struggling.

Differentiated learning

Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

Ask learners to draw the party logos for each of the following political parties that took part in the 1954 general election:

- Northern People's Party (NPP)
- Muslim Association Party (MAP)
- Togoland Congress Party (TCP)
- Anlo Youth Organisation (AYO)
- Ghana Congress Party (GCP)

Learners will need to use the internet or library books to research the logos.

Extension activity

Ask learners to find more information on the following political parties which took part in the 1954 general election:

- Northern People's Party (NPP)
- Muslim Association Party (MAP)
- Togoland Congress Party (TCP)
- Anlo Youth Organisation (AYO)
- Ghana Congress Party (GCP)

Learners research the leaders of each party, its slogan and its aims and objectives.

Exercise 14

(LB page 85)

Learners answer the questions in their exercise books.

Answers

- 1 Dr. Kwame Nkrumah
- 2 To decide whether British Togoland (where the Ewe people lived) should join Ghana when the country gained its independence.
- 3 Baffour Osei Akoto
- 4 Union Jack

5 21

6 A plebiscite is the direct vote of all men and women of voting age (21 years and above) on an important question that requires a 'Yes' or 'No' response.

7 Togoland Congress (TC)

8 Eduardo Espinosa Prieto

Formative assessment

Walk around the classroom and listen to and observe learners. Assist any learners who seem to be struggling.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

Extension activity

- Ask learners to draw a table with two columns. Learners write the differences between a federal system of government and a unitary system of government.

Summary: Ghana gains independence

The developments in the Gold Coast after World War II

The Watson Commission of 1948

- The leader of this commission was Aiken Watson. Other members of the commission included Dr. Keith Murray and Andrew Dalglish, a well-known authority on trade unions.

The Coussey Committee of 1949

- The committee leader was Sir Henley Coussey. The committee included all members of the 'Big Six' except for Dr. Kwame Nkrumah.

- The Coussey Committee was set up to study the Watson Commission's recommendations and to draw up a new constitution

The 1951 general election

- On 8th February 1951, a general election for the Legislative Assembly was held in the Gold Coast.
- The Convention People's Party (CPP) won 34 out of 38 seats in the Assembly. Dr. Kwame Nkrumah, the leader of the CPP, who was being held in prison by the British government, was immediately released.

Summary: Ghana gains independence (continued)

- He was appointed as the leader of government business. He became Prime Minister of the Gold Coast the following year when the constitution was changed.

The 1954 constitution

- In 1954, a new constitution was drawn up. This constitution gave the Gold Coast the power to self-govern.
- This constitution allowed, by law, people from the age of 21 and above to take part in general elections.
- The second general election in the Gold Coast was held on 15th June 1954.
- The CPP won the majority of seats in the Legislative Assembly.
- Dr. Kwame Nkrumah submitted the list of names of the people he wanted to have in his cabinet to the governor of the Gold Coast Colony.

The formation of the National Liberation Movement (NLM)

- In 1954, the National Liberation Movement (NLM), led by Baffour Osei Akoto, was formed. The NLM demanded a federal system of government rather than the unitary system of government that the CPP suggested.

- The Bourne Commission was established by the British government headed by Sir Frederick Bourne. He was there to advise the government of the Gold Coast on what system of government should be used to govern.
- He thought that the unitary system of government would be better.

The 1956 Plebiscite

- On 9th May 1956, a plebiscite was held to decide whether British should join Ghana when the country gained its independence.
- The CPP stood for unification with independent Ghana while the Togoland Congress (TC) stood for separation of British Togoland Ghana.
- The Ewe people in Trans-Volta Togoland voted to join Ghana after the country gained its independence.
- In this vote, 58% of the people voted 'Yes'.
- When the Gold Coast gained its independence on 6th March 1957, the name of the country was changed from 'Gold Coast' to 'Ghana' and an independent Ghana joined the Commonwealth of Nations.

Sub-Strand 4: Revision

(LB page 86)

Use this Revision activity for formative or summative assessment

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess

learners' work. Learners complete the revision questions.

- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment

Answers

- I a Watson Commission
- b Coussey Committee / Watson Commission
- c Legislative Assembly
- d CPP
- e 1954

Sub-Strand 4: Revision (continued)

(LB page 86)

- 2
 - Amending the 1946 constitution to make it more democratic for Ghanaians to participate in the Legislative Council.
 - Give Ghanaians more say in what happens in their country.
 - More Ghanaians should be given positions in the civil service.
 - Secondary schools should be built. (Any 3)
- 3
 - More Africans should be on the Executive Council.
 - The voting age should be fixed at 25 years of age.
 - The Gold Coast should be divided into four (4) regions.
 - The Gold Coast should practise bicameral legislature. (Any 3)
- 4 United Gold Coast Convention (UGCC); Northern People's Party (NPP); Muslim Association Party (MAP); Togoland Congress Party (TCP); Anlo Youth Organisation (AYO); Ghana Congress Party (GCP); Convention People's Party (CPP)
- 5 Baffour Osei Akoto
- 6 Federal system of government
- 7 On 9th May 1956, a plebiscite ('yes' or 'no' vote) was held to decide whether or not British Togoland (where the Ewe people lived) should join Ghana when the country gained its independence.
- 8 58% of the people voted 'Yes' and 42% voted 'No'. Togoland voted to join Ghana after the country gained its independence.
- 9 Learners write five sentences to describe the Declaration of Independence.

Strand 5: Assessment

(LB page 87)

Learners complete the assessment about what they have learnt in this Strand. Use this Assessment test for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you, individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Answers

- 1

| | | | | |
|---|---|---|---|-----|
| a | C | b | B | (2) |
| c | C | d | D | (2) |
- 2 The NLM led by **Baffour Osei Akoto** wanted the Gold Coast to have a **federal** system of government. The problem of

which type of government to choose led to the formation of the Frederick Bourne Commission in **1954**. In **1956**, a plebiscite vote was held. The plebiscite Commissioner, **Eduardo Espinosa Prieto** was appointed to supervise the vote. (8)

- 3

| | | |
|---|----------------------------|-----|
| a | Ebenezer Ako-Adjei | (1) |
| b | Self-government now | (1) |
| c | Commonwealth of Nations | (1) |
| d | 6 th March 1957 | (1) |
| e | Union Jack | (1) |
| f | Old Polo Grounds | (1) |

Strand 5: Assessment (continued)

(LB page 87)

- 4 CPP and UGCC (2) 6 UGCC (1)
- 5 boycotts, sit-ins, demonstrations and publications calling for action (Any 3) (3) 7 Memorials, statues, monuments and special celebration holidays. (3)

| | | | |
|---|---|---------------------------|--|
| 8 | a | Dr. Kwame Nkrumah | He became the first president of Ghana in 1957. |
| | b | Dr. Joseph Boakye Danquah | He was the founder of the Gold Coast Youth Conference. |
| | c | Ebenezer Ako-Adjei | He introduced Dr. Nkrumah to the political scene in Ghana. |
| | d | William Ofori Atta | He won one of the Akim Abuakwa seats as Member of Parliament in the 1951 election. |
| | e | Edward Akufo-Addo | He was a Chief Justice and president of Ghana. |
| | f | Emmanuel Obetsebi-Lamprey | He worked as a clerk in Accra before he went to the United Kingdom to study law. |

(6)

- 9 The monument is of Dr. Kwame Nkrumah. It celebrates his role in the history of Ghana. (2)
- 10 The findings of the Watson Commission of 1948 recommended that a new constitution was needed. This led to the establishment of the Coussey Committee which was responsible for the drafting of a new constitution. It was the 1951 constitution that prepared the way for the general elections that took place in 1951. (5)

Total: 40

Strand 6: Independent Ghana

Introduction

In Strand 5, we learnt that Ghana gained its independence on 6th March 1957; however it did not become a republic until 1st July 1960.

There were numerous events that took place and led to the emergence of the Fourth Republic. Throughout this Strand, we will examine each republic and the different leadership groups that were in power at different times.

Strand 6: Independent Ghana

- *Sub-Strand 1: The Republics*
- *Sub-Strand 2: Military rule*

In *Sub-Strand 1: The Republics*, learners look at the events leading to the emergence of the Fourth Republic. They will read case studies of each of the presidents of the Fourth Republic and important roles of the government executives.

In *Sub-Strand 2: Military rule*, learners study the military regimes, coups d'état and government takeovers that took place before the Fourth Republic in Ghana.

Opener Activity

Let us learn about ... The Republics of Ghana and Military rule (LB page 89)

The opener activity provides an opportunity to assess learners' basic knowledge of the republics and Military rule.

Learners work in groups to complete the activity. Walk around the classroom and listen as learners talk about the questions. Help any learners who seem to be struggling. Give learners time to talk about the questions and then hold a class discussion for them to share their answers. Encourage learners to use the internet or library books to help their group find the answers to the questions.

Answers

- 1 Four
- 2 1966-1969; 1972-1979; 1981-1993
- 3 Learners' own answers.

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

You can also give learners the following diagnostic test.

Diagnostic

- 1 When did Ghana become independent? (1957) (1)
- 2 Who was Ghana's first president? (Dr Kwame Nkrumah) (1)
- 3 Which is the only republic that has not been overthrown by a coup d'état? (Fourth Republic) (1)
- 4 Name two (3) presidents from the Fourth Republic. (Jerry Rawlings, John Mahama, Professor John Atta Mills, John Kufuor, Nana Akufo-Addo) (3)
- 5 Explain the effect of a coup d'état on a country. (4) (Limits economic growth, violates people's rights, limits political development, causes insecurity, and so on). (4)

Total: 10

Sub-strand 1: The Republics

The events leading to the emergence of the Fourth Republic----- (B6.6.1.1.1)

On completion of this section, learners will be able to describe the events leading to the emergence of the

Fourth Republic. Learners will identify the presidents and other key figures of the Fourth Republic.

The political parties of the Fourth Republic----- (B6.6.1.1.2)

On completion of this section, learners will identify the political parties that have governed Ghana under the Fourth Republic.

Content standard B6.6.1.1.1

Demonstrate an understanding of the Fourth Republic (1992 to date).

Indicator B6.6.1.1.1

Describe the events leading to the emergence of the Fourth Republic.

Core competencies and subject specific practices

As learners use evidence to examine the causes and consequences of the four Republics, they enhance their communication, creativity and leadership. Communication and collaboration; creativity and innovation; personal development and leadership.

Resources

internet, library books, Resource 9, Resource 10, Resource 11, Resource 12

Key words

republic, citizens, executive head of state, directly, indirectly, monarchy civilian, resigned, contested, internal, external, multi-party democracy, civilian government, enlisted, flight cadet, posted, toppled, contested, terms, Chief Legal Officer, Parliamentary seat, Deputy Minister of Foreign Affairs, policy differences, flagbearer, primaries, Advanced Level Certificate, bachelor's degree, Professional Certificate in Law, Doctorate (PhD), lecturer, associate professor, presidential candidate, postgraduate diploma, Social Psychology, non-governmental organisation (NGO), Pan-African Parliament, West African Caucus, Minority Spokesman, O-Level and A-Level examinations, Philosophy, Attorney-General, Minister of Foreign Affairs and Regional Integration, hobbies, interests, president-elect, inauguration, Sword of Authority, executives, Commander-in-Chief, Legislative body, Judiciary, Cabinet, Ministers

Helpful links

- *Inauguration Ceremony of Nana Addo Dankwa Akufo-Addo: www.youtube.com (keywords: Ghana Inauguration Ceremony Nana Addo Dankwa Akufo-Addo)*

- *Swearing in of new Ghanaian president John Dramani Mahama: www.youtube.com (keywords: Ghana president John Dramani Mahama swearing in)*

Events leading to the emergence of the Fourth Republic.....(LB pages 90-94)

In this section, learners will study the process and the events leading up to the Fourth Republic of Ghana.

Presidents of the Fourth Republic of Ghana(LB pages 94-103)

In this section, learners will study the political parties and the leaders of the Fourth Republic. They will review case studies of each president of the Fourth Republic, and will examine the various roles of people in government.

Suggested activity 1

Give each learner a copy of Resource 9 located at the back of this Teacher's Guide. Learners cut out the cards to make flashcards of each person. Learners write a fact about each person on the back of the card. Learners can play with these flashcards in pairs and test each other's knowledge.

Suggested activity 2

Give each learner a copy of Resource 10: Worksheet 8 located at the back of this Teacher's Guide. Learners complete the missing information for each of the presidents of the four republics and the heads of state of Military rule.

Suggested activity 3

Ask learners to use the internet or library books to research more information about the key figures in the Fourth Republic, for example, the Vice President, Chief Justices, Speakers of Parliament, etc. Learners find the names of each person responsible for the various roles in government. Ask learners to find information about the different Ministers that make up the Cabinet.

Learners share the information they have found with the class.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners to tell you the name of the current president of Ghana. Talk about the year he was elected and how long he has been in power. Ask learners if they know anything about his political party.
- Ask learners if they can remember the previous election. Did they notice election posters and campaigns? What did they notice? Can they recall the campaign promises or party slogans? Ask learners when the next election will be.
- Learners search on the internet or in library books to find out more information about the presidents of the Fourth Republic of Ghana.
- Learners search on the internet or in library books to find out which of the presidents or governments of the Fourth Republic of Ghana handed over power peacefully by holding an election.
- Learners use the internet and library books to research more information on the events leading to the emergence of the Fourth Republic.
- Ask learners to use the internet or library books to find out more information about the Sword of Authority that is displayed during a new president's inauguration.
- Show learners a documentary of an inauguration and swearing ceremony. Visit Youtube (<https://www.youtube.com>) to find appropriate material.
- Complete Suggested Activity 1, 2 and 3.

Phase 2: Explore suggestions

- Discuss what a republic is. Make sure learners understand what makes a country a republic.
- Discuss what a coup d'état is.
- Pay attention to the events that led to the emergence of the Fourth Republic.
- Spend time discussing each of the four republics and periods of Military rule, the leaders of each and the dates that they were in power.
- Review the case studies of the presidents of the Fourth Republic.
- Discuss the inauguration of a president. Ask learners if they have watched an inauguration. Learners share their experiences.

- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up any words that they do not understand.
- Complete Suggested Activity 4, 5 and 6.

Phase 3: Reflect suggestions

- Tell learners to imagine that they are president of a country. Ask learners to write down what kind of a president they would be, what kind of policies they would implement, the ways they would run the country and treat the people.
- Ask for volunteers to share what they have written.
- Have a class discussion about what it is like to be president and the responsibilities that come with the job.

Activity 19

(LB page 90)

Learners explain what a republic is, how representatives are chosen and discuss who governs a republic and what document is important.

Pair work

Learners will answer the questions in pairs, give feedback to the class and write the answers in their exercise books.

Answers

Activity 20

(LB page 93)

Explain to learners that they will be taking part in a quiz. For every correct answer the learner will receive a point. The learner with the most points wins the quiz.

Individual work

Learners will answer the questions individually in their exercise books.

Answers

Quiz 1

- 1 Fourth Republic: Jerry Rawlings;
John Kufuor; John Atta Mills;
John Mahama; Nana Akufo-Addo (5)
- 2 Jerry Rawlings: **Years in office:** 1993–2001
John Kufuor: **Years in office:** 2001–2009
John Atta Mills: **Years in office:** 2009–2012
John Mahama: **Years in office:** 2012–2017
Nana Akufo-Addo: **Years in office:** 2017–present
Jerry Rawlings (1979); (1981–1993) (10)

Quiz 2

- 1 Jerry Rawlings (NDC); John Kufuor (NPP);
John Atta Mills (NDC); John Mahama (NDC);
Nana Akufo-Addo (NPP) (10)

- 2 Jerry Rawlings; John Atta Mills; John Mahama (3)
- 3 4 years (1)
- 4 Professor John Evans Fiifi Atta Mills (1)

Formative assessment

- Walk around the classroom and observe learners as they answer the questions. Assist any learners who seem to be struggling.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Using the information in the *Did you know?* box on page 91 of the Learner's Book, ask learners to draw a timeline which includes the dates that the different people or groups were in power.

Extension activity

- Using the information in the *Did you know?* box on page 91 of the Learner's Book, ask learners to draw a timeline which includes the dates that the different people or groups were in power.
- Ask the faster learners to add to their timelines – they can include the names of the presidents of the four republics and the heads of state of Military rule.

Homework activity

(LB page 99)

- As a Homework activity, learners use the internet to research more information about the presidents of the Fourth Republic. Learners must research the following details for each president:
 - Full name and surname
 - Date and place of birth
 - Members of their family
 - Education
 - Hobbies and interests
 - Any other interesting facts.

Activity 2 I

(LB page 99)

- Learners prepare a speech about one of the presidents of the Fourth Republic using the information that they gathered from the Homework activity.
- Encourage learners to listen quietly and carefully. Remind learners of the etiquette required when listening to a speech.

Individual work

Learners work individually to complete this activity.

Formative assessment

- When learners present their speech to the class, take note of those learners who lack confidence

and give them more practice opportunities in later lessons.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Pair learners who are struggling together. Let them hold a quiz amongst each other about each of the presidents of the Fourth Republic of Ghana.
- Each learner first writes down questions (and answers) in their exercise books about this section of work from the Learner's Book content.
- They then sit facing each other with their lists of questions.
- They take turns asking each other one question, while the partner answers the question. Each correct answer counts one point. Let them keep score and see who wins.

Extension activity

- Ask learners to write a short paragraph on why Ghana has become known as the Fourth Republic.

Exercise 15

(LB page 99)

Learners read the sentences and say whether they are true or false. Learners correct the false sentences to make them true. Learners work on their own to complete this exercise.

Answers

- 1 True
- 2 False. There are five presidents.
- 3 True
- 4 False. Jerry Rawlings was the first president of the Fourth Republic.
- 5 True

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Using the information on pages 94–99 of the Learner's Book, ask learners to choose one of the

presidents of the Fourth Republic and draw a timeline of his life.

- Encourage learners to do further research on the internet or in library books.

Extension activity

- Ask learners to use the internet or library books to research information on the political parties of the Fourth Republic of Ghana (The National Democratic Congress (NDC) and the New Patriotic Party (NPP)). Learners write a paragraph on each of the parties including their leadership and their aims and objectives.

Activity 22

(LB page 100)

- 1 Show learners a documentary of the inauguration of a new president in Ghana. Visit Youtube (<https://www.youtube.com>) to find appropriate material.
- 2 Learners work in small groups and tell their group members about an inauguration you have witnessed or seen on television.

Group work

- Learners work in a group to share their experiences of an inauguration.

Activity 23

(LB page 100)

Learners make an information poster showing the events that led up to the formation of the Fourth Republic in Ghana. Learners use the headings to help plan and find information to write on their posters. Encourage learners to add photographs or pictures and to use large, clear writing and different colours to make their poster interesting and easy to read. Display the posters around the classroom.

Pair work

Learners work in pairs to complete this activity.

Answers

Learners' own work – posters.

Formative assessment

- Walk around the classroom and observe learners as they have a discussion. Assist any learners who seem to be struggling.
- Give learners enough time to complete their posters.
- Assess learners' posters using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners use the internet or library books to research the Sword of Authority and its significance.
- Ask learners to draw a picture of the Sword of Authority.

Extension activity

- After watching a documentary of the inauguration and swearing-in ceremonies of different presidents, tell learners to imagine that they are a newly elected president of Ghana.
- Learners write a short speech to say at their inauguration ceremony.
- Learners must include information related to the run-up to the inauguration, i.e. what issues did the campaign/election address and hence what will they deliver in their term of their presidency.

Exercise 16

(LB page 101)

Learners work on their own to complete this exercise.

Answers

- 1 Ghana's history after independence was marked by long periods of Military rule and human rights abuses. After independence in 1957, Ghana went through four republic states, beginning 1960 to the present day. The First Republic, under Dr. Kwame Nkrumah and the civilian governments under the Second and Third Republics did not last. Many of these presidents and their governments were overthrown in a series of coups d'état. In the late 1980s, after nearly a decade of part-Military rule under the Provisional National Defence Council (PNDC), there were strong internal and external pressures on the government to change. This led to the writing of a new constitution in 1992. This was the beginning of a multi-party democracy in Ghana in 1993, marking it Ghana's Fourth Republic.
- 2 He resigned from the military in 1992 to contest the 1992 election, as part of the National Democratic Congress.
- 3 Jerry Rawlings
- 4 John Kufuor: 2001

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Homework activity

(LB page 103)

- 1 Ask learners to research where their local District Assembly and municipal offices are in their community. If possible, encourage learners to visit these offices and to interview the District Chief Executive or a member of the Executive Committee to find out what has been achieved in their district.
- 2 Learners make notes of their visit and discussion to share with their classmates.
- 3 Encourage learners to use the internet to research different government departments and the things that they have achieved in the community.

Activity 24

(LB page 103)

- 1 In groups, learners talk about the information that they found for the Homework activity. Learners talk about what the District Assemblies and other government groups have achieved and the areas that they could improve.
- 2 Learners share their group's findings with the rest of the class.

Group work

Learners work in groups to complete this activity.

Formative assessment

- Walk around the classroom and observe learners as they have a discussion. Assist any learners who seem to be struggling.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners make a mind map of the jobs and responsibilities that are carried out by the District Assemblies.

Extension activity

- Using the information on the political parties of the Fourth Republic of Ghana on page 102 of the Learner's Book, ask learners to use the internet or library books to research and write down the name of the leader of each political party.

Suggested activity 4

Give each learner a copy of Resource 11: Worksheet 10 located at the back of this Teacher's Guide. Learners draw lines to match the leaders to their correct party.

Suggested activity 5

Give each learner a copy of Resource 12: Worksheet 11 located at the back of this Teacher's Guide. Learners write what each symbol represents in the space provided.

Suggested activity 6

- Have a class discussion about what happens after a person wins a general election and is elected as president.
- Talk about a president's inauguration and why each president is inaugurated. Explain that it is the transition of power and formal introduction of president into office. The president is required to take an oath.
- Ask learners to recount an inauguration that they have witnessed or seen on television.
- Ask for volunteers to share their experience with the class.
- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk

Summary: The Republics

- A republic is a country in which the overall power is with the people or citizens of the country who qualify to vote. The people choose representatives directly or indirectly to represent them in government.

Events leading to the emergence of the Fourth Republic

- Between March 1957 and July 1960, Ghana was not considered a republic.
- In 1981, there was a coup d'état (a military takeover) in Ghana.
- Leader of this coup d'état was Flight Lieutenant Jerry Rawlings.
- In the late 1980s, after nearly a decade of part-military rule under the Provisional National Defence Council (PNDC), there were strong internal and external pressures on the government to change. This led to the writing of a new constitution in 1992.
- This was the beginning of a multiparty democracy in Ghana in 1993, making it Ghana's Fourth Republic.
- The republics of Ghana
 - First Republic (1960–1966)
 - Military rule (1966–1969)

- Second Republic (1969–1972)
- Military rule (1972–1979)
- Third Republic (1979–1981)
- Military rule (1981–1993)
- Fourth Republic (1993–present)

The Fourth Republic

- The Fourth Republic of Ghana has been the only Republic not to have experienced a military coup d'état. In the Fourth Republic, power has been transferred from one civilian government to another.

Inauguration of a new president in Ghana

- A new president in Ghana is called the president-elect before they are officially sworn in as president.
- When a new president is chosen, they are sworn into office at an official inauguration ceremony. The ceremony takes place at Independence Square in Accra.
- The new president says a special oath at the ceremony. As part of the ceremony, he holds the Sword of Authority above his head as he is being sworn in.

Sub-strand 1: Revision

(LB page 104)

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise book or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.
- Learners complete the revision questions.
- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment.

Answers

- 1 **a** B
 b D
- 2 The Speaker of Parliament; The First Deputy Speaker of Parliament; The Second Deputy Speaker of Parliament; The Majority Leader; The Minority Leader; Members of Parliament
- 3 Highest judge in the Supreme Court of Ghana and is the head of the Judiciary.
- 4 Every four years.

Sub-strand 2: Military rule

The leaders of the coup d'états and the names of their regimes--- (B6.6.2.1.1)

On completion of this section, learners will be able to identify the Ghanaian leaders and name their regimes that came into power by staging a number of coups d'états to overthrow the existing government.

Content standard B6.6.2.1.1

Understand that military takeovers interrupted constitutional rule on four occasions since 1996, with some consequences.

Indicator B6.6.2.1.1

Identify the leaders of the coup d'états and the names of their regimes.

Core competencies and subject-specific practices

As learners watch documentaries and assess evidence to understand the military takeovers, they enhance their personal development, creativity and innovative skills. Personal development and leadership; creativity and innovation.

Resources

internet, library books, Resource 13

Key words

illegally, unlawfully, regimes, exile, corrupt, human rights, liberation, democratic, one-party rule, dictatorship, bribery scandal, second-in-command, predecessor, civilian rule, ban, democratically elected

Helpful links

- 1966 Coup d'etat: www.youtube.com (keywords: Ghana 1966 coup d'etat)
- General Ankrah press conference: www.youtube.com (keywords: Ghana General Ankrah press conference)

Military regimes, coups d'état and government takeovers ...(LB pages 105-114)

In this section, learners will look at the military regimes, coups d'état and government takeovers that took place in Ghana before the formation of the Fourth Republic. Learners will identify the leaders and the regimes of the coups d'état that overthrew the existing government.

Suggested activity I

Give each learner a copy of Resource 13: Worksheet 12 located at the back of this Teacher's Guide. Learners write information on each of the military leaders and how they came into power.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Remind learners about what happens during a coup d'état. Elicit from learners that it is a military takeover that takes place with the aim of overthrowing the existing government.
- Have a class discussion about the various reasons why the military would want to overthrow an existing government. For example, human rights abuses or the country's poor economic performance. Remind learners that before the coups d'état, Ghana had just gained its independence, the CPP was in power and Dr. Kwame Nkrumah was president.
- Learners use the internet to research more information on the reasons why Colonel Ignatius Acheampong was overthrown by Lieutenant General Fred Akufu.
- Learners create a Microsoft Powerpoint presentation about the coup d'état that overthrew Prime Minister Kofi Abrefa Busia's civilian government in 1972. They must include the role Colonel Acheampong played in this coup.
- Learners use the internet to research more information on the coup d'état that took place in Ghana in 1981.
- Learners use the internet to search for YouTube videos to learn more about the PNDC and the coup d'état of 1981.
- Learners use the internet or library books to find more information about the Armed Forces Revolutionary Council (ARFC).

Phase 2: Explore suggestions

- Make sure that learners are familiar with the events that led up to Ghana's independence in 1957 and the election of President Nkrumah.
- Elicit from learners that President Nkrumah and the CPP had made Ghana into a one-party state. Have a class discussion about one-party rule of a country. Ask learners if they think that a one-party state is democratic.
- Ask learners how they think a democratic country should be governed. Elicit from learners that democracy is the participation of all citizens in the governing of a country and therefore institutions and laws should reflect that participation.
- Learners recall the periods of Military rule which

was covered in the previous sub-strand. Look back at pages 105–110 of the Learner's Book. Learners familiarise themselves with each of the heads of state and their regimes during the periods of Military rule from 1966.

- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meanings.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Write the names of each leader, their regime and the date that they came into power on the board. Make sure learners understand the timeline of each takeover and the people responsible.

Homework activity

(LB page 107)

- As a Homework activity, learners use the internet to research more information about the reasons why Colonel Ignatius Acheampong was overthrown by Lieutenant General Fred Akufo.
- Learners make a one-minute speech or presentation to share the information they found out with the rest of the class.

Activity 25

(LB page 109)

- 1 Show learners documentaries about military coups d'état that have happened in Ghana.
- 2 As a class, learners discuss the documentaries.
 - a Ask learners which of the coup d'états they think had a positive effect on the people of Ghana.
 - b Ask learners which of the coups d'état they think had a negative effect on the people of Ghana.
- 3 In pairs, learners make an information booklet about the coup d'états that Ghana has had.

Individual work

Learners work in pairs to complete this activity.

Formative assessment

- Walk around the classroom and observe learners as they complete their booklets. Assist any learners who seem to be struggling.
- Give learners enough time to complete the activity.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- Ask learners to write a short paragraph about Major-General Joseph Arthur Ankrah. They can do research online to find more information.

- Learners look for the following for each leader:
 - Their full name and surname
 - Their date and place of birth
 - The members of their family
 - Their education: primary, secondary, tertiary
 - Their hobbies and interests
 - Any other interesting facts about them.

Extension activity

- Ask learners to use the internet or library books to research more information about Major-General Joseph Arthur Ankrah and Colonel Ignatius Acheampong. Learners look for the following details for each leader:
 - Their full name and surname
 - Their date and place of birth
 - The members of their family
 - Their education: primary, secondary, tertiary
 - Their hobbies and interests
 - Any other interesting facts about them.
- Ask learners to write a short paragraph.
- Ask for volunteers to read their paragraphs to the class, if you have enough time.
- Ask the class to give positive feedback.

Exercise 17

(LB page 110)

Learners work on their own to answer the questions and complete this exercise.

Answers

- 1 A coup d'état is the overthrow of an existing government by non-democratic means; for example, the military.
- 2 Six
- 3 The reason behind the coup d'état in 1966 was that the ruling government was corrupt and abused human rights.
- 4 Major-General Joseph Arthur Ankrah
- 5 The National Liberation Council
- 6 Colonel Ignatius Acheampong
- 7 Prime Minister Kofi Abrefa Busia's civilian government
- 8 The Supreme Military Council
- 9
 - a SMC – Supreme Military Council
 - b AFRC – Armed Forces Revolutionary Council
 - c CPP – Convention People's Party
 - d NLC – National Liberation Council

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

The consequences of military takeovers on Ghana's development-----**(B6.6.2.2.2)**

On completion of this section, learners will be able to assess the consequences of the military takeovers on Ghana's development. Learners will be able to conclude whether these takeovers and their consequences were positive or negative.

Content standard B6.6.2.2.2

Understand that military takeovers interrupted constitutional rule on four occasions since 1996, with some consequences.

Indicator B6.6.2.2.2

Assess the consequences of military takeovers on Ghana's development.

Core competencies and subject-specific practices

As learners watch documentaries and assess evidence to understand the military takeovers, they enhance their personal development, creativity and innovative skills. Personal development and leadership; creativity and innovation.

Resources

internet, library books

Key words

dissolved, proceedings, investors, manufacturing, abroad, confiscated, seized, curfew, freedom of movement, election campaign

Helpful links

- *An article on the the 1966 coup d'état: <https://africasacountry.com/2019/03/the-politics-of-a-coup-detat>*

The effects of military takeover on Ghana's development ... (LB pages 111-114)

In this section, learners will learn about how the military regimes affected the development of Ghana and the lives of the people.

Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.

Phase 1: Start suggestions

- Ask learners what they think happens during a military takeover of an existing government. Discuss what happens to the existing government.
- Make learners aware that a coup d'état means that military leaders control all or part of the armed forces, the police, and other military elements and use this control in order to overthrow the elected government.

- Show learners a documentary on the internet about the effects of military takeovers in Ghana and encourage them to do their own research on the internet.

Phase 2: Explore suggestions

- Learners recall the periods of Military rule that were covered in the previous sub-strand. Look back at pages 105–110 of the Learner's Book. Learners familiarise themselves with each of the heads of state and their regime during the periods of Military rule from 1966.
- Have a class discussion about the reasons for a military takeover. Elicit from learners that it is because there is unhappiness about how the country is run, the president may be corrupt and not have the people's interests at the top of his/her agenda, there may be elements of human rights abuses and corruption or the country is not succeeding economically due to the current government's policies.
- Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning.
- Learners use a dictionary to look up any words that they do not understand.

Phase 3: Reflect suggestions

- Draw a table on the board with the effects of the military takeover. As a class, learners discuss each effect and if it was positive or negative.

Activity 26

(LB page 113)

- 1 In groups, learners debate the effects of military takeovers on Ghana's development.
- 2 Learners make a mind map of the effects of coups d'état and Military rule on Ghana's development. Learners must include loss of life, going against the constitution, abuse of human rights, maintaining law and order, etc.
- 3 Learners explain their mind map to their classmates.
- 4 Learners use the mind map to write a short essay of 180 words to explain the impact that military takeovers have had on Ghana's political, economic and social development.

Individual/Group work

- Learners debate in groups.
- Learners work individually to complete their mind maps.

Formative assessment

- When learners present their debate to the class, take note of those learners who lack confidence

and give them more practice opportunities in later lessons. Assess learners' debate using the rubric in the Assessment tools section at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

Remedial activity

- In pairs, ask learners to tell each other the positive and negative effects of military takeover on Ghana's development.

Extension activity

- Ask learners to use the internet or library books to research more information about the positive and negative effects of military takeover on Ghana's development.
- Let some of them share their information with the class.

Exercise 18

(LB page 114)

Learners work on their own to answer the questions and complete this exercise.

Answers

- 1 The National Liberation Council – March 1966: Major-General Joseph Arthur Ankrah; Lieutenant General Akwasi Afrifa and Colonel Emmanuel Kotoka. The Supreme Military Council – 1972–1978: Colonel Ignatius Acheampong; Lieutenant General Frederick Akuffo; Provisional National Defence Council – 1979 and 1981: Flight Lieutenant Jerry Rawlings
- 2 Lieutenant General Fredrick Akuffo
- 3 Lieutenant-General Akuffo was Colonel Ignatius Acheampong's second-in-command.
- 4 Two
- 5 Flight Lieutenant Jerry Rawlings
- 6 The coup d'état overthrew Dr. Hilla Limann's government and Jerry Rawlings became president.
- 7 Dr. Hilla Limann

- 8 The Provisional National Defence Council (PNDC)
- 9 11 years (1981–1992)
- 10 Jerry Rawlings won the 1992 elections.
- 11 Five
- 12 Negative effects: limited economic development in Ghana, caused insecurity, loss of lives and property, violation of human rights (accept learners' own answers if correct and sensible).

Formative assessment

- Walk around the classroom and observe learners as they do the exercise. Assist any learners who seem to be struggling.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Extension

(LB page 114)

- As a class, learners make a large classroom timeline of the coups d'état that took place in Ghana after it had gained its independence in 1957.
- Learners work in groups to write a short paragraph for each coup d'état and paste it on the timeline.

Project

(LB page 115)

Tell learners to imagine that they are running an election campaign to win the majority vote to govern Ghana.

- 1 Learners must think of a name and slogan for their political party.
- 2 Learners must design a flag or emblem for their political party.
- 3 Learners must make an election poster that must include the following:
Name and surname
Name and emblem of the political party
A short slogan
The aims and objectives of the political party.
- Display the posters up on a wall in the classroom.
- Let the class give positive feedback on the posters.

Summary: Military rule

Military regimes, coups d'état and government takeovers

- Military regimes, coups d'état and government takeovers took place often in Ghana before the formation of the Fourth Republic.
- Ghanaian civilians and government officials who tried to stand up for the rights of the Ghanaian people during forced military rule became targets of the ruling military regime.

Leaders who came into power through military takeovers

- Major-General Joseph Arthur Ankrah
 - The reason for their takeover was that the ruling CPP government was corrupt and abused human rights.
- Lieutenant-General Akwasi Amankwaa Afrifa and Colonel Emmanuel Kwasi Kotoka
- Colonel Ignatius Kutu Acheampong

The Second Supreme Military Council (SMCII)

- The second Supreme Military Council was formed after a coup d'état against the leadership of Colonel Ignatius Kutu Acheampong

Provisional National Defence Council (PNDC)

- The coup d'état of 1981 overthrew the democratically elected Dr. Hilla Limann's government after they had been in office for only 27 months

The negative effects of military takeovers on Ghana's development

- Coups d'état prevented the political development of Ghana
- Coups d'état limited the economic development of Ghana
- Coups d'état caused insecurity
- Loss of lives and property in Ghana
- Violation of human rights
- Coups d'état' made the ruling government aware that they should put the people of Ghana and their interests first as their government could be overthrown if they did not do this.
- Coups d'état' maintained law and order in Ghana.

Sub-Strand 2: Revision

(LB page 116)

Revision activity for formative or summative assessment

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.
- Learners complete the revision questions.
- Learners complete the self-assessment. Encourage learners to be honest in their self-assessment

Answers

- 1
 - a Joseph Ankrah / Dr. Kwame Nkrumah
 - b Akwasi Afrifa / Emmanuel Kotoka
 - c Ignatius Acheampong
 - d Frederick Kwasi Akuffo / Jerry Rawlings
 - e Dr. Hilla Limann
- 2
 - a A coup d'état is the overthrow of an existing government by non-democratic means; for example, by means of military takeover.
 - b If someone is living in exile, they are living in a foreign country because they cannot live in their own country, usually for political reasons.
 - c A human right is a basic right or freedom that belongs to every person. on the basis of their being human.
- 3 Positive effects:
 - the ruling party became aware that they should put the people of Ghana and their interests first
 - the coup d'états maintained law and order in the country.
- 4 Learners write their own paragraph which must include the following negative effects:
 - limited economic development in Ghana, caused insecurity
 - loss of lives and property
 - violation of human rights.

Strand 6: Assessment

(LB page 117–118)

Learners complete the assessment about what they have learnt in this Strand. Use this Assessment test for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you, individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Answers

- | | | | | | | |
|---|---|---|-----|---|---|-----|
| 1 | a | C | (1) | b | B | (1) |
| | c | B | (1) | d | B | (1) |
| | e | C | (1) | f | A | (1) |
| | g | C | (1) | h | C | (1) |
| | i | D | (1) | j | A | (1) |

- 2 The constitution of Ghana divides the power of the ruling government between different government **executives**. The **President** is the Commander-in-Chief of the armed forces. The **Vice President** is the acting president of Ghana when the president is out of the country. The **Chief Justice** is the highest judge in the Supreme Court. They are also the head of the **Judiciary**. The **Parliament** is the Legislative body of Ghana. The **Cabinet** is made up of the President, Vice President and Ministers. (7)

- 3
- a True (1)
 - b False. Jerry Rawlings was the first president of the Fourth Republic of Ghana. (1)
 - c False. The UGCC was formed in 1947. (1)
 - d True (1)
 - e False. Elections in Ghana are held every four years. (1)

- 4 Accept learners' answers if their understanding is correct. An example: An ideology as a set of ideas and beliefs that people have about how things should work in the world, for example, how a society should be organized and how people should treat each other. These ideas can shape how people see the world and make decisions. Different people might have different ideologies, and they can strongly influence how we think and act in our lives. (3)

- 5 This coup d'état was carried out by Flight Lieutenant Jerry Rawlings together with a different group of military soldiers and some civilians from the Provisional National Defence Council (PNDC) on 31st December 1981. (5)

- 6 The effects of the coups d'état were negative:
- (1) They prevented the political development of Ghana: they dissolved the Parliament or Legislature; laws could not be passed; interfered with the proceedings in Parliament.
 - (2) They limited the economic development of Ghana: investors did not want to do business with Ghana; some businesses closed.
 - (3) They caused insecurity: people felt unsafe and threatened; some people went into exile.
 - (4) They resulted in the loss of life and property of Ghana: some people were executed and their property confiscated or seized.
 - (5) They violated human rights: they took away people's right to feel safe and move freely because of curfew. (10)

Total: 40

End-of-year exam

(LB page 119–125)

Use this end-of-year exam for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you, individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Answers

- | | | | |
|----------|------------|------------|------|
| 1 | a C | k C | |
| | b C | l A | |
| | c A | m B | |
| | d C | n D | |
| | e B | o B | |
| | f A | p A | |
| | g B | q B | |
| | h A | r D | |
| | i D | s B | |
| | j B | t B | (20) |

- 2** The **laws**, policies and **programmes** established in the Gold Coast Colony were received by the **Governor** from the **Colonial Office** and the **Secretary of State** in London. **Officers** in charge of different departments had to make sure that these laws and policies were sent to the **governor**. The Governor worked closely with the **Executive** Council and a **Legislative** Council. Three chiefs and three other Africans were chosen from different regions to be part of the **Executive** Council. The job of the **Legislative** Council was to make and change laws for the colony. (10)

- 3**
- | | | |
|----------|------------------------------------|------|
| a | Joseph Ankrah | |
| b | 1966–1967 | |
| c | National Liberation Council (NLC) | |
| d | 1972–1978 | |
| e | Supreme Military Council (SMC) | |
| f | Head of State | |
| g | Jerry Rawlings | |
| h | Supreme Military Council (SMC II) | |
| i | 1993–2001 | |
| j | President | |
| k | 2001–2009 | |
| l | National Democratic Congress (NDC) | |
| m | 2012–2017 | |
| n | Nana Akufo-Addo | (14) |

- 4**
- By allowing traditional chiefs to have direct control over the governing of their people, the people of the Gold Coast were more willing to accept British colonisation of their country.
 - The transport and communication systems, were poorly developed in the Gold Coast. This made it difficult for British officials to travel so they used indirect rule by traditional chiefs to govern the colony.
 - The British could not speak the local languages of the people of the Gold Coast. So, indirect rule by the traditional chiefs helped the British to communicate their laws, policies and programmes to the local population.
 - Indirect rule was less expensive for the British to establish and run than direct rule. Indirect rule reduced the number of British officials needed to govern each province.
 - The majority of the British in the Gold Coast were merchants (traders) who could not be used as government officials. This meant there were not enough qualified British staff to govern the Gold Coast.
 - Indirect rule helped the British to govern more easily.
 - In the indirect rule system, the traditional chiefs still had to take instructions from the British. This allowed the British to control the trade and money in the Gold Coast.

(Any 3) (3)

- 5**
- Coups d'état prevented the political development of Ghana.
 - Coups d'état limited the economic development of Ghana.
 - Coups d'état caused insecurity.
 - Loss of lives and property in Ghana
 - Violation of human rights

(Any 4) (4)

End-of-year exam (continued)

(LB pages 119–125)

- 6** 'At long last, the battle has ended; and Ghana, our beloved country, is free forever.' (2)
- 7**
- 1 Amending the 1946 constitution to make it more democratic for Ghanaians to participate in the Legislative Council.
 - 2 Give Ghanaians more say in what happens in their country.
 - 3 More Ghanaians should be given positions in the civil service.
 - 4 Secondary schools should be built. (4)
- 8**
- 1 More Africans should be on the Executive Council.
 - 2 The voting age should be fixed at 25 years of age.
 - 3 The Gold Coast should be divided into four (4) regions:
 - 4 The Gold Coast should practise bicameral legislature. (4)
- 9** The Legislative Assembly (2)
- 10** The plebiscite was held to decide whether or not British Togoland should join Ghana when the country gained its independence.
- 11** (Learners write one fact about each of the presidents of the Fourth Republic.) (5)
- 12** A new president in Ghana is called the president-elect before they are officially sworn in as president. The president must be sworn in by the Chief Justice of Ghana in front of the people (citizens) of Ghana. When a new president is chosen, they are sworn into office at an official inauguration ceremony. The ceremony takes place at Independence Square in Accra. Heads of state and other important people come from all over the world come to witness the inauguration. The new president says a special oath at the ceremony. As part of the ceremony, he holds the Sword of Authority above his head as he is being sworn in. (4)
- 13**
- The president is the head of state and government. He/She is also the Commander In Chief of the armed forces.
 - The Vice President is acting president when the president is out of the country, he/she would take as president if something happens to the existing president.
 - The Chief Justice is the highest judge in the Supreme Court and is the head of the Judiciary which makes and passes the laws in the country.
 - The Cabinet is made up of ministers which are responsible for running one part of government.
 - The Parliament is made up of the Legislative body. (10)
- 14**
- The National Liberation Council – March 1966: Major-General Joseph Arthur Ankrah; Lieutenant General Akwasi Afrifa and Colonel Emmanuel Kotoka.
 - The Supreme Military Council – 1972-1978: Colonel Ignatius Acheampong; Lieutenant General Frederick Akuffo.
 - The second Supreme Military Council – 1978: Lieutenant-General Frederick Kwasi Akuffo.
 - Provisional National Defence Council – 1979: Flight Lieutenant Jerry Rawlings.
 - Provisional National Defence Council – 1981: Flight Lieutenant Jerry Rawlings. (10)

End-of-year exam (continued)

(LB pages 119–125)

15 • Coups d'état have negative effects on a country.
Learners explain any three (3) of the following:

- They prevented the political development of Ghana: they dissolved the Parliament or Legislature; laws could not be passed; interfered with the proceedings in Parliament.
- They limited the economic development of Ghana: investors did not want to do business with Ghana; some businesses closed.
- They caused insecurity: people felt unsafe and threatened; some people went into exile.
- They resulted in the loss of life and property of Ghana: some people were executed and their property confiscated or seized.
- They violated human rights: they took away people's right to feel safe and move freely because of curfew.

(3)

16 Learners should answer no. Ghanaians should have learned from the effects of the last coups that it is not worth the negative effects.
If people are unhappy, they need to exercise their views democratically. (3)

Total: 100

Resource I: Worksheet I

Complete the table of the forts built in the Gold Coast by European traders. Fill in the name of the forts, their location, who built them and when they were built.

[illegible]

Resource 2: Worksheet 2

Word search

Find the 11 names of the natural resources the European traders wanted from and exchanged with the people of the Gold Coast.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| b | p | a | l | m | o | i | l | r | e | w | b |
| g | u | n | p | o | w | d | e | r | c | d | a |
| k | l | r | q | t | b | m | n | v | f | v | u |
| f | s | y | c | k | y | c | l | o | t | h | x |
| h | a | x | l | j | h | i | r | w | a | z | i |
| q | l | n | p | g | o | l | d | x | i | j | t |
| z | t | a | j | m | e | k | h | j | p | r | e |
| c | f | q | h | i | z | n | b | e | a | d | s |
| o | p | o | g | b | c | m | w | k | h | u | i |
| p | n | i | v | o | r | y | q | z | g | a | m |
| p | g | r | k | h | b | w | k | y | u | t | h |
| e | u | o | f | k | j | h | a | r | n | j | o |
| r | x | n | d | y | r | m | z | c | s | p | r |

Resource 3: Worksheet 3

State which impact of European presence had a positive or negative impact on Ghana and Ghanaians.

Circle the cross (negative) or tick (positive). Write the reasons why you think it is positive or negative.

| Topic | Was it positive? | What was positive or negative about it? |
|-----------------------------|------------------------------|---|
| Importing European goods | <div>Yes</div> <div>No</div> | <div></div> <div></div> <div></div> |
| Exporting natural resources | <div>Yes</div> <div>No</div> | <div></div> <div></div> <div></div> |
| Agriculture | <div>Yes</div> <div>No</div> | <div></div> <div></div> <div></div> |
| Infrastructure | <div>Yes</div> <div>No</div> | <div></div> <div></div> <div></div> |

Resource 3 continued

| Topic | Was it positive? | What was positive or negative about it? |
|---|------------------|---|
| European system of government | Yes | _____ |
| | No | _____ |
| Formal education | Yes | _____ |
| | No | _____ |
| Industrial (technical/vocational) schools | Yes | _____ |
| | No | _____ |

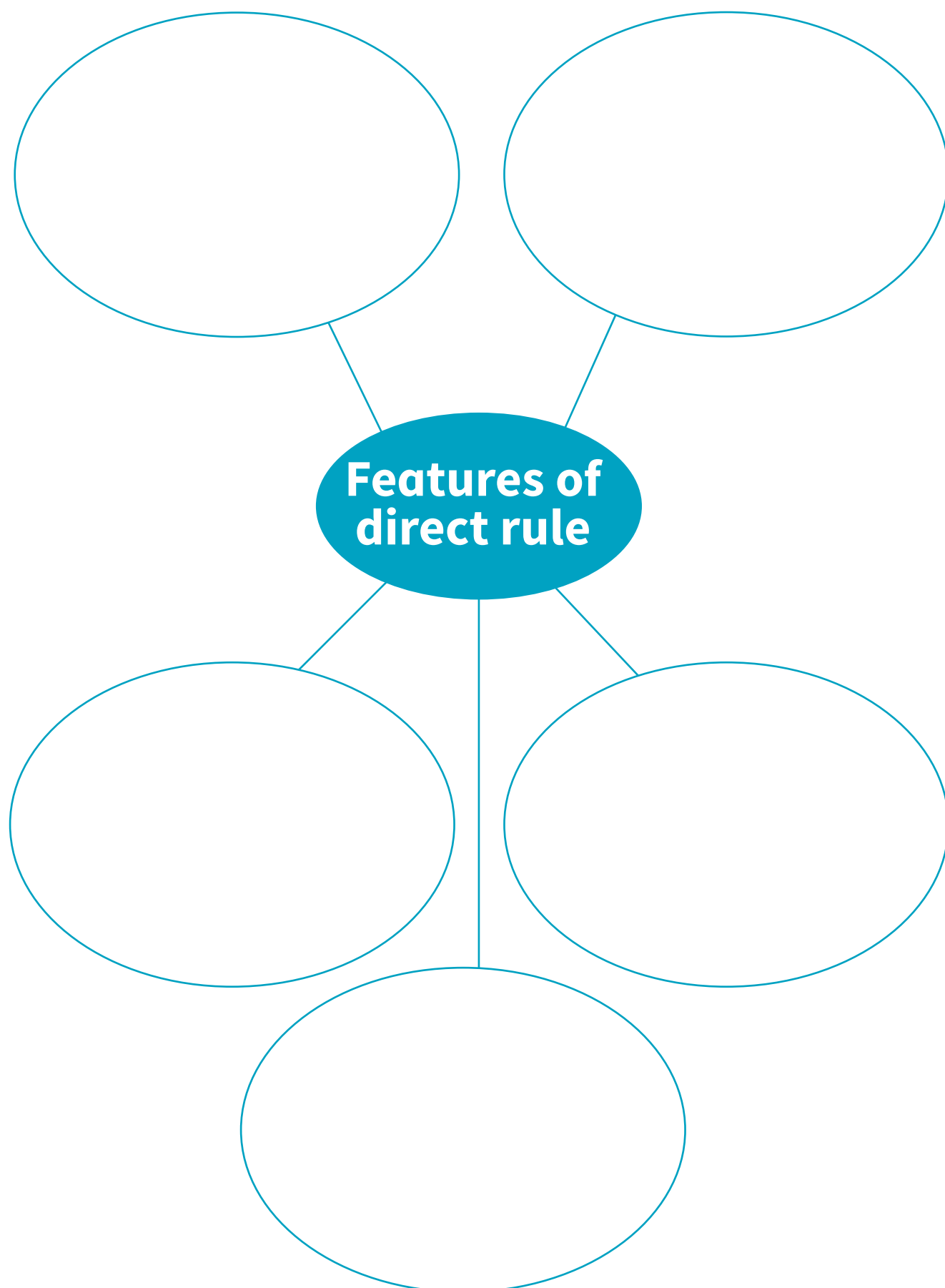
Resource 4: Worksheet 4

Draw lines to match the treaties and the wars to their correct dates.

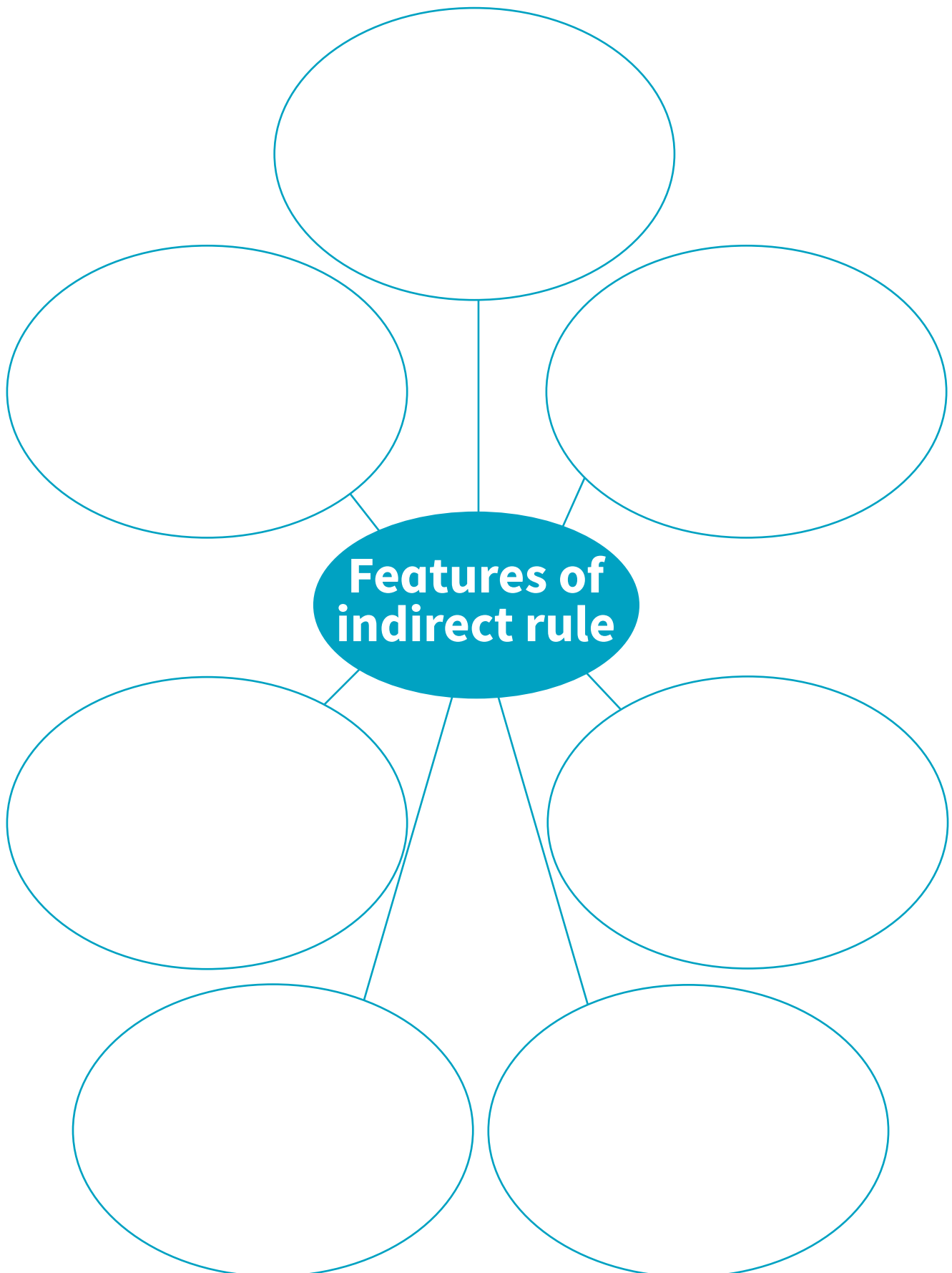
| Treaties and wars | Description |
|--------------------------------|---|
| a Maclean Treaty | Fought between the British allies and Asante people in 1826. |
| b The Nsamankow War | Fought between the British and the Asante people in 1900. |
| c The Bond | First war fought between the British and the Asante people in 1824. |
| d The Yaa Asantewaa War | Signed by British Governor, Commander J.W. Hill and Fante chiefs in 1844. |
| e Treaty of Fomena | Fought between the British and the Asante people in 1874. |
| f The Akatamanso War | Signed between the Fante and Asante chiefs in 1831. |
| g The Sagrent War | Signed between the British and the Asante people in 1874. |

Write a few more facts in the space below on each treaty and war.

Resource 5: Worksheet 5



Resource 5 continued



Resource 6: Worksheet 6

Complete the map by filling in the name of the provinces during colonial rule.
Colour in your map.



Resource 7: Worksheet 7

Cut out the cards to play a game in pairs. Shuffle the cards and divide them between you and your partner. One at a time, say the name on your card. Say the name of the political party the person belongs to. The first person to say the correct political party wins a point. The person with the most points at the end of the game wins.



**George Alfred
'Paa' Grant**

**Robert
Samuel Blay**

**Edward
Akufo-Addo**

**William
Ofori Atta**

**Dr. Kwame
Nkrumah**

**Dr. Joseph
Boakye Danquah**

Resource 7 continued



**Dr. Joseph
William Swain de
Graft-Johnson**

**Francis
Awoonor-
Williams**

**Emmanuel
Obetsebi-
Lampitey**

**Ebenezer
Ako-Adjei**

Kojo Botsio

**Komla Agbeli
Gbedmah**

Resource 7 continued



Dzemkle Dzewu

Saki Scheck

**Nathaniel
Azarco Welbeck**

Krobo Edusei

Akua Asabea

Kofi Baako

Resource 8: Worksheet 8

Draw lines to match the founding leader to the correct fact.

Founding leader

Dr. Kwame
Nkrumah



Dr. Joseph
Boakye
Danquah



Ebenezer
Ako-Adjei



William
Ofori Atta



Edward
Akufo-Addo



Emmanuel
Obetsebi-
Lamptey



Fact

He won one of the Akim Abuakwa seats as a Member of Parliament in 1951.

He became Chief Justice and later president of the Republic of Ghana.

He was elected as a Member of Parliament in 1951.

He was a clerk in the Customs and Excise Department.

Led Ghana to independence and became the first president of the Republic of Ghana.

He was a nationalist politician and one of the founding fathers of Ghana.

Resource 9

Presidents and Heads of State of the four republics and military rule



Dr. Kwame Nkrumah



Joseph Ankrah



Akwasi Afrifa



Edward Akufo-Addo



Ignatius Acheampong



Fred Akuffo



Jerry Rawlings



Dr. Hilla Limann



John Kufuor



Professor John Atta Mills



John Mahama



Nana Akufo-Addo

Resource 10: Worksheet 9

Complete the information for each of the presidents of the four republics of Ghana and the heads of state of military rule.



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____



Name: _____

President or Head of State: _____

Republic or Military Rule: _____

Name of military group or political party: _____

Years in office: _____

Resource 10 continued



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____



Name: _____

President or
Head of State: _____Republic or Military
Rule: _____Name of military group or
political party: _____

Years in office: _____

Resource 11: Worksheet 10

Draw lines to match the leaders to their correct political party.

| Leaders | Political Party |
|---------------------------|---|
| Dr. Kwame Nkrumah | National Liberation Council (NLC) |
| Joseph Ankrah | New Patriotic Party (NPP) |
| Akwasi Afrifa | National Democratic Congress (NDC) |
| Nii Amaa Olennu | Supreme Military Council (SMC) |
| Edward Akufo-Addo | Armed Forces Revolutionary Council (AFRC) |
| Ignatius Acheampong | Convention People's Party (CPP) |
| Fred Akuffo | National Democratic Congress (NDC) |
| Jerry Rawlings | New Patriotic Party (NPP) |
| Dr. Hilla Limann | Independent |
| John Kufuor | Supreme Military Council (SMC) |
| Professor John Atta Mills | National Liberation Council (NLC) |
| John Mahama | National Democratic Congress (NDC) |
| Nana Akufo-Addo | Independent |
| | People's National Party (PNP) |
| | Provisional National Defence Council (PNDC) |

Resource 12: Worksheet 11

Look at Ghana's Coat of Arms. Write what each symbol represents in the space provided.



Resource 13: Worksheet 12

Fill in information on each of the Ghanaian leaders and how they came into power by staging a coup d'état.



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Resource 1: Worksheet 1 (Answers)

Complete the table. Fill in the country, its location and date for other the forts built in the Gold Coast by the European traders.

| Name of fort | Who built it | Location | Date |
|--------------------------------------|--------------|-------------------|------|
| Elmina Castle | Portuguese | Elmina | 1482 |
| Fort Courtmantyne | British | Kormantin | 1638 |
| Cape Coast Castle (Carolusborg Fort) | Swedish | Cape Coast | 1661 |
| Osu Castle (Christiansborg) | Danish | Osu, Accra | 1659 |
| Fort James | British | James Town, Accra | 1871 |
| Fort Prinzenstein | Danish | Keta | 1784 |
| Ussher Fort | Dutch | James Town, Accra | 1649 |
| Fort William | British | Anomabo | 1753 |
| Fort Orange | Dutch | Sekondi | 1642 |
| Fort St Anthony | Portuguese | Axim | 1515 |
| Fort Batenstein | Dutch | Butre | 1656 |
| Fort Metal Cross | British | Dixcove, Infuma | 1692 |
| Fort Dorothea | Dutch | Akwida | 1690 |
| Fort Apollonia | British | Beyin | 1768 |

Resource 3: Worksheet 3 (Answers)

State which impact of European presence had a positive or negative impact on Ghana and Ghanaians.

Circle the cross (negative) or tick (positive). Write the reasons why you think it is positive or negative.

| Topic | Was it positive? | What was positive or negative about it? |
|-----------------------------|--|--|
| Importing European goods | Yes <input checked="" type="radio"/> No | The importing of European goods caused the collapse of traditional industries. |
| Exporting natural resources | Yes <input checked="" type="radio"/> No | Exporting of natural resources led to over-exploitation which caused Ghana's economy to slow down. |
| Agriculture | <input checked="" type="radio"/> Yes No | The introduction of new crops improved the diet of the local people and gave them the opportunity to learn new skills and farming methods. |

Resource 2: Worksheet 2 (Answers)

Word search

Find the 11 names of the natural resources the European traders wanted from and exchanged with the people of the Gold Coast.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| b | p | a | l | m | o | i | l | r | e | w | b |
| g | u | n | p | o | w | d | e | r | c | d | a |
| k | l | r | q | t | b | m | n | v | f | v | u |
| f | s | y | c | k | y | c | l | o | t | h | x |
| h | a | x | l | j | h | i | r | w | a | z | i |
| q | l | n | p | g | o | l | d | x | i | j | t |
| z | t | a | j | m | e | k | h | j | p | r | e |
| c | f | q | h | i | z | n | b | e | a | d | s |
| o | p | o | g | b | c | m | w | k | h | u | i |
| p | n | i | v | o | r | y | q | z | g | a | m |
| p | g | r | k | h | b | w | k | y | u | t | h |
| e | u | o | f | k | j | h | a | r | n | j | o |
| r | x | n | d | y | r | m | z | c | s | p | r |

| Topic | Was it positive? | What was positive or negative about it? |
|---|--|--|
| Infra-structure | Yes <input checked="" type="radio"/> No | The establishment of infrastructure such as roads and railways helped develop and improve the economic activities of the Gold Coast. |
| European system of government | Yes <input checked="" type="radio"/> No | The adoption of the European system of government caused the collapse of the traditional system of rule. |
| Formal education | <input checked="" type="radio"/> Yes No | Missionaries established schools and vocational and technical training centres which taught reading, writing and a variety of trades. Some children were given the opportunity to study at universities and other centres of learning in Europe. |
| Industrial (technical/vocational) schools | <input checked="" type="radio"/> Yes No | People were trained in different vocations and set up craft centres to train artisans. |

Resource 4: Worksheet 4 (Answers)

Draw lines to match the treaties and the wars to their correct dates.

| Treaties and wars | Description |
|--------------------------------|---|
| a Maclean Treaty | Fought between the British allies and Asante people in 1826. |
| b The Nsamankow War | Fought between the British and the Asante people in 1900. |
| c The Bond | First war fought between the British and the Asante people in 1824. |
| d The Yaa Asantewaa War | Signed by British Governor, Commander J.W. Hill and Fante chiefs in 1844. |
| e Treaty of Fomena | Fought between the British and the Asante people in 1874. |
| f The Akatamanso War | Signed between the Fante and Asante chiefs in 1831. |
| g The Sagrent War | Signed between the British and the Asante people in 1874. |

Write a few more facts in the space below on each treaty and war.

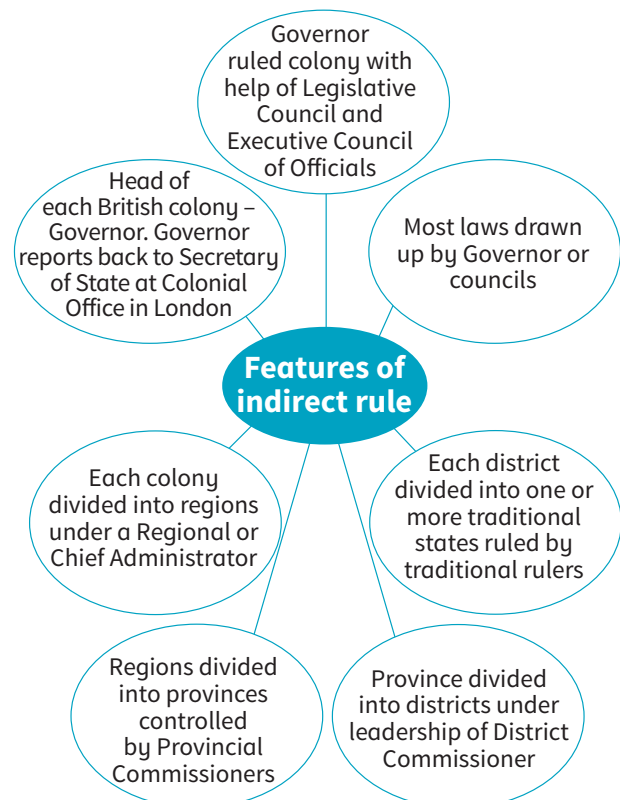
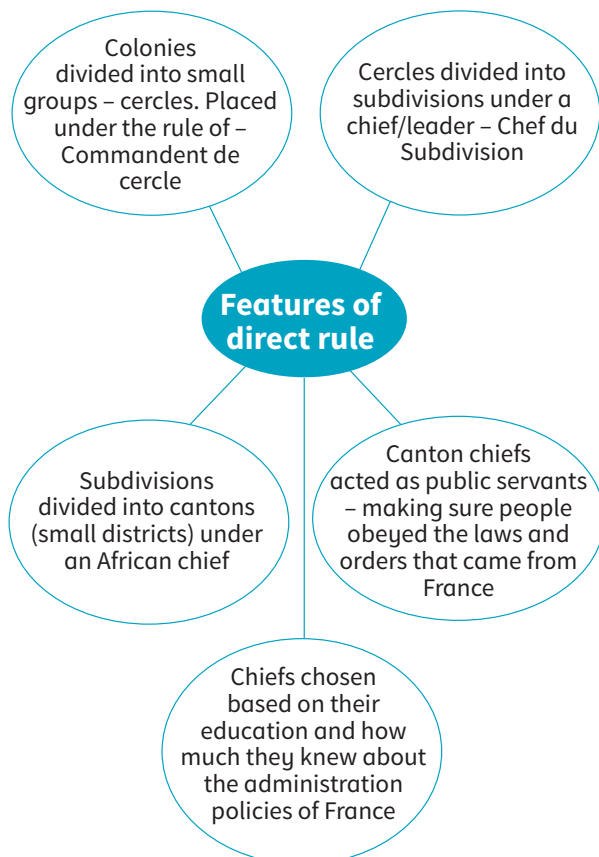
The Nsamankow war – The British were defeated by the Asante, causing the British Governor, Sir Charles MacCarthy to take his own life.

The Akatamanso war – The British formed partnerships with the Ga-Dangme, Akyem, Anlo and Akwamu ethnic groups and together defeated the Asante people.

The Sagrenti war – The Asante were defeated by the British and forced to sign the Treaty of Fomena.







The Yaa Asantewaa war – The British defeated the Asante, captured Nana Yaa Asantewaa and sent her to the Seychelles Islands.

Resource 5: Worksheet 5 (Answers)









Resource 8: Worksheet 8 (Answers)







Draw lines to match the founding leader to the correct fact.

| Founding leader | | Fact |
|---------------------------|--|--|
| Dr. Kwame Nkrumah |  | He won one of the Akim Abuakwa seats as a Member of Parliament in 1951. |
| Dr. Joseph Boakye Danquah |  | He became Chief Justice and later president of the Republic of Ghana. |
| Ebenezer Ako-Adjei |  | He was elected as a Member of Parliament in 1951. |
| William Ofori Atta |  | He was a clerk in the Customs and Excise Department. |
| Edward Akufo-Addo |  | Led Ghana to independence and became the first president of the Republic of Ghana. |
| Emmanuel Obetsebi-Lamprey |  | He was a nationalist politician and one of the founding fathers of Ghana. |

Resource 10: Worksheet 9 (Answers)

Complete the information for each of the presidents of the four republics of Ghana and the heads of state of military rule.

| | | |
|---|---|---|
|  Name: Joseph Ankrah President or Head of State: Head of State Republic or Military Rule: Military rule Name of military group or political party: NLC Years in office: 1966–1969 |  Name: Akwasi Afrifa President or Head of State: President Republic or Military Rule: Second Republic Name of military group or political party: NLC Years in office: 1969–1979 |  Name: Edward Akufo-Addo President or Head of State: President Republic or Military Rule: Second Republic Name of military group or political party: Independent Years in office: 1970–1972 |
|  Name: Dr. Hilla Limann President or Head of State: President Republic or Military Rule: Third Republic Name of military group or political party: PNP Years in office: 1979–1981 |  Name: Jerry Rawlings President or Head of State: Head of State Republic or Military Rule: Military rule; Head of State Name of military group or political party: AFRC ; PNDC Years in office: 1979; 1981–1993 |  Name: Fred Akuffo President or Head of State: Head of State Republic or Military Rule: Military rule Name of military group or political party: SMC Years in office: 1978–1979 |

| | |
|---|---|
|  <p>Name: Dr. Kwame Nkrumah President or Head of State: President Republic or Military Rule: First Republic Name of military group or political party: CPP Years in office: 1960–1966</p> |  <p>Name: John Kufuor President or Head of State: President Republic or Military Rule: Fourth Republic Name of military group or political party: NPP Years in office: 2001–2009</p> |
|  <p>Name: Professor John Atta Mills President or Head of State: President Republic or Military Rule: Fourth Republic Name of military group or political party: NDC Years in office: 2009–2012</p> |  <p>Name: Ignatius Acheampong President or Head of State: Head of State Republic or Military Rule: Military rule Name of military group or political party: SMC Years in office: 1972–1978</p> |
|  <p>Name: Nana Akufo-Addo President or Head of State: President Republic or Military Rule: Fourth Republic Name of military group or political party: NPP Years in office: 2017–present</p> |  <p>Name: John Mahama President or Head of State: President Republic or Military Rule: Fourth Republic Name of military group or political party: NDC Years in office: 2012–2017</p> |

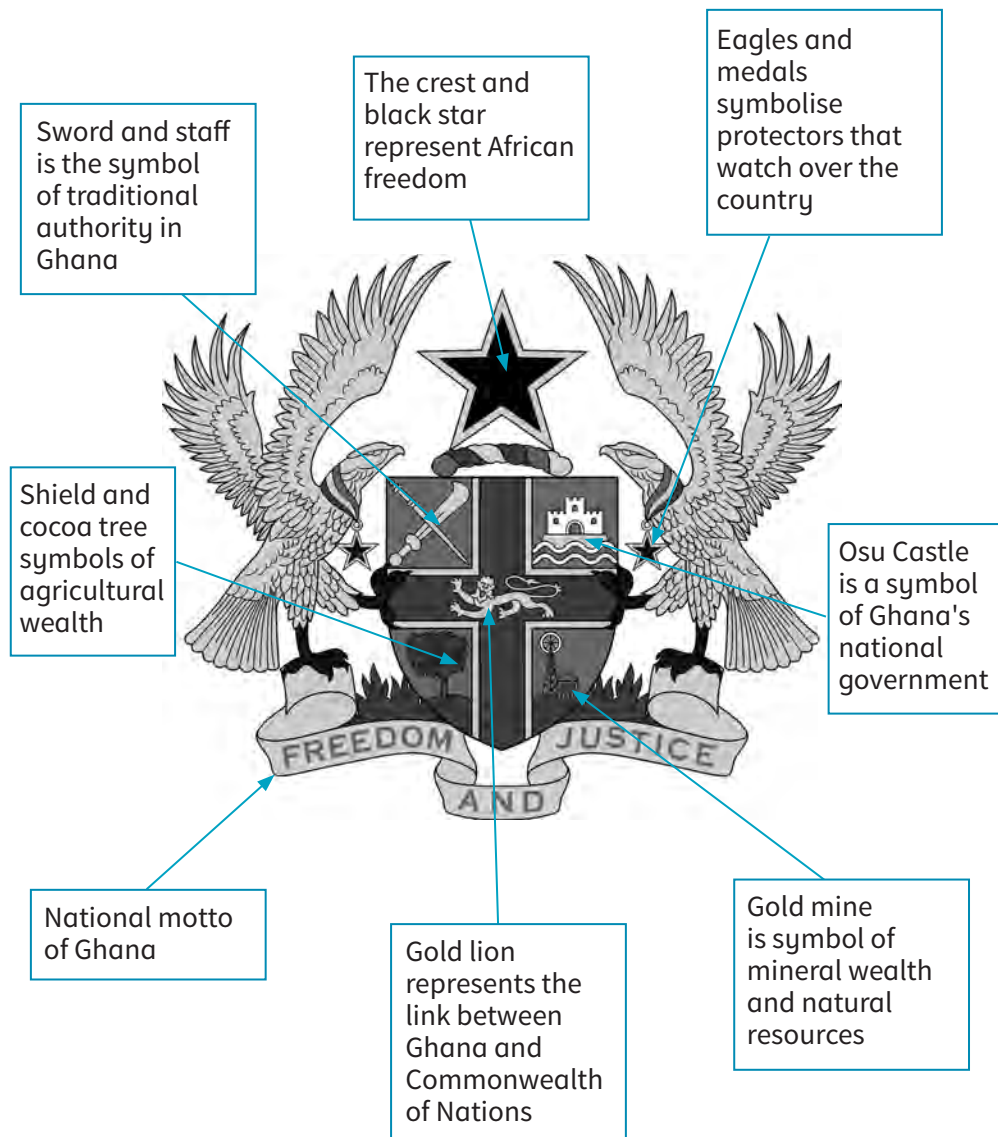
Resource 11: Worksheet 10 (Answers)

Draw lines to match the leaders to their correct political party.

| Leaders |
|--|
| Dr. Kwame Nkrumah – Convention People's Party (CPP) |
| Joseph Ankrah – National Liberation Council (NLC) |
| Akwasi Afrifa – National Liberation Council (NLC) |
| Edward Akufo-Addo – Independent |
| Ignatius Acheampong – Supreme Military Council (SMC) |
| Fred Akuffo – Supreme Military Council (SMC) |
| Jerry Rawlings – National Democratic Congress (NDC) |
| Dr. Hilla Limann – People's National Party (PNP) |
| John Kufuor – New Patriotic Party (NPP) |
| Professor John Atta Mills – National Democratic Congress (NDC) |
| John Mahama – National Democratic Congress (NDC) |
| Nana Akufo-Addo – New Patriotic Party (NPP) |

Resource 12: Worksheet 11 (Answers)

Look at Ghana's Coat of Arms. Write what each symbol represents in the space provided.



Checklists and Rubrics

Checklists

Learner observation checklist

Learner’s name: _____ Year: _____

Basic: _____ Subject: _____

| Activity | Core competencies | Knowledge | Skills | Attitudes | Values |
|----------|-------------------|-----------|--------|-----------|--------|
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Checklists and Rubrics (continued)

Names of learners in the group: _____

Activity: _____

Date: _____

| | Always | Sometimes | Seldom | Never |
|--|--------|-----------|--------|-------|
| We participated equally. | | | | |
| We contributed ideas and made suggestions. | | | | |
| We listened to one another. | | | | |
| We asked one another useful questions. | | | | |
| We provided helpful feedback. | | | | |
| We settled any arguments in a friendly and positive way. | | | | |
| We shared the workload. | | | | |
| We helped and encouraged one another. | | | | |
| We stayed focused on the activity requirements. | | | | |
| We completed our individual parts of the activity. | | | | |
| We worked together as a team to complete the activity. | | | | |

Checklists and Rubrics (continued)

Interviews

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>The learner:</p> <ul style="list-style-type: none"> • is well-prepared and has researched the topic well • introduces the topic and person being interviewed clearly in a vibrant and interesting way, providing all of the necessary details • asks appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques. |
| 2 | 75–79% | Proficient (P) | <p>The learner:</p> <ul style="list-style-type: none"> • is mostly well-prepared and has researched the topic • introduces the topic and person being interviewed clearly and in an interesting way, providing most of the necessary details • asks mostly appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques most of the time. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The learner:</p> <ul style="list-style-type: none"> • had done some preparation and research on the topic • introduces the topic and person being interviewed clearly, providing some of the necessary details • asks some appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques only some of the time. |
| 4 | 65–69% | Developing (D) | <p>The learner:</p> <ul style="list-style-type: none"> • has done very little preparation and research on the topic • introduces the topic and person being interviewed, but provides no detail • asks very few appropriate, open-ended questions to obtain relevant and specific information about the topic • uses almost no appropriate language, gestures and techniques. |
| 5 | 64% and below | Beginning (B) | <p>The learner:</p> <ul style="list-style-type: none"> • has done no preparation and research on the topic • does not introduce the topic and person being interviewed • does not ask appropriate, open-ended questions to obtain relevant and specific information about the topic • does not use appropriate language, gestures and techniques • needs teacher support. |

Checklists and Rubrics (continued)

Posters

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>The poster:</p> <ul style="list-style-type: none"> contains all of the important points and details required contains accurate information, which is well-organised, and easy to read and understand uses excellent language and visual elements displays excellent layout and design elements. |
| 2 | 75–79% | Proficient (P) | <p>The poster:</p> <ul style="list-style-type: none"> contains most of the important points and details required contains accurate information, which is mostly well-organised, and easy to read and understand uses good-quality language and visual elements displays good layout and design elements. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The poster:</p> <ul style="list-style-type: none"> contains some of the important points and details required contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand uses some good-quality language and visual elements displays some good layout and design elements. |
| 4 | 65–69% | Developing (D) | <p>The poster:</p> <ul style="list-style-type: none"> contains few of the important points and details required contains very little accurate information, which is poorly organised, and not easy to read and understand uses few good-quality language and visual elements displays few good layout and design elements. |
| 5 | 64% and below | Beginning (B) | <p>The poster:</p> <ul style="list-style-type: none"> contains none of the important points and details required contains no accurate information, which is poorly organised and not easy to read and understand uses no good-quality language and visual elements displays no good layout and design elements. <p>The learner needs teacher support.</p> |

Checklists and Rubrics (continued)

Role plays

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | Learners: <ul style="list-style-type: none"> • present all points and ideas clearly and logically • use well-researched and factual information • perform their roles convincingly and with enthusiasm • speak confidently and clearly • demonstrate excellent body language skills including eye contact and gestures • use props effectively • demonstrate excellent teamwork. |
| 2 | 75–79% | Proficient (P) | Learners: <ul style="list-style-type: none"> • present most points and ideas clearly and logically • use mostly well-researched and factual information • perform their roles accurately and mostly with enthusiasm • speak confidently and clearly most of the time • demonstrate good body language skills including eye contact and gestures • use props well • demonstrate good teamwork. |
| 3 | 70–74% | Approaching Proficiency (AP) | Learners: <ul style="list-style-type: none"> • present some points and ideas clearly and logically • use some information that is well-researched and factual • perform their roles adequately and with some enthusiasm • speak confidently and clearly some of the time • demonstrate adequate body language skills including eye contact and gestures • use some props but not well • demonstrate adequate teamwork. |
| 4 | 65–69% | Developing (D) | Learners: <ul style="list-style-type: none"> • present some points and ideas, but with little logical structure • use little information that is researched and factual • perform their roles poorly and with little enthusiasm • speak nervously and unclearly • demonstrate few body language skills • use only a few props poorly • demonstrate poor teamwork. |
| 5 | 64% and below | Beginning (B) | Learners: <ul style="list-style-type: none"> • present points and ideas incoherently with no logical structure • use no researched and factual information • perform their roles ineffectively and with no enthusiasm • speak nervously and unclearly • demonstrate no body language skills • use no props • demonstrate no teamwork. Learners need teacher support |

Checklists and Rubrics (continued)

Presentations/Speeches (oral and digital)

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|--|
| 1 | 80% + | Advance (A) | Learners: <ul style="list-style-type: none"> • present all information and ideas clearly and logically • use well-researched and factual information • speak confidently and clearly • demonstrate excellent body language skills • show excellent use of time management • demonstrate excellent teamwork. |
| 2 | 75–79% | Proficient (P) | Learners: <ul style="list-style-type: none"> • present most points and ideas clearly and logically • use mostly well-researched and factual information • speak confidently and clearly most of the time • demonstrate good body language skills • show good use of time management • demonstrate good teamwork. |
| 3 | 70–74% | Approaching Proficiency (AP) | Learners: <ul style="list-style-type: none"> • present some points and ideas clearly and logically • use some information that is well-researched and factual • speak confidently and clearly some of the time • demonstrate adequate body language skills • show adequate use of time management • demonstrate adequate teamwork. |
| 4 | 65–69% | Developing (D) | Learners: <ul style="list-style-type: none"> • present some points and ideas, but with little logical structure • use little information that is researched and factual • speak nervously and unclearly • demonstrate few body language skills • show poor use of time management • demonstrate poor teamwork. |
| 5 | 64% and below | Beginning (B) | Learners: <ul style="list-style-type: none"> • present points and ideas incoherently with no logical structure • use no researched and factual information • speak nervously and unclearly • demonstrate no body language skills • show no time management • demonstrate no teamwork. Learners need teacher support. |

Checklists and Rubrics (continued)

Debates

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>Learners:</p> <ul style="list-style-type: none"> • present all arguments clearly and logically • use arguments well-supported by appropriate facts • use effective and well-positioned counter arguments • speak confidently and clearly • demonstrate excellent body language skills • show excellent use of time management • demonstrate excellent teamwork. |
| 2 | 75–79% | Proficient (P) | <p>Learners:</p> <ul style="list-style-type: none"> • present most arguments clearly and logically • use arguments mostly supported by appropriate facts • use mostly effective and well-positioned counter arguments • speak confidently and clearly most of the time • demonstrate good body language skills • show good use of time management • demonstrate good teamwork. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>Learners:</p> <ul style="list-style-type: none"> • present some arguments clearly and logically • use some arguments supported by appropriate facts • use some effective and well-positioned counter arguments • speak confidently and clearly some of the time • demonstrate adequate body language skills • show adequate use of time management • demonstrate adequate teamwork. |
| 4 | 65–69% | Developing (D) | <p>Learners:</p> <ul style="list-style-type: none"> • present some arguments, but incoherently with little logical structure • use only a few arguments supported by appropriate facts • use only a few counter arguments that are mostly ineffective • speak nervously and unclearly • demonstrate few body language skills • show poor use of time management • demonstrate poor teamwork. |
| 5 | 64% and below | Beginning (B) | <p>Learners:</p> <ul style="list-style-type: none"> • present no clear and logical arguments • use arguments that are unsupported by appropriate facts • use no appropriate counter arguments • speak nervously and unclearly • demonstrate no body language skills • show no time management • demonstrate no teamwork. <p>Learners need teacher support.</p> |

Checklists and Rubrics (continued)

Pair work (assessment by teacher)

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|--|
| 1 | 80% + | Advance (A) | <p>Learners:</p> <ul style="list-style-type: none"> participate equally and do more than required contribute excellent ideas and suggestions actively listen to each other and respond appropriately ask each other useful and appropriate questions settle arguments in a friendly and positive way help and encourage each other all the time stay focused on activity requirements all the time display excellent teamwork. |
| 2 | 75–79% | Proficient (P) | <p>Learners:</p> <ul style="list-style-type: none"> participate equally and do what is required contribute good ideas and suggestions listen to each other and respond appropriately most of the time ask each other useful and appropriate questions most of the time settle arguments in a friendly and positive way most of the time help and encourage each other most of the time stay focused on activity requirements most of the time display good teamwork. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>Learners:</p> <ul style="list-style-type: none"> participate but not equally contribute some good ideas and suggestions listen to each other and respond appropriately some of the time ask each other useful and appropriate questions some of the time settle arguments in a friendly and positive way some of the time help and encourage each other some of the time stay focused on the activity requirements some the time display adequate teamwork. |
| 4 | 65–69% | Developing (D) | <p>Learners:</p> <ul style="list-style-type: none"> participate unequally and with little enthusiasm contribute few good ideas and suggestions interrupt each other constantly, with very little listening ask each other few useful and appropriate questions struggle to settle arguments appropriately offer each other little help and encouragement struggle to stay focused on the activity requirements and need some teacher reminders display poor teamwork. |
| 5 | 64% and below | Beginning (B) | <p>Learners:</p> <ul style="list-style-type: none"> struggle to participate and need teacher intervention struggle to contribute appropriate ideas and suggestions interrupt each other constantly without any listening ask each other no useful and appropriate questions are unable to settle arguments appropriately provide each other with no help and encouragement are unable to stay focused on the activity requirements without constant teacher reminders display no teamwork. <p>Learners need teacher support.</p> |

Checklists and Rubrics (continued)

Group work (assessment by teacher)

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>Learners:</p> <ul style="list-style-type: none"> • participate equally and do more than required • contribute excellent ideas and suggestions • actively listen and respond appropriately • ask useful and appropriate questions • settle arguments in a friendly and positive way • help and encourage one another all the time • stay focused on activity requirements all the time • display excellent teamwork. |
| 2 | 75–79% | Proficient (P) | <p>Learners:</p> <ul style="list-style-type: none"> • participate equally and do what is required • contribute good ideas and suggestions • listen and respond appropriately most of the time • ask useful and appropriate questions most of the time • settle arguments in a friendly and positive way most of the time • help and encourage one another most of the time • stay focused on activity requirements most of the time • display good teamwork. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>Learners:</p> <ul style="list-style-type: none"> • participate but not equally • contribute some good ideas and suggestions • listen and respond appropriately some of the time • ask useful and appropriate questions some of the time • settle arguments in a friendly and positive way some of the time • help and encourage one another some of the time • stay focused on the activity requirements some the time • display adequate teamwork. |
| 4 | 65–69% | Developing (D) | <p>Learners:</p> <ul style="list-style-type: none"> • participate unequally and with little enthusiasm • contribute few good ideas and suggestions • interrupt each other constantly, with very little listening • ask few useful and appropriate questions • struggle to settle arguments appropriately • offer one another little help and encouragement • struggle to stay focused on the activity requirements and need some teacher reminders • display poor teamwork. |
| 5 | 64% and below | Beginning (B) | <p>Learners:</p> <ul style="list-style-type: none"> • struggle to participate and need teacher intervention • struggle to contribute appropriate ideas and suggestions • interrupt one another constantly without any listening • ask no useful and appropriate questions • are unable to settle arguments appropriately • provide one another with no help and encouragement • are unable to stay focused on the activity requirements without constant teacher reminders • display no teamwork. <p>Learners need teacher support.</p> |

Checklists and Rubrics (continued)

Projects

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>The project:</p> <ul style="list-style-type: none"> • has a well-developed and researched theme • contains all of the important points and details required • contains accurate information, which is well-organised, and easy to read and understand • is highly original and creative • uses excellent language and visual elements • contains excellent layout and design elements • demonstrates exceptional use of multimedia. |
| 2 | 75–79% | Proficient (P) | <p>The project:</p> <ul style="list-style-type: none"> • has a developed and researched theme • contains most of the important points and details required • contains accurate information, which is mostly well-organised, and easy to read and understand • is original and creative • uses good-quality language and visual elements • contains good layout and design elements • demonstrates good use of multimedia. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The project:</p> <ul style="list-style-type: none"> • has a partly developed and researched theme • contains some of the important points and details required • contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand • has some original and creative elements • uses some good-quality language and visual elements • contains some good layout and design elements • demonstrates adequate use of multimedia. |
| 4 | 65–69% | Developing (D) | <p>The project:</p> <ul style="list-style-type: none"> • has a poorly-developed and poorly-researched theme • contains few of the important points and details required • contains very little accurate information, which is poorly organised, and not easy to read and understand • has few original and creative elements • uses poor-quality language and visual elements • contains poor-quality layout and design elements • demonstrates poor use of multimedia. |
| 5 | 64% and below | Beginning (B) | <p>The project:</p> <ul style="list-style-type: none"> • has no theme • contains none of the important points and details required • contains inaccurate information, which is poorly organised, and not easy to read and understand • has no original and creative elements • uses no or inappropriate language and visual elements • contains no or inappropriate layout and design elements • uses no forms of multimedia. <p>The learner needs teacher support.</p> |

Checklists and Rubrics (continued)

Timelines

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>The timeline:</p> <ul style="list-style-type: none"> contains at least 9–10 appropriate, topic-related events contains accurate facts for all events lists all events in the correct chronological order shows the correct dates for all events labels all events correctly is neat and easy to read. |
| 2 | 75–79% | Proficient (P) | <p>The timeline:</p> <ul style="list-style-type: none"> contains at least 7–8 appropriate, topic-related events contains accurate facts for most events lists most events in the correct chronological order shows the correct dates for most events labels most events correctly is mostly neat and easy to read. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The timeline:</p> <ul style="list-style-type: none"> contains at least 5–6 appropriate, topic-related events contains accurate facts for some events lists some events in the correct chronological order shows the correct dates for at least 50% of events labels some events correctly is untidy but still fairly easy to read. |
| 4 | 65–69% | Developing (D) | <p>The timeline:</p> <ul style="list-style-type: none"> contains at least 3–4 appropriate, topic-related events contains a mix of accurate and inaccurate facts for events lists all events in a muddled chronological order shows the incorrect dates for most events labels all events incorrectly is untidy and difficult to read, with a few spelling mistakes. |
| 5 | 64% and below | Beginning (B) | <p>The timeline:</p> <ul style="list-style-type: none"> contains at least 1–2 appropriate, topic-related events contains only inaccurate facts for events lists events in a muddled chronological order, with some events missing shows the incorrect dates for all events has no labels for all events is untidy and difficult to read, with many spelling mistakes. <p>The learner needs teacher support.</p> |

Checklists and Rubrics (continued)

Internet research

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|---|
| 1 | 80% + | Advance (A) | <p>The learner:</p> <ul style="list-style-type: none"> • drew up many questions and keywords related to the research topic • looked at search results on five or more pages • sourced information from ten or more reliable websites • cross-checked facts for accuracy on five or more websites • asked many appropriate questions to look for bias in research information • documented all sources correctly. |
| 2 | 75–79% | Proficient (P) | <p>The learner:</p> <ul style="list-style-type: none"> • drew up many questions and keywords that mostly related to the research topic • looked at search results on four different pages • sourced information from eight or more reliable websites • cross-checked facts for accuracy on four different websites • asked some appropriate questions to look for bias in research information • documented most sources correctly. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The learner:</p> <ul style="list-style-type: none"> • drew up some questions and keywords that mostly related to the research topic • looked at search results on three different pages • sourced information from six or more reliable websites • cross-checked facts for accuracy on three different websites • asked one or two appropriate questions to look for bias in research information • documented some sources correctly. |
| 4 | 65–69% | Developing (D) | <p>The learner:</p> <ul style="list-style-type: none"> • drew up only one or two questions and keywords related to the research topic • looked at search results on two different pages • sourced information from four or more reliable websites • cross-checked facts for accuracy on two different websites • asked random questions to look for bias in research information • documented all sources incorrectly. |
| 5 | 64% and below | Beginning (B) | <p>The learner:</p> <ul style="list-style-type: none"> • drew up no questions and keywords related to the research topic • looked at search results on the first page only • sourced information from two reliable websites • did not cross-check facts for accuracy on different websites • did not ask questions to look for bias in research information • documented no sources. <p>The learner needs teacher support.</p> |

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