

ESSENTIAL



History of Ghana

Primary 4

Teacher's Guide



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Primary 4

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 1–6) learners.

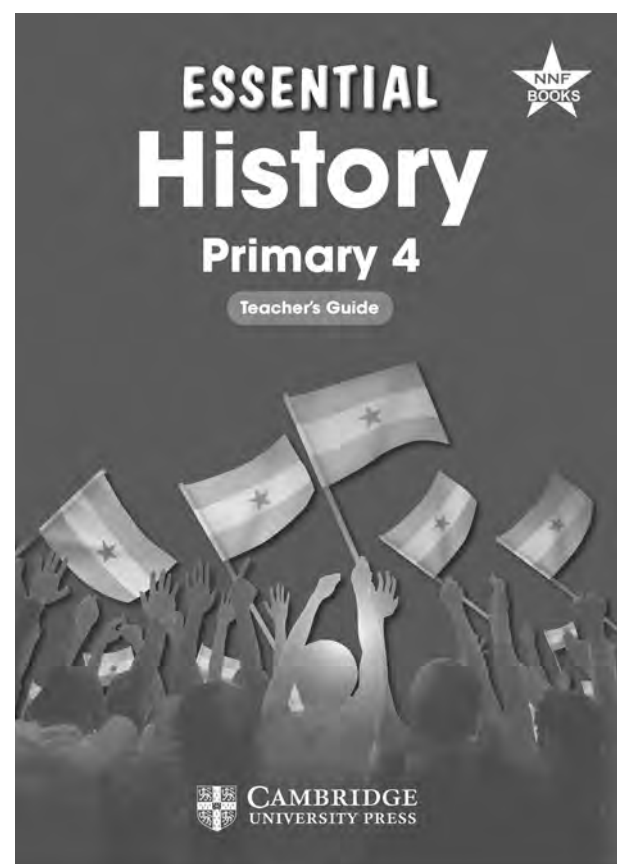
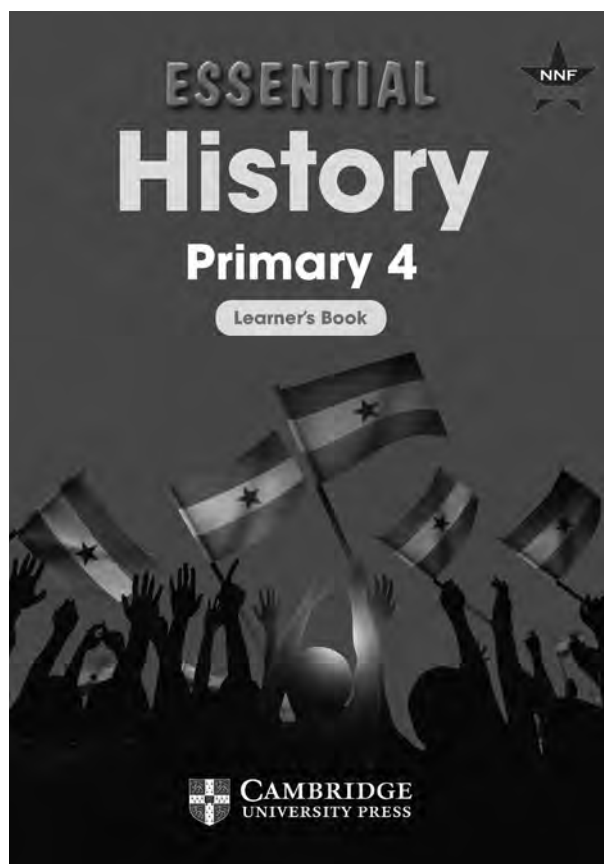
This Teacher's Guide works together with the History Learner's Book for Basic 4. We hope that you will find it an important and useful tool that will guide you with the teaching of History to your learners using a task-oriented and communicative approach. For further information, also consult the *History 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, offering many

opportunities for learners to engage in diverse, practical and interactive activities where 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.

This history series for Ghana integrates 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.

This series further integrates the principles of assessment as learning, for learning and of learning, as well as the use of questioning. The suggested activities enable the consolidation of content and core skills, allowing for continuous monitoring and assessment.



Structure of this Teacher's Guide

This Teacher's Guide is divided into three main sections:

1. **Introduction:** This section provides an overview of the New Primary Curriculum and the History syllabus (Primary Basic 1–6), methodology, features, time allocation and assessment.

2. **Suggestions to design lesson plans:** This section provides:

- detailed guidelines
- answers to the activities in the Learner's Book
- suggestions for remedial and extension activities
- guidelines for assessment
- suggestions for activities from the Learner's Book that may be used as homework.

3. **Extra resources:** Wherever appropriate, this section provides extra resources for specific themes and units of the Learner's Book.

| | |
|---|--|
| <div> <div>Introduction</div> <div> <h3>INTRODUCTION</h3> <h4>Rationale and philosophy of the History curriculum</h4> <p>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. History is also a discipline that aims to impart to learners a range of important moral lessons, and provide them with guidelines for everyday living and interactions with people in society.</p> <p>The objective of this Teacher's Guide is to make teaching and learning interesting, useful and enjoyable.</p> <h4>Teaching philosophy</h4> <p>Through the learning of History, learners would, specifically, acquire:</p> <ul style="list-style-type: none"> • critical thinking skills by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with life or no supervision • critical thinking skills to be able to reconstruct important past events confidently • digital literacy by using IT tools and resources effectively for investigation and project work • effective communication skills to be able to share information or verbal level of interaction • values to live as global citizens, as they learn about other people and cultures of the world. <h4>Learning philosophy</h4> <p>The History classroom should be learning-centred. Introduce the topics for the day and invite learners to identify and analyse issues raised, state patterns of societal and human behaviour and, where possible, give their views on current events (in the country) based on their knowledge of the history of Ghana. Encourage learners to explore topics through questioning.</p> <p>The History curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily teaching, as they are aimed at promoting higher-order thinking among learners:</p> <ul style="list-style-type: none"> • context and chronology • significance • cause and consequence • continuity and change </div> </div> | <div> <div>Introduction</div> <div> <ul style="list-style-type: none"> • 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. <h3>Instructional expectations</h3> <p>The goal of introducing History of Ghana as a subject in the primary school is to effect positive change in the values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons that 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:</p> <ul style="list-style-type: none"> • 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 refer to accounts about past events that were produced, based on interpretation of primary sources, e.g. books, journals, articles, etc. <p>Instructional expectations for your History lessons include the following:</p> <ul style="list-style-type: none"> • Plan lessons to meet the learners' knowledge, understanding, abilities, and experiences of your learners. • Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana. • Encourage discourse among learners and challenge them to accept and share responsibility for their own learning, based on their unique individual differences. • Use multiple methods to systematically gather data about learner understanding and ability in order to guide teaching and learning and 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 enquiry and exhibit attitudes and social values conducive to learning. </div> </div> |
| <div> <div>Strand 1: History as a subject</div> <div> <h3>Introduction</h3> <p>History is a subject that explores the past with the aim of understanding the factors that have shaped our world. History deals with important past activities of a people so that we understand how we acquired our identity and culture.</p> <p>As an academic discipline, History helps to develop the imaginative abilities and critical thinking skills of learners, because it teaches them to analyse, evaluate and interpret past events carefully in order to make informed decisions. The study of history also teaches important moral lessons, and provides their guidelines for life, and promotes interactions among the people in their society.</p> <p>In essence, history is the study of people. It tells the story of all the people who have lived on Earth, and their activities, and how their activities have shaped our world today. Understanding the past allows us to understand the present, and provides insight into our origins – where we came from – and culture.</p> <p>History also shows us why events happened in the past and how they have affected the present. We live with the consequences of these events and how people deal with them. These events can also affect what happens in the future. History reveals why rules exist today and why these rules are necessary for communities of people to live together peacefully and to grow and prosper.</p> <p>In Sub-strand 1: Why and how we study history, learners will find out what history is, namely, human activities that happened in the past – and why the study of history is important. They will also explore different sources that tell us about the history. Learners will look at different ways that we can find information and evidence of events that took place in the past.</p> <h3>Opener Activity</h3> <p>Let us learn about ... History and why it is important</p> <p>The opener activity provides an opportunity to assess learners' basic knowledge of what history is, and what the study of history entails. 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 Ghana.</p> <p>Ask learners to 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.</p> <p>Answers</p> <p>1. History is the study of past events. It can be related to past events in a person's life, or even events in a country's development. People know what happened in the past by looking at things from the past including sources like old books, newspapers, letters and old photographs, the one on the one the street and artefacts (like pottery).</p> <p>2. The flag of Ghana is on the cover, because the book is specifically about Ghana. The flag represents an independent Ghana, so the information in this book will tell you more about how Ghana became independent. This is an event that touched the lives of all Ghanaians.</p> <p>3. The old black and white photograph indicates that history happened in the past – and why the study of history is important. They will also explore different sources that tell us about the history. Learners will look at different ways that we can find information and evidence of events that took place in the past.</p> </div> </div> | <div> <div>Strand 1: History as a subject</div> <div> <h3>Sub-strand 1: Why and how we study history</h3> <p>In this sub-strand, learners will discover why we study history, history is important. There might reasons for the study of history are provided. How we study history is also discussed in detail. This could be the use of sources – primary and secondary – to gather information about past events.</p> <h3>The importance of studying history</h3> <p>Learners realise the importance of studying history, namely because it forms their identity, helps the nation to survive and contributes to integration and pride as a nation.</p> <h3>The history of Ghana is important</h3> <p>In this section learners are given an overview of the history of Ghana that took place in Ghana's past, and there are a part of Ghana's history. Learners are made aware of the impact that events can have on the people of a country.</p> <h3>History shapes our identity</h3> <p>Learners discuss what the word identity means. They learn how the events from history contribute to and promote their identity as Ghanaians.</p> <p>Content standard BA.1.1.1</p> <p>Indicator BA.1.1.1.1</p> <p>Subject specific practices and core competencies</p> <p>Learners develop their cultural identity, creativity and innovative skills as they identify the importance of studying history.</p> <p>Resources</p> <p>Ghana History Basic 2: Learner's Book, photos/ videos of historic events and/or cultural activities in Ghana</p> <p>Key words</p> <p>record, migration, settlement, alliance, camps of life, identity, present.</p> <p>Helpful links</p> <ul style="list-style-type: none"> • www.ghana.com/learn/why-we-study-history-the-importance-of-history </div> </div> |

| | |
|---|---|
| <div> <div>Resource 2 continued</div> <div>  </div> </div> | <div> <div>Resource 3</div> <div> <p>Let us learn about... The people of Ghana (LB pages 26–27)</p> <p>A map of Ghana, showing the region where the Anlo people are mainly located.</p>  </div> </div> |
|---|---|

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 about the new content to be learnt in each unit
- prompt debates and content integration with ICT, where relevant and appropriate.


Text and content:

- use language that is appropriate to the level, age, knowledge and background of the 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.

History as a subject Strand 1



Let us learn about ...

History and why it is important
Look at the cover of the book about Ghana's history. Talk about the following:

- What the word 'history' means.
- Why is the flag of Ghana on the cover?
- Why do you think an old black and white photo is added on the cover?

Colonisation and Ghana Strand 4



Let us learn about ...

Colonisation
Look at the picture.

- Do you know what a colony is? What is colonisation?
- Who is the person in the middle of the picture? Why is she there?
- Which two flags are the learners waving? Why?

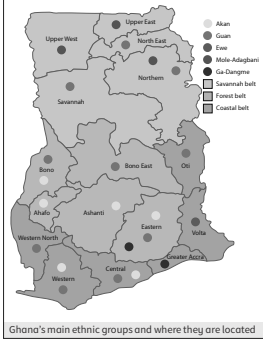
Strand 2: My country, Ghana

The people of Ghana

The Ghana we know today, was formed by the migration of various ethnic groups to the Gold Coast. These ethnic groups are further divided into smaller tribes and kingdoms. Ghana thus consists of several kingdoms. Some of the kingdoms in Ghana are:

- the Mole-Dagbani and Gonja (Guan) kingdoms that are mostly situated in the savannah belt.
- the Bono, Adansi, Asante, Denkyira and Akwamu (all Akan) kingdoms, mostly situated in the forest belt.
- the Anlo (Ewe), Fante (Akan), Ga-Adangme and Effutu (Guan), mostly found in the coastal belt.

KEY WORDS
savanna belt
forest belt
coastal belt



Ghana's main ethnic groups and where they are located

Sub-strand 1

HOMEWORK

Ask your parents or an older person in your community about the history of your ethnic group.


- Where did they come from?
- What are their customs and traditions?
- What stories do they tell about the old warriors and chiefs?
- Share it with your class.

The Anlo was a very powerful kingdom in earlier times. In this unit, you will learn more about the rise and fall of this mighty kingdom.

Formation of the Anlo Kingdom

The Anlo is a sub-group of the Ewe ethnic group. Members of the Anlo live in the south-eastern part of Ghana in the Volta region. According to oral history, the Anlo settled in their present home in the late 17th Century. It is told that they escaped from Notsie, an ancient region that is now located within the borders of the modern state of Togo.

To this day, the Anlo celebrate this escape and their settlement in an annual festival called Hogbetsotso. The word 'hogbe' or 'hohogbe' means 'the day of exodus'.



Women dancing at the Hogbetsotso festival

Strand 2: My country, Ghana

Activity 2.9

- Role-play an interview between a news reporter in 1421 and Ayuba.
- Take turns to be the interviewer and the interviewee.
- Write down your questions in your exercise book before you start.
- Write a summary of five sentences about the information you gathered in your interview.


Okomfo Anokye Sword Site in Kumasi

Okomfo Anokye was an Asante fetish priest and cofounder of the Asante Kingdom in West Africa. According to oral history, he planted a sword in the ground and declared that the removal of the sword will be the end of the Asante Empire.


It has been 300 years since the sword was planted in the ground at the Okomfo Anokye Hospital in Kumasi.

The sword serves as a symbol of unity of the Asante Kingdom. Many people have tried to use force and machines to remove the sword, but no one has succeeded.

KEY WORDS
fetish
cofounder
succeeding



The Okomfo Anokye sword



Okomfo Anokye

Sub-strand 4

Activity 2.10

- Take turns to state an interesting fact about the Okomfo Anokye sword.
- List all the interesting facts in your exercise books.
- Use your list to design a poster to provide information to people who visit this historical location.



Exercise 2.7


Fill in the missing words in the sentences below. Use these words: Larabanga, Sudanese, Ayuba, Quran, Imam.

- The oldest mosque in Ghana is the _____ Mosque.
- The mosque is built in the _____ style.
- The mosque was built by _____.
- There is an old _____ in the mosque.
- Yidan Barimah Brahah was the _____ in 1650.

Say whether these statements are true or false:

- Okomfo Anokye was an Ewe priest.
- It is believed that if the sword is removed, it will be the end of the Asante Kingdom.
- The Okomfo Anokye sword has been in its position for 500 years.
- The sword is located in Kumasi.
- The sword has been removed a few times.

| | |
|--|---|
| <p>‘Did you know?’ boxes:</p> <ul style="list-style-type: none"> provide interesting facts and extra information. | <div data-bbox="992 192 1312 247">DID YOU KNOW?</div> <div data-bbox="643 254 1312 445"> <p>Ghana voted to add six new regions in 2018. They are: Oti, Western North, North East, Ahafo, Savannah and Bono East.</p> </div> |
| <p>Key word boxes and a Glossary:</p> <ul style="list-style-type: none"> build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises. | <div data-bbox="906 500 1154 782"> <div data-bbox="922 507 1149 546">KEY WORDS</div> <div data-bbox="922 560 1149 776"> <p>vocational syllabus joinery masonry experimental</p> </div> </div> <div data-bbox="675 812 1404 1800"> <div data-bbox="675 812 967 867">GLOSSARY</div> <div data-bbox="727 890 1357 1770"> <p>A</p> <p>abolished to get rid of/to end</p> <p>abroad any country that is not your own</p> <p>achievement something you’ve accomplished/a goal reached</p> <p>advantage a better chance or position</p> <p>alliance group of countries that agree to work together</p> <p>ally country that has joined with another for a particular purpose</p> <p>architecture the style or way of building</p> <p>armed forces all the military services of a country</p> <p>artefact any object made by human beings</p> <p>attire clothing</p> <p>autobiography a book about the author’s own life</p> <p>awoamefia paramount chief; ruler</p> <p>B</p> <p>barracks hostel for soldiers</p> <p>barrier something that blocks the way; a fence/a wall</p> <p>battle site place where a fight takes place</p> <p>blacksmith a person who melts and shapes iron</p> <p>bombard to attack with bombs or cannons</p> <p>booming a great increase in something</p> <p>breakwater a barrier before a harbour or shore to make waves smaller</p> <p>broadcasting sending over a radio</p> <p>bungalow a small, cozy house or cottage</p> <p>C</p> <p>carpenter a person who makes things from wood</p> <p>catechist one who teaches another in Christianity before baptism takes place</p> <p>centralise ruled from a central point</p> <p>chieftain a leader of a clan or tribe</p> <p>chieftain institution an established custom of a chief</p> <p>citizen a person who is a member of a country</p> <p>civilian a person who is not in the armed forces or the police</p> </div> <div data-bbox="732 1758 760 1777">120</div> </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="1024 1855 1179 1910">ICT </div> <div data-bbox="643 1917 1179 2061"> <p>Do research on the internet to find pictures of the Palaver Hall where the Bond of 1844 was signed.</p> </div> |

Activities:

- incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt
- 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
- compensate for multi-ability learning
- allow learners to practise the core skills, in context and while engaging in practical activities.

Activity 2.8


Choose the correct word(s) from column **B** to complete the sentences in **A**.

| A | B |
|---|--------------------|
| The Jamestown Lighthouse was built in ____. | roof British |
| You can see as far as ____ from the lighthouse. | 1871 lantern |
| The lighthouse overlooks the ____. | 50 km gallery |
| The Jamestown Lighthouse was built by the ____. | 30 km harbour |
| The structure of the lighthouse consists of a ____ , ____ and ____. | Dutch 1892 |
| | stone tower |

Exercises:

- allow learners to answer questions about what they have learnt and consolidate learning.

Exercise 2.5

- 1 Say if the following statements are true or false:
 - a The president lives at Flagstaff House.
 - b Flagstaff House was built by the Ghanaian government.
 - c Flagstaff House was rebuilt in 2005.
 - d There is a zoo at Flagstaff House.
 - e It was inaugurated in 2008 by President John Kufuor.
- 2 Answer the questions.
 - a Write down what Flagstaff House was originally used for.
 - b Why did the zoo at Flagstaff House close down?
 - c Write down the new name of Flagstaff House.
 - d When was it inaugurated?
 - e Name two things the president uses Flagstaff House for.

Homework activities:

- let learners explore, build on and practise what they have learnt at school.

HOMEWORK

- 1 See if you can find a 'talking drum' at home or from a member of your family.
- 2 Practise at home to give a demonstration in class of how to play the drum.

Revision activities:

- help learners to revise content
- feature self-assessment 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.

REVISION

Answer these questions to revise the work you have learnt in Strand 1.

- Complete the following statements:
 - History is a _____ of past events.
 - History makes us _____ we are.
 - The _____ is the largest ethnic group in Ghana.
- True or false:
 - The Ewe is an ethnic group of Ghana.
 - History is not an important subject.
- Name three important events in the history of Ghana.
- Is it important to study the history of Ghana? Name three reasons for your answer.
- How does history help to form people's identity?
- How does history help to keep traditions alive?
- How does history help to make you proud to be a citizen of Ghana?
- What are primary sources of history? Name two.
- What are secondary sources of history? Name two.
- What do the five Ws stand for?
- List the information we can get using the five Ws.

Self-assessment

| I can ... | yes | sometimes | no |
|---|-----|-----------|----|
| 1 name three reasons why studying Ghana's history is important. | | | |
| 2 name two categories of history sources. | | | |
| 3 give examples of the two categories of history sources. | | | |
| 4 explain how to gather historical information from sources of history by using the 5 Ws. | | | |

REVISION

1 Redraw the table below in your exercise book and fill in the correct information for each of the following historical locations:

- Flagstaff House
- Burma Camp
- Jamestown Lighthouse
- Gbewaa Palace
- The Larabanga Mosque
- Okomfo Anokye Sword Site
- The Kumasi Fort and Military Museum
- The Ghana Broadcasting Corporation

Example

| Where is it? | Who built it? | When was it built? | Why was it built? | How has it changed? |
|-------------------|---------------|--------------------|-------------------------------------|-------------------------|
| 1 Flagstaff House | | | | |
| Accra | The British | Not known | It was built to be used as offices. | It was rebuilt in 2008. |

Self-assessment

| I can ... | yes | sometimes | no |
|---|-----|-----------|----|
| 1 demonstrate knowledge of some of the historical sites of Ghana. | | | |
| 2 say where the historical sites are located. | | | |
| 3 say who built them. | | | |
| 4 say why they were built. | | | |
| 5 say how they have changed over time. | | | |

Assessment:

- provides an opportunity for learners and teachers to assess what they have learnt.

ASSESSMENT TEST

- Fill in the missing words.
 - The Asante moved south to _____ their area in 1807, 1811 and _____.
 - Britain's main goal early in the 19th Century was to grow their _____ interests.
 - Trade in products like _____ and _____ were disrupted.
 - The Europeans felt _____ in their forts.
 - The _____ and the _____ trusted the British to protect them.
 - Governor _____ of _____ was appointed to manage the forts on the Gold Coast.
 - He wanted to end the _____ trade and to establish _____.
 - He closed the _____ and encouraged the coastal groups to oppose the _____.
 - The first Anglo-Asante War took place from 1822- _____.
 - The _____ were the British allies.
 - During the 2nd Anglo-Asante War, the British destroyed _____.
 - George Ekiem Ferguson signed a treaty of friendship and trade with _____ of Dagarti.
 - A second treaty was signed by Lieutenant _____ and No Seidu for Dagarti.
 - In 1916, Togoland was divided to form _____ Togoland and _____ Togoland. (22)
- Say if these statements are true or false.
 - The British defeated the Asante in the battle of Nsamankow.
 - The Asante killed the British Governor, MacCarthy.
 - The Asante were unhappy because the British controlled their allies well.
 - Captain George Maclean arranged a peace treaty with the Asante in 1825.

ASSESSMENT TEST

- There were many cases of conflict between the Asante and other groups from 1820 to 1843.
- Colonisation happens when a developed country takes over a developing country.
- At the end of 1897, the Northern Territories were proclaimed a British colony. (7)

3 Answer the questions about the Asante and the British.

- Name three issues the Asante had with the British in 1824. (3)
- Who signed the peace treaty of 1831? Name three parties. (3)
- What was the peace treaty in 'b' called? (1)
- What did Maclean do to preserve the peace? (1)
- Did trade increase or decrease after the peace treaty was signed? (1)

4 a How much time went by after the peace treaty was signed before the Bond of 1844 was signed? (1)

- What were the terms of the 1844 Bond? (4)
- Write five sentences to explain the events that led to the Bond of 1844. (5)
- How many chiefs signed the Bond? (2)
- Where was the Bond signed? (2)
- What was the significance of the Bond? (3)

5 a Complete the definition: Colonialism is ... (3)

- Complete: A colony is ... (3)
- Complete: A protectorate is ... (3)

6 a Name the two main agreements in the Treaty of Fomena. (2)

- Who signed the Treaty of Fomena? (2)
- Who was the Asantehene during the last Anglo-Asante War? (1)
- What happened to the Asantehene when the war was over? (1)
- What happened in the War of the Golden Stool? (3)

End-of-year exam:

- 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.

YEAR-END EXAMINATION

11 Choose one of the major historical locations in Ghana below. Write down the letter and name of the location you choose, and answer the questions that follow.

















- Where is it located? (1)
- When was it built? (1)
- Who built it? (1)
- Why was it built? (1)
- How did it change over time? (1)

YEAR-END EXAMINATION

12 Choose one of Ghana's outstanding traditional leaders in the pictures below. Write down the letter of the picture you choose and answer the questions that follow.

- Who is this traditional leader? (1)
- How did this leader contribute to the national development of Ghana? (2)
- Why does this leader inspire you? (2)

Total: 120

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. History is also a discipline that aims to impart to learners a range of important moral lessons, and provide them with guidelines for everyday living and interactions with people in society.

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

Teaching philosophy

Through the learning of History, learners would, 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 possible, give their views on current events (in the country) based on their knowledge of the history of Ghana. Encourage learners to explore topics through questioning.

The History curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily learning, as they are aimed at promoting 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 their personal history, as well as the history of their families, and their communities
- acquire the skill of gathering and objectively analysing historical data, using scientific methods, which 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 to 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 History of Ghana as a subject in the primary school is to effect positive change in the values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons that 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 that were produced, based on interpretation of primary sources, e.g. books, journals, articles, etc.

Instructional expectations for your History lessons include the following:

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of your learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana.
- Encourage discourse among learners and challenge them to accept and share responsibility for their own learning, based on their unique individual differences.
- Use formative and summative assessment methods to systematically gather data about learner understanding and ability in order to guide teaching and learning and 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 enquiry 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 historic sites
- Debates among groups on various topics relating to history
- 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** are 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.
- **Exemplar** refers to support and guidance that clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be used to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 4 is organised under five strands with seven sub-strands:

- **Strand 1: History as a subject**
 - **Sub-strand 1:** Why and how we study History
- **Strand 2: My country Ghana**
 - **Sub-strand 1:** The people of Ghana
 - **Sub-strand 4:** Major historical locations
 - **Sub-strand 5:** Selected individuals
- **Strand 3: Europeans in Ghana**
 - **Sub-strand 3:** Missionary activities

- **Strand 4: Colonisation and Development under Colonial Rule in Ghana**
 - **Sub-strand 1:** Establishing British Rule in Ghana
- **Strand 6: Independent Ghana**
 - **Sub-strand 1:** The republics

Time allocation

For adequate coverage of the curriculum, the following time allocation is advised for Basic 4: 4 periods of 30 minutes per week. Two periods should run consecutively for practical lessons and revision where needed.

Classroom management

Most teachers in Ghana work with large classes, and are skilled in large-class methodologies. Here are a few reminders about group, pair and individual work that could be helpful with 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.
- If a learner misbehaves, 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 is 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. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.
- 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 now 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 in the following text.

Knowledge, understanding and application

Under this domain, learners may acquire some knowledge through their learning experiences. They may 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 a 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 toward seeking information about how things work in a variety of fields.
- **Perseverance** – This is the ability to pursue a problem until a satisfying solution is found.
- **Flexibility in idea** – 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 that require the provision of equal opportunities to all and that all strive to care for one another, 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 importantly, 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.

Creative and interactive teaching and learning includes the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes that are assessed continuously, and feedback that 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 these strategies ensure 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 ICT as a pedagogical tool
- the identification of subject-specific instructional expectations needed to make 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 use of questioning 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 different 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 the 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 the 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 the 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** refers to learning experiences that are adjusted or tailor-made to the different ability levels in a classroom. It involves small group and larger group teaching.
- **Scaffolding** in education refers to the use of different 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.

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 learning and 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.

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. They are ways in which teachers and learners engage with the subject matter as they learn the subject. 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)

This competence develops 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, and fulfilling dreams and aspirations.

6. Digital literacy (DL)

Digital Literacy develops learners to discover, acquire and communicate information through ICT to support their learning. It also helps to make them use digital media responsibly.

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

Learners enjoy 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 work, debates and research work, designing posters and paintings, and so on. These 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 or false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities
- 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:

- 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 learners, and the ocean for learners 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 the History Basic 1 Learner's Book, specific suggestions are made regarding the use of ICTs. However, the extent to which you can 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 these 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, and in so doing, to enable teachers to adapt their teaching. This will, in turn, help learners to progress steadily in the areas in which they need to improve.

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

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- **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 Learner's Book 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 is 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 the 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 the 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 the 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 slower 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 person to decide how to adapt lessons and diverge from set time frames in order to accommodate the capabilities of learners. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure the attentiveness and involvement of every learner.

Be positive and confident about the subject matter and explicit in your directions to learners about what they need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the 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 the 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

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 the 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 the 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 the 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 the 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 4 |
|---|---|---------|
| 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 | ✓ |
| | Some selected individuals | ✓ |
| 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 development | |
| 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 1

| Week | Time allocation/ Period | Section |
|------|----------------------------|---|
| 1 | 30 mins (1 period) | Strand 1: Sub-strand 1 Teach content: Why and how we study History Learners do: Let us learn about ... activity; Activity 1 |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 2 | 30 mins (1 period) | Teach content: The history of Ghana is important Learners do: Activity 2 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 3 | 30 mins (1 period) | Teach content: History helps our nation to survive Learners do: Activity 3 and ICT activity |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 4 | 30 mins (1 period) | Teach content: History make us proud Ghanaians Learners do: Activity 4 and Exercise 1 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 5 | 1 hour (2 periods) | Teach content: History sources Learners do: Activity 5; Homework and Extension; Activity 6 |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 6 | 30 mins (1 period) | Teach content: Information gathered from sources Learners do: Activity 7 and Activity 8 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 7 | 30 mins (1 period) | Teach content: Information gathered from sources (continued) Learners do: Activity 9; Revision exercise; Self-assessment and Assessment Test |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 8 | 30 mins (1 period) | Stand 2: Sub-strand 1 Teach content: The people of Ghana Learners do: Homework |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 9 | 30 mins (1 period) | Teach content: Migration and escape Learners do: Activity 10; Exercise 2 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 10 | 30 mins (1 period) | Teach content: Settlement/Livelihood and Precolonial times Learners do: Activity 11 and Extension; Exercise 3; Activity 12 and Exercise 4 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 11 | 30 mins (1 period) | Teach content: The decline of the Anlo Kingdom Learners do: Activity 13 |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 12 | 30 mins (1 period) | Teach content: The Anlo today Learners do: Activity 14; Exercise 5; Revision exercise and Self-assessment |
| | 1 -hour (2 periods) | |
| | 30 mins (1 period) | |

Term 2

| Week | Time allocation/ Period | Section |
|------|----------------------------|--|
| 13 | 30 mins (1 period) | Strand 1: Sub-strand 4 Teach content: Major historical locations Learners do: Activity 16; Homework; ICT activity and Exercise 6 |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 14 | 30 mins (1 period) | Teach content: Burma Camp and Jamestown Lighthouse Learners do: Activity 17; ICT activity; Activity 18 and Exercise 7 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 15 | 30 mins (1 period) | Teach content: The Larabanga Mosque Learners do: Activity 19; Activity 20 and Exercise 8 |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 16 | 30 mins (1 period) | Teach content: The Kumasi Fort and Military Museum and Revision Learners do: Activity 21; Activity 22 and Exercise 9 and Revision |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 17 | 1 hour (2 periods) | Strand 2: Sub-strand 5 Teach content: Some selected individuals Learners do: Activity 23 and Exercise 10 |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 18 | 30 mins (1 period) | Teach content: Ndwura Jakpa of Gonja Learners do: Activity 24 and Exercise 11 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 19 | 30 mins (1 period) | Teach content: Osei Tutu I of Asante Learners do: Activity 25 and Exercise 12 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 20 | 30 mins (1 period) | Teach content: Naa Gbewaa of Pusiga Learners do: Homework; Activity 26 and Exercise 13 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 21 | 30 mins (1 period) | Teach content: Sir Ofori Atta of Akyem Abuakwa Learners do: Activity 27; Exercise 14; Revision; Self-assessment and Assessment Test |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 22 | 30 mins (1 period) | Strand 3: Sub-strand 3 Teach content: Europeans in Ghana; Missionary activities Learners do: Let us learn about ... activity; Homework; Activity 28 and Exercise 15; Activity 29 and ICT activity |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 23 | 30 mins (1 period) | Learners do: Missionary activities (continued) Teach content: ICT activity; Activity 30 and Exercise 17 Activity 31 and Exercise 18 |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 24 | 30 mins (1 period) | Teach content: Christianity and formal education/Contributions of the missionaries Learners do: Activity 32 and Exercise 19; Revision; Self-assessment and Assessment Test |
| | 1 -hour (2 periods) | |
| | 30 mins (1 period) | |

Term 3

| Week | Time allocation/ Period | Section |
|------|----------------------------|---|
| 25 | 30 mins (1 period) | Strand 4: Sub-strand 1 Teach content: Establishing British rule in Ghana Learners do: ICT activity |
| | 30 mins (1 period) | |
| | 1 hour (2 periods) | |
| 26 | 30 mins (1 period) | Teach content: Reasons for signing the Bond of 1844/ The importance of the Bond of 1844 Learners do: Activity 33; Exercise 20 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 27 | 30 mins (1 period) | Teach content: Forming of the Gold Coast Learners do: Activity 34; ICT activity |
| | 1-hour (2 periods) | |
| | 30 mins (1 period) | |
| 28 | 30 mins (1 period) | Teach content: Asante Learners do: Activity 35 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 29 | 1 hour (2 periods) | Teach content: Togoland/From colony to independence Learners do: Activity 36; Exercise 21 |
| | 30 mins (1 period) | |
| | 30 mins (1 period) | |
| 30 | 30 mins (1 period) | Teach content: Revision and Assessment Learners do: Revision exercise; Self-assessment and Assessment exercise |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 31 | 30 mins (1 period) | Strand 6: Sub-strand 1 Teach content: The republics Learners do: Let us learn about ... activity; Activity 37; Exercise 22 and ICT activity |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 32 | 30 mins (1 period) | Teach content: The four republics of Ghana |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 33 | 30 mins (1 period) | Teach content: The four republics of Ghana (continued) Learners do: Activity 38 |
| | 1 hour (2 periods) | |
| | 30 mins (1 period) | |
| 34 | 30 mins (1 period) | Teach content: The four republics of Ghana (continued) Learners do: Exercise 23 |
| | 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 Assessment exercise |
| | 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 I: History as a subject Sub-strand I: Why and how we study History | Learner's Book pages 1–18 |
|--|--|
| Subject integration | Language and literacy; Creative Arts; Our world and our people. |
| 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; energy efficiency and energy conservation |
| Curriculum values | Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysis; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; comparing; 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; environmental awareness |
| 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"> • Any Activity Or Exercise in this section • Self-assessment • Revision Summative assessment: <ul style="list-style-type: none"> • Revision • Assessment test • Year-end examination |

| Strand 2: My country Ghana Sub-strand 1: The people of Ghana | Learner's Book pages 19–45 |
|---|---|
| Subject integration | Numeracy; Language and literacy; Creative Arts; Our world and our people |
| 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; energy efficiency and energy conservation |
| Curriculum values | Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysis; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; communicating/reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; commitment; cooperation; responsibility; environmental awareness; respect for the Rule of Law |
| 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"> Any Activity Or Exercise in this section Revision Self-assessment Summative assessment: <ul style="list-style-type: none"> Revision Year-end examination |

| Strand 1: My country Ghana Sub-strand 5: Some selected individuals | Learner's Book pages 46–62 |
|---|--|
| 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 | Gender equality and equity; inclusive education |
| Curriculum values | Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysis; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; communicating/reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; patriotism; respect for evidence; reflection; comportment; cooperation; responsibility; respect for the Rule of Law |
| Inclusion | Place special needs learners and able learners are placed together in groups and pairs to work together. Faster learners can perform the more challenging roles and slower learners the less challenging ones. |
| Assessment | Diagnostic assessment: <ul style="list-style-type: none"> Strand opener activity Formative assessment: <ul style="list-style-type: none"> Any Activity Or Exercise in this section Revision Self-assessment Summative assessment: <ul style="list-style-type: none"> Revision Assessment test Year-end examination |

| Strand 3: Europeans in Ghana Sub-strand 3: Missionary activities | Learner's Book pages 63–78 |
|---|--|
| 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 | Gender equality and equity; 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; analysis; 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; com-portment; cooperation; responsibility; environ-mental awareness; respect for the Rule of Law |
| Inclusion | Special needs learners and able learners are placed in the same groups in the activities. Able learners can do the more challenging tasks while slower learners do the less challenging tasks. |
| Assessment | Diagnostic assessment: <ul style="list-style-type: none"> Strand opener activity Formative assessment: <ul style="list-style-type: none"> Any Activity in this section Revision Self-assessment Summative assessment: <ul style="list-style-type: none"> Revision Assessment test Year-end examination |

| Strand 4: Colonisation and Development under Colonial Rule in Ghana Sub-strand I: Establishing British rule in Ghana | Learner's Book pages 79–96 |
|---|--|
| 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 | Gender equality and equity; 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; analysis; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; comparing; communicating/ reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; commitment; cooperation; responsibility; respect for the Rule of Law |
| Inclusion | Place special needs learners and able learners are placed in the same groups in the activities. Able learners can do the more challenging tasks while slower learners do the less challenging tasks. |
| Assessment | Diagnostic assessment: <ul style="list-style-type: none"> Strand opener activity Formative assessment: <ul style="list-style-type: none"> Any Activity Or Exercise in this section Revision Self-assessment Summative assessment: <ul style="list-style-type: none"> Revision Assessment test Year-end examination |

| Strand 6: Independent Ghana Sub-strand 1: The republics | Learner's Book pages 97-107 |
|--|--|
| 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 | Gender equality and equity; inclusive education |
| Curriculum values | Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity |
| Learning domain: Knowledge, understanding and application | Knowing; understanding; applying; analysis; synthesising; evaluating; creating |
| Learning domain: Skills and processes | Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising |
| Learning domain: Attitudes | Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; com-portment; cooperation; responsibility; respect for the Rule of Law |
| Inclusion | Special needs learners and able learners are placed in the same groups in the activities. Able learners can do the more challenging tasks while slower learners do the less challenging tasks. |
| Assessment | Diagnostic assessment: <ul style="list-style-type: none"> Strand opener activity Formative assessment: <ul style="list-style-type: none"> Any Activity Or Exercise in this section Revision Self-assessment Summative assessment: <ul style="list-style-type: none"> Revision Assessment test Year-end examination |

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 |

| Strand 2: My country Ghana Sub-strand 4: Major historical locations | | | |
|---|--|---|---|
| KG1 | 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. | B4.1.1.1 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. | B4.1.1.1.1 Explain how history defines our identity as Ghanaians – Akan, Ewe, Gonja, etc. |

Content standards, indicators, subject specific practices and core competencies

| Strand I: History as a subject Sub-strand I: Why and how we study history | | |
|--|---|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| 4.1.1.1 Show understanding of the importance of studying history. | Learners develop their cultural identity, creativity and innovative skills as they identify the importance of studying history. | B4.1.1.1.1 Explain the importance of studying the history of Ghana. <i>Enquiry route: How does history promote our identity as Ghanaians? How does history promote the survival of the ethnic groups? How does history promote national integration? How does history promote national pride and patriotism?</i> |
| | | 1. Engage learners to discuss how history defines our identity as Ghanaians. |
| | | 2. Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation. |
| | | 3. Role-play how history can promote national pride, patriotism and integration. |
| B4.1.1.2 Understand the sources for writing history. | Use of evidence in learning history helps learners develop their critical thinking skills. | B4.1.1.2.1 Identify the sources of history including archae-ology, numismatics, oral tradition, wall paintings, etc. <i>Enquiry route: What are the sources of history? What historical knowledge are we likely to acquire from these sources?</i> |
| | | 1. List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. |
| | | 2. Classify these sources under primary and secondary sources. |
| | | 3. Explain how we can gather relevant historical information from old newspapers and diaries. (e.g. Natural disasters – drought, bushfire, etc.) |

| Strand 2: My country Ghana Sub-strand 1: The people of Ghana | | |
|--|--|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.2.1.1 Show understanding of some of the factors that led to the rise, expansion and decline of one major kingdom. | As learners reconstruct and interpret the factors that led to the rise, expansion and decline of one major Kingdom, they develop cultural identity and digital literacy. | B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion. <i>Enquiry route: Where was this major Kingdom formed? How was it formed? How did it expand?</i> |
| | | 1. Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Savanna Belt States: Mole-Dagbani and Gonja; Forest Belt States: Bono, Adansi, Asante, Denkyira and Akwamui; Coastal Belt States: The Anlo, The Fante, Ga-Adangme and Effutu. |
| | | 2. Using the map of Ghana, locate where this major Kingdom is found. |
| | | 3. By animations, play games about the location of major kingdoms. |
| | | B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied. Enquiry routes: What factors led to the decline of the kingdom? 1. Give reasons why some of the kingdoms declined e.g. internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu's location to the east of the Volta in 1733, Denkyira's decline in 1701, Asante's decline in 1874. |

Strand 2: My country Ghana

| Sub-strand 4: Major historical locations | | |
|--|--|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.1.4.1 Demonstrate knowledge of the history of some historical locations in Ghana. | As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate. | <p>B4.1.4.1.1 Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, Jamestown lighthouse, Gbewaa Palace and Larabanga Mosque.</p> <p><i>Enquiry route: Where can these historical locations be found? When were they built? Who built them? Why were they built? How have they changed over time?</i></p> <ol style="list-style-type: none"> 1. With the use of internet, identify the major historical locations in Ghana (where they are located, who built them, when and why they were built). 2. Explain some of the uses to which these historical locations have been put since they were built. 3. Match these historical locations to where they can be located. 4. Show and discuss a documentary/ slides on these locations in Ghana. 5. Retell the stories behind some of the historical locations, including Flagstaff house, GBC, Burma camp, Kumasi military museum, Okomfo Anokye Sword in Kumasi, etc. |

Strand 2: My country Ghana

| Sub-strand 5: Some selected individuals | | |
|--|---|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.2.5.1 Demonstrate understanding of the role of significant traditional rulers in Ghana's history. | Through the use of evidence to appreciate the significant contributions of some traditional leaders, learners become creative, innovative and digitally literate. | <p>B4.2.5.1.1 Identify the role played by some traditional leaders in national development, including Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I, Sir Ofori Atta of Akim Abuakwa, etc.</p> <p><i>Enquiry route: Who were the traditional rulers who contributed to Ghana's development? How did they contribute? Which traditional rulers inspire you most and why?</i></p> <ol style="list-style-type: none"> 1. Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana's history. Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, etc. 2. Show photographs/ documentaries on the roles played by these traditional rulers in national development. 3. Retell the life story of any of these from a documentary show. 4. Identify the traditional leaders whose work inspires you most and give reasons for your choice. |

| Strand 3: Europeans in Ghana Sub-strand 3: Missionary activities | | |
|---|--|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.3.3.1 Demonstrate knowledge of European engagement in other activities than trade in Ghana. | As learners use evidence to interpret other European activities in Ghana, they become critical thinkers and creative, communicative learners. | B4.3.3.1.1 Describe European missionary activities in Ghana. <i>Enquiry Route: Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of Ghanaians?</i> |
| | | 1. Identify the missionary societies that came to Ghana (starting from the first to the last). |
| | | 2. Locate places where they operated (e.g. Basel-Akuapem, Bremen-Peki, etc.) |
| | | 3. Discuss Christianity and formal education as some of the major impacts of European presence in Ghana. |
| | | 4. Show and discuss videos/ documentaries of European activities in Ghana. |
| | | 5. Discuss other activities they engaged in (trade, vocational training centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). |
| | | 6. Debate the impact of European activities in Ghana. |

| Strand 4: Colonisation and Development under Colonial Rule in Ghana Sub-strand 1: Establishing British rule in Ghana | | |
|--|--|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.4.1.1 Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana. | As learners use evidence to analyse and appreciate the significance of the Bond of 1844, they develop critical thinking, communicative and collaborative skills. | B4.4.1.1.1 Examine the Bond of 1844. <i>Enquiry route: What led to the signing of the Bond of 1844? Where was the Bond of 1844 signed? Which people signed? What was the significance of the Bond?</i> |
| | | 1. Discuss events leading to the signing of the Bond of 1844. |
| | | 2. Using primary evidence, provide students with the content of the Bond of 1884 and discuss it with them. |
| | | 3. With the use of the internet/pictures show the Palaver Hall where the Bond was signed. |
| | | 4. Brainstorm the significance of the Bond of 1844. |

Strand 4: Colonisation and Development under Colonial Rule in Ghana

| Sub-strand 1: Establishing British rule in Ghana | | |
|--|---|---|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.4.1.2 Show understanding of how the various parts of the country were brought together. | As learners appreciate how the British colonised the Gold Coast, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change. | B4.4.1.2.1 Describe how the different areas – the Colony, Ashanti, The Northern Territories and The British Mandated Togoland – became one territory known as the Gold Coast. <i>Enquiry route: What is colonisation? How is a protectorate different from a colony? How did Ashanti and the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories?</i> |
| | | 1. Define the term 'colonialism'. |
| | | 2. Role-play how George Ekiem Ferguson acquired the Northern Territories as a protectorate for the British. |
| | | 3. Illustrate how the Ashanti and the Northern Territories became protectorates with the aid of a map. |
| | | 4. Locate the areas classified as British Togoland on a map. |
| | | 5. Compare the map of the Gold Coast in 1955 and the map of Ghana, today. Discuss your observations. |

| Strand 6: Independent Ghana Sub-strand 1: The republics | | |
|---|--|--|
| Content standards | Subject specific practices and core competencies | Indicators and exemplars |
| B4.6.1.1 Understand that there have been four republics in Ghana. | As learners use evidence to examine the causes and consequences of the four republics, they enhance their critical thinking and digital literacy skills. | B4.6.1.1.1 Explain that up to June 1960, though independent, Ghana had the Queen of the United Kingdom (UK) as head of state, which caused limitations on Ghana's independence. <i>Enquiry route: What is a republic? Who was the leader of Ghana's first republic? What were the limitations to Ghana's independence until 1960?</i> |
| | | 1. Define the term 'republic'. |
| | | 2. Discuss the limitations on Ghana's independence until June 1960. |
| | | 3. Use the internet to identify the positions controlled by British officials until June 1960. |
| | | B4.6.1.1.2 State the dates and names of the leaders of the four republics of Ghana since 1960. <i>Enquiry route: How many republics have we had in Ghana since 1960? Who was the leader of the third republic?</i> |
| | | 1. Differentiate between 'president' and 'head of state'. |
| | | 2. Match the names of the leaders to their period in office. |

Strand I: History as a subject

Introduction

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. History deals with important past activities of a people so that we understand how we acquired our identity and culture.

As an academic discipline, History helps to develop the imaginative abilities and critical thinking skills of learners, because it teaches them to analyse, evaluate and interpret past events carefully in order to make informed decisions. The study of history also teaches important moral lessons, and provides clear guidelines for life, and promotes interactions among the people in the society.

In essence, history is the study of people. It tells the story of all the people who have lived on Earth, and their activities, and how these activities will shape our world today. Understanding the past allows us

to understand the present, and provides insight into our origins – where we came from – and culture.

History also shows us why events happened in the past and how they have affected the present. We live with the consequences of those events and how people dealt with them. These events can also affect what happens in the future. History reveals why rules exist today and why these rules are necessary for communities of people to live together peacefully and to grow and prosper.

In *Sub-strand 1: Why and how we study history*, learners will find out what history is – namely, human activities that happened in the past – and why the study of history is important. They will also explore different sources that tell us about the history. Learners will look at different ways that we can find information and evidence of events that took place in the past.

Opener Activity

Let us learn about ... History and why it is important (LB page 1)

The opener activity provides an opportunity to assess learners' basic knowledge of what history is and what the study of history entails. 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 Ghana.

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

Answers

- 1 History is the study of past events. It can be related to past events in a person's life, or past events in a country's development. People know what happened in the past by looking at things from the past including sources (like this book, newspapers, letters and old photographs, like the one on the cover) and artefacts (like pottery).
- 2 The flag of Ghana is on the cover, because the book is specifically about Ghana. The flag represents an independent Ghana, so the information in this

book will tell you more about how Ghana became independent. This is an event that touched the lives of everyone in Ghana.

- 3 The old black and white photograph indicates that the book is about the past; things that took place a long time ago when there were only black and white photographs available. A black and white photograph is a primary source of history and evidence that a certain event took place. Guide learners to tentatively explore the difference between the History book as a whole, and the black and white photograph. Let them arrive at the fact that the person who took the photograph was present at the event, while the person who wrote the History book was not necessarily present.

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 1: Why and how we study history

In this sub-strand, learners will discover why we study history, in other words, why it is important. Three major reasons for the study of history are

provided. How we study history is also discussed in detail. This entails the use of sources – primary and secondary – to gather information about past events.

The importance of studying history

(B4.1.1.1)

Learners realise the importance of studying history, namely because it forms your identity, helps the

nation to survive and contributes to integration and pride as a nation.

The history of Ghana is important

In this section learners are given an overview of major events that took place in Ghana's past, and thus are a part of Ghana's history. Learners are made aware of the impact that events can have on the people of a country.

Why and how we study history

(LB page 2)

Learners discuss what the word identity means. They learn how the events from history contribute to and promote their identity as Ghanaians (or other nationality).

Content standard B4.1.1.1

Understand the importance of studying history.

Indicator B4.1.1.1.1

Explain the importance of studying the history of Ghana.

Subject specific practices and core competencies

Learners develop their cultural identity, creativity and innovative skills as they identify the importance of studying history.

Resources

Ghana History Basic 4 Learner's Book; photos/videos of historic events and/or cultural activities in Ghana

Key words

record, migration, settlement, alliance, coups d'état, identity, unique

Helpful links

- www.enotes.com/homework-help/why-important-study-history-explain-your-answer-389341 (the importance of history)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking different learners where they were born and which big events took place in their lives since then.
- Hold a class discussion and ask learners how they think events that happened to them, changed them, and made them into the people they are today.
- Conclude with the fact that where you were born, or where you grow up forms a part of your identity.
- Show learners a video or photographs of cultural activities of Ghanaians – food, clothing, festivals. Play a recording of a song or poem that relates to Ghana's cultural identity or history.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners. Ask them to talk about the events that took place in Ghana's history. Let them tell the class what they know about these events and what their parents and grandparents have told them. Lead them to evaluate how these events changed the lives of the people in Ghana.
- Ask learners to tell the class about the food they eat, how they dress, festivals, their names, etc. and lead them to the discovery that this forms a part of their identity and that these cultural activities are actually kept alive through history. Remind them that other countries have their own way of doing things, and have another identity. Therefore Ghana is unique, and it is history that formed this unique identity.

Phase 3: Reflect suggestions

- Let learners form groups and discuss their identity.

- Ask learners to think about how history has contributed to establish the things on the list. How did they come to be?
- Make sure that learners understand that studying the history of Ghana is important because it promotes the identity of the people of Ghana.

Activity 1

(LB page 2)

In Activity 1.1, learners talk about the important events in their life. They give examples of at least two events – saying who was involved, what happened, why it happened, where it happened and when it happened.

Group work

Learners work in groups to do this activity. Encourage all learners to participate in the discussion.

Answers

- 1 Learners' own answers.

Activity 2

(LB page 4)

In Activity 1.2 learners talk about what the word 'identity' means. They make a list of five things that happened in Ghana's history and talk about how these things affected the identity of the people of Ghana and the identity of the country as a whole. They role-play the events while other members have to guess which event is role-played.

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. Through group work and pair work, the core competency of communication and collaboration is practised.

Answers

- 1 The definition of identity is who you are; the way you think about yourself; the way you are viewed by the world; the characteristics that define you. An example of identity is a person's name; another example of identity are the traditional characteristics of a Ghanaian.
- 2 The gold trade; the naming of the Gold Coast; the transatlantic slave trade; migration and settlement of ethnic groups; the Asante wars; forming of alliances; independence; coups d'état; elections.
- 3 Role play should relate to any one of the events listed on page 3 of the *Learner's Book*.

Formative assessment

- Walk around the classroom and listen to and observe learners as they talk in their groups. Assist struggling learners.

- Make a note of those learners who lack confidence in contributing and answering questions and give them more practice opportunities in later lessons.

Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are slower 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

- Ask learners to draw a picture of something that happened in Ghana's history.
- Remind them to draw some of the people who were there.
- Let them describe their drawing to a partner.

Extension activity

- Ask learners to write a poem about something that happened in Ghana's past.
- Let them swap poems with a partner and read each other's poems out loud.
- Encourage them to give each other positive feedback on the poems.

History helps our nation to

survive (LB pages 5–6)

Learners discover how history helps ethnic groups, and thus the nation, to survive. The carrying over of customs and traditions to the next generation through different means. For example, stories that are told, songs that are sung, artefacts and works of art.

Content standard B4.1.1.1

Understand the importance of studying history.

Indicator B4.1.1.1.1

Explain the importance of studying the history of Ghana.

Subject specific practices and core competencies

Learners develop their cultural identity, creativity and innovative skills as they identify the importance of studying history.

Resources

Ghana History Basic 4 Learner's Book

Key words

preserve, custom, artefact, cultural heritage

Helpful links

- www.britannica.com/place/Ghana

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners to sing a song, tell a story or perform actions relating to customs or traditions of their ethnic group.
- Hold a class discussion and ask learners to describe what they know about the customs and traditions of their ethnic group and why they are performed.
- Find photographs or videos of cultural activities of the ethnic groups of Ghana on the internet before the class. Show these to learners during the lessons. Play a recording of a song or story relating to one of the ethnic groups of Ghana for learners to listen to. Let learners search online to find information on certain customs of ethnic groups.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners. Let learners tell from their own experience what stories are told, what songs are sung, what works of art are in their families, what artefacts they have or have seen, where it comes from, from whom it has been handed down, etc.
- Elicit from learners that history contributes in this way to keep their culture alive; that it is passed down from one generation to the next. It is their cultural heritage.

Phase 3: Reflect suggestions

- Let learners talk in groups about which of their customs and traditions, stories, songs, festivals they enjoy the most and which of them they do not like.
- Ask learners to think about how these activities, songs, stories, festivals, etc. makes an impact on their lives. Ask how their lives would be different if these things were not a part of their lives.
- Make sure that learners understand that history contributes to keeping their cultural heritage alive and thus ensuring that a specific ethnic group, and ultimately the nation of Ghana, survives.

Activity 3

(LB page 6)

In Activity 1.4, learners choose one custom or tradition from one of these ethnic groups: Akan, Ewe, Mole-Dagbani, Guan, Ga-Adangme. As a group, they role play the custom or tradition for the class. The class then guesses which custom and ethnic group it is.

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 role-playing. Encourage and remind learners to include history in their role play; to remember that the custom came from their parents and before that from their grandparents. Perhaps they can portray different generations in their role play. Through group work and pair work, communication and collaboration are practised.

Answers

- Learners' own interpretation of the specific custom or tradition enacted in the role play.

Formative assessment

- Give learners enough time to do research online, 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 are slower.
- When they do their role play for the class, take note of those learners who lack confidence in the role-playing and give them more practice opportunities in later lessons.

Differentiated learning

- Ask learners who show mastery in the lesson to portray the leading roles and let learners who are slower enact the supporting roles. Faster learners can tell the class more about each custom that is role-played.
- Use the remedial activities 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 the custom they are role-playing.
- Let them describe their drawing to a partner.

Extension activity

- Ask learners to write a short story featuring the custom or tradition they are role-playing.
- Let them read their stories to the class.
- Encourage the class to give positive feedback.

History makes us proud

Ghanaians (LB pages 7–9)

Some of the achievements of Ghana are highlighted to indicate how national pride and patriotism can be promoted by events that happened in the past; also how the struggles of a nation as a whole make them stronger and promote integration.

Content standard B4.1.1.1

Understand the importance of studying history.

Indicator B4.1.1.1.1

Explain the importance of studying the history of Ghana.

Subject specific practices and core competencies

Learners develop their cultural identity, creativity and innovative skills as they identify the importance of studying history.

Resources

Ghana History Basic 4 Learner's Book; Resource 1: Flag of Ghana to colour (page 122)

Key words

victory, architecture, shrine, achievement, citizen, independence, unity, obstacle

Helpful links

- www.youtube.com (keywords: *Ghana national anthem*)
- www.britannica.com/place/Ghana

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners if they know the national anthem by heart: God bless our homeland Ghana. Sing the national anthem while everyone stands at attention.
- Ask learners how they feel when they sing the national anthem. Guide them to discover that they can be proud of being a Ghanaian.
- Find a video of the national anthem of Ghana: God bless our homeland, Ghana, on the internet before the class. Show it to learners as an introduction to the lesson. Let it run a few times so that they can learn the words if they do not know them already.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners. Guide them to see that Ghana achieved great things in the past, that there were talented people who played a role, and that Ghanaians can be proud of their history and of their people.
- Elicit from learners that these achievements and people in Ghana's past are a collective history that bind together all Ghanaians – even though people and ethnic groups differ within the country.

Phase 3: Reflect suggestions

- Let learners talk in groups about the events and people in Ghana's past that make them proud.
- Ask learners to think about how history contributes to making them proud and making them feel like one nation.
- Make sure that learners understand that history promotes pride and integration of the Ghana nation.

Activity 4

(LB page 9)

In Activity 1.5, learners discuss with a partner whether or not they are proud to be a Ghanaian and why. They say which events in the history of Ghana make them proud. They are asked to reflect if other Ghanaians feel the same way. They explain the word 'unity'.

Pair work

- Learners work in pairs to do this activity. Working with a desk mate causes the least classroom disturbance.
- Encourage all learners to participate. This is an ideal opportunity for learners to assist each other and for them to assess each other.
- Through group work and pair work, communication and collaboration are practised.

Answers

- 1 Learners' own answers.
- 2 Learners' own answers. Events may include any events from Ghana's past, as long as it can be motivated.
- 3 Learners' own answers.
- 4 The word 'unity' means being as one, together, bound together, etc.

Formative assessment

- Walk around the classroom and listen to and observe learners as they talk in their pairs. Assist any learners who are slower.
- Give learners enough time to discuss the questions and then let the pairs share their answers with the class.
- Make a note of learners who lack confidence in answering questions and give them more practice opportunities in later lessons.

Differentiated learning

- Ask faster pairs to answer the questions first and then let pairs with learners who are slower give their answers. This method will provide those learners with example answers to use as a guideline when answering.
- 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

- Use Resource 1: the flag of Ghana. Ask learners to colour the flag in the correct colours.
- Alternatively they can draw someone/themselves hoisting the flag.
- They can write underneath it: I am proud of Ghana, because...
- Pin up the drawings and/or coloured-in pictures on the wall.

Extension activity

- Ask learners to design a poster about Ghana and why it is a great country.
- Pin up the posters in the classroom.
- Let the class give positive feedback on the posters.

Exercise 1

(LB page 9)

Answers

- 1 History is important because –
- it makes us proud Ghanaians.
 - it creates a feeling of unity among citizens.
 - it shapes our identity.
 - it helps our nation survive.
- 2 a True b False
c False d True

Formative assessment

- Do the exercise in class or as a homework exercise.
- Walk around the classroom and observe learners as they do the exercise. Assist any learners who are slower.
- Give learners enough time to complete the questions.
- Let learners exchange exercise books and use peer assessment, while discussing the answers in class.

Sources for writing history

(B4.1.1.2)

Learners come to understand the sources for writing history.

History sources

In this section, learners identify the sources of history. They discover that information and evidence can come from people, places and printed material. They classify them under primary and secondary sources and they discover what type of information can be gleaned from them.

Types of sources (LB page 10)

Learners discover what a source of history is and the types of sources available as evidence in history. They learn about the three p's, i.e. places, people and printed material, and they learn to identify examples of each.

Content standard B4.1.1.2

Understand the sources for writing history.

Indicator B4.1.1.2.1

Identify the sources of history.

Subject specific practices and core competencies

Use of evidence in learning history helps learners develop their critical thinking skills.

Resources

Old photographs; old newspapers; an old diary; old magazines; video of elderly person and/or chief telling a story about the past; photographs/videos of museums and/or palaces

Key words

evidence, source

Helpful links

- www.youtube.com (keywords: sources of history)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing learners some of the sources that you have brought to class. Let them pass the sources along and look at them closely.
- Ask them to tell you what they think each source is, and what they think they can learn from it about the past.
- Make sure you have about five or more items to discuss.
- Find videos of chiefs or elderly people of Ghana telling stories about past events as examples of sources of history. Find videos of museums and/or palaces as examples of sources of history.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Ask them to try and think of more examples of people, printed materials and/or places that could serve as sources of history.
- Convey the idea that as a student of history, they are like detectives who must find evidence in sources like a detective finds evidence on a crime scene. The detective wants to find out through pieces of evidence what has happened at the scene of the crime, just like historians and learners want to find out through sources what has happened at a certain place and time in the past.

Phase 3: Reflect suggestions

- Ask learners to think about how a historian would go about writing a book about a certain time in history.
- Let them reflect on how and where the historian would find information and evidence to start writing. Let them reflect on the types of sources he or she could use and list examples thereof.
- Make sure they understand that the sources of history are the most important factors when writing or discovering facts about the past.

Activity 5

(LB page 10)

Learners tell their partners what a source of history is and they name three types of sources (the three p's). They take turns to name examples of each type of source.

Pair work

- Let learners work with a desk mate – as this causes the least classroom disturbance.
- Let learners take turns in answering the questions while the other one listens.
- Let them write down the answers in their exercise books and share them with the class.
- Pair work is the ideal opportunity to practise some of the values that the curriculum wants to promote, like respect: each partner should give the other one a chance to speak and to contribute.
- Through group work and pair work, communication and collaboration are practised.

Answers

- 1 A source of history is a person, a place or printed material from which one gets information and evidence of what has happened in the past.
- 2 Three types of sources are people, places and printed materials.

Examples:

- People: grandparents, tribal chiefs, leaders, professionals, historians
- Places: monuments, museums, libraries and palaces
- Printed material: story books, magazines, posters, newspapers, old photographs and funeral brochures

Formative assessment

- Walk around the classroom and observe and listen as learners give the definition of a source of history, and while they list types of sources and examples of sources. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Ask different pairs to give their answers to the class.

Differentiated learning

- As sources of history are the foundation from where the study of history is carried out, it is important for all learners to grasp this.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners who struggle to divide a sheet of paper into three parts and to draw a person, a place and printed material that are sources of history. They can choose from the lists in the *Learner's Book*.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to search online for a book or video about the history of Ghana.
- Let them identify the sources of history that the author/producer used.
- Ask them to tell the class what they discovered.

Primary and secondary

sources (LB page 11–12)

Learners discover that there are two categories of history sources namely primary sources and secondary sources and they get to know examples of each of these.

Content standard B4.1.1.2

Understand the sources for writing history.

Indicator B4.1.1.2.1

Identify the sources of history.

Subject specific practices and core competencies

Use of evidence in learning history helps learners develop their critical thinking skills.

Resources

Ghana History Basic 4 Learner's Book; An elderly person/chief invited to class to share (an) historical event(s) with the learners; book(s)/ newspaper(s) about the same event(s); biographies; autobiographies; primary and secondary sources of the same historical events; Resource 2: Flashcards of primary and secondary sources (page 123–124)

Key words

autobiography, oral tradition, dirge

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by introducing an elderly person that you have invited to class to serve as an example of a person who is a primary source of history. Let the person tell the learners about a specific event that took place in the past in Ghana. If you have a book or newspaper article about the same event as a secondary source, this would work perfectly to demonstrate the difference between a primary and a secondary source.
- Alternatively, if you cannot arrange for someone to visit, show the learners an example of a primary and a secondary source. A good example would be to use a biography (secondary source) and an autobiography (primary source) of the same person, or an autobiography (primary source) where a certain event is described and a newspaper article (secondary source) of the same event.
- Ask them if they can tell what the differences between the sources are. Lead them to discover the answer.
- Use some of the videos you found online of chiefs or elderly people of Ghana telling stories about past events as examples of primary sources of history (use one you haven't used before). Find videos online of battle sites or other places where historical events took place.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Ask them if they know what the key words mean. Break the key words into simpler forms for them to discover the answer for themselves.
- Ask them to try and think of more examples of primary and secondary sources of history in their personal surroundings at home or in their communities.
- Let them bring along some of these examples to the next class if they are able to, to use as part of a display about sources of history.

Phase 3: Reflect suggestions

- Ask learners to reflect on which category of sources would be the most valuable to a history detective who is looking for answers – primary or secondary sources? Let them give reasons why they think so.
- Lead them to think about the accuracy of historical facts and how this would relate to the category of the source – primary or secondary.
- Let them reflect on possible problems that an historian could encounter to find primary sources.
- Help them to arrive at the conclusion that both categories of sources are valuable.

Activity 6

(LB page 12)

Partners tell each other what a primary source of history is and what a secondary source of history is. They list a range of examples underneath the correct heading: primary or secondary source.

Pair work

- Pair desk mates together for as little disruption to classroom activities as possible.
- Let learners take turns in answering the questions, while the other one listens.
- Let them write down the answers in their exercise books and share them with the class.

Answers

- 1 Primary sources of history are stories, writings and artefacts from people who were present when the event took place.
- 2 Secondary sources of history come from people who were not involved in the event. This source was created using other sources of history that already exist.

3

| Primary sources | Secondary sources |
|----------------------|-------------------|
| castles | |
| arts and crafts | funeral brochures |
| old diaries | biographies |
| old letters | old newspapers |
| oral tradition | history books |
| autobiographies | |
| old photographs | |
| old coins and medals | |

Formative assessment

- Walk around the classroom and observe and listen as partners tell each other what a primary and a secondary source is, and while they are listing the sources under the correct headings. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Ask different pairs to give their answers to the class.

Differentiated learning

- As sources of history are the foundation from where the study of history is carried out, it is important for all learners to grasp this.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Resource 2 (pages 123–124) – Use flashcards with pictures of primary and secondary sources of history on them.
- Pair slower learners with faster ones to enhance collaboration.

Extension activity

- Ask learners to find primary and secondary sources about the same historic event.
- Examples:

| | | |
|---|---|--|
| 1 | An interview with a person from their community about the event | A newspaper clipping of the same event |
| 2 | An autobiography about a specific person | A biography about the same person |

- Let them bring the sources to class if possible and tell the class of their findings.

Information gathered from sources (LB pages 13–15)

Learners discover how to gather information from sources by using a method used by journalists to gather information for a news article. They learn about the 5 Whs – who, what, where, why and when.

Content standard B4.1.1.2

Understand the sources for writing history.

Indicator B4.1.1.2.1

Identify the sources of history.

Subject specific practices and core competencies

Use of evidence in learning history helps learners develop their critical thinking skills.

Resources

Ghana History Basic 4 Learner's Book; Secondary and primary history sources that you and the learners have brought for a display in the classroom; Resource 4 (page 126) of this Teacher's Guide

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing the learners a source of history that relates to a specific event from the display in the classroom. Try to use two or three that will answer all of the Wh questions.
- Ask them how they would go about gathering all the information they could get from the source. This prompts them to think creatively to solve this problem.
- Use one of the videos you found online to let learners practise their skill in using the 5 Whs to extract information. It would be good to use one that you have not used before. This will make learners look at the video with a different outlook than before.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with them. Recite the 5 Whs a few times like a rhyme, so that they know them by heart.
- Write the 5 Wh questions beneath each other on the board. Show them one of the items shown before and ask them to apply the 5 Whs to this source of History.

- Ask one learner to identify the answer to the first Wh question on the board and write the answer down. Then ask another learner to answer the second Wh question and so on. Pass the source of history around the class so that they are able to find the answers.
- When you have all of the answers to the Wh questions, ask learners to write a short paragraph about the historic event that took place. Also accept answers that learners have researched elsewhere.
- Choose a few learners to read their paragraphs to the class.

Phase 3: Reflect suggestions

- Ask learners to reflect on how they can gather information from history sources with regard to a specific event that took place.
- Ask them to reflect on what information they can gather through this method, e.g. what happened; where it happened, who was involved, why it happened and when it happened.

Activity 7

(LB page 14)

In this individual activity, learners read the diary entry on page 13. They then redraw the table in the activity box in their exercise books and answer the 5 Wh questions. They are then ready to write a short paragraph about the historic event described in the diary entry.

Individual work

- Walk through the class and make sure that all learners have grasped the concepts. Help learners who are slower.
- Although this is an individual activity, learners can exchange their exercise books when they are done for peer assessment.
- Ask a few learners to read their paragraphs for the class.

Answers

1 See that learners read the diary entry attentively.

2

| | |
|---------------|---------------------------------------|
| Who? | Dr. Nkrumah |
| What? | The hoisting of the new flag of Ghana |
| When? | 6 th March 1957 |
| Where? | Accra |
| Why? | Because Ghana has become independent |

3 Any reasonable paragraph which includes the facts.

Formative assessment

- Walk through the classroom and observe as learners read the diary entry, and redraw the table to fill in the information.
- Give learners enough time to complete the activity.
- Use peer assessment to give learners feedback on their work.
- Do formative assessment while walking around the classroom.

Differentiated learning

- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Use Resource 4 to help learners who are slower to learn the 5 Whs. Print out enough copies before the class to use when you need it.
- Give them one or two simple examples of history sources to practise on.

Extension activity

- Ask learners to find sources online on a specific event in Ghana's history, e.g. the day Ghana became a republic for the first time, the day Dr. Nkrumah was overthrown, the slave trade, the Asante wars, etc.
- Ask them to share their findings with the class.

Activity 8

(LB page 14–15)

Learners read the diary entries of a young girl, Akuba, from the town of Ayirebi in Ghana on page 14 of the *Learner's Book*. They then answer the five Wh questions about one of the diary entries, by redrawing the table in their exercise books and completing it. They then decide what the most important event is in the diary and they discuss it in their groups. They should say why they think so. They are also asked to make a list about how this event affected the lives of the people in Ayirebi.

They are asked to think about and discuss why everything had become so expensive. They are also asked to say whether this is a primary or a secondary source of history and why they say so.

Group work

- This is a group activity for the purpose of grouping together learners with different abilities, so that they can learn from each other. Group work always promotes communication and collaboration.
- The questions are also designed to promote learners' critical thinking skills.

- Let the groups designate one learner to read the diary entries out loud in their group.
- They can then continue answering the questions.
- Walk through the class and give guidance where groups are slower.
- Give groups enough time to complete the activity.
- Then ask different groups to share their answers with the class.

Answers

- 1 Make sure the groups read the diary entry attentively. One learner can be designated to read the entries aloud.

2–3

| | |
|---------------|---|
| Who? | The people of Ayirebi, Ghana |
| What? | Drought; struggle for survival |
| When? | February 1983 |
| Where? | Ayirebi, Ghana |
| Why? | No rain for a long time; petrol is expensive; |

- 4 The drought
- 5 The stream has dried up, so drinking water has to be fetched from afar; petrol has become expensive, so people are struggling financially; bushfires destroy crops; it is hot; etc.
- 6 Everything is expensive, because the petrol price has gone up.

Formative assessment

- Walk around the classroom and observe and listen as groups read the entries and answer the questions. Assist any learner who is slower. Do your assessment.
- Give learners enough time to complete the activity.
- Ask different groups to give their answers to the class.

Differentiated learning

- Grouping different ability learners together in the groups will help learners who struggle to learn from their peers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Use Resource 4 and group together learners who struggle to grasp the concepts.
- Give them other examples of sources to work on until they are able to extract the information from the sources.

Extension activity

- Ask learners to find a history source like an old diary or a funeral brochure at home or in their communities and to apply the 5 Whs.
- Let them bring the sources to class, if possible, and tell the class of their findings.

Activity 9

(LB page 15)

Learners do this activity individually. They find a newspaper article at home about an historic event. This is an easy activity, because all events in the newspaper are, in fact, history. Encourage learners to find something that makes an impact on the people of Ghana.

Individual work

- This gives the learners an opportunity to be creative. Encourage learners to find interesting articles that makes an impact on all Ghanaians.
- Let learners share their experiences in finding the articles in class.

Answers

- 1–3 Learners' answers according to the news article they found.

Formative assessment

- This is an ideal opportunity to see if every learner has grasped the skill of gathering information, and how to apply the 5 Whs and to assess them individually.
- Give learners enough time to complete the activity in class.
- Ask learners to share their articles and answers with the class.

Differentiated learning

- Use the methods described in the previous extension activities for differentiated learning if you need more extension activities.

Summary: Strand I – History as a subject

Why and how we study History

History is about activities that happened in the past. It is about the people that were involved. It is also about the places where events happened and the reasons why they happened.

Examples of history may include:

- the life history of a person
- family history
- the history of an ethnic group, for example the Asante
- the history of a place, for example, a town, a city or a country.

The history of Ghana is important because it:

- shapes our identity
- helps our nation to survive
- makes us proud Ghanaians.

Why and how we study History

When studying history, one needs information and evidence of what has happened in the past. We get this information from different places and by different means. These places and means are called sources of history.

Types of sources

- Information for the study of history can be obtained from the three Ps: people, places and printed materials.
- Primary sources are stories, writings and artefacts from people who were present when the event took place.
- Secondary sources of history come from people who were not involved in the event. Secondary sources are usually created using other sources of history that already exist.
- The sources of history can provide any or all of the answers to these five questions:

| | |
|--|--|
| Who is it about? The people involved | Who is it about? The people involved |
| What happened? The event or happening | What happened? The event or happening |
| When did it happen? The date | When did it happen? The date |
| Where did it happen? The location | Where did it happen? The location |
| Why did it happen? The reason | Why did it happen? The reason |

Sub-strand 1: Revision

(LB page 16)

Formative or Summative assessment

Use this *Sub-strand 1: 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. Check that learners can demonstrate an understanding of the importance of studying history and of the sources of writing history.

Answers

- I
 - a Dr. Krame Nkrumah was Ghana's first president.
 - b Ghana was the first country in sub-Saharan Africa to gain independence.
 - c Printed sources of history include storybooks, newspapers, magazines, old photographs, posters and funeral brochures. (Learners can name any two of these items.)
- 2
 - a True
 - b False
 - c False
- 3 Accept any reasonable answers, such as Ghana gaining independence.
- 4 Accept any reasonable answer.
- 5 Accept any reasonable answer.
- 6 Accept any reasonable answer.
- 7 Accept any reasonable answer.
- 8 Primary sources are from people who were present at the time when the event took place. Primary sources include autobiographies, old letters, old photographs, historical places such as palaces and castles, coins, medals and old diaries.
- 9 Secondary sources include history books, dirges, old newspapers, oral traditions, biographies and funeral brochures.
- 10 We can get information such as who it happened to, when it happened, what happened, when it happened and why it happened.

Strand 1: Assessment test

(LB pages 17–18)

Summative assessment

Use this *Strand 1: 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.

- Make sure that learners can demonstrate an understanding of the importance of studying history.
- Confirm that learners can demonstrate an understanding of the sources for writing history.

Answers

- 1
 - a History is a record of past events. (1)
 - b The three biggest ethnic groups in Ghana are the Asante, Mole-Dagbani and the Ewe.
 - c The food you eat, how you dress, names, festivals and dance styles form a part of your identity as a Ghanaian.
 - d Customs are carried over to the next generation by parents teaching their children songs and people writing down stories. (2)
 - e History is important, because it shapes our identity. (1)
- 2
 - a True
 - b False. Photographs are very important in studying history.
 - c True
 - d False. The first president of Ghana was Dr. Kwame Nkrumah.
 - e False. The biggest ethnic group in Ghana is the Akan.
- 3 History shapes our identity.
History helps our nation to survive.
History makes us proud Ghanaians.
- 4 All the events that took place in Ghana's past, contributed to who the people of our country are. We are influenced by all that happens in our country.
It changes us.
- 5 Every ethnic group has its own customs and traditions that are carried over to the next generation through stories, songs, arts and crafts, artefacts, etc.

These are all part of the history of a nation and in this way help to keep traditions alive.

- 6 Great achievements by great people in Ghana's history contributed to making Ghana citizens proud to be Ghanaian.
- 7 A source of history is where you get information and evidence from of what has happened in the past.
- 8
 - a
 - People could use story books; history books in classrooms; magazines; posters; newspapers; old photographs; funeral brochures.
 - They could use historical places such as castles, monuments, and shrines.
 - They could use people as sources of history, such as: an elderly person, grandparents, tribal chiefs, leaders, professionals, historians
 - b Primary sources are a person who talks or writes about his past, palaces, castles, old diaries; old letters, autobiographies, arts and crafts, old photographs. Secondary sources are History books, old newspapers, oral tradition, dirges, biographies; funeral brochures.
- 9 Sources of history are important because they provide us with information that answer the 5 Whs: what happened, who was involved, when it happened, where it happened and why it happened.
- 10 Learners' own diary entries. Ensure that they have included information about the 5 Whs.
- 11 People who can be sources of history include: grandparents, professionals, chiefs and elders, historians and leaders.
- 12 Primary and secondary sources
- 13 Primary sources include autobiographies, old letters, old photographs, historical places such as palaces and castles, coins, medals and old diaries. Secondary sources include history books, dirges, old newspapers, oral traditions, biographies and funeral brochures.

Strand 2: My country Ghana

Introduction

The 'who' and the 'where' form an integral part of the history of a country. In this strand, people and places of Ghana are investigated a little more closely to get an inkling of where the Ghana of today evolved from.

The Anlo is a sub-group of the Ewe ethnic group and has a rich history spanning centuries. In the first sub-strand, 'The people of Ghana', the history of the group is followed from their migration to where they have settled in Ghana today.

In this area, they founded many of the communities and towns that still exist today. Their territory expanded due to their trading in salt, fish and slaves, and the protection of their interests with their strong, military presence in these areas. This covers the rise of this once powerful group of people.

Then the British entered the scene, and although they initially coexisted peacefully the Anlo was later on attacked by the British due to their

alliance with the Asante. Eventually the Anlo was forced to surrender. The British armed forces, including their navy that was ready to bombard all the coastal towns of the Anlo people if they refused surrender, were just too strong. This led to the fall of this strong and proud group of people. Anlo territory subsequently became a part of the Gold Coast colony.

In Sub-strand 4, some of Ghana's well-known historical locations are investigated, most of which are primary sources of history. It would be very beneficial if excursions to some of these locations could be arranged for learners. This makes History come alive and would certainly add to making History a more interesting subject for learners.

In Sub-strand 5, learners get to know some of Ghana's traditional leaders of old and the role they played or the contribution they made to the development of Ghana.

Opener Activity

Let us learn about ... People and places in Ghana

(LB page 19)

The opener activity provides an opportunity to assess if learners know anything about the Anlo and the Hogbetsotso festival that takes place every year to celebrate the Anlo's exodus from Notsie. It sets the scene for the journey of discovery of the Anlo as a group of people. The questions should get learners talking so that you can assess what their foundation is from where to start your presentation.

Ask learners to work in groups to complete the activity. Walk around the classroom and listen as learners talk about the questions. Give learners time to talk about the questions and then hold a class discussion for them to share their answers.

Answers

- 1 The Anlo, who are a sub-group of the Ewe ethnic group. (2)
- 2 The paramount chief of the Anlo people. (1)
- 3 'In state' means the king is sitting on his throne. (1)
- 4 The Hogbetsotso festival (1)

Total 5 marks × 2 = 10

Diagnostic assessment

If you want to use this activity for diagnostic assessment, then ask learners to complete it on their own. This activity will allow you to measure how much they know about the specific topic. If they are members of the Anlo group of people, they will probably know more, but if not, they will probably not know much about the group. The questions will help you to decide how you should go about your presentation of the lessons.

Sub-strand 1: The people of Ghana

Ghana was formed by the migration of various ethnic groups into the Gold Coast. It thus consists of various kingdoms, which are further divided into smaller kingdoms. Different groups stay in different areas. In this sub-strand, learners will discover more

about the people of Ghana and specifically the Anlo people, a sub-group of the Ewe people, who stay in the southeastern part of Ghana in the Volta River region.

The rise, expansion and fall of the Anlo Kingdom

B4.2.1.1

On completion of this section, learners will show understanding of some of the factors that led to the

rise, expansion and fall of one major kingdom, in this case the Anlo Kingdom.

Formation of the Anlo Kingdom

In this section, learners discover where the Anlo came from originally, why they escaped from Notsie, and which communities were founded by them along the way. They also find out how they survived once settled, and how they expanded their kingdom.

Migration and escape (LB page 22)

Learners discover how the ancestors of the Anlo people migrated from Ketu in Yoruba to Notsie as a result of the stool of the king (symbol of power and reign) being taken to Notsie. Here they were not treated well and they made plans to escape, which led to the exodus and subsequent settlement in the area where they live today.

Content standard B4.2.1.1

Show understanding of some of the factors that led to the rise, expansion and fall of one major kingdom.

Indicator B4.2.1.1.1

Describe how one major kingdom was formed and the reasons behind its expansion.

Subject specific practices

As learners reconstruct and interpret the factors that led to the rise, expansion and fall of one major kingdom, they develop cultural identity and digital literacy.

Resources

Ghana History Basic 4 Learner's Book; Video, Agorkoli, about the Anlo-Ewe people; Resource 4 (page 126): map of Ghana with the Anlo area indicated

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Key words

migration, savanna belt, forest belt, coastal belt, expansion, succession, tyrant, barrier, liberation

Helpful links

- www.youtube.com (keywords: *Hogbetsotso festival*)
- www.youtube.com (keywords: *Agorkoli*)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start the class by showing learners the video, *Agorkoli*, about the Anlo-Ewe people.
- Ask a few learners to retell what they have seen in the video.
- Find the video on the internet of the Agorkoli that portrays the story of the Anlo people's escape and migration to where they live today.

Phase 2: Explore suggestions

- Discuss the key words with learners. See if they can discover what they mean without giving them the meaning. Then discuss the escape and migration of the Anlo people with the learners.
- Talk about the places that the ancestors of the Anlo people founded – Kedzi, Keta and Anloga – and ask them if they know where these places are and if they've been there.
- Show them Resource 4.

Phase 3: Reflect suggestions

- Ask learners to think about how the Anlo people came to be where they are today.
- Let them reflect on how they think the journey would have been, what kind of dangers there would have been; what kind of characteristics the people would have had to have to endure this kind of journey.

Activity 10

(LB page 22)

Learners role-play one of the following events: the escape from Notsie or the arrival and settling at the coast. They can bring along clothes and other items and perform it as a play for the class.

Group work

- Put learners into groups of 3 to 5 learners each.
- Let them decide who will play which role.
- See that everyone participates.
- Choose 3 or 4 groups for the following days to bring along clothes and props to perform their role play for the class.

Answers

No answers applicable.

Formative assessment

- Give learners enough time to plan their role play and to practise it. Ask a few groups to perform their role play for the class.

Exercise 2

(LB page 23)

Answers

- 1 The Anlo originally came from Ketu.
- 2 They lived in places like Dogbo, Yor and Tado.
- 3 Learners state whether the statements are true or false.
 - a False. King Agorkoli treated the Dogbo people poorly.
 - b True
 - c False. The people separated when they left Notsie.
 - d True
 - e True

Formative assessment

- Walk around the classroom and observe as learners do the exercise in their exercise books. Assist any learner who is slower. Use this exercise for formative assessment.

Differentiated learning

- The exercise includes differentiated activities for learners to do individually in their exercise books.
- If necessary, pair learners together who are slower.

Settlement, Livelihood (LB pages 23–24)

Learners discover how the Anlo people started settling and how they made a living when they arrived at their new home.

Content standard B4.2.1.1

Show understanding of some of the factors that led to the rise, expansion and fall of one major kingdom.

Indicator B4.2.1.1.1

Describe how one major kingdom was formed and the reasons behind its expansion.

Subject specific practices

As learners reconstruct and interpret the factors that led to the rise, expansion and fall of one major kingdom, they develop cultural identity and digital literacy.

Resources

Ghana History Basic 4 Learner's Book; Resource 3 (page 125): A map of Ghana showing where the Anglo people live; Resource 5 (page 127): Worksheet to draw the livelihood activities of the Anlo.

Key words

Awoamefia, navigate, interior, pasturage site, shuttle, fertile, commodities, maintain

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing learners Resource 4 again. Let them trace the map and colour in the area where the Anlo people live.
- Ask learners if they know where on the map of Ghana they live and how far they think they are located from where the Anlo live. As an ICT exercise they can look up the distance between where they live and the Anlo Kingdom on Google maps. They can colour in the area where they live in another colour.
- Learners use Google maps to find the distance between the Anlo area and where they live. Let learners discover how far the Anlo had travelled to escape the tyrant king of Notsie by using Google maps.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Ask them if they know what the key words mean.
- Discuss the activities the Anlo engaged in to survive once they settled.
- Do the activity on page 24. Let learners use the internet to find information. The activity contributes to the core competencies of creativity and innovation and digital literacy.

Phase 3: Reflect suggestions

- Lead learners to imagine how it would have been for the Anlo people to arrive in a totally new area that they did not know. Ask them what dangers there would have been.
- Let learners think for themselves what people need to survive (e.g. shelter and food), and how the Anlo people went about doing this.
- Ask learners to reflect on how creative the Anlo people were to think of building a canoe. The Anlo came from an inland area and did not know the ocean, so everything was new to them.

- Ensure learners can indicate the area on a map where the Anlo people settled in Ghana.

Activity 11

(LB page 24)

Partners do research on the internet to find out how the Anlo built their canoes: what material they used; how they made it waterproof; and if they still build it this way today. They then design a step-by-step instruction booklet on how to build a canoe. Hand out two sheets of paper for the activity – one for the research notes and one for the instruction booklet. Show learners how to fold the paper to make the instruction booklet.

Pair work

- Let learners do the research on the internet together. They can take turns in answering the questions, while the other one listens.

Answers

- 1 How the Anlo built their canoes:
 - a They used wood from the trees in the area. They used sharp shells to make instruments to cut down branches. They used rope they made from plants they found in the area.
 - b They used a kind of tar they made from certain materials to make the boats waterproof.
 - c Boats are built very much in the same way, but waterproofing has been made easier with materials they can buy at shops these days.
 - d Booklets can be circulated for peer review.

Formative assessment

- Give learners enough time to complete the activity. Ask different pairs to give their answers to the class and circulate booklets.

Differentiated learning

- This activity contributes to creativity and innovation and digital literacy.
- Placing faster learners with slower learners will assist with differentiated learning. The faster learner can do the research, while the slower learner writes down what they discover on a sheet of paper or in their exercise books.

Remedial activity

- Use Resource 5 on page 127 at the back of the *Teacher's Guide*. Make enough copies of the worksheet beforehand to hand out to learners who are slower.
- Let them draw the means by which the Anlo learnt to survive when they settled. This includes: farming; fishing; hunting; trading.
- Pin up their pictures on the classroom wall.
- Let the class give positive feedback.

Extension activity

- Faster learners can write a poem about fishing, hunting, farming and/or trading.
- Let them read their poems to the class if you have enough time.

Exercise 3

(LB page 24)

Answers

Learners complete the sentences with the words supplied.

- 1 The Anlo made canoes to go fishing.
- 2 Hunters used canoes to look for drinking water game, and pasturage.
- 3 Farmers shuttled between the islands to cultivate crops.
- 4 The canoe was also used to send information.
- 5 Canoes was used as a means of transport for commodities.

Formative assessment

- You can use the exercise for formative assessment. Walk through the classroom while the learners are busy completing the exercise to do the assessment.
- Alternatively, the exercise can be used as a homework exercise.

Pre-colonial times (LB pages 24–26)

Before the British arrived on the Gold Coast, the Anlo people were extremely powerful and successful. They had a good trading business going on and traded in ivory, salt, dried fish, and later on, slaves. They also had an excellent army. This was necessary to expand their trading business and to maintain the trading areas they already had.

Content standard B4.2.1.1

Show understanding of some of the factors that led to the rise, expansion and fall of one major kingdom.

Indicator B4.2.1.1.1

Describe how one major kingdom was formed and the reasons behind its expansion.

Subject specific practices

As learners reconstruct and interpret the factors that led to the rise, expansion and fall of one major kingdom, they develop cultural identity and digital literacy.

Resources

Ghana History Basic 4 Learner's Book; Ghana History Basic 4 Learner's Book; Videos of the Trans-Atlantic slave trade

Key words

maintain, warfare military power, abolish, foreigners, advantage, suppress, collaborate

Helpful links

- www.youtube.com (keywords: transatlantic slave trade)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by talking about the slave trade with the learners. Ask them if they know what it is and how it worked. Then show them the video of the transatlantic slave trade (www.youtube.com/watch?v=3NXC4Q_4JVg).
- Ask a few learners to tell the class what happened to slaves during the slave trading period and how it worked.
- Find a video of the transatlantic slave trade before the class and show it to learners. Learners do research online about how the Anlo built their canoes.

Phase 2: Explore suggestions

- Discuss how the Anlo became involved in trade in the area where they dominated. At first they were trading more in commodities like salt, dried fish and imported goods, but later on, from 1830, they started becoming involved in the slave trade on a larger scale.
- Let learners discover that the slave actually contributed to the Anlo becoming a very wealthy group.
- Ask them to think about how the Anlo would have been able to keep other groups out of their trading area – especially if it was going really well. The answer is through a strong military presence. They had to have a strong army to protect their trading areas.
- Learners should grasp that it was the combination of their trading skills, trade network and their military prowess that made the Anlo Kingdom a very strong and revered kingdom.

Phase 3: Reflect suggestions

- Ask learners to think about how the Anlo built up their kingdom. What did they trade with?
- How did they maintain their trading business? And how did they protect it?
- Make sure they understand that the Anlo Kingdom was a strong and powerful Kingdom at one stage due to their trading and military presence.

Activity 12

(LB page 26)

Learners hold a quiz about the Anlo state before the British arrived. Put learners into groups of five learners. Each group should write down all the questions they can about the Anlo. Two groups of five learners each compete against each other. Let them sit facing each other, while each group gets a chance to ask a question from their list. They should

not repeat questions. Every answer is worth 1 point. Let someone keep score. The group with the most points wins.

Group work

- Group work promotes the core competency of communication and collaboration.
- Make sure that all members of the group take part. Learners should take turns in asking the questions and answering them.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments, if you want to use this activity for assessment.

Answers

Possible questions and answers:

| Questions | Answers |
|---|--|
| 1 Name one commodity the Anlo traded in. | Any one of: ivory, dried fish, salt, imported goods |
| 2 Name another commodity. | Any one of: ivory, dried fish, salt, imported goods |
| 3 Where did the Anlo buy slaves? | Krepi |
| 4 What did they do with the slaves? | Sold them or used them themselves |
| 5 What were slaves traded for? | Guns |
| 6 How did the Anlo maintain their position of power? | With their military power |
| 7 Name one reason they engaged in war. | To gain control over fishing grounds; to control the salt works at Ada; to dominate the trade in the Volta River area; to maintain trade contacts with the Asante and Akwamu |
| 8 Which wars took place from 1750–1784? | Nonobe, Ada and Sagadre wars |
| 9 With whom did the Anlo make war from 1750–1784? | The Agave, Ada and Anexo |
| 10 When did the Keta-Anlo war take place? | 1785 |
| 11 When did the Danish war take place? | 1792 |
| 12 Which war took place in 1830? | Peki war |
| 13 When was the slave trade abolished? | 1807 |
| 14 When did Anlo become a major exporter of slaves? | From 1830 |
| 15 Name a village that became a major slave trading area in the Anlo Kingdom. | Woe, Atorkor |
| 16 With whom did the Anlo form an alliance? | The Asante |
| 17 In which wars did the Anlo fight with the Asante? | Peki wars |
| 18 When did the Peki wars take place? | 1869-1874 |
| 19 Why did the Peki Wars take place? | The Asante wanted to regain their influence over the trade routes in Krepi. |

Formative assessment

- Walk around the classroom and observe and listen as learners take part in the quiz.
- You can use this activity for formative assessment by taking time to see if learners answer correctly when asked a quiz question, but this should rather be used as an activity to consolidate facts and promote communication and collaboration.
- You can use the exercise that follows for further assessment of this section of work.

Differentiated learning

- All learners take part in the quiz. Faster learners can answer the more difficult questions and slower learners the easier questions.
- All learners benefit by hearing the questions and answers being spoken out loud.

Remedial activity

- Let learners draw a picture of the trading activities of the Anlo or of the Anlo making war to protect their trading activities.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to choose one trading commodity of the Anlo to do research about online.
- Let them find out about the 'journey' of the item that was traded. Where did it start and where did it end?

- Commodities may include: ivory, salt, dried fish, imported goods, slaves.
- Let them share their findings with the class.

Exercise 4

(LB page 26)

Answers

- Learners complete the sentences with the words in the boxes.
 - The Anlo traded in ivory, dried fish, salt and slaves.
 - Slaves were bought in Krepi.
 - Trade and warfare went hand in hand.
 - Slavery was abolished in 1807.
 - Villages like Woe and Atorkor became slave trading areas.
- The Anlo made war to
 - gain control over fishing grounds
 - control the saltworks at Ada
 - dominate trade at the Volta River
 - maintain trade contacts with the Asante and Akwamu.

Formative assessment

- You can use the exercise for formative assessment in the classroom or as a homework exercise.
- Take in learners' exercises books once they've completed the exercise.

The fall of the Anlo Kingdom

In this section learners discover how the Anlo had to surrender to the British, after being a mighty and powerful kingdom that was respected by their neighbours.

The British (LB page 26–28)

In 1850, the British took over the Danish Fort Prinzenstein at Keta to expand their trading activities. From 1851 to 1853, the British, under Governor Hill, attempted to exercise power and jurisdiction over the Anlo. They wanted to enforce the laws against the slave trade. They were ready to make war against the Anlo people from 1860 due to the Anlo's alliance with the Asante.

Content standard B4.2.1.1

Show understanding of some of the factors that led to the rise, expansion and fall of one major kingdom.

Resources

History Basic 4 Learner's Book; Videos of the festivals and celebrations of the Anlo, as well as dance-drumming

Key words

jurisdiction, alliance, tactics, booming, legitimate, combatant, recognise, inability, deploy, navy, bombard, range, invasion, conquer, integrate, protectorate

Indicator B4.2.1.1.2

State the factors that led to fall of the kingdom you have studied.

Subject specific practices

As learners reconstruct and interpret the factors that led to the rise, expansion and fall of one major kingdom, they develop cultural identity and digital literacy.

Helpful links

- www.youtube.com (keywords: *festivals celebrations Volta Region Ghana*)
- www.youtube.com (keywords: *vulolo dance-drumming*)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners what the 'fall' means? Listen to their answers and lead them to understand that it means the loss of power and control over territory and/or people.
- Ask them to think about the British and what their armed forces consisted of. The inclusion of the navy is very important as this led directly to the fall of the Anlo people.
- Ask them to think about how the Anlo people fought. What did they have access to? Lead them to discover that the Anlo made war on foot, and that they did have guns that were traded for slaves. But they did not have great forces like the British navy with cannons.
- Find videos online of Captain Tamakloe and the wars he fought in online and show them to the learners. Find videos of the British armed forces of this era, especially the navy, so that they understand what the Anlo people were up against.

Phase 2: Explore suggestions

- Start by discussing the key words with learners. Lead them to find out the meaning for themselves by breaking up the words.
- Then discuss the events that took place from the time when the British took over the Danish Fort Prinzenstein.
- The war with Britain was instrumental in the fall of the Anlo, so this is very important.
- The ending of the war with the Treaty of Dzelukofe and the subsequent inclusion of Anlo territory in British-controlled areas concludes this section.

Phase 3: Reflect suggestions

- Ask learners to think about how the Anlo's position changed from being very powerful to surrendered to Britain.
- Let them reflect on what this meant for the Anlo. How did it change their lives?

Activity 13

(LB page 28)

Learners do research online to find out more about Captain Tamakloe I, the brave Anlo warrior. They then write five sentences about him in their exercise books, and share them with the class.

Pair work

- Pair faster learners with slower learners to help each other with the research.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

Learners own research and answers about Captain Tamakloe I.

Formative assessment

- Walk around the classroom and observe and listen as learners do their research and write down notes on their research. Assist any learner who is slower.
- Give learners enough time to gather information and to write down the five sentences in their exercise books.
- Ask a few pairs to share their findings with the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can do the creative research, while slower learners can take notes of what they find on the internet.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw the mighty warrior, Tamakloe I in one of his battles.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to write a poem about this mighty warrior.
- Let some of them recite their poems to the class.
- Ask the class to give positive feedback.

The Anlo today

The Anlo today live a peaceful life with their neighbours. The Anlo are a proud nation, who celebrates their heritage through their festivals and other cultural events. Dance-drumming is an integral part of community life. The whole community participates in cultural activities.

Fishing is still one of the most important means of livelihood in Anlo country. The people also engage in farming to look after their families. Some of the crops grown include cassava, maize, peppers and vegetables. The kente weaving industry flourishes here, as well as poultry production and the rearing of pigs, sheep, goats and ducks.

Content standard B4.2.1.1

Show understanding of some of the factors that led to the rise, expansion and decline of one major kingdom.

Indicator B4.2.1.1.2

State the factors that led to fall of the kingdom you have studied.

Subject specific practices

As learners reconstruct and interpret the factors that led to the rise, expansion and fall of one major kingdom, they develop cultural identity and digital literacy.

Resources

Ghana History Basic 4 Learner's Book; Videos about Anlo festivals and celebrations, as well as dance-drumming

Key words

patrilineal

Helpful links

- www.youtube.com (keywords: festivals celebrations Volta Region Ghana)
- www.youtube.com (keywords: vulolo dance-drumming)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners of the Anlo-Ewe group to raise their hands.
- Ask these learners to tell the class about some of their customs, traditions and festivals. They can also bring to class items that are used in their cultural activities: clothes, drums, etc.

- Ask them to tell the class who the heroes in the Anlo history are.
- Find videos of some of the cultural activities of the Anlo, e.g. festivals, dance-drumming. Find videos of some of the ancestral shrines of the Anlo to show to learners.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners.
- Lead learners to discover that the Anlo are still a proud group of people keeping their heritage alive through their cultural practices.
- Make sure they know that the main forms of livelihood in Anlo country are fishing, farming and kente weaving.
- Discuss the clans and how a king is chosen.

Phase 3: Reflect suggestions

- Ask learners to reflect on the Anlo's history from Notsie until today.
- Ask different learners to name highlights of their journey through history.
- Let learners think of character traits that these people had to have to survive all that they did.
- Ask them if they would have been proud to be a part of such a group of people

Activity 14

(LB page 28)

Learners talk about the rise of the Anlo Kingdom. They make a list in their exercise books of the main events that led to the establishment of the kingdom. They say if they think they can be proud to be Anlo and why. They talk about the fall of the Anlo Kingdom and list the main events that led to the fall. They also think about who the heroes are in the Anlo's story, and why they think so.

Pair work

- Pair faster learners with slower learners to help each other with the discussion and answering of the questions.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

- 1 Learners talk about the rise of the Anlo Kingdom.
 - a They make a list in their exercise books of the main events that led to the establishment of the kingdom.
 - Escape and migration from Notsie to the southeastern part of Ghana.

- Establishment of various communities and towns.
- Trading in salt, dried fish, imported goods and slaves.
- Growth of the Anlo's military power.
- Wars to expand trade and territory.

Learners' own answers. These may include: Yes, because the Anlo people were very brave and strong; they endured much hardship and had to face danger; they had to have courage to journey to a totally new area; they had to think of ideas to survive; they had to survive wild animals; they had to think of ideas for their livelihood.

2 Learners talk about the fall of the Anlo Kingdom.

- a** They list the main events that led to the decline.
- The Anlo were in alliance with the Asante, who were at war with Britain.
 - The Anlo did not want to submit to the British laws against the slave trade.
 - Wars took place between Britain and the Anlo people.
 - The British had a strong navy with cannons.
 - The Anlo had to surrender.
 - The Treaty of Dzelukofe was agreed upon.
 - Anlo land came under British control.
- b** Learners' own answers. These may include:
- Captain Tamakloe I, because of his good fighting skills and bravery.
 - All the Anlo people, for their perseverance.
 - The leaders of the Anlo people – Amega Wenya and Sri I, for their decision making and good leadership.

Formative assessment

- Walk around the classroom and observe as learners discuss and write down the answers to the questions. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Ask a few pairs to share their answers with the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw the mighty warrior, Tamakloe I in one of his battles.

- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to write a poem about this mighty warrior.
- Let some of them recite their poems to the class.
- Ask the class to give positive feedback.

Exercise 5

(LB page 28)

Answers

- 1** Learners complete the sentences using the words in the boxes.
- The British took over the Danish Fort Prinzenstein in 1850.
 - Governor Hill tried to exercise power and jurisdiction over the Anlo from 1851.
 - Britain waged with war the Anlo due to its alliance with the Asante.
 - Britain wanted to end the slave trade.
 - Captain Tamakloe I of the Anlo was a good soldier.
- 2** Learners answer the questions.
- The war waged between the British and the Anlo in 1874 was the Glover War.
 - The outcome of the war:
The Anlo surrendered. The Treaty of Dzelukofe was entered into.
 - The treaty signed after the war:
The Treaty of Dzelukofe.
 - The terms of the treaty:
 - The Volta was to be opened to trade.
 - Keta, Dzelukofe and other towns became British territory.

Formative assessment

Use the exercise for formative assessment in class or as a homework exercise.

Activity 15

(LB page 31)

Learners research and draw a map of the Asante Kingdom and also show the location of the Gonja Kingdom.

Summary: The people of Ghana

Formation of the Anlo Kingdom

- The Anlo is a sub-group of the Ewe ethnic group.
- Members of the Anlo live in the south-eastern part of Ghana in the Volta region.

The fall of the Anlo Kingdom

- In 1850, the British took over the Danish Fort, Prinzenstein, at Keta to expand their trading activities.
- From 1851 to 1853, the British, under Governor Hill, attempted to exercise power and jurisdiction over the Anlo. They wanted to enforce the laws against the slave trade.
- The British were ready to fight to:
 - end the slave trade that was booming since the 1830s
 - encourage trade in legitimate goods
 - end disputes that were disrupting commerce around the Volta river.
- In the Funu/Atiteti and the Second Agoue wars, Britain deployed its navy off the coast and made it clear that they were ready to bombard and destroy every Anlo coastal town within range.
- During the Glover war of 1873–1874, Britain launched an invasion from the north. The British plan was to drive the Anlo into the coastal towns within range of their armed navy ships. The Anlo were conquered and they lost their independence.
- In June 1874, a treaty was signed at Dzelukofe near Keta, with the following terms:
 - The Volta was to be opened to trade
 - Keta, Dzelukofe and other towns became

- British territory.
- The British extended the boundaries of the Gold Coast Colony to incorporate Anlo land. Anloga, Keta and other towns along the coast were immediately integrated as part of the colony.
- Soon after, European powers separated the Ewe-speaking communities into two different colonial territories. In this way, Ho and most of the central Ewe towns became part of the German protectorate of Togoland (1884).

The Anlo today

- The Anlo are a proud nation. They celebrate their heritage through their festivals and other cultural events. Dancing and drumming is an important part of community life.
- Fishing is still one of the most important commercial activities practised by the Anlo but the people also engage in farming to look after their families. Some of the crops grown include cassava, maize, peppers and vegetables.
- They have a kente weaving industry, and keep poultry, pigs, sheep, goats and ducks.
- There are 15 clans of Anlo.
- The Anlo king 'Awoamefia' is chosen from the royal clans the Adzovia or the Bate. They take turns to choose a king. The elders of the clan meet to select candidates.
- All the clans have their ancestral shrines at Anloga, except the Xetsofe, who have their shrine at Tsiamé across the Keta lagoon. Each clan has totems, taboos and clan cults.

Sub-strand 1: Revision

(LB page 32)

Formative or Summative assessment

Use this *Sub-strand 1: 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.
- Check that learners can demonstrate an understanding of the factors that led to the rise, expansion and fall of the Anlo Kingdom.

Answers

- 1 The original place the Anlo people come from is Ketu.
- 2 The reason the Anlo went to Notsie: In the 1500s, there was a dispute about succession in Tado after Kponoe Ashimadi's father (the king) passed away. Kponoe took the royal stool of the Anlo (the Awoamezi) to Notsie to his maternal uncle. The people followed to where the stool was kept.
- 3 The king who treated them badly was King Agorkoli.
- 4 The plan they made to escape: The women were asked to throw water at one spot on the wall while washing clothes. This was to weaken the wall. When the wall was weak enough, Tegli drew the 'Sword of Liberation' and pierced the wall. According to the story, they walked backwards and separated, so that King Agorkoli could not trace or find them.
- 5 The founding father of Anloga was Amega Wenya.
- 6 When Amega Wenya saw the coast with the golden sand for the first time, he said: "We are on the sand." This is how Kedzi got its name.
- 7 Two other places founded by the Anlo's leader were Kedzi and Anloga.
- 8 Anloga was the capital of the Anlo Kingdom.
- 9 How the kingdom expanded and became powerful:
The Anlo dominated the trade in ivory, dried fish, coastal salt, imported goods and slaves in the 18th and 19th centuries. Anlo merchants went to slave markets to buy slaves from Krepi, for their own use and to sell. During this time, trade and warfare went hand in hand. Slaves could be traded for guns that were needed to maintain a position of power. The Anlo was a strong military power. They fought to: gain control over fishing grounds; control the salt works at Ada; dominate trade at the Volta River; maintain trade contacts with the Asante and Akwamu. From 1830, Anlo became a major exporter of slaves. Villages like Woe and Atorkor became large slave trading areas. The foreigners brought money into the area. Some Anlo citizens became very wealthy.
- 10 Three things the Anlo did to survive when they settled:
Fishing, farming, hunting, trading
- 11 Four things the Anlo used canoes for:
They built canoes for fishermen to navigate the lagoon and look for good places to fish.

Sub-strand 1: Revision (continued)

(LB page 32)

Hunters also used the canoes to explore other islands and the interior to the north of the lagoon for game, pasturage, drinking water and new settlement sites. Farmers shuttled between the islands and the fertile interior to cultivate crops. The important tradition of the canoe shuttle developed as a means of transport for commodities and to send information.

- 12** The Anlo traded in salt, fish, imported goods and later on slaves
- 13** Two reasons why the Anlo made war:
They fought to:
gain control over fishing grounds
control the salt works at Ada
dominate trade at the Volta River
maintain trade contacts with the Asante and Akwamu.
- 14** The British arrived in Anlo territory in 1850.
- 15** The reasons why the British and the Anlo clashed:
From 1851 to 1853, the British, under Governor Hill, attempted to exercise power and jurisdiction over the Anlo. They wanted to enforce the anti-slavery laws. Due to the alliance of the Anlo with the Asante, Britain changed its tactics towards the Anlo. From 1860, they were ready to wage war to:
end the slave trade that was booming since the 1830s
encourage trade in legitimate goods
end disputes that were disrupting commerce around the Volta river.
- 16** The reasons for the fall of the Anlo:
In 1865, 1866 and 1873 the British waged war against the Anlo. The Anlo, stood their ground in the beginning. Later on, the Anlo suffered great losses and were forced to recognise their inability to face this powerful enemy. In the Funu/Atiteti and the Second Agoue wars, Britain deployed its navy off the coast and made it clear that they were ready to bombard and destroy every Anlo coastal town within range. The Treaty of Dzelukofe: In the third conflict, the Glover war of 1873–1874, Britain launched an invasion from the north. The plan was to drive the Anlo right into the coastal towns within range of their armed navy ships. The Anlo were conquered and they lost their independence. In June 1874, a treaty was signed at Dzelukofe near Keta, with the following terms:
The Volta was to be opened to trade. Keta, Dzelukofe and other towns became British territory. The British extended the boundaries of the Gold Coast Colony to incorporate Anlo land. Anloga, Keta and other towns along the coast were immediately integrated as part of the colony.
- 17** Any three (3) of the following:
 - Nonobe, Ada and Sagadre Wars (1750–1784)
 - Keta-Anlo War (1785)
 - Danish War (1792)
 - Peki and Peki-Awodome War (1869–1874)
- 18** 1675
- 19** Sumaila Ndewura Jakpa
- 20** In the 13th century.

Sub-strand 4: Major historical locations

Ghana has multiple important historical locations that are primary history sources. In this section learners discover these sites. They find out where

they are located, when they were built, who built them, why they were built and how they have changed over time.

The history of some historical locations in Ghana

B4.1.4.1

On completion of this section, learners will be able to demonstrate knowledge of the history of some

historical locations in Ghana.

Important historical locations in Ghana

In this section, learners discover the important historical locations of Ghana. They find out where they are located, when they were built, who built them, why they were built and how they have changed over time.

Flagstaff House (LB page 34–35)

Learners discover Flagstaff House, the presidential palace in Accra. It serves as the residence and office to the president of Ghana. It was built during the British reign and the building was originally used as the offices of the British government.

Content standard B4.1.4.1

Demonstrate knowledge of the history of some historical locations in Ghana.

Indicator B4.1.4.1.1

Describe the history of Ghana's major historical locations, specifically, Flagstaff House, Burma Camp, Jamestown Lighthouse, Gbewaa Palace, Larabanga Mosque, etc.

Subject specific practices

As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate.

Resources

Ghana History Basic 4 Learner's Book; Pictures of all the major historical locations and pictures of the new buildings; video about the name change of Flagstaff House

Key words

mosque, broadcasting, corporation, residence, reign, abroad, maintenance, inaugurated, tourist attraction

Helpful links

- www.youtube.com (keywords: Flagstaff House)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing videos of the Flagstaff House. Visit Youtube (<https://www.youtube.com>) and use keywords: Flagstaff House.
- Ask the learners to put up their hands if they'd been to Flagstaff House before.
- Ask one or two of the learners what they experienced at Flagstaff House.
- Ask learners if they know what kind of history source this is, and why. (Primary source)
- Find videos of the Flagstaff house and show them to learners. Find pictures of all the major historical locations on the internet as well of pictures of the new buildings.
- Print the pictures and make a display in a corner of the classroom. Ask learners to add to the display. Mark each photo at the back so that they can take it home once the lesson is completed.

Phase 2: Explore suggestions

- Discuss the meaning of the key words with learners.
- Ask the learners if they know what Government does at Flagstaff House? What goes on at the government offices? Describe to them the administrative duties that are performed there, as well as the Council meetings, decision making, budgeting and all that is involved in running a country.
- Let them ask questions if they have any.

Phase 3: Reflect suggestions

- Ask learners to think about how this major historical location came to be and the changes it went through with time.
- Let them reflect on the name change, and why this happened.

- Make sure they know where it is located, what it is used for, when it was built and by whom, and what it is used for today.

Activity 16

(LB page 34)

Learners talk about the major historical locations in the mind map on page 33. They talk about what they saw and experienced. They tell the group any interesting stories they know about these locations. They discuss which of these locations they would like to visit and they motivate their choice. Take in all of the learners' notes on these locations and try to arrange for a class outing to one or more of them.

Group work

- This is a group activity to promote communication and collaboration between learners. It also serves as an opener activity to this sub-strand to see what learners know about these major historical locations.
- Make sure that everyone participates.
- It is not aimed at formative assessment. There are enough activities and exercises later on for the purpose of assessment.

Answers

Learners' own answers.

Exercise 6

(LB page 35)

Answers

- Learners say whether the statements are true or false:
 - True
 - False. The Flagstaff House was built by the British government.
 - False. Flagstaff House was rebuilt in 2008.
 - False. There is no longer a zoo at the premises of Flagstaff House.
 - True
- Learners answer the questions.
 - Flagstaff House was originally used as administration offices for the British government
 - The golden jubilee celebrated 50 years of independence.
 - The new name of Flagstaff House is Jubilee House.
 - Flagstaff House was inaugurated in November 2008.
 - Two things the president uses Flagstaff House as residence and as an office (administration).

Formative assessment

- Walk around the classroom and observe as learners do the exercise in their exercise books. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Collect the books if you want to use the exercise for formative assessment.

Burma Camp, Jamestown Lighthouse, Gbewaa Palace

.....(LB pages 36-38)

Burma Camp is the headquarters of the Ghana armed forces and the Ghanaian Ministry of Defence but also played a role in the history of Ghana. It was the base for the British armed forces initially and it was later on the base of the military leaders who took over the rule in Ghana by force.

The Jamestown Lighthouse was built by the British alongside Fort James to keep ships out of harms way at the coast. These two landmarks in Ghana are both primary sources of history.

Gbewaa Palace is the seat of the Yaa Naa (the ruler) of the Dagbon Kingdom. This palace is located in the Northern Region of Ghana. It is now a major tourist attraction in Ghana.

Content standard B4.1.4.1

Demonstrate knowledge of the history of some historical locations in Ghana.

Indicator B4.1.4.1.1

Describe the history of Ghana's major historical locations, specifically, Flagstaff House, Burma Camp, Jamestown Lighthouse, Gbewaa Palace, Larabanga Mosque, etc.

Subject specific practices

As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate.

Resources

Ghana History Basic 4 Learner's Book; Pictures of all the major historical locations; Video of Jamestown Lighthouse

Key words

headquarters, armed forces, battle site, coup d'état, breakwater, gallery, keeper, visibility, seat

Helpful links

- www.youtube.com (keywords: Jamestown Lighthouse)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Ask learners if they have been to Burma Camp, the Jamestown Lighthouse or Gbewaa Palace and what they saw and experienced.
- Then show them the video of the Jamestown Lighthouse.
- Ask learners to tell you if these three locations are primary or secondary sources of history, and why they think so.
- Find videos online of the major historical locations discussed and show them to the learners. Let learners do research on their own or with your help on topics related to these locations.

Phase 2: Explore suggestions

- Start by asking the learners if they know the meaning of the key words on page 36. Lead them to discover the meaning for themselves by using the context and breaking up the words into smaller bits.
- Discuss the main ideas of Burma Camp with them.
- Go on to the Jamestown Lighthouse and again start with the key words. Use context and breaking up into smaller pieces to let them discover the meaning for themselves.
- Discuss the main ideas of the Jamestown Lighthouse and Gbewaa Palace with them.
- Let learners search online for more information about the Gbewaa Palace or try finding out more at home.

Phase 3: Reflect suggestions

- Ask learners to think about where these three major historical locations are situated.
- Let them reflect on who built them and for what reason.
- Make sure they understand how the use of these locations has changed over time.

- Ask learners if Ghana would have been the same without these historical locations, and let them give a reason why. They should arrive at the fact that history contributes to the identity of a country, and these locations are a part of Ghana's identity.

Activity 17

(LB page 36)

Learners write down the five most interesting facts about Burma Camp on a sheet of paper. Let them cut out each fact, fold up the pieces of paper, and place them in a container. They then shake the container and choose a folded piece of paper from the container. They can then design a poster about Burma Camp, using the interesting fact chosen as their main idea on the poster.

Group work

- Although they start doing this activity as a group, the designing and making of the poster is done individually.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments. Posters can be collected for assessment.
- Make sure that everyone participates.

Answers

No answers applicable.

Formative assessment

- Walk around the classroom and observe as learners take part in their choosing of their fact and then planning and making their poster.
- Give learners enough time to complete the activity.
- Pin up the posters on the classroom wall afterwards and ask the class for positive feedback.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to choose one of the major historical locations discussed and draw a picture of the location.
- Pin pictures on the classroom wall.
- The class can give positive feedback.

Extension activity

- Ask learners to write a short story featuring one or all of the historical locations, including the facts that are known about the location.
- Let learners read the story/extracts of the story to the class when you have time in class.

Activity 18

(LB page 38)

Learners choose the correct word in B to complete the sentence in A.

Individual work

- Although this is an individual activity, you may pair slower learners together to help each other find the answers.
- Circulate and supervise. Check if learners have understood the instructions.
- Collect exercise books if you want to use this activity as an assessment.

Answers

| A | B |
|---|-------------------------------|
| The Jamestown Lighthouse was built in _____. | 1871 |
| You can see as far as _____ from the lighthouse. | 30 km |
| The lighthouse overlooks the _____. | harbour |
| The Jamestown Lighthouse was built by the _____. | British |
| The structure of the lighthouse consists of a _____, _____ and _____. | stone tower, lantern, gallery |

Formative assessment

- Walk around the classroom and observe as learners do the activity. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- You may use the activity for formative assessment.

Differentiated learning

- If there are slower learners who are slower, pair them together to complete the activity.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Learners may draw one of the other locations they have not drawn yet.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to do research on one of the locations they have covered thus far and find out facts that are not known yet, or interesting stories about the location.
- Ask some learners to share their findings with the class.

Exercise 7

(LB page 38)

Answers

- 1 Complete the sentences below. Use the words in the boxes to help you.

armed forces

Accra

Giffard

Jerry Rawlings

Burma

- Burma Camp is the headquarters of the armed forces.
 - Burma Camp is located in Accra.
 - Giffard Camp was the previous name of Burma Camp.
 - The base was renamed to Burma Camp in 1957.
 - The leader of the 1979 coup d'état was Jerry Rawlings.
- 2 Say whether the following are true or false:
- True
 - True
 - True
- 3 Learners' own paragraphs about a historical place in Ghana.

Formative assessment

- Walk around the classroom and observe as learners do the exercise.
- Give learners enough time to complete the activity.
- Alternatively, the exercise can be completed as homework.
- Collect learners' books to do the assessment.

Larabanga Mosque, Okomfo Anokye Sword Site in Kumasi (LB pages 39–41)

Located in Larabanga in the Northern Region of Ghana, this mosque is the oldest one in Ghana. It is also one of the oldest in West Africa. It has a unique, interesting story carried over through oral tradition that learners will enjoy.

In the same way, the Okomfo Anokye Sword Site in Kumasi has a fascinating story attached to it that will make your History lessons a pleasure to conduct.

Content standard B4.1.4.1

Demonstrate knowledge of the history of some historical locations in Ghana.

Indicator B4.1.4.1.1

Describe the history of Ghana's major historical locations, specifically, Flagstaff House, Burma Camp, Jamestown Lighthouse, Gbewaa Palace, Larabanga Mosque, etc.

Subject specific practices

As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate.

Resources

Ghana History Basic 4 Learner's Book; Pictures of all the major historical locations; videos of Larabanga Mosque and the Sword of Okomfo Anokye; Resource 6 (page 128: colour-in picture of the Larabanga Mosque)

Key words

foundation, Quran, Imam, fetish, cofounder, succeed

Helpful links

- www.youtube.com (keywords: Larabanga Mosque)
- www.youtube.com (keywords: sword of Okomfo Anokye)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing a video of the Larabanga Mosque. Visit Youtube (<https://www.youtube.com>) and use keywords: Larabanga Mosque.

- Then show the video of the sword of Okomfo Anokye. Visit Youtube (<https://www.youtube.com>) and use keywords: Okomfo Anokye.
- Let learners talk about their impressions.
- Find videos of Larabanga Mosque and the Okomfo Anokye sword on the internet and show learners.

Phase 2: Explore suggestions

- Discuss the key words on page 39 in the *Learner's Book* with the learners. First let them discover the meanings for themselves through the context and/or by breaking up the words into smaller parts.
- Then go through the content in the *Learner's Book*, first on the Larabanga Mosque and then the Okomfo Anokye sword.
- Let learners do the activities.
- The exercise can be used as a homework exercise.

Phase 3: Reflect suggestions

- Ask learners to think about how the foundation of the mosque was completed. Let them stretch their imagination and try to think of explanations.
- Let them reflect about why these two historical sites are viewed as important.
- Make sure they know how these sites came to be, why they were established, who established them, and how they changed in time.

Activity 19

(LB page 40)

In pairs, learners role-play an interview between a news reporter in 1421 and Ayuba. They first write down their questions in their exercise books before they start. They take turns to be the interviewer and the interviewee. They then write a summary of five sentences about the information they gathered in the interview.

Pair work

- Pair above-average learners with below-average learners.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

- No answers applicable. Make sure that the information gathered through the interview is accurate.

Formative assessment

- Walk around the classroom and observe as learners plan their interview by writing down questions. Help them to choose open-ended questions. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Ask a few pairs to share their summary with the class.

Differentiated learning

- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Make copies of Resource 6 (Colour-in picture of the Larabanga Mosque) beforehand and hand it out to learners.
- Ask learners to write the name of the historical location at the top and to colour in the picture.
- Pin the pictures to the classroom wall.

Extension activity

- Ask learners to do research on the Sudanese building style according to which the Larabanga Mosque was built and if they can find more examples of it. Perhaps they can find out how it originated.
- Ask them to share their information with the class.

Activity 20

(LB page 41)

Learners take turns to state an interesting fact about the Okomfo Anokye sword. They list all the interesting facts in their exercise books. They then use their lists to design a poster for people to visit this historical location.

Pair work

- Pair faster learners with slower learners to help each other in this activity.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

Interesting facts about the sword include:

- Okomfo Anokye was an Asante priest and cofounder of the Asante Kingdom in West Africa.
- He planted the sword in the ground.
- He declared that the removal of the sword will be the end of the Asante Empire.

- It has been over 300 years and the sword remains where it was planted in the ground.
- It is located at the Okomfo Anokye Hospital in Kumasi.
- The sword serves as a symbol of unity of the Asante Kingdom.
- Many people have tried to use force and machines to remove the sword, but no one has succeeded.

Formative assessment

- Walk around the classroom and observe as learners discuss and write down their interesting facts. Assist any learner who is slower.
- Give learners enough time to complete the activity – also for the design and drawing of the poster.
- Pin the posters up on the classroom wall and ask learners to give positive feedback.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to remember the interesting facts about the sword.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Slower learners can draw Okomfo Anokye planting the sword in the ground, rather than designing a poster.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask faster learners to do research to find extra information on the sword to add to their list.
- Let some of them share this with the class.

Exercise 8

(LB page 41)

Answers

- Learners fill in the missing words in the sentences, using the words supplied:
 - The oldest mosque in Ghana is the Larabanga Mosque.
 - The mosque is built in the Sudanese style.
 - The mosque was built by Ayuba.
 - There is an old Quran in the mosque.
 - Yidan Barimah Braimah was the Imam in 1650.

- 2 Learners say whether the statements are true or false:
- True
 - True
 - False. The Okomfo Anokye sword has been in its position for 300 years.
 - True
 - False. The sword has never been removed.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.
- Collect learners' books to do your assessment.

Kumasi Fort and Military Museum, Ghana Broadcasting Corporation..... (LB page 42–44)

The Kumasi Fort and Military Museum is located at the Uaddara Barracks in Kumasi, the capital city of the Asante Region of Ghana. It is one of the few military museums in Africa.

Broadcasting in Ghana started in 1935. It was the Governor of the Gold Coast, Sir Arnold Hodson (the Sunshine governor), who introduced the relay radio service to Ghana. The first broadcast was on 31st July 1935 at 17:45.

Content standard B4.1.4.1

Demonstrate knowledge of the history of some historical locations in Ghana.

Indicator B4.1.4.1.1

Describe the history of Ghana's major historical locations, specifically, Flagstaff House, Burma Camp, Jamestown Lighthouse, Gbewaa Palace, Larabanga Mosque, etc.

Subject specific practices

As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate.

Resources

Ghana History Basic 4 Learner's Book; Videos of Kumasi Fort and Military Museum and the GBC history

Key words

introduce, relay, ignorance, isolation, progress, bungalow

Helpful links

- www.youtube.com (keywords: Kumasi Fort and Military Museum)
- www.youtube.com (keywords: GBC history)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing learners a video about the Kumasi Fort and Military Museum.
- Let them tell you what their impressions are.
- Show the video of the GBC's history.
- Ask learners if they had been to the GBC, and what they experienced.
- Find videos of the Kumasi Fort and Military Museum and the GBC and show learners. Learners can do online research about the GBC before they do Activity 22 to find out what it was like when the first broadcast was relayed to the Ghana people.

Phase 2: Explore suggestions

- Discuss the key words on pages 42 and 43 with the learners. Lead them to discover the meaning from the context and/or break up the words into smaller parts.
- Then go through the content on these two pages.
- Do Activity 21 as a fun activity for consolidation of the facts about the military museum.

Phase 3: Reflect suggestions

- Ask learners to think about how these two historical locations contributed to the Ghana they know today.
- Let them reflect on why they were built in the first place, what they were used for, when they were built, who built them/started them and how they have changed over the years.

Activity 21

(LB page 42)

Learners hold a quiz about the Okomfo Anokye Sword Site and the Kumasi Fort and Military Museum. Put learners into groups of five learners each. Each group writes down as many questions as they can about the two historical locations on a sheet of paper. Groups should sit facing each other.

Then each group asks a question from their list. All members should get a chance to ask and to answer. They should not repeat questions. Correct are worth 1 point each. Let them keep score and see who wins!

Group work

- Group learners of different strengths together so that the slower learners learn from the faster ones.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments, if you want to use this activity.
- Make sure that everyone participates.

Answers

- No answers applicable

Formative assessment

- Walk around the classroom and observe as learners list their questions, and holds their quizzes. Assist where help is needed.
- Give learners enough time to complete the activity.
- Ask groups to convey the outcome to the rest of the class.
- As an extension, you can always let the winners compete until you have an overall winning group of the class – if you have the time to do this.

Differentiated learning

- Grouping faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Slower learners may be assigned to write down any new questions and the answers to the questions that come from the other group, thereby consolidating content.
- They may be assigned to keep score.

Extension activity

- Ask learners to do research online about the Kumasi Military Museum to find more information.
- Let them then design a poster to lure tourist to visit this historical location.
- Pin up the posters on the classroom wall.
- Ask for positive feedback from the class.

Activity 22

(LB page 44)

Learners role-play the very first radio broadcast to Ghana. They tell the listeners why the radio station is being established. They entertain listeners with Ghanaian news and music. (You can tell learners to bring along some music from the era when the radio was started.) They take turns to be the presenter. Members of the group can 'phone in' to the studio with requests or questions.

Group work

- Group different strength learners together so that the slower learners can learn from the faster learners.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments, if you want to use this activity as such.
- See that everyone participates.

Answers

No answers applicable.

Formative assessment

- Walk around the classroom and observe as learners conduct their role plays, while you do your assessment.
- Give learners enough time to complete the activity.
- Be sure to note which learners are doing less talking and let them talk more in future activities.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to remember the interesting facts about the sword.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Slower learners can do draw a picture of the first studio in the Bungalow from where the first broadcast took place.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Learners can do research online to find out about the first DJs and presenters for the GBC, when Ghana changed over from a relay broadcasting system to real broadcasting from Ghana itself.
- Let them share the information with the class.

Exercise 9

(LB page 44)

Answers

- 1 Learners fill in the missing words in the sentences, using the words supplied:
 - a The Kumasi Fort and Military Museum was built by the Osei Tutu Kwamina.
 - b The fort was destroyed by the British in 1874.
 - c It was rebuilt in 1897.
 - d The Kumasi Fort and Military Museum was built in 1820.
 - e Military equipment and artefacts can be seen at the fort.
- 2 Learners answer the questions about the Ghana Broadcasting Corporation.
 - a Broadcasting in Ghana started in 1935.
 - b The Sunshine governor was Sir Arnold Hodson
 - c The correct reasons why radio was started in Ghana are the following:
 - i to bring news to everyone
 - ii to bring entertainment to everyone
- 3 Learners' own tourism brochures

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Project: Investigate the uses of forts

Ask learners to research the various uses that forts have had since being built. They can do research online or speak to elders in the community. If possible, ask a knowledgeable person to address learners about the changing nature of the forts.

Allow groups to choose one fort and investigate it in detail or choose more forts and do them in less detail. Ensure that all groups do not do exactly the same forts.

Group work

- Learners work in small groups. They can do the research on their own as part of a homework activity or do it together in class. Allow learners enough time in class to finish writing and designing their posters and drawing pictures. Ask groups to share their posters with the class.

Answers:

Groups' own answers according to the research they found.

Example answer: Kumasi Fort was used to protect trade but after World War II, the British armed forces took over the fort and made it a museum.

Formative assessment

- Walk around the classroom. Observe groups as they complete their task. Ensure that all learners brought in notes or key words after their interviews or research. Assist any learners who are slower.
- Give groups a rubric to use for the poster, as well as a rubric for group work.

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 further practice with the section of the project with which they struggled. This could be in the form of helping them to decide on the terms to enter in a search engine, sorting and summarising work, participating more in the group, interviewing an elder, planning a task, and so on. Ask them to prepare a short individual talk about the changing uses of a single fort.

Extension activity

- Ask learners to make a slide show presentation of their work. They can present it to the class, and possibly, to other classes.

Summary: Major historical locations

Flagstaff House (Jubilee House)

- This is the presidential palace in Accra.
- It serves as the residence and office to the president of Ghana.
- It is one of Ghana's popular tourist attractions.

Burma Camp

- Burma Camp is the headquarters of the Ghana Armed Forces and the Ghanaian Ministry of Defence.
- Burma Camp was also the battle site of the military during the June 1979 coup d'état led by Jerry Rawlings.

Jamestown Lighthouse

- Jamestown Lighthouse is located in Jamestown, a suburb of Accra.

Gbewaa Palace

- The Gbewaa Palace is the seat of the Yaa Naa (the ruler) of the Dagbon Kingdom.
- It was named after the first king of the Mole-Dagbani people.

The Larabanga Mosque

- This mosque is the oldest one in Ghana. It is also one of the oldest mosques in West Africa.

Okomfo Anokye Sword Site in Kumasi

- The sword serves as a symbol of unity of the Asante Kingdom. Many people have tried to use force and machines to remove the sword, but no-one has succeeded.

The Kumasi Fort and Military Museum

- It was destroyed by the British forces in 1874 and rebuilt in 1897.
- After World War II, the British Armed Forces took over the fort and made it a museum.
- Military artefacts and equipment can be viewed.

Sub-strand 4: Revision

(LB page 45)

Formative or Summative assessment

Use this *Sub-strand 4: 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. Check that learners can demonstrate knowledge of the history of the major historical locations in Ghana.

Sub-strand 4: Revision (continued)

(LB page 45)

Answers

| Historical site | | | | |
|--|--|----------------------------|--|---|
| Where is it? | Who built it? | When was it built? | Why was it built? | How has it changed? |
| a Flagstaff House | | | | |
| Accra | The British | Not known | It was built to be used as offices. | It was rebuilt in 2008 to look like the Golden Stool. |
| b Burma Camp | | | | |
| Accra | The British | Not known | It was the British headquarters for their armed forces. | The name has changed from Giffard Camp to Burma Camp. It is now the headquarters of the Ghana Armed Forces. |
| c Jamestown Lighthouse | | | | |
| Jamestown, Accra | The British | 1871 | To keep ships safe off the coast of Jamestown | It was rebuilt in 1892; a breakwater was added. |
| d Gbewa Palace | | | | |
| Northern Region | the Yaa Naa (the ruler) of the Dagbon Kingdom. | Unknown | It was the palace of the Dagbon ruler. | It is now a tourist attraction. |
| e Larabanga Mosque | | | | |
| Northern Region of Ghana | Ayuba | 1421 | Ayuba had a dream telling him to build the mosque. | It has been restored several times. It is now a tourist attraction. |
| f Okomfo Anokye Sword Site | | | | |
| Kumasi, at the Okomfo Anokye Hospital | Okomfo Anokye | More than 300 years ago | Symbol of unity of the Asante people. | It is now a tourist attraction. |
| g Kumasi Fort and Military Museum | | | | |
| Uaddara Barracks, Kumasi | Osei Tutu Kwamina | 1820 | It was a fort built for defence. | It was destroyed by the British forces in 1874 and rebuilt in 1897. After World War II, the British armed forces took over the fort and made it a museum. |
| h Ghana Broadcasting Corporation | | | | |
| 9 th Road, Accra (Now: Kanda Ave, Accra, Ghana) | Sir Arnold Hodson | 31 st July 1935 | To bring news, entertainment and music into the homes of Ghanaians | Today, GBC operates GTV, a nationwide channel. GBC also runs five digital channels. Their services also include ten regional and five district radio stations in Ghana. |

Sub-strand 5: Some selected individuals

The chiefs of the communities within ethnic groups play a major role to make sure their communities grow and develop. In our previous lessons, learners discovered some of the major ethnic groups in Ghana.

These ethnic groups had leaders who contributed greatly to the development of their traditional areas during their reign as kings and queens.

The role of significant traditional rulers in Ghana

B4.2.5.1

On completion of this section, learners will demonstrate understanding of the role of significant

traditional rulers in Ghana's history.

Traditional rulers and their contributions

In this section, learners discover some of the important traditional rulers of Ghana. They find out how they contributed to Ghana's development. They are challenged to think critically and say which traditional rulers inspire them the most and why.

Dode Akaibi of Accra (LB pages 47–49)

Learners discover that Dode Akaibi was a much revered female traditional ruler who contributed in more than one way to Ghana's cultural heritage and traditions. She also played a huge role in the empowerment of women.

Content standard B4.2.5.1

Demonstrate understanding of the role of significant traditional rulers in Ghana's history.

Indicator B4.2.5.1.1

Identify the role played by some traditional rulers in national development.

Subject specific practices

Through the use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate.

Resources

Ghana History Basic 4 Learner's Book; Ancient Royal Tales from Ghana (Book about the kings and queens of Ghana); video of Damba thanksgiving festival of the Gonja people

Key words

regalia, paraphernalia, customary law, succession, empower, display, attire, chieftain, rever

Helpful links

- <https://booknook.store/product/ancient-royal-tales-from-ghana-for-children/> (A must-have a book about the kings and queens of Ghana)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners if they know what the word 'heroine' and the word 'icon' mean.
- Discuss the meaning of the words with them and ask them if they know people that fit these descriptions.
- Then ask them if they have heard of Dode Akaibi of Accra, and let them tell the class what they know.
- You are now ready for your presentation.
- Learners do research online about equity for women, what it means and if it is visible in the Ghana landscape. They share their feedback with the class.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners.
- Ask them if they know what the key words mean. Let them arrive at the meanings themselves through the context and by breaking up the words into smaller parts.
- Emphasise Dode Akaibi's contribution to Ghana's cultural heritage.

Phase 3: Reflect suggestions

- Ask learners to think how it would have been for Dode Akaibi to become a ruler when it wasn't allowed for women in those days.
- Let them reflect on what kind of character she had to do this despite what everyone said and thought.
- Ask them to think and decide if such a person inspires them, and why.

Activity 23

(LB page 49)

Learners say what they think the most significant contributions of Queen Dode were.

Answers

- 1 She motivated other women to take up challenging roles.
- 2 She introduced the display of jewellery and colourful attire into the culture of chiefs.
- 3 She introduced the practice of chiefs sitting on stools in the Ga land.
- 4 She ensured respect for women, especially from their husbands.

Group work

- Put the class into groups of 5 learners. Group faster learners with slower learners.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments.
- Make sure sure that everyone participates.

Answers

- No answers applicable.

Formative assessment

- Walk around the classroom and observe as learners plan and assign roles to do the role play. Assist any groups who are slower.
- Give learners enough time to complete the activity.
- Ask a few groups to do their role play for the class.

Differentiated learning

- Grouping faster learners with slower learners will assist with differentiated learning. Faster learners can take on the more dominant roles and slower learners the roles with less action/words.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to think of a strong woman in their family or community that they admire.
- Let them write down words that describe this strong woman.
- Let them write a short paragraph with three sentences describing this admirable woman.
- If they want, they can also draw a picture.

Extension activity

- Ask learners to do research on equity for women. What does it mean? Is it visible in the Ghana landscape?
- Let them share their feedback with the class.

Exercise 10

(LB page 49)

Answers

- 1 Learners complete the statements using the words supplied:
 - a Queen Dode Akaibi ruled the Ga land from 1610–1635.
 - b Her son's name is Okaikwei.
 - c She led the Obutu, Larteh, Kyereponi and Krachi people to conquer vast areas.
- 2 Five contributions Queen Dode Akaabi made to Ghana:
 - She motivated other women to take up challenging roles.
 - She introduced the display of jewelry and colourful attire into the chieftains' institution.
 - She introduced the practice of chiefs sitting on stools.
 - She ensured respect for women, especially from their husbands.
 - She trained several well-known warriors.

Formative assessment

- The exercise can be used as a classroom exercise or for homework.
- Walk around the classroom and observe as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- Collect the books for assessment.

Ndewura Jakpa of Gonja, Osei Tutu I of Asante (LB pages 50–55)

Sumaila Ndewura Jakpa was the founder of the Gonja Kingdom in the Northern Region of Ghana in the 17th Century.

Nana Osei Tutu was born in 1660 in Anyinam. He succeeded his uncle, Nana Obiri Yeboah as the chief of the Kwaman state later known as Kumasi state.

Content standard B4.2.5.1

Demonstrate understanding of the role of significant traditional rulers in Ghana's history.

Indicator B4.2.5.1.1

Identify the role played by some traditional rulers in national development.

Subject specific practices

Through the use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate.

Resources

- Ghana History Basic 4 Learner's Book
- Video of Damba thanksgiving festival of the Gonja people
- Ancient royal tales from Ghana (book)

Key words

scholars, paramount, Yagbonwura, centralise, mausoleum

Helpful links

- <https://booknook.store/product/ancient-royal-talesfrom-ghana-for-children/> (A must-have a book about the kings and queens of Ghana)
- www.youtube.com (keywords: Damba thanksgiving festival Gonja people)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners to look at the picture on page 50. It shows Ndwura Jakpa with a raised spear, a direct gaze, sitting erect on a horse, a mighty warrior.
- Lead them to see these things in the picture. Then ask them what they think this says about this ruler of the Gonja people.
- Then you are ready to start your presentation.
- Find videos of the Gonja people, the Damba Festival, Jakpa Palace, etc. on the internet to show to learners. Learners do research online about Ndwura Jakpa.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Let them try and find the meanings of the key words themselves before helping them.
- Let them see that one can derive information from a picture as a source of history (although this is not a photograph).

Phase 3: Reflect suggestions

- Ask learners to think about how they derived information from a picture and confirmed it afterwards.
- Let them reflect on the qualities of a good leader, and let them recognise these attributes in Sumaila Ndwura Jakpa.
- Make sure they know what contributions Ndwura Jakpa made to Ghana.

Activity 24

(LB page 51)

Learners make a list of five interesting facts about Ndwura Jakpa. They take turns to add to the list. They then try to name the seven divisions of the Gonja Kingdom. Thereafter they have to list three ways in which Ndwura Jakpa contributed to the Ghana of today.

Pair work

- This is an ideal activity to pair faster learners with slower learners, because both type of learners are accommodated.
- Circulate and supervise. Check if the learners have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

- 1 Learners make a list of five interesting facts about Ndwura Jakpa. They take turns to add to the list:
 - Sumaila Ndwura Jakpa was the founder of the Gonja Kingdom in the Northern Region of Ghana in the 17th Century.
 - Ndwura Jakpa fought his way across Gonja from west to east.
 - He conquered groups of people and territory as he went.
 - His method was to appoint his sons and loyal servants as chiefs in the areas that he conquered.
 - The areas he conquered are called divisions.
 - They include Wasipe (Daboya), Kpembe, Bole, Tuluwe, Kong, Kadia and Kusawgu.
 - The paramount chiefs who head these divisions still today refer to the Yagbonwura as their father.
 - He died in 1675.
 - The present Gonja traditional area was already established as a centralised state with him the sole ruler when he died in 1675.
- 2 Learners name the seven divisions of the Gonja Kingdom:
Wasipe (Daboya), Kpembe, Bole, Tuluwe, Kong, Kadia and Kusawgu.
- 3 Three ways in which Ndwura Jakpa contributed to the Ghana today:
 - a He was a brave warrior who added to Ghana's territory of today.
 - b He established the Gonja Kingdom.
 - c He contributed to Ghana's cultural heritage.

Formative assessment

- Walk around the classroom and observe as learners discuss and answer the questions. Assist any learner who is slower.
- Give learners enough time to complete the activity.
- Ask a few pairs to share their answers with the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw Ndewura Jakpa on his horse.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to write a short story about Ndewura Jakpa. They can do research online to find more information.
- Let some of them read their stories to the class, if you have enough time.
- Ask the class to give positive feedback.

Exercise 11

(LB page 51)

Answers

- Learners complete the using the words in the boxes:
 - Ndewura Jakpa was the founder of the Gonja Kingdom.
 - This kingdom is situated in the Savannah Region of Ghana.
 - The Gonja people's history was written down by the Arab Muslims and Islamic scholars.
 - A mausoleum was built in his honour at old Buipe.
 - The paramount chiefs of Gonja still refer to Yagbonwura as their father.
- The Gonja originally came from the Mali Empire.

Activity 25

(LB page 54)

- Learners role-play how Nana Osei Tutu was chosen as paramount chief of all the Asante groups. They include the following roles:
 - Osei Tutu
 - Okomfo Anokye
 - The other chiefs
- Learners design a picture story to show what happened. Each member of the group completes one frame.

Group work

- Put learners into groups of five each. Let them plan who will play which role in the role play. Help them if necessary to let slower learners play the roles of the other chiefs.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.
- Pin up the picture stories on the classroom wall. Ask learners to give positive feedback.

Answers

- No answers applicable.

Formative assessment

- Walk around the classroom and observe as learners engage in the role play. Assist any learner who is slower.
- Give learners enough time to complete the activity. Do your assessment while they are busy.
- Ask a few groups to do their role play for the class.

Differentiated learning

- Placing faster and slower learners together will assist with differentiated learning. Faster learners can take on the dominating roles and slower learners can take on the roles with less action and fewer words.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- If there are learners who are slower, let them do this remedial activity together.
- Ask them to tell each other the story about Osei Tutu I. They can take turns to each add the next fact to the story.
- If they are sure they have all the facts, they can write it down in their exercise books.

Extension activity

- Ask learners to do research about the Akwamu and their warfare methods.
- Ask them to share their findings with the class.

Exercise 12

(LB page 54)

Answers

- Learners answer the questions.
 - Osei Tutu I succeeded Nana Obiri Yeboah.
 - He promised his people that he would take up the mighty task of uniting the Asante states.
 - Okomfo Anokye helped Osei Tutu I to achieve his goals as a chief.
 - Okomfo Anokye suggested that he pray to the ancestors and gods. They would then send a stool from the skies that would land on the chosen one's lap.
 - A festive Friday called 'Fofie' was chosen for the meeting of the chiefs to appoint the paramount king.
- Osei Tutu I contributed to the national development of Ghana in the following way:
 - He brought the warfare skills of the Akwamu to Ghana.
 - He defeated the Denkyira and gained their land.
 - He established the celebration of Odwira.
 - He united the Asante states under one paramount chief.
 - He developed a new constitution for the union.

Formative assessment

- Walk around the classroom and observe as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- You can use this as a classroom exercise or as homework.
- Let learners hand in their exercise books to do your assessment.

Naa Gbewaa of Pusiga, Togbi Sri I.....(LB pages 56–57)

Naa Gbewaa (also known as Nedega or Kulu Gbagha) is the founder of the Kingdom of Dagbon, in what is now northern Ghana.

Togbui Sri I helped to claim the stool of office from Togbui Agorkorli for the Anlo kingdom.

Content standard B4.2.5.1

Demonstrate understanding of the role of significant traditional rulers in Ghana's history.

Indicator B4.2.5.1.1

Identify the role played by some traditional rulers in national development.

Subject specific practices

Through the use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate.

Resources

- Ghana History Basic 4 Learner's Book
- Book: Ancient Royal Tales From Ghana
- Video of the Mumprusi people, descendants

Key words

conquest, narrative

Helpful links

- <https://booknook.store/product/ancient-royal-talesfrom-ghana-for-children/> (A must-have a book about the kings and queens of Ghana)
- www.youtube.com (keywords: Mumprusi people descendants Tohazie)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing a video of Tohazie, the Red Hunter, and his story.
- Ask learners to retell the story afterwards.
- Ask them to think about the leadership qualities of Tohazie and his son, Naa Gbewaa.
- Find videos of the Mamprusi people, descendants of Tohazie, online and show these to learners.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners.
- Ask them if they know what 'drum narratives' are and how they work.
- Discuss the key words with them, and lead them to discover the meanings for themselves through the context and by breaking up the words into smaller parts.

Phase 3: Reflect suggestions

- Ask learners to think about what dangers Tohazie and Kpogonumbo would have encountered on their journeys.
- Remind learners of the wild animals that were still roaming the area. Ask them to make a list of the kind of animals the group would have encountered. Lead them to realise how brave and courageous the people would have had to be.
- Let them reflect about where the group would have found water.
- Make sure they understand that it would not have been easy and that Tohazie and his son were very brave and courageous leaders; also that they were conquerors of new territory.

Activity 26

(LB page 57)

In pairs, learners draw a flow diagram of all the places Tohazie and his descendants passed before settling at Pusiga, starting with Lake Chad.

Pair work

- Pair faster learners with slower learners to draw the flow diagram.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments.
- Make sure that everyone participates.

Answers

Lake Chad>Zamfara>Mali>Biun>Pusiga.

Formative assessment

- Walk around the classroom and observe as learners draw the flow diagram.
- Give learners enough time to complete the activity.
- Ask one of the learners to draw their flow diagram on the board as an example answer.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Group slower learners together. Let them role-play the wedding of Tohazie and the daughter of the Mali king.

- Alternatively, they can draw a picture of the wedding of Tohazie and the beautiful princess of Mali.
- Choose one or two groups to role-play the wedding for the class or pin up the drawings on the classroom wall.

Extension activity

- Ask learners to write a love poem from the Red Hunter, Tohazie, to the beautiful princess of Mali.
- Let some of them recite their poems to the class.
- Ask the class for positive feedback.

Exercise 13

(LB page 57)

Answers

- Learners complete the statements using the words supplied.
 - The Kingdom of Dagbon was founded in the 15th Century.
 - The Red Hunter's name was Tohazie.
 - The Red Hunter's journey started at Lake Chad.
 - Stories about the Dagbon Kingdom have been preserved in drum narratives.
 - Naa Gbewaa is the founder of the Dagbon Kingdom.
- Two ways in which these people contributed to Ghana's development:
 - Naa Gbewaa
He was a brave king who led his people through wars to settle at Pusiga. He contributed to the cultural heritage of Ghana. He founded the Dagbon Kingdom.
 - Togbi Sri II
He served in the Legislative Council from 1916–1942. He protected the land and interests of the Anlo people.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who seems to be struggling.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Sir Ofori Atta of Akyem

Abuakwa.....(LB pages 58–59)

Sir Ofori Atta was born on 11th October 1881 at Kyebi in the Eastern Region of Ghana. He became the paramount chief of the Akyem Abuakwa traditional area in 1912, one of the most influential kingdoms of the Gold Coast.

Content standard B4.2.5.1

Demonstrate understanding of the role of significant traditional rulers in Ghana's history.

Indicator B4.2.5.1.1

Identify the role played by some traditional rulers in national development.

Subject specific practices

Through the use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate.

Resources

- Ghana History Basic 4 Learner's Book
- Book about the kings and queens of Ghana: Ancient Royal Tales From Ghana

Key words

stool's right, concession, ordinance

Helpful links

- <https://booknook.store/product/ancient-royal-talesfrom-ghana-for-children/> (A must-have a book about the kings and queens of Ghana)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners if they know what a nationalist is. Let them derive the answer by looking at the word, 'nation'.
- Ask what they think a person described as a nationalist would probably do.
- You are now ready to start the lesson about Sir Ofori Atta.
- Find videos of some of the Akyem Abuakwa traditional state to show learners. Let learners do research about the Akyem Abuakwa as an extension activity.

Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with the learners.
- Discuss the key words with learners and let them try to find the meanings by looking at the context and breaking up the words into smaller parts.
- Emphasise the contribution that Sir Ofori Atta made to Ghana.

Phase 3: Reflect suggestions

- Ask learners to think about a person who does things for the good of everybody around them, and not only themselves. Ask them if they know such people.
- Let them reflect on the fact that these kinds of people are usually respected in a community.
- Make sure they understand the contribution of Sir Ofori Atta.

Activity 27

(LB page 59)

In groups, learners hold a quiz about Sir Ofori Atta of Akyem Abuakwa. Put them into groups of five learners each. Learners write down as many questions as they can about Sir Ofori Atta. They take turns to ask a question from the list. Answers all count 1 point. Let them keep score and see who wins.

Group work

- Group faster learners with slower learners in each group.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments.
- make sure that everyone participates.

Answers

- No answers applicable.

Formative assessment

- Walk around the classroom and observe as learners write down their list of questions. Make sure that all learners participate. Assist any learner who is slower with any part of the activity.
- Give learners enough time to write down their questions and to hold their quiz.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw a picture of something good that Sir Ofori Atta did for Ghana.
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to do more research on the internet about Sir Ofori Atta of Akyem Abuakwa.
- Let them write a short fact list with all new information.
- Let them share it with the class.

Exercise 14

(LB page 59)

Answers

- 1 State whether the following are true or false.
 - a False. Sir Ofori Atta was born in the Eastern Region of Ghana.
 - b True

- c False. Sir Ofori Atta asked the chiefs to preserve more land.

d True

2 Complete these sentences.

- a Sir Ofori Atta believed education was a tool for progress.
- b He promoted education for females.
- c He was on the Educationist Committee for five years.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.
- Let learners hand in their exercise books for you to do your assessment.

Summary : Some selected individuals

Dode Akaibi of Accra

- She is a well-known traditional leader who ruled the Ga land from 1610–1635.
- She emerged as a tough figure whose rise as the first female political leader of the Gold Coast motivated and empowered other women.
- She introduced the custom of sitting on stools to show authority over people.

Ndewura Jakpa of Gonja

- He was the founder of the Gonja Kingdom in the Savannah Region of Ghana.
- He fought his way across Gonja from west to east, conquering groups of people and territory as he went.

Osei Tutu I of Asante

- During his enstoolment, he promised his people that he would take up the mighty task of uniting the Asante states.
- The Empire of Asante was officially formed in 1701 and he was crowned Asantehene.

Togbi Sri I of the Anlo state

- He helped to claim the stool of office from Togbui Agorkorli for the Anlo kingdom. The stool was left in Notsie when the Ewe left the area in a hurry to escape from Agorkorli.
- He introduced a rotary system of kingship that was different from the usual (customary) selection of kings from the Adzovia clan. In this way, the existing custom for selecting chiefs was amended.

Sir Ofori Atta of Akyem Abuakwa

- Nana Ofori Atta did everything in his power to solve land issues.
- He asked chiefs to preserve land for future generations.
- All land sales had to be approved by the Okyenhene.
- He passed a bylaw to enforce stool's rights so that traditional land ownership would be respected.

Sub-strand 5: Revision

(LB page 60)

Formative or Summative assessment

Use this *Sub-strand 5: 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.
- Check that learners can demonstrate understanding of the role of significant traditional leaders in Ghana's history.

Answers

- 1 Dode Akaibi of Accra
 - a From 1610–1635
 - b The Ga people
 - c Accra Region
 - d She motivated other women to take up challenging roles.
She introduced the display of jewellery and colourful attire into the culture of chiefs.
She introduced the practice of chiefs sitting on stools.
She ensured respect for women, especially from their husbands.
She trained several well-known warriors.
 - e Learners' own answers
- 2 Ndewura Jakpa of Gonja
 - a 17th Century
 - b The Gonja people
 - c Gonja Kingdom in the Northern Region of Ghana. It is now the Savannah Region of Ghana.
 - d He was a brave warrior who added to Ghana's territory of today.
He established the Gonja Kingdom.
He contributed to Ghana's cultural heritage.
 - e Learners' own answers.
- 3 Osei Tutu I of Asante
 - a 1600's
 - b Asante people
 - c Kwaman state, later on the Kumasi state
 - d He brought warfare skills of the Akwamu to Ghana.
He defeated the Denkyira and gained their land.
He established the celebration of Odwira.
He united the Asante states under one paramount chief.
He developed a new constitution for the union.
 - e Learners' own answers
- 4 Naa Gbewa of Pusiga
 - a 15th Century
 - b Dagomba people
 - c Kingdom of Dagbon, Northern Ghana
 - d He was a brave king, who led his people through wars to settle at Pusiga.
He contributed to the cultural heritage of Ghana.
He founded the Dagbon Kingdom.
 - e Learners' own answers
- 5 Togbe Sri I
 - a unknown
 - b Anlo people
 - c Volta Region
 - d Togbui Sri I introduced a rotary system of kingship that was different from the usual (customary) selection of kings from the Adzovia clan. In this way, the existing custom for selecting chiefs was amended.
 - e Learners' own answers

Sub-strand 5: Revision

(LB page 60)

- 6 a 1912
 b Akyem Abuakwa
 c Akyem Abuakwa traditional area
 d Ofori Atta was a Gold Coast traditional ruler, patriot and nationalist.
 He was a member of the Legislative Council from 1916.
 He successfully helped to resolve the loss of Akyem land.

- He was on the Educationist Committee for five years.
 Schools received funding due to his contribution.
 More schools were opened in remote, rural areas.
 He promoted female education.
 e Learners' own answers

Strand 2: Assessment test

(LB pages 61–62)

Summative assessment

Use this *Strand 2: 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.

- Make sure that learners can show understanding of some of the factors that led to the rise, expansion and decline of the Anlo Kingdom.
- Confirm that learners can demonstrate knowledge of the history of some historical locations in Ghana.
- Make sure that learners can:
 - Show understanding of some of the factors that led to the rise, expansion and fall of the Anlo Kingdom
 - demonstrate knowledge of the history of some historical locations in Ghana
 - demonstrate understanding of the role of significant traditional leaders in Ghana's history.

Answers

- 1 Learners complete the sentences.
 a Togbui Sri I helped to claim the stool of office from Togbui Agorkorli for the Anlo kingdom.

- b Ndewura Jakpa was the founder of the Gonja Kingdom.
 c The Anlo originally came from Ketu.
 d Okaikwei was too young; therefore his mother ruled the Ga land.
 e The Anlo fled from the tyrant king, Agorkoli. (5)
 2 a False. A mausoleum was built for Ndewura Jakpa.
 b True
 c False. Togbi Sri II was born in the Volta Region of Ghana.
 d True
 e False. He was the Red Hunter. (5)
 3 Learners' own answers. Check answers for correctness. Some suggested answers:
 - They fought for the rights of their people.
 - They contributed to the development of Ghana.
 - They established kingdoms where their people could live.
 - They contributed to Ghanaian culture. (5)

Strand 2: Assessment test

(LB pages 61–62)

- 4 Learners choose any three historical locations of Ghana and complete the table accordingly.

| Historical site | | | |
|--|----------------------------------|--|---|
| Where is it? | Who built it? | Why was it built? | How has it changed? |
| Flagstaff House | | | |
| Accra | The British | It was built to be used as offices. | It was rebuilt in 2008 to look like the Golden Stool. |
| Jamestown Lighthouse | | | |
| Jamestown, Accra | The British | To keep ships safe off the coast of Jamestown | It was rebuilt in 1892; a breakwater was added. |
| Gbewaa Palace | | | |
| Northern Region | The ruler of the Dagbon Kingdom. | As the palace of the Dagbon ruler. | It is now a tourist attraction. |
| Larabanga Mosque | | | |
| Northern Region of Ghana | Ayuba | Ayuba had a dream telling him to build it. | It has been restored several times. It is now a tourist attraction. |
| Okomfo Anokye Sword Site | | | |
| Okomfo Anokye Hospital, Kumasi | Okomfo Anokye | Symbol of unity of the Asante people. | It is now a tourist attraction. |
| Kumasi Fort and Military Museum | | | |
| Uaddara Barracks, Kumasi | Osei Tutu Kwamina | It was a fort built for defence. | It was destroyed by the British forces in 1874 and rebuilt in 1897. After World War II, the British armed forces took over the fort and made it a museum. |
| Ghana Broadcasting Corporation | | | |
| 9 th Road, Accra (Now: Kanda Ave, Accra, Ghana) | Sir Arnold Hodson | To bring news, entertainment and music to Ghanaians. | Today, GBC operates GTV and runs five digital channels, including 10 regional and five district radio stations. |

(15)

- 5 Learners choose any two traditional leaders in the history of Ghana and answer the questions accordingly. Suggested answers include:

Dode Akaibi of Accra

- i and ii Refer to Learner's Book pages 47–49 for answers
iii Learners' own answers.

Ndewura Jakpa of Gonja

- i and ii Refer to Learner's Book pages 50–51 for answers.
iii Learners' own answers.

Osei Tutu I of Asante

- i and ii Refer to Learner's Book pages 52–54 for answers.
iii Learners' own answers.

Strand 2: Assessment test

(LB pages 61–62)

Togbui Sri I of the Anlo state**i** and **ii** Refer to Learner's Book page 55 for answers.**iii** Learners' own answers.**Togbui Sri II of the Anlo state****i** and **ii** Refer to Learner's Book page 55 for answers.**iii** Learners' own answers.**Naa Gbewaa of Pusiga****i** and **ii** Refer to Learner's Book pages 56–57 for answers.**iii** Learners' own answers.**Sir Ofori Atta of Akyem Abuakwa****i** and **ii** Refer to Learner's Book pages 58–59 for answers.**iii** Learners' own answers.

(14)

- 6 a** The Anlo originally lived in Ketu. (1)
- b** They wanted to escape King Agorkoli, who was believed to be a tyrant. (3)
- c** Tsevie, Kedzi, Anlo, Anloga (4)
- d** They started fishing, hunting, farming and trading. (4)
- e** Nonobe, Ada and Sagadre Wars
Keta-Anlo War
Danish War
Peki and Peki-Awodome War (4)
- f** The Anlo fought in a war with Britain from 1865 to 1873. They could not win. They signed the Treaty of Dzelukofe. This opened the Volta to trade, and Keta, Dzelukofe and other towns became British territory. (4)

Total: 64

Strand 3: Europeans in Ghana

Introduction

In Basic 1, learners discovered more about the arrival of the Europeans for trading purposes. In this sub-strand, they will learn about Europeans who came to the Gold Coast as missionaries. Missionaries are Christians who move away from their homes to promote the work of God and to convert people to Christianity.

In this section, learners will explore the European mission societies at the Gold Coast, the areas they operated in and the impact that the missionaries, the mission stations and their activities had on the development of the country.

The most important contribution of the mission stations and their people was probably the establishment of Ghana's formal school system. The building of schools institutions were the foundations

for Ghana's education system of today.

The missionaries established many churches as well, many of which are still in operation today. It is due to the missionaries that such a large percentage of people in Ghana are members of the various Christian denomination today.

Other contributions of the missionaries in Ghana include farming activities that brought a means of survival to many communities in Ghana. This included a trading company and a shipping company that traded local farmers' produce for European trade wares.

Let us explore the main mission societies operating in Ghana – the Basel, the Wesleyan and the Bremen Missions – with our learners.

Opener Activity

Let us learn about ... European influence in Ghana

(LB page 63)

The opener activity provides an opportunity to assess if learners know anything about the missionaries and the mission societies who were active in Ghana over many decades. It sets the scene for the journey of discovery of who the respective mission societies were, when they arrived at the Gold Coast, and what activities they engaged in; also what contributions they made to Ghana. The questions should get learners talking so that you can assess what the foundation is from where to start your lessons.

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

Answers

- 1 A mission or mission society is an organisation that sends missionaries to other countries to evangelise or spread the Christian faith amongst the local people.

- 2 This depends on when the learner answers the question. The current year minus 1828 would give you the answer as to how long ago the Basel Mission started their work in Ghana.
- 3 They came to spread the word of God and convert people to Christianity.

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will allow you to measure how much they know about the specific topic, so that you can ascertain how to approach this strand. You could also use the following diagnostic assessment:

- 1 When did the missionaries come to Ghana? (19th century from 1828 onwards) (1)
- 2 Name four (4) positive things the missionaries did. (Built hospitals, clinics and schools; taught people technical trades, translated the Bible into a few local languages) (4)

Total: 5 marks × 2 = 10 marks

Sub-strand 3: Missionary activities

Ghana was influenced and impacted by the arrival of the missionaries at the Gold Coast in different ways. In this sub-strand learners will explore who the

missionaries were, when they arrived, what they did, and what their impact was on the people of Ghana.

European engagement in activities other than trade in Ghana---- B4.3.3.1

On completion of this section, learners will be able to demonstrate knowledge of European engagement

in activities other than trade in Ghana.

European missions in Ghana

In this section, learners discover who the missionaries were, where they came from, where they worked, what they did and the impact this had on the people of Ghana.

Basel Mission..... (LB pages 64–67)

The Basel missionaries from Switzerland were the first to arrive at Christiansborg Castle on the Gold Coast in 1928.

Content standard B4.3.3.1

Demonstrate knowledge of European engagement in activities other than trade in Ghana.

Indicator B4.3.3.1.1

Describe European missionary activities in Ghana.

Subject specific practices and core competencies

As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, and creative, communicative learners.

Resources

- Ghana History Basic 4 Learner's Book

Key words

pioneer, cultivate, vocational, syllabus, joinery, masonry, experimental

Helpful links

- www.youtube.com (keywords: *Basel Mission Ghana*)

- Ask them to think about how it would have been to leave your country and family behind to go to another country to teach people about God – especially knowing that you may never see your family again.
- Play a video of the Basel Mission celebrating 200 years in Ghana. Visit Youtube (<https://www.youtube.com>) and use keywords: *Basel Mission Ghana 200 years*.
- Find videos of the Basel Mission online, e.g. www.youtube.com/watch?v=AA86GSslPuc.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Learners immediately get the idea of how circumstances would have been difficult for the Europeans, because many of them died shortly after arriving on the West African coast. They contracted 'tropical fever'.
- Andreas Riis was the first missionary of the Basel Mission that survived long enough to start his missionary work. He built the first church in Ghana.
- Discuss the key words with the learners.
- Let learners do Activity 28 on page 65.

Phase 3: Reflect suggestions

- Ask learners to think about how it would have been for the Ghanaians of the olden days to meet these Europeans for the first time, to go to church, to live in a European-styled house, when they were used to only traditional housing and African Traditional religion.
- Ask them to reflect on what kinds of problems they think the missionaries would have encountered on the continent of Africa in those days.
- Make sure they know about all the activities that the Basel Mission engaged in at the Gold Coast.

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners if they know what a mission, missionaries or a mission station is, and if any of them know anybody who is a missionary, and what they do.

Activity 28

(LB page 65)

In groups, learners discuss the reasons for the missionaries coming to Ghana. When they have a list of their reasons, they can decide if missionaries achieved their mission or not.

Group work

- Place high achievers and low achievers in the same group.
- Check if groups have understood the instructions and conduct informal assessments if you want to use this activity as such.
- Make sure that everyone participates.

Answers

- Missionaries came to Ghana to promote the work of God and to convert people to Christianity.

Formative assessment

- Walk around the classroom and observe as learners carry out the activity. Make sure that all learners participate. Assist any learner who is slower with any part of the activity.

Differentiated learning

- Ensure that there are mixed abilities with a group so that high achievers can help struggling learners.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Pair struggling learners together. Let them hold a quiz amongst each other about the Basel Mission.
- Each learner first writes down questions (and answers) in their exercise books about the Basel Mission 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

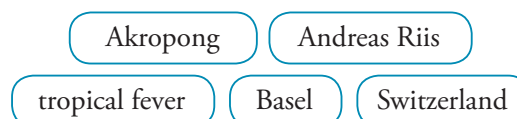
- Ask learners to find out if the Basel Mission is still active in Ghana, and what they are doing these days.
- Let them write a short fact list with all new information.
- Let them share it with the class.

Exercise 15

(LB page 65)

Answers

- 1 Learners use the words in boxes to complete the sentences.



- a The first missionaries to arrive at the Gold Coast were from Switzerland.
- b Many of the Europeans died of tropical fever.
- c The Basel Mission were the first to arrive at the Gold Coast.
- d Andreas Riis was the pioneer of the Basel Mission.
- e The first church was built in Akropong.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any struggling learners.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Activity 29

(LB page 67)

In pairs, learners answer the following questions: what a trading company does; what goods they think the local farmers received from Europe; if they think the trading company was a good or a bad thing for local farmers.

Pair work

- Pair faster learners with slower learners.
- Circulate and supervise. Check if learners have understood the instructions and conduct informal assessments if you want to use this activity as such.
- Make sure that everyone participates.

Answers

- 1 A trading company collects trading wares from one party and exchanges for some other products to another party. These products are then brought back to the original suppliers. A trading company is the middle man between suppliers of some kind of product/wares.
- 2 Clothes; wine; metalware; cloth
- 3 Learners' own answers; they should motivate why they say so.

Formative assessment

- Walk around the classroom and observe as learners answer their questions. Make sure that all learners participate. Assist any learner who is slower with any part of the activity.
- Give learners enough time to complete the activity.
- Ask some pairs to give their answers to the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw the trading process at the Gold Coast. Commodities went from the farmers to the trading company, then to the shipping company and then to the Europeans. Commodities came back again from the Europeans to the shipping company to the trading company and to the farmers.
- Pin up their drawings in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to do more research on the internet about what type of products came back from Europe to the Gold Coast.
- Let them write a short fact list with all the new information.
- Let them share it with the class.

Exercise 16

(LB page 67)

Answers

- Any three (3) of the following answers:
 - Agriculture was a compulsory school subject.
 - Gardening and horticulture were taught.
 - Numerous farms were established.
 - Experimental plantations were established.
 - Various crops were cultivated, like coffee, cotton, tubers of yam, sugar cane and groundnuts.
- Carpentry, joinery, tailoring, bookbinding and masonry.
- Vocational* means *career-focused*.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Wesleyan Mission.....(LB pages 67–69)

The Wesleyan Mission on the Gold Coast started in 1835 with the arrival of Reverend Joseph Rhodes Dunwell at Cape Coast.

Content standard B4.3.3.1

Demonstrate knowledge of European engagement in activities other than trade in Ghana.

Indicator B4.3.3.1.1

Describe European missionary activities in Ghana.

Subject specific practices and core competencies

As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, and creative, communicative learners.

Resources

- Ghana History Basic 4 Learner's Book
- Video of the history of the Methodist Church in Ghana

Key words

seminary, catechists, interpreters, carpenter, blacksmith, evangelisation

Helpful links

- www.youtube.com (keywords: History Methodist Church Ghana)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing learners the video of the history of the Methodist Church in Ghana.
- Ask them if they have been to one of these cathedrals or schools themselves, and what they had experienced.
- Lead them to realise the value that this mission added to Ghana and its people.

- Find videos of the Wesleyan Mission and/or the Methodist Church in Ghana. Visit Youtube (<https://www.youtube.com>) and use keywords: Wesleyan Mission Methodist Church Ghana. Learners do research on the internet about coffee and cotton farming in Ghana.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners.
- Ask them to tell you what the key words mean. Let them derive the meanings themselves from the context or by breaking up the words into smaller parts.
- Let them do the Activity and Exercise on page 69.

Phase 3: Reflect suggestions

- Ask learners to think about all the church communities, schools and colleges that are in operation in Ghana today.
- Let them reflect on the contribution of the Wesleyan Mission in Ghana.

Activity 30

(LB page 69)

The Wesleyan Mission set up coffee and cotton plantations. In pairs, learners choose one of these crops, and answer the following questions: list the steps in the farming process, from planting to harvesting; find out if Ghana still cultivates these crops; list all the benefits of the industry to the people of Ghana.

Pair work

- Group faster learners with slower learners in each group.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments if you want to use this activity as such.
- Make sure that everyone participates.

Answers

- The steps in the farming process, from planting to harvesting:
Coffee seeds planted in containers; watered frequently; shaded from too much sun until they are ready to be planted in the ground; planting takes place during wet season; depending on the variety, it will take approximately 3 to 4 years for the newly planted coffee trees to bear fruit; the fruit, called the coffee cherry, turns a bright, deep red when it is ripe and ready to be harvested; there is typically one major harvest

per year, or sometimes a smaller one as well; the crop is picked by hand; a good picker averages approximately 100 to 200 pounds of coffee cherries a day.

Cotton: planted by hand; flower buds called squares appear after two months; blossoms open after three weeks and petals change from creamy white to dark red before falling off, leaving green pods called cotton bolls; as the bolls ripen, it turns brown; the fibres ripen further under the sun until they split apart revealing a fluffy white burst; the cotton is then harvested by hand.

Any reasonable information the learners can find.

- Find out if Ghana still cultivates these crops. List all the benefits of the industry to the people of Ghana.

Ghana still produces cotton: cotton production in the northern part of Ghana has contributed much to the economic development of the inhabitants and the textile industry as a whole. It has been a source of livelihood for many people. Ghana still produces coffee, but not on a large scale; it has provided Ghanaians with a livelihood and has contributed to the economy of Ghana.

Formative assessment

- Walk around the classroom and observe as learners do their research about coffee and cotton. Make sure that all learners participate. Assist any learner who is slower with any part of the activity.
- Give learners enough time to do the research and to write down the answers.
- Ask some pairs to share their findings with the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Ask learners to draw pictures of the process from planting to harvesting (coffee or cotton).
- Pin the drawings up on a wall in the classroom.
- Let the class give positive feedback on the drawings.

Extension activity

- Ask learners to do more research on the internet about the coffee or cotton industry in Ghana and the contribution to the country's revenue.
- Let them write a short fact list with all the new information.

- Let them share it with the class.

Exercise 17

(LB page 69)

Answers

- 1 State whether the following are true or false:
 - a False. The Wesleyan Mission in the Gold Coast started in 1835.
 - b False. Reverend Thomas Freeman built the first Methodist Church.
 - c False. The Asante king received a four-wheeled carriage.
 - d True
- 2 Complete the sentences.
 - a Beulah farm consisted of a carpenter's shop, a blacksmith's shop and small houses for workmen.
 - b The Wesley Mission set up cotton and coffee plantations in the Central Region.
- 3 Needlework, housekeeping and sewing.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Bremen Mission (LB pages 70–72)

Reverend Lorenz Wulf of the Bremen Mission arrived in Peki in the Volta Region on 14th November 1847. He founded the Evangelical (Ewe) Presbyterian Church on the Gold Coast. The focus of their missionary work was the Ewe people of the Volta region.

Content standard B4.3.3.1

Demonstrate knowledge of European engagement in activities other than trade in Ghana.

Indicator B4.3.3.1.1

Describe European missionary activities in Ghana.

Subject specific practices and core competencies

As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, and creative, communicative learners.

Resources

- Ghana History Basic 4 Learner's Book
- Video of the animated Presbyterian hymn in the Ga language

Key words

commercial, denomination

Helpful links

- www.youtube.com (keywords: Ga hymns)

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by showing learners the video of the animated Presbyterian hymn in the Ga language (www.youtube.com/watch?v=vVhK6OQH1cU&list=RDvVhK6OQH1cU&start_radio=1&t=29)
- Ask them if there are some of them who are members of the Presbyterian Church.
- Tell them that the Bremen Mission started the Presbyterian Church in Ghana.
- Ask them if they know some of the Ewe hymns that are very well-known in Ghana. Let one or two sing an extract from the hymns they know.
- Find videos of the Bremen Mission and/or the Presbyterian Church in Ghana and show it to learners. Visit Youtube (<https://www.youtube.com>) and use keywords: Bremen Mission Presbyterian Church Ghana.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with the learners. Discuss the key word and let them find out the meaning for themselves through the context and/or by breaking up the word. Ask them if there are any other words in the text that are difficult or that they do not know. Do the same with these words.
- Let learners do the Activity and Exercise on pages 71 and 72.

Phase 3: Reflect suggestions

- Ask learners to think about the Presbyterian Church in Ghana, and to realise how much it is a part of the everyday life of many people in Ghana today.
- Let them reflect on what the Bremen missionaries came to do in Ghana and the contributions they made.
- Ask them to think how Ghana would have been without this contribution.

Activity 3 I

(LB page 71)

Learners answer in pairs how Ghana benefitted from the Bremen Mission. They make a list in their exercise books, taking turns to add something new. They say what the negative aspects of the Bremen Mission were, if any. They are asked to reflect if the missionary activities were good or bad for Ghana.

Pair work

- Group faster learners with slower learners in each group.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments if you want to use this activity as such.

Answers

- 1 Ghana benefited from the Bremen Mission in the following ways:
 - a Learners make a list in their exercise books:
 - i The Bible was published in Ewe.
 - ii A printing press was brought to the Gold Coast.
 - iii Schools were established.
 - iv Churches were established.
 - v An Ewe dictionary was compiled.
 - b See the *Learner's Book* for more examples.
- 2 Learners' own answers. Perhaps that the local people were taught western ways, as if it were better that the traditional ways of doing things, and in doing so, influenced the culture of the local people.
- 3 Learners' own answers. Let them give reasons for their opinions.

Formative assessment

- Walk around the classroom and observe as learners do the activity. Make sure that all learners participate. Assist any learner who seems to be struggling with any part of the activity.
- Give learners enough time to complete the activity.
- Ask some pairs to read their answers to the class.

Differentiated learning

- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Let them hold a quiz on the Bremen Mission by writing down questions and answers for the content.
- They can sit facing each other, while they take turns in asking and answering the questions. Every correct answer can count 1 point. Let them keep score and see who wins.

Extension activity

- Ask learners to do research on the internet and in their communities by talking to elders or their parents or grandparents about the negative aspects of the Bremen Mission.
- Ask them to motivate all their statements by giving reasons why they make the statement.
- Let them share their findings with the class.

Exercise 18

(LB page 72)

Answers

- 1 Learners complete the sentences.
 - a The Ewe Bible was published in January 1916.
 - b Bernhard Schlegel compiled a dictionary for Ewe (language).
 - c The Ewe hymn book published in 1924 was called Hadzigbale.
 - d A printing press was established in Lome.
- 2 Learners list five positive things the Bremen Mission brought to Ghana.
 - The Bible was published in Ewe.
 - A printing press was brought to the Gold Coast.
 - Schools were established.
 - Churches were established.
 - An Ewe dictionary was compiled.
- 3 Learners' own answers, dependent on their research on the Society for the Propagation of the Gospel (SPG).

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- The exercise can be used as a classroom exercise or as a homework exercise.

Christianity and formal education; Contributions of the missionaries..... (LB pages 73–75)

The missionaries brought Christianity to the Gold Coast, and today, 71.2% of people in Ghana are members of a Christian denomination. The various missions also opened many schools that are still in operation today and form part of Ghana's education system. This means that the missionaries established the foundation of Ghana's formal education system.

The contributions made by missionaries to Ghana, are summarised below:

- 1 Establishment of Christian churches and Christianity in Ghana
- 2 Establishment of formal education
- 3 Establishment of health facilities
- 4 Development of the alphabet for some local languages
- 5 Translation of the Bible into local languages
- 6 Teaching of vocational and technical skills
- 7 Trading
- 8 Agricultural activities.

Content standard B4.3.3.1

Demonstrate knowledge of European engagement in activities other than trade in Ghana.

Indicator B4.3.3.1.1

Describe European missionary activities in Ghana.

Subject specific practices and core competencies

As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, and creative, communicative learners.

Resources

- Ghana History Basic 4 Learner's Book

Key words

denomination

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking different learners to give you a contribution that the missionaries made to the Gold Coast and Ghana.
- Write every contribution they give you on the board, until you have a comprehensive list.

- Find videos about missionary activities and contributions online. Let learners do research to see if they can find other contributions that the missionaries have made to Ghana.

Phase 2: Explore suggestions

- Confirm the list you have on the board with what is listed in the *Learner's Book*.
- The list on the board will probably be much longer than the one in the book.
- Congratulate them on listening and learning well.

Phase 3: Reflect suggestions

- Ask learners to think about all of the missionaries' contributions.
- Let them reflect on the negative points as well.
- Make sure they understand that there were both positive and negative aspects to the missionary activity in Ghana.

Activity 32

(LB page 75)

Learners complete the extension activity and answer questions about the Roman Catholic missionaries in Ghana in pairs. They do research online to find out when the missionaries arrived in the country; where they worked and what contributions they made. They write their findings in their exercise books and share it with the class. Then learners prepare and conduct a debate.

Pair work

- Then learners prepare and conduct a debate.
- Circulate and supervise. Check if pairs have understood the instructions and conduct informal assessments if you want to use this activity as such.

Group work

Follow these guidelines for the debate:

- 1 Put learners into two groups: the FOR side that will argue for the topic and the AGAINST side that will argue against the topic. Appoint a judge (you, the teacher or another capable learner).
- 2 Give learners time to prepare their arguments. They should list their talking points.
- 3 Begin the debate with the FOR side beginning first. Allow them about five minutes to explain their position.
- 4 The AGAINST side then has the same opportunity to explain their talking points.
- 5 Give both sides a few minutes to discuss their strategies for the second half of the debate.
- 6 The FOR side has three minutes to speak and raise their points in relation to the talking points raised by the AGAINST group. The AGAINST group then does the same.

- 7 The judge says which side won the debate.
- 8 If appropriate, give learners the rubric on page 134 and let them assess their group's work.

Answers

- a In 1880, two Roman Catholic priests of the Society of African Missions (S.M.A.), Father Auguste Moreau and Father Eugene Murat, arrived at Elmina and revived the Roman Catholic Church in Ghana. The American Episcopal Evangelical (A.M.E.) Zion Church owes its foundation in Ghana to Bishop J. Bryan Small, who started work first at Keta in 1898.
- b They worked in Elmina and Keta.
- c They made the following contributions:
Belief in God; terminating violent practices like human sacrifice; vocational skills; The Roman Catholics were responsible for Nzima Literature; suppressed slave trade; education; established the higher institution, St Edward's Secondary School in Freetown and the first secondary school, at Augustine's, at Cape Coast in 1936.

Formative assessment

- Walk around the classroom and observe and do assessment as learners do the activity.
- Give learners enough time to complete the activity.
- Ask some of the learners to read their answers to the class.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help the slower learners to find the answers.

Exercise 19

(LB page 75)

Answers

- 1 Learners draw a table and fill in the following information:
 - a Five schools established by missionaries in Ghana;
 - b Which year they were established;
 - c Which mission society established the school;
 - d Where they are situated.

| | a Name of school | b Year of establishment | c Mission | d Location |
|----|-------------------------------------|-------------------------|----------------|-----------------|
| 1 | Presbyterian Training College | 1848 | Basel | Acropong |
| 2 | Mfantsipim College | 1878 | Wesleyan | Cape Coast |
| 3 | Adisadel College | 1910 | Anglican | Cape Coast |
| 4 | Wesley College | 1922 | Wesleyan | Kumasi |
| 5 | Saint Augustine's College | 1935 | Roman Catholic | Cape Coast |
| 6 | Presbyterian Boys' Secondary School | 1938 | Basel | Accra |
| 7 | Saint Monica's College | 1936 | Anglican | Ashanti Mampong |
| 8 | Prempeh College | 1949 | Wesleyan | Kumasi |
| 9 | Opoku Ware School | 1952 | Roman Catholic | Kumasi |
| 10 | Bishop Herman College | 1952 | Roman Catholic | Kpando |

- 2 Learners list ways in which the missionaries impacted local people. Suggested answers include:
 - Establishment of Christian churches and Christianity in Ghana
 - Establishment of formal education
 - Establishment of health facilities
 - Development of the alphabet for some local languages
 - Translation of the Bible into local languages
 - Teaching of vocational and technical skills
 - Trading
 - Agricultural activities.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Summary: Missionary activities

Basel Mission

- The Basel missionaries from Switzerland were the first to arrive at Fort Christiansborg on the Gold Coast in 1828.
- They built the first Christian church in Ghana.
- The main aims of the Basel Mission were to cultivate a Christian village culture among farmers and establish church life and education in local languages.
- They built Ghana's first school system.
- They developed Agriculture in Ghana.

Wesleyan Mission

- It started in 1835 with the arrival of Reverend Joseph Rhodes Dunwell at Cape Coast.
- Reverend Thomas Freeman arrived three years later. He built the first Methodist Church at Cape Coast.
- In December 1841, Freeman presented the Asante king with a four-wheeled carriage, and, in 1842, the king gave his permission for a mission post at Kumasi.

Bremen Mission

- Reverend Lorenz Wulf arrived in Peki in the Volta Region on 14 November 1847. He founded the Evangelical (Ewe) Presbyterian Church on the Gold Coast.
- The focus of their missionary work was the Ewe people of the Volta region. The first

school was opened at Peki with 14 boys enrolled in 1848. The Bremen missionaries also opened a clinic.

- The Bible was published in Ewe in January 1916. In 1924, an Ewe hymn book, Hadzibale, was also published.

Christianity and formal education

- The missionaries brought Christianity to the Gold Coast. Today, 71.2% of people in Ghana are members of a Christian denomination.
- The various missions also opened many schools that are still in operation today and form part of Ghana's education system. This means that the missionaries established the foundation of Ghana's formal education system.

Contributions of the missionaries

1. Establishment of Christian churches and Christianity
2. Establishment of formal education
3. Establishment of health facilities
4. Development of the alphabet for some local languages
5. Translation of the Bible into local languages
6. Teaching of vocational and technical skills
7. Trading
8. Agricultural activities.

Sub-strand 3: Revision

(LB page 76)

Formative or Summative assessment

Use this Sub-strand 3: 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.
- Check that learners can demonstrate knowledge of European engagement in activities other than trade in Ghana.

Answers

- 1 Learners fill in the missing words.
 - a The Basel Mission was the first to arrive in Ghana in 1828. The Wesleyan Mission was the second mission in 1835, and last came the Bremen mission in 1847.
 - b The pioneer of the Basel Mission was Andreas Riis.
 - c The first Christian church at Akropong.
 - d After the Basel Mission established schools, they added technical, commercial and agricultural subjects.
 - e Some of the subjects taught by the Basel Mission were: agriculture, gardening and horticulture.
- 2 Learners answer the questions.
 - a Three contributions the Basel Mission made to agriculture:
 - Agriculture was a compulsory school subject.
 - Gardening and horticulture were taught.
 - Numerous farms were established.
 - Experimental plantations were established.
 - Various crops were cultivated, like coffee, cotton, tubers of yam, sugar cane and groundnuts.
 - b Learners name any five (5) of the following:
Akropong, Christianborg, Abokobi, Anum, Kpong, Krobo-Odumase, Keta, Ada and Waya.
 - c The Basel Trading Company had branches in Accra, Akuapim and Ada.
 - d Thomas Freeman built a Methodist Church at Cape Coast.
 - e The Wesleyans built a church in Kumasi in 1842.
 - f The Beulah carpenter's shops and blacksmith's shops.
 - g The Bremen Mission's first school opened in Peki.
 - h They translated the Bible into Ewe.

Strand 3: Assessment test

(LB pages 77–78)

Summative assessment

Use this Strand 3: 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.

- Make sure that learners can demonstrate knowledge of European engagement in activities other than trade in Ghana.

Answers

- 1
 - a The Basel Mission was the first to arrive on the Gold Coast in 1828. (2)
 - b The missionaries who came with the first Mission Society were Johannes Phillip Henke, Gottlieb Holzwarth, Karl Friedrich Salbach and Johannes Gottlieb. (4)
 - c Many missionaries died from an illness called tropical fever. (1)
 - d Andreas Riis was the pioneer of the Basel Mission. (1)
 - e The Wesleyan Mission was the second mission society to arrive on the Gold Coast in 1835. (2)
 - f The first church on the Gold Coast was built in 1834 at Akropong. (2)
 - g The third Mission to arrive was the Bremen Mission in 1847. (2)
 - h By 1879, the Bremen Mission had established 30 missions stations and substations. (1)
 - 2
 - a False; it was the Basel Mission. (1)
 - b True (1)
 - c False; it was Reverend Joseph Rhodes Dunwell. (1)
 - d False; it was Reverend Freeman. (1)
 - e False; it was established in 1844. (1)
 - 3
 - a Needlework, housekeeping and sewing. (1)
 - b The Ewe language (1)
 - c See the *Learner's Book* for all contributions of the mission societies. (6)
 - d
 - Agriculture was a compulsory school subject.
 - Gardening and horticulture were taught.
 - Numerous farms were established.
 - Experimental plantations were established.
 - Various crops were cultivated, like coffee, cotton, tubers of yam, sugar cane and groundnuts. (5)
 - e They established a trading company to export products. They established a shipping company to ship products to Europe. (2)
 - f The Wesleyan Mission established Beulah farm about 13 kilometres from Cape Coast to offer vocational training. The farm consisted of a carpenter's shop, blacksmith's shop and a number of small houses for workmen. (2)
 - g The Bremen mission station made contributions to the Ewe language. (1)
 - h Bernhard Schlegel compiled a dictionary for the Ewe language. (1)
 - i The first Bible published in Ewe in January 1916. (1)
- 4 Learners' own answers. Ensure that learners touch on the following:
 - Establishment of Christian churches and Christianity
 - Establishment of formal education
 - Establishment of health facilities
 - Development of the alphabet for some local languages
 - Translation of the Bible into local languages
 - Teaching of vocational and technical skills
 - Trading
 - Agricultural activities. (5)
 - 5 Learner's own answers. Make sure that statements are motivated. (3)

Total: 50

Strand 4: Colonisation and Development under Colonial Rule in Ghana

Introduction

The British became a part of Ghana's history in 1752, when they formed a trading company to handle their trade on the Gold Coast. In this unit, learners will learn about some events that would eventually lead to British rule in Ghana.

Early in the 19th Century, most of the forts on the West Coast of Africa were under British control. Their main goal was to grow their commercial interests. The Asante wanted to expand its area to further develop its trading activities. These two facts were very important in the events leading up to the signing of the Bond of 1844.

In 1807, 1811 and in 1814, the Asante moved south to expand their area to the coast. The invasions disrupted trade in products like timber, gold and palm oil. The Europeans felt threatened and that

their commercial interests were in danger. The Asante Wars were the result, during which Britain and the Asante suffered many losses.

The Bond of 1844 was an important event that took place, which settled the British more firmly in place on the Gold Coast. This document gave them the right to apply British laws on Gold Coast territory and it would prove to be a step in the direction of colonisation for Ghana.

At this stage, the British had control over the southern areas through the Bond of 1844, and through treaties they gained control of the Northern Territories. When the Asante were defeated, the British had the upper hand, and the Gold Coast Colony was the result.

Opener Activity

Let us learn about ... Colonisation

(LB page 79)

The opener activity provides an opportunity to assess learners' basic knowledge of what colonisation and a colony are. The questions should get them talking so that you can assess what the foundation or the angle is from where to start your presentation of the colonisation of Ghana.

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

Answers

Look at the picture.

- 1 Do you know what a colony is? What is colonisation?
 - a A colony is a country/region which is ruled by a stronger, more powerful country, Colonisation is the practice of acquiring full or partial political control over another country; occupying it with settlers; exploiting it economically. (4)

- 2 Who is the person on the picture in the middle? Why is she there?
The Queen of England; she was the head of state in Ghana. (2)
- 3 Which two flags are the learners waving? Why? They are waving the flag of Ghana and the flag of Britain. Ghana was independent but it was a limited independence, because the Queen of England was still head of state, while Dr. Kwame Nkrumah was prime minister. (4)

Total: 10 marks

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. If you want to use this activity for diagnostic assessment, then ask learners to complete it on their own. 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 1: Establishing British rule in Ghana

In this sub-strand, learners will discover how the British were initially at the Gold Coast for commercial reasons, but how they eventually

established British rule at the Gold Coast, and later in Ghana.

The gradual process/initial steps towards colonisation of Ghana--- B4.4.1.1

On completion of this section, learners will be able to demonstrate understanding of the gradual process

of colonisation and the initial steps the British took to colonise Ghana.

The Bond of 1844

The Bond of 1844 gave the British the right to apply British law on Gold Coast territory. The fact that eight chiefs initially signed this agreement, and later on eleven more, made this a giant step towards colonisation. The British were thus able to apply their laws with the approval of many of the local communities.

Events leading to, the signing of and the significance of the Bond of 1844.....(LB pages 80–84)

Learners discover what led to the signing of the Bond of 1844; where the Bond was signed, who signed it and what the significance of the Bond was.

Content standard B4.4.1.1

Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana.

Indicator B4.4.1.1.1

Examine the Bond of 1844.

Subject specific practices

As learners use evidence to analyse and appreciate the significance of the Bond of 1844, they develop their critical thinking, communicative and collaborative skills.

Resources

Ghana History B4 Learner's Book

Key words

timber; treaty; inhumane

Phase 1: Start suggestions

- Start by asking learners if they know how the people on the Gold Coast survived between 1800 and 1850. Lead them to arrive at the fact that many ethnic groups were trading as a livelihood.
- Ask learners if they can think what kind of items they traded. Lead them to arrive at palm oil, gold and timber.
- Ask them if they know why the British came to the Gold Coast in the first place. Lead them to arrive at the fact that they, too, wanted to benefit from trading in the area.
- Show documentaries or a slide show on the Bond of 1844 and the Tripartite agreement.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners.
- Ask them if they know the meanings of the key words. Let them arrive at the meanings themselves through the context and by breaking up the words into smaller parts.
- Let them do the Activity and Exercise on page 84.

Phase 3: Reflect suggestions

- Let learners talk in groups think about and discuss why the Bond of 1844 was such a significant event in Ghana's history.
- Lead them to arrive at the fact that the people of Ghana had given away some of their power through the signing of the Bond.
- Make sure that they understand that the Bond of 1844 was one of the first steps taken towards colonisation.

Activity 33

(LB page 84)

In Activity 4.1, learners brainstorm the significance of the Bond of 1844 and share their ideas with the class. Put them in large groups of 6–8 learners. Remind them that during a brainstorm, they should give as many ideas as possible. The goal of the exercise is to generate ideas, not to evaluate them.

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Groups give feedback to the class about their ideas. Learners do research about the Tripartite agreement of 1831 between the British, the Asante and the Fante. They discuss in which ways these two events could have been steps towards colonisation.

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.

N.B.: Tell learners that they are working with a copy of the actual Bond of 1844, so it is primary evidence!

Answers

- 1 The significance of the Bond of 1844:
 - a Introduction of the court system: the Bond of 1844 introduced a judicial system on the Gold Coast. This court system helped to administer justice and promote the rule of law on the Gold Coast.
 - b Creation of peace: the Bond of 1844 united the people of the Southern States leading to peace among the states.
 - c A colonisation tool: the Bond of 1844 officially made the chiefs and their people subject to British law, which could effectively be used for colonisation purposes.
 - d End of barbaric practices: the Bond of 1844 ended inhumane practices, such as slavery and human sacrifice. This brought relief to the local people and removed the fear of being harmed.
- 2 The Tripartite agreement of 1831 between the British, the Asante and the Fante was a peace treaty that all three groups signed that accepted the Pra River as the boundary between the British-controlled Fante coastal region and the Asante kingdom.
- 3 Discuss in which ways these two events could have been steps in the direction of colonisation. The Bond of 1844 gave Britain the right to exercise their laws in Ghana with the permission of many of the local leaders. With the Bond, these leaders gave the right of Ghanaians to rule themselves, away to the British. With the Tripartite agreement, the Asante agreed that they would see their border as the Pra River. So the British basically had control of the area on the other side of the river up to the sea.

Formative assessment

- Give learners enough time to discuss the questions and then let the groups share their

answers with the class. Do your assessment.

- Make a note of those learners who lack confidence in contributing and answering questions, and give them more practice opportunities in later lessons.

Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are slower 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

- Ask learners to draw a picture of the chiefs signing the Bond of 1844.
- Pin the pictures up on the classroom wall.
- Let them describe their drawing to a partner.

Extension activity

- Ask learners to write a short story that happened in the time before the Bond of 1844. Let them use some of the events that led up to the signing of the Bond as material for their story.
- Ask some learners to read their stories to the class.

Exercise 20

(LB page 84)

Answers

- 1 Learners complete the sentences by filling in the missing words.
 - a The British wanted to grow their business/ commercial/trading interests.
 - b The Asante wanted to expand their trading activities.
 - c The invasions of the Asante disrupted trade in timber, gold, palm oil.
 - d The Fante and the Ga started relying on the British for protection.
 - e Governor MacCarthy wanted to end the slave trade and to establish peace.
- 2 Three actions of the British that the Asante were unhappy about:
 - The British did not control their allies.
 - The 1824 attack showed that the British did not respect them.
 - MacCarthy should not have encouraged opposition of the Asante.
- 3 Three significant facts about the Bond of 1844:
 - Introduction of the court system: The Bond of 1844 introduced a judicial system on the

Gold Coast. This court system helped to administer justice and promote the rule of law on the Gold Coast.

- Creation of peace: The Bond of 1844 united the people of the Southern States leading to peace among the states.
- A colonisation tool: The Bond of 1844 officially made the chiefs and their people subject to British law, which could effectively be used for colonisation purposes.

- End of barbaric practices: The Bond of 1844 ended inhumane practices, such as slavery and human sacrifice. This brought relief to the local people and removed the fear of being harmed.

Formative assessment

Use the exercise for formative assessment in class or as a homework exercise.

How the various parts of the country were brought together----- B4.4.1.2

On completion of this section, learners will come to understand how the various parts of the country

were brought together to form the Gold Coast.

Forming of the Gold Coast

The Gold Coast Colony was formed by Britain who systematically gained control of the area today known as Ghana. They did this through various actions they took, treaties they put in place and military power they exercised. Colonies and protectorates that were formed, were a part of the process of gaining control.

Colonisation, Asante country, Gold Coast Colony (LB pages 85–89)

Colonisation is when a more powerful and more developed country takes control of the political administration of a weaker or less developed country.

Before the Europeans arrived in Ghana, the largest part of the Gold Coast area was controlled by the Asante people. The Anglo-Asante Wars were fought between the Asante and the British, with the Fante as allies. Treaties of friendship were agreed upon with the Northern Territories, and so the British gained ground on the Gold Coast.

Content standard B4.4.1.2

Show understanding of how the various parts of the country were brought together.

Indicator B4.4.1.2.1

Describe how the different areas – the Colony, Asante, the Northern Territories and the British Mandated Togoland – became one territory known as the Gold Coast.

Subject specific practices

As learners appreciate how the British colonised the Gold Coast, they develop their critical thinking, communicative and

collaborative skills and understanding of continuity and change.

Resources

Ghana History B4 Learner's Book

Key words

partial; exploit; settlement, allies, exile, retreat, proclaim, constitute, demarcation, surveyor

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Ask learners if they know what took place on the Gold Coast before they became a colony of Britain. Lead them to discover that most of the wars took place over trading and trading areas.
- Start by asking learners if they know what colonisation is; if they know that Ghana was a colony and of which country Ghana was a colony.
- Hold a class discussion and let learners think about how it would have been when Ghana was a colony of Britain.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners, as well as the key words. Lead them to arrive at the meaning of the key words through the context and breaking up the words into smaller parts.
- Discuss the Asante wars, the War of the Golden Stool, the acquisition of the Northern Territories.
- Let learners do the activities in this section.

Phase 3: Reflect suggestions

- Let learners talk in groups about the events that led to the Gold Coast becoming a colony. Ask them if there was something the people of the Gold Coast could have done differently to avoid becoming a colony.
- Ask learners to think about how the Gold Coast lost their right to decide for themselves about their country.

Activity 34

(LB page 86)

In this activity, learners name a country that was a colony, and one that was a protectorate. They answer these questions about the countries:

- Who was the colonist?
- How long did it last?
- How did the situation change?

Help them to do research on the internet to find their answers.

Pair work

- Learners work in pairs to do this activity. Place learners of different abilities together, 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 activity.

Answers

Learners' own answers from research on the internet.

Formative assessment

- Walk around the classroom and listen to and observe learners as they discuss the questions with their partners. Assist any learners who seem to be slower.
- Give learners enough time to discuss the questions and then let the pairs share their answers with the class.
- Make a note of those learners who lack confidence in contributing and answering questions, and give them more practice opportunities in later lessons.

Activity 35

(LB page 89)

Let learners role-play the meeting of George Ekem Ferguson with the chiefs of the Northern Territories.

Answers

No answers applicable. Make sure that learners portray what happened correctly.

Togoland, From colony to independence (LB pages 90–92)

In 1884, a paper was signed at Togoville with King Mlapa III of the Ewe people, whereby Germany claimed a protectorate over a stretch of land along the coast. The Germans gradually extended their control inland, and in 1905, the protectorate became the German colony of Togoland.

Content standard B4.4.1.2

Show understanding of how the various parts of the country were brought together.

Indicator B4.4.1.2.1

Describe how the different areas – the Colony, Asante, the Northern Territories and the British Mandated Togoland – became one territory known as the Gold Coast.

Subject specific practices

As learners appreciate how the British colonised the Gold Coast, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change.

Resources

Ghana History B4 Learner's Book

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Ask learners if they know where Togo is. Show them a map of Africa and let the learners show the rest of the class. Tell them that a part of Ghana was once a part of Togoland (the Togo of today).
- Ask them if they know what democracy is, and lead them to arrive at the fact that one of the key benefits of a democracy is that you can decide for yourself as a country – if the majority vote for something.
- Mention that this part of Togoland decided democratically that they wanted to be a part of Ghana.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* with learners, as well as the key words. Lead them to arrive at the meanings of the key words through the context and breaking up the words into smaller parts.
- Discuss how the colony gained independence.

- Let learners do the activities and exercise in this section.

Phase 3: Reflect suggestions

- Let learners talk in groups about the events that led to British Togoland becoming a part of Ghana.
- Ask learners to think about democracy, and what their opinions are about it. Is it a good thing or a bad thing. Why?

Activity 36

(LB page 91)

In this activity, learners compare the two maps of Ghana. Talk about what they see. They answer the questions: how many regions Ghana has, and how many regions Ghana had before 1918.

Pair work

- Learners work in pairs to do this activity.
- Place learners of different abilities together, 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 activity.

Answers

- The map of the Ghana of today looks totally different to the map of Ghana before 1955.
Learners' own observations.
- Sixteen
- Four

Formative assessment

- Walk around the classroom and listen to and observe learners as they discuss the questions with their partners. Assist any learners who are slower. Do your assessment.
- Give learners enough time to discuss the questions and then let the pairs share their answers with the class.
- Make a note of those learners who lack confidence in contributing and answering questions, and give them more practice opportunities in later lessons.

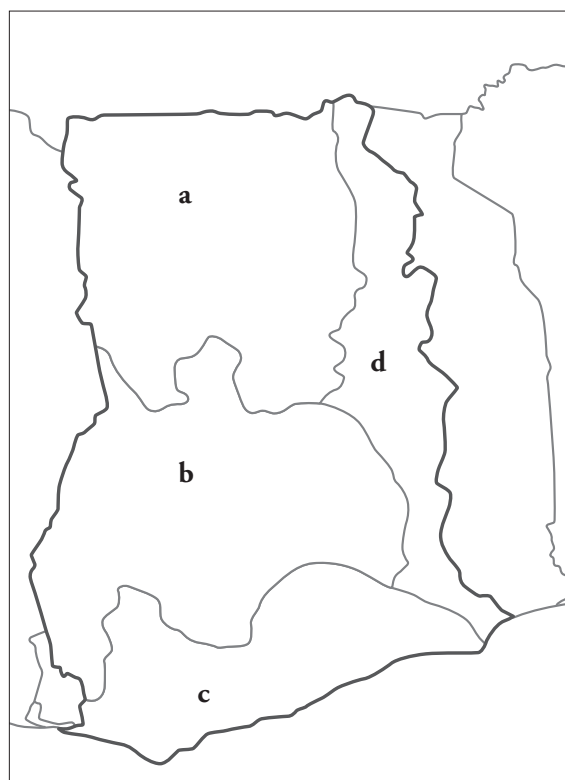
Exercise 2 I

(LB page 92)

Learners redraw the map on page 90 and label the different areas under British control before independence. They then describe how these areas came under British control.

Answers

1



- Northern Territories: Treaties of friendship were signed between George Ekem Ferguson (for the British) and Wa Na Seidu Takora and the country of Dagarti which made the northern territories a protectorate of Britain in 1901.
 - Asante: the Asante were conquered through wars and made into a British colony.
 - Gold Coast: The southern states were brought under British control through the Bond of 1844. It was declared a colony of Britain in 1901.
 - British Togoland: In 1884, a paper was signed at Togoville with King Mlapa III of the Ewe people, whereby Germany claimed a protectorate over a stretch of land along the coast. The Germans gradually extended their control inland, and in 1905, the protectorate became the German colony of Togoland. In 1916, during World War 1, the colony was divided into two, becoming British Togoland and French Togoland.

Summary: Establishing British Rule in Ghana

The Bond of 1844

- The Bond of 1844 was a peace agreement between the British and a number of chiefs of the Southern Gold Coast.
- It was signed at Palaver Hall, Formena-Adansi.
- Commander Henry Worsley Hill was the representative of the British and eight chiefs initially signed the Bond. Eleven chiefs later added their signatures to the Bond document.

Reasons for signing the Bond of 1844

- The British wanted to trade in raw materials (e.g. gold, timber and ivory) they needed for their industries abroad.
- The British wanted inhumane practices, such as human sacrifice and slavery, to end.
- The chiefs wanted the British to protect their people and territories from attack.
- The chiefs wanted the British to free them from the control of the Asante.
- The British wanted to implement a justice system that would represent both the local chiefs and the British. Robbers and murderers were to be tried.
- The British could have had plans for colonisation.

The importance of the Bond of 1844

- Introduction of the court system
- Creation of peace
- A colonisation tool
- End of barbaric practices.

Forming of the Gold Coast

Colonisation

- Colonialism: The practice of acquiring full or partial political and economic control over another country, occupying it with

settlers and exploiting it economically. It occurs when one nation or country settles among and takes control of the people, land and products produced by another nation.

A colony:

- is taken over without consent
- is ruled without acknowledging local rulers
- loses its identity as an independent state
- is governed by direct rule.

A protectorate

- is usually negotiated through treaties
- acknowledges local rulers (they still have power)
- protects the smaller country
- is governed by indirect rule.

The Anglo-Asante Wars

- The Anglo-Asante Wars were fought between the Asante and the British, with the Fante as allies.

Treaties of friendship

- In 1894, George Ekem Ferguson, representing the British, signed a treaty of friendship and trade with Wa Na Seidu Takora and the Dagarti territory, otherwise known as the Dagaba.

From colony to independence

- The three territories of the Gold Coast – the Colony (the coastal regions), Asante and the Northern Territories, as well as British Togoland, became a single political unit, the Gold Coast Colony in 1956.
- On 6 March 1957, the Gold Coast Colony gained independence to become Ghana.

Sub-strand 1: Revision

(LB page 93)

Formative or Summative assessment

Use this *Sub-strand 1: 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.
- Check that learners can show understanding of how the various parts of the country were brought together.

Answers

- I Answers to the questions about the Bond of 1844.
 - a Events that led to the signing of the Bond of 1844:
 - The British wanted to trade in raw materials they needed for their industries abroad. Some of these raw materials were gold, timber and ivory.
 - The British wanted inhumane practices, such as human sacrifice and slavery to end.
 - The chiefs wanted the British to protect their people and territories from attack.
 - The chiefs wanted the British to free them from the control of the Asante.
 - The British wanted to implement a justice system that would represent both the local chiefs and the British. Robbers and murderers were to be tried.
 - The British could have had plans for colonisation.
 - b The terms of the Bond of 1844, were the following:
 - The British agreed to protect the chiefs and people in the southern part of the Gold Coast from the attacks of the Asante.
 - The people of the Gold Coast were to stop all inhumane practices, such as slavery and human sacrifice in the country.
 - The British agreed to maintain justice and fairness among the coastal states that signed the Bond.
 - c The Bond of 1844 was signed by the following parties:
Eight chiefs from the following groups initially signed the Bond: Abora, Denkyira, Anomabo, Assin, Domenase, Cape Coast. Commander Henry Worsley Hill, as representative of the British.
 - d The Bond of 1844 was signed at Palaver Hall, Formena-Adansi.
 - e The significance of the Bond of 1844:
 - Introduction of the court system:
The Bond of 1844 introduced a judicial system on the Gold Coast. This court system helped to administer justice and promote the rule of law on the Gold Coast.
 - Creation of peace:
The Bond of 1844 united the people of the Southern States, leading to peace among the states.
 - A colonisation tool:
The Bond of 1844 officially made the chiefs and their people subject to British law, which could effectively be used for colonisation purposes.

Sub-strand 1: Revision (continued)

(LB page 93)

- End of inhumane practices:
The Bond of 1844 ended inhumane practices, such as slavery and human sacrifice. This brought relief to the local people and removed the fear of being harmed.
- 2** Answers to the questions about the Gold Coast Colony.
- a** Colonisation is when a more powerful and more developed country takes control of the political administration of a weaker or less developed country.
 - b** Colonialism is the practice of acquiring full or partial political control over another country occupying it with settlers exploiting it economically.
 - c** A protectorate is usually negotiated through treaties; acknowledges local rulers (they still have power); protects the smaller country; is governed by indirect rule.
 - d** A colony is taken over without consent; is ruled without acknowledging local rulers; loses its identity as an independent state; is governed by direct rule.
 - e** Asante became a colony in the following way:
During the Asante Wars, especially the third war that took place from 1893–1894, and the last one from 1895–1896, the Asante lost their independence when the British won these wars.
 - f** The Northern Territory became a protectorate in the following way:
In 1894, George Ekem Ferguson, representing the British, signed a treaty of friendship and trade with Wa Na Seidu Takora and the country of Dagarti, otherwise known as the Dagaba. This was the first of a series of friendship treaties. The Northern Territories were proclaimed a British protectorate in 1901.
 - g** Togoland came under British control in the following way:
In 1884, a paper was signed at Togoville with King Mlapa III of the Ewe people, whereby Germany claimed a protectorate over a stretch of land along the coast. The Germans gradually extended their control inland, and in 1905, the protectorate became the German colony of Togoland. In 1916, during World War I, the colony was divided into two, becoming British Togoland and French Togoland.
 - h** 1956

Strand 4: Assessment test

(LB pages 94–96)

Summative assessment

Use this Strand 4: 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. Make sure learners:

- Can define the term colonialism
- Know how the Ashanti and the Northern Territories became protectorates
- Can locate the area classified as British Togoland on a map
- Can compare the map of the Gold Coast in 1955 and the map of Ghana today and can discuss their observations.

Answers

- 1 Learners fill in the missing words.
 - a The Asante moved south to expand their area in 1807, 1811 and 1814.
 - b Britain's main goal early in the 19th Century was to grow their commercial/business interests.
 - c Trade in products like timber, gold and palm oil were disrupted.
 - d The Europeans felt threatened in their forts.
 - e The Fante and the Ga trusted the British to protect them.
 - f Governor Charles MacCarthy of Sierra Leone was appointed to manage the forts on the Gold Coast.
 - g He wanted to end the slave trade and to establish peace.
 - h He closed the main roads to the coast and encouraged the coastal groups to oppose the Asante.
 - i The first Anglo-Asante War took place from 1822–1824.
 - j The Fante were the British allies.
 - k During the 2nd Anglo-Asante War, the British destroyed Kumasi.
 - l George Ekem Ferguson signed a treaty of friendship and trade with Wa Na Seidu Takora of Dagarti.
 - m A second treaty was signed by Lieutenant Baud and Na Saidu for Dagarti.
- n In 1916, Togoland was divided to form French Togoland and British Togoland. (22)
- 2 Learners say whether these statements are true or false.
 - a False; the Asante defeated the British.
 - b True
 - c False; the British could not control their allies, according to the Asante.
 - d False; it was in 1831.
 - e False; there was peace during this period.
 - f True
 - g False; it was 1901. (7)
- 3 Learners answer the questions about the Asante and the British:
 - a Three issues the Asante had with the British in 1824:
 - The British did not control their allies.
 - The 1824 attack showed that the British did not respect them.
 - MacCarthy should not have encouraged opposition to the Asante. (3)
 - b Three parties that signed the treaty of 1831: The Asante, the Fante and the British (3)
 - c The Pra River was accepted as the boundary. (1)
 - d Maclean held regular court meetings and punished those who disturbed the peace. (1)
 - e Trade increased to three times what it was before. (1)
- 4
 - a The peace treaty was signed in 1831, so it was 14 years. (1)
 - b The terms of the Bond of 1844 were:
 - l The British agreed to protect the chiefs and people in the southern part of the Gold Coast from the attacks of the Asante.

Strand 4: Assessment test (continued)

(LB pages 94–96)

- 2** The people of the Gold Coast were to stop all inhumane practices, such as slavery and human sacrifice in the country.
- 3** The British agreed to maintain justice and fairness among the coastal states that signed the Bond. (4)
- c** Learners list any five (5) of the following events:
- The British wanted to trade in raw materials they needed for their industries abroad. Some of these raw materials were gold, timber and ivory.
 - The British wanted inhumane practices, such as human sacrifice and slavery to end. The chiefs wanted the British to protect their people and territories from attack.
 - The chiefs wanted the British to free them from the control of the Asante.
 - The British wanted to implement a justice system that would represent both the local chiefs and the British. Robbers and murderers were to be tried.
 - The British could have had plans for colonisation. (5)
- d** Eight chiefs signed the Bond. (2)
- e** The place where the Bond was signed: (2)
Palaver Hill, Formena-Adansi
- f** The significance of the Bond was the following: (3)
- Introduction of the court system: The Bond of 1844 introduced a judicial system on the Gold Coast. This court system helped to administer justice and promote the rule of law on the Gold Coast.
 - Creation of peace: The Bond of 1844 united the people of the Southern States, leading to peace among the states.
 - A colonisation tool: The Bond of 1844 officially made the chiefs and their people subject to British law, which could effectively be used for colonisation purposes.
 - End of barbaric practices: The Bond of 1844 ended inhumane practices, such as slavery and human sacrifice. This brought relief to the local people.
- 5 a** Learners complete the definition: Colonialism is the practice of acquiring full or partial political control over another country; occupying it with settlers; exploiting it economically. (3)
- b** Learners complete the definition: A colony is a country taken over without consent; ruled without acknowledging local rulers; a country that loses its identity as an independent state; governed by direct rule. (3)
- c** Learners complete the definition: A protectorate is usually negotiated through treaties; acknowledge local rulers (they still have power); when the bigger country protects the smaller country; governed by indirect rule. (3)
- 6 a** The Asantehene during the last Anglo-Ashanti War was Asantehene Nana Agyeman Prempeh I (1)
- b** The Asantehene was exiled to the Seychelles (1)
- c** The War of the Golden Stool happened as follows:

Strand 4: Assessment test (continued)

(LB pages 94–96)

On 25th March 1900, Sir Fredrick Hodgson demanded to sit on the Golden Stool, the throne and symbol of Asante sovereignty. The Asante were very angry about that. On 28 March, an uprising took place, led by Nana Yaa Asantewaa, the Queen Mother of Ejisu. The Asante wanted their king released. The British retreated and were held at a fort until 15th July, when British reinforcements arrived and the Asante were defeated. Nana Yaa Asantewaa was also exiled to the Seychelles. (3)

- d** The Gold Coast Colony and Protectorate was proclaimed on 24th July 1874. (1)

- e** The areas in 'd' included the following territories: (2)
The 'colony' referred to the forts and castles and the lands immediately surrounding them (settlement). The southern states (mostly the Fante), whose rulers were long-term allies of the British, constituted the 'protectorate'.

- 7 a** In 1884, a paper was signed at Togoville with King Mlapa III of the Ewe people, whereby Germany claimed a protectorate over a stretch of land along the coast. The Germans gradually extended their control inland, and in 1905, the protectorate became the German colony of Togoland. (2)

- b** In May 1956, the people of British Togoland (of the Volta region) voted to become part of modern Ghana. (1)
c The Gold Coast Colony was formed in 1956. (1)
d The three territories of the Gold Coast – the Colony (the coastal regions), Asante, and the Northern Territories, as well as British Togoland (4)
e The Gold Coast Colony became independent on 6th March 1957. (1)
f The new official name of the country was Ghana. (1)

- 8** Learners redraw the map and indicate the four areas that became part of Ghana with independence. (4)



Total: 86

Strand 6: Independent Ghana

Introduction

On 6th March 1957, the Gold Coast Colony became an independent state, and its name was changed to Ghana. It was an enormous achievement, because Ghana was the first African colony to become independent.

A few events took place that made it possible for the people of the Gold Coast to gain their independence, even though it was a limited independence. It was only three years later, on 1st July 1960, that Ghana became a republic.

A republic is a form of government in which the people of a country choose their own leaders.

Leaders do not inherit their position, as in a monarchy. In a republican government, the people elect the head of the government, such as the president. They also elect other people, called representatives, to make laws.

Since 1960, Ghana has had four republics, alternating between military rule and a democratic republican rule.

Let us explore the four republics of Ghana with our learners.

Opener Activity

Let us learn about ... Ghana's independence

(LB page 97)

The opener activity provides an opportunity to assess if learners know anything about Ghana's independence and how our country became independent.

The questions should get learners talking so that you can assess what the foundation is from where to start your lessons.

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

Answers

- 1 '60 Years On' refers to Ghana becoming independent 60 years ago, and what Ghana's state of affairs are like now.
- 2 Ghana was celebrating the 60th anniversary of becoming independent.
- 3 Why do you think the whole country celebrates this event? Ask for, and consider, learners' opinions. The whole country celebrates because it is a big step for a country to become independent.

After the declaration of independence, Ghana was able to make her own decisions, without the interference of another country. (This is only an example, accept any reasonable answer.)

Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will allow you to measure how much they know about the specific topic, so that you can ascertain how to approach this strand. You can also give learners the following diagnostic assessment:

- 1 When did the Gold Coast Colony become an independent state? (1957) (1)
- 2 What did the Gold Coast Colony change its name to? (1)
- 3 Why did the Gold Coast Colony change its name?
(It did not want to be associated with the wealth of from slavery or be seen as having natural resources such as gold that other counties could exploit or use.) (2)
- 4 What is a republic? (A republic is a form of government that chooses its own leaders.) (1)

Total: 5 marks

Sub-strand 1: The Republics

Ghana's road to independence was long and not easy, but our country arrived at independence in 1957. Initially it was a limited independence, with Britain

still in control. In 1960, Ghana was declared a republic and the country was free at last. Since then Ghana has had four republics.

Ghana's four republics

B4.6.1.1

On completion of this section, learners will understand that there have been four republics in

Ghana.

Independence

In this section, learners discover that, although Ghana gained independence in 1957, it was a limited independence and that it was only in 1960, when Ghana became a republic for the first time, that it was totally independent.

The republics..... (LB pages 98–104)

A new constitution led to Ghana gaining independence in 1957. It was a limited independence and it was only in 1960, when Ghana became a republic for the first time, that it was totally independent. Learners learn what a republic is.

Content standard B4.6.1.1

Understand that there have been four Republics in Ghana

Indicator B4.6.1.1.1

Explain that up to June 1960, Ghana though independent, had the Queen of the United Kingdom (UK) as Head of State which put limitations on Ghana's independence.

Subject specific practices

As learners use evidence to examine the causes and consequences of the four Republics, they enhance their critical thinking and digital literacy skills.

Key words

legislative assembly, White Paper, majority, constitutional monarchy, inherit, elect, representative

Teaching instructions

Use these teaching suggestions to create your own lesson plans.

Phase 1: Start suggestions

- Start by asking learners if they know what a constitution is. Lead them to arrive at the answer of a set of laws by which a country is governed.
- Use the simile of the rules of a game that are changed. Ask learners what would happen if the rules of a game would change. Lead them to come

to the conclusion that it would affect the way players behave; the way they play the game. In the same way, if the rules of a country are changed, it changes the way the people in that country behave.

- Find videos to show learners about Ghana becoming independent and later on, a republic.

Phase 2: Explore suggestions

- Discuss the concepts in the *Learner's Book* on pages 98 and 99 with the learners.
- Ask them if they know what the key words mean. Let them derive the meaning through the context and by breaking up the words into smaller parts.
- Let learners do Activity 37 and Exercise 22 on page 100.

Phase 3: Reflect suggestions

- Ask learners to think about the word 'freedom' and what it means for Ghana as a country.
- Ask them to reflect on the journey of Ghana to independence, and if they think it was worth all the hardships that people had to go through.
- Make sure they know what a republic is and that they are aware of the limitations on Ghana's independence up to June 1960.

Activity 37

(LB page 100)

Learners write down their own definition of a republic in their exercise books. Partners compare their definitions and decide together on what a final definition should be.

Pair work

- Pair faster learners with slower learners in each pair.
- Circulate and supervise. Check if learners have understood the instructions and conduct informal assessments if you want to use this activity as such.
- Make sure that everyone participates.

Answers

Any reasonable definition from the following information:

- A republic is a form of government in which the people of a country choose their own leaders.

Leaders do not inherit their position, as in a monarchy. In a republican government the people elect the head of the government, such as the president. They also elect other people, called representatives, to make laws. The leaders of a republic are responsible to the people who elected them. If the people do not like the way their leaders rule, they can vote them out of office.

Formative assessment

- Walk around the classroom and observe as learners carry out the activity. Make sure that all learners participate. Assist any learner who are slower with any part of the activity.
- Give learners enough time to complete the activity.
- Ask some pairs to share their definition with the class.
- Do your formative assessment.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help slower learners arrive at a good definition for a republic.
- Faster learners play the faster roles and slower learners take the lesser roles.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Pair learners who are slower together. Let them hold a quiz amongst each other about Ghana becoming independent.
- 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 find out more about the man, Dr. Kwame Nkrumah, who led Ghana to independence.
- Let them write a short fact list with all the new information.
- Let them share it with the class.

Exercise 22

(LB page 100)

Answers

- Learners complete the sentences using the words in the boxes.
 - The Gold Coast Colony became an independent state on 6th March 1957.
 - Ghana was the first African colony to become independent.
 - The new constitution of 1954 said that African ministers would be chosen for the Assembly.
 - Dr. Nkrumah's party was the Convention People's Party.
 - Dr. Nkrumah's cabinet published a White Paper to suggest independence.
- Learners answer questions relating to the photograph.
 - The names of the two people in the car are Dr. Kwame Nkrumah; Queen Elizabeth II.
 - The photo would have been taken between 1957 and 1960, because this was the time when Dr. Kwame Nkrumah was prime minister and the Queen was head of state in Ghana.
 - The Gold Coast only had limited independence at this time, because the Queen was still head of state, so she had the final say in matters of Ghana. There was also a governor-general in Ghana who represented the Queen in Ghana.

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who is slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Activity 38

(LB page 103)

Learners discuss the difference between a head of state and a president in their groups. They think of examples of countries that have a head of state or a president. They answer the question of what Dr. Kwame Nkrumah was in 1957: head of state or president? And also what the queen was in 1957: head of state or president?

Group work

- Group faster learners with slower learners so that the faster learners can help the slower learners to arrive at the answers.
- Circulate and supervise. Check if learners have understood the instructions and conduct informal assessments if you want to use this activity as such.
- Make sure that everyone participates.

Answers

- 1 A head of state is the chief public representative of a country – not always the head of government.
- 3 Neither of the two; he was Prime Minister.
- 4 The Queen was head of state.

Formative assessment

- Walk around the classroom and observe as learners carry out the activity. Make sure that all learners participate. Assist any learner who is slower with any part of the activity.
- Give learners enough time to complete the activity.
- Ask some groups to share their answers with the class.
- Do your formative assessment.

Differentiated learning

- Pairing faster learners with slower learners will assist with differentiated learning. Faster learners can help slower learners discern between president and head of state.
- Use the remedial activity for learners who are slower and the extension activity for learners who need an extra challenge.

Remedial activity

- Group learners who are slower together. Let them draw a picture of Dr. Kwame Nkrumah as first president of the new Republic of Ghana.
- Pin up the pictures on the classroom wall.
- Ask for positive feedback from the class.

Extension activity

- Ask learners to find out more on the internet about any one of the other heads of state of Ghana.
- Let them write a short fact list with all the new information.
- Let them share it with the class.

Exercise 23

(LB page 104)

Answers

- | | | |
|-----|-----|-----|
| 1 b | 2 d | 3 d |
| 4 d | 5 d | 6 c |
| 7 d | 8 a | 9 b |

Formative assessment

- Walk around the classroom and observe and assess as learners complete the exercise. Assist any learner who seems to be slower.
- Give learners enough time to complete the exercise.
- The exercise can be used as a classroom exercise or as a homework exercise.

Summary: The republics

- A new constitution was approved for the Gold Coast on 29th April 1954. It said that through an election, African ministers would be chosen for the Legislative Assembly

1957–1960: Limited independence

- The Ghana Independence Act of 1957 changed the British Crown Colony of the Gold Coast into an independent constitutional monarchy.

What is a republic?

- A republic is a form of government in which the people of a country choose their own leaders.
- The leaders of a republic are responsible to the people who elected them. If the people do not like the way their leaders rule, they can vote them out of office.

The four republics of Ghana

First republic: 1960–1966

- Dr. Kwame Nkrumah was the first president of Ghana. He replaced the queen as the executive head of state and was in office from 1st July 1960 to 24th February 1966.

Second republic: 1969–1972

- Edward Akufo-Addo took office as president of Ghana from 31st August 1970 to 13th January 1972.

Third republic: 1979–1981

- Dr. Hilla Limann became president of the third republic and worked until he was overthrown by Rawlings in December 1981. He was in office from 24th September 1979 to 31st December 1981.

Fourth republic: 1993–present

- Flight Lieutenant Jerry Rawlings was democratically elected as president for two terms and served from 7th January 1993 until 7th January 2001.
- John Agyekum Kufuor was in office from 7th January 2001 to 7th January 2009.
- Professor John Evans Atta Mills became president of Ghana on 7th January 2009. He passed away on 24th July 2012.
- John Dramani Mahama was the vice president of Ghana during the reign of John Evans Atta Mills. When Mills died, Mahama was sworn into office to run the affairs of the country for the rest of the term from 24th July 2012 to 7th January 2013.
- Nana Addo Dankwa Akufo-Addo is the current president of the Republic of Ghana. He was voted into power on 7th January 2017.

Sub-strand 1: Revision

(LB page 105)

Formative or Summative assessment

Use this Sub-strand 1: 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.
- Check that learners know what a republic is and who the first leader of Ghana's first Republic was.
- Make sure that learners know what the limitations to Ghana's independence until 1960 were.
- Check that they can state the dates and names of the leaders of the four republics of Ghana since 1960.

Answers

- 1 Learners answer the questions about Ghana's independence.
 - a Ghana became independent on 6th March 1957.
 - b Dr. Nkrumah was Prime Minister.
 - c The queen in Ghana was represented by the Governor-General.
 - d The limitations to Ghana's independence were the following: The Queen was the head of state and she, together with the governor-general, carried out the role that a president would in a republic
- 2 Learners answer the questions about Ghana's republics:
 - a Ghana has had four republics.
 - b The head of a republic is called the President.
 - c The difference between a head of state and a president is the following:
A head of state is the the chief public representative of a country – not always the head of government.
 - d Ghana's first president was Dr. Kwame Nkrumah
 - e Ghana's president from 1970 to 1972 was Edward Akufo-Addo.
 - f The president of the third republic was Dr. Hilla Limann.
 - g The third republic lasted from 1979–1981.
 - h The fourth republic was established in 1993.
 - i The president(s) of the fourth republic were:
 - Jerry Rawlings
 - John Kofi Agyekum Kufuor
 - Professor John Evans Atta Mills
 - John Dramani Mahama
 - Nana Addo Dankwa Akufo-Addo
 - j Nana Addo Dankwa Akufo-Addo is the current president of Ghana.
- 3 A constitution is the set of basic laws by which a country is governed.
- 4 A republic is a democratic form of government in which the people of a country choose their own leaders.
- 5 Accept any reasonable answer.

Strand 6: Assessment test

(LB pages 106–107)

Summative assessment

Use this Strand 6: 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.

Make sure learners:

- know what a republic is and who the first leader of Ghana's first Republic was.
- know what the limitations to Ghana's independence until 1960 were.
- can state the dates and names of the leaders of the four republics of Ghana since 1960.

Answers

- 1 Learners fill in the missing words.
 - a Gold Coast was the first African colony to become independent. (1)
 - b On 29th April 1954 a new constitution was accepted for the Gold Coast. (1)
 - c African ministers would be chosen for the Legislative Assembly. (1)
 - d Dr. Kwame Nkrumah's party won the majority of seats in the Assembly. (1)
 - e In 1956, Dr. Nkrumah's cabinet published a White Paper to suggest independence. (1)
- 2 Learners say whether the statements are true or false:
 - a True
 - b False; 71 of 104.
 - c False; 6th March 1957.
 - d True
 - e False; he became president on 1st July 1960. (5)
- 3 Learners answer the questions.
 - a Ghana had a constitutional monarchy from 6th March 1957. (2)
 - b The governor-general was the queen's representative in Ghana from 1957. (1)
 - c Dr. Nkrumah's position between 1957 and 1960 was that of Prime Minister. (1)
 - d A republic is a democratic form of government in which the people of a country choose their own leaders. (3)
 - e Ghana became a republic on 1st July 1960. (1)
 - f CPP stands for Convention People's Party. (2)
 - g Ghana has had four republics. (1)
 - h The head of state of a republic is called a president. (1)
 - i The difference between a head of state and a president:
A head of state can be a monarch or another form of leadership, because it is the the chief public representative of a country – not always the head of government. A president is the head of government of a republic. (3)
 - j Ghana's first president was Dr. Kwame Nkrumah. (1)
 - k The first president of the second republic was Edward Akufo-Addo (1)
 - l The first president of the fourth republic was Flight Lieutenant Jerry Rawlings. (1)
 - m The current president of the Republic of Ghana is Nana Addo Dankwa Akufo-Addo. (1)
 - n Our president took office on 7th January 2017. (1)
 - o Accept any reasonable answer. (2)

Strand 6: Assessment test (continued)

(LB pages 106–107)

- 4 Learners match the presidents of Ghana in A to their office terms in B.

| | |
|---|--|
| a John Dramani Mahama | iii 7 th January 2013 – 7 th January 2017 |
| b John Evans Atta Mills | i 7 th January 2009 – 24 th July 2012 |
| c Professor John Kofi Agyekum Kufuor | iv 7 th January 2001 – 7 th January 2009 |
| d John Dramani Mahama | viii 24 th July 2012 – 7 th January 2013 |
| e Dr. Hilla Limann | vi 24 th September 1979 – 31 st December 1981 |
| f Edward Akuffo-Addo | v 31 st August 1970 – 13 th January 1972 |
| g Dr. Kwame Nkrumah | vii 1 st July 1960 – 24 th February 1966 |
| h Addo Dankwa Akuffo-Addo | ix 7 th January 2017 – present day |
| j Flight Lieutenant Jerry Rawlings | ii 7 th January 1993 – 7 th January 2001 |

(18)

Total: 50

End-of-year exam

(LB pages 108–115)

Answers

- 1** **a** iii **b** i
c iv **d** v
e ii (5)
- 2** **a** True
b False; it started in 1835.
c False; Ghana became independent a little more than 60 years ago.
d False; Eight chiefs signed the Bond of 1844 at first.
e False; Dr. Hilla Limann was the first (and only) president of the third Republic of Ghana. (5)
- 3** **a** Flagstaff House, Jamestown Lighthouse and Larabanga Mosque are three major historical locations of Ghana.
b Missionaries established many churches and schools in Ghana.
c In 1905, the German colony of Togoland was established.
d The governor-general represented the queen in Ghana in 1958.
e A school where you train to become a minister in a church is called a seminary. (5)
- 4** **a** The definition of history:
 History is a record of past events. (2)
b The two categories of sources of history:
 Primary and secondary sources (2)
c Learners say in which category each of the sources fall:
 (i) Old diary: Primary source
 (ii) Old newspaper: Secondary source
 (iii) Museum: Secondary source (3)
d Three reasons for history being important are:
 It forms our identity.
 It helps our nation survive.
 It promotes integration and pride of the Ghanaian nation. (3)
- 5** **a** Three places founded by the Anlo people: Kedzi; Ketu; Anloga; any other place as mentioned in the *Learner's Book*. (3)
b Two commodities the Anlo traded with: dried fish; salt; slaves; imported goods (2)
- c** The Anlo engaged in wars for the following reasons: To –
 • gain control over fishing grounds
 • control the salt works at Ada
 • dominate trade at the Volta River
 • maintain trade contacts with the Asante and Akwamu. (3)
- d** The British made war with the Anlo because the Anlo people were in alliance with the Asante. (1)
- e** In the third conflict, the Glover War of 1873–1874, Britain launched an invasion from the north. The plan was to drive the Anlo right into the coastal towns within range of their armed navy ships. The Anlo were conquered and they lost their independence. (1)
- f** The terms of the treaty of Dzelukofe:
 • the Volta was to be opened to trade
 • Keta, Dzelukofe and other towns became British territory. (2)
- 6** **a** The mission societies that came to Ghana in the 1800s in the order that they arrived:
 • Basel
 • Wesleyan
 • Bremen (3)
b The pioneer of the Basel Mission was Andreas Riis. (1)
c The pioneer in 'b' built the first church in Akropong. (1)
d Three ways in which the Basel Mission developed agriculture on the Gold Coast (any three):
 • Agriculture was a compulsory school subject.
 • Gardening and horticulture were taught.
 • Numerous farms were established.
 • Experimental plantations were established.
 • Various crops were cultivated, like coffee, cotton, tubers of yam, sugar cane and groundnuts. (3)
e A definition for 'vocational':
 Career-focused, practical education (2)

End-of-year exam (continued)

(LB pages 108–115)

- f** Two subjects girls could take at the Wesleyan Mission High School: needlework; housekeeping; sewing (2)
- g** The Bremen Mission had established 30 mission stations after 50 years. (1)
- h** The first Bible in the Ewe language published was published in January 1916. (1)
- i** The person who wrote the first books for schools in the Ewe language was Paul Wiegrabe. (1)
- 7 a** Britain's main goal on the Gold Coast in the Century was to expand their trading business. (1)
- b** The Asante's main goal in the same period was to expand their trading territory to the coast. (1)
- c** The two groups of people who relied on Britain for protection were the Fante and the Ga. (2)
- d** Name Governor MacCarthy's main goals when he managed the forts at the Gold Coast were to stop the slave trade and to establish peace. (2)
- e** The battle in which MacCarthy was killed was the Battle of Nsamankow. (1)
- f** The three parties who signed the Tripartite Treaty of 1831, were the British; the Fante and the Asante. (3)
- g** The terms of the Bond of 1844:
- The British agreed to protect the chiefs and people in the southern part of the Gold Coast from the attacks of the Asante.
 - The people of the Gold Coast were to stop all inhumane practices, such as slavery and human sacrifice in the country.
 - The British agreed to maintain justice and fairness among the coastal states that signed the Bond. (3)
- h** The importance of the Bond of 1844:
- Introduction of the court system: the Bond of 1844 introduced a judicial system on the Gold Coast. This court system helped to administer justice and promote the rule of law on the Gold Coast.
 - Creation of peace: the Bond of 1844 united the people of the Southern States, leading to peace among the states.
 - A colonisation tool: the Bond of 1844 officially made the chiefs and their people subject to British law, which could effectively be used for colonisation purposes.
 - End of barbaric practices: the Bond of 1844 ended inhumane practices, such as slavery and human sacrifice. This brought relief to the local people and removed the fear of being harmed. (4)
- i i** colonialism
The practice of acquiring full or partial political control over another country; occupying it with settlers; exploiting it economically. (2)
- ii** a colony
A colony is a country taken over without consent; ruled without acknowledging local rulers; loses its identity as an independent state; is governed by direct rule. (2)
- iii** a protectorate
A protectorate is usually negotiated through treaties; acknowledges local rulers (they still have power); protects the smaller country; is governed by indirect rule. (2)
- j** The Northern Territories became a British protectorate in the following way:
Any reasonable explanation derived from these facts: In 1894, George Ekem Ferguson, representing the British, signed a treaty of friendship and trade with Wa Na Seidu Takora and the country of Dagarti, otherwise known as the Dagaba. A year later, Wa signed another treaty of protection with Lieutenant Baud of the French government. In 1897, the British signed a second treaty to confirm and make

End-of-year exam (continued)

(LB pages 108–115)

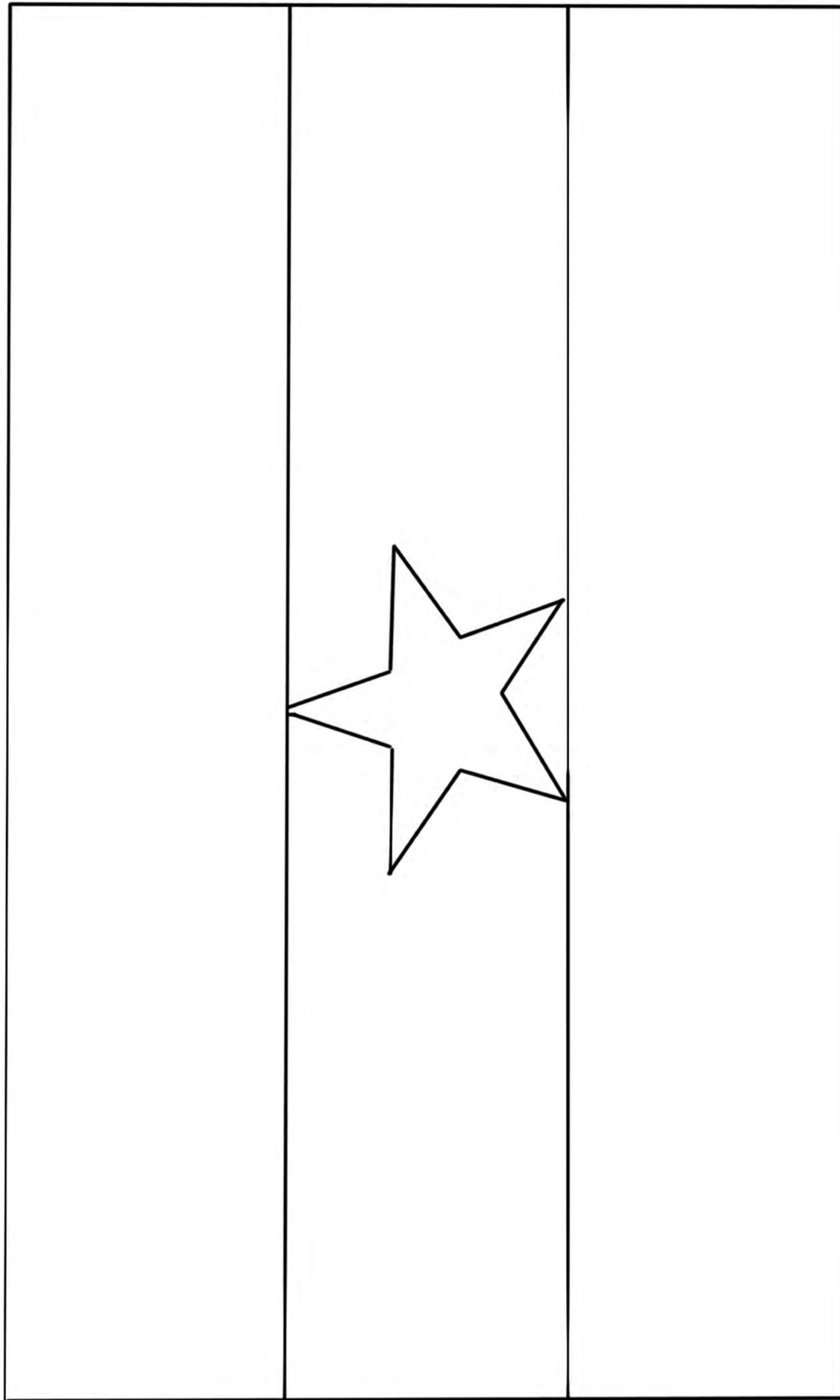
- their claim over Dagarti stronger. This treaty was signed by Lieutenant FB Henderson for the British and Na Saidu for the Dagarti. In June 1897, Wa Na Seidu signed yet another treaty with France through Captain Hugot. By the end of 1897, the French let go of their claim over Wa. The Northern Territories were proclaimed a British protectorate in 1901. (2)
- k** Write down the names next to A–D of the British territories that together became Ghana.
A: Northern Territories
B: Ashanti
C: Gold Coast colony
D: British Togoland
- 8 a** A republic is a democratic form of government in which the people of a country choose their own leaders. (2)
- b** The first president of the republic of Ghana was Dr. Nkwame Nkrumah. (1)
- c** The kind of government that Ghana had from 1957 to 1960 was a constitutional monarchy. (1)
- d** The head of state of Ghana from 1957 to 1960 was the Queen of England. (1)
- e** Ghana had limited independence between 1957 and 1960, because of the following:
The Queen was still head of state and had a representative in Ghana in the form of a governor-general. Ghanaians did not have full control over their country. (2)
- 9 a** Dr. Hilla Limann
- b** 24th September 1979 to 31st December 1981
- c** third
- d** Dr. Kwame Nkrumah
- e** July 1960 to 26th February 1966
- f** first
- g** John Kofi Agyekum Kufuor
- h** 7th January 2001 to 7th January 2009
- i** fourth
- j** Edward Akufo-Addo
- k** 31st August 1970 to 13th January 1972
- l** second (12)
- 10 a** Learners use the five Whs to gather basic information from the source:
What: First Methodist Church opened
Who: Reverend Thomas Freeman
When: 10th June 1838
Where: Cape Coast
Why: To preach the gospel (5)
- b** Learners write a short paragraph using the information they gathered.
Any reasonable paragraphs derived from the information in the diary entries. (5)
- 11** Learners choose one of the major historical locations in Ghana. They write down the letter and name of their choice. Then they say:
a what it is called and where it is located,
b when it was built,
c who built it,
d why it was built, and
e how it had changed over time.
(Find the answers on pages 33–44 of the *Learner's Book*)
- 12** Learners choose one of Ghana's outstanding traditional leaders in the pictures supplied. They write down the letter and name of the leader, and they say:
a who this traditional leader is; (1)
b how this leader contributed to the national development of Ghana; and (2)
c why this leader inspires them. (2)
For a and b, find the answers on pages 47–59 of the *Learner's Book*. For c, learners will provide their own answers. Accept any reasonable answer given.

Total: 120

Resource 1

Let us learn about History and why it is important

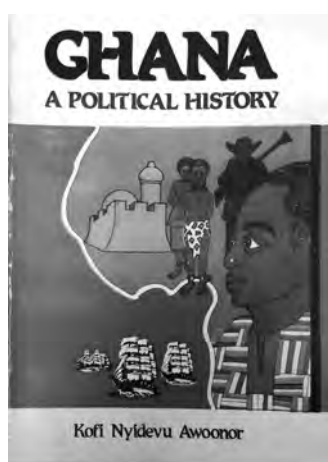
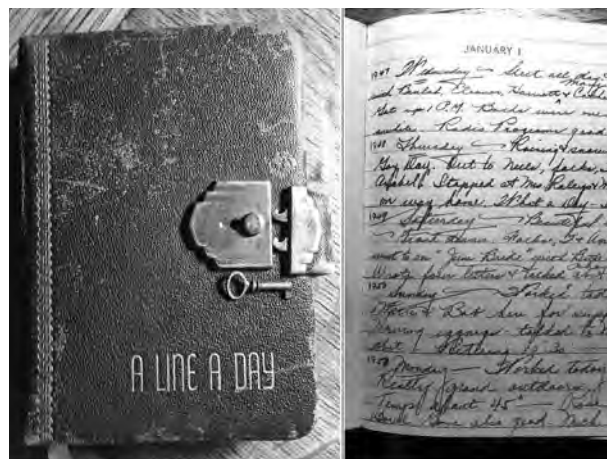
Colour the flag of Ghana in the correct colours.



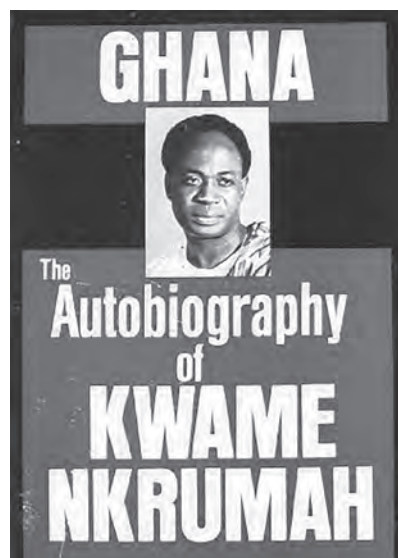
Resource 2

Let us learn about History and why it is important

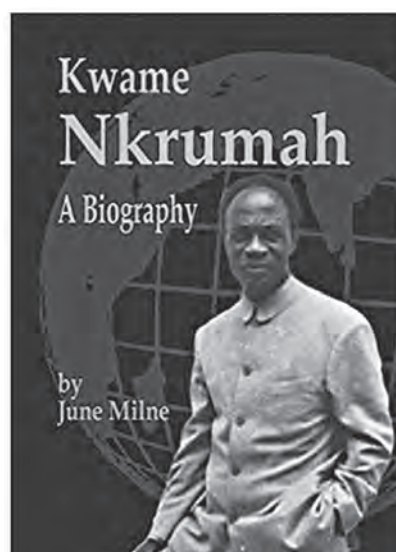
Paste this page on cardboard and cut out the flashcards where indicated. Use this resource to practise recognising primary and secondary sources of History.



Resource 2 continued



until I gave them one whose an
article was sold for 24 at a time of
no much per cent. What was the cost price?
— Well, a number got 2.50 for the
signature, so I received badly wounded.
Sold out at night school last
Friday and told me he had seen you
and survived — so I asked him to
remember me to you which I hope
the war has died. — How you have the letter
story of the Guinea soldier who has his foot
shot off and asked the British private to carry
him to the rear. In the way a shell
took off the Guinea's head but Nkrumah was
an ignorant of the fact. In arrival, the
CO. said, "What the good of bringing in
a man with his head shot off, Nkrumah?
His head, isn't it 'Nkrumah'?" He told me it
was his first. — So cheer up, Nkrumah
you'll soon be up and doing, and
will surpass the others.



Resource 3

Let us learn about... The people of Ghana

A map of Ghana, showing the region where the Anlo people are mainly located.



Resource 4

| The 5 Whs | |
|----------------------|------------------------|
| Who is it about? | The people involved |
| What happened? | The event or happening |
| When did it happen? | The date |
| Where did it happen? | The location |
| Why did it happen? | The reason |

| The 5 Whs | |
|-----------|--|
| Who? | |
| What? | |
| When? | |
| Where? | |
| Why? | |

Resource 5

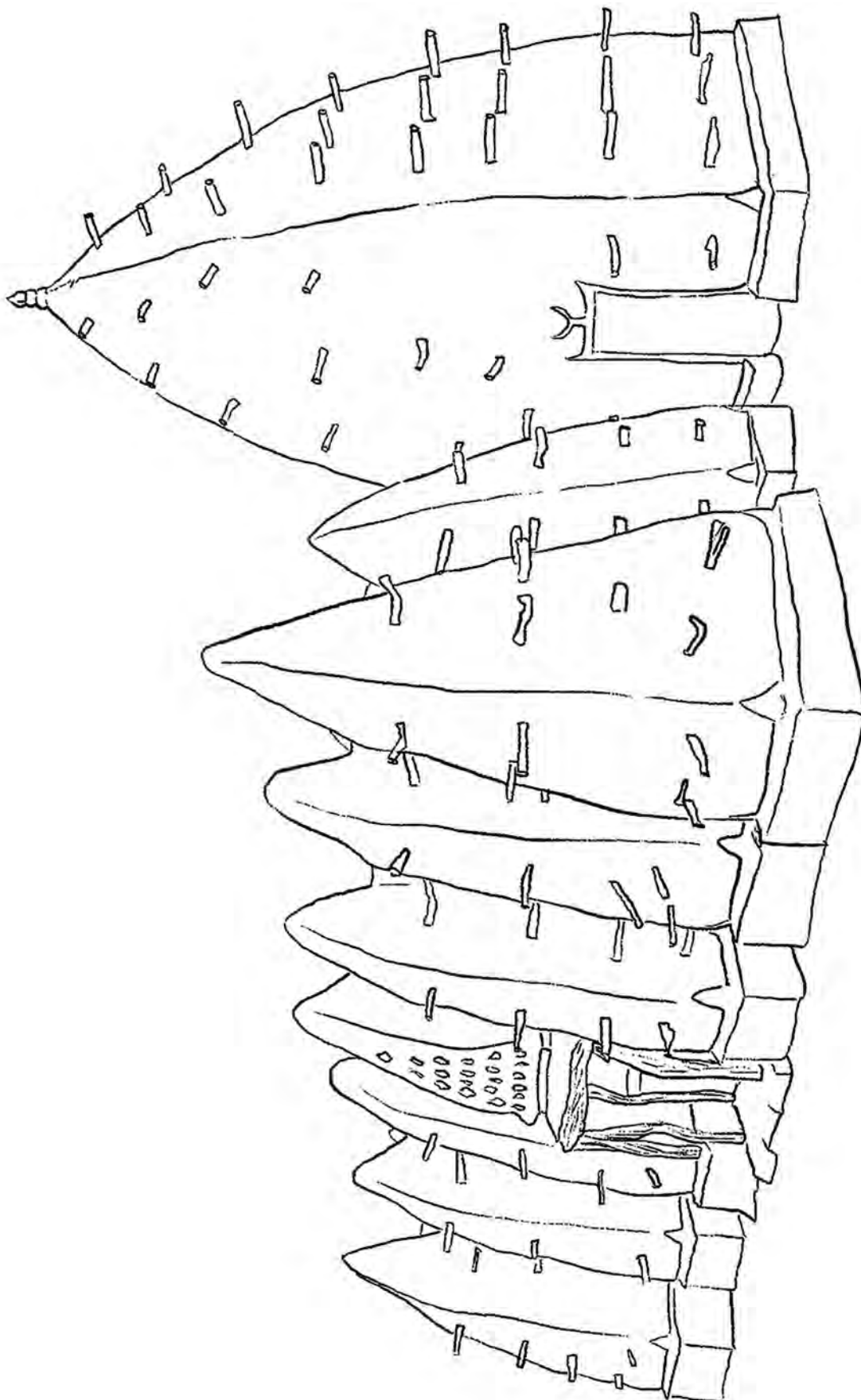
Fishing

Hunting

Farming

Trading

Resource 6



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: Group work

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

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

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

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

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

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

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

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

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

Case studies

| Level of Proficiency | Equivalent Numerical Grade | Meaning | Description |
|----------------------|----------------------------|------------------------------|--|
| 1 | 80% + | Advance (A) | <p>The case study:</p> <ul style="list-style-type: none"> • is well-researched with links to documented sources • contains accurate information, which is well-organised, and easy to read and understand • contains all main issues and problems • analyses all issues and problems in detail • proposes well-reasoned and appropriate strategies and solutions for all issues and problems • uses excellent language, structure and layout. |
| 2 | 75–79% | Proficient (P) | <p>The case study:</p> <ul style="list-style-type: none"> • is well-researched with some links to documented sources • contains accurate information, which is mostly well-organised, and easy to read and understand • contains most main issues and problems • analyses most main issues and problem in detail • proposes well-reasoned and appropriate strategies and solutions for most issues and problems • uses good-quality language, structure and layout. |
| 3 | 70–74% | Approaching Proficiency (AP) | <p>The case study:</p> <ul style="list-style-type: none"> • is adequately researched with some links to documented sources • contains some accurate information, which is adequately organised, and somewhat easy to read and understand • contains some main issues and problems • analyses some main issues and problems in detail • proposes well-reasoned and appropriate strategies and solutions for some issues and problems • uses some good-quality language, structure and layout. |
| 4 | 65–69% | Developing (D) | <p>The case study:</p> <ul style="list-style-type: none"> • is poorly researched with no links to documented sources • contains very little accurate information, which is poorly organised, and not easy to read and understand • contains only one or two clearly-identified issues and problems • analyses the identified issues and problems, but not in sufficient detail • proposes inappropriate strategies and solutions to the issues and problems • uses poor-quality language, structure and layout. |
| 5 | 64% and below | Beginning (B) | <p>The case study:</p> <ul style="list-style-type: none"> • contains no research or links to documented sources • contains only inaccurate information, which is poorly organised, and not easy to read and understand • contains no clearly identified issues and problems • contains no analysis of the identified issues and problems • contains no proposals for suitable strategies and solutions to the issues and problems • uses inappropriate language, structure and layout. <p>The learner needs teacher support.</p> |

Checklists and Rubrics

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> |

ESSENTIAL

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