

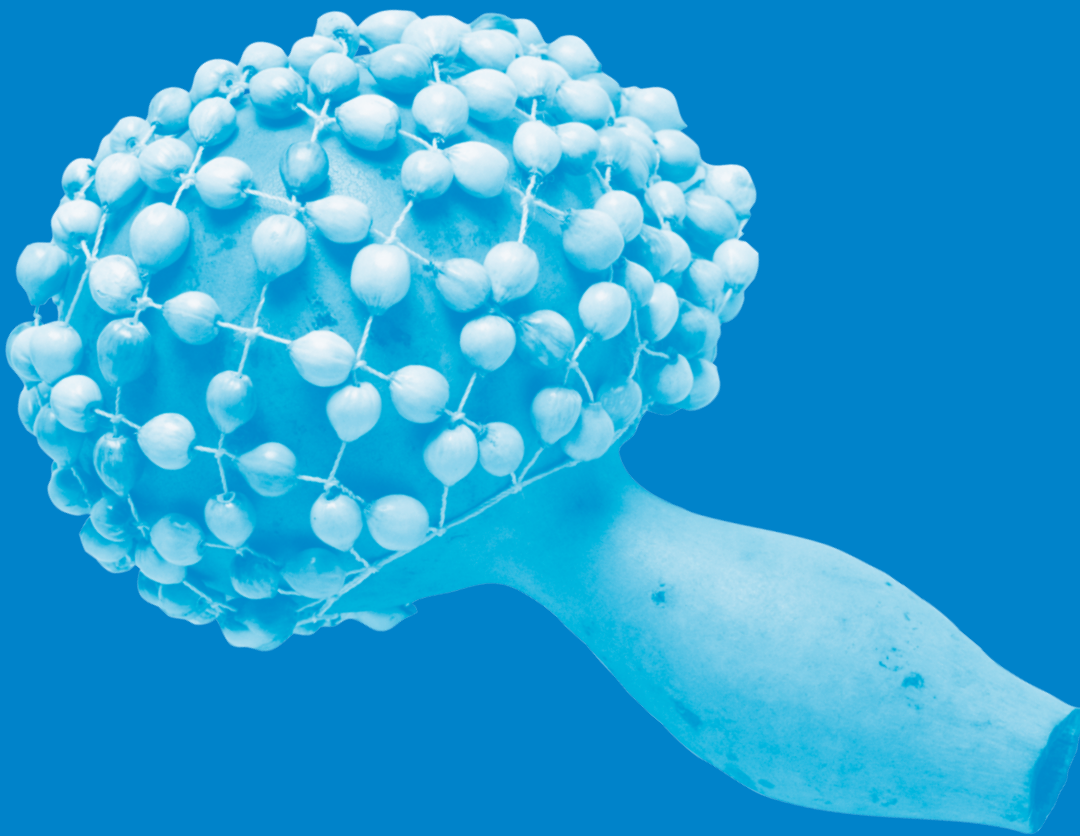
ESSENTIAL



# History of Ghana

## Primary 1

Teacher's Guide



CAMBRIDGE





**ESSENTIAL**

# **History of Ghana**

## **Primary 1**

**Teacher's Guide**

Jacob Agbedam • Dorothy Glover



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## WELCOME TO THIS HISTORY OF GHANA SERIES

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

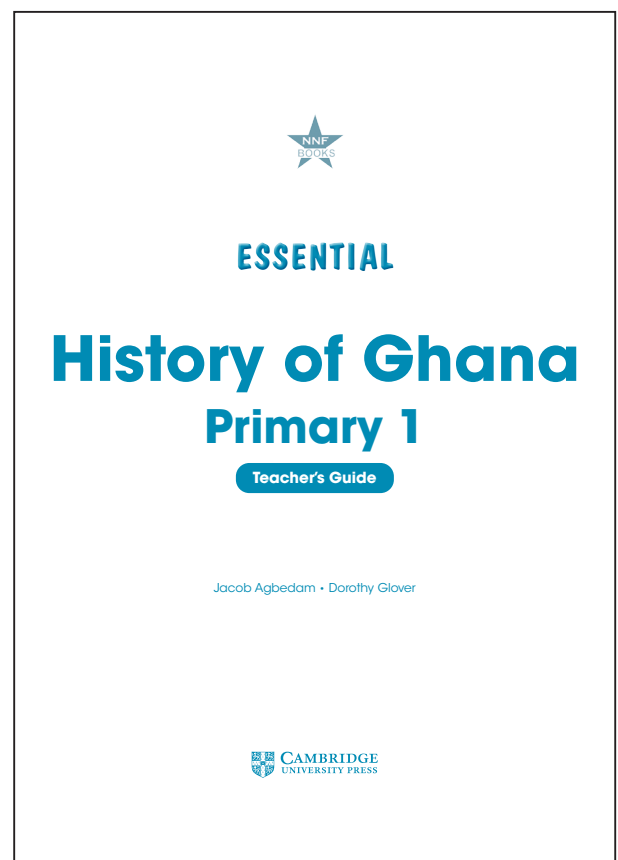
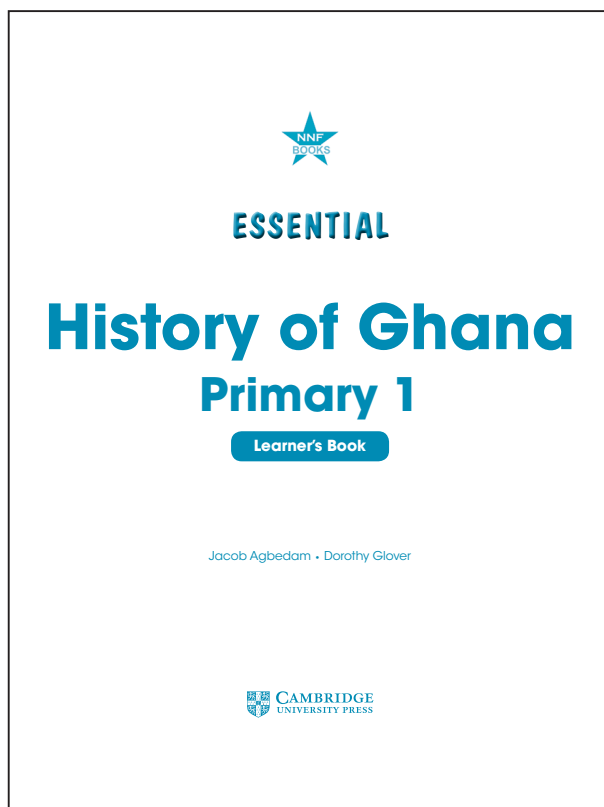
This Teacher's Guide works together with the History of Ghana Learner's Book for Basic 1. We hope that you will find it an important and useful tool that will guide you with the teaching of History of Ghana to your learners using a task-oriented and communicative approach. For further information, also 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 NaCCA.

Each Learner's Book and Teacher's Guide in this series follows the History of Ghana Curriculum from the new curriculum for Ghana's primary schools. Both components of this series encourage the creation of a learning-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 of Ghana series integrates a learning-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 a general overview of the New Primary Curriculum and History (Primary Basic 1–6), methodology, features, time allocation and assessment.

## INTRODUCTION

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.

### 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 credibly
- 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 learning-centred. Introduce the topic for the day and assist learners to describe and analyse issues raised, state patterns of societal and human behaviour and, where possible, give their views on current events (in the past) 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 most 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 public citizens, 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 origin 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 interpret the present, to help them face the future with confidence
- explain how external factors have shaped the history of Ghana
- give a sense of national consciousness, identity and appreciation of Ghanaian values, in order to help to build 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 in a subject in the primary school is to offer 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** refer 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:

- Plus** learners 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** multiple methods to systematically gather data about learner understanding and ability
- Use** data 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 promoting learners to:

- observe and collect historical evidence

- interpret data as required
- build models
- develop projects.

The following activities are recommended:

- Sections using different sources of historical evidence, including documents with people with historical knowledge (journalist, personal and visiting historic sites)
- Debate among groups on various topics relating to history
- Produce 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/topics 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** refers to the pre-determined level of knowledge, skill and attitude that a learner attains by a set stage of education.
- Indicators** are a clear outcome or milestone that learners have to achieve in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- Exemplification** 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 facilitator/teachers in the delivery of the curriculum.

The curriculum for Basic 1 is organised under four strands with sub-strands:

- Strand 1: History as a subject**
  - Sub-strand 1: Why and how we study History
- Strand 2: My country Ghana**
  - Sub-strand 2: Ghana's past
  - Sub-strand 3: Some selected individuals
- Strand 3: Europeans in Ghana**
  - Sub-strand 3: Arrival of Europeans
- Strand 4: Independent Ghana**
  - Sub-strand 4: The Republic

**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.

## Strand 1: 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 or 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, 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 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.

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.

History as a subject will be new to learners, as this is the first year they will be studying the subject. **Strand 1: History as a subject** encompasses two sub-strands:

- Sub-strand 1: Why and how we study History
- Sub-strand 2: Community history

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 how our daily lives make up our own personal history. They will also explore different sources that tell us about history. Learners will look at different ways that we can get information about our past.

In **Sub-strand 2: Community history**, learners will look at their communities and what makes their communities different from others. They will find out where their ancestors came from, how they lived, and how activities of people in their community living long ago have affected their community today.

### Opener activity

Learners learn about ... History (LB page 5)

The opener activity provides an opportunity to assess learners' basic knowledge of the different building blocks of History. The questions have been structured to broadly cover the different sub-strands in Strand 1:

- Sub-strand 1: Why and how we study History
- Sub-strand 2: Community history

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.

### Answers

1–4 Learners' own answers. Their answers will depend on the region where they live and the community to which they belong.

### 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: How and why we study History

#### History and past human activities

Learners will discover that History consists of all human activities that have happened in the past. They will learn that these past activities are the building blocks of History, which is how History actually forms part of our everyday life.

#### What is history?

**Your first day at school** (LB page 6)

In this section, learners talk about activities that they see and experience in their first day of school. They also describe the people who took part in these activities. Then, they relate one activity that happened in the past to the form of a story. This helps them to make the connection between stories of activities or events that have happened in people's lives and history. They begin to understand that as all these stories are about events that happened in the past, we can call them 'history'.

Next, they continue on to find out more about different types of stories that form part of history. Learners explore some stories about important people and events. These stories help them to understand that history is a record of what people and communities did in the past.

**Content standard B1.1.1.1**  
Demonstrate understanding of what history is about and how it is part of everyday life.

**Indicator B1.1.1.1.1**  
Explain the History link with past human activities.

**Subject-specific practices and core competencies**  
As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

**Resources**  
LB page 6, pictures, white board, selection set, video machine or projector, CD player, computer or laptop, modern

**Key words**  
classroom, activities, past

**Helpful links**  
<https://ghaphistory.com/what-is-history/>

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## The Learner's Book

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

### Strand openers:

- incorporate an activity to introduce the sub-strands that learners will explore in each unit
- allow for diagnostic assessment
- build excitement for the new content to be learnt in each unit
- prompt debates and 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**

- 1 Name one special festival you celebrated last year.
- 2 Why did you celebrate this festival?
- 3 What is special about your community?
- 4 Name one old building in your area.

**My country Ghana** Strand 2



**Let us learn about ...**

**Ghana**

- 1 What was the name for Ghana in the past?
- 2 Why is the country now called Ghana?
- 3 In which year did Ghana become independent?
- 4 Name two famous people who helped to develop Ghana.

Strand 2: My country Ghana


### How Ghana got its name

Long ago, the name for Ghana was the Gold Coast.

**KEY WORD**  
colony

**Why Ghana was called the Gold Coast**

The first Europeans to arrive in Ghana were the Portuguese people. They wanted to trade with the Akan people for their gold. Trade is when people buy and sell goods to one another.



Elmina Castle

The Portuguese built Elmina Castle to use as a trading post. They called the land Costa da Mina (Coast of Mines) in Portuguese because there were so many gold mines. Later, the name became Gold Coast in English because there was so much gold.

Different European countries had fights about who could trade with the Akan people. First, the Dutch fought the Portuguese and won. Then the British won the fight against the Dutch and made the land a British colony. They called it the Gold Coast.

### Why the Gold Coast changed its name to Ghana

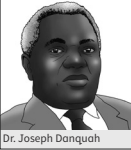
In 1957, the Gold Coast was the first British colony in Africa to become independent.

**KEY WORDS**  
suggested  
empire  
kingdom  
ivory


**Who asked for the name change to Ghana?**

Before the British left, Dr. Joseph Boakye Danquah suggested that the country change its name from the Gold Coast to Ghana after independence. Dr. Kwame Nkrumah agreed with the name change.


Dr. Danquah chose the name Ghana for its history. This was the name given to the kings of the Ghana Empire. The kings ruled over this large kingdom in West Africa long ago. The Ghana Empire became rich by trading in salt, ivory and gold. These items were very valuable.




Dr. Joseph Danquah



Salt



Ivory









Gold

Strand 1: History as a subject

### Exercise 1

Put the things below into two groups: **In the past** and **Today**. Write the headings in your exercise book. Explain what is the same and what is different.

In the past	Today
	
	
	

Put the number of each picture under the correct heading.

### Stories about the past

Storytellers tell stories to help us remember important things that happened in the past. Some stories are about men and women who did great things when they were alive.


**KEY WORDS**  
British  
blacksmith

### Activity 5

- 1 Talk about any great men or women of Ghana that you know about.
- 2 Can you tell a story about an important festival in Ghana?
- 3 Share your answers with the class.


Have you heard the stories of Yaa Asantewaa, Tetteh Quarshie or Dr. Kwame Nkrumah?

**Yaa Asantewaa** was the Queen Mother of the Asante people. She led an army to fight the British. She did this to protect the throne of the Asante people.



The Queen Mother Yaa Asantewaa

**Tetteh Quarshie** was a blacksmith and farmer. He brought cocoa to Ghana. Cocoa is used to make chocolate.



Tetteh Quarshie

<p><b>'Did you know?' boxes:</b></p> <ul style="list-style-type: none"> <li>provide interesting facts and extra information.</li> </ul>	<p><b>DID YOU KNOW?</b></p> <p>The slave trade started hundreds of years ago. The Europeans sold people from West Africa and took them to Europe and the Americas to work as slaves.</p>
<p><b>Key word boxes and a Glossary:</b></p> <ul style="list-style-type: none"> <li>build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises.</li> </ul>	<div> <div> <p><b>KEY WORDS</b></p> <p>classmates activities past</p> </div> <div> <p><b>GLOSSARY</b></p> <p><b>A</b> activities things that people do album an empty book for pictures or photographs ancient very old or from a long time ago <b>B</b> behave to do things in a certain way Bill a suggested law that parliament needs to discuss <b>E</b> election an event where people in a country vote for a person or group empire countries ruled by one leader excited feeling very happy <b>F</b> false not true famine when there is little or no food</p> </div> </div>
<p><b>Tip boxes:</b></p> <ul style="list-style-type: none"> <li>give helpful tips and information.</li> </ul>	<p><b>TIP</b></p> <p>Your teacher will help you to punch holes in the cards.</p>
<p><b>ICT boxes:</b></p> <ul style="list-style-type: none"> <li>include research activities</li> <li>emphasise the core competencies</li> <li>contain extra activities for multi-ability learning.</li> </ul>	<p><b>ICT</b></p> <p>Search on the internet for pictures of historical sites from other communities. Your teacher or a family member can help you.</p>
<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>makes learning more relevant and contextual</li> <li>allows learners to apply their knowledge in different ways</li> <li>allows learners to demonstrate their ability to work independently</li> <li>demonstrates learners' ability to apply skills, such as critical thinking, problem solving, decision making, analysis, innovation, communication and creativity, as well as to do focused research using a variety of ways, including ICT.</li> </ul>	<p><b>PROJECT</b></p> <p><b>A family history photograph album</b></p> <p>You are going to make your own picture album to show your family history.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>You can use photos or drawings of your family.</li> <li>Paste one photo or drawing on each page.</li> <li>Paste your photos in order from the oldest at the start of your album to the newest at the end.</li> </ul> <p><b>TIP</b></p> <p>Your teacher will help you to punch holes in the cards.</p> <p>The Kwabena family history</p> <p>A photo album shows part of your family history.</p>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt</li> <li>address the curriculum content standards and core competencies</li> <li>are representative of the indicators and exemplars</li> <li>have instructions and text that are consistent and clearly presented to learners</li> <li>promote problem solving and subject understanding</li> <li>compensate for multi-ability learning</li> <li>allow learners to practise the core skills, in context and while engaging in practical activities.</li> </ul>	<p><b>Activity 19</b></p> <p>Search on the internet for pictures of historical sites in other communities. Your teacher will help you.</p> <ol style="list-style-type: none"> <li>Look at your group's drawings of the historical sites. Then look at the pictures of other historical sites you found.             <ol style="list-style-type: none"> <li>What is the same?</li> <li>What is different?</li> </ol> </li> <li>Talk about the drawings of the historical sites in the community that you all did.             <ol style="list-style-type: none"> <li>What is the same?</li> <li>What is different?</li> </ol> </li> <li>Use the table that your teacher gives you. Fill in what is the same and what is different.</li> </ol>

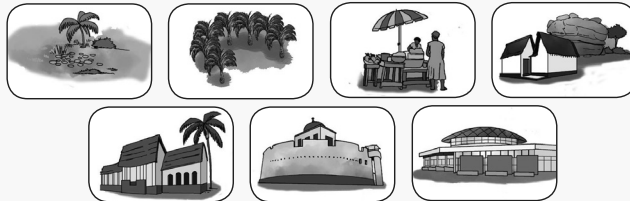
### Exercises:

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

### Exercise 6

- Match the historical site with who built it.
 

a Cape Coast Castle	A trader named Ayuba
b Larabanga Mosque	The Asante people
c Wa Naa's Palace	The Swedish people
d The Ejisu-Besease Shrine	The Wala people
- Name four types of historical sites. Use the pictures below to help you.



### Homework activities:

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

### HOMEWORK

Ask your family to tell you about the different Akan ethnic groups living in Ghana's forest regions today.

### 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

- Name two activities in your life history that only happened once.
- What are stories and events from the past called?
- Say if these sentences are **true** or **false**.
  - The bright colours and patterns on kente cloth have different meanings.
  - The Ejisu-Besease Shrine is a new place.
  - Elmina Castle was built by the Portuguese people.
  - Independence Day is on 21st September.
- Complete the sentences. Use these words.
 

Anlo
Effutu
Akan
Oguaa

### Assessment:

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

### ASSESSMENT

- Complete the sentences. Choose from these words.
 

colours
grove
history
trading post
wedding
patterns

  - Stories and events from the past are called \_\_\_\_\_. (1)
  - The \_\_\_\_\_ and \_\_\_\_\_ on kente cloth have different meanings. (1)
  - A \_\_\_\_\_ is a celebration when a man and a woman get married. (1)
  - A \_\_\_\_\_ is a historical site found in nature. (1)
- Say if each sentence is **true** or **false**.
  - Our storytellers give us information about the past. (1)
  - A museum is not a historical place. (1)

### 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.

### END-OF-YEAR EXAM

- Choose the correct answer.
  - Who in our community helps us to remember stories from the past? (1)
    - Storytellers
    - Films
    - YouTube
  - When does a person's history begin? (1)
    - When they die
    - When they become parents
    - When they are born
  - What is the name of the oldest mosque in Ghana? (1)

# INTRODUCTION

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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 sub-strand 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 sub-strands 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 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.

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 sub-strands 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 in a year.
- **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 1 is organised under four strands with six sub-strands:

- **Strand 1: History as a subject**
  - **Sub-strand 1:** Why and how we study History
  - **Sub-strand 4:** Community History
- **Strand 2: My country Ghana**
  - **Sub-strand 3:** How Ghana got its name
  - **Sub-strand 5:** Selected individuals
- **Strand 3: Europeans in Ghana**
  - **Sub-strand 1:** Arrival of Europeans
- **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 1: 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 assessment 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.

## Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include Observing, Classifying, Comparing, Communicating/Reporting, Predicting, Analysing, Generating possibilities, Evaluating, Designing, Interpreting, Recording and Generalising.

## 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 learning-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 a variety of ways
- the teacher assumes the position of a facilitator or coach who helps learners to identify a problem that is suitable for investigation via project work
- problems are connected to the context of 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** is a process by which differences between learners (learning styles, interest, readiness to learn, etc.) are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome.
- **Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

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



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

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.

## 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 sub-strands 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:

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

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

- Listening to recorded texts is an excellent way of enlisting learners' attention and observing them at the same time. Recordings that support the sub-strands 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 sub-strands 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.

- **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 for their own learning. 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 that seeks and interprets evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the 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 sub-strand
- 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 sub-strands, or a whole semester, term or year's work.

### School-Based Assessment

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

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

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

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

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well-informed about the lesson content and teach with passion. The facilitator is always the best 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 on pages 96–109 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 well

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

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

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

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

When preparing lessons, you need to keep in mind the general aims and profile dimensions 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 higher levels, can be very critical if they think a the 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 I
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	
	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)	<b>Teach content:</b> History as a subject; Your first day at school <b>Learners do:</b> Let us learn about ... History activity (p. 2); Activity 1
	30 mins (1 period)	
	1 hour (2 periods)	
2	30 mins (1 period)	<b>Teach content:</b> Activities in the past that only happen once; Activities in the past <b>Learners do:</b> ICT activity (p. 3); Activity 2; Activity 3
	30 mins (1 period)	
	1 hour (2 periods)	
3	30 mins (1 period)	<b>Teach content:</b> Activities in the past (continued) <b>Learners do:</b> Activity 4; Exercise 1
	30 mins (1 period)	
	1 hour (2 periods)	
4	30 mins (1 period)	<b>Teach content:</b> Stories about the past <b>Learners do:</b> Activity 5; Activity 6
	1 hour (2 periods)	
	30 mins (1 period)	
5	30 mins (1 period)	<b>Teach content:</b> Stories about the past (continued) <b>Learners do:</b> Activity 7; Exercise 2
	1 hour (2 periods)	
	30 mins (1 period)	
6	30 mins (1 period)	<b>Teach content:</b> Stories about the past (continued) <b>Learners do:</b> Homework; ICT activity (p. 13); Activity 8
	1 hour (2 periods)	
	30 mins (1 period)	
7	30 mins (1 period)	<b>Teach content:</b> Where to find information about the past <b>Learners do:</b> Activity 9
	1 hour (2 periods)	
	30 mins (1 period)	
8	1 hour (2 periods)	<b>Teach content:</b> Where to find information about the past (continued) <b>Learners do:</b> Exercise 3; Exercise 4
	30 mins (1 period)	
	30 mins (1 period)	
9	1 hour (2 periods)	<b>Teach content:</b> Where to find information about the past (continued) <b>Learners do:</b> Activity 10; Activity 11
	30 mins (1 period)	
	30 mins (1 period)	
10	30 mins (1 period)	<b>Teach content:</b> Where to find information about the past (continued) <b>Learners do:</b> Activity 11; Activity 12
	30 mins (1 period)	
	1 hour (2 periods)	
11	30 mins (1 period)	<b>Teach content:</b> Where to find information about the past (continued) <b>Learners do:</b> Activity 13
	1 hour (2 periods)	
	30 mins (1 period)	
12	30 mins (1 period)	<b>Teach content:</b> Where to find information about the past (continued) <b>Learners do:</b> Activity 14; Exercise 5
	1 hour (2 periods)	
	30 mins (1 period)	



## Term 2

Week	Time allocation/Period	Section
13	30 mins (1 period)	<b>Teach content:</b> History in pictures; Project <b>Learners do:</b> Project
	30 mins (1 period)	
	1 hour (2 periods)	
14	1 hour (2 periods)	<b>Teach content:</b> Revision exercise; What is a community <b>Learners do:</b> Revision exercise and Self-assessment; Activity 15
	30 mins (1 period)	
	30 mins (1 period)	
15	30 mins (1 period)	<b>Teach content:</b> Historical sites in your community <b>Learners do:</b> Activity 16; Homework activity; ICT activity
	30 mins (1 period)	
	1 hour (2 periods)	
16	1 hour (2 periods)	<b>Teach content:</b> Historical sites from oldest to newest <b>Learners do:</b> Activity 17; ICT activity
	30 mins (1 period)	
	30 mins (1 period)	
17	30 mins (1 period)	<b>Teach content:</b> Other communities; Historical sites in other communities <b>Learners do:</b> Activity 18; Activity 19; Exercise 6
	1 hour (2 periods)	
	30 mins (1 period)	
18	30 mins (1 period)	<b>Teach content:</b> Revision exercise; Assessment <b>Learners do:</b> Revision exercise and Self-Assessment; Assessment
	30 mins (1 period)	
	1 hour (2 periods)	
19	30 mins (1 period)	<b>Teach content:</b> My country Ghana; Why Ghana was called the Gold Coast <b>Learners do:</b> Let us learn about ... Ghana activity
	1 hour (2 periods)	
	30 mins (1 period)	
20	1 hour (2 periods)	<b>Teach content:</b> Why the name Gold Coast was changed to Ghana <b>Learners do:</b> ICT activity; Activity 20; Exercise 7
	30 mins (1 period)	
	30 mins (1 period)	
21	1 hour (2 periods)	<b>Teach content:</b> The Ancient Ghana Empire and the Akan forest regions <b>Learners do:</b> ICT activity; Activity 21; Exercise 8
	30 mins (1 period)	
	30 mins (1 period)	
22	1 hour (2 periods)	<b>Teach content:</b> The link between the Ghana Empire and the Akan; How the country's name changed to Ghana <b>Learners do:</b> Homework activity; Activity 22; Activity 23
	30 mins (1 period)	
	30 mins (1 period)	
23	30 mins (1 period)	<b>Learners do:</b> The role played by Parliament and others <b>Teach content:</b> ICT activity; Activity 24
	30 mins (1 period)	
	1 hour (2 periods)	
24	1 hour (2 periods)	<b>Teach content:</b> What happens when a country becomes independent; Revision exercise <b>Learners do:</b> Activity 25; Exercise 9; Revision exercise and Self-assessment
	30 mins (1 period)	
	30 mins (1 period)	

## Term 3

Week	Time allocation/Period	Section
25	1 hour (2 periods)	<b>Teach content:</b> People who have helped to develop Ghana <b>Learners do:</b> Activity 26; Activity 27
	30 mins (1 period)	
	30 mins (1 period)	
26	30 mins (1 period)	<b>Teach content:</b> People who have helped to develop Ghana (continued) <b>Learners do:</b> Activity 28
	30 mins (1 period)	
	1 hour (2 periods)	
27	1 hour (2 periods)	<b>Teach content:</b> Other famous Ghanaians <b>Learners do:</b> ICT activity; Homework activity; Activity 29
	30 mins (1 period)	
	30 mins (1 period)	
28	30 mins (1 period)	<b>Teach content:</b> Revision exercise; Assessment <b>Learners do:</b> Revision exercise and Self-assessment; Assessment
	30 mins (1 period)	
	1 hour (2 periods)	
29	30 mins (1 period)	<b>Content:</b> Europeans in Ghana; Arrival of Europeans in Ghana <b>Learners do:</b> Let us learn about ... The arrival of the Europeans in Ghana; Activity 30
	1 hour (2 periods)	
	30 mins (1 period)	
30	30 mins (1 period)	<b>Teach content:</b> The order in which the Europeans came to the Gold Coast; The first European settlements on the Gold Coast <b>Learners do:</b> Activity 31; Homework activity; Activity 32; Exercise 10
	1 hour (2 periods)	
	30 mins (1 period)	
31	1 hour (2 periods)	<b>Teach content:</b> The location of European countries on a world map; Revision exercise; Assessment <b>Learners do:</b> Activity 33; Revision exercise and self-assessment; Assessment
	30 mins (1 period)	
	30 mins (1 period)	
32	30 mins (1 period)	<b>Teach content:</b> Independent Ghana; The presidents of Ghana since 1960 <b>Learners do:</b> Let us learn about ... The presidents of Ghana activity
	1 hour (2 periods)	
	30 mins (1 period)	
33	30 mins (1 period)	<b>Teach content:</b> The presidents of Ghana since 1960 (continued) <b>Learners do:</b> Activity 34; Activity 35
	30 mins (1 period)	
	1 hour (2 periods)	
34	30 mins (1 period)	<b>Teach content:</b> The presidents of Ghana since 1960 (continued) <b>Learners do:</b> Exercise 11
	1 hour (2 periods)	
	30 mins (1 period)	
35	30 mins (1 period)	<b>Teach content:</b> Revision exercise; Assessment <b>Learners do:</b> Revision exercise and Self-assessment; Assessment
	30 mins (1 period)	
	1 hour (2 periods)	
36	30 mins (1 period)	<b>Content:</b> End-of-year exam <b>Learners do:</b> 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 1–29
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people; Religious and moral instruction
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both able and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>Activity 1</li> <li>Activity 3</li> <li>Activity 5</li> <li>Activity 7</li> <li>Activity 9</li> <li>Activity 11</li> <li>Activity 13</li> <li>Exercise 1</li> <li>Exercise 3</li> <li>Exercise 5</li> <li>Activity 2</li> <li>Activity 4</li> <li>Activity 6</li> <li>Activity 8</li> <li>Activity 10</li> <li>Activity 12</li> <li>Activity 14</li> <li>Exercise 2</li> <li>Exercise 4</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Assessment</li> <li>Exam</li> </ul>

Strand 1: History as a subject Sub-strand 4: Community History	Learner's Book pages 31–38
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people; Religious and moral instruction
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Inclusive education; climatic change; green economy
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; generating possibilities; evaluating; designing; interpreting; recording; generalising
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 15</li> <li>• Activity 16</li> <li>• Activity 17</li> <li>• Activity 18</li> <li>• Activity 19</li> <li>• Exercise 6</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> <li>• Exam</li> </ul>

Strand 2: My country Ghana Sub-strand 3: How Ghana got its name	Learner's Book pages 41–54
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; respect for the Rule of Law
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 20</li> <li>• Activity 21</li> <li>• Activity 22</li> <li>• Activity 23</li> <li>• Activity 24</li> <li>• Activity 25</li> <li>• Exercise 7</li> <li>• Exercise 8</li> <li>• Exercise 9</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> <li>• Exam</li> </ul>

<b>Strand 2: My country Ghana Sub-strand 5: Selected individuals</b>	<b>Learner's Book pages 56–64</b>
<b>Subject integration</b>	Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 26</li> <li>• Activity 27</li> <li>• Activity 28</li> <li>• Activity 29</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> <li>• Exam</li> </ul>

Strand 3: Europeans in Ghana Sub-strand 1: Arrival of Europeans	Learner's Book pages 67–76
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 30</li> <li>• Activity 31</li> <li>• Activity 32</li> <li>• Activity 33</li> <li>• Exercise 10</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> <li>• Exam</li> </ul>

<b>Strand 6: Independent Ghana Sub-strand 1: The Republics</b>	<b>Learner's Book pages 89–92</b>
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	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)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; respect for the Rule of Law
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 34</li> <li>• Activity 35</li> <li>• Exercise 11</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> <li>• Exam</li> </ul>



## 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
<b>B1.</b>	Year/class
<b>1</b>	Strand number
<b>2</b>	Sub-strand number
<b>3</b>	Content standard number
<b>4</b>	Learning/ performance indicator number

Strand 2: My country Ghana Sub-strand 4: Major historical locations			
KG1	KG2	KG3	KG4
<b>KG1.1.2.1</b> Demonstrate understanding of their own individual history.	<b>KG2.1.2.1</b> Recount history about themselves and their families.	<b>B1.1.1.1</b> Show understanding of history as part of everyday life.	<b>B4.1.1.1</b> Show understanding of importance of studying history.
<b>KG1.1.2.1.1</b> Share information about themselves and acknowledge that since they are past, they qualify to be called history.	<b>KG2.1.2.1.1</b> Share more detailed information about themselves, e.g. where they were born and their hometowns.	<b>B1.1.1.1.1</b> Explain that history deals with past human activities.	<b>B4.1.1.1.1</b> 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
B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.	As learners identify and discuss past events, they develop imaginative and critical thinking skills as well as chronological understanding of historical events.	B1.1.1.1.1 Explain that history deals with past human activities. <i>Enquiry route: What event did you witness on your first day at school? Which people took part in the event?</i>
		1. Mention the activity they witnessed on their first day at school.
		2. Identify any activity performed in the past which has not been performed again.
		3. List any past events they have witnessed.
		4. Explain that since those activities were performed in the past, they qualify to be called history.
		5. Learners sing a song, recite a rhyme or watch a documentary of any past activity.
		B1.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities. <i>Enquiry route: Where do we get information about our past? Why do we celebrate birthdays and festivals?</i>
		1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history.
		2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration.
		3. Start a birthday partnership/register to make History alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hanged in the classroom. At the end of every History lesson, the class could refer to these records for an upcoming birthday.
		4. Build an album of themselves and family members, starting with earlier pictures and photographs to present ones.

Strand 1: History as a subject Sub-strand 4: Community History		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
B1.1.4.2. Recount history about their communities.	As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation.	B1.1.4.2.1 State the similarities and differences between the communities where learners live. <i>Enquiry route: What is unique about your community? How similar/ different is your community from others?</i>
		1. Visit historical sites in town, e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands, etc.
		2. Learners list the names of historical sites starting with the oldest to the most recent.
		3. Learners sketch what they have seen on their visit.
		4. Compare sketches drawn with pictures of historical sites from other communities.
		5. Learners discuss their sketches, bringing out similarities and differences in the sites they visited.

Strand 2: My country Ghana Sub-strand 3: How Ghana got its name		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
B1.2.3.1. Demonstrate understanding of why Ghana used to be called the 'Gold Coast'.	Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana.	B1.2.3.1.1 Explain why, in the past, Ghana was known as the Gold Coast. <i>Enquiry route: Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?</i>
		1. Explain how the name was changed from Gold Coast to Ghana. Discuss the English translation of the Portuguese name Costa da Mina - Gold Coast.
		2. Use the internet to locate the ancient Ghana Empire and the Akan forest regions of Ghana.
		3. Discuss the role of Dr. J.B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana.
		B1.2.3.1.2 Recall when the name Ghana came into formal use. <i>Enquiry route: How was the name changed? In which year was the name changed?</i>
		1. Discuss the sequence of events leading to the change of name.
		2. Discuss the role played by Parliament and other individuals in the change of name from Gold Coast to Ghana.
		3. Dramatise a scene in Parliament in changing the name Gold Coast to Ghana.
		4. Explain how, similarly, a new independent country can take on a new name, a new flag and a new leader in a story form. (A resource person could be invited.)

Strand 2: My country Ghana Sub-strand 5: Selected individuals		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
B1.2.5.1. Show understanding of significant roles played by Ghanaians from different walks of life.	The use of evidence (flag, Coat of Arms, etc.) to appreciate the significant contributions of some Ghanaians. Learners become creative, innovative and digitally literate.	B1.2.5.1.1 Identify Ghanaians of diverse fields who have contributed significantly to national development, including: Theodosia Okoh – National flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music. Kofi Antubam – Art and craft. Kwaw Ansah – Film, etc. <i>Enquiry route: which individuals have contributed to Ghana's development? How have they contributed to Ghana's development?</i>
		1. Identify Ghanaians of diverse professions who have contributed significantly to national development.
		2. Match individuals with their achievements e.g. Theodosia Okoh – national flag. Amon Kotei – Coat of Arms. Baba Yara – football for Ghana. Ephraim Amu – music, Kofi Antubam – art and craft, Kwaw Ansah – Film, etc.
		3. Show and discuss a documentary of significant individuals.
		4. Guide learners to study about these individuals using the internet.
		5. Role play what learners want to be in future.

Strand 3 Europeans in Ghana Sub-strand 1: Arrival of Europeans		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
B1.3.1.1 Show understanding of Europeans who came to Ghana.	As learners use evidence to explore the chronology of events, they enhance their global citizenship and digital literacy.	B1.3.1.1.1 Explore which Europeans came to Ghana. <i>Enquiry Route: Which Europeans came to Ghana? Which country came first? Where did they first settle?</i>
		1. Identify the European countries whose citizens came and settled in Ghana – Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, The Netherlands.
		2. Arrange the Europeans that came to Ghana in the order in which they came (starting with those who came first).
		3. Locate each of these countries on the world map using the internet.
		4. Find out where each country first settled in Ghana (from parents, museums, etc.).

Strand 6: Independent Ghana Sub-strand 1: The Republics		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
B1.6.1.1. Demonstrate understanding of the presidents that have ruled Ghana since 1960.	By using pictorial evidence to appreciate the identity of the presidents that have ruled Ghana since 1960, learners enhance their personal development, communicative and collaborative skills.	B1.6.1.1.1. Identify the presidents Ghana has had since 1960. <i>Enquiry route: Who was Ghana's first president? Who ruled Ghana from 1960–2016?</i>
		1. Name the presidents of Ghana since 1960.
		2. Match pictures of Ghana's presidents with their names (Create an album with the pictures) Match the names of presidents of Ghana with their dates of tenure (Add the names to their pictures).
		3. Put learners in groups to create a gallery station on the following lines: a. Select a picture of one of the presidents. b. Display the picture of the selected president on a large cardboard. c. Write the name of the president below the picture. d. Add the length of tenure of the president.
		4. Invite learners to visit the gallery station and talk about each group's presentation.

# 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, 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 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.

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.

History as a subject will be new to learners, as this is the first year that they will be studying the subject.

*Strand 1: History as a subject* incorporates two sub-strands:

- *Sub-strand 1: Why and how we study History*
- *Sub-strand 4: Community history.*

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 how our daily lives make up our own personal history. They will also explore different sources that tell us about history. Learners will look at different ways that we can get information about our past.

In *Sub-strand 4: Community history*, learners will look at their communities and what makes their community different from others. They will find out where their ancestors came from, how they lived, and how activities of people in their community living long ago have affected their community today.

## Opener activity

### Let's learn about ... History (LB page 1)

The opener activity provides an opportunity to assess learners' basic knowledge of the different building blocks of History. The questions have been structured to broadly cover the different sub-strands in Strand 1:

- *Sub-strand 1: Why and how we study History*
- *Sub-strand 4: Community history.*

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.

### Answers

**1–4:** Learners' own answers. Their answers will depend on the region where they live and the community to which they belong.

### 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

### History and past human activities

(B1.1.1.1)

Learners will discover that History consists of all human activities that have happened in the past. They will learn that these past activities are the

individual building blocks of History, which is how History actually forms part of our everyday life.

### What history is all about

#### Your first day at school ..... (LB page 2)

In this section, learners talk about activities that they saw and experienced on their first day of school. They also describe the people who took part in these activities. Then, they relate one activity that happened in the past in the form of a story. This helps them to make the connection between stories of activities or events that have happened in people's lives and history. They begin to understand that as all these stories are about events that happened in the past, we can call them 'history'.

Next, they continue on to find out more about different types of stories that form part of history. Learners explore some stories about important people and festivals. These stories help them to understand that history is a record of what people and communities did in the past.

#### Content standard B1.1.1.1

Demonstrate understanding of what history is about and how it is part of everyday life.

#### Indicator B1.1.1.1.1

Explain that History deals with past human activities.

#### Subject-specific practices and core competencies

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

#### Resources

LB page 2, pictures, white board, television set, video machine or projector, CD player, computer or laptop, modem

#### Key words

classmates, activities, past

#### Helpful links

<https://alphahistory.com/what-is-history/>

<https://owlcation.com/humanities/What-is-History-Introducing-History-For-Kids>

<https://study.com/academy/lesson/what-is-history-lesson-for-kids.html>

<http://dictionary.kids.net.au/word/history>

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Start by asking learners to sing a song or perform actions relating to festivals celebrated in the community, or activities that they do at school.
- Hold a class discussion and ask learners to describe what they know about the festivals and why we celebrate them. They can also talk about the activities that they do at school.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners. Ask them to talk about an activity or event that happened on their first day of school. Let them describe what happened and who the people were who took part. Ask leading questions so that their answers can guide them to understand that they are remembering an activity or event that has already happened.
- Elicit from learners that something that has already happened is in the 'past'. They can give examples of other past events that they know about or have taken part in to show that they understand the concept of something having happened in the past.
- Encourage learners to talk about the stories of the people and festivals described in the Learner's Book and to contribute other details that they know. Let them also give their own examples of other stories about people and festivals to facilitate understanding.

#### Phase 3: Reflect suggestions

- Let learners talk in groups about happy and sad activities and events that they have experienced in the past. Examples could include gifts they've received, festivals or celebrations, deaths of relatives or pets, accomplishments at school, and travels or visits to other places.
- Ask learners to think about how these events happening in the past have affected their life today.

- Make sure that learners understand that history is a record of what people and communities did in the past.

### Use of ICT

- Find photographs or videos on the internet before the class of the important people and festivals mentioned in the Learner's Book. Show these to learners during the lessons.
- Show learners a video of a past event or activity that has happened in the community or at school.
- Play learners a recording of a song or poem that relates to a past activity.

### Activity 1

(LB page 2)

In Activity 1, learners talk about an activity or event that happened on their first day of school. They describe what happened and list the people who took part in the event. They answer questions to show that they understand that they are remembering an event that has already happened.

#### Group work

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

#### Answers

Learners' own answers. They should talk about a special activity that they did on their first day of school.

#### Formative assessment

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

#### Differentiated learning

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

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

#### Remedial activities

- Ask learners to draw or sketch a picture of something that happened on their first day of school.
- Remind them to draw or sketch some of the people who were there.
- Let them describe their drawing to a partner.

#### Extension activities

- Ask learners to write a poem about something that happened on their first day of school.
- 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.

### Activities in the past that only happen once ..... (LB page 3)

In this section, learners talk about activities that happen only once in the past such as a first day of school or a 5th birthday. They describe the activity, the people who were there and what happened.

#### Content standard B1.1.1.1

Demonstrate understanding of what History is about and how it is part of everyday life.

#### Indicator B1.1.1.1.1

Explain that History deals with past human activities.

#### Subject-specific practices and core competencies

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

#### Resources

LB page 3, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Start the lesson by asking learners to sing a song about something that happened in the past, such as a birthday song for a 5th birthday.
- Discuss why, although you have a birthday every year, you can only have a 5th or 10th birthday once.

- Ask learners to tell you about a special birthday in the past, who was there and what made it special.
- Ask learners to bring to school digital images of a family activity that happened in the past. It must be a once-off activity such as a birthday, marriage ceremony, and so on.
- Show learners a picture or video from the internet of a once-off activity at school or in the community.
- Play a recording of a song or poem from the internet that relates to an activity at school or in the community.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book. Ask learners to tell you about a past activity that happened only once (not a birthday). Ask questions to help learners remember specific details about the event.
- Discuss the difference between an activity that happens once, and an activity that happens more than once.
- Discuss different activities that we do every day and explain that once they are done, they are in 'the past'. Ask learners to name some of the activities that they have already done today, such as eat breakfast and brush their teeth.

### Phase 3: Reflect suggestions

- Let learners talk in a small group about their favourite activity in the past with their friends. They should discuss how they feel about these activities. Ask learners to say which ones they liked the best.
- Make sure learners know that as these events are in the past, they are now part of learners' history.

## Activity 2

(LB page 3)

In Activity 2, learners look at the pictures and discuss what is happening in each one. They talk about which activities they have and have not done. Ask learners to tell you which activities happens more than once and which ones do not. Ask learners to give you a reason why, such as 'I catch the bus home every day'.

### Group work

Learners draw or sketch three pictures of activities in the past. Let learners discuss the activities they are going to draw or sketch and make sure that they are only activities that happened once. Encourage all learners to participate in the discussion and draw or sketch the pictures. Place learners of different abilities together in a group, so that the faster learners can help those who are differently abled.

### Answers

Learners' own answers based on their own experiences and pictures of activities that happened once in the past.

### Formative assessment

- Walk around the classroom observing and listening to learners talking in their groups. Assist where necessary.
- Give learners enough time to draw or sketch their pictures and talk about them in their groups. Look at the pictures and ensure that they have chosen activities that only happen once.
- Make a note of learners who are finding the task challenging. If they are finding the drawing difficult, ask these learners to tell you about their activities to ensure that they understand the difference between once-off and repeated past activities.

### Differentiated learning

- Use the remedial activities as practise for learners who struggle and the extension activities for those learners who need more of a challenge.
- Encourage faster learners to draw or sketch pictures first and to give examples to learners who are struggling with their own pictures.

### Remedial activities

- Help learners talk about activities that happened only once and discuss what kind of picture they could draw or sketch. Give them ideas and examples to help guide them.
- Remind them of an activity and discuss what happened and who was there.
- Let them work in pairs to draw one picture with a partner.

### Extension activities

- Ask learners to write about their activity in the past. Let them read their story to their group or to a partner.
- Ask learners to think of an unusual past activity that happened only once and to say what they did and did not like about it.
- Ask learners to look at the group's pictures and to put them into chronological order.

## Activities in the past ..... (LB pages 4–6)

### Content standard B1.1.1.1

Demonstrate understanding of what history is about and how it is part of everyday life.

### Indicator: B.1.1.1.1.1

List any past events they have witnessed.

### Subject-specific practices and core competencies

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

### Resources

LB pages 3–6, from magazines and newspapers, objects from the past, such as old phones, old clothes, pictures of old cars, and so on, whiteboard, video machine or projector, television set, computer or laptop, modem

### Key words

scared, excited, funeral, festival

### Helpful links

<https://za.pinterest.com/suethom1/history-links-to-the-past/>

<https://thecornerstoneforteachers.com/social-studies/>

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Sing a song about an activity that happened in the past.
- Look at a calendar and discuss activities that happened in the past, such as a birthday or community festival.
- Hold a class discussion about activities that happened in the past. Ask learners to name different activities.
- Find photographs or videos of objects from the past on the internet to show learners. Compare them to the modern-day version, for example, compare a steam train to an electric train.
- Show learners a video of a past activity at school and compare how the school looked then to how it looks now.
- Play a recording of a festival or celebration that happened in the past.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to say how different activities make them feel. List the activities and group them according to their feelings.

- Discuss why certain activities make us feel a certain way.
- Ask learners to list different kinds of emotions and feelings.
- Discuss feelings and how activities make learners feel. Give learners a specific activity, such as a marriage ceremony, and ask learners to tell the class how they feel. Repeat using other activities such as a birthday, a festival, and so on.
- Show learners a range of pictures of past events such as birthdays and festivals or school functions. Help the learners put these events into chronological order.
- Let learners act out the past activities from today. Ask the class to guess which activities they have already done today.
- Show learners pictures or objects from the past. Let learners identify the pictures or objects. Discuss how they were used and ask learners to tell you what we use now instead.
- Ask learners to help you put the pictures or objects in chronological order from oldest to newest.

### Phase 3: Reflect suggestions

- Reflect on how learners feel when doing or attending certain activities. Let them act out their feelings during festivals and funerals. Let the class guess which activity they are acting out.
- Talk about how these activities have affected their lives today. Do they look forward to certain activities as they remember them from the past?
- Talk about objects from the past. Encourage learners to bring something from home that is from the past. Have a 'show and tell' for the other learners to see the object. Remind learners to treat these objects with care.

## Activity 3

(LB page 4)

In Activity 3, learners talk about two activities that happen in the past. They examine one activity that makes them happy and one that makes them sad. Ask learners to explain why they feel that way. For example, a festival makes them happy because there is music, food and dancing. A funeral makes them sad because a friend or family member has died, and they will miss this person.

### Pair work

Learners work in pairs to make up a song about one activity. It can be happy or sad. Place learners of different abilities together in pairs so that the faster learner can help their partner who is differently abled. Encourage all learners to participate in making up the song. Give learners recorded music of well-known nursery rhymes or songs to help them.



**Answers**

- 1 Learners' own activities.
- 2 Learners' own songs.

**Formative assessment**

- Walk around the classroom and listen to and observe learners as they make up their song. Assist anyone who seems to be struggling.
- Give learners enough time to practise their song and encourage them to present it to the class.
- Make a note of learners who are finding the task challenging. Give them more opportunities to practise in later lessons.

**Differentiated learning**

- Let faster learners choose their own tunes or make up their own music for the songs.
- Let faster learners assist others when they have finished their song.
- Use the remedial activities as practise for learners who struggle and the extension activities for those learners who need more of a challenge.

**Remedial activities**

- Help learners make up a song by giving them a simple nursery song and helping them change the words to make their own song.
- Let learners give you some of the words to the song and help them with the rest of the words.
- If writing is a challenge, let learners say or sing their song to you, and write it down for them.
- Let them draw or sketch a picture of their song.

**Extension activities**

- Ask learners to add another verse to their song.
- Ask learners to write down their song and to draw or sketch a picture of the song, explaining the words.
- Let learners teach their song to another learner and then sing it together to the class.

**Activity 4**

(LB page 5)

In Activity 4, learners find examples of activities or things in the past that are different from those of today. They can use the internet, magazines or newspapers, or bring objects from home. Learners then share what they have found with their classmates. They answer questions to show that they understand that they are looking at something from the past.

**Group work**

Learners work in groups to do this activity. Once they have collected all their pictures from the internet, magazines and newspapers, they discuss

and name each picture. Learners put the pictures in chronological order starting with the oldest and ending with the newest. Place learners of different abilities in the group so that faster learners can help those who are differently abled.

**Answers**

Learners' own chronological order according to each group's pictures.

**Formative assessment**

- Walk around the classroom. Listen to and observe learners as they work in their groups. Assist any learners or group who seems to be struggling.
- Give learners enough time to put their pictures in chronological order and let them share their pictures and order with the class.
- Ask learners questions about their pictures to ensure that they can say which are in the past and which are the newest.
- Make a note of those learners who are finding it hard to identify which objects and pictures are in the past. Give them more practise opportunities in later lessons or tasks.

**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.
- Let faster learners work in pairs to make a poster to show the chronological order of their pictures.

**Remedial activities**

- Ask learners to tell you about the chronological order of the pictures. Help by asking questions to guide their answers such as: 'show me the oldest picture'; 'show me the newest phone'; 'show me the oldest pot'; and so on.
- Let learners draw or sketch a picture of something that is old and something that is new. Ask them to tell you about their pictures.

**Extension activities**

- Ask learners to write a story using the pictures that they have found. Let them tell their story to their group or class.
- Ask learners to find other things that are old, such as trains, cars, planes, and so on. Then ask them to share these with their group or class.
- Give learners random pictures (from magazines and the internet) and ask them to put these in chronological order from newest to oldest.

**Exercise 1**

(LB page 6)

In this exercise, learners need to categorise things from the past and things from today into two groups. Discuss the pictures with the learners and help them identify what they see in each picture. Remind learners to look at the colours of the photos as well as the actual object in the photos. Discuss what is old and what is from today.

**Individual work**

- Learners work on their own in this exercise to categorise the pictures by putting a number under the correct heading.
- Help learners to identify the numbers connected to the pictures by calling out a number and having the learners put their fingers on the correct picture.
- Give learners time to work.

**Answers**

In the past	Today
1, 3, 4	2, 5, 6

**Formative assessment**

- Check learners' work to see if they have got the answers correct.
- Ask learners to tell you the answers verbally if they struggle with writing and reading.
- Point to each picture and let learners tell you if it is from the past or today.

**Differentiated learning**

- Ask faster learners to read the task themselves and categorise the objects first.
- Read the words and numbers for learners who find the exercise more challenging.

**Remedial activities**

- Let learners work in pairs to complete the exercise.
- Let learners complete the exercise verbally.

**Extension activities**

- Ask learners to add other objects to the columns – one from the past and one from today.
- Ask learners to write the names of the objects in the correct columns.

**Stories about the past .... (LB pages 7–13)****Content standard B1.1.1.1**

Demonstrate understanding of what history is about and how it is part of everyday life.

**Indicator B1.1.1.1.1**

Explain that since those activities were performed in the past, they qualify to be called history.

**Subject-specific practices and core competencies**

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

**Resources**

LB pages 7–13, stories about Dr. Kwame Nkrumah, Tetteh Quarshie and Yaa Asantewaa, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Key words**

British, blacksmith, politician, famine, history, record, true, false

**Helpful links**

[https://en.wikipedia.org/wiki/Tetteh\\_Quarshie](https://en.wikipedia.org/wiki/Tetteh_Quarshie)

<https://www.bbc.com/news/av/world-africa-44772345/yaa-asantewaa-and-the-fight-for-the-golden-stool>

<https://www.britannica.com/biography/Kwame-Nkrumah>

[www.youtube.com](http://www.youtube.com) (keywords: Homowo festival)

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Tell a story about a past activity or story indigenous to Ghana.
- Sing a song about a storyteller.
- Ask learners to tell you about any great well-known men or women of Ghana.
- Remind learners that stories can make us feel different emotions. Ask learners to name the different emotions, such as 'happy' or 'sad'.
- Discuss their history with learners and talk about how it shapes their lives. Ask learners to tell you things that they remember.
- Encourage learners to bring something to school from their past, such as a photograph of their naming ceremony or a toy from when they were a baby. Have a 'show and tell' and let learners share their past with the class.
- Then tell learners that buildings and places can also tell stories about the past. Ask learners to tell you about any old buildings that they know of.
- Before class, find pictures or videos on the internet of the famous people mentioned in the Learner's Book.
- Find pictures or videos of old buildings mentioned in the Learner's Book.

- Play learners a recording of a story from long ago.
- Compare pictures or videos of past and present objects and people.
- Show learners pictures or videos of Ghanaian history found on the internet.
- Show learners videos of past festivals.

### Phase 2: Explore suggestions

- Talk about storytellers. Ask learners to tell you about stories that their parents and grandparents have told them. Ask learners what they have learnt from these stories.
- Introduce them to Yaa Asantewaa using a picture on the internet or from a book. A picture has also been included in the Learner's Book. Talk about her story. Tell the story to learners.
- Tell the story of Tetteh Quarshie. Show learners a picture of the blacksmith and discuss how he brought cocoa to Ghana.
- Tell the story of Dr. Kwame Nkrumah. Show pictures from books or the internet. Explain that he was the first prime minister and president of Ghana.
- Talk about the festival of Homowo. Ask learners to tell you what they know about the festival and why it is celebrated.
- Discuss how past events and activities are called history, because they have already happened. Ask learners to tell you some of their family history. Ask questions such as: *Where were you born?*; *Where did your parents grow up?*; *Where did your parents go to school?*; and so on, to encourage learners to think of their past.
- Discuss the meaning of 'true' and 'false'. Give learners simple examples such as: *I have a pencil in my hand. True or False?* (The answer will depend on whether or not you have a pencil in your hand.) Repeat a couple of times with different simple classroom objects. You can turn it into a game.
- Talk about learners' feelings about their life history. Are they happy or sad? Discuss how they can do good things in order to be remembered for the good things they have done. Link this to the stories of the famous people of Ghana. Ask learners to tell you what they are remembered for.
- Talk about life histories. Ask learners to say what has happened in their life so far, such as being born, their naming ceremony, their first tooth, their first step, and so on. Explain that these events all form part of their history.
- Talk about families and family histories. Ask learners to tell you about their parents, grandparents and great-grandparents. Discuss how these stories take place over a long time and form their family history.
- Show learners pictures of old buildings in Ghana from the internet. Talk about the history of the buildings. Explain that both buildings and people

can have histories. Ask learners to tell you the history of their home. How long they have lived there? Do they know who lived there before them?

### Phase 3: Reflect suggestions

- Talk about the famous people of Ghana who learners have learnt about. Ask learners to tell you what they remembered. Let learners pretend to be a famous person, act out who they are and let the class or their small group guess who they are.
- Ask learners to tell their friend a happy and a sad event from their histories and say how this has affected their lives today.
- Make sure learners understand that history is something that happened in the past.
- Ask learners to tell you about an old building and what they know about its history.

### Activity 5

(LB page 7)

In this activity, learners talk about the great men or women of Ghana they know of. They describe what makes them famous and talk about how they influenced Ghanaian history. They share a story about an important festival in Ghana, list the people who were there and what the festival was about. Learners share their answers with the class.

### Group work

Learners work in groups to complete the activity. Place learners of different abilities together in the group so that faster learners can help those who are differently abled. Encourage all learners to participate in the discussions. Help learners by letting them refer to pictures in their Learner's Books or on the internet.

### Answers

Learners' own answers.

### Formative assessment

- Walk around the class. Observe and listen to learners as they talk in their groups. Assist any learner or group who seems to be struggling.
- Give learners enough time to discuss the famous people of Ghana and then let the groups share their information with the class.
- Ask learners questions to make sure that they understand why each person was famous and what impact they had on Ghanaian history.
- Listen to learners talk about festivals, and ask them to tell you what they like or do not like about the festivals.

### 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.



- Ask learners who struggle to start the discussion and then let the faster learners add more details to the discussion. This allows learners who struggle to get a chance to talk first about the easier things to remember and learners who are faster have to think harder before they can add to the discussion.

### Remedial activities

- Let learners draw or sketch a picture of a famous person or festival.
- Ask learners questions about the famous person or festival and let them answer orally.

### Extension activities

- Ask learners to write a short paragraph about a famous person or festival. They can also draw or sketch a picture.
- Ask learners to find out how chocolate is made and then report back to the class.

## Activity 6

(LB page 9)

Activity 6 refers to the stories on pages 7 and 8 of the Learner's Book. Learners listen to the stories and say if each story is happy or sad. They need to point to the happy or sad face. Learners then answer questions based on the stories. They are encouraged to share their own stories from long ago.

### Group work

Allow learners to work in mixed-ability groups so that faster learners can help and support learners who are differently abled. They are encouraged to talk about the famous people from Ghana they have learnt about and to share their knowledge with the group.

### Answers

- a happy
  - b sad
  - c happy
  - d happy
- a Yaa Asantewaa was the Queen Mother of the Ejisu. Dr. Kwame Nkrumah was the first prime minister and president of Ghana.
  - b Yaa Asantewaa led an army to fight against the British. Dr. Nkrumah led Ghana to independence from the British.
- 3 Learners' own stories.

### Formative assessment

- Walk around the class. Listen to and observe learners as they answer the questions. Take note of those who can answer questions and those who find the questions more challenging. Give these learners more practice opportunities later.
- Make sure all learners have time to talk and share their stories.

- Give learners enough time to listen and discuss the stories from long ago.

### Differentiated learning

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

### Remedial activities

- Ask learners to draw or sketch a picture of one important thing that a famous person did. Let learners explain their picture to you.
- Help learners to answer the questions by giving them clues about the people and what they did. Start the sentence and let learners complete it.

### Extension activities

- Ask learners to write two or more interesting facts about famous people in Ghana.
- Ask learners to make a poster informing people about a festival.
- Ask learners to write a story about their family history.

## Activity 7

(LB page 10)

In this activity, learners need to say 'true' or 'false'. Remind learners what 'true' or 'false' means and let them practise with simple classroom objects. Learners answer the questions by saying either 'true' or 'false'. Learners also discuss what is part of their life history and what is not part of their life history.

### Pair work

Learners work in pairs. Put a faster learner with a learner who finds it more challenging so that the faster learner is able to support the differently abled learner. Learners take it in turns to ask and answer the questions.

### Answers

- 1 true
- 2 false. It is part of your grandmother's life history.
- 3 false. It is part of your father's life history.
- 4 true                      5 true

### Formative assessment

- Walk around the classroom. Listen to and observe learners working in pairs. Assist any learner or pair who seems to be struggling. Give learners more time or ask someone to help with the reading if necessary. Make a note of learners who are finding the task challenging.

- Ask learners who are struggling to come to you and answer the questions. If necessary, give them prompts to see what they do and do not understand.

### Differentiated learning

- Ask faster learners to read and answer the questions first so that others have an example on which to base their own answers.
- Use the remedial activities to help those that are struggling and the extension activities for those that need more of a challenge.

### Remedial activities

- Let learners come to you to answer the questions, so that you can read for them or help them by starting the sentence.
- Show learners pictures of the sentences and ask them to point to the true pictures.

### Extension activities

- Ask learners to write other examples of what forms part of their life history.
- Let them quiz a partner with their additional questions.
- Ask learners to put the questions into chronological order.

## Exercise 2

(LB page 10)

In this exercise, learners will work in their workbooks or on paper. They will need crayons and pencils. The learners will work alone. If necessary, you will have to read the instructions to the learners. You might have to repeat the instructions more than once to make sure that they understand what to do.

### Individual work

Learners work alone and follow the instructions on page 10 of the Learner's Book and draw or sketch a picture from their life history. They write a sentence about it and draw or sketch a happy or sad face to indicate if the event is good or bad.

### Answers

Learners' own pictures, sentences and faces.

### Formative assessment

- Walk around the classroom and observe learners working on their own. Assist those who are finding the task difficult and make a note of them. Give them more opportunities to master the task at another time.
- Take note of who can draw or sketch but not write the sentences and vice versa. Give help where it is needed.
- After some time, if learners are still struggling, pair them with someone who has already finished their work and can help them complete the exercise.

### Differentiated learning

- Let learners who finish first pair up with others who are struggling to help them complete the exercise.

- Use the remedial activities for those who find the exercise challenging and the extension activities for those who need more of a challenge.

### Remedial activities

- Ask learners to tell you about something from their life history. Discuss what kind of drawing they can do. Give them time to get started.
- Ask learners to tell you their sentence verbally and write it down for them to copy.
- Ask learners to tell you if the event from their life history makes them happy or sad. Help them by drawing part of the face.

### Extension activities

- Ask learners to make up a song or chant about the event from their life history. Let them act or say the song or chant to a small group or the class.
- Ask the learners to write two or more sentences about their event from their life history.

## Homework activity

(LB page 12)

- Learners complete the homework activity at home. They must ask a family member to help them complete the tasks. Give learners time in class to tell the story and show their picture of their first day at school to you and the class.

## Activity 8

(LB page 13)

In this activity, learners must fill in the missing words from the word boxes. They write the sentences in their workbooks or on a piece of paper. Help learners by reading through the instructions and making sure that they understand all the words. Explain any new words or remind learners what the words mean. Do one sentence as an example.

### Pair work

Learners can complete this activity in pairs. For learners who find reading tasks challenging, pair them with a faster learner who can help support differently abled learners. Encourage all learners to complete the written task.

### Answers

- People's history starts when they are born.
  - A person's history ends when they die.
- great-grandparents, mother, you
  - grandparents, aunt, cousins

### Formative assessment

- Walk around, observe and listen to learners who are working in pairs or groups. Take note of who is working on their own. Help learners who are finding the task challenging.
- Note who is struggling with the reading, and who is struggling with the writing. Let learners answer the questions orally if necessary.
- Give learners enough time to write down the answers.

### Differentiated learning

- Ask faster learners to answer some questions first and then let learners who are struggling answer similar questions. This will give learners who are struggling an example answer to use as a guideline when answering their own questions.
- Use the remedial activities for those learners who are finding the task challenging and the extension activities for those who need more of a challenge.

### Remedial activities

- Let learners work orally and answer the questions

orally.

- Read learners a sentence and ask them to draw or sketch a picture showing the meaning of the sentence, for example, someone just after they have been born or at a funeral.
- Let them describe their picture to a friend.

### Extension activities

- Ask learners to draw or sketch a picture to match each sentence. Then they must explain their picture to a friend.
- Ask learners to write their own sentences about their life history.

## Sources of history

In this section, learners talk about different sources of history. They start by looking at the different ways in which to find information about the past. They also examine the types of information that the different ways provide. This helps them to make the connection between sources of historical evidence and the activities that people did in the past. It also helps them to understand the difference between how things were in the past and what they are like today.

### Where to find information about the past ..... (LB pages 14–18)

#### Content standard B1.1.1.1

Demonstrate understanding of what history is about and how it is part of everyday life.

#### Indicator B1.1.1.1.2

Describe how sources of historical evidence help us find out about past human activities.

#### Subject-specific practices and core competencies

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

#### Resources

LB pages 14–18, pictures and videos about traditional stories, symbols, objects, tools, dances, music and songs, as well as information about historical places and the meaning of kente cloth patterns and colours

#### Key words

customs, traditions, behave, traditional, patterns, kente cloth, weddings, celebrations, religious shrines, trading post

#### Helpful links

[http://www.adinkra.org/htmls/adinkra\\_index.htm](http://www.adinkra.org/htmls/adinkra_index.htm)

<https://www.kentecloth.net/>

[www.youtube.com](http://www.youtube.com) (keywords: kente cloth colours)

Next, they continue to explore different types of celebrations. They will begin to understand how celebrations remind us of important people and events in the past. They will also start to make the connection between the songs, dances and music performed at these celebrations and how they enable us to remember the events of the past, which form the building blocks of history. Finally, they learn about national celebrations and start to relate these events from the past to the history of the country.

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Tell learners a traditional folk tale.
- Show learners kente cloth pictures or videos using the internet or actual material and discuss the colours and patterns.
- Revise the names of colours.
- Play traditional music for learners and talk about how it makes them feel. Play learners traditional music on the internet for a variety of events, such as funerals, celebrations, birthdays, weddings and so on.
- Talk about when traditional music is used.
- Show learners pictures of historical places or videos from the internet and ask learners to name the places.
- Sing a traditional song or do a traditional dance.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners. Ask them to talk about traditional stories that they have heard at home. Let them describe or retell the story, what happened and who the people in the story were.
- Talk about customs and traditions, and elicit from learners which traditions they follow at home and where these traditions and customs come from.
- Show learners traditional symbols, objects and tools, either pictures from the internet or books, or the real objects. Explain how these pictures

tell us how people lived long ago. Ask learners to tell you if they have any such symbols, objects or tools at home. Let learners describe them to the class and say what they are used for.

- Show learners an example of kente cloth. Talk about the patterns and colours on the cloth. Explain that each pattern means something and that some of the patterns are very old. Talk about the meanings of the patterns and colours on the kente cloth.
- Explain that the colours have the following meanings:
  - **Gold:** royalty, wealth
  - **Yellow:** royalty, wealth
  - **White:** purity, healing
  - **Blue:** peace, love
  - **Green:** harvest, growth
  - **Red:** blood, strong feelings
  - **Maroon:** mother Earth, healing
  - **Purple:** Earth, healing
  - **Black:** spirits of the ancestors
- Play learners some examples of traditional music. Ask learners to tell you where they have heard the music before, for example, a marriage ceremony, festival or funeral. Discuss the different types of music for different events.
- Show learners some traditional dances done at celebrations and festivals. Ask learners to do these dances for the class. Ask learners to describe where they have done the dances before. You can also show learners videos of traditional dances performed at celebrations, weddings, and birthdays on the internet.
- Talk about old buildings. Look at the pictures in the Learner's Book. Discuss how old the building on page 17 is and what it was used for then and is used for now.
- Talk about historical sites such as the Nalerigu Wall, and the significance of the wall to the people of Ghana.
- Explain what a museum is to learners. Show pictures of the National Museum and some of the objects that can be seen at the museum. Ask learners to tell you if they have ever been to a museum. Ask them to share what they saw. Show learners how to find pictures of different historical buildings and the National Museum on the internet.

### Phase 3: Reflect suggestions

- Let learners talk in groups about traditional stories that they have heard from their families.
- Let learners draw or sketch pictures of traditional objects, symbols and tools for display in the classroom.

- Ask learners to say which colours and patterns on kente cloth are their favourite and why.
- Let learners make up a dance using some traditional dance moves to show the class. Ask them to name the dance and the celebration, for example, a birthday.
- Let learners talk about the different historical buildings in their community. Arrange a visit if possible.

## Activity 9

(LB page 16)

In this activity, learners work individually to design their own kente cloth pattern. They do research on the internet and ask an elder for help. Learners draw or sketch the kente cloth pattern in their exercise books. They show the pattern and explain the meaning behind the pattern to the class.

### Individual work

Learners work individually to do this activity.

### Answers

Learners' own designs for kente cloth patterns and colours.

### Formative assessment

- Walk around the class, and observe and listen to learners working in groups. Help learners where needed.
- Make a note of learners who lack confidence in either working on the internet, talking to an elder or designing their own pattern. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss, draw or sketch and share their designs with the class. If a learner is too shy to share with the class, ask them to share their design with a friend or with you.

### 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.
- Let faster learners work ahead and give support to those who take a little longer. Challenge faster learners to make more complicated patterns and use more colours in the kente pattern.

### Remedial activities

- Show learners a simple pattern that they can copy.
- Help learners choose a few colours to keep the pattern simple.
- Ask learners to explain their pattern to a friend. Let them work in pairs.



### Extension activities

- Ask learners to write sentences about their kente cloth design.
- Ask learners to draw or sketch a picture of someone wearing their kente cloth in a traditional dress.
- Encourage learners to use more colours and more complex patterns when designing their kente cloth.

### Exercise 3

(LB page 17)

In this exercise, learners fill in the missing words using the words in the word boxes. The sentences revise the work done in the section. Help learners read all the words and make sure that they understand them all. Learners will write the sentences in their exercise books.

### Individual work

Learners work individually to complete Exercise 3 in their exercise books.

### Answers

- 1 Our storytellers tell us stories about our community history.
- 2 Adinkra symbols tell us what people long ago believed.
- 3 In the past, people used tools to grow their crops.
- 4 People in the past used weapons to hunt for food.
- 5 Kente cloth has different patterns and colours.

### Formative assessment

- Walk around the classroom and make sure that learners are working on their own.
- Observe and note learners who find the task challenging and help them by reading the words and letting them answer orally.
- Give learners enough time to write down the sentences and to fill in the missing words.

### Differentiated learning

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Give learners who struggle to read someone to read the words for them and to help them choose the correct answer.
- Let learners who struggle to write answer orally.

### Remedial activities

- Write down the first letter of the correct answer for the learners.
- Go through the exercise step by step to make sure that learners can fill in all the answers.

- Let learners complete the exercise orally and draw or sketch a picture of one of the sentences. Ask them to explain the picture to a friend.
- Ask learners to draw or sketch pictures for the words in the word boxes to show their understanding of the words.

### Extension activities

- Ask learners to think of their own sentences, leave out a word and ask a friend to fill in the missing word.
- Ask learners to use the words in the word box and to make a new sentence with one or more of these words.
- Ask learners to use the words in the word boxes and write a poem. They can share the poem with a friend.
- Encourage them to give each other positive feedback on the poems.

### Exercise 4

(LB page 18)

In this exercise, learners work alone to answer the questions in the Learner's Book. They write the answers in their exercise books. Encourage learners to answer in full sentences and to go back and read the text for more information if necessary. Read the questions with the class to make sure that all learners understand the questions. Explain all words if necessary.

### Individual work

Learners work individually to complete Exercise 4 in their exercise books.

### Answers

- 1 Traditional songs, dances and music have special meanings. They tell stories and remember important events from long ago.
- 2 The Asante visited the Ejisu-Besease Shrine to ask the gods for help.
- 3 The first European trading post was Elmina Castle.
- 4 Naa Jaringa built the Nalerigu Wall to protect his people from slave traders.
- 5 Beads, musical instruments, cloth, stools and pottery (any two) are found in the National Museum.

### Formative assessment

- Walk around the classroom to ensure that learners are working on their own and trying to answer the questions.
- Observe and note those learners who need words read to them or the questions explained.
- Give learners time to answer the questions.

**Differentiated learning**

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Give learners who struggle to read someone to read the words for them and to help them write the correct answers.
- Let learners who struggle to write answer orally.

**Remedial activities**

- Let learners first answer orally and then give them time to write down their answers.
- Give learners more time to finish their work, with a movement break in between.
- Help learners find the answers in the text by pointing out the relevant sections for them to look at.
- Let learners draw or sketch pictures for answers where appropriate.

**Extension activities**

- Ask learners to think of additional questions. Let them ask a friend to answer the questions.
- Give learners time to do more research on the National Museum, Elmina Castle or the Nalerigu Wall and to report back to their group, friend or to the class.
- Let learners make an information poster on the extra research that they have done. Display the poster in class.

**Celebrations..... (LB pages 19–26)****Content standard B1.1.1.1**

Demonstrate understanding of what history is about and how it is part of everyday life

**Indicator B1.1.1.1.2**

Describe how sources of historical evidence help us find out about past human activities.

**Subject-specific practices and core competencies**

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

**Resources**

LB pages 19–26, pictures from magazines and newspapers, objects from the past, such as old phones, old clothes, pictures of old cars and so on

**Key words**

celebrate, married, coffin, bury, plague, independent, honour

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Independence Day 2019)

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Sing a song about celebrations, weddings or festivals.
- Hold a class discussion about a celebration. Ask learners to tell you their favourite celebration.
- Revise emotions, sing a song or say a rhyme about emotions such as ‘if you are happy and you know it, clap your hands’.
- Ask learners to make a list of all the festivals that they know.
- Talk about national celebrations. Ask learners to name some national celebrations. Find photographs or videos on the internet before the class begins. Show these to learners during the class and at relevant times in class discussions. Examples include:
  - songs or rhymes about emotions
  - songs, rhymes or videos about festivals and celebrations
  - videos of marriage ceremonies, birthdays and funeral celebrations
  - pictures of national celebration days and what happens on those days.

**Phase 2: Explore suggestions**

- Discuss the concepts in the Learner’s Book with learners. Ask them to talk about celebrations in their families.
- Talk about what learners remember about different celebrations and why they remember them. Was it fun? Did they enjoy the music, the dancing or the food?
- Discuss the different celebrations that different families, cultures and countries have. Compare them to the celebrations that learners know.
- Talk about birthdays. Discuss what makes birthdays special. Talk about the different kinds of celebrations for a birthday (big, small, friends or family).
- Ask learners to say what kinds of activities, games, music or food they have had at their own or friends’ birthdays.
- Show the learners a picture of a marriage ceremony. Ask learners to tell you if they have ever been to such a ceremony. Ask them to describe what happened and how they felt. Ask learners what their favourite part of the ceremony was.
- Talk about marriage ceremony traditions that have lasted hundreds of years, such as rings, veils, white dresses and so on.

- Ask learners to tell you if they know what happens when someone dies. Discuss a funeral. Ask learners to tell you who attended, was there dancing, music and food?
- Ask learners to tell you about some funeral traditions.
- Talk about the many festivals that the people of Ghana celebrate. Show learners pictures of the different festivals and explain what they are celebrating. Ask learners to tell you which festivals they have been to and what they liked the most and what they did not like.
- Explain that national celebrations are for the whole country and are important dates that everyone celebrates.
- Write the dates and the names of the national celebrations on the board. Ask learners to tell you what they do on these special days.

### Phase 3: Reflect suggestions

- Let learners talk about happy and sad celebrations and festivals. Let them group these into two groups – happy and sad. Ask learners to say why they are happy or sad.
- Ask learners to draw or sketch a picture of their favourite celebration and to say why. Show their picture to their friend and discuss the celebration.
- Remind learners that celebrations and festivals that have passed are now part of history. Ask learners questions to ensure that they know the celebration is in the past. (Talk about celebrations still to come this year and what they have to look forward to.)
- Ask learners to talk about their last birthday and what they did to celebrate.
- Show learners pictures of national celebration days and ask learners to say when these are.

### Activity 10

(LB page 19)

In Activity 10, learners talk about six family celebrations. They answer questions on the celebrations and discuss what each celebration was about. Learners say what they did at the celebrations and role play this for the class.

#### Group work

Learners work together 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.

Help learners make a list or draw or sketch a picture of each of the celebrations so that they can write or draw or sketch what happened underneath each picture or word.

Assist learners in role playing the celebrations. Encourage them to use the members of the group as part of their role play. Encourage all learners to take part in the role play.

#### Answers

Learners own list of celebrations and what they did at each celebration.

#### Formative assessment

- Walk around the class, observe and listen to learners working in groups. Help where needed.
- Make a note of those learners who lack confidence in role play and give them more practice opportunities in later lessons. Encourage them to take a small role in the beginning to build their confidence.
- Give learners enough time to discuss their answers and then plan their role play.
- Encourage all learners to take part in the discussions.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Let faster learners start the discussion so that learners who need more support have an example to copy when adding to the discussion.
- Give each member of the group a task to do (such as draw or sketch the picture, write the words) according to their strengths so that they are all involved with the task.

#### Remedial activity

- Let someone else read for the learner who finds reading challenging.
- Let the learner answer the questions verbally or by drawing a picture.
- Let learners role play to their friend or a small group if they find the class overwhelming.

#### Extension activity

- Ask learners to write a script for their role play. Let them act it out with the words for their friends.
- Let learners make use of simple costumes for their role play.
- Ask learners to mime the actions and their friend to guess what they are miming.

### Activity 11

(LB page 20)

In this activity, learners talk about their own birthdays. Learners ask and answer questions around their birthdays. Learners are encouraged to listen carefully and with respect to their partner's answers. Learners sing a birthday song and draw or sketch a birthday picture of their last birthday celebration.



### Pair work

This activity is done in pairs. Learners will need paper and crayons to draw or sketch a picture or they can use their exercise book. Put learners of different abilities together so that the faster learner can help and support the learner who finds the task challenging.

### Answers

Learners own birthday memories, pictures and songs.

### Formative assessment

- Walk around the classroom, listening and observing learners working in pairs. Assist any pair that needs help.
- Make a note of learners who are finding the task challenging and what part of the task is difficult. Is it the reading, writing, talking or drawing? Give learners more time if needed.

### Differentiated learning

- Ask faster learners to read the questions and help others who find reading difficult.
- Let learners answer verbally if needed or draw or sketch pictures and describe their pictures to their partner.
- 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 or sketch a picture from their birthday.
- Remind them to draw or sketch the people who were there, the food, the music, the dancing and anything else they can think of.
- Let learners talk about their picture to their partner.

### Extension activity

- Ask learners to make up a poem or a song about their birthday.
- Ask learners to write a thank you note to someone who came to their party.
- Ask learners to write sentences about what they liked the most about their party and why.

## Activity 12

(LB page 20)

In this activity, learners work as a class to make a birthday poster. They will need paper and coloured pencils to draw or sketch and write with. Learners talk about their birthdates and put them in chronological order, starting from January. Look on the internet for ideas to show learners

what other birthday posters look like. Display the birthday poster in the class and refer to it after every History lesson to see who has a birthday coming up. Celebrate the birthday in the next History lesson.

### Class/group work

The class works together to make the poster. Give each member of the class a task to do such as writing up their own birthday and name. They can even draw or sketch a picture or use a photograph of themselves for the poster. In small groups, make the headings for the months of the year. Then as a class, put the months together in chronological order to form a year. Let each learner come and put their name, photo and date of birth in the correct month.

### Answers

Each class will have their own birthday poster for display.

### Formative assessment

- Walk around, listen and observe learners talking in their groups and as a class. Help by writing suggestions on the board.
- Encourage all learners to participate.
- Make a note of learners who find it hard and lack confidence in knowing their birthdate. Give them more opportunities to practise in later lessons.

### Differentiated learning

- Give different learners different tasks. Give faster learners more complex tasks and give differently abled learners tasks that would suit them.
- Use the remedial activities as practice for those learners who struggle and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Ask learners to draw or sketch a picture of themselves and write their name or give learners a template for their picture (e.g. start the picture of a person and let them fill in the details).
- Let learners work in pairs.

### Extension activity

- Ask learners to read the poster and say when their birthday is.
- Ask learners questions about when it is someone else's birthday.
- Ask learners to count how many birthdays there are in one month.
- Which month has the most birthdays and which has the least?
- Who is the oldest in the class and who is the youngest in the class?

### Activity 13

(LB page 22)

In this activity, learners talk about marriage ceremony and funerals that they have been to. They talk about the clothes they wore and the songs and dances they did. Learners do a song or dance for the class and draw or sketch a picture of a bride and groom.

#### Group work

Learners work in groups to do this activity and draw or sketch the picture on their own. They can draw or sketch the picture either on a piece of paper or in their exercise books. Place learners of different abilities together in the group so that the faster learners can help those who struggle with the activity or who are differently abled.

#### Answers

Learners' own answers on traditions at weddings and funerals that they have been to.

#### Formative assessment

- Walk around the class, listening and observing learners as they talk in their groups. Assist learners or groups who seem to be struggling.
- Give learners time to discuss their answers and plan a marriage ceremony or funeral song or dance for the class. Encourage all learners to participate.
- Make a note of learners who find it hard to participate in songs and dances. Give them more practice opportunities in later lessons.

#### Differentiated learning

- Ask faster learners to answer some questions first so that learners who are struggling can use these answers as a guideline when answering their own questions.
- You can show learners some pictures of marriage ceremony clothes or traditional songs and dances to help them remember what they saw and did at the marriage ceremony.
- 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 who struggle to read someone to help them read the words.
- Let learners answer verbally if necessary.
- Ask learners questions to help them plan their answers, such as 'What colour was your dress or shirt?' or 'Did you buy new shoes for the funeral?'.
- Show learners a picture of a marriage ceremony from the internet and then let them draw or sketch their own picture.

#### Extension activity

- Ask learners to make up a song to sing at a marriage ceremony.
- Ask learners to write a poem to be said at a funeral.
- Ask learners to design their own clothes for their marriage ceremony.

### Activity 14

(LB page 23)

In this activity, learners discuss their different ethnic groups and say which one they belong to. They talk about their ethnic group's festivals and why they celebrate it. Learners listen with respect and understanding of the differences in ethnic group's and choose one festival to act out for the class.

#### Group work

Learners work in groups to do this activity. Place learners of different abilities together in the group so that the faster learner can help those who are differently abled.

Place learners of different ethnic groups together in the group so that learners learn about the different ethnic groups in Ghana. Make sure that all learners are treated with respect and understanding.

#### Answers

Learners' own ethnic groups and festivals.

#### Formative assessment

- Walk around the class, listening and observing learners as they talk in their groups. Assist any learner or group who seems to be struggling.
- Give learners enough time to discuss the questions and to choose a festival and act it out.
- Make a note of those learners who are finding the task challenging and why. Give them more time, explain the activity again and give more opportunities to practise in later lessons.

#### Differentiated learning

- Let faster learners answer the questions first so that others can use their answers as an example when answering their own questions.
- Make sure there is enough time for all learners to have a chance to talk about their ethnic group and its festival. Encourage all learners to participate in the discussions.
- Use the remedial activities as practice for those learners who are finding the task more challenging and the extension activities for those who need more of a challenge.

#### Remedial activity

- Pair up learners who are of the same ethnic group so that they can share information on their group.

- Look up the ethnic group on the internet if more information is needed.
- Ask learners to draw or sketch a picture of the festival and then talk to their partner about their picture.

#### Extension activity

- Ask learners to write about their ethnic group.
- Let them draw or sketch a picture showing their traditional clothes.
- Ask learners to choose a second festival and explain it to the class.

### Exercise 5

(LB page 26)

In this exercise, learners work on their own in their exercise books to complete the activity and to fill in the missing words. They choose the words from the word box at the top of the exercise. Ensure that learners are able to read all words and understand their meanings. Explain anything that learners do not understand. Complete number 1 verbally as an example.

#### Individual work

This is an individual activity that learners do in their exercise books.

#### Answers

- A birthday celebration remembers the day you were born.
  - A marriage ceremony is when a man and a woman get married.
  - The Akuapem celebrate the Odwira festival to thank the gods.
  - The Anlo celebrate the Hogbetsotso festival.
- 6 March
  - 21 September

#### Formative assessment

- Walk around the classroom making sure that learners are working on their own.
- Observe and note learners who are finding the task challenging and help them by reading the words and letting them answer verbally.
- Give learners enough time to write down the sentences and to fill in the missing words.

#### Differentiated learning

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Give learners who struggle to read someone to read the words for them and to help them choose the correct answer.
- Let learners who struggle to write answer verbally.

#### Remedial activity

- Work individually with learners who find the task difficult. Let them answer verbally.
- Ask learners to draw or sketch a picture about one of the sentences.
- Give learners clues, such as the first letter, to help them find the correct answers.

#### Extension activity

- Ask learners to write another sentence using one or more of the words in the box.
- Ask learners to put the national holidays in chronological order and to look for other national holidays.

### History in pictures..... (LB pages 26–29)

#### Content standard B1.1.1.1

Demonstrate understanding of what history is about and how it is part of everyday life

#### Indicator B1.1.1.1.2

Describe how sources of historical evidence help us find out about past human activities.

#### Subject-specific practices and core competencies

As learners identify and discuss past events, they develop imaginative and critical thinking skills, as well as chronological understanding of historical events.

#### Resources

LB pages 26–29, pictures and photographs brought from home, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

#### Key words

album

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Show learners a photo album, either one from home or one from the internet.
- Sing a song about families.
- Read a story about a family.
- find photos and pictures of families to show the class using the internet
- find songs about families on the internet to show learners
- find videos of stories about families to show learners.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Look at the photographs and pictures that learners have brought from home. Put them in chronological order. Discuss the order with learners.
- Let learners talk about their photographs and pictures with their friends.

### Phase 3: Reflect suggestions

Find examples of the following to show to learners during the relevant lessons:

- Let learners tell stories about their families as they look at the photographs and pictures.
- Let learners say how their family has changed or grown.
- Ask learners to tell their friend three good things about their families.

## Project

(LB pages 28–29)

In this project, learners will work alone to make their own individual history photograph album of their family. They will use pictures and photographs brought from home. Clear, simple instructions and what the learners need for the project is on page 28 of the Learner's Book.

### Individual work

Learners work alone to make their own photograph album, with some help from you for the tricky bits. They follow the step-by-step instructions on page 28 of the Learner's Book.

### Answers

Learners' own photograph albums.

### Formative assessment

- Walk around the class and observe and listen to learners. Help where needed.
- Make a note of learners who struggle to complete the task on their own. What do they find the most challenging? Is it the reading? The following of instructions? The physical making of the book? Do they battle with fine motor activities?

### 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.
- Let faster learners work ahead and give support to those who take a little longer. Challenge faster learners to write more complicated sentences underneath each picture.

### Remedial activity

- Let learners work in pairs.
- Help learners tie the string.
- Help learners put the pictures in chronological order.
- Ask the learners to tell you their sentences verbally and you can write them down.

### Extension activity

- Ask learners to write a poem about their family.
- Let them say their poem to their friends.
- Let learners swap photo albums with friends, then read and ask questions about the albums.
- Encourage learners to give each other positive feedback on the photo albums.

### Soft skills development

- Critical thinking activity: Give groups a number of photographs or ask them to bring photographs from home if possible. Ask learners to think about what photographs show and what they do not show. For example: a child that is smiling at a birthday party may have been crying only a moment later if they fell and hurt themselves. Or the photographer can choose to only take photographs of one person or event and ignore others that are happening at the same time. Ask learners to discuss if photographs can be a trusted source of history. Groups then feedback to the class.
- Entrepreneurship: let learners create or bring their own products to sell at a class or school market day.

### STEAM, STEM and GATE extension activities

- Ask students to make a frame border for a photograph using repeating patterns and colours.
- Ask students to design a standing frame or a photo box using hinges and levers.
- Learners can explore how cameras work and make a simple box camera.
- Learners can explore how looms work. Let them make simple cardboard looms and practise weaving.
- Encourage learners to design a coat of arms for their class or for their family. They can draw or sketch it - and then present their designs to the class. Ask them what each animal and object represents and why they chose it.

## Summary: Why and how we study History

(LB pages 30–31)

### What history is all about

- You can only remember things that have already happened – things that happened in the past. Some activities (such as your birth) happened only once. Other activities happen again and again.
- Activities in the past can make us feel happy, scared, excited or sad.
- Things in the past look different from the way they look today.
- The stories and events of the past are called history. We can say that history is a record of what people and communities did in the past.
- History includes things that happened in the lives of people, their communities and their country.

### Sources of history

We can find information about the past in different ways.

- Storytellers in our families and community elders tell us about Ghanaian customs and traditions.
- Traditional symbols, objects (e.g. kente cloth, smock) and tools.
- Dances, music and songs at celebrations.
- Historical places are important religious shrines, old buildings and museums. They help us remember traditions, events and objects from the past.
- Celebrations such as festivals, marriage ceremonies, funerals or birthday parties are a way to remember an important or happy event. National celebrations such as Independence Day and Kwame Nkrumah Memorial Day are public holidays in Ghana.
- Pictures and photographs show how people lived in the past.

## Revision

(LB page 32)

### 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 what history is about and how it is part of everyday life.

### Answers

- 1 Birth, 5th birthday party (accept other correct answers)
- 2 History
- 3 **a** True  
**b** False. It is an old place.  
**c** True  
**d** False. It is on 6 March.
- 4 **a** The Efutu celebrate the Aboakyer festival.  
**b** The Oguaa celebrate the Fetu Afahye festival.  
**c** The Akwapem celebrate the Odwira festival.  
**d** The Anlo celebrate the Hogbetsotso festival.
- 5 **a** Free from outside control  
**b** Britain

Learners complete the self-assessment table.



## Sub-strand 4: Community history

### Similarities and differences between communities (B1.1.4.2.1)

Learners will discover the differences and similarities between communities. They will explore the unique aspects about their community and its history. They will also look at the similarities between their communities.

They will develop an understanding of the aspects that together have worked to create the history of their community over time. They will also start to develop a chronological understanding of history.

### What is a community? Historic sites in your community

#### Content standard B1.1.4.2

Recount history about their communities.

#### Indicator B1.1.4.2.1

State the similarities and differences between the communities where learners live.

#### Subject-specific practices and core competencies

As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation.

#### Resources

LB pages 33–35, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

#### Key words

historical sites

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Talk about your community. Discuss:
  - people
  - places
  - festivals
  - music, dances and songs
  - language
  - traditions.
- Discuss the difference between historic sites: some were built by people and some are in nature.
- Name as many sites as you can. Show learners pictures of historic sites, both built by people and natural.
- Discuss how historical sites tell us more about the community and form the history of the community.

#### Phase 3: Reflect suggestions

- Let learners talk in groups about their community. Ask them to say what is special about their community.
- Ask learners to think about the buildings in the community, both built and natural, and how this has affected their lives today.

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Show learners pictures of different communities.
- Sing songs from different communities.
- Hold a class discussion about the buildings in the community. Ask learners to make a list of the buildings they know about in the community such as a chapel or church, a post office, a palace, a shrine, a mosque, a castle, a fort.
- Before the class, find photographs or videos on the internet of different buildings built and natural sites in their community. Show these to learners during the lesson.
- Find photographs or videos of different community festivals, clothes, languages, music, dancing and songs from the internet.
- Collect stories about constructed buildings or natural sites in the community.

### Activity 15

(LB page 33)

In this activity, learners talk about their community, they discuss what language their community speaks, they talk about festivals and they discuss what makes their community special.

#### Pair work

Learners work in pairs to do this activity. Place learners of different abilities in the pair, so that the faster learner can help their partner who is differently abled. Encourage both learners to participate in the discussion about their community.

**Answers**

Learners' own answers depending on their community.

**Formative assessment**

- Walk around the class, observe and listen to learners working in pairs. Help where needed.
- Make a note of learners who lack confidence in working in pairs and find it challenging talking about their community. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss what makes their community special.

**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.
- Swap pairs if some learners are finished quickly. Encourage learners to learn from their previous partner.

**Remedial activity**

- Let learners draw or sketch a picture and explain their picture to their partner.
- Give learners examples on the board of the different languages, dances and festivals.
- Ask learners to role play the dances and songs.

**Extension activity**

- Ask learners to write a sentence or story about their community. Share it with a partner or the class.
- Let learners prepare a short (few sentences) in their home language (language spoken by the community) and say it for the class.
- Ask learners to draw or sketch a picture of a festival and explain the festival to their partner or the class.

**Activity 16**

(LB page 34)

In this activity, learners work in pairs and look at the picture on page 35. They talk about the buildings and places that they see. They point to places made by people and places in nature. They name each building and point to it. Then learners choose a building and look at it in detail. They use the guidelines in the Learner's Book to help them with their discussion on how the buildings affect the history of their community.

**Pair work**

Learners work in pairs to do this activity. Pair learners of different abilities together, so that faster learners can help those who are differently abled. Encourage all learners to participate in the discussion about the buildings and how they affect the history of the community.

**Answers**

Learners' own answers based on the building that they chose to discuss.

**Formative assessment**

- Walk around the class, observe and listen to learners working in pairs. Help where needed.
- Give learners enough time to discuss their answers and then share their answers with the class.
- Make a note of learners who struggle to talk to a group or do not understand the task. Clearly explain the task again and give more practice in later lessons.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Give pairs that are struggling more guidance and perhaps put some words on the board to help them.
- Ask faster pairs to role play their answers so that it gives others an example to use when working on their own.

**Remedial activity**

- Put key words on the board for learners to refer to.
- Let learners draw or sketch pictures to explain their answers.
- Let learners only answer a few questions.

**Extension activity**

- Ask learners to write the answers down in full sentences.
- Let learners choose another building but opposite to the first one (for example, if they chose a site in nature, now they choose a building built by people).
- Let learners report back to the class.
- Let learners make up a rhyme about their building or site without saying its name and let others guess which building/site it is.

**Homework activity**

(LB page 35)

- Learners complete the homework at home.
- They must ask a family member to help them complete the homework.
- Give learners time in class to show you or the rest of the class their completed homework.
- Let learners use the picture on page 35 as a guideline. Help them make a list if necessary.
- Put the pictures on display in the classroom for the duration of the unit.



## Historical sites from oldest to newest

(LB pages 36–37)

### Content standard B1.1.4.2

Recount history about their communities.

### Indicator B1.1.4.2.1

State the similarities and differences between the communities where learners live.

### Subject-specific practices and core competencies

As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation.

### Resources

LB pages 36–37, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Makola Market)

[www.youtube.com](http://www.youtube.com) (keywords: Cape Coast Castle)

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Hold a class discussion about how some things are older than others. Ask learners to tell you about something that is older than another object or person such as my house is old, but it is not as old as my grandfather.
- Sing a song about an old building.
- Say a rhyme or poem about an old building, e.g. Hickory Dickory Dock (it was an old clock).

Find photographs or videos from the internet of the buildings

mentioned in the Learner's Book before the class.

Also find examples of the following from the internet to show these to learners during the lesson:

- songs about buildings from long ago.
- rhymes about buildings from long ago.
- collect additional information on historic sites in your community.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Make a timeline on the board or on a piece of paper. As you discuss the buildings, add them to the timeline.

- Discuss each picture and point out the interesting and unique features of each building. Ask learners to add more information if they can.
- Ask learners to tell you if they have been to any of the buildings mentioned in the Learner's Book and what they liked and did not like about it.

### Phase 3: Reflect suggestions

- Let learners discuss the buildings they have seen in their books.
- Compare them to the buildings in their communities.
- Ask learners to think about how the buildings have affected their lives today.

## Activity 17

(LB page 37)

In this activity, learners work in pairs to complete the activity. They choose four historic sites that they saw in their communities. Learners draw or sketch a picture of each site, name it and then put the sites in chronological order from oldest to newest.

### Pair work

Learners work in pairs to do this activity. Place learners of different abilities in the pair, so that the faster learners can help those who are differently abled. Encourage all learners to participate in learning more about the different buildings in their community and putting them in chronological order.

### Answers

Learners' own answers based on the historic sites in their communities.

### Formative assessment

- Walk around the class, observe and listen to learners working in pairs. Help where needed.
- Give learners enough time to discuss their answers and then share their answers with the class.
- Make a note of learners who do not understand the task. Clearly explain the task again and give more practice in later lessons.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Let faster learners talk first so that others are able to base their answers on what they have heard.
- Divide the tasks so that each learner gets a task suited to their strengths.

**Remedial activity**

- Help learners by creating a timeline for them to add their buildings to.
- Write the names of the sites on the board and let learners copy them down and draw or sketch the pictures.
- Ask learners questions to help them remember what they saw on their walk in the community.

**Extension activity**

- Ask learners to write sentences about each building.
- Let learners tell a story using the buildings and history in the community.
- Let learners look up additional information on the internet about the buildings they have chosen.

**Other communities**

(LB pages 38–40)

**Content standard B1.1.4.2**

Recount history about their communities.

**Indicator B1.1.1.1.2**

Describe how sources of historical evidence help us find out about past human activities.

**Subject-specific practices and core competencies**

As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation.

**Resources**

LB pages 38–40, Resource 1 (worksheet on page 95 similarities and differences between historical sites in the community), pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Sing songs from different communities.
- Recap the different festivals for different communities.
- Show a video of different communities.

Before the class, find photographs or videos of the communities and regions mentioned in the Learner's Book. Also find additional example of the following to show to learners during the lesson:

- different community festivals and songs.
- pictures or videos of the different historical sites in the different regions.

- an interactive map of Ghana.
- pictures of historic sites in own and other communities.

**Phase 2: Explore suggestions**

- Discuss the concepts in the Learner's Book with learners.
- Ask learners to name communities close by and those further away.
- Write the names of the 16 regions on the board.
- Ask learners if they know of someone from each region.
- Look at the map and help learners identify the regions.
- Discuss the similarities and differences of the regions and the communities and why they are different (for example, weather patterns, terrain, and so on).

**Phase 3: Reflect suggestions**

- Let learners talk about the different communities. Ask them to say what is good about each community.
- Ask learners to draw or sketch their favourite region and say why.
- Ask learners to point out what is old (from the past) in the communities and what is new (from today). Ask learners to tell you how they know this.

**Activity 18**

(LB page 38)

In this activity, learners work in pairs to complete the activity. They look at the map of Ghana on page 39 of their Learner's Book and take turns to say the name of their region. Learners point out their own region, name and point out the other regions.

**Pair work**

Learners work in pairs to do this activity. Place learners of different abilities together in pairs, so that faster learners can help those who are differently abled. Encourage all learners to participate in looking at the map and finding the different regions of Ghana.

**Answers**

Learners' own answers.

**Formative assessment**

- Walk around the class, observe and listen to learners working in pairs. Help where needed.
- Give learners enough time to name and find the different regions of Ghana.
- Make a note of learners who do not understand the task or struggle to understand the map.

### 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.
- Let faster learners talk first so that others are able to base their answers on what they have heard.

### Remedial activity

- Help learners point to and name the different regions. Go through it region by region.
- Point to a region, say its name and let learners copy you.

### Extension activity

- Ask learners to write a sentence/poem or story about their own region or any other region.
- Ask learners to make a list of all the festivals and link them to the different regions. Do the same for the different languages, clothes, etc.

## Activity 19

(LB page 40)

In this activity, learners work in groups to complete the activity. Learners use pictures from the internet of historic sites in their own and other communities and compare the similarities and differences. Learners look at and discuss the sketches that they have drawn or sketched about their community. Learners use the table in the worksheet from Resource 1 and complete it by saying what is the same and what is different.

### Group work

Learners work together 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. Encourage all learners to participate in looking on the internet and completing the table in their books.

### Answers

Learners' own answers depending on the historic sites they choose.

### Formative assessment

- Walk around the class, observe and listen to learners working in groups. Help where needed.
- Give learners enough time to discuss their answers and then share their answers with the class.
- Make a note of learners who do not understand the task. Clearly explain the task again and give more practice in later lessons.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Let faster learners talk first so that others can base their answers on what they have heard.
- Divide the tasks up, so that each learner gets a task suited to their strengths.

### Remedial activity

- Let learners draw or sketch pictures or circle on the printed pictures what is the same or what is different.
- Help learners get started by pointing out a few examples for them to model their answers on.

### Extension activity

- Ask learners to write clues for other learners to answer and guess which community they are talking about.
- Ask learners to put all the similarities and differences together in one list. Which is the most – similarities or differences?
- Ask learners to discuss which differences they prefer and why.

## Exercise 6

(LB page 40)

In this exercise, learners work on their own and match the historic site with who built it. Learners also name four types of historic sites by looking at the pictures on page 40. Ensure that learners can read all the words and understand their meanings.

### Individual work

This is an individual activity that learners can either do one on one with the teacher or in their exercise books.

### Answers

- a Cape Coast Castle – The Swedish
  - b Larabanga Mosque – A trader named Ayuba
  - c Wa Naa's Palace – The Wala
  - d Ussher Fort – The Dutch
- Any four of the following; wetland, grove, market, museum, palace, shrine, fort

### Formative assessment

- Walk around the classroom making sure that learners are working on their own.
- Observe and note learners who are finding the task challenging and help them where necessary.

### Differentiated learning

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Let learners answer verbally or in writing.

### Remedial activity

- Work individually with learners who find the task difficult. Let them answer verbally.
- Give learners clues to help them find the correct answer.

### Extension activity

- Ask learners to make up a story to tell the class about one of the historic sites.
- Encourage learners to listen and respond positively to their friend's stories.

## Summary: Community History

(LB pages 41 – 42)

### What is a community?

- A community is a group of people who live in the same place.
- They speak the same language and have the same traditions.
- They celebrate the same festivals. They share the same music, dances and songs.

### Historical sites in your community

- Some places in our communities are found in nature.
- Other places were built by people.
- Some communities were built in the past. They have many old buildings, places and things.
- Other communities were built only a short time ago. Their buildings, places and things are new.

Communities have many different historical sites:

#### The Manhyia Palace Museum

- This museum is in Kumasi in the Ashanti Region.
- The old objects in the museum tell the history of the Asante.

#### Wa Naa's Palace

- This palace is in Wa in the Upper West Region.
- The chief of the Wala lives here.
- It tells the history of the Wala.

#### Cape Coast Castle

- The Swedes built this trading post in 1653.
- They used it as a trading post for gold and wood.

#### The Ussher Fort

- The Dutch built this fort in 1649.
- It was a prison until 1933.

#### The Makola Market

- This market was built in 1924 in Accra.
- It is one of the largest markets in Ghana.

#### Larabanga Mosque

- A trader named Ayuba built the mosque in 1421.
- It is the oldest mosque in Ghana.

### Soft skills: Technological competence and communication skills

If possible, ask learners to make a presentation using PowerPoint or Canva or similar application of a historical site that they find interesting. Encourage them to ask and answer 'Wh' questions.

Show them how to open a new slide and copy and paste a picture and open a new slide. Learners can work alone, in pairs, or in groups.

These presentations may consist of only a few slides with a pictures on each. Groups can present their slide shows to class. If working in pairs or groups, each group member should present at least one or two sentences about the historical place.

## Revision

(LB page 43)

## 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 recount history about their community.

## Answers

- fort (b), post office (c), museum (d)
  - wetland (a), forest (e), grove (f)
- Wa Naa's Palace
  - Ussher Fort
  - Cape Coast Castle
  - Manhiya Palace Museum
  - Makola Market
  - Larabanga Mosque

Learners complete the self-assessment table.

## Assessment

(LB page 44)

## Summative assessment

Use this *Strand 1: Assessment* 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 what history is about and how it is part of everyday life.
- Confirm that learners can recount history about their communities.

## Answers

- Stories and events from the past are called history. (1)
  - The colours and patterns on kente cloth have different meanings. (1)
  - A wedding is a celebration when two people get married. (1)
  - A grove is a historical site found in nature. (1)
- true (1)
  - false. A museum is a historical place. (1)
  - false. Independence Day is on 6 March. (1)
  - true (1)
- e, c, b, d, a (5)
- festivals, marriage ceremonies, birthdays (3)
- c, d, b, a (4)

**Total: 20**

## Strand 2: My country Ghana

### Introduction

Learning about the history of their country is extremely important for learners to understand how the events that happened over time in the past have shaped our circumstances today. It puts our present-day successes and challenges into context, while building an appreciation of our culture, traditions and values. It promotes national pride and enables learners to grasp that the lifestyle and advantages they have today are due to the sacrifices made by our forebearers, as well as the many Ghanaians who have done so much to ensure Ghana's development.

Much of the history of Ghana will be new to learners, although they may have some general knowledge about certain well-known aspects of how Ghana got its name, as well as details about the people who have done great things to help develop our country.

*Strand 2: My country Ghana* incorporates two sub-strands:

*Sub-strand 3: How Ghana got its name*

*Sub-strand 5: Selected individuals.*

In *Sub-strand 3: How Ghana got its name*, learners will find out why, in the past, Ghana was known as the Gold Coast. They will examine the original Portuguese name for Ghana (Costa da Mina), and

why they gave it this name, as well as the name given to the country in English (the Gold Coast). They will look at why the country changed from the name Gold Coast to Ghana, touching briefly again on the slave trade. Learners were introduced to the slave-trade concept in Strand 1. Here in Sub-strand 3, they will look at the link between the slave trade and the name of the Gold Coast, to understand why the name brings back such hurtful and sad memories. They will learn about the people involved in the name change and the reasons for the proposal of the new name. Learners will also look at the process that took place to change Ghana's name, from being ruled by Britain as one of its colonies to becoming an independent country.

In *Sub-strand 5: Selected individuals*, learners explore some great Ghanaians who have contributed to the development of our country. They find out more about these individuals and the work that they have done to make a difference both in Ghana and sometimes internationally as well. They will also watch a documentary on some important Ghanaians and do additional research on the internet to learn more about these people and their achievements.

### Opener activity

#### Let us learn about ... Ghana (LB page 45)

The opener activity provides an opportunity to assess learners' basic knowledge of the old name for Ghana and the reasons why the country changed its name after independence. The questions have been structured to broadly cover the different sub-strands in Strand 2:

- *Sub-strand 3: How Ghana got its name*
- *Sub-strand 5: Selected individuals*

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.

#### Answers

- 1 The Gold Coast
- 2 The Gold Coast name makes us remember the slave trade and all the people who were sold as slaves. It is a sad memory. Therefore, when the country became independent, our leaders decided to give it a new name. (Accept any other appropriate answer.)
- 3 1957
- 4 Learners' own answers.

#### Diagnostic assessment

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



## Sub-strand 3: How Ghana got its name

### Why Ghana was called the Gold Coast

(B1.2.3.1.1)

Learners examine why Ghana was called the Gold Coast in the past. As they explore the origin of the name Ghana, they will develop a sense of pride when learning about our origins as a people and aspects

of our history before the arrival of the Europeans, including our links to ancient civilisations such as the Ghana Empire.

## How Ghana got its name

### Why Ghana was called the Gold Coast ..... (LB pages 46–49)

#### Content standard B1.2.3.1

Demonstrate understanding of why Ghana used to be called the Gold Coast.

#### Indicator B1.2.3.1.1

Explain why, in the past, Ghana was known as the Gold Coast.

#### Subject-specific practices and core competencies

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana.

#### Resources

LB pages 46–49, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

#### Key words

colony, suggested, empire, kingdom, ivory, ancient, trading, link, election, Parliament, Bill, political parties, vote, passed, president

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Empire)

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Parliament proceedings)

- Show learners a video or pictures from the internet of a school trading day.
- Show learners a video or pictures from the internet of trading in the past.
- Show learners a video or pictures from the internet of the first European traders, what they traded and where.
- Show learners pictures and videos of the Ghana Empire on the internet.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Tell them the story of how Ghana got its name. Talk about:
  - why Ghana was called the Gold Coast, *Costa da Mina*
  - who the first European traders were
  - what *Costa da Mina* means
  - trading with North African traders
  - Elmina Castle
  - the different European countries who had fights about trading rights
  - why Dr. Joseph Danquah wanted to change the name from Gold Coast.
- Ask learners to tell you if they have ever had a name change and why?
- Talk about name changes and feelings. Would it make you happy or sad to change your name and why?
- Ask learners if they have ever traded goods, what goods and what did they trade for. You could also set up a trading day where learners could bring simple things they had made from home and trade with classmates. They could discuss how much each item is worth.

#### Phase 3: Reflect suggestions

- Ask learners to discuss names and name changes, and how this makes them feel.
- Ask learners to tell you how they feel about Ghana's name change and why.
- Ask learners to role play a naming ceremony.

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Hold a class discussion about names. Ask learners to tell you how they got their names. Were they named after a person or a place, or is there a special meaning to their name?
- Sing a song about names of people or places.
- Show learners a video or tell them a story about a naming ceremony.



**Activity 20**

(LB page 49)

In this activity, learners work in pairs and talk about the name Ghana. They discuss why Dr. Danquah suggested the name change and what is special about the name Ghana. On their own, learners draw or sketch two pictures in their exercise books, showing why the name Gold Coast makes us sad and why the name Ghana makes us happy. Learners can talk about their pictures with their partner.

**Pair and individual work**

Learners work together in groups to do parts of this activity. Place learners of different abilities together, so that the faster learners can help those who are differently abled. Encourage all learners to participate in the pair and solo tasks.

**Answers**

Learners' own pictures.

**Formative assessment**

- Walk around the classroom, listen and observe learners working in pairs. Assist any learners who seem to be struggling.
- Make a note of learners who are finding the task challenging. What do they find difficult?
  - Reading?
  - Writing?
  - Communicating opinions?
- Give learners enough time to discuss and then draw or sketch their pictures. Look at the pictures to make sure that learners have shown an understanding of the task. If necessary, ask learners to talk about their picture and explain what they have drawn or sketched.

**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.
- Let faster learners read and talk about the answers first to give others a chance to listen and form their own answers.

**Remedial activity**

- Ask learners to answer verbally. Ask simple questions to help guide their answers and their understanding of the question.
- Show learners an example of a happy and sad picture and then let them draw or sketch their own picture.
- Talk about their picture and give them more time to add more details if necessary.

**Extension activity**

- Ask learners to write sentences about their pictures.

- Share their sentences with others in the class.
- Let learners do more internet research on Ghana's name.

**Exercise 7**

(LB page 49)

In this exercise, learners work alone in their exercise books. Read and discuss the questions as a class. Learners must answer in full sentences where possible.

**Individual work**

Learners work on their own.

**Answers**

- 1 the Gold Coast
- 2 Coast of Mines
- 3 The Portuguese were the first Europeans.
- 4 They called it Costa da Mina because there was so much gold.
- 5 The name Gold Coast reminded us of all the people who were sold as slaves.

**Formative assessment**

- Walk around the classroom and ensure that learners are working on their own.
- Assist learners who are finding the task difficult. Make a note of their difficulties and give them more practice in later lessons.

**Differentiated learning**

- Let faster learners work on their own. Let them read and complete the exercise without help.
- Read the words and, if necessary, explain them for those learners who need a bit more help.
- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.

**Remedial activity**

- Call a small group to the mat and help with the reading of the words if necessary.
- Help by showing them where to find the answers in the Learner's Book.
- Let learners answer verbally.

**Extension activity**

- Ask learners to think of other questions to ask about Ghana's name change.
- Either write or ask a friend verbally, and discuss the answers.
- Write a short poem or play about how Ghana's name changed.

## The ancient Ghana Empire and the Akan forest regions ..... (LB pages 50–51)

### Content standard B1.2.3.1

Demonstrate understanding of why Ghana used to be called the Gold Coast.

### Indicator B1.2.3.1.1

Explain why, in the past, Ghana was known as the Gold Coast.

### Subject-specific practices and core competencies

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

### Resources

LB pages 50–51, Resource 2 (map of West Africa) on page 96 of this TG, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Key words

ancient, trading

### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Empire)

- Ask learners if they have ever traded and what they traded.
- Let learners role play or act out a trading station. Discuss how much each item is worth and what they are prepared to trade it for.
- Explain that the ancient Ghanaians traded for gold and this made them very rich.

### Phase 3: Reflect suggestions

- Let learners talk about what they would like to trade and what they would like to buy.
- Ask learners to say if trading makes them happy or sad.
- Let learners draw or sketch a picture of the goods that the ancient Ghanaians traded.

## Activity 2 I

(LB page 51)

In this activity, learners work in pairs on a map from Resource 2 on page 96. They search the internet for old maps that show the Ghana Empire and the Forest regions in West Africa. They use this information to colour in the map provided by the teacher, according to the instructions in the Learner's Book.

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Show learners a video or pictures from Ghana long ago.
- Discuss how Ghana was different and not yet developed like it is today.
- Talk about the forest regions.

Before the class, find photographs or videos of the communities and regions mentioned in the Learner's Book. Also find additional example of the following to show to learners during the lesson:

- different community festivals and songs.
- pictures or videos of the different historical sites in the different regions.
- an interactive map of Ghana.
- pictures of historic sites in own and other communities.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Show learners the map on page 50 and point out the different regions and the Ghana Empire.
- Discuss trading with learners and what it means to trade.



### 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. Encourage all learners to take part in looking for the map and in colouring in their own map.

### Formative assessment

- Walk around the class and observe learners working in pairs. Help where needed.
- Make a note of learners who are finding the task challenging and give support where necessary.
- Make a note of learners who are finding the task easy and give extension work where possible.

**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.
- Let faster learners work ahead and give extension work where possible.
- Assist those who are finding the task hard – give a reader for extra help.

**Remedial activity**

- Put a large map, coloured in correctly, on the board or a big screen so that learners can refer to it.
- Assist learners in finding a map on the internet

**Extension activity**

- Ask learners to find the other regions mentioned and add them to their map.
- Ask learners to write sentences about the other regions and share them with the class.

**Exercise 8**

(LB page 51)

In this exercise, learners work individually to complete the task. They must answer the questions by saying if each statement is true or false. Learners must draw or sketch a picture on a piece of paper of a piece of gold jewellery from long ago. Use the internet to give learners some examples.

**Individual activity**

Learners work on their own to complete this task. They can either write the answers in their exercise books or answer verbally.

**Answers**

- 1 a False. It was located between the Sahara Desert and the Senegal and Niger rivers.  
b True  
c True
- 2 Learners' own pictures or sketches.

**Formative assessment**

- Walk around the class making sure that learners are working on their own.
- Observe and note learners who are finding the task challenging and help them by reading the words and letting them answer verbally.
- Give learners enough time to complete the exercise.

**Differentiated learning**

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for faster learners who finish quickly.

- Give learners a reader; someone to read the words for them and let them answer verbally.
- Give learners clues to help them work out the answer.

**Remedial activity**

- Ask learners to point to the map when answering the questions.
- Let learners choose an item of jewellery from the internet to copy.

**Extension activity**

- Ask learners to look at the Learner's Book page 51 and think of more true or false questions to ask their friends.
- Ask learners to design their own piece of gold jewellery that they would like to wear. Share their design and explanation with a small group or the class.

**The link between the Ghana Empire and the Akan** .....(LB page 52)**Content standard B1.2.3.1**

Demonstrate understanding of why Ghana used to be called the Gold Coast.

**Indicator B1.2.3.1.1**

Explain why, in the past, Ghana was known as the Gold Coast.

**Subject-specific practices and core competencies**

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

**Resources**

LB page 52, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Key words**

link

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Recap the name change of Ghana from the Gold Coast. Ask questions to see how much learners remembered and build your lesson from there.
- Talk about reasons behind name changes and ask learners to tell you if they know why some names change. Ask learners to give you examples if possible.

Before the class, find photographs or videos of the communities and regions mentioned in the Learner's Book. Also find additional examples of the following using the internet to show to learners during the lesson:

- pictures of old artefacts from the Ghana Empire
- a map of the Ghana Empire showing how the Akan travelled to the forest regions.
- names of different ethnic groups in the regions and any other information such as clothes, tools, and so on.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners. Ask them to talk about a name that they remember: was it a person's name or a place's name?
- Revise the map from the last lesson about the regions. Refer to the Ancient Ghana region.
- Explain that the Akan travelled to the forest regions in Ghana.
- Discuss how Dr. Danquah was able to find this out and what proof he had. (Old objects and the Akan language.)

### Phase 3: Reflect suggestions

- Look at pictures of the old objects that Dr. Danquah was able to find. Discuss what they were used for. Refer to previous lessons about old artefacts now in museums.
- Let learners draw or sketch a picture of one of the old objects.

## Activity 22

(LB page 52)

In this activity, learners work alone in their exercise books. They draw or sketch a map of Ghana and colour in the forest region green. They write names of the different ethnic groups in the forest region. They can use the internet as additional resource material, but must have an adult to help.

### Group and individual work

Learners work in groups to talk about why the Akan left the Ghana Empire and migrated to Ghana's forest regions. They also talk about the old objects and Akan languages that Dr. Danquah used to show the link between the Ghana Empire and the Akan. Then learners work alone to do question 2, where they draw or sketch a map of Ghana, colour in the forest regions and write the names of the different Akan ethnic groups in the forest regions.

## Answers

1 Learners' own discussion. Dr. Danquah compared the social and political institutions as well as practices of the people.

2b The names of the Akan ethnic groups were:

- the Bono
- the Denkyira
- the Akwamu
- the Fante
- the Asante.

### Formative assessment

- Walk around the class and observe learners working on their own.
- Make a note of learners who find the task challenging and give support where necessary.
- Make a note of learners who find the task easy and give extension work where possible.

### 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.
- Let faster learners work ahead and give them extension work where possible.
- Assist those that are finding the task hard – give a reader for extra help.
- Let them work in pairs.

### Remedial activity

- Give learners a map that they just need to fill in.
- Write the names of the ethnic groups on the board so that learners can just copy them down.

### Extension activity

- Ask learners to write a sentence about each ethnic group.
- Ask learners to make up a role play showing how the Akan travelled to the forest region and share it with the class.

## Homework activity

(LB page 53)

- Ask learners to complete the homework at home.
- Ask a family member for information about the different ethnic groups living in the forest regions of Ghana today.
- Use the internet if necessary.
- Bring pictures, photographs and information to share with the class.

## When the name Ghana came into formal use

### How the country's name changed to Ghana ..... (LB page 53)

#### Content standard B1.2.3.1

Demonstrate understanding of why Ghana used to be called the Gold Coast.

#### Indicator B1.2.3.1.2

Recall when the name Ghana came into official use.

#### Subject-specific practices and core competencies

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

#### Resources

LB page 53, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Teaching instruction

#### Phase 1: Start suggestions

- Sing a song about names of places.
- Read a story about names of places or how a place changed its name.

Before the class, find photographs or videos using the internet to show to learners during the lesson:

- stories or songs about name changes of people or places.
- a picture of a timeline to which you can add your own words.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Make a timeline on the board or a large piece of paper for learners to see the order in which Ghana's name changed.
- Write and discuss each name in order.
- Discuss each suggested name of Ghana and the reasons why it was rejected.

#### Phase 3: Reflect suggestions

- Let learners talk about the different names of Ghana.
- Let them choose the one they like best and say why.
- Let learners copy down the timeline from the board into their exercise books.

### Activity 23

(LB page 53)

In this activity, learners talk about the suggested names for Ghana and answer the questions underneath. Encourage learners to form their own opinions and to refer to the text for information.

#### Group work

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

#### Answers

- 1 Dr. Nkrumah supported the name New Ghana because it included all the different ethnic groups in Ghana.
- 2 Learners' own answers, for example: The word 'New' was put in front of Ghana to show that it was a new country.

#### Formative assessment

- Walk around the classroom, listen and observe learners working in groups. Assist where needed.
- Make a note of learners who are struggling to participate in discussions and give them more practice opportunities in later lessons.
- Give learners enough time to discuss answers.

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

#### Remedial activity

- Write the suggested names for Ghana on the board or a large piece of paper for easy reference.
- Let learners answer in pairs or to you if they lack confidence in talking in a group.

#### Extension activity

- Ask learners to write sentences about each suggested name, saying why they liked it or did not like it.
- Ask learners to think of their own name for Ghana and give reasons why.



## The role played by Parliament and others ..... (LB pages 54–57)

### Content standard B1.2.3.1

Demonstrate understanding of why Ghana used to be called the Gold Coast.

### Indicator B1.2.3.1.2

Recall when the name Ghana came into official use.

### Subject-specific practices and core competencies

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

### Resources

LB pages 54–57, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Independence Day 1957)

[www.youtube.com](http://www.youtube.com) (keywords: Ghana Parliament proceedings)

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Ask learners to tell you if any of their grandparents or great-grandparents were alive when Ghana became independent.
- Ask learners to share their stories from their grandparents and great-grandparents.
- Show learners a video or song from Ghana's celebration of independence.
- Show a video from the internet of the Ghanaian Parliament having a meeting.
- Show pictures or a video from the internet about the first Independence Day celebrations such as raising the Ghana flag for the first time.
- Show historical pictures of the Ghana flag from the internet.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Discuss a new rule in class. Let learners present an argument for and against the new rule. Let learners vote. Explain that this is how Parliament works and how Ghana was able to become independent from the British.
- Discuss how an election works. You can role play this in class and choose a class monitor or captain for a day.

- Talk about what the Bill would change such as Ghana's name and giving Ghana independence.
- Write the date of independence on the board.
- Write the name of the first president on the board.
- Make a list of all the new things that happen when a country becomes independent. Write it on the board.

### Phase 3: Reflect suggestions

- Let learners discuss what happens in Parliament. Talk about the video and what they saw.
- Ask learners to think about how these events happening in the past have affected their lives today.

## Activity 24

(LB page 57)

In this activity, learners act out a scene in Parliament in the changing of the name of Ghana from Gold Coast to Ghana. The teacher chooses the main actors of Dr. Danquah and Dr. Nkrumah. The rest of the class is divided into two groups, one will be the Gold Coast government and the other the different political parties who want to and don't want to change the name to Ghana. Learners ask, answer and challenge each other trying to persuade the other group to keep the name Gold Coast or change the name to Ghana.

### Group work

Learners work together as a class to do this activity. Choose faster learners to be the two main roles. Encourage all learners to participate in the discussion and in answering the questions. Keep control of the discussion and allow both sides to have time to talk. Encourage learners to always be polite and courteous when speaking.

### Answers

Learners' own questions, answers and discussions.

### Formative assessment

- Keep control of the classroom: Make sure all learners can see, hear and participate in the discussions.
- Make a note of learners who are struggling to participate in discussions and give them more practice opportunities in later lessons.
- Give learners enough time to discuss.

### 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.



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

#### Remedial activity

- Let learners talk to a friend if they lack confidence in talking in a group. Let the friend respond on their behalf.
- Give learners another job to do, such as counting the vote.

#### Extension activity

- Ask learners to write their questions down.
- Ask learners to think of more challenging questions.
- Ask learners to write a summary of what happened in their Parliamentary discussion in class.

### What happens when a country becomes independent? ..... (LB page 58)

#### Content standard B1.2.3.1

Demonstrate understanding of why Ghana used to be called the Gold Coast.

#### Indicator B1.2.3.1.2

Recall when the name Ghana came into official use.

#### Subject-specific practices and core competencies

Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

#### Resources

LB page 58, poster board, colours, pictures

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Introduce the visitor to the class. Say what their name is and where they come from.
- Explain that they are here to tell a story of what happens when a country becomes independent.

Before the class, find photographs or videos of the following on the internet. Show these to learners during the lessons.

- A video of the Ghana national anthem.
- A picture of the first president of Ghana, a picture of the president of Ghana today.

- Pictures from the first Independence Day celebrations, such as raising the Ghana flag for the first time.
- Pictures of the Ghana flag.

#### Phase 2: Explore suggestions

- Let learners listen to the visitor.
- Remind them of good listening behaviour.

#### Phase 3: Reflect suggestions

Let learners discuss what the visitor told them.

### Activity 25

(LB page 58)

In this activity, learners listen to a visitor telling a story of what happens when a country becomes independent. Learners write notes and draw or sketch pictures while they listen. They talk about their notes later. Learners make a poster to tell the story of how a country becomes independent. Encourage learners to use a timeline and to put the information in chronological order.

#### Group work

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

#### Answers

Learners' own posters.

#### Formative assessment

- Walk around the classroom. Listen and observe learners as they talk in their groups. Assist any learners who seem to be struggling.
- Make a note of learners who are struggling to participate in discussions and give them more practice opportunities in later lessons.
- Give learners enough time to discuss their answers and to make their posters.

#### 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.
- Ask faster learners to answer some of the questions first and then let learners who are struggling answer questions. This method will provide those learners with an example answer to use as a guideline when answering their own questions.
- Give faster learners more challenging tasks to do on the poster and easier tasks to learners who struggle.

### Remedial activity

- Let learners talk to a friend if they struggle talking to a group.
- Let learners draw or sketch pictures for the poster instead of writing.

### Extension activity

- Ask learners to write sentences for the poster.
- Ask learners to show the poster to the class and talk about it.

## Exercise 9

(LB page 58)

In this exercise, learners work on their own and complete the answers in their exercise books. Read the questions to learners and make sure that all words are understood.

### Individual work

Learners work on their own.

### Answers

- 1 The Akan live in the forest regions of Ghana today.
- 2 Akanland, Akan-Ga, New Ghana
- 3 Dr. Joseph Danquah suggested the name New Ghana.
- 4 Dr. Kwame Nkrumah approved of the name New Ghana.
- 5 Ghana became independent on 6 March 1957.

### Formative assessment

- Walk around the class and make sure that learners are working on their own. Assist learners where necessary.
- Give learners enough time to complete the answers in their exercise books.
- Make a note of learners who are finding the task difficult and why. Give them more practice opportunities in later lessons.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Let someone read the questions to learners who are struggling to read the words.

### Remedial activity

- Guide learners to answering the questions by giving clues or the start of the answer.
- Let learners draw or sketch a picture and explain their picture to a friend.
- Write the answers on the board, in random order and let them match the answer to the question.

### Extension activity

- Ask learners to help others who are struggling.
- Ask learners to think of additional questions and share them with a friend.

### Soft skills: Critical thinking, communication skills, ethics and civil engagement

Give learners the following activities and questions on their own, in pairs or in groups.

- 1 **Individual:** If you could rename Ghana, what would you call it?  
Give reasons for your answer.
- 2 **Pairs:** Do you think it is right (ethical) to take over another country, take their resources and rule their people? Discuss and share your feedback with the class.
- 3 **Groups:** They had found life on Mars! You are chosen to be part of a team to colonise the planet. How will you interact with the local Martian people? Plan your activities to show how you would plan this mission. Reflect on what you have learnt in this section to use in your discussion. Present your plans and ideas to the class.

## Summary: How Ghana got its name

(LB pages 59–60)

### Why Ghana was first called the Gold Coast

- The Portuguese built Elmina Castle to use as a trading post to trade with the Akan for their gold.
- They called the land *Costa da Mina* (Coast of Mines) in the Portuguese language because there were so many gold mines.
- Later, the name became Gold Coast in the English language because there was so much gold in the land.

### Why the name Gold Coast was changed to Ghana

- In 1957, the Gold Coast was the first British colony in Africa to become independent.
- Dr. Danquah chose the name “Ghana” for its history. This was the name given to the kings of the Ghana Empire. The kings ruled over this large kingdom in West Africa in the past.

- The name “Gold Coast” makes us remember all the people who were sold to the Europeans as slaves. Our leaders therefore decided to give the country another name when the Gold Coast became independent.

### How the country’s name changed to Ghana

Dr. Joseph Danquah suggested different names for the Gold Coast:

- The first name he suggested was Akanland. Dr. Joseph Danquah was able to link the people in the Ghana Empire with the Akan in Ghana today.
- The next name Dr. Danquah suggested was Akan-Ga.
- Finally, he suggested the name New Ghana at a meeting where all the political parties in Parliament were present. Dr. Kwame Nkrumah, who was the first prime minister of the country, supported this name.
- The name “New Ghana” then became “Ghana”.

## Revision

(LB page 61)

### 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 understanding of why Ghana used to be called the Gold Coast.

### Answers

- a Soninke
  - b Portuguese
  - c British
- a False. Dr. J.B. Danquah suggested that the Gold Coast change its name.
  - b False. It was in West Africa.
  - c True
- 3 The name Gold Coast reminded everyone of the people that were sold as slaves.
- 4 Dr. Kwame Nkrumah
- 5 Britain
- 6 A new president, a new anthem, a new flag and a new coat of arms. (Accept any three correct answers.)

Learners complete the self-assessment table.

## Sub-strand 5: Selected individuals

### Ghanaians who have contributed to Ghana's development ----- (B1.2.5.1.1)

Learners find out about Ghanaians in different fields who have made a difference in our country. Some individuals were involved in creating the new identity

for an independent Ghana, with a new national flag, Coat of Arms and anthem. Others have inspired us through their achievements in sport and art.

## Selected individuals

### People who have helped to develop Ghana ..... (LB pages 62–68)

#### Content standard B1.2.5.1

Show understanding of significant roles played by Ghanaians from different walks of life.

#### Indicator B1.2.5.1.1

Identify Ghanaians of diverse fields who have contributed significantly to national development, including: Theodosia Okoh – National Flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music. Kofi Antubam – Art and craft. Kwaw Ansah – Film, etc.

#### Subject-specific practices and core competencies

Through the use of evidence (flag, Coat of Arms, etc.) to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate.

#### Resources

LB pages 62–68, Resource 3 (National Flag) on page 97, Resource 4 on page 98 (Famous people and what they did for Ghana playing cards), pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem, information on people who have helped to develop Ghana and who have achieved great things

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana National Anthem music)

[www.youtube.com](http://www.youtube.com) (keywords: Ghana National Anthem lyrics)

- Hold a class discussion and ask learners to describe what they know about great Ghanaians. Make a list on the board or on a large piece of paper.
- Play songs from Ephraim Amu.
- Show paintings of Kofi Antubam.

On the internet, find photographs or videos of the important people mentioned in the Learner's Book before the class. Show these to learners during the lessons. Here are some suggestions:

- songs from Dr. Ephraim Amu
- paintings from Kofi Antubam
- recording of the national anthem
- recording of the national pledge
- pictures of Adinkra symbols.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Show learners pictures of the famous Ghanaians and what they did for Ghana.
- Discuss the importance of each person and what they did for Ghana.
- Let learners role play each famous Ghanaian.
- Read the words of the national pledge.
- Sing the national anthem.
- Ask learners to think and say of times and places where they have heard the national anthem, seen the flag or said the national pledge.

#### Phase 3: Reflect suggestions

- Let learners talk in groups about famous Ghanaians. They can say who they like and why.
- Make sure learners understand that this happened in the past and that it forms part of Ghana's history.
- Ask learners to think about how these people have affected life in Ghana today.

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Read a story about great Ghanaians.
- Play the national anthem or show a video of Ghanaians singing the national anthem.

## Activity 26

(LB page 62)

In this activity, learners work in groups and discuss Ghanaians who have done great things. Learners share any details they know about the people listed on page 62 with their group. Then they try and

match any people they know with what these people have done to develop Ghana, choosing from the list given in the activity. Then they talk about any other famous Ghanaians they know who have done great things to help develop Ghana. Once they have completed the activity, they share these people's names and what they did in a class discussion.

### Group work

Learners work in groups to complete this activity. Place learners of different abilities together so that faster learners can help those who are differently abled.

### Answers

Learners' own answers.

### Formative assessment

- Walk around the class and learners working. Help where needed.
- Make a note of learners who lack confidence in either working in pairs or who find the task too difficult. Help where needed and give learners extra practice in future lessons.
- Give learners enough time to complete the activity.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Let faster learners answer first so that others can model their answers on an example.

### Remedial activities

- Give learners clues to help them choose two Ghanaians.
- Let learners draw or sketch pictures of the Ghanaians to show what they have done for Ghana.
- Encourage them to explain their pictures to a friend.
- Work individually with learners and help them match the Ghanaians to what they did for Ghana.

### Extension activities

- Ask learners to choose one Ghanaian from the page and write a poem or story about what they did.
- Ask them to read their story to the class.
- Encourage learners to listen carefully to their friends and to respond positively to the story or poem.
- Let learners act out something that a Ghanaian did and let others guess who they are pretending to be.

## Activity 27

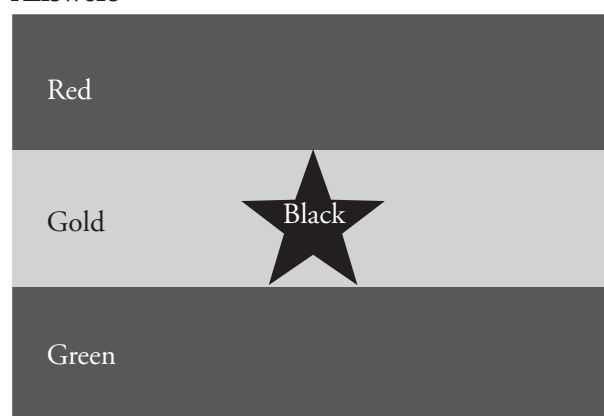
(LB page 63)

In this activity, learners work on their own and will use Resource 3, a copy of the national flag, which will be given to them. They need to colour in the flag correctly and label each colour on the flag. Then as a class, learners will sing the national anthem and say the national pledge.

### Individual and group work

Initially learners will complete this activity alone. Then learners will work as a class to sing the national anthem and say the national pledge. Encourage all learners to participate in singing the national anthem and saying the national pledge.

### Answers



### Formative assessment

- Walk around the class and observe learners working. Help where needed.
- Make a note of learners who lack confidence in either working on their own or are finding identifying the colours challenging. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to colour and label the flag.

### 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.
- Let faster learners work ahead and support with extension activities where necessary.

### Remedial activity

- Show learners a picture of the national flag so that they can copy the colours.
- Write the names of the colours on the board and let learners copy them onto the flag.
- Ask learners to explain the colours of the flag to you verbally.
- Let learners who do not like singing or speaking in large groups sing the national anthem with a friend and say the national pledge to a friend.



**Extension activity**

- Ask learners to write sentences about the national flag. Ask them to say who designed it and when it was first used.
- Ask learners to think of and design a classroom or school flag. Explain their flag and what it means to a friend.

**Activity 28**

(LB page 68)

In this activity, learners play a game in groups. Use Resource 4 (Famous people and what they did for Ghana playing cards) for this activity. Give learners the playing cards, go through the cards with learners and help them identify the people and what they did for Ghana. Play a round of the game as an example and then let learners carry on by themselves. If they finish quickly, let them swap some members with other groups and play again.

**Pair work**

Learners work together in pairs to do this activity. First place learners of different abilities together, so that the faster learners can help those who are differently abled. If a faster learner keeps winning, swap partners to partners with similar abilities to challenge the faster learner and to give the other learners more chance of winning a game.

**Answers**

Learners match the person with what they did for Ghana.

**Formative assessment**

- Walk around the class. Observe and listen to learners working in pairs. Help where needed.
- Make a note of learners who lack confidence in either working in pairs or are struggling to play the game. Note why they are finding it difficult and give them more practice at a later stage.
- Give learners time to play the game and swap partners if necessary.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.
- Set a time limit for faster learners to give them more of a challenge.
- Let learners who find it hard play in small groups of two – so, a pair against a pair.

**Remedial activity**

- Let learners work quietly on their own with the matching cards, and match each one first before playing the game again.
- Have someone help learners by sitting next to them and guiding and reminding them what the people did and who they are.

- Put a set of cards on the board that have already been matched for learners to refer to.
- Play the game 'Snap'. Learners use two sets of cards and say 'snap' when the cards match, that is, the same person or the same picture of what they did for Ghana, such as the flag.

**Extension activity**

- Play as a small group of four, with two sets of cards.
- Set a time limit, from the time that the first card is turned over to when the second card is turned over.
- Play 'Pictionary'. Learners turn all the cards face down in a pile. One learner takes the first card, does not show it to anyone and then either acts out, draws or sketches what it says on the card. The first person to guess correctly wins the card. The next person has a turn to take a card and so the game goes on until all the cards in the middle are gone. The learner with the most cards is the winner.

**Other famous Ghanaians ....** (LB page 69)**Content standard B1.2.5.1**

Show understanding of significant roles played by Ghanaians from different walks of life.

**Indicator B1.2.5.1.1**

Identify Ghanaians of diverse fields who have contributed significantly to national development, including: Theodosia Okoh – National Flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music. Kofi Antubam – Art and craft. Kwaw Ansah – Film, etc.

**Subject-specific practices and core competencies**

Through the use of evidence (Flag, Coat of Arms, etc.) to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate.

**Resources**

LB page 69, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Ghana actor Hollywood)

[www.youtube.com](http://www.youtube.com) (keywords: Ghana engineer NASA)

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Recap on some of the great Ghanaians previously discussed with learners.
- Ask learners to say the names of some great Ghanaians and what they are remembered for.
- Make a list on the board.

Before class, find films of other great Ghanaians on the internet. Show these to learners during the lessons.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Show learners pictures of other famous Ghanaians and discuss what they have done for Ghana and for the world.
- Play learners the video of great Ghanaians.
- Discuss the following:
  - The name of each person
  - The great thing that they did.
- Have a class discussion about the people in the film.
- Write any interesting facts on the board for learners to see.
- Let learners draw or sketch a picture of their favourite great Ghanaian and discuss it with a friend.

### Phase 3: Reflect suggestions

- Let learners talk in groups about famous Ghanaians. They can say who they like and why.
- Ask learners to think about how these people have affected life in Ghana today.
- Ask learners to pretend and role model one of the great Ghanaians doing what they are famous for and let the group or class guess the Ghanaian's name.

### Homework

Learners complete the homework at home. They make a poster about a great Ghanaian who they saw in the film at school. Learners can also ask family to help them identify other great Ghanaians. Learners use the internet to help them find out the following details:

- If the person is still alive
- The job they did
- How their job let them do great things
- How they helped people.

Their poster must include the following details:

- Short sentences about the person.
- Sentences must be in order from oldest to newest information.
- Learners must draw or sketch a picture and use bright colours.

## What would you like to do in the future? ..... (LB page 70)

### Content standard B1.2.5.1

Show understanding of significant roles played by Ghanaians from different walks of life.

### Indicator B1.2.5.1.1

Identify Ghanaians of diverse fields who have contributed significantly to national development, including: Theodosia Okoh – National Flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music. Kofi Antubam – Art and craft. Kwaw Ansah

### Subject-specific practices and core competencies

Through the use of evidence (flag, Coat of Arms, etc.), to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate.

### Resources

LB page 64, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Tell learners stories about great Ghanaians. Discuss the impact their jobs or contribution had to Ghana and the world.
- Sing songs about different occupations.
- Let learners act out different occupations and the class guess what job they are doing.

Before the class, find photographs or videos of different occupations and jobs on the internet. Show these to learners during the lessons.

Here are a few suggestions:

- teacher
- doctor
- vet
- artist
- dentist
- engineer

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Show learners pictures of different jobs and occupations. Discuss each one with the class.
- Make a list on the board of all their suggestions.

- Let learners draw or sketch a picture of their favourite occupation. Discuss with a friend and say why it is their favourite.

### Phase 3: Reflect suggestions

- Let learners talk in groups about occupations and jobs.
- Ask learners to think about how these occupations and jobs have affected life in Ghana today and how they can influence the future.

## Activity 29

(LB page 70)

In this activity, learners work in pairs. They choose a job that they would like to do when they have finished school. Learners act out their job for their partner and practise to make it better. Then learners work in a group and act out their job for the group to guess what they would like to do.

### Pair work

Learners work together, first in pairs and later in groups, to do this activity. Place learners of different abilities together, so that faster learners can help those who are differently abled or struggle with the activity. Encourage all learners to participate in the discussion and acting out of different jobs in society.

### Answers

Learners themselves acting out jobs and occupations.

### Formative assessment

- Walk around the classroom. Listen, observe learners as they talk in their pairs and later groups. Assist any learners who seem to be struggling.
- Make a note of learners who are struggling to participate in discussions and give them more practice opportunities in later lessons.
- Give learners enough time to discuss their answers and to practise their acting.

### 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.
- Ask faster learners to act out their job first so that others can use it as an example for their own job or occupation.

### Remedial activities

- Let learners talk to a friend if they struggle talking to a group.
- Let learners draw or sketch pictures instead of acting.
- Discuss their pictures with a friend or the class.

### Extension activities

- Ask learners to write sentences about their job.
- Ask learners to make up a rhyme about their job but not to say what it is and let other learners listen to the rhyme and guess the job.

### STEM, STEAM and GATE extension activities

- Encourage learners to use different computer applications such as 'Paint' to design their own flags. If possible, print and display them in the classroom.
- Encourage learners to explore career opportunities in science, mathematics, technology and the arts. Help them to research on the internet and speak to people who have these jobs in these fields in their communities. (You could also invite parents with jobs in these fields to address learners.)

### Soft skills development: technological competence, communication and leadership skills

- Ask learners to discuss how different it was to design a flag in the 1950s or 1950s than it would be today, using the available technology we have. (They should think about smart phones, communication methods such as email, computers, drawing tablets, computer applications and software, colour printers and scanners, the internet, and so on.)
- Where possible, ask students to make a video of them interviewing a community leader whom they admire. They will need to plan questions in advance. They can explore very simple video editing techniques (there are many free simple video editor applications available to smart phones).
- Show the videos to the class. Let learners discuss them, especially the leadership qualities that these people show.

## Summary: Selected individuals

(LB pages 71–72)

People who do things to develop our country are very important. These people in the pictures have helped to build Ghana's history.

### Theodosia Okoh

- She was chosen to design Ghana's national flag. The flag was used from 6 March 1957 when Ghana became independent.

### Amon Kotei

- He is a well-known artist who designed the national Coat of Arms.
- The Coat of Arms was used from 4 March 1957, just before the Independence Day.

### Philip Gbeho

- He wrote the words of Ghana's first national anthem that is always played on Independence Day.
- He also composed the music.

### Michael Gbordzoe

- Dr. Michael Kwame Gbordzoe wrote the new words for the anthem.
- He also wrote the words of the national pledge.

### Baba Yara

- Baba Yara (Osman Seidu) was a good football player who played for the national football team who won the African Cup of Nations in 1963.
- He hurt his spine when he was 26 years old and had to stop playing football. The Baba Yara Stadium in Kumasi was named to honour him.

### Ephraim Amu

- Dr. Ephraim Amu wrote more than 200 songs in Ewe, Twi, Ga and English. *Yen ara asase ni*, which was composed by him, is usually played at national ceremonies.

### Kofi Antubam

- He was a Ghanaian artist that started using Adincra symbols in his work.
- He designed the seat OF the president of Ghana.
- He wrote the book *Ghana's Heritage of Culture*.

### Kwaw Ansah

- Kwaw Ansah wrote and made films that showed the history, beliefs and traditions of our people.

## Revision

(LB page 73)

## 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 show an understanding of the significant roles played by Ghanaians from different walks of life.

## Answers

- Wrote songs that showed his love for Ghana
  - Played for Ghana's national football team
  - Designed Ghana's national flag
  - Made African films for Africa
  - Designed Ghana's Coat of Arms
- true
  - false. Dr. Michael Kwame Gbordzoe wrote the new words for the national anthem.
  - true
  - false. He wrote songs in Ewe, Twi, Ga and in English.
  - true

Learners complete the self-assessment table.

## Assessment

(LB page 74)

## Summative assessment

Use this *Strand 2: Assessment* 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.

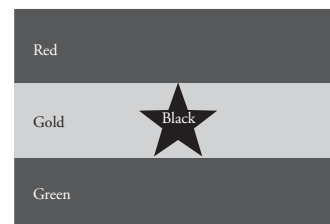
- Make sure that learners can demonstrate an understanding of why Ghana used to be called the 'Gold Coast'.
- Confirm that learners can show an understanding of significant roles played by Ghanaians from different walks of life.

## Answers

- The English called this land the Gold Coast. (1)
  - The Portuguese built Elmina Castle. (1)
  - Dr. Danquah suggested the name change to Ghana. (1)
  - Dr. Nkrumah approved of the name change. (1)

- true (1)
  - false. It means 'Coast of Mines'. (1)
  - true (1)
  - false. Theodosia Okoh designed the new flag. (1)
  - true (1)
- Britain and Ghana (2)
- 1957 (1)

5



- National flag (1)
  - National anthem words (1)
  - Coat of Arms (1)
  - National anthem music (1)

**Total: 20**

## Strand 3: Europeans in Ghana

### Introduction

Learning about the arrival of the Europeans and their settlements will give learners a better understanding of effect that these events had on the different ethnic groups living in the area at the time. It will also help them to consider the impact that these events had on the later development of the country.

Some of the European countries may be new to learners, although they may have some knowledge about a few of the main countries such as Portugal, The Netherlands and Britain. Many learners may also have read about or visited some of the castles and forts built by the Europeans.

*Strand 3: Europeans in Ghana* has one sub-strand:  
*Sub-strand 1: Arrival of Europeans*

In *Sub-strand 1: Arrival of Europeans*, learners will find out which European countries came

to Ghana (Portugal, The Netherlands, Britain, Sweden, Denmark and Norway in a joint venture, Germany and France). They will also learn about the chronological order in which the different countries came to Ghana and the approximate year in which each country arrived.

Learners will then look at the first settlement that each country built at the Gold Coast and where each of these settlements was located. The regions in which each settlement was located are also given, which will help learners to find and remember the different regions in Ghana.

Finally, learners explore how to locate the European countries on a world map. First, they focus on looking at the countries within the contexts of the continents of Europe and Africa, in order to locate the different countries more easily. Then they progress to finding the countries on a world map.

### Opener activity

#### Let us learn about ... The arrival of Europeans in Ghana (LB page 75)

The opener activity provides an opportunity to assess learners' basic knowledge about why the European countries came to Ghana hundreds of years ago. The questions have been structured to broadly cover the sub-strand in Strand 3:

- *Sub-strand 1: Arrival of Europeans in 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 seem to be struggling. Give learners time to talk about the questions and then hold a class discussion for them to share their answers.

#### Answers

- 1 The Europeans countries came to Ghana to trade with Africans for their gold.
- 2 They called Ghana Costa da Mina or the Gold Coast.
- 3 Portugal was the first country to arrive in Ghana.
- 4 Learners' own answers, for example: Elmina Castle, Cape Coast Castle, or any of the other forts.

#### 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: Arrival of Europeans in Ghana

### The Europeans who came to Ghana

(B1.3.1.1)

Learners find out about the different European countries that came to Ghana long ago, starting with Portugal in 1471. The other countries then followed at different times over the next 200 years. Learners

will also look at the order in which the countries arrived and where they built their first settlements. For context, they will learn where the different countries are located on a world map.

### Which Europeans came to Ghana

#### Arrival of Europeans in Ghana

(LB pages 76–77)

##### Content standard B1.3.1.1

Show understanding of Europeans who came to Ghana

##### Subject-specific practices and core competencies

As learners use evidence to explore the chronology of events, they enhance their global citizenship and digital literacy.

##### Resources

LB pages 76–80, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

##### Key words

mined, valuable, settled

##### Helpful links:

Early European contact: <http://countrystudies.us/ghana/6.htm>

#### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

##### Phase 1: Start suggestions

- Recap the concept of trading.
- Tell a story about traders coming to Ghana to trade.
- Sing a song about trading or travelling.

Before the class, find photographs or videos on the internet of mining and trading posts mentioned in the Learner's Book. Show these to learners during the lessons. Also find examples of the following on the internet:

- photographs of gold and other goods that were traded.
- pictures of traders from long ago.

##### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Talk about gold and that Europeans wanted to trade with the Akan to get gold.
- Discuss how gold is mined.
- Name the countries that wanted to come to Ghana. Write their names on the board.
- Show learners pictures of gold mining and the different trading posts.

##### Phase 3: Reflect suggestions

- Let learners talk in groups about traders and the Europeans coming to Ghana to trade.
- Let learners act out a trading scene from long ago.
- Let learners draw or sketch a picture of the traders from long ago.

#### Activity 30

(LB page 77)

In this activity, learners look on the map on page 77 of the Learner's Book. They work in pairs to answer the questions and to find the different countries on the map.

##### Pair work

Learners work together in pairs to do this activity. Place learners of different abilities together, so that the faster learners can help those who are differently abled. Encourage all learners to participate in looking for the European countries on the map.

##### Answers

- 1 Learners point to and say the name of Ghana.
- 2 Learners point to and say the names of each European country.
- 3 They sailed ships to Africa.

##### Formative assessment

- Walk around the class. Observe and listen to learners working in pairs. Help where needed.

- Make a note of learners who lack confidence in working in pairs. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss and find the countries on the map.

### 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.
- Let faster learners have a turn to speak and find the countries first so that others can base their answers on an example.

### Remedial activity

- Use a large map on the board or a screen.
  - Work through the activity step by step, helping learners point out the different European countries one at a time.
  - Let learners trace the path (with their finger) that the ship would have taken from one European country to Ghana.

### Extension activity

- Ask learners to see if they can identify the countries without looking at the name.
- Ask learners to make up a poem or rhyme to remember the names of all the European countries that travelled to Ghana.

## The order in which the Europeans came to the Gold Coast ..... (LB page 78)

### Content standard B1.3.1.1

Show understanding of Europeans who came to Ghana.

### Indicator B1.3.1.1.1

Explore which Europeans came to Ghana.

### Subject-specific practices and core competencies

As learners use evidence to explore the chronology of events, they enhance their global citizenship and digital literacy.

### Resources

LB page 78, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

### Phase 1: Start suggestions

- Give learners numbers or letters in random order. Ask them to put these in numerical or alphabetical order. Repeat a couple of times.

- Ask learners what else they can put in order. Do they line up in order?
- Sing a song about things in order such as the days of the week song or months of the year.

Before the class, find photographs or videos of the early traders mentioned in the Learner's Book on the internet. Show these to learners during the lessons.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners.
- Revise putting things in order with learners. Talk about the order in which the European countries came to Ghana. Refer to the flow diagram on page 78.
- Let learners point to, say the name of the country and the number of their order.

### Phase 3: Reflect suggestions

- Let learners discuss in groups the order that the European countries came to Ghana.
- Play a game: Say the countries in order, but leave one out. Ask learners to say which country you have left out. Repeat a couple of times.
- Let learners play the game in small groups or pairs.

## Activity 3 I

(LB page 78)

In this activity, learners work in pairs to put the European countries in order from first to last. If necessary, let learners refer to the diagram on page 78. Learners draw or sketch their own picture to show the order of the Europeans in the Gold Coast from first to last.

### Pair work

Learners work together in pairs to do this activity. Place learners of different abilities together, so that the faster learners can help those who are differently abled. Encourage all learners to participate in ordering the European countries.

### Answers

- 1 Portugal, Britain, The Netherlands, Denmark-Norway, Sweden, Germany/Brandenburg, France.

### Formative assessment

- Walk around the class. Observe and listen to learners working in pairs. Help where needed.
- Make a note of learners who lack confidence and struggle to order the European countries. Use the remedial ideas to help.
- Give learners time to discuss or draw or sketch their pictures.

**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.
- Let faster learners help others.
- Let those who struggle refer to the Learner's Book for help.

**Remedial activity**

- Put the names and numbers of the countries on the board for learners to refer to.
- Let learners answer verbally if writing is too challenging.
- Ask learners questions to help them start and give clues during the activity to help them put the countries in the correct order.

**Extension activity**

- Ask learners to jumble up the order and see who can put it back in order the fastest. Add a timer to the game to make it more challenging.
- Let learners challenge each other to say the order of the European countries that came to Ghana.

## The first European settlements on the Gold Coast ..... (LB pages 79–83)

**Content standard B1.3.1.1**

Show understanding of Europeans who came to Ghana

**Indicator B1.3.1.1.1**

Explore which Europeans came to Ghana

**Subject-specific practices and core competencies**

As learners use evidence to explore the chronology of events, they enhance their global citizenship and digital literacy.

**Resources**

LB pages 79–83, Resource 5 (Regional map of Ghana) on page 100 pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Key words**

settlements

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Elmina Castle)

**Teaching instructions**

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Recap on the previous lesson; talk about the Europeans that came to Ghana to trade.

- Talk about what they would have needed in Ghana such as a place to stay, a place to trade.
- Talk about how they could have solved this.

Before the class, find photographs or videos on the internet of trading posts and settlements mentioned in the Learner's Book. Show these to learners during the lessons. Also find examples of the following on the internet:

- pictures of traders trading at the various trading posts
- pictures of goods traded
- pictures of people from the various settlements.

**Phase 2: Explore suggestions**

- Discuss the concepts in the Learner's Book with learners.
- Use pictures from books or the internet to show learners the different trading posts and homes of the European traders.
- Talk about the similarities and differences of each trading post.
- Put the pictures of the trading posts in order of the European country's arrival in Ghana.
- Make a timeline on the board or on a large piece of paper and let learners draw or sketch pictures or write when each settlement was formed.

**Phase 3: Reflect suggestions**

- Let learners talk in groups about traders and the Europeans coming to Ghana to trade.
- Ask learners to point to each picture in the Learner's Book and share some information from the lesson that they can remember. Learners can do this in pairs or in small groups.

**Homework**

- Let learners complete the homework task on page 79.
- We have covered the indicator in the homework activity. However, to accommodate any learners who may not be able to access the internet or who may have difficulty in accessing the internet, we have also provided the relevant information in the Learner's Book.
- Learners use family members, the internet or a museum to help them find the answers to the questions.
- Please supervise learners when using the internet.
- Learners make a poster at home that they bring back to school to share with their class.
- Each poster should have the following information:
  - The name of the settlement
  - The year that the settlement was built
  - The place or region in Ghana today where the settlement is or was
  - A picture, drawing or sketch to show what the settlement looks like.

**Activity 32**

(LB page 82)

In this activity, learners work first in pairs and then in groups to complete the activity. Learners use the regional map of Ghana from Resource 5 on page 100. They give each European settlement a different colour. Then they draw or sketch and colour in a square for each settlement in the correct region. Finally, they create a key on the map to show the settlement name and colour. Then in groups, learners discuss their maps, refer to the research that they did for homework and share their information with their group.

**Pair work and group work**

Learners first work together in pairs and then in groups to do this activity. Place learners of different abilities together, so that the faster learners can help those who are differently abled. Encourage all learners to participate in the mapwork part of the activity and sharing their homework information on the various settlements.

**Answers****Central Region**

Elmina Castle – 1482

Fort Nassau – 1612

Fort Cormantin – 1638

Fort Carlousburg (Cape Coast Castle) – 1653

**Greater Accra Region**

Fort Christiansborg (Osu Castle) – 1661

**Western Region**

Fort Friedrichsburg – 1683

Fort Assini – 1701

**Formative assessment**

- Walk around the class. Observe and listen to learners working in pairs and later in groups. Help where needed.
- Make a note of learners who lack confidence in working in pairs. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss and complete activities on the map.

**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.
- Let faster learners have a turn to speak and find the countries first so that others can base their answers on an example.

**Remedial activity**

- Put a large map on the screen or board and let learners refer to the screen or board if they are stuck.
- Let learners answer verbally and then guide them to write it down on their maps.

- Help learners to follow a step-by-step process to colour the different regions.

**Extension activity**

- Let learners make an information poster about all the different regions using all the information from their group.
- Let learners present their poster and talk about the information to the class.

**Exercise 10**

(LB page 83)

In this exercise, learners work on their own to answer the questions and to write the answers down in their exercise books. Learners complete the sentences using the words at the top of the exercise. Ensure that learners are able to read all the words and understand what they have to do. Complete number one verbally as an example.

**Individual work**

This is a solo activity that learners do in their exercise books.

**Answers**

- 1 The Portuguese built Elmina Castle in the Central Region.
- 2 The Germans built Fort Friedrichsburg in the Western Region.
- 3 The Swedes built Fort Carlousburg in the Central Region.
- 4 The French built Fort Assini in the Western Region.

**Formative assessment**

- Walk around the classroom making sure that learners are working on their own.
- Observe and note learners who are finding the task challenging and help them by reading the words and letting them answer verbally.
- Give learners enough time to write down the sentences and to fill in the missing words.

**Differentiated learning**

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Give learners who struggle to read someone to read the words for them and to help them choose the correct answer.
- Let learners who struggle to write answer verbally.

**Remedial activity**

- Read the words and let learners answer verbally.
- Give them clues to help them remember the answer.
- Let learners point to the correct settlement and guide them to write the correct answer in their books.

**Extension activity**

- Ask learners to put the settlements in chronological order. They can draw or sketch a picture of each settlement in the correct order and write the dates that the settlement was built.
- Ask learners to write an additional sentence with more information on each settlement.

## The location of European countries on a world map ..... (LB pages 83–84)

**Content standard B1.3.1.1**

Show understanding of Europeans who came to Ghana

**Indicator B1.3.1.1.1**

Explore which Europeans came to Ghana

**Subject-specific practices and core competencies**

As learners use evidence to explore the chronology of events, they enhance their global citizenship and digital literacy.

**Resources**

LB pages 83–84, Resource 6 on page 101 (Map of Europe and Africa), pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Europe countries map)

## Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

**Phase 1: Start suggestions**

- Have a class discussion about maps.
- Talk about how we use maps.
- Make a list of the different kinds of maps such as a classroom map, a map of Ghana, map of the world.
- Show learners different maps.

Before the class, find photographs of different maps on the internet. Show these to learners during the lessons.

**Phase 2: Explore suggestions**

- Discuss the concepts in the Learner's Book with learners.
- Refer to a world map.
- Point out all the different continents.
- Point out the different oceans.
- Talk about which parts of the map are land and sea.

- Show learners where the Europeans lived and where Ghana is. Go through all the European countries.
- Ask learners to point out the different European countries.
- Ask learners to point to and name Ghana.

**Phase 3: Reflect suggestions**

- Let learners talk in groups about the world map. Let them explore the map and discuss the different countries.

## Activity 33

(LB page 83)

In this activity, learners work in pairs and search the internet for a map of the world. Their map must include all the continents and names of the countries. Learners need to follow the instructions in the Learner's Book and find all the countries listed there.

**Pair work**

Learners work in pairs to do this activity. Place learners of different abilities in the pair, so that the faster learners can help those who are differently abled. Encourage all learners to participate in finding a map and locating the countries in Europe.

**Answers**

Learners find their own maps on the internet.

**Formative assessment**

- Walk around the class. Observe and listen to learners working in pairs. Help where needed.
- Make a note of learners who lack confidence in working on the internet. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss and find the countries on their map.

**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**

- Assist learners by working through the map step by step and helping them find the countries.
- Write the names of the countries on the board or let them refer to the map.

**Extension activity**

- Ask learners to tell you more about each of the countries that came to Ghana and why they came.
- Ask learners to write a poem to help them remember the names of the countries that came to Ghana. Share the poem with the class.
- Encourage learners to give each other positive feedback on the poems.



### STEM, STEAM and GATE extension activities

Ask learners to research the following items and share what they find with the class.

- How sailors navigated their way across the ocean.
- How ships were designed and built to carry people and cargo without sinking.

### Soft skills development: Creativity and critical thinking

Learners can work on their own, in pairs or in groups.

- Tell learners to imagine that they are going to build a castle or a fort in a new area far across the ocean.

- They should design and plan their fort or castle. They should also draw or sketch pictures.
- They must decide on what building materials they will use and how they will get them.
- They should present their drawings or sketches and their plan of how they will complete the task to the class.
- Encourage the class to interact and ask critical-thinking questions, for example: What will you do if X happens? How will you get more resources if you run out?, and so on.

## Summary: Arrival of Europeans

(LB pages 85–86)

The following is the order in which people from these European countries came to settle on the Gold Coast:

Country they came from	When they arrived	The first settlement they built	Where they built it
Portugal (Portuguese)	1471	Elmina Castle in 1482.	Elmina in the Central Region.
Britain (British)	1554	Fort Cormantin (now Fort Amsterdam) in 1641.	Abandze in the Central Region.
The Netherlands (Dutch)	1598	Fort Nassau on 1612.	Moree, in the Central Region.
Denmark-Norway (Danish-Norwegian)	1542	Fort Christiansborg (now called Osu Castle) in 1661	Accra in the Greater Accra Region.
Sweden (Swedes)	1547	Fort Carlousburg now called Cape Coast Castle) in 1653	Cape Coast in the Central Region
Germany /Brandenburg (Germans)	1682	Fort Friedrichsburg	Cape Three Point in the Western Region.
France (French)	1699	Fort Assini in 1701	Beyin in the Western Region.



## Revision

(LB page 87)

### 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 show understanding of Europeans who came to Ghana.

### Answers

- I   **A** Sweden  
      **B** Denmark-Norway  
      **C** Britain  
      **D** France  
      **E** Germany  
      **F** The Netherlands  
      **G** Portugal  
      **H** Ghana

Learners complete the self-assessment table.

## Assessment

(LB page 88)

### Summative assessment

Use this *Strand 1: Assessment* 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 Europeans who came to Ghana

### Answers

- I   **a** B – Portugal (1)  
      **b** A – Sweden, Germany and France (1)
- 2   **a** Elmina Castle (2)  
      **b** Fort Nassau (2)  
      **c** Fort Cormantin (2)  
      **d** Fort Carlousburg (2)  
      **e** Fort Christiansborg (2)  
      **f** Fort Friedrichsburg (2)  
      **g** Fort Assini (2)
- 3   **a** true (2)  
      **b** true (2)

**Total: 20**

## Strand 6: Independent Ghana

### Introduction

Learning about the history of Ghana after independence will give learners an appreciation of the freedoms that they have today, and of the Ghanaians and leaders who have done so much to guide our country post-independence.

*Strand 6: Independent Ghana* has one sub-strand:  
*Sub-strand 1: The Republics*

In *Sub-strand 1: The Republics*, learners will look at the different presidents of Ghana since 1960. Starting with Dr. Kwame Nkrumah in 1960, Ghana has had 13 presidents up to 2020, with Nana Akufo-Addo being the latest president to hold office. Learners will match pictures of the different

presidents with their names. They will also match the names of the presidents with their dates of tenure. In addition, by studying the presidents in order of tenure, learners will further develop their chronological understanding.

Learners work together in groups to create posters of Ghana's presidents to display in the classroom. This activity enhances their communicative and collaborative skills, and their ability to function cohesively as a team. The presentation that the members of each group need to give will also help to improve their oral skills and increase their confidence in public speaking.

### Opener activity

#### Let us learn about ... The presidents of Ghana (LB page 89)

The opener activity provides an opportunity to assess learners' basic knowledge of who ruled the Gold Coast before independence, if they remember the date of Independence Day from earlier lessons, and the different presidents of Ghana. The questions have been structured to broadly cover the sub-strand in Strand 6:

- *Sub-strand 1: The Republics*

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.

#### Answers

- 1 Britain ruled the Gold Coast before independence.
- 2 Independence day is on 6 March.
- 3 The first president of Ghana was Dr. Kwame Nkrumah.
- 4 Ghana's president today is Nana Akufo-Addo.

#### 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: The Republics

### The presidents who have ruled Ghana since 1960

**(B1.6.1.1)**

Learners find out about the different presidents who have ruled Ghana since 1960. They start by learning that our country was colonised and ruled by Britain prior to 1957, when the Gold Coast gained its

independence and changed its name to Ghana. The first president of Ghana was Dr. Kwame Nkrumah and, today in 2020, the 13th president is Nana Akufo-Addo.

## The presidents of Ghana since 1960

### The presidents of Ghana

since 1960 ..... (LB pages 90–95)

#### Content standard B1.6.1.1

Demonstrate understanding of the presidents who have ruled Ghana since 1960.

#### Indicator B1.6.1.1.1

Identify the presidents Ghana has had since 1960.

#### Subject-specific practices and core competencies

By using pictorial evidence to appreciate the identity of the presidents who have ruled Ghana since 1960, learners enhance their personal development, communicative and collaborative skills.

#### Resources

LB pages 90–95, pictures, whiteboard, television set, video machine or projector, CD player, computer or laptop, modem

#### Key words

election, voted

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: *Ghana Independence Day speech Kwame Nkrumah 1957*)

### Teaching instructions

Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).

#### Phase 1: Start suggestions

- Revise the discussion about Parliament in Strand 2.
- Talk about the changes that happen when a country becomes independent.
- Say the national pledge.
- Sing the national anthem.

Before the class, find photographs or videos of the presidents mentioned in the Learner's Book on the internet. Show these to learners during the lesson.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners. Revise the election process and remind learners who the first president of Ghana was.
- Talk through the presidents on pages 90–94 of the Learner's Book. Discuss when each one was president.
- Show learners videos or additional pictures of each president.
- Make a timeline on the board and add each president as you discuss them.
- Ask learners to write the dates of tenure on a piece of paper and match them to the pictures of the presidents on the timeline.
- Help learners identify the presidents by looking at their pictures.
- Play a game: Take all pictures of the presidents off the timeline. Show learners a picture of a president and ask them to guess his name. If they are correct, they can add that president to the timeline.
- Discuss the exercise in the Learner's Book with learners.
- Refer to pages 28–29 and remind learners how they made their photograph album.
- Talk about photograph albums and how they help us remember.
- Let learners find pictures on the internet of the presidents of Ghana.
- Explain the exercise to the learners and make sure they all understand what to do.

#### Phase 3: Reflect suggestions

- Let learners talk in groups about the different presidents of Ghana.
- Ask learners to ask their parents and grandparents to tell them who was president when they were at school.
- Show learners videos or pictures of the different presidents.

- Show learners videos of the presidents doing their work such as talking in Parliament or visiting other countries.

### Activity 34 (LB page 93)

In this activity, learners work in pairs to complete a timeline of all the presidents of Ghana. Learners refer to the information on previous pages to find out the names of the presidents and their years of tenure.

#### Pair work

Learners work in pairs to do this activity. Place learners of different abilities in the pair, so that the faster learners can help those who are differently abled. Encourage all learners to participate in completing the timeline.

#### Answer

- 1960
- Kwame Nkrumah;
  - Edward Akufo-Addo;
  - Hilla Limann;
  - Jerry Rawlings;
  - John Atta Mills;
  - Nana Akufo-Addo

#### Formative assessment

- Walk around the class. Observe and listen to learners working in pairs. Help where needed.
- Make a note of learners who lack confidence in working in pairs. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss, complete the timeline and share their answers with the class. If a learner is too shy to share with the class, ask them to share their answers with a friend or with you.

#### 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.
- Let faster learners start the exercise to show others how to look back in their books to find the answers.

#### Remedial activity

- Help learners by putting a timeline on the screen or board for them to use as a reference.
- Let learners answer verbally and guide them where to write their answer. Let them copy the spelling from their book or the board.

#### Extension activity

- Ask learners to make up a poem or story to help them remember the order of the presidents.
- Ask learners to write sentences about each president. Let them look up information on the internet.

### Activity 35 (LB page 94)

In this activity, learners work in groups to make a poster of Ghana's presidents from 1960 to now. Each group makes a poster of only one of the presidents. Give each group the name of a different president. Learners find a picture or draw or sketch a picture of their president, stick it onto a large piece of paper, write the president's name and years of tenure. Learners share their poster with the class and talk about the president.

#### Group work

Learners work in groups to do this activity. Place learners of different abilities in a group, so that the faster learners can help those who are differently abled. Encourage all learners to participate in the design and making of the poster.

#### Answers

Learners' own posters.

#### Formative assessment

- Walk around the class, observe and listen to learners working in groups. Help where needed.
- Make a note of learners who lack confidence in working in groups. Give these learners extra time and more practice opportunities in later lessons.
- Give learners time to discuss, draw or sketch and share their posters with the class. If a learner is too shy to share with the class, ask them to share their poster with a friend or with you.
- Give specific learners specific tasks geared towards their strengths. For example, a learner who draws well, can draw the president.

#### 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.
- Give different learners different roles or jobs to do in the group so that all learners are involved in the making of the poster. Faster learners can do the reading and writing, others can do the drawing or sketching, colouring in, etc.

#### Remedial activity

- Help learners find information or pictures on the president.
- Let learners tell you about their poster verbally and help them set it out on the page.
- Write for learners who find writing challenging.

#### Extension activity

- Ask learners to add additional information to their posters about their president.
- Ask learners to make up a poem or story about their president to tell the class or small group.

**Exercise 11**

(LB page 95)

In this exercise, learners work on their own to complete the task. Learners will need blank paper, string, pencils and colours and photographs or pictures of the presidents to make an album of the presidents of Ghana. They follow the steps originally shown with illustrations on pages 28–29 of the Learner's Book, and then listed again on here page 95.

**Individual work**

This is an individual activity that learners complete on their own.

**Answers**

Learners' own photograph album of the presidents of Ghana.

**Formative assessment**

- Walk around the classroom and make sure that learners are working on their own.
- Observe and note learners who find the task challenging and help them by reading the words and letting them answer verbally.
- Give learners enough time to make the photograph album.

**Differentiated learning**

- Use the remedial activities as practice for learners who find the task challenging and the extension activities for learners who need more of a challenge.
- Give learners who struggle to read someone to read the words for them and to help them cut, punch holes prepare their photograph album.
- Let learners who struggle to write answer verbally.

**Remedial activity**

- Work individually with learners who find the task challenging. Let them explain verbally and help them make their photograph album.
- Help learners stick down the pictures and write the names and years of each president underneath the picture.

**Extension activity**

- Ask learners to write what they would do if they were president one day. Let them think of new rules or things that they would do for Ghana. Encourage them to write sentences and draw or sketch pictures. Let them share it with a small group or the class.
- Encourage learners to be kind and positive when listening to each other.

**Soft skills development: Critical thinking and leadership skills**

- Let learners watch videos of different Ghanaian presidents. Ask them to discuss what make them good leaders. What qualities did they have? What leadership skills did they show? Ask learners to think about and discuss how they developed their leadership and communication skills.
- Encourage learners to explore programmes at school or in their communities to develop their communication and leadership skills, for example drama or public speaking, volunteering at a local charity organisation, organising community clean-up projects and so on. You could also arrange for different organisations to come to school to address learners.
- Hold a class election for class representatives or class champions. The class has to nominate and vote for suitable candidates. Ensure that you do this on a regular basis (for example choosing a class president and vice-president every month so that many learners have the opportunity of being a leader.

## Summary: The Republics

(LB page 96)

- Britain ruled the Gold Coast before it became independent. Queen Elizabeth II, who is queen of Britain, was also the head of the Gold Coast.
- Dr. Kwame Nkrumah ruled the country as its prime minister for three years, until 1960. During this time, Queen Elizabeth II was still the head of the country.
- Ghana became independent in 1957. In 1960, it became a republic.
- In 1960, Ghana held an election and voted to make Dr. Kwame Nkrumah the president of the country. From then on, Dr. Nkrumah was both the ruler and the head of the country. The country also became a republic.
- A republic is a government elected by the people. It is governed by a president or head of state, not a king or queen.
- Ghana has had four republics since independence.
- The president of Ghana is the person in charge of the country.
- This is the list of presidents since Ghana became independent in 1960.

Name	Born – Died	President or Head of State	Period
Dr. Kwame Nkrumah	1909–1972	President	1960–1966
Edward Akufo-Addo	1906–1979	President	1970–1972
Dr. Hilla Limann	1934–1998	President	1979–1981
Jerry Rawlings	1947–	President	1993–2001
John Kufuor	1938–	President	2001–2009
John Atta Mills	1944–2012	President	2009–2012
John Mahama	1958–	President	2012–2017
Nana Akufo-Addo	1944–	President	2017–



## Revision

(LB page 97)

## 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 understanding of the presidents who have ruled Ghana since 1960.

## Answers

- true
  - false. Dr. Hilla Limann was president for three years.
  - true
  - true
  - false. John Mahama was president after John Atta Mills.
- John Mahama
  - Jerry Rawlings
  - Hilla Limann
  - John Kufuor
  - Nana Akufo-Addo

Learners complete the self-assessment table.

## Assessment

(LB page 98)

## Summative assessment

Use this *Strand 1: Assessment* 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 understanding of the presidents who have ruled Ghana since 1960.

## Answers

- Kwame Nkrumah (2)
  - Edward Akufo-Addo (2)
  - John Mahama (2)
  - Jerry Rawlings (2)
  - Nana Akufo-Addo (2)
- 1960–1966 (1)
  - 1993–2001 (1)
  - 2009–2012 (1)
  - 2001–2009 (1)
  - 2012–2017 (1)
- Dr. Kwame Nkrumah (1)
  - Edward Akufo-Addo (1)
  - John Atta Mills (1)
  - John Kufuor (1)
  - Nana Akufo-Addo (1)

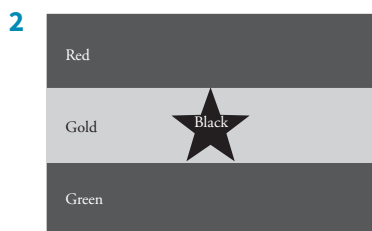
**Total: 20**

## End-of-year exam

(LB pages 99–100)

## Answers

- 1 a A – storytellers (1)  
 b C – When they are born (1)  
 c B – Larabanga (1)  
 d B – Dr. Kwame Nkrumah (1)



- 3 a Independence Day (1)  
 b Kwame Nkrumah Memorial Day (1)  
 4 Learners' own birthdates (1)

- 5 Forts, museums, post office (any two) (2)

- 6 Forests, groves, wetlands (any two) (2)

- 7 a A community is a group of people who live in the same place. (1)

- b Old buildings and places are called historical sites. (1)

- c The Makola Market is one of the largest markets in Ghana. (1)

- 8 salt, ivory, gold (3)

- 9 a Portugal (1)

- b The Netherlands (1)

- c Sweden (1)

- d France (1)

- 10 b, a, c, d, e (5)

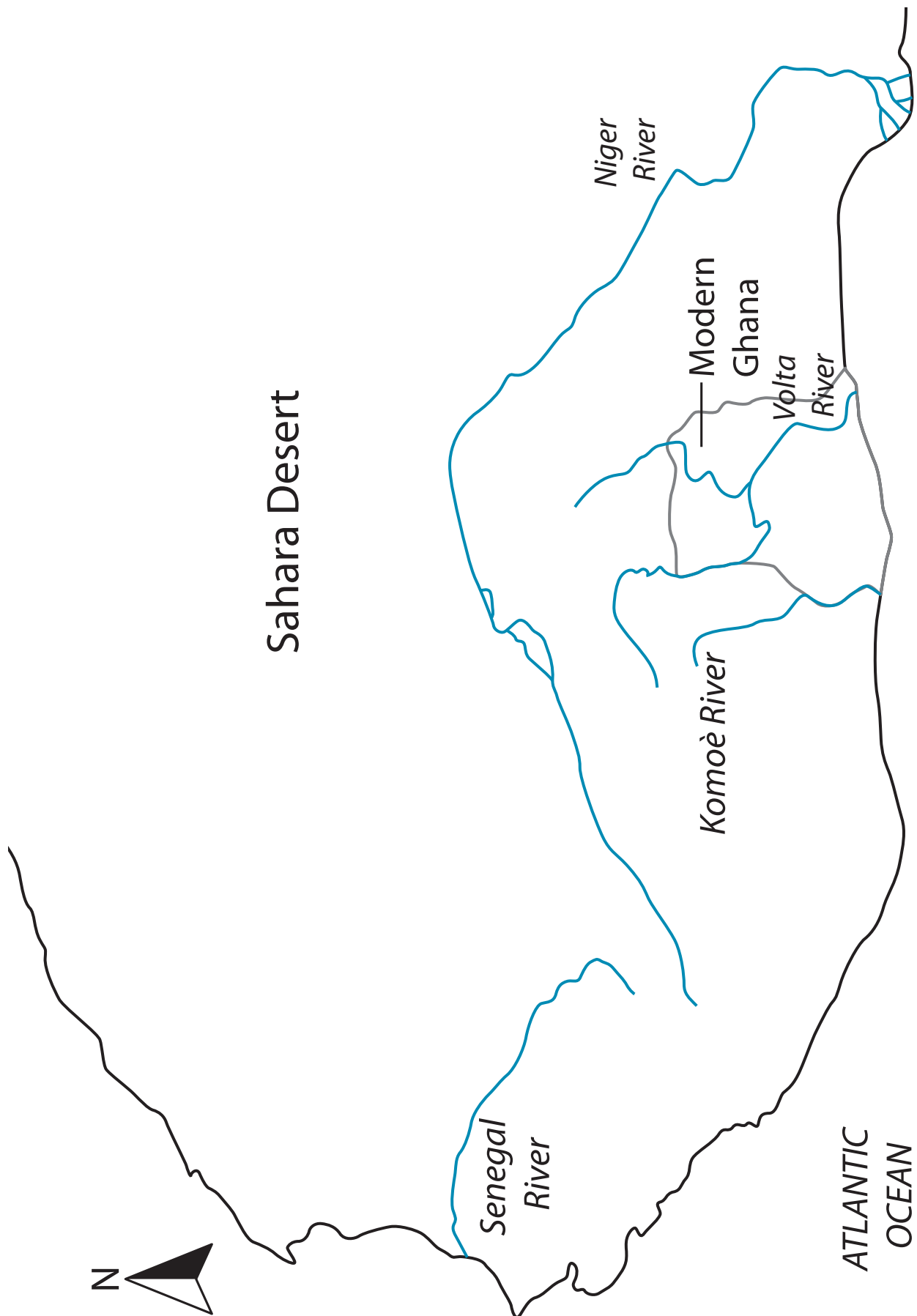
**Total: 30**

Resource 1: Historical sites worksheet

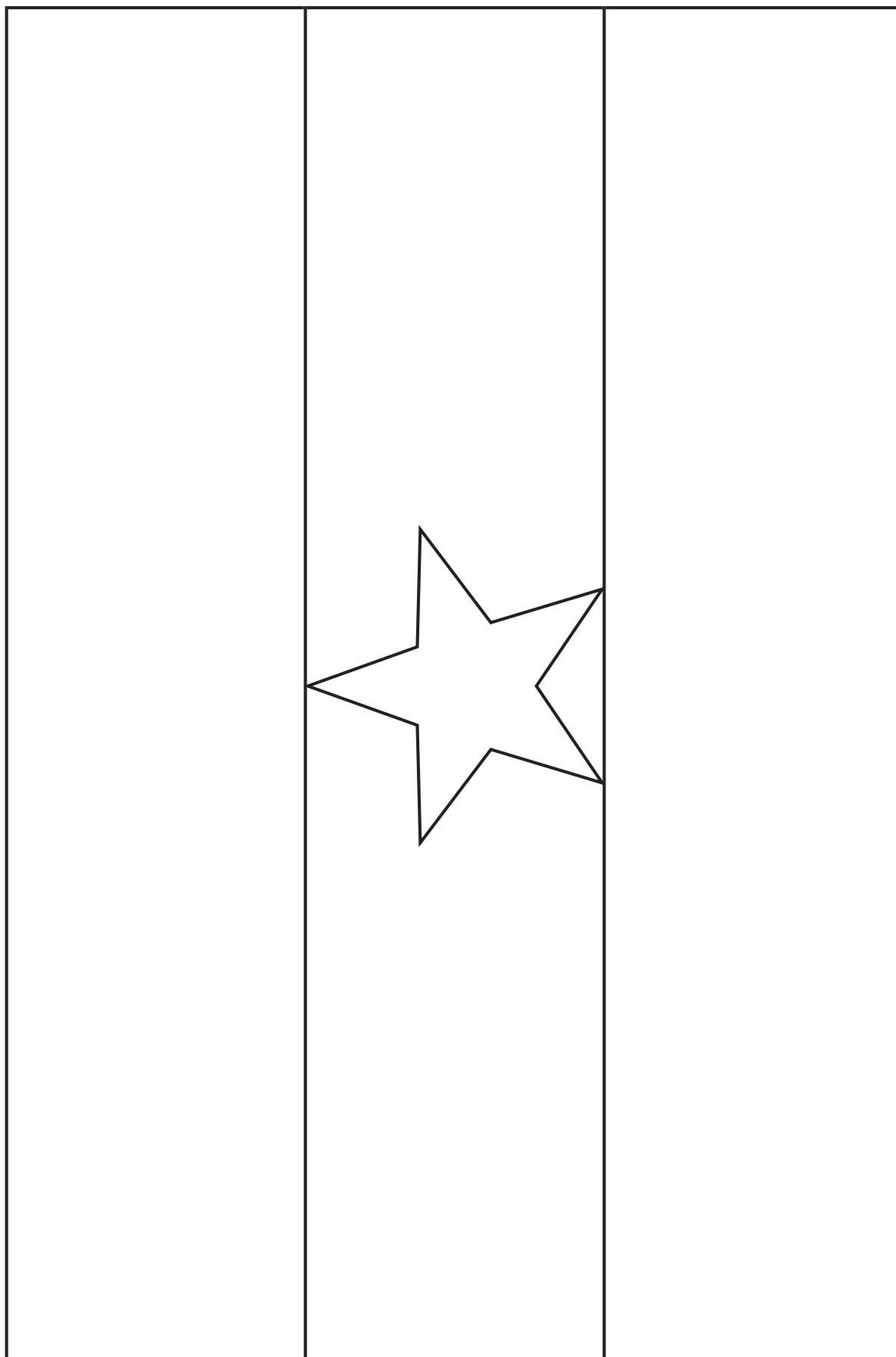
Similarities and differences in community historical sites

Historical site	Similarities	Differences
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
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<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

# Resource 2: Map of West Africa



## Resource 3: The flag of Ghana

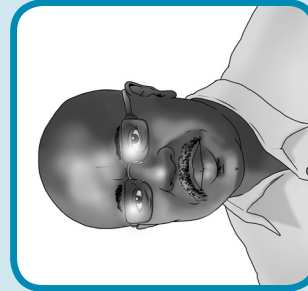


## Resource 4: Great Ghanaians playing cards

**Michael  
Gbordzoe**



**Kwaw Ansah**



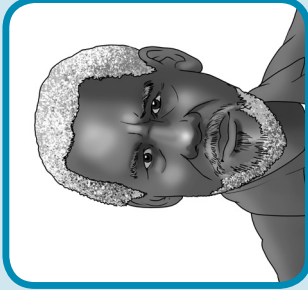
**Philip Gbeho**



**Kofi Antubam**



**Amon Kotei**



**Ephraim Amu**



**Theodosia  
Okoh**



**Baba Yara**





**Resource 4: Great Ghanaians playing cards (continued)**

**National  
Anthem  
and  
Pledge  
words**

**Films**

**National  
Anthem  
Music**

**Arts and  
Crafts**

**National  
Coat of Arms**

**Songs and  
Music**

**National Flag**

**Football for  
Ghana**

## Resource 5: Regional map of Ghana



## Resource 6: Map of Africa and Europe

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

F: \_\_\_\_\_

G: \_\_\_\_\_

H: \_\_\_\_\_

I: \_\_\_\_\_



# Checklists and Rubrics

## Learner observation checklist

Learner's name: \_\_\_\_\_ Year: \_\_\_\_\_

Basic: \_\_\_\_\_ Subject: \_\_\_\_\_

Activity	Core competencies	Knowledge	Skills	Attitudes	Values

## Checklists and Rubrics (continued)

## Class observation checklist

[illegible]

## Checklists and Rubrics (continued)

### Group work checklist

Names of learners in the group: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity: \_\_\_\_\_

Date: \_\_\_\_\_

	Always	Sometimes	Seldom	Never
We participated equally.				
We contributed ideas and made suggestions.				
We listened to one another.				
We asked one another useful questions.				
We provided helpful feedback.				
We settled any arguments in a friendly and positive way.				
We shared the workload.				
We helped and encouraged one another.				
We stayed focused on the activity requirements.				
We completed our individual parts of the activity.				
We worked together as a team to complete the activity.				



## Checklists and Rubrics (continued)

### Rubric for posters

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains all of the important points and details required</li> <li>contains accurate information, which is well-organised, and easy to read and understand</li> <li>uses excellent language and visual elements</li> <li>displays excellent layout and design elements.</li> </ul>
2	75–79%	Proficient (P)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains most of the important points and details required</li> <li>contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>uses good-quality language and visual elements</li> <li>displays good layout and design elements.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains some of the important points and details required</li> <li>contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>uses some good-quality language and visual elements</li> <li>displays some good layout and design elements.</li> </ul>
4	65–69%	Developing (D)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains few of the important points and details required</li> <li>contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>uses few good-quality language and visual elements</li> <li>displays few good layout and design elements.</li> </ul>
5	64% and below	Beginning (B)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains none of the important points and details required</li> <li>contains no accurate information, which is poorly organised and not easy to read and understand</li> <li>uses no good-quality language and visual elements</li> <li>displays no good layout and design elements.</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for 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"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen to each other and respond appropriately</li> <li>• ask each other useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage each other all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen to each other and respond appropriately most of the time</li> <li>• ask each other useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage each other most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen to each other and respond appropriately some of the time</li> <li>• ask each other useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage each other some of the time</li> <li>• stay focused on the activity requirements some the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask each other few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer each other little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt each other constantly without any listening</li> <li>• ask each other no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide each other with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for 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"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen and respond appropriately</li> <li>• ask useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage one another all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen and respond appropriately most of the time</li> <li>• ask useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage one another most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen and respond appropriately some of the time</li> <li>• ask useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage one another some of the time</li> <li>• stay focused on the activity requirements some of the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer one another little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt one another constantly without any listening</li> <li>• ask no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide one another with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for projects

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a well-developed and researched theme</li> <li>• contains all of the important points and details required</li> <li>• contains accurate information, which is well-organised, and easy to read and understand</li> <li>• is highly original and creative</li> <li>• uses excellent language and visual elements</li> <li>• contains excellent layout and design elements</li> <li>• demonstrates exceptional use of multimedia.</li> </ul>
2	75–79%	Proficient (P)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a developed and researched theme</li> <li>• contains most of the important points and details required</li> <li>• contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>• is original and creative</li> <li>• uses good-quality language and visual elements</li> <li>• contains good layout and design elements</li> <li>• demonstrates good use of multimedia.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a partly developed and researched theme</li> <li>• contains some of the important points and details required</li> <li>• contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>• has some original and creative elements</li> <li>• uses some good-quality language and visual elements</li> <li>• contains some good layout and design elements</li> <li>• demonstrates adequate use of multimedia.</li> </ul>
4	65–69%	Developing (D)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a poorly-developed and poorly-researched theme</li> <li>• contains few of the important points and details required</li> <li>• contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>• has few original and creative elements</li> <li>• uses poor-quality language and visual elements</li> <li>• contains poor-quality layout and design elements</li> <li>• demonstrates poor use of multimedia.</li> </ul>
5	64% and below	Beginning (B)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has no theme</li> <li>• contains none of the important points and details required</li> <li>• contains inaccurate information, which is poorly organised, and not easy to read and understand</li> <li>• has no original and creative elements</li> <li>• uses no or inappropriate language and visual elements</li> <li>• contains no or inappropriate layout and design elements</li> <li>• uses no forms of multimedia.</li> </ul> <p>The learner needs teacher support.</p>



ESSENTIAL

# History of Ghana

## Primary 1

Teacher's Guide

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- project pages to further develop core skills and competencies
- features linked to ICT, given in real-world contexts
- revision and self-assessment sections throughout the book, which facilitate evaluation of learners' progress
- glossaries to explain the meanings of unfamiliar words.

**A Teacher's Guide that offers:**

- integration, core competencies and learning domain matrixes that show comprehensive coverage per unit
- clear teaching guidelines
- answers to activities and exercises in the Learner's Book
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