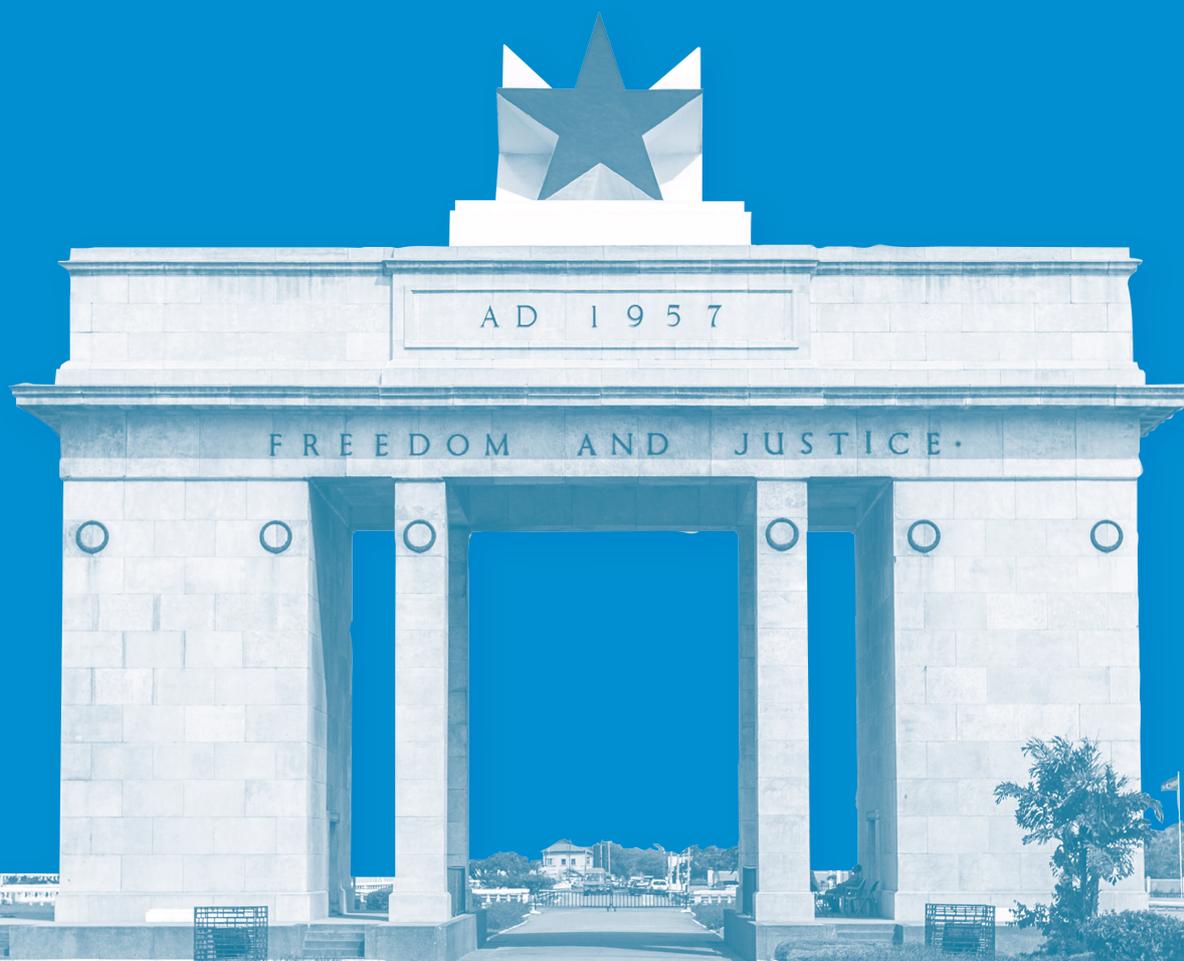


ESSENTIAL History

Primary 5



Teacher's Guide



CAMBRIDGE
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ESSENTIAL
History
Primary 5

Teacher's Guide

Jacob Agbedam • Dorothy Glover



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WELCOME TO THIS HISTORY SERIES

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

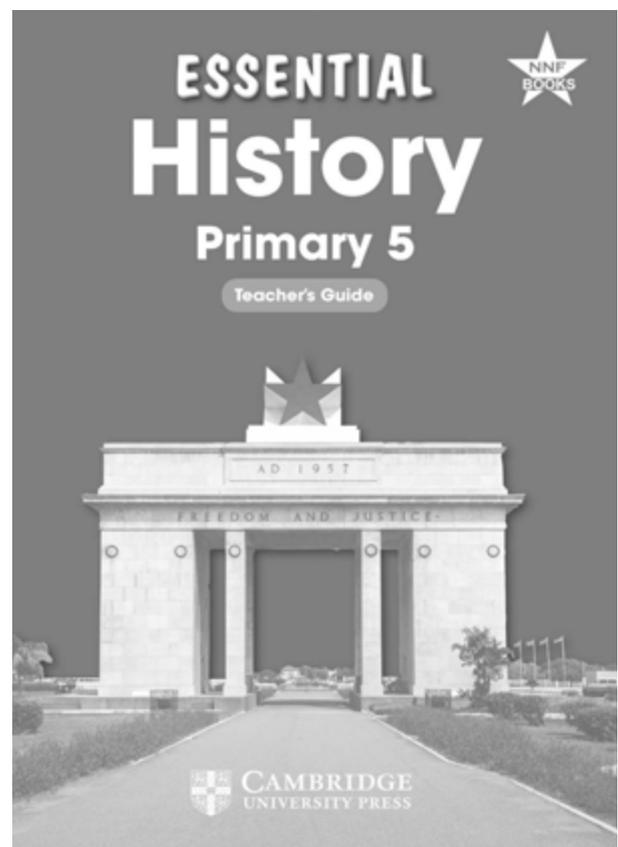
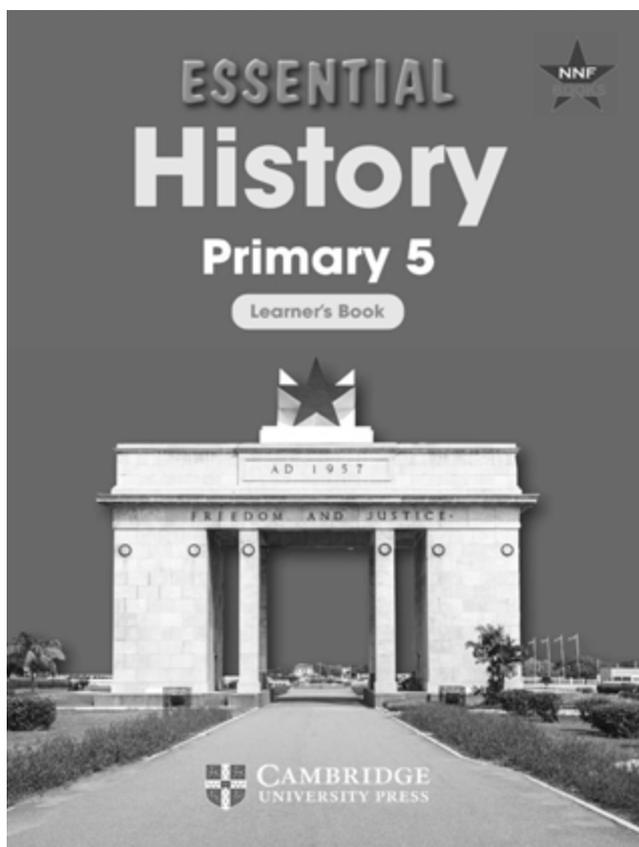
This Teacher’s Guide works together with the History Learner’s Book for Basic 5. We hope that you will find it an important and useful tool that will assist and guide you with teaching History to your learners using a task-oriented and communicative approach. For further information, also consult the *History of Ghana Curriculum for Primary Schools 2019* and the *Resource Guide for the Orientation of Primary School Teachers Towards the Implementation of the Revised Curriculum* from the NaCCA.

Each Learner’s Book and Teacher’s Guide in this series follows the History syllabus 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 series for Ghana 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:

<p>1. Introduction: This section provides an overview of the New Primary Curriculum and the History syllabus (Primary Basic 1–6), methodology, features, time allocation and assessment.</p>	<p>INTRODUCTION</p> <p>History is a subject that explores the past with the aim of understanding the forces that have shaped our world. As an academic discipline, history helps in developing the imaginative abilities and critical thinking skills of learners. This discipline is also aimed at instilling a range of important moral lessons, guidelines for their everyday lives and interaction with people in the society.</p> <p>The objective of this Teacher's Guide is to make teaching and learning interesting, vibrant and enjoyable.</p> <p>Teaching philosophy</p> <p>Through the learning of History, learners will, specifically, expect:</p> <ul style="list-style-type: none"> critical thinking skills by comparing, contrasting, evaluating, analysing, 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 effectively for investigation 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. <p>Learning philosophy</p> <p>The History classrooms should be learning-oriented, knowledge the topic for the day and assist learners to describe and analyse issues raised, trace patterns of societal and human behaviour and where necessary, give their views on current events (in the country) based on their knowledge of the history of Ghana through questioning.</p> <p>The History of Ghana curriculum is underpinned by seven historical concepts and classroom activities. Emphasis should be given to the following concepts:</p> <ul style="list-style-type: none"> historical change continuity and change similarity and difference causation significance cause and consequence continuity and change similarity and difference causation significance 	<p>Introduction</p> <p>make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.</p> <p>Instructional expectations</p> <p>The goal of introducing the History of Ghana as a subject in the primary school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. The enquiry approach of teaching is therefore encouraged in the History classroom. Learners should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources.</p> <p>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, travel records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.</p> <p>Secondary sources refer to accounts of primary sources, for example, books, journals, books, articles, etc.</p> <p>International expectations for your History lessons include the following:</p> <ul style="list-style-type: none"> Plan lessons to meet the learners' knowledge, understanding, ability, and experience of 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 and systematically gather evidence about learner understanding and ability to guide teaching and learning with arrangements to provide feedback to both learners and parents. Collaborate with colleagues within and across disciplines and grade levels to develop a culture of learners who have the skills of inquiry and exhibit attitudes and social values consistent on learning. <p>As the teacher, you should serve as a facilitator by providing learners to:</p> <ul style="list-style-type: none"> observe and collect historical evidence interpret data as required build models <p>Organisation of the curriculum</p> <p>The curriculum is organised under Strands, Sub-strands, Content standards, Indicators and exemplifications. In this curriculum, 'Chans' represents the content and 'Past-colonial Ghana' represents the broad structure of the History Curriculum to be studied.</p> <ul style="list-style-type: none"> Sub-strands are larger groups of related indicators. Indicators from sub-strands may sometimes be jointly related. Content Standards refer to the pre-determined level of knowledge, skill and attitude that a learner attains by a set stage of education. Indicators refer to a stated number of milestones that learners have to exhibit in each year to meet the minimum standard expectation. This indicates the maximum expected standard in a year. Exemplars refer to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities are undertaken to support the facilitator/teachers in the delivery of the curriculum. <p>The curriculum for Basic 5 is organised under four strands: Strand 2: My country Ghana</p> <ul style="list-style-type: none"> Strand 2: My country Ghana Strand 3: The people of Ghana Strand 4: Education and Development Strand 5: Economic development under colonial rule Strand 6: Early protest movements Strand 7: The 1948 riots and what came after
<p>2. Suggestions to design lesson plans: This section provides:</p> <ul style="list-style-type: none"> 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. 	<p>Strand 2: My country Ghana</p> <p>Introduction</p> <p>The major ethnic groups should not be new to learners as it should be part of their heritage and cultural background, however, this cannot be assumed.</p> <p>Strand 2: My country Ghana</p> <p>In this section, learners will discuss the various times before the 15th Century and compare it with how we live today, focusing on food.</p> <p>Opener activity</p> <p>Let us learn about ... Ghana (LB page 5)</p> <p>The opener activity provides an opportunity to assess learners' basic knowledge of comparing past life with today. The questions have been structured to broadly cover the different sub-strands in Strand 2.</p> <p>Sub-strand 1: The people of Ghana</p> <p>Sub-strand 5: Some outstanding people from Ghana.</p> <p>Ask learners to work in groups to complete the activity. Walk around the classroom and listen as learners talk about the questions. Help any learner who seems to be struggling. Give learners time to talk about the questions and then hold a class discussion for them to present their answers.</p> <p>Suggested answers</p> <p>Learners' own answers. Their answers will depend on the region where they live and the community to which they belong.</p>	<p>Sub-strand 1: The people of Ghana</p> <p>How life in ancient time Ghana was different from life today — (BS 2.1.1.1)</p> <p>Learners will compare how our ancestors lived in how we live today. They will identify the kinds of food and accessories that the dishes they were and how they travelled, etc. Learners will analyse the differences and similarities of the changes in lifestyle.</p> <p>How our early ancestors lived — (LB pages 5-12)</p> <p>In this section, learners talk about the Stone Age. Show the learners a 'No-Talk' video on the Stone Age. In small groups, learners discuss how we live in the Stone Age by identifying the kinds of food they ate, the dishes they were and how they travelled, etc. This will help learners to compare the past with the present way of living.</p> <p>Content standard BS.2.1.1</p> <p>Demonstrate understanding of how life in ancient times was different from life today.</p> <p>Indicator BS.2.1.1.1</p> <p>Describe how our ancestors lived in ancient times before the 15th Century and compare it with how we live today.</p> <p>Subject-specific practices and core competencies</p> <p>Learners become creative and innovative as they compare and analyse life in ancient times and today.</p> <p>Resources</p> <ul style="list-style-type: none"> Images and videos showing the comparison between food eaten, dishes worn and accessories. Resource 1 (A worksheet on page 56 of this TG) <p>Key words</p> <p>agriculture, modern, technology, period, trading, fibre, devices, vehicles, ancient, preserved, preserved facilities, music, intelligence, weapons, robes, accessories.</p> <p>Helpful links</p> <ul style="list-style-type: none"> http://ghanaeducation.org/curriculum-standards-ghana http://www.ghanaeducation.org/Germany-education-ghana.html http://www.encyclopedia.com/GA-IG/Ghana.html <p>Teaching instructions</p> <p>Use these teaching instruction suggestions to create lesson plans to cover the relevant exemplar(s).</p> <p>Phase 1: Start suggestions</p> <ul style="list-style-type: none"> Show learners pictures from the internet or books of kinds made of stone, and cave paintings. Discuss the tools, why they needed them and how the Stone Age people survived. Talk about the differences between today and long ago. <p>Phase 2: Explore suggestions</p> <ul style="list-style-type: none"> Discuss the concepts in the Learner's Book with learners, each topic on its own. <ul style="list-style-type: none"> Food Environment Talk about how our ancestors lived in ancient times before the 15th Century and compare it with how we live today. Explain the progression to the Bronze Age and how the tools changed. Show learners pictures on the internet of Bronze Age tools and ask if any learner has seen the tools and other items in a museum. Discuss how hunters gathered food for the hunt and cooked food. Let learners role-play hunting and cooking food. Ask learners to make a list of the kinds of food that the hunter-gatherers could eat. Write it on the board. Talk about the dishes that hunter-gatherers were. Show learners pictures and let them design their own dishes from animal skins. Talk about how ancient people entertained themselves. Discuss if that entertainment still exists today. <p>Phase 3: Reflect suggestions</p> <ul style="list-style-type: none"> In groups, tell them what it must have been like to live long ago. Ask learners to say what they would have had and when they would not have had. Ask learners to say what they would miss from their lives now (TV, mobile phone, etc.). <p>Use of ICT</p> <ul style="list-style-type: none"> Learners to search on the internet for more information about the hunter-gatherers of the Stone Age. Give learners time in class to share the information they found.
<p>3. Extra resources: Wherever appropriate, this section provides extra resources for specific themes and units of the Learner's Book.</p>	<p>Resource 3: Some selected Ghanaians playing cards</p> <p>Resource 3: Some selected Ghanaians playing cards (continued)</p> <p>You have permission to photocopy this page.</p>	

The Learner's Book

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

Strand openers:

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

2

My country Ghana



Let us learn about ...

Life in ancient times and today
Talk about these questions in groups.

- What did our ancestors use for shelter hundreds of years ago?
- How did they get their food, clothing and weapons?
- How were their ways to travel and communicate the same as ours?
- Name three ways the lives of our ancestors were different to ours.

3

Europeans in Ghana



Let us learn about ...

The slave trade
Talk about the slave trade in the Gold Coast 500 years ago.

- What does slavery mean?
 - Where did the African slaves that the Europeans bought come from?
 - Where did the Europeans take these slaves?
 - Which ocean did they have to cross?
 - What happened to them on the other side of this ocean?

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.

2

Sub-strand 1: The people of Ghana

Our ancestors long ago lived very differently to the way we do today. They did not have the modern tools and equipment that we use today. They also did not have the different types of technology we use today. There were no mobile phones, laptops and desktop computers.

How our early ancestors lived

Prehistory is the period when writing had not started. This is about five million years ago. This period ends with the invention of writing, which is about 5 000 years ago.

During this period, early humans used tools made of stone. They lived by hunting wild animals and collecting fruits. They lived in caves and drew pictures of the animals they hunted on the cave walls.

These early humans lived in an unfriendly world, surrounded by wild animals. They spent their time protecting themselves from wild animals and feeding themselves. Most of the tools they made were made from stone. This is how the period became known as the Stone Age.

KEY WORDS
ancestors
modern
technology
period

DID YOU KNOW?
Our ancestors are the people who lived before us in our land. They lived hundreds and thousands of years ago before we were born.



1.1 Early humans lived in caves and used stone tools

1

Sub-strand 1: The people of Ghana

The Stone Age started about 2.5 million years ago and ended in about 2 000 BC. This is when the Bronze Age started. The Bronze Age began when humans began smelting metals from copper and zinc. Tools and other items from this period are found in museums, in cities such as Accra and Kumasi.

KEY WORDS
smelting
flint

DID YOU KNOW?
People living in the Stone Age were called hunter-gatherers. They hunted animals for meat. They collected (gathered) fruit and plants to eat.

Stone Age hunter-gatherers had to catch or find their food. They moved from place to place to look for food. Stone Age people cut up their food with sharpened stones and cooked it over fire. They made clothes from the skins of the animals that they hunted. They lived in caves to protect themselves from attack by wild animals. Walking was their only form of transport.

Early Stone Age people made hand-axes out of stone. They sharpened sticks to use as hunting spears. In later times, they hunted with bows and arrows, and spears. Their arrows and spears were tipped with flint or bone. They gathered nuts and fruits, and dug up roots. They fished using nets and harpoons.

KEY WORDS
smelting
flint

DID YOU KNOW?
People living in the Stone Age were called hunter-gatherers. They hunted animals for meat. They collected (gathered) fruit and plants to eat.

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1.2 Stone age hand axes



1.3 Stone age arrow



1.4 Stone age tools made from animal bone

Activity 1.1

- Talk about the life of people who lived in ancient times.
 - What food did they eat?
 - What clothing did they wear?
 - How did they travel?
- List some ways that life in ancient times was easier and more difficult than life today. Share your views in a class discussion.

HOMEWORK

Ask your family to take you to visit a museum or one of Ghana's historical sites where people lived hundreds or thousands of years ago. Make notes of what you see there to share with your class.

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.

2

Sub-strand 2: International trade including slave trade

The Trans-Atlantic slave trade

Trans-Atlantic means 'crossing the Atlantic Ocean'. The slave trade is the buying and selling of human beings as slaves. These two definitions, tell us what the Trans-Atlantic slave trade means.

The Trans-Atlantic slave trade was the buying and selling of human beings from West Africa. Then transporting them across the Atlantic Ocean to the Americas. The Americas include the West Indies (the Caribbean and surrounding islands) and North and South America.



2.2 The triangular Trans-Atlantic slave trade

KEY WORDS
trans-Atlantic
raw materials

The triangular trade

There were three stages to the Trans-Atlantic slave trade:

Stage 1: Transporting manufactured goods from Europe to West Africa.

Stage 2: The Middle Passage: Enslaving Africans and shipping them to the Americas.

Stage 3: Selling the slaves to work on plantations in the Americas in exchange for raw materials to sell in Europe.

Let us look at each stage in more detail.

Stage 1: Manufactured goods from European to West Africa

- Slave ships from Britain left from ports in places such as London, Liverpool and Bristol to sail to West Africa. These ships carried goods manufactured in Britain, such as cloth, guns, iron objects and alcohol.
- On the West African coast, these goods were traded in exchange for slaves. Many men, women and children were captured by African slave raiders or bought from African slave traders and chiefs.

3

Strand 3: Europeans in Ghana

Stage 2: The Middle Passage

- Slave raiders kidnapped people from villages in the northern regions of the Gold Coast. The raiders marched the captured people in chains to slave markets where they sold them to slave traders. The slaves were then marched in chains to the coast. Slave traders beat or shot slaves who refused to march or who tried to escape. Many slaves died along the way, from hunger, thirst and disease.
- Slave traders held the slaves in the dungeons of forts and castles, until a ship arrived heading for the Americas.
- Slaves who came from other West African countries were forced to both in the Ninko Nuo (Slave River) at the Assin Mansa Slave Site. This was called the 'last bath'. They then joined the other slaves at the forts and castles. They were kept there for several months waiting to be sold to a ship captain.
- It often took a long time for a captain to fill his ship. He would sail his ship up and down the coastline taking on as many slaves as possible.
- The trip across the Atlantic Ocean is called the 'Middle Passage'. The journey was brutal, and many people died on the crossing. However, some of the slaves tried to fight against the captain and crew. Free Africans on land also tried to attack the ships.



2.3 Captured men, women and children to be sold as slaves



2.4 The 'last bath' at Ninko Nuo, the Slave River



2.5 The dungeons at Elmina Castle where mole slaves were kept

KEY WORD
brutal

<p>‘Did you know?’ boxes:</p> <ul style="list-style-type: none"> provide interesting facts and extra information. 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>DID YOU KNOW?</p> </div> <p>Our ancestors are the people who lived before us in our land. They lived hundreds and thousands of years ago before we were born.</p>
<p>Key word boxes and a Glossary:</p> <ul style="list-style-type: none"> build subject-specific vocabulary gradually, enabling learners to understand key concepts, and confidently and clearly apply these concepts in context and through different exercises. 	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>KEY WORDS</p> <p>smelting flint</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">GLOSSARY</p> <p>A abolish to end something, like slavery abolitionist a person who supports the abolition of something accurate to be correct, with no mistakes Allies countries that united and fought together against Germany, Japan and Italy in the Second World War ancestors the people who lived before us in our land, hundreds and thousands of years ago ancient the years before the 15th Century or 1400 CE anthropology the study of humans, their physical development, society and culture apartment rooms to live in, in a building app a programme on a mobile phone that helps you to do something archaeological linked to the study of buildings, graves, tools and objects belonging to people who lived long ago archaeologist a person who studies buildings, graves, tools and objects belonging to people who lived long ago astronomy the study of the planets, stars and anything else in outer space automated something done by</p> <p>B barter to exchange goods or services, without using money bauxite a type of rock that aluminium comes from Bill planned new laws that still need to be discussed and passed blacksmiths people who make and fix things that are made from iron botanical related to plants boycott to refuse to buy goods or take part in something as a way of showing your opposition to it brutal cruel and violent by-law a law that relates to a particular region, made by a local body</p> <p>C cataracts a disease of a part of the eye which makes it difficult to see centrist a person who has moderate (balanced) views colonists people who went to live in another country or colony commissions/committees groups of people chosen by a government or other official bodies to be in charge of something or to find out about something conservation the protection of plants,</p> </div> </div>
<p>Tip boxes:</p> <ul style="list-style-type: none"> give helpful tips and information. 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="text-align: right;">TIP</p> <p>Think about the similarities and differences between how people lived long ago and how they live today.</p> </div>
<p>ICT boxes:</p> <ul style="list-style-type: none"> include research activities emphasise the core competencies contain extra activities for multi-ability learning. 	<div style="border: 1px solid black; padding: 5px; text-align: right;"> <p style="text-align: right;">ICT</p> </div> <p>Watch a documentary or find pictures and information on the history of Dawhenya and Eguafo. Make notes of the important points. Do extra research on the internet to find out more about these towns. Use your research to give a one-minute speech to the rest of the class.</p>
<p>Project work:</p> <ul style="list-style-type: none"> makes learning more relevant and contextual allows learners to apply their knowledge in different ways allows learners to demonstrate their ability to work independently demonstrates learners’ ability to apply skills such as critical thinking, problem solving, decision making, analysis, innovation, communication and creativity, as well as to do focused research using a variety of methods and tools, including ICT. 	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">PROJECT</p> <p>Step 3: Do research on the internet or at your local library. Find information about what life was like for each generation in your family when they were your age. Use the headings on page 23. Make notes. Look for pictures to match the notes you made under each heading. You can also draw your own pictures. Look through old family photo albums for photographs you could use.</p> <p>Step 4: Make notes about your own life today using the same headings on page 23.</p> <p>Step 5: Find photographs or draw pictures of all your family members and yourself.</p> <p>Step 6: Create your photo album.</p> <ul style="list-style-type: none"> Start with your great-grandparents. Paste their pictures into your album. Write their names and the year they were born under each picture. Write about what their lives were like under each heading. Then illustrate your description with pictures. What is different to your life today? What has stayed the same? Follow the same process for the life of your grandparents, your parents and yourself. <p>Step 7: Show your photo album to your family to practise your presentation. Then present your photo album to the rest of your class.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;"> <p>1.36 Look for suitable photographs or pictures. This photograph is of a family from the 1960s.</p>  </div> <div style="border: 1px solid black; padding: 2px;"> <p>1.37 Share your photo album with your family.</p>  </div> </div> </div>

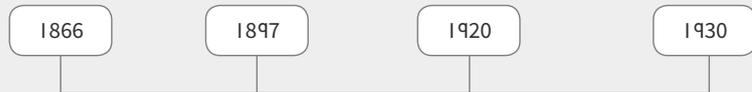
Activities:

- incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt
- address the syllabus content standards and core competencies
- are representative of the indicators and exemplars
- have instructions and text that are consistent and clearly presented to learners
- promote problem solving and subject understanding
- compensate for multi-ability learning
- allow learners to practise the core skills, in context and while engaging in practical activities.

Activity 4.3



- 1 Do further research about Joseph Ephraim Casely Hayford. Make notes about his role in the National Congress of British West Africa (NCBWA).
- 2 Read pages 103–111 again. Draw a timeline to show the dates and major events in Joseph Casely Hayford's life. Look at this example of a timeline to use as a guide.



- 3 Use your timeline to write a short story about Joseph Ephraim Casely Hayford's leadership role in the journey towards independence in Ghana. Pay special attention to his role in the NCBWA.
- 4 Retell the story you wrote to your class. Be prepared to answer learners' questions at the end.

Exercises:

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

Exercise 1.1

- 1 Read the statements and say if they are **true** or **false**.
 - a Prehistory starts with the invention of writing.
 - b Early humans from the Stone Age made their tools from stone.
 - c Stone Age people were called hunter-gatherers.
 - d Our ancestors who lived long ago ate processed food.
 - e Ancient people wore clothing made from skins and natural fibres.
 - f Children today only play electronic games indoors.
- 2 Write the sentences in your exercise book. Fill in the missing word.

Bronze Age stones salting processing Stone Age flint

- a Stone Age people cut up their food with sharpened _____.
- b The _____ ended when the _____ began.
- c Ancient spears and arrows were tipped with _____.
- d Drying, _____ and roasting were ancient ways of preserving food.
- e Modern ways of _____ food includes storing it in tins and containers.

Homework activities:

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

HOMEWORK

- Prepare an oral presentation to retell the life story of a famous Ghanaian.
- 1 Use the notes you made while watching the documentary or video. Write out the person's life story. List all their important events and achievements.
 - 2 Practise retelling the person's life story in an interesting way. Ask your family members to listen and give you feedback. Use their feedback to make improvements.

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

- Read the sentences and say if they are **true** or **false**.
 - The Bronze Age ended when the Stone Age began.
 - Talking drums could send messages to places 500 km away.
 - Our ancestors built huts using mud bricks, grasses and reeds.
 - ERT pigments are made with notes and coins.
 - Begho is located in the Central Region.
 - The Dongme people used iron technology.
- Complete the sentences. Choose from these words:

(diking) 6000 hut cave 1800 terraces

 - Writing was invented _____ years ago.
 - Stone Age people drew pictures of animals on _____ walls.
 - Some ancient African furnaces would reach temperatures of _____ °C.
 - Ancient people often used a separate _____ for cooking.
 - Ancient farmers built _____ to farm on steep slopes.
 - A technology used by ancient farmers to grow rice is _____.
- Name three ways our ancestors used to preserve food.
- Why did the ancient African kingdoms need armies and soldiers?
- List the two most important goods traded in Salaga. Give reasons for why they were so important.

Self-assessment

Task	Yes	Sometimes	No
describe and compare how our ancestors lived in ancient times to how we live today.			
produce a photo album of my family members.			
watch videos and documentaries, and use the internet to show how life today has changed from the past.			
list ancient sites, museums, towns and places in Ghana and locate these on a map of Ghana.			
use the internet to learn more about these towns and places and show my findings with the class.			
talk about a documentary/pictures of these towns and places.			

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Assessment:

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

ASSESSMENT

- Choose the correct answer. Write the number and letter only. (17)
 - What do we mean by the early protest movements?
 - A. Protest movements formed before the First World War.
 - B. Protest movements formed before the Second World War.
 - C. Protest movements formed after the Second World War.
 - Which organisation was **not** part of the early protest movements?
 - A. The Gold Coast Youth Convention
 - B. The National Congress of British West Africa
 - C. The United Gold Coast Convention
 - Which Bill did the Aborigines' Rights Protection Society fight to get withdrawn?
 - A. The Lands Bill of 1892
 - B. The Entailment of Chiefs Bill of 1920
 - C. The Burns Constitution of 1946
 - Who was **NOT** a founding member of the A.R.P.S.?
 - A. Jacob Wilson Sany
 - B. J.P. Brown
 - C. Dr. Joseph Boakye Danquah
 - Who was a founding member of the National Congress of British West Africa?
 - A. George Adjetee Boateng
 - B. John Mensah Sarbah
 - C. Joseph Casely Hayford
 - What was one of the main achievements of the Gold Coast Youth Conference?
 - A. To suggest a new Legislative Council made up of a majority of African members.
 - B. To establish a Legislative Council in each British West African colony.
 - C. To get a few Africans to serve on the Gold Coast Legislative Council.
 - What was one of the colleges or universities set up by the National Congress of British West Africa?
 - A. University of the Gold Coast
 - B. Yaba College
 - C. Abulokoso State College

ASSESSMENT

- Write the name of the leader. Watch him to the protest movement he led. Write the date the movement was formed. (10)

	Convention People's Party	Name: _____ Date: _____
	National Congress of British West Africa	Name: _____ Date: _____
	Aborigines' Rights Protection Society	Name: _____ Date: _____
	United Gold Coast Convention	Name: _____ Date: _____

Total: 15

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

- Use the map to explain each stage of the trans-Atlantic slave trade. Include an explanation of who was involved and what happened. (12)


- Copy and complete the table below. (8)

Time period	European groups involved
1440	
1500s	
Mid-1500s	
1600s	
1671	
1700s	
1710s	
1807	
- Draw a mind map to show four main reasons why the Europeans began trading in humans. (4)

Sub-total: 15

END-OF-YEAR EXAM

- Say whether these statements are **true** or **false**. (10)
 - The British controlled the Gold Coast from 1824 until independence in 1947.
 - The first governor of the Gold Coast was F.G. Guggisberg.
 - In the early colonial period, the missionaries provided most of the formal education to local people.
 - The Education Ordinance of 1925 set the standards that non-government schools needed to meet to qualify for a grant.
 - Jamens Kwesi Aggrey promoted Guggisberg to only educate boys.
 - Thomas Birch Freeman set up the agricultural research station in Aburi.
 - John Mensah Sarbah founded the Mfantsipim School and was a founding member of the Aborigines' Rights Protection Society.
 - Takoradi Hospital was set up by the mission stations in the early colonial period.
 - The Department of Social Welfare, set up by Guggisberg, cared for people with special needs.
 - Housing estates were set up in areas like Accra, Kumasi, Sekondi-Takoradi and Cape Coast.
- Copy the table below. Place the schools that existed by 1930 in the Gold Coast in the correct region. (5)

Assinon Technical Institute Mfantsipim School Achimota School
 Trade school in Kibi Trade school in Yendi
 Presbyterian Training College

Asylum	Central	Eastern	Northern	Greater Accra
- Name three schools or colleges that existed in the Gold Coast after 1930. (3)
- What was the University of Ghana called in 1948? (1)
- What did Dr. Kwesi Aggrey resolve to help him study in the United States of America? (1)

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. This discipline is also aimed at imparting a range of important moral lessons, guidelines for their everyday lives and interactions with people in the society.

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

Teaching philosophy

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

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

Learning philosophy

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

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

- context and chronology
- significance
- cause and consequence
- continuity and change
- similarity and difference
- evidence
- interpretation.

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

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

General aim of the curriculum

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

Subject aims

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

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

- make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

Instructional expectations

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

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

Instructional expectations for your History lessons include the following:

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

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

- observe and collect historical evidence
- interpret data as required
- build models

- develop projects.

The following activities are recommended:

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

Organisation of the curriculum

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

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

The curriculum for Basic 5 is organised under four strands with seven sub-strands:

- **Strand 2: My country Ghana**
 - **Sub-strand 1:** The people of Ghana
 - **Sub-strand 5:** Some selected individuals
- **Strand 3: Europeans in Ghana**
 - **Sub-strand 2:** International trade including slave trade
- **Strand 4: Colonisation and developments under colonial rule in Ghana**
 - **Sub-strand 2:** Social developments under colonial rule
 - **Sub-strand 3:** Economic developments under colonial rule
- **Strand 5: Journey to independence**
 - **Sub-strand 1:** Early protest movements
 - **Sub-strand 3:** The 1948 riots and what came after

Time allocation

A total of 4 periods a week, each period consisting of 30 minutes, is allocated to the teaching of History at the Primary level. It is recommended that the teaching periods be divided as follows:

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

Classroom management

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

Group work

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

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

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

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

Pair work

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

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

Individual work

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

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

Learning domains (expected learning behaviours)

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

Knowledge, understanding and application

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

Further, learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. The learning behaviours Knowing, Understanding, Applying, Analysing, Synthesising, Evaluating and Creating fall under the domain 'Knowledge, Understanding and Application'.

Skills and processes

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

Values:

- **Respect:** This includes respect for the nation of Ghana, its institutions, laws, culture and respect among its citizens and friends of Ghana.
- **Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights

and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum therefore promotes social cohesion.

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

Methodology

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

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

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

The curriculum emphasises:

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

Learning-centred pedagogy

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

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

to provide the answers and their opinions in a learning-centred classroom.

Inclusion

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

The curriculum therefore promotes:

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

Differentiation and scaffolding

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

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

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

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

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

Scaffolding

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

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

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

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

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

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

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

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

Core competencies

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

1. Critical thinking and problem solving (CP)

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

2. Creativity and innovation (CI)

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

3. Communication and collaboration (CC)

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

4. Cultural identity and global citizenship (CG)

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

5. Personal development and leadership (PL)

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

6. Digital literacy (DL)

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

Teaching instructions

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

Activities

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

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

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

- true and false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher primary levels) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

Use of ICT

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

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

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

- Listening to recorded texts is an excellent way of enlisting learners' attention and observing them at the same time. Recordings that support the topics in the syllabus can be found on CDs or online, or you can make your own.
- Project and research work is important in the learning process. Teachers and learners can use the internet to find information and do research. Learners can also watch video clips that give more information about topics they are learning about.
- The internet gives access to a wide range of visual material, which can be used to support the learning process. This is particularly useful for learners with a limited frame of reference, and who can benefit from visual support in order to understand environments that are foreign to them, for example, the city for rural children, and the ocean for children who have never seen the ocean. Visual material on the internet includes video clips, animated applications and images.
- You can enhance your teaching by using websites to access material online for extension or assessment purposes. In the section of this Teacher's Guide that offers guidance to the activities in History Basic 5 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 them offline in the classroom.

Assessment

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

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

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

1. Diagnostic assessment

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

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

2. Formative assessment

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

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

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

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

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

3. Summative assessment

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

School-Based Assessment

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

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

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

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

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

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

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

Resources

There is a Resources section on pages 96–106 of this Teacher's Guide, with additional resources you can use during your History lessons. Each resource is linked to a specific section of work in the Learner's Book. You can adapt these resources as needed to suit the ability levels of learners in your class.

Planning your teaching

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

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

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

Before each term begins, spend some time going through each of the strands and sub-strands you need to cover in that term. Work out how much

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

Know the syllabus/ 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 syllabus sets out to achieve and what you should be looking for in assessing learners' progress termly and yearly.

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

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

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

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

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

This does not mean that every lesson should contain all three elements. That is too much to ask. A theoretical lesson can, for example, be followed

by a practical lesson and then by a class discussion directed towards building principles and values.

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

Scheme of Learning

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

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

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

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

Points to remember in preparing a scheme of learning

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

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

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

Useful teaching tips

Teaching tip 1: Keep learners occupied

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

- full class work
- individual work
- practical activities.

Teaching tip 2: Earn respect

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

Teaching tip 3: Mark work promptly and efficiently

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

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

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

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

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

Teaching tip 4: Use the local environment

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

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

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

Enjoy your History teaching experience.

Scope and sequence matrix

Strand	Sub-strand	Basic 5
History as a subject	Why and how we study history	
	The learner's own history	
	Family history	
	Community history	
My country Ghana	The people of Ghana	✓
	Inter-group relations	
	How Ghana got its name	
	Major historical locations	
	Some selected individuals	✓
Europeans in Ghana	Arrival of Europeans	
	International trade including slave trade	✓
	Missionary activities	
	Impact of European presence	
Colonisation and developments under colonial rule in Ghana	Establishing colonial rule in Ghana	
	Social development	✓
	Economic development	✓
	Political development	
Journey to independence	Early protest movements	✓
	Formation of political parties	
	The 1948 riots	✓
	Ghana gains independence	
Independent Ghana	The Republics	
	Military rule	

Scheme of Learning by term

Term 1

Week	Time allocation/ Period	Section	LB page(s)
1	30 mins (1 period)	Teach content: My country Ghana	5–7
	30 mins (1 period)	Learners do: Let us learn about... activity (page 5); Activity 1.1 (page 7); Homework (page 7)	
	1 hour (2 periods)		
2	30 mins (1 period)	Teach content: Our ancestors' lives and our lives today, Food, Clothing, Entertainment	8–11
	30 mins (1 period)	Learners do: ICT activity (page 9); ICT activity (page 11)	
	1 hour (2 periods)		
3	30 mins (1 period)	Teach content: Our ancestors' lives and our lives today, Food, Clothing, Entertainment (continued)	8–12
	30 mins (1 period)	Learners do: Activity 1.2 (page 12); Exercise 1.1 (page 12)	
	1 hour (2 periods)		
4	30 mins (1 period)	Teach content: Modes of travel, Buildings, Communication	13–16
	30 mins (1 period)	Learners do: ICT activity (page 16); Homework (page 16)	
	1 hour (2 periods)		
5	30 mins (1 period)	Teach content: Modes of travel, Buildings, Communication (continued)	13–16
	30 mins (1 period)	Learners do: Activity 1.3 (page 16); Extension (page 16); Exercise 1.2 (page 16)	
	1 hour (2 periods)		
6	30 mins (1 period)	Teach content: Trading, Types of work, Technology	17–21
	30 mins (1 period)	Learners do: ICT activity (page 21); Activity 1.4 (page 21); Extension (page 21)	
	1 hour (2 periods)		
7	30 mins (1 period)	Teach content: A photograph album	22
	30 mins (1 period)	Learners do: Exercise 1.3 (page 22); ICT activity (page 22); Activity 1.5 (page 22)	
	1 hour (2 periods)		
8	30 mins (1 period)	Teach content: Project, Ancient sites and museums	23–25
	30 mins (1 period)	Learners do: Project (page 23); Activity 1.6 (page 25)	
	1 hour (2 periods)		
9	30 mins (1 period)	Teach content: Ancient towns and places in Ghana	26–27
	30 mins (1 period)	Learners do: Homework (page 26); Activity 1.7 (page 27)	
	1 hour (2 periods)		
10	30 mins (1 period)	Teach content: The history of ancient towns and places in Ghana	27–33
	30 mins (1 period)	Learners do: ICT activity (page 28); Activity 1.8 (page 28); Activity 1.9 (page 31)	
	1 hour (2 periods)		
11	30 mins (1 period)	Teach content: The history of ancient towns and places in Ghana (continued)	31–33
	30 mins (1 period)	Learners do: ICT Activity (page 31); ICT Activity (page 32); Activity 1.10 (page 33)	
	1 hour (2 periods)		
12	30 mins (1 period)	Teach content: Research and talk about ancient towns and places in Ghana	34–35
	30 mins (1 period)	Learners do: Homework (page 34); Activity 1.11 (page 34); Exercise 1.4 (page 34); Revision (page 35)	
	1 hour (2 periods)		
	30 mins (1 period)		

Term 2

Week	Time allocation/ Period	Section	LB page(s)
13	30 mins (1 period)	Teach content: Some outstanding people from Ghana Learners do: Activity 1.12 (page 37); Homework (page 37)	36–46
	30 mins (1 period)		
	1 hour (2 periods)		
14	30 mins (1 period)	Teach content: Some outstanding people from Ghana (continued) Learners do: Activity 1.13 (page 46); ICT activity (page 46); Homework (page 46); Activity 1.14 (page 47)	36–47
	30 mins (1 period)		
	1 hour (2 periods)		
15	30 mins (1 period)	Teach content: Traditional leaders whose work is inspiring Learners do: Activity 1.15 (page 47); Activity 1.16 (page 47); Revision (page 48); Assessment (page 49–50)	47–50
	30 mins (1 period)		
	1 hour (2 periods)		
	30 mins (1 period)		
16	30 mins (1 period)	Teach content: Europeans in Ghana Learners do: Let us learn about ... activity (page 51); research	51
	30 mins (1 period)		
	1 hour (2 periods)		
17	30 mins (1 period)	Teach content: International trade including slave trade Learners do: Activity 2.1 (page 56); Exercise 2.1 (page 56)	52–56
	30 mins (1 period)		
	1 hour (2 periods)		
18	30 mins (1 period)	Teach content: Slave forts and castles Learners do: ICT activity (page 57); Activity 2.2 (page 60); ICT activity (page 60); Extension (page 60)	57–60
	30 mins (1 period)		
	1 hour (2 periods)		
19	30 mins (1 period)	Teach content: Why did the Europeans begin trading in humans? Learners do: Activity 2.3 (page 61); Activity 2.4 (page 63); Exercise 2.2 (page 63); Extension (page 63)	61–63
	30 mins (1 period)		
	1 hour (2 periods)		
20	30 mins (1 period)	Learners do: Revision; Assessment	64–66
	30 mins (1 period)		
	1 hour (2 periods)		
21	30 mins (1 period)	Teach content: Colonisation and developments under colonial rule in Ghana, Social developments under colonial rule Learners do: Let us learn about... activity (page 67); Homework (page 69); ICT activity (page 69); Activity 3.1 (page 69)	67–69
	30 mins (1 period)		
	1 hour (2 periods)		
22	30 mins (1 period)	Teach content: Measures to promote education Learners do: ICT activity (page 71); Extension (page 71); Activity 3.2 (page 75); ICT activity (page 75)	70–75
	30 mins (1 period)		
	1 hour (2 periods)		
23	30 mins (1 period)	Teach content: Measures to promote education (continued) Learners do: Activity 3.3 (page 75); Homework (page 75)	75
	30 mins (1 period)		
	1 hour (2 periods)		
24	30 mins (1 period)	Teach content: Important people who helped to develop education in Ghana Learners do: ICT activity (page 78); Activity 3.4 (page 79); Activity 3.5 (page 79); Exercise 3.1 (page 79)	76–79
	30 mins (1 period)		
	1 hour (2 periods)		

Term 3

Week	Time allocation/ Period	Section	LB page(s)
25	30 mins (1 period)	Teach content: Health facilities and housing projects Learners do: Activity 3.6 (page 82); Exercise 3.2 (page 82); Extension (page 82); Revision	80–83
	30 mins (1 period)		
	1 hour (2 periods)		
26	30 mins (1 period)	Teach content: Economic developments under colonial rule Learners do: Extension (page 86); ICT activity (page 86); Activity 3.7 (page 87)	84–87
	30 mins (1 period)		
	1 hour (2 periods)		
27	30 mins (1 period)	Teach content: Colonial contributions to agriculture, Cocoa farming Learners do: ICT activity (page 89); Homework (page 89); Activity 3.8 (page 92); ICT activity (page 92); Exercise 3.3 (page 92); Homework (page 92)	88–92
	30 mins (1 period)		
	1 hour (2 periods)		
28	30 mins (1 period)	Case study; Other agricultural products; Colonial contributions to mining Learners do: Activity 3.9 (page 93); Activity 3.10 (page 95); Exercise 3.4 (page 95)	93–95
	30 mins (1 period)		
	1 hour (2 periods)		
29	30 mins (1 period)	Learners do: Revision, Assessment	96–100
	30 mins (1 period)		
	1 hour (2 periods)		
30	30 mins (1 period)	Teach content: Journey to independence Learners do: Let us learn about... activity (page 101); ICT activity (page 107); Extension activity (page 107); Activity 4.1 (page 109); ICT activity (page 109); Exercise 4.1 (page 109)	101–109
	30 mins (1 period)		
	1 hour (2 periods)		
31	30 mins (1 period)	Teach content: Joseph Mensah Sarbah (1864–1910); Joseph Ephraim Casely Hayford (1866–1930) Learners do: ICT activity (page 110); Activity 4.2 (page 110); ICT activity (page 112); Activity 4.3 (page 112); Extension activity (page 112)	110–112
	30 mins (1 period)		
	1 hour (2 periods)		
32	30 mins (1 period)	Teach content: Dr. Joseph Boakye Danquah Learners do: Activity 4.4 (page 113); Activity 4.5 (page 114); Exercise 4.2 (page 114); Revision (page 115)	113–115
	30 mins (1 period)		
	1 hour (2 periods)		
33	30 mins (1 period)	Teach content: The 1948 riots and what came after Learners do: ICT activity (page 118); Activity 4.5 (page 118); Exercise 4.3 (page 118); Homework (page 119)	116–119
	30 mins (1 period)		
	1 hour (2 periods)		
34	30 mins (1 period)	Teach content: The shooting of ex-servicemen Learners do: Extension activity (page 121); Activity 4.6 (page 122); Activity 4.7 (page 122); Exercise 4.4 (page 122)	120–122
	30 mins (1 period)		
	1 hour (2 periods)		
35	30 mins (1 period)	Revision, Assessment	123–126
	30 mins (1 period)		
	1 hour (2 periods)		
36	30 mins (1 period)	End-of-year exam	127–134
	30 mins (1 period)		

Integration, core competencies and learning domain matrixes

Strand 2: My Country Ghana Sub-strand 1: The people of Ghana	Learner's Book pages 5–35
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> • Strand opener activity page 5 <p>Formative assessment:</p> <ul style="list-style-type: none"> • Activity 1.1 page 7 • Homework page 7 • Activity 1.2 page 12 • Exercise 1.1 page 12 • Homework page 16 • Activity 1.3 page 16 • Exercise 1.2 page 16 • Activity 1.4 page 21 • Exercise 1.3 page 22 • Activity 1.5 page 22 • Activity 1.6 page 25 • Activity 1.7 page 27 • Activity 1.8 page 28 • Activity 1.9 page 31 • Activity 1.10 page 33 • Activity 1.11 page 34 • Exercise 1.4 page 34 <p>Summative assessment:</p> <ul style="list-style-type: none"> • Revision page 35 • Assessment pages 49–50 • End-of-year examination pages 127–134

Strand 2: My Country Ghana Sub-strand 5: Some selected individuals	Learner's Book pages 36–50
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Activity 1.12 page 37 • Homework page 37 • Activity 1.13 page 46 • Homework page 46 • Activity 1.14 page 47 • Activity 1.15 page 47 • Activity 1.16 page 47 <p>Summative assessment:</p> <ul style="list-style-type: none"> • Revision page 48 • Assessment pages 49–50 • End-of-year examination pages 127–134

Strand 3: Europeans in Ghana Sub-strand 2: International trade including slave trade	Learner's Book pages 51–66
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> • Strand opener activity page 51 <p>Formative assessment:</p> <ul style="list-style-type: none"> • Activity 2.1 page 56 • Exercise 2.1 page 56 • Activity 2.2 page 60 • Activity 2.3 page 61 • Activity 2.4 page 63 • Exercise 2.2 page 63 <p>Summative assessment:</p> <ul style="list-style-type: none"> • Revision page 64 • Assessment pages 65–66 • End-of-year examination pages 127–134

Strand 4: Colonisation and developments under colonial rule in Ghana Sub-strand 2: Social developments under colonial rule	Learner's Book pages 67–83
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	Diagnostic assessment: <ul style="list-style-type: none"> • Strand opener activity page 67 Formative assessment: <ul style="list-style-type: none"> • Homework page 69 • Activity 3.1 page 69 • Activity 3.2 page 75 • Activity 3.3 page 75 • Homework page 75 • Activity 3.4 page 79 • Activity 3.5 page 79 • Exercise 3.1 page 79 • Activity 3.6 page 82 • Exercise 3.2 page 82 Summative assessment: <ul style="list-style-type: none"> • Revision page 83 • End-of-year examination pages 127–134

Strand 4: Colonisation and developments under colonial rule in Ghana Sub-strand 3: Economic developments under colonial rule	Learner's Book pages 84–100
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	Formative assessment: <ul style="list-style-type: none"> • Activity 3.7 page 87 • Homework page 89 • Activity 3.8 page 92 • Exercise 3.3 page 92 • Homework page 92 • Activity 3.9 page 93 • Activity 3.10 page 95 • Exercise 3.4 page 95 Summative assessment: <ul style="list-style-type: none"> • Revision page 96 • Assessment pages 97–100 • End-of-year examination pages 127–134

Strand 5: Journey to independence Sub-strand 1: Early protest movements	Learner's Book pages 116–134
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportsment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> • Strand opener activity page 101 <p>Formative assessment:</p> <ul style="list-style-type: none"> • Activity 4.1 page 109 • Exercise 4.1 page 109 • Activity 4.2 page 110 • Activity 4.3 page 112 • Activity 4.4 page 113 • Activity 4.5 page 114 • Exercise 4.2 page 114 <p>Summative assessment:</p> <ul style="list-style-type: none"> • Revision page 115 • End-of-year examination pages 127–134

Strand 5: Journey to independence Sub-strand 3: The 1948 riots and what came after	Learner's Book pages 116–134
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Activity 4.5 page 118 • Exercise 4.3 page 118 • Homework page 119 • Activity 4.6 page 122 • Activity 4.7 page 122 • Exercise 4.4 page 122 <p>Summative assessment:</p> <ul style="list-style-type: none"> • Revision page 123 • Assessment pages 125–126 • End-of-year examination pages 127–134

Curriculum reference numbering system

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

Example: B1.2.3.4.1

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

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

Content Standards, Indicators, Subject Specific Practices and Core Competencies

Strand 2: My country Ghana			
Sub-strand 1: The people of Ghana			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today.	Learners become creative and innovative as they compare and analyse life in ancient time and today.	B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th Century) and compare it with how we live today. <i>Enquiry route: How did our ancestors live? Compare how our ancestors lived and how we live today? What things have changed? What things remain similar?</i>	5–25
		1. Identify the kinds of food they ate, the clothes they wore and how they travelled, etc.	9, 13
		2. Compare life today to life in ancient days. For example, food eaten, clothes worn, mode of travel, buildings, communication, trading, professions and technology.	9–21
		3. Produce a photo album (tactile photo album for visually impaired) of family members including learners.	22–24
		4. Visit ancient sites and museums.	7
		5. Use videos/documentaries/internet to highlight how life today has changed from the past.	11
B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today.	Learners become creative and innovative as they compare and analyse life in ancient time and today.	B5.2.1.1.2 Describe some ancient towns in Ghana. Which were the ancient towns in Ghana? Where were they located? Who founded them?	25–34
		1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya).	25–34
		2. Locate some of these towns and places on a map of Ghana.	26
		3. Use the internet to learn about these places and share in class.	34
		4. Show and discuss a documentary/ pictures of some of these towns and places.	34

Strand 2: My Country Ghana			
Sub-strand 5: Some selected individuals			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally.	With the use of evidence to appreciate the significant contributions of some Ghanaians locally and internationally, learners become creative, innovative and digitally literate.	B5.2.5.1.1 Name Ghanaians who have made significant contribution locally and internationally including Dr. Raphael Armattoo (Science and Medicine), Kofi Annan (international diplomacy), Osibisa (popular music), El Anatsui (sculptor), David Adjaye (architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof. Francis Allotey (Science and History), Prof. Akua Kuenyehia (law), Prof. K. Frimpong-Boateng (Surgeon), Abedi Ayew ‘Pele’ (Football), Azumah Nelson (Boxing), etc. <i>Enquiry Route: which individuals have contributed locally and internationally? What were their contributions? Which among them inspires you most and why?</i>	36–47
		1. Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally.	37
		2. Match these personalities with areas of specialty, for example Dr. Raphael Armattoo (Science and Medicine), Kofi Annan (international diplomacy), Osibisa (popular music), El Anatsui (sculptor), David Adjaye (architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof. Francis Allotey (Science and History), Prof. Akua Kuenyehia (law), Prof. K. Frimpong-Boateng (Surgeon), Abedi Ayew ‘Pele’ (Football), Azumah Nelson (Boxing), etc.	37
		3. Show photographs/documentary of significant individuals.	37
		4. Retell the life stories of any of these from a documentary show.	46–47
		5. With the aid of the internet learners are to develop a documentary/poster of individuals who have contributed significantly in this field.	47
		6. Identify the traditional rulers whose work inspires you most and give reasons for your choice.	47

Strand 3: Europeans in Ghana			
Sub-strand 2: International trade including slave trade			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16 th Century.	As learners use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinkers.	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16 th Century. <i>Enquiry Route: Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</i>	51–63
		1. Use a map to explain the concept of Trans-Atlantic slave trade.	53
		2. Role-play/show documentary on how the slave trade was conducted.	56
		3. Brainstorm the reasons why the Europeans began trading in humans.	61
		4. Visit/show pictures of some forts and castles.	60
		5. In small groups, learners develop a poster on the Trans-Atlantic slave trade.	63
		6. Groups present their work to the whole class.	63

Strand 4: Colonisation and developments under colonial rule in Ghana			
Sub-strand 2: Social developments under colonial rule			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.4.2.1. Demonstrate understanding of the social developments that took place during the colonial period (1874–1957).	As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills.	B5.4.2.1.1 Identify the developments in education during the colonial era (1874–1957). <i>Enquiry routes: Which schools were built during the colonial period? Where were they located? What did the British do to promote education?</i>	67–82
		1. Identify schools that existed by 1930, where they are located and state some facts about these schools.	72
		2. List some of the measures the British took to promote education in the Gold Coast. For example, Ordinances to make sure all teachers were registered.	70–71
		3. Discuss the role of the churches in Ghana’s education sector.	69
		4. Recall the role of the important people in (a) the community and (b) the country who played key role in the educational sector, for example, Dr. Kwegyir Aggrey. Note: Display pictures of such people in the class.	76–78
B5.4.2.1. Demonstrate understanding of the social developments that took place during the colonial period (1874–1957).	As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills.	B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period. <i>Enquiry routes: What health facilities were built during the colonial period? How important were these social services?</i>	80–82
		1. Discuss the health facilities and housing projects carried out during the colonial period, for example, the establishment of the Korle Bu hospital – 1923, Kumasi hospital, Takoradi hospital.	80–81
		2. Brainstorm the significance of these social services.	82
		3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.	82

Strand 4: Colonisation and developments under colonial rule in Ghana			
Sub-strand 3: Economic developments under colonial rule			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.4.3.2. Show understanding of the Economic policies and projects during the colonial period (1874–1957).	As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving skills.	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects. <i>Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?</i>	84–95
		1. Identify the economic policies and projects during the colonial era.	84
		2. Enumerate contributions in the agricultural sector (for example, setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), the construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement.	85–91
		3. Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become.	92
		4. Visit/show pictures of any of these facilities, for example, Tetteh Quarshie farm.	92
		5. Enumerate contributions of the colonial government to mining sector.	94

Strand 5: Journey to independence			
Sub-strand 1: Early protest movements			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945.	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills.	B5.5.1.1.1 Identify the early protest movements in Ghana before 1945. <i>Enquiry routes: what do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements?</i>	101–107
		1. What is a protest movement?	102
		2. List the main protest movements in Ghana before 1945: <ul style="list-style-type: none"> • Aborigines' Rights Protection Society (ARPS), 1897 • National Congress of British West Africa (NCBWA), 1917 • The Gold Coast Youth Conference (GCYC), 1930. 	103–107
		3. Discuss the sequence of events that led to the formation of these movements (refer to subsequent indicators).	101
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945.	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills.	B5.5.1.1.2 Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines' Rights Protection Society (ARPS), 1897. <i>Enquiry routes: Who was Joseph Mensah-Sarbah? Where was he born? What was his role in the ARPS?</i>	110
		1. Identify the key leaders of the ARPS by pictures/documentary.	104
		2. Find out from the internet how the ARPS got the land bill withdrawn.	110
		3. Present report as a poster.	110

Strand 5: Journey to independence			
Sub-strand I: Early protest movements			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945.	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills.	B5.5.1.1.3 Examine sources of evidence about the role of Joseph Ephraim Casely Hayford in the National Congress of British West Africa (NCBWA). <i>Enquiry routes: Who was Joseph Ephraim Casely-Hayford? Where was he born? What was his role in the NCBWA?</i>	111–112
		1. Identify Joseph Ephraim Casely Hayford from photographs.	112
		2. Show and discuss a documentary the bust, photograph or picture of Joseph Ephraim Casely Hayford at Casford Hall, UCC (where possible).	112
		3. Present a narrative of the leadership role of Joseph Ephraim Casely Hayford in the NCBWA.	112
		4. Learners retell the story of Joseph Ephraim Casely Hayford.	112
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills	B5.5.1.1.4 Examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference. <i>Enquiry routes: Who was Joseph Boakye Danquah? Where was he born? What was his role in the Gold Coast Youth Conference?</i>	113–114
		1. Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference.	113
		2. Field trip to Danquah Circle in Accra, or his home where possible, or show picture of Danquah Circle in Accra.	114
		3. Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference.	113

Strand 5: Journey to independence			
Sub-strand 3: The 1948 riots and what came after			
Content standards	Subject-specific practices and core competencies	Indicators and exemplars	LB page numbers
B5.5.3.1. Show understanding of the sequence of events leading to the 1948 riots in Ghana.	By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity.	B5.5.3.1.1 Explain why people were unhappy in the country after the Second World War. <i>Enquiry routes: When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in the war? Why were people unhappy after the war?</i>	116–122
		1. Show and discuss a documentary on the general state of affairs after the Second World War – failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods, etc.	118
		2. Discuss how government handled their grievances at the time.	117
		3. Role-play the scene for learners to offer their opinions on the situation (whether the riot was justified or not).	122
		4. Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28 th February and the riots of 1948.	122
B5.5.3.1. Show understanding of the sequence of events leading to the 1948 riots in Ghana	By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity	B4.5.3.1.2 Examine sources of evidence about what happened during the 1948 riots. <i>Enquiry routes: Who were the ex-servicemen? Who ordered the shooting of the ex-servicemen? Where did the shooting occur?</i>	119–120
		1. Show a map of Accra indicating the routes that were approved for the ex-servicemen.	122
		2. Use a documentary to illustrate what happened during the 1948 riots and discuss it afterwards.	118
		3. Role-play the scene of the 1948 riots as evidence for learners.	122
		4. Discuss the arrest of the ‘Big Six’ (leaders of the UGCC).	121

Strand 2: My country Ghana

Introduction

The major ethnic groups should not be new to learners as it should be part of their heritage and cultural background, however, this cannot be assumed.

Strand 2: My country Ghana

- In Sub-strand 1: The people of Ghana, learners will discuss how our ancestors lived in ancient times (before the 15th Century) and compare it with how we live today, focussing on food,

clothes, travel and professions. Learners will make a photo album to show the timeline of life. Describing ancient relics of Ghana's past will be visited as learners find out about ancient towns.

- In Sub-strand 5: Some selected individuals, learners will research Ghanaians who have made significant contributions locally and internationally and support their knowledge with a documentary showing that individual's life.

Opener activity

Let us learn about ... Ghana (LB page 5)

The opener activity provides an opportunity to assess learners' basic knowledge of comparing past life with today. The questions have been structured to broadly cover the different sub-strands in Strand 2:

- Sub-strand 1: The people of Ghana
- Sub-strand 5: Some 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 present their answers.

Suggested answers

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

- 1 caves
- 2 They got their clothing from animal skins. They got their food from hunting and gathering. They got their weapons from the environment and used sticks and sharp stones.
- 3 We also use animals as a mode of transport, for example, camel caravans. We also communicate by talking and passing down stories to the next generation.

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 people of Ghana

How life in ancient time Ghana was different from life today----- (B5.2.1.1.1)

Learners will compare how our ancestors lived to how we live today. They will identify the kinds of food our ancestors ate, the clothes they wore and how they travelled, etc. Learners will analyse the differences and similarities of the changes in lifestyle.

How our early ancestors lived (LB pages 5–12)

In this section, learners talk about the Stone Age. Show the learners a YouTube video on the Stone Age. In small groups, learners discuss how it was to live in that time by identifying the kinds of food they ate, the clothes they wore and how they travelled, etc. This will help learners to compare the past with the present way of living.

Content standard B5.2.1.1

Demonstrate understanding of how life in ancient time was different from life today

Indicator B5.2.1.1.1

Describe how our ancestors lived in ancient times (before the 15th Century) and compare it with how we live today

Subject-specific practices and core competencies

Learners become creative and innovative as they compare and analyse life in ancient time and today.

Resources

- Images and videos showing the comparison between food eaten, clothes worn and entertainment.
- Resource 1 (A worksheet on page 96 of this TG)

Key words

ancestors, modern, technology, period, smelting, flint, devices, vehicles, ancient, preserved, processed, facilities, tunics, techniques, weave, fibres, textiles, manufactured, conversations, tablets, electronic

Helpful links:

- <http://ghanamuseums.org/archaeo-sites-others.php>
- <http://www.foodbycountry.com/Germany-to-Japan/Ghana.html>
- <https://www.everyculture.com/Ge-It/Ghana.html>

Teaching instructions

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

Phase 1: Start suggestions

- Show learners pictures from the internet or books of tools made of stone, and cave paintings.
- Discuss with learners when they think this happened.
- Talk about the differences between today and long ago.

Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners, each topic on its own.
 - Food
 - Clothing
 - Entertainment
- Talk about when the Stone Age started, why it is called the Stone Age and when it ended.
- Discuss the tools, why they needed them and how the Stone Age people survived.
- Explain the progression to the Bronze Age and how the tools changed.
- Show learners pictures on the internet of Bronze Age tools and ask if any learner has seen the tools and other items in a museum.
- Discuss how hunter-gatherers looked for, hunted and cooked food. Let learners role-play hunting and cooking food.
- Ask learners to make a list of the kinds of food that the hunter-gatherers could eat. Write it on the board.
- Talk about the clothes that hunter-gatherers wore. Show learners pictures and let them design their own clothes made from animal skins.
- Talk about how ancient people entertained themselves. Discuss if that entertainment still exists today.

Phase 3: Reflect suggestions

- In groups, talk about what it must have been like to live long ago. Ask learners to say what they would have liked and what they would not have liked.
- Ask learners to say what they would miss from their lives now (TV, mobile phone, etc.).

Use of ICT

- Learners to search on the internet for more information about the hunter-gatherers of the Stone Age. Give learners time in class to share the information they found.

- Let learners watch a video using the internet that shows the differences between life in ancient times and today.
- Let them compare the different ways of life of the people in the video and draw a comparison table in their exercise books.
- You can assess learners' internet research using the rubric in the Assessment tools at the back of this Teacher's Guide.

Homework

(LB page 7)

Have learners ask a family member to take them to visit a museum or one of Ghana's historical sites where people lived hundreds or thousands of years ago. Learners make notes of what they see there to share with the class.

Activity 1.1

(LB page 7)

The aim of the activity is to test learners' knowledge of how food, clothing and travel in ancient time was easier and more difficult than life today.

Group work

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

Answers

Suggested answers:

- 1 **a** They lived by hunting wild animals and collecting fruits.
b They made clothes from the skins of the animals that they killed for food.
c Walking was their only form of transport.
- 2 Learners' own answers. Learners need to show understanding and support their analysis of the ways that life in ancient times was easier and more difficult than life today.

Formative assessment

- Walk around the classroom. Observe learners as they answer the questions. Assist any learners or pairs/groups who seem to be struggling.
- Make a note of those learners who are finding it hard to compare ancient times with today. Give them resources to help further their understanding.

Differentiated learning

- Ask stronger learners to answer some questions first and then let learners who are struggling

answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.

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

Remedial activity

- Work one-on-one with learners and guide them through the questions and in finding the answers.
- First say a way that life was easier in ancient times and then let learners who are struggling answer. This method will provide those learners with an example answer to use as a guideline when answering their own question.

Extension activity

- Ask learners to find out an interesting fact about ancient life. They can present these to the class.
- Let learners make posters of food, travel or clothing from ancient times and compare it to life today. Display the posters in the classroom. They can divide the page in half then write the "ancient" times on one half and the "modern" day on the other half. Then learners can illustrate the differences.

Activity 1.2

(LB page 12)

In this activity, learners talk about and compare what is the same and what is different in food, clothing and entertainment in ancient times and today.

Pair work

Learners work in pairs. Place learners of different abilities together in pairs so that the stronger learner can help their partner who is differently abled. Encourage all learners to participate in comparing and completing the activity. Give learners the opportunity to research or use extra resources to further their understanding.

Answers

- 1 Learners' own answers. Learners need to show understanding and support their comparison of what is the same and what is different in food, clothing and entertainment in ancient times and today.
- 2 Suggested answers, it will depend on the learners' opinions and any additional resources used.

	Advantages		Disadvantages	
	Ancient times	Today	Ancient times	Today
Food	Food was fresh and healthy	Food is easy to get	Food was difficult to find, had to be dried, salted or roasted	Food is preserved and processed, which is not healthy
Clothing	The skins and fur kept their bodies warm and protected them from cold weather	Textiles are easy to get	Textiles did not last as long and were difficult to find; it was dependent on hunting	Manufactured textile is not good for the environment
Entertainment	Stories were told to teach the correct ways to behave and important traditions	Modern technology lets us watch films and read books easily	Toys had to be found from the environment	Screen time affects eyesight

- 3 In their pairs, learners present their findings to the class.

Formative assessment

- Walk around the classroom. Observe learners as they answer the questions. Assist any learners or pairs/groups who seem to be struggling.
- Make a note of those learners who are finding it hard to compare ancient times with today. Give them more practice 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.
- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Give learners Resource 1 (A worksheet on page 96 of this TG) to complete.

Remedial activity

- Work one-on-one with learners and guide them through the questions and in finding the answers.
- First say an advantage for food in ancient times and then let learners who are struggling answer. This method will provide those learners with an example answer to use as a guideline when answering their own question.

Extension activity

- Learners can draw a cartoon to show how food was preserved in ancient times.
- Ask learners to find out an interesting fact about ancient travel, clothing or entertainment. They can present these to the class.

Exercise 1.1

(LB page 12)

In this exercise, learners need to use their knowledge to analyse the statements and say if they are true or false. Then learners complete the sentence frames.

Individual work

Learners work on their own in this exercise. Give learners time to work.

Answers

- 1 a False. Prehistory ends with the invention of writing.
 b True
 c True
 d False. Our ancestors who lived long ago ate preserved food.
 e False. Ancient people wore clothing made from skins and furs of animals.
 f False. Children today do not only play electronic games indoors.
- 2 a stones
 b Stone Age, Bronze Age
 c flint
 d salting
 e processing

Formative assessment

Check learners' work to see if they have the correct answers.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the statements.

Remedial activity

Let learners complete the exercise verbally.

Extension activity

Ask learners to change the wording in the false statements so that they are true.

Modes of travel , building and communication (LB pages 13–16)

Content standard B5.2.1.1

Demonstrate understanding of how life in ancient time was different from life today

Indicator B5.2.1.1.1

Describe how our ancestors lived in ancient times (before the 15th Century) and compare it with how we live today

Subject-specific practices and core competencies

Learners become creative and innovative as they compare and analyse life in ancient time and today.

Resources

Images and videos showing the comparison between modes of transport, buildings communication.

Key words

nomads, pasture, rafts, distances, solar radiation, permanent, apartments, rhythm, orally, griots, historians

Helpful links:

- https://www.ancient.eu/Ghana_Empire/
- <https://www.africanworldheritagesites.org/cultural-places/ancient-sub-saharan-civilisations/asante-buildings.html>

Teaching instructions

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

Phase 1: Start suggestions

Talk about the differences between today and long ago.

Phase 2: Explore suggestions

- Discuss the concepts in the Learner’s Book with learners, each topic on its own.
 - Forms of transport
 - Buildings
 - Communication

- Talk about how our ancestors travelled and the reasons for their travel. Compare this with current modes of transport.
- Talk about how ancient people lived and why they chose to live that way. Compare this with current buildings and living arrangements.
- Discuss how and why our ancestors would communicate and how this is different to the mode of communication we use today.

Phase 3: Reflect suggestions

- In groups, talk about what it must have been like to travel long ago. Ask learners to say what they would have liked and what they would not have liked.
- Learners say which building they like the most and support their answer.
- As a class, learners can vote on the best method of communication. Then learners discuss the reasons for this choice.

Use of ICT

- Learners search on the internet to find the information they need on the different types of talking drums used in Ghana in ancient times. Learners can also look in library books or ask family members or elders in their community if they do not have access to the internet. Learners must make notes about the names of the drums and the ethnic groups who used them. Remind learners to look for information on how to make up and send messages using talking drums.
- You can assess learners’ internet research using the rubric for internet research in the Assessment tools at the back of this Teacher’s Guide.

Homework

(LB page 16)

Learners make their own drum at home. Go over the instructions in the Learner’s Book with learners to make sure they know what to do. They can copy the instructions to take home to complete the task.

Activity 1.3

(LB page 16)

In this activity, learners use their drum to follow the instructions in the activity to communicate in different ways.

Pair work

Learners work in pairs. Place learners of different abilities together in pairs so that the stronger learner can help their partner who is differently abled. Encourage all learners to participate in the activity using their drum.

Answers

- 1 Learners' own answers about their findings on how to send messages using a talking drum.
- 2 Learners work together to make up their own code using drumbeats.
- 3 Learners take turns to make up a message and beat the message on their drum to see if their partner can understand the message.

Formative assessment

Walk around the classroom. Observe learners as they answer the questions. Assist any learners or pairs/groups who seem to be struggling.

Differentiated learning

Pair up stronger and weaker learners so that stronger learners can help weaker ones.

Remedial activity

Work one-on-one with learners and guide them through the questions and in finding the answers.

Extension activity

Hold a class discussion to compare ancient and modern forms of communication. Talk about the role of the griots in oral communication. Why were they so important for communication in ancient times?

Exercise 1.2

(LB page 16)

In this exercise, learners need to use their knowledge to answer the questions.

Individual work

- Learners work on their own in this exercise.
- Help learners to read and understand the questions.
- Give learners time to work.

Answers

- 1 walking, using donkeys and camels to carry goods, camel caravans, wooden rafts and small boats to travel and transport goods along the rivers
- 2 Today we use road, railway, air and water transport. These modern forms of transport include vehicles (cars, trucks and buses), trains, aeroplanes and ships.
- 3 Modern transport can transport many people and large quantities of goods over short and long distances. Modern transport is also much quicker than ancient forms of transport. Today, we can transport goods to distant places in hours, days or weeks.

- 4 Our ancestors lived in caves to protect themselves from attacks by wild animals and other enemies. The caves also protected them from the weather, such as heat from the sun or heavy rains.
- 5 Our ancestors built round thatched huts to live in. These huts were made from mud bricks, reeds and grasses, and had one room. The people often built separate huts for cooking and for storing crops. Kings and members of their royal families lived in buildings made of wood and stone.
- 6 Griots were so important in the lives of our ancestors because they learnt and retold the history of the village or community, including births, deaths, marriages and all the important events.
- 7 Television, radio and newspapers are also ways to communicate with many thousands of people at the same time.

Formative assessment

Check learners' work to see if they have got the answers correct.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the questions to learners who are struggling.

Remedial activity

- Let learners complete the exercise verbally.
- Show learners the page to find the answer.

Extension activity

Ask learners to write three of their questions on what they have learnt and swap it with a partner to answer.

Trading, types of work, technology, ancient sites and museums (LB pages 17–25)

Content standard B5.2.1.1

Demonstrate understanding of how life in ancient time was different from life today

Indicator B5.2.1.1.1

Describe how our ancestors lived in ancient times (before the 15th Century) and compare it with how we live today

Subject-specific practices and core competencies

Learners become creative and innovative as they compare and analyse life in ancient time and today.

Resources

Images and videos showing the comparison between trading, types of work and technology

Key words

barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate, smallpox, cataracts, terraces, diking, transplanting, diagnose, security system, generation, archaeological, inhabited

Helpful links:

- <https://www.ushistory.org/civ/7a.asp>
- https://www.ducksters.com/history/africa/trade_routes_of_ancient_africa.php

Teaching instructions

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

Phase 1: Start suggestions

Talk about the differences between today and long ago.

Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners, each topic on its own.
 - Trading
 - Types of work
 - Technology
 - Ancient sites and museums
- Explain the benefits of bartering and how it transformed into trade and finally into the monetary system of today.
- Describe the different types of work and how it has not changed much over the years, only the systems that are used, for example irrigation.
- Even though people of the past did not have technology they used astronomy. Discuss the forms of technology and if the changes have benefited us.

Phase 3: Reflect suggestions

Ask learners to say what they would miss from their lives now (TV, mobile phone, etc.).

Use of ICT

- Show learners a documentary about modern technology and how we use it in our everyday lives. Learners listen carefully and will need to make notes about the documentary.
- Learners watch video clips on how life and technology have changed over the past 100 years and take notes. Learners can visit the following websites:
 - <https://www.youtube.com/watch?v=gNp6EHa8rEg>

- <https://www.youtube.com/watch?v=DENG7Q7VRgo>
- <https://www.youtube.com/1.32> A family photo album watch?v=be3KZDFvDeA

Activity 1.4

(LB page 21)

In this activity, learners talk about and compare technology in ancient times to today.

Group work

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

Answers

- 1 Learners' own answers. Explain to learners that the answers might not be in their books. They will need to read and understand the information to infer the answers.
- 2 In groups, learners present their views in a class discussion.

Formative assessment

Walk around the classroom. Observe learners as they answer the questions. Assist any learners or pairs/groups who seem to be struggling.

Differentiated learning

Group stronger and weaker learners so that stronger learners can help weaker ones.

Remedial activity

- Work one-on-one with learners and guide them through the questions and in finding the answers.
- Provide learners with additional resources to further their understanding.

Extension activity

Learners write a report on one aspect of the technology used by ancient Africans. They choose from mathematics, astronomy, medicine, farming or metalwork. Learners do additional research on the internet or at their local library.

Report writing

Provide the following information on writing a report and the structure of a report to learners: A report is an account that describes an event or situation after observation and inquiry. The process for writing a report:

- select the topic
- research the topic
- write a draft.

- write a thesis statement. (This is an outline of the report.)
- write the report.

The different sections in the report include:

- introduction, body paragraphs, topic sentence, conclusion, citing sources, format and finalising the report.
- proofread your report writing skills.

Make notes on the learner observation checklist in the Assessment tools at the back of this Teacher's Guide to assess learners' report writing skills.

Exercise 1.3 (LB page 22)

In this exercise, learners use their knowledge to answer the questions.

Individual work

- Learners work on their own in this exercise.
- Help learners to read and understand the questions.
- Give learners time to work.

Answers

- 1 Bartering means that people exchanged goods they had for goods they needed from others.
- 2 Today, we use money in the form of notes and coins to pay for goods and services. We also use electronic methods of payment, such as credit cards and debit cards. Another way in which we can pay for goods and services is by making payments electronically over the internet. This method of paying is called EFT payments. We can also use mobile money, which is paying, receiving and storing money using an app on a mobile phone.
- 3 In ancient times, many people were small farmers. Many livestock farmers were nomads who travelled with their herds from pasture to pasture. Now, farmers use tractors and automated irrigation systems to water their crops. We still have nomadic farmers who travel with their livestock, but not as many as in ancient Africa. The land is more built up and countries have laws about who can cross their borders.
- 4 Refer to the Learner's Book (page 20) as there are many examples.

Formative assessment

Check learners' work to see if they have got the answers correct and in their own wording.

Differentiated learning

- Ask stronger learners to independently complete the exercise.

- Read and explain the questions to learners who are struggling.

Remedial activity

- Let learners complete the exercise verbally.
- Show learners the page to find the answer.

Extension activity

Ask learners to write three questions on what they have learnt and swap it with a partner to answer.

Activity 1.5 (LB page 22)

In this activity, learners need to use their knowledge from the video clips to talk about and debate how life and technology have changed. Then learners will summarise the points made in the debate.

Group work

Learners work in groups to complete the first two questions of this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion and debate.

Individual work

- Learners work on their own to write the summary of the points made in the debate.
- Help learners with their vocabulary, grammar and syntax.
- Give learners time to edit their peers' summaries and work.

Answers

- 1 Learners talk about the videos they watched on how life and technology have changed.
- 2 Hold a class debate. Put the class in two groups. One group must argue that life today is better than life in the past. The other group must argue that life in the past was better than life today. Give each group 15 minutes to prepare their arguments before the debate starts.
- 3 Learners write a summary in their exercise book of the arguments used in the debate.

Formative assessment

- Check that learners are involved in the discussion and debate and supporting their answers. You can assess learners using the rubric for debates in the Assessment tools at the back of this Teacher's Guide.
- Check learners' work to see if the arguments are concise and accurate.

Differentiated learning

- Ask stronger learners to lead the debate.
- Help learners who are struggling to form an argument in the debate.

Remedial activity

- Let learners complete the exercise verbally. Guide learners' argument.
- Guide learners to note down the arguments made in the debate.

Extension activity

Ask learners to add more arguments in their summary. They could add their own arguments as well.

Project

(LB pages 23, 24)

In this project, learners will work alone to make their own individual history photograph album that compares the lives of each generation in the family with their own. They will use pictures and photographs brought from home. Clear, simple instructions and what the learners need for the project is on pages 23 and 24 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 pages 23 and 24 of the Learner's Book.

Answers

Learners' own photograph albums.

Formative assessment

- Walk around the class. 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?
- You can assess learners' projects using the rubric for projects in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Let stronger learners work ahead and give support to those who take a little longer. Challenge stronger learners to write more complicated sentences underneath each picture.

Remedial activity

- Let them 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.

Activity 1.6

(LB page 25)

In this activity, learners use a regional map and research to answer the questions and make a poster on an ancient site.

Group work

Learners work in groups to complete the activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the research and construction of the poster.

Answers

- 1 Provide learners with a regional map of Ghana. Learners write each ancient site and museum in the correct region on the map.
- 2 Learners research more information about one of these ancient sites.
- 3 Learners make a poster, including pictures, to show their information on the ancient site. They present their poster to the class.

Formative assessment

- Check that learners are involved in the discussion and supporting their answers.
- Check learners' research to see if they have got the right information and it is at their level of understanding.

Differentiated learning

Encourage groups to give each learner a role in making the poster; one learner can research, one learner can find pictures, one learner can design the poster, one learner can scribe, etc. The roles will depend on the learners' strengths.

Remedial activity

- Provide learners with the information so that they do not take up too much time researching or not getting the right information.
- Help learners to underline the important points about the ancient site and reword it in their own wording.

Extension activity

Learners can do an interview about one of the ancient sites, for example between a professor and a student wanting to know more information.

Ancient towns and places in Ghana (LB pages 26–35)

Content standard B5.2.1.1

Demonstrate understanding of how life in ancient time was different from life today

Indicator B5.2.1.1.2

Describe some ancient towns in Ghana

Subject-specific practices and core competencies

Learners become creative and innovative as they compare and analyse life in ancient time and today.

Resources

- Images and videos showing some ancient towns in Ghana.
- Resource 2 (A worksheet on page 97 of this TG)

Key words

evidence, archaeological finds, microliths, settlement, harpoons, migrated, founded, trans-Saharan, archaeologists, conquering

Helpful links:

- *Refer to previous links on ancient sites*
- http://www.world-guides.com/africa/western-africa/ghana/ghana_landmarks.html

Teaching instructions

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

Phase 1: Start suggestions

Talk about the regional ancient towns that learners know.

Phase 2: Explore suggestions

- Discuss the ancient towns, each on its own.
 - Kintampo cultural sites
 - Bono-Manso and Begho
 - Daboya
 - Salaga
 - Dawhenya
 - Eguafo

Phase 3: Reflect suggestions

Ask learners to imagine what it would be like to live in an ancient town in ancient times. They should think about the history of the town, the ethnic group that ruled the town and its location.

Use of ICT

- Show the learners a documentary on the Kintampo culture sites and make notes of the important points. Explain to learners that they

must do extra research on the internet to find out more information about the Kintampo people. In the next lesson, give learners the opportunity to share their findings in a class discussion.

- Show learners a documentary or the photographs and pictures on the history of Bono-Manso, Begho, Daboya and Salaga. Read the information about these places to the class. Ask them to make notes of the important points while they watch the documentary or listen to you read the information. Explain to learners that they must do extra research on the internet to find out more information about these towns. Set a task for learners to complete to present their information. They can give a short speech (of one to two minutes) or show a PowerPoint slideshow to present the information they found.
- Show learners another a documentary or photographs and information you have collected on the history of Dawhenya and Eguafo. Ask them to make notes of the important points while they watch the documentary or listen to you read the information. Let them do extra research on the internet to find out more information about these towns. They must use their research to give a one-minute prepared speech in front of the class. Use the rubric for presentations/speeches in the Assessment tools section of this Teacher's Guide to assess learners' speeches.

Homework

(LB page 26)

For homework, learners must revise the forest regions of Ghana and the ethnic groups who migrated there. They then draw a map to show this information. This activity allows learners to revise the locations of towns, kingdoms and ethnic groups in ancient Ghana.

Activity 1.7

(LB page 27)

In this activity, learners use their research to talk about the history of these ancient towns and places. Then they write a summary of the points from the class discussion in their exercise book.

Group work

Learners work in groups to complete Questions 1 and 2 in this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion.

Individual work

- Learners work on their own to write the summary of the points made in the debate.

- Help learners with their vocabulary, grammar and syntax.
- Give learners time to edit their peers' summary and work.

Answers

- 1 Learners' own answers as they talk about what they know about the history of these ancient towns and places.
They need to use their homework research, the map on page 26 and these points to help:
 - Which ethnic group ruled the town?
 - Was the location of the town important?
 - Are these towns still important today? Say why or why not.
- 2 Learners independently write a summary of the points from the class discussion in their exercise book.

Formative assessment

- Walk around the classroom, listen and observe learners working in groups. 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 write their summary.

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 stronger learners read and talk about the answers first to give others a chance to listen and form their own answers.
- Give learners Resource 2 (A worksheet on page 97 of this TG) to complete.

Remedial activity

Provide learners with additional resources to further their understanding. Guide their answers so that they show understanding in answering the questions.

Extension activity

Learners can research an ancient town and present their findings to the class.

Activity 1.8 (LB page 28)

In this activity, learners will create a role play of the activities that the Kintampo Stone Age people would do in one day.

Group work

- Learners work in groups to create a role play. Encourage all learners to participate.
- You can assess learners' role plays using the rubric for role plays in the Assessment tools at the back of this Teacher's Guide.

Answers

Groups' own role play.

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-playing 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.

Each member of the group must act the role of a person doing one of the activities and explain what they are doing.

Remedial activity

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 needs to guess what they are miming.

Activity 1.9 (LB page 31)

In this activity, learners talk about the trading centres and support their answers.

Pair work

Learners work in pairs to complete the activity. Place learners of different abilities together, so that a stronger learner can help the differently abled or learners who struggle with the activity.

Answers

- 1 Gold is found in Begho and Bono-Manso. The Brong who settled here mined the gold. Daboya has a large and developed rock-salt industry.
- 2 Salaga was so important to the slave trade because it was centrally located.
- 3 Pairs present their findings to the class.

Formative assessment

Check that learners are involved in the discussion and are supporting their answers.

Differentiated learning

- Ask stronger learners to read the questions and help others who find reading difficult.

- Let learners answer verbally if needed or draw pictures and describe their answers 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

Help learners to underline the important points in the text to answer the questions.

Extension activity

Learners can research these ancient towns and what makes them important. Then they present their findings to the class.

Activity 1.10

(LB page 33)

In this activity, learners use their knowledge to write a diary entry on being a Guan trader.

Individual work

- Learners work on their own to write their diary entry.
- Help learners to write their diary entry in first person and from the correct perspective.
- Give learners time to work.

Answers

Learners' diary entries.

Formative assessment

In pairs, learners edit each other's diary entries, providing constructive criticism.

Differentiated learning

- Ask stronger learners to independently complete the activity.
- Support learners who are struggling in sentence formation and use of vocabulary.

Remedial activity

- Learners underline the information on Guan traders and understand what it was like to live in those days.
- Let learners complete a mind map to show the progression of their diary entry.

Extension activity

Ask learners to read their diary entry to the class.

Homework

(LB page 34)

- Let learners read through the notes they have made while working through this lesson.
- They must do more research on the internet to fill in any gaps they find in the information that they have collected.
- Provide learners with other sources of information, such as books and textbooks, if they do not have access to the internet.

Activity 1.11

(LB page 34)

In this activity, learners use their research to prepare a presentation to explain the important points on their poster.

Individual work

- Learners work on their own to prepare a presentation to explain the important points on their poster.
- Help learners to choose the important points.
- Give learners time to work.

Group work

Learners work in groups to complete the activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the research and construction of the poster.

Answers

Poster and presentation.

Formative assessment

- Check that learners are involved in the discussion and are supporting their answers.
- Check learners' research to see if they have got the right information and that it is at their level of understanding.
- You can assess learners' posters using the rubric for posters in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

Encourage groups to give each learner a role in making the poster; one learner can research, one learner can find pictures, one learner can design the poster, one learner can scribe, etc. The roles will depend on the learners' strengths.

Remedial activity

- Provide learners with the information so that they do not take up too much time researching or not getting the right information.
- Help learners to underline the important points about the history of a town or place and reword it in their own wording.

Extension activity

Learners can do an interview about one of the ancient towns or places, for example between a professor and a student wanting to know more information.

Exercise 1.4

(LB page 34)

In this exercise, learners use their knowledge to answer the questions.

Individual work

Learners work on their own in this exercise. Give learners time to work.

Answers

- 1
 - a Bono East
 - b North east
 - c Savannah Region in northern Ghana
 - d Central Region in southern Ghana
- 2 They were the first crop and livestock farmers in West Africa.
- 3 The Abbron people
- 4 Salt, kola nuts, leather and gold
- 5 Daboya and Salaga
- 6 They used terrace farming technology for growing crops.
- 7 Learners' opinions supported with facts.

Formative assessment

Check learners' work to see if they have got the answers correct and in their own wording.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the questions to learners who are struggling.

Remedial activity

- Let learners complete the exercise verbally.
- Show learners the page to find the answer.

Extension activity

Ask learners to write three of their questions on what they have learnt and swap it with a partner to answer.

Summary: The people of Ghana

- Our ancestors did not have same equipment and tools as we do now.
- Prehistory is the period that starts before writing started. This is about five million years ago. This period ends with the invention of writing, which is about 6 000 years ago.
- Our ancestors lived by farming, fishing and hunting.
- They also collected from plants in nature. They usually dried, salted or roasted fish and meat before eating it. Drying, salting or roasting meat and fish are also ways they preserved food to use later.
- Our ancestors wore clothes made from the skins and fur of animals they hunted. They wore this clothing wrapped around their bodies.
- People in ancient times used hand-weaving techniques to weave animal skins to make clothing.
- Our ancestors entertained themselves with music (using instruments such as drums or the lute), games, storytelling and conversations.
- Our ancestors travelled from one place to another by walking.
- They carried goods on their heads and on their shoulders.
- Many people in ancient Africa were nomads. They travelled on foot from place to place with their family and livestock.
- They did this to make sure that their herds had enough pasture for grazing.
- People also built wooden rafts and small boats to travel and transport goods on water.
- Today, we use road, rail, air and water transport. These modern forms of transport include vehicles (cars, trucks and buses), trains, aeroplanes and ships. They can transport many people and large quantities of goods over short and long distances.
- Technology has also developed different ways to power modern forms of transport. Some vehicles now use electricity and solar radiation instead of petrol and diesel.
- In ancient times, people lived in caves and then moved on to build huts which later developed into modern day houses.
- The barter system of trading was used to exchange goods in ancient times. Bartering means that people exchanged goods they had for goods they needed (gold and salt were valuable).
- Today, we use money to pay for goods and services.
- Types of work our ancestors did included farming, trading, working as soldiers and skilled work (blacksmith, tailors, weavers, etc.)

Summary: The people of Ghana (continued)

- Today we still do the same work but with better and advanced technology. For example, machinery and modern transport.
- Ancient Africans used many forms of technology.
- Today, we still use many of the same forms of technology, but they are more advanced and effective. For example, the use of computers and machinery in factories.

Sub-strand 1: Revision

(LB page 35)

Assessment

Use this *Sub-strand 1: Revision activity* for formative or summative assessment.

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

Answers

- 1
- a False. The Bronze Age started when the Stone Age ended.
 - b False. Talking drums could send messages to places 40 km away.
 - c True
 - d False. EFT (electronic funds transfer) payments are made electronically.
 - e False. Begho is located in the Bono/ Eastern Region.
 - f True

- 2
- a 6 000
 - b cave
 - c 1 800
 - d hut
 - e terraces
 - f diking

3 Drying, salting or roasting

4 These armies protected the kingdom and its kings. They also made sure that the different ethnic groups lived in peace.

5 Kola nuts, slaves, vegetables, cloth, leather goods, ivory, copper and iron

Summative assessment

- Use this *Strand 2: Self-assessment* for summative assessment. Let learners complete the table 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 how our ancestors lived in ancient times compared to today.

Sub-strand 5: Some selected individuals

Ghanaians who made significant contributions locally and internationally

(B5.2.5.1.1)

Learners will use evidence to discuss and appreciate Ghanaians who made significant contributions locally and internationally.

Ghanaian people who have done important work (LB pages 36–48)

Content standard B5.2.5.1

Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally.

Indicator B5.2.5.1.1

Name Ghanaians who have made significant contributions locally and internationally, including Dr. R.E.G Armattoo (Science and Medicine), Kofi Annan-international diplomacy, Osibisa (popular music), El Anatsui (sculptor), David Adjaye (architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof. Francis Allotey (Science and History), Prof. Akua Kuenyehia (law), Prof. Frimpong-Boateng (Surgeon), Abedi Ayew 'Pele' (Football), Azumah Nelson (Boxing), etc.

Subject-specific practices and core competencies

Learners use evidence to appreciate the significant contributions of some Ghanaians locally and internationally, learners become creative, innovative and digitally literate.

Resources

- pictures, posters or the internet to identify Ghanaians who have made important contributions locally and internationally.
- Resource 3 (A worksheet on pages 98–105 of this TG)

Key words

qualifications, fluent, anthropology, publicity, centrist, federalist, unification, diplomat, food security, playwright, passionate, physicist, architect, flagship, cardiothoracic, cardiovascular, amateur, highlife

Helpful links:

- <http://el-anatsui.com/>
- <https://www.kofiannanfoundation.org/kofi-annan/>
- <https://www.britannica.com/biography/Efua-Sutherland>

Phase 1: Start suggestions

- Show learners pictures, posters or the internet to identify Ghanaians who have made important contributions locally and internationally.
- Discuss with learners how these Ghanaians helped the community.

Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book with learners, each Ghanaian on their own.
 - Dr. R.E.G Armattoo (Science and Medicine),
 - Kofi Annan (international diplomacy),
 - Efua Sutherland (playwright),
 - Prof. Francis Allotey (Science and History),
 - David Adjaye (architect),
 - Ozwald Boateng (fashion),
 - El Anatsui (sculptor),
 - Prof. Akua Kuenyehia (law),
 - Prof. Frimpong-Boateng (surgeon),
 - Abedi Ayew 'Pele' (football player),
 - Azumah Nelson (boxing), and
 - Osibisa (popular music).

Phase 3: Reflect suggestions

In groups, learners identify the traditional rulers whose work inspires them the most and give reasons for their choice.

Use of ICT

- Show learners videos and documentaries on some of the famous Ghanaians they have learnt about. You can use the examples provided below or your own examples. See the Helpful links section on this page for more useful website links. Remind learners to make notes of the important points as they watch the documentary.
 - Kwabena Frimpong-Boateng: <https://www.youtube.com/watch?v=ziVrU95tAiw>
 - Ozwald Boateng: <https://www.youtube.com/watch?v=ngRPSoq2UAY>
 - David Adjaye: https://www.youtube.com/watch?v=73YPW_6RQes
 - Osibisa: https://www.youtube.com/watch?v=ulldsDSq_mU
 - El Anatsui: <https://www.youtube.com/watch?v=ewLhOOkDZPA>
 - Azumah Nelson: <https://www.youtube.com/watch?v=3e2iJ8Ue9h8>

Teaching instructions

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

Homework

(LB page 37)

- Learners can do the homework task provided in the Learner's Book using the internet, if they have access at home, or by looking in textbooks and library books. Make sure that you always have books and information on display in your classroom for learners to use, if necessary.
- They must make notes of their research and share these in class in the next lesson.

Activity 1.12

(LB page 37)

In this activity, learners recognise which names they are familiar with and which names they can research further.

Pair work

Learners work in pairs to research and discuss the questions of this activity. Place learners of different abilities together, so that the stronger learners can help differently abled learners who struggle with the activity. Encourage all learners to participate in the activity.

Answers

Suggested answers.

- 1 Learners look at the pictures on pages 36–37 and read the names of the famous people. Learners call out the names that they recognise. In small groups, learners research the names that they do not recognise. Ask learners to match each person with the important work that they have done locally or internationally. They can choose the type of work from the list.
- 2 Learners choose three types of work from the list to answer the questions.

Formative assessment

- Walk around the classroom. Observe learners as they research and discuss the questions. Assist any learners or pairs/groups who seem to be struggling.
- Make a note of those learners who are finding it hard to research and give them resources to help further their understanding.

Differentiated learning

- Give learners Resource 3 (A worksheet on pages 98–105 of this TG) to complete.
- Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

- Work one-on-one with learners and guide them through the questions and in finding the answers.
- Learners can choose one or two types of work instead for question 2.

Extension activity

Learners create a photo album with the various Ghanaian people, giving a short description of what they achieved with a picture of each.

Activity 1.13

(LB page 46)

In this activity, learners test their knowledge of the names and work done by famous Ghanaians.

Pair work

Learners work in pairs to play the memory game.

Answers

Dr. R.E.G Armattoe – Science and Medicine,
Kofi Annan – international diplomacy,
Efua Sutherland – playwright,
Prof. Francis Allotey – Science and History,
David Adjaye – architect,
Oswald Boateng – fashion,
El Anatsui – sculptor,
Prof. Akua Kuenyehia – law,
Prof. Frimpong-Boateng – surgeon,
Abedi Ayew 'Pele' – football player,
Azumah Nelson – boxing, and
Osibisa – popular music.

Formative assessment

Walk around the classroom. Observe learners as they play the memory game. Assist any learners or pairs/groups who seem to be struggling.

Differentiated learning

- Ask stronger learners to guide the memory game.
- 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

- Divide the cards so that learners choose only the cards with the person's name and they need to say the person's work.
- Learners can use the Learner's Book to find the answers.

Extension activity

Learners add a third set of cards that gives further details of the famous Ghanaians.

Homework

(LB page 46)

- Explain to learners that they need to prepare an oral presentation to retell the life story of a famous Ghanaian.
- Learners must use the notes they made while watching the documentary or video. Let them write out the person's life story. They must list all the person's important events and achievements.
- Give learners time in class to practise retelling the person's life story in an interesting way. They can ask their family members to listen and give them

feedback. Remind learners to use their feedback to make improvements to their presentation.

Activity 1.14 (LB page 47)

In this activity, learners present their oral presentation.

Individual work

Learners work alone to do their homework and present their presentation. They follow the step-by-step instructions on page 46 of the Learner's Book.

Answers

Learners' presentations.

Formative assessment

Listen to the oral presentations.

Differentiated learning

- Ask stronger learners to deliver their presentations first and then let learners who are struggling follow. This method will provide those learners with an example answer to use as a guideline when delivering their presentation.
- 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

- Let learners practise their presentation in front of a small group of learners.
- Provide learners with the necessary research.

Extension activity

Learners conduct a question/answer interview with a peer on a famous Ghanaian person.

Activity 1.15 (LB page 47)

In this activity, learners prepare a video documentary or a poster about three famous Ghanaians who have achieved great things and made a difference.

Group work

- Learners work in groups to research and discuss the questions of this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion.
- Learners can complete a group work assessment using the checklist at the back of this Teacher's Guide. Use the teacher assessment for group work, as well as the rubric for presentations to assess all groups' video documentaries.

Answers

A video documentary or a poster

Formative assessment

- Walk around the classroom. Observe learners as they follow the instructions. Assist any learners or groups who seem to be struggling.

- Use the poster or presentation rubrics in the Assessment tools at the back of this Teacher's Guide to assess learners' work.

Differentiated learning

- The choice between a video documentary or a poster will depend on learners' and groups' strengths.
- Encourage groups to delegate a role for each learner, for example scribe, researcher, or a learner to find images.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners choose one or two famous Ghanaians.
- Learners can use the Learner's Book to find the answers or you can provide the resources.

Extension activity

Learners deliver their presentation to the school.

Activity 1.16 (LB page 47)

In this activity, learners research the traditional ruler that inspires them and present that information to the class.

Individual work

Learners work alone to research and deliver their presentation. They follow the step-by-step instructions on page 47 of the Learner's Book.

Pair work

- Learners work in pairs. Place learners of different abilities in pairs so that the stronger learner can help their partner who is differently abled. Encourage all learners to participate in comparing and completing the activity. Give learners the opportunity to research or use extra resources to further their understanding.
- Learners can complete a peer assessment using the rubric for pair work in the Assessment tools at the back of this Teacher's Guide.

Formative assessment

Walk around the classroom. Observe learners as they present their information. Assist any learners or pairs who seem to be struggling.

Differentiated learning

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

Remedial activity

Learners can use the Learner's Book to find the answers or you can provide the resources.

Extension activity

Learners deliver their presentation to the school.

Summary: Some selected individuals

Raphael Armattoe (1913–1953)

- He was a Ghanaian doctor, author, poet and politician.
- He supported the unification of British and French Togoland into one Ewe state.

Kofi Annan (1938–2018)

- He was a Ghanaian diplomat and statesman.
- He has many achievements such as winning the Nobel Peace Prize in 2001.

Efua Sutherland (1924–1996)

- He was a Ghanaian teacher, playwright, poet, author and theatre director.
- Well-known works are Foriwa, Playtime in Africa, New Life in Kyerefaso, Edufa and The Marriage of Anansewa.

Francis Allotey (1932–2017)

- He was a Ghanaian mathematical physicist.
- He was the first Ghanaian Professor of Mathematics.

David Adjaye (1966–present day)

- He is a famous architect.

Ozwald Boateng (1967 –)

- He is a famous menswear fashion designer.
- He has designed costumes for films, including The Matrix and Oceans 13.

El Anatsui (1944–)

- He is a Ghanaian sculptor.
- He has also received several Ghanaian and international awards for his work.

Akua Kuenyehia (1947–)

- She is a Ghanaian lawyer.
- She served as one of three African female judges at the International Criminal Court in The Hague in The Netherlands.

Kwabena Frimpong-Boateng (1949–)

- Kwabena Frimpong-Boateng is a Ghanaian cardiothoracic surgeon.
- He performed his first heart transplant in 1985.

Abedi Ayew ‘Pele’ (1964–)

- He is a retired Ghanaian football player.
- He was among the first great African football players to play for clubs in Europe.

Azumah Nelson (1958–)

- He is a former Ghanaian professional boxer.
- He was honoured in the International Boxing Hall of Fame in 2004.

Osibisa

- This is an Afrobeat band formed in London in 1969.
- The leader of the band is a Ghanaian named Teddy Osei.
- The band achieved huge success in the 1970s. They had hits in the United Kingdom and the USA.

Sub-strand 5: Revision

(LB page 48)

Assessment

Use this *Sub-strand 5: Revision activity* for formative or summative assessment.

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

Answers

- 1
- a Ozwald Boateng, fashion
 - b Efua Sutherland, playwriting
 - c Akua Kuenyehia, law
 - d El Anatsui, sculpting
 - e Abedi Agew 'Pele', football

- 2
- a False. Dr. Armattoo did support one united Ewe state.
 - b True
 - c True
 - d False. Professor Allotey was head of the Mathematical Department at the Kwame Nkrumah University of Science and Technology (KNUST).
 - e True
- 3 David Adjaye
- 4 2003–2015
- 5 Osibisa was the first band to combine West-African highlife music style with jazz, rock, calypso and R&B.
- 6 He played for the Ghana national team 73 times from 1982 to 1998
- 7 Learners' own answers

Summative assessment

Use this Sub-strand 5: Self-assessment for summative assessment. Let learners complete the table 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.

Strand 2: Assessment

(LB pages 49–50)

Assessment

- Make sure that learners can demonstrate an understanding of how life in ancient time was different from life today.
- Confirm that learners can recount history about their communities.
- 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 significant local and international contributions.

Strand 2: Assessment (continued)

(LB pages 49–50)

Answers

- 1**
- a** Stone Age (1)
 - b** Bronze Age (1)
 - c** Birimi (1)
 - d** Bono-Manso (1)
 - e** Kofi Annan (1)
 - f** Ozwald Boateng (1) [6]
- 2**
- a** False. Ancient people wore clothes made from natural textiles. (1)
 - b** True
 - c** False. It was occupied during the Stone Age, which ended in about 2 000 BC. (1)
 - d** True (1)
 - e** True (1)
 - f** True (1) [6]
- 3**
- a** A
 - b** C
 - c** C
 - d** C
 - e** B
 - f** B (6)
- 4**
- a** Edua Sutherland, playwriting (1)
 - b** Osibisa, music (1)
 - c** David Adjaye, architecture (1)
 - d** Abedi Ayew 'Pele', football (1)
 - e** Kofi Annan, diplomacy (1)
 - f** Raphael Armattoo, medicine (1) [6]
- 5** They lived by hunting wild animals and collecting fruits. (2)
- 6** This means that it is prepared and stored in tins and containers, so that it lasts a long time. (2)
- 7** Nomads travelled with their herds from pasture to pasture. (2)
- 8** Storytellers, called griots, played an important role in oral communication. They told stories and played music. They were also the historians for villages and communities. They learnt and retold the history of the village or community, including births, deaths, marriages and all the important events. (3)
- 9** Blacksmiths, weavers, tailors, jewellers and tool makers. Learners' examples. (6)
- 10** Study the Qur'an and the sciences, including mathematics, geography, physics and astronomy. (2)
- 11** Some scientists think that the Kintampo people came from the northern Sahel region or from the Sahara Desert. Other scientists think that they developed from an earlier group of Stone Age people living in the region, called the Punpun people. (4)
- 12** Daboya became an important trading town in the Gonja Kingdom for these reasons:
- It gave the Gonja Kingdom access to the area in the west where food crops were grown.
 - It had a large and developed rock-salt industry. Salt was very valuable because people used it to preserve meat, fish and other foods. During this time, salt was as valuable as gold.
 - It was located near the Volta River, which provided a source of water. (6)
- 13** Salt-making and ironwork industries (2)
- 14** Some of Mr. Annan's many achievements included:
- Handing over the peacekeeping operations after the Bosnia–Herzegovina civil war to NATO (the North Atlantic Treaty Organisation) in 1993
 - Winning the Nobel Peace Prize in 2001 (jointly with the UN)
 - Settling a dispute between Cameroon and Nigeria in 2006
 - Arranging a power-sharing agreement between the Kenyan government and the opposition party in 2008. (3)
- 15** Refer to page 42 in the Learner's Book for Ozwald Boateng's success story. (4)

Total: 60

Strand 3: Europeans in Ghana

Introduction

In previous lessons, learners identified the European countries whose citizens came and settled in Ghana, such as Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway and The Netherlands. They learnt in which order these Europeans came to Ghana, and located the countries they came from on a map of the world. Then they learnt about the interactions between the people of the Gold Coast and the Europeans, how trade was first carried out and which goods and services were bartered. Learners investigated how this trade changed over time and how it led to towns, forts and castles being built and how this led to the establishment of the slave trade in Ghana.

Strand 2: Europeans in Ghana incorporates one sub-strand

Sub-strand 2: International trade including slave trade

In Sub-strand 2: International trade including the slave trade, learners will look at the progression from trade and to the slave trade. They will learn about the forts and castles that were built by the Europeans and served to help with the slave trade.

Opener activity

International trade including slave trade (LB page 51)

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 Sub-strand 2: International trade including slave trade.

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

Learners' own answers.

- 1 Slavery is the condition in which one person is owned as property by another and is under the owner's control, especially in involuntary servitude.
- 2
 - a Western Africa
 - b Americas
 - c Atlantic Ocean
 - d They were sold or bartered as slaves, for either money or goods

Diagnostic assessment

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

Sub-strand 2: International trade including slave trade

(B5.3.2.1)

International trade including slave trade

Learners will be building on their previous knowledge of the Portuguese who were the first Europeans to explore the African coast in the 15th Century, searching for gold and a sea route to the Indies (India). Additionally, learners should know that the Gold Coast was aptly named for the gold and gold trade. This evolved from the trade in goods like gold, pottery, cloth and kola nuts, to include the trade in human beings.

What is slavery? (LB pages 52–56)

In this section, learners talk about slavery. Show the learners a YouTube video on the slave trade.

Content standard B5.3.2.1

Demonstrate understanding of what began as trade in goods from 1471 soon included trade in humans by the 16th Century.

Indicator B5.3.2.1.1

Investigate why the Europeans began trading in humans by the 16th Century.

Subject-specific practices and core competencies

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

Resources:

Map to explain the concept of Trans-Atlantic slave trade, documentary on the slave trade, pictures of some forts and castles

Key words

slavery, slave owners, enslaved, slaves, slave traders, Trans-Atlantic, raw materials, brutal, slave auctions, plantations, resisted, abolish, ethnic wars, hijacked, abolitionist, colonists, depended, immune, immunity

Helpful links:

- <https://theculturetrip.com/africa/ghana/articles/ghana-s-slave-castles-the-shocking-story-of-the-ghanaian-cape-coast/>
- <https://www.ghanaweb.com/GhanaHomePage/history/timeline.php>
- <https://www.youtube.com/watch?v=muaykuehU0k>

Teaching instructions

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

Phase 1: Start suggestions

- Discuss with learners the meaning of slavery and why it existed.
- Show the learners a documentary on the slave trade.

Phase 2: Explore suggestions

- Discuss the Trans-Atlantic slave trade, looking at the three stages. Use a map to show the route to the learners.
- Look at images of slave forts and castles and discuss the role they played in the slave trade.
- Read and discuss which European countries were involved in the slave trade and the reasons why.

Phase 3: Reflect suggestions

In groups, talk about what it must have been like to be involved in the slave trade, both as a European and as a slave.

Use of ICT

- Find more pictures and information about the forts and castles that played an important part in the Trans-Atlantic slave trade. Visit the following website <https://theculturetrip.com/africa/ghana/articles/ghana-sslave-castles-the-shocking-story-of-the-ghanaian-cape-coast/>
- Watch a documentary on how the Trans-Atlantic slave trade was conducted: https://www.youtube.com/watch?time_continue=63&v=RZPBL7BDr34&feature=emb_logo

Activity 2.1

(LB page 56)

The aim of the activity is to help learners better understand the triangular slave trade through a role play.

Group work

- Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion.
- You can assess learners' role plays using the rubric for role plays in the Assessment tools at the back of this Teacher's Guide.

Formative assessment

- Walk around the classroom. Observe learners as they prepare the role play. Assist any learners or groups who seem to be struggling.
- Make a note of those learners who are finding it hard to understand the triangular slave trade. Give them resources to help further their understanding.

Differentiated learning

- Ask stronger learners to create a story board that shows the progression of the slave trade.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

Learners do not need to memorise their speaking lines in the role play and can use cue cards.

Extension activity

Ask learners to create a story board that shows the progression of the slave trade.

Exercise 2.1

(LB page 56)

In this exercise, learners use their knowledge and understanding about the slave trade to complete the sentence frames.

Individual work

Learners work independently to fill in the gaps with the word options.

Answers

Slavery, slave owners, human, property, force, freedom, enslaved, triangular

Formative assessment

- Walk around the classroom. Observe learners as they fill in the gaps. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it hard and give them more practice 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.

Remedial activity

Work one-on-one with learners and guide them through the paragraph and in finding the answers.

Extension activity

Learners can draw a cartoon about the slave trade.

Activity 2.2

(LB page 60)

If possible, learners need to visit forts and castles that played a role in the Trans-Atlantic slave trade. Then learners write an essay about their visit to the forts and castles, including the role these forts and castles played in the slave trade and pictures with captions.

Discuss with learners: Throughout the 300 years of the slave trade, together the European nations sold about 12 million Africans into slavery. Portugal transported between 4,5 and 5 million African slaves. Britain transported about 3,4 million or more African slaves.

Group work

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

Answers

Learners' essay and pictures with captions on slave forts and castles that played a role in the Trans-Atlantic slave route.

Formative assessment

Check that learners are involved in the discussion and are adding valuable insight.

Differentiated learning

- In each group, learners are assigned a role according to their strengths, for example researcher, scribe, find and caption pictures, etc.
- Stronger learners can read and explain the information to the weaker learners.

Remedial activity

Guide learners through the information and essay structure.

Extension activity

Learners make their own documentary about how the Trans-Atlantic slave trade was conducted. Use the map on page 53 to explain the triangular slave trade. Include photographs to show the different stages. Learners make an oral or digital presentation of the documentary for the rest of the class.

Activity 2.3

(LB page 61)

In this activity, learners brainstorm the reasons why the Europeans began to trade in humans.

Group work

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

Formative assessment

Check learners' mind map to see if they have got the reasons why Europeans traded in humans.

Differentiated learning

Ask stronger learners to guide the less abled learners in finding the answers.

Remedial activity

Let learners complete the activity verbally with your guidance.

Extension activity

Learners role-play an interview between a professor and student who is asking for more information about the slave trade.

Activity 2.4

(LB page 63)

In this activity, learners create a poster on the Trans-Atlantic slave trade.

Group work

- Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the development of the poster.
- You can assess learners' posters using the rubric for posters in the Assessment tools at the back of this Teacher's Guide.

Answers

Learners' poster on the Trans-Atlantic slave trade.

Timeline:

1440 – Portuguese first participated in the slave trade.

1500 – Spanish participated in the slave trade. They shipped slaves to the Caribbean. At this time the Dutch, French and British also participated in the slave trade.

1550 – John Hawkins was the first British slave trader who sold slaves to the Spanish and the West Indies.

1600 – The Dutch controlled the slave trade from Africa. The Danish and Norwegians participated in the slave trade and bought slaves to work on the sugar plantations in the Caribbean.

1619 – British bought first African slaves to colony of Virginia, North America.

1672 – Royal African Company (British) was set up to control the British trade.

1700 – Dutch controlled half of the slave trade; the British and French controlled the other half.

1760 – Britain was the leading European country in the slave trade.

1807 – Britain abolished slavery.

Formative assessment

Walk around the classroom. Observe learners as they answer the questions. Assist any learners or groups who seem to be struggling.

Differentiated learning

Pair up stronger and weaker learners, so that stronger learners can help weaker learners.

Remedial activity

Work one-on-one with learners and guide them through the questions and in finding the answers.

Extension activity

Learners present their poster to the school and explain what they have learnt about the slave trade.

Exercise 2.2

(LB page 63)

In this exercise, learners need to use their knowledge to answer the questions.

Individual work

- Learners work on their own in this exercise.
- Help learners to read and understand the questions.
- Give learners time to work.

Answers

1 Triangular slave trade

2 Guns, gunpowder, cloth, iron items and alcohol

3 Spain, Britain, France, The Netherlands, Norway and Denmark

4 John Hawkins

5 The British set up the Royal African Company in 1672 to control British trade with Africa. This included the slave trade. From that time onwards, the British slave trade grew very quickly. Plantation owners in the British West Indies needed slaves to plough, plant and harvest their sugar cane. Through their hard work, African slaves helped these colonies to develop. The slave trade made Britain one of the wealthiest nations in Europe.

The following is an example of how the system worked: After 1791, the slaves on the sugar plantations in the British West Indies produced a huge amount of sugar. British people became the largest customers for this sugar. The plantation owners and Britain became wealthy from the sale of the sugar. But they depended on the free work of slaves to make their wealth.

Formative assessment

Check learners' work to see if they have got the answers correct.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the questions to learners who are struggling.

Remedial activity

- Let learners complete the exercise verbally.
- Show learners the page to find the answer.

Extension activity

- Ask learners to write three of their questions on what they have learnt and swap with a partner to answer.
- Learners do more research to find out why it was so important to the Europeans that slaves had an immunity to diseases such as smallpox and malaria. Share what you found with a partner.

Summary: International trade including slave trade

- Slavery is when people are bought and owned by other people.
- The Trans-Atlantic slave trade was the buying and selling of human beings from West Africa. Then transporting them across the Atlantic Ocean to the Americas.

The triangular trade

- Stage 1: Transporting manufactured goods from Europe to West Africa.
- Stage 2: The Middle Passage – Enslaving Africans and shipping them to the Americas.
- Stage 3: Selling the slaves to work on plantations in the Americas in exchange for raw materials to sell in Europe.

Slave forts and castles

- Cape Coast Castle was built by Swedish traders in 1653 and used in the slave trade.
- Osu Castle (Fort Christiansborg or the Castle) was built by the Danish in 1661 and used in the gold, ivory and slave trade.
- Fort Ussher was built by the Dutch 1649 and used as a slave prison.
- Fort William, in Anomabo near Cape Coast, was built by the British in 1819 and used to hold slaves.

The First Atlantic System (1440–1600)

- The Portuguese were the first European country to trade in humans in West Africa.
- First, the slaves the Portuguese bought from African chiefs were people captured during ethnic wars.
- The first British slave trader, John Hawkins, arrived in Africa in the mid-1500s.
- He was the first British trader to become wealthy from the Trans-Atlantic slave trade.

The Second Atlantic System (1600–1807)

- By the 1600s, the Dutch controlled the slave trade from Africa.
- The British set up the Royal African Company in 1672 to control British trade with Africa.

- The slave trade made Britain one of the wealthiest nations in Europe.
- By 1760, Britain was the leading European country participating in the slave trade. Slavery was only abolished in Britain about 50 years later, in 1807.

Why did the Europeans begin trading in humans?

Willingness to sell slaves

- Chieftans sold slaves to slavers in exchange for valuable goods.

Existing system of slavery in Africa

- Slavery existed in West Africa long before the arrival of the Europeans. All West African states along the coastline of the Atlantic Ocean were linked by the Trans-Saharan trade route. People sold goods to one another, such as gold, kola nuts, ivory and slaves, in exchange for salt, copper, tobacco and cloth.

Workers needed for plantations and mines

- The colonists urgently needed a steady supply of workers for their plantations.

Free workers

- Slaves do not earn money. Europeans realised it was cheaper to buy slaves rather than pay local people to do work.

Immunity of African people

- African slaves were immune to certain diseases spreading throughout the colonies at that time, such as smallpox and malaria.

Sub-strand 2: Revision

(LB page 64)

Assessment

Use this *Sub-strand 2: 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.

Answers

1

Stage	What was involved?	Where were slaves taken?	Who was involved?
Stage 1	Transporting manufactured goods.	from Europe to West Africa	Britain, West Africa
Stage 2	The Middle Passage: Enslaving Africans and shipping them.	From Africa to the Americas	Slave raiders, slave traders
Stage 3	Selling the slaves in the Americas and returning to Europe with raw materials to sell from the plantations on which slaves were forced to work.	Americas and returning to Europe	West Indies, Americas

- 2 Middle Passage, crossing, died, auction, resist, escape
- 3 From 1440 to 1640 Portugal controlled the Trans-Atlantic slave trade. In the early 1500s, the Spanish had also started to ship African slaves to the Caribbean. In the mid-1500s, the first British slave trader, John Hawkins, arrived in Africa. Over a period of six years, Hawkins made three trips to Africa, captured over 1 200 Africans and sold them to the Spanish. In the 1600s, the Dutch controlled the slave trade from Africa. In 1619, Britain brought the first African slaves to the British colony of Virginia in North America. In 1672, British set up the Royal African Company to control British trade with Africa, including the slave trade. In the 1700s, the Dutch controlled half the Trans-Atlantic slave trade, and the British and French the other half.

In the 1760s, Britain was the leading European country involved in the slave trade. In 1807, slavery was only abolished in Britain.

- 4 Learners' mind maps need to include: willingness to sell slaves, existing system of slavery in Africa, workers needed for plantations and mines, free workers, immunity of African people

Summative assessment

Use this Strand 3: Self-assessment for summative assessment. Let learners complete the table 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.

Strand 3: Assessment

(LB pages 65–66)

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 significant local and international contributions.

Answers

- A (1)
 - B (1)
 - A (1) [3]
- Trans-Atlantic means 'crossing the Atlantic Ocean'. (2)



4

Stage 1: Europe to West Africa	Stage 2: The Middle Passage	Stage 3: Americas to Europe
Transporting manufactured goods	Slave raiders and slave traders The 'last bath' at Donkor Nsuo, Slave River Holding slaves in the dungeons of the slave forts and castles Selling slaves to ship captains Shipping African slaves to the Americas	Slave auctions Selling slaves to slave owners Slaves forced to work on plantations Transporting raw materials back to Europe

(10)

5

Time period	European group/s	Role played in the Trans-Atlantic slave trade
1440	Portugal	controlled the Trans-Atlantic slave trade
1500s–1580	Spanish	started to ship African slaves to the Caribbean
Mid-1500s	British	John Hawkins arrived in Africa. Over a period of six years, Hawkins made three trips to Africa, captured over 1 200 Africans and sold them to the Spanish
1600s	Dutch	controlled the slave trade from Africa
1671	British	set up the Royal African Company to control British trade with Africa, including the slave trade
1700s	Dutch	controlled half the Trans-Atlantic slave trade, and the British and French the other half
1760s	Britain	leading European country involved in the slave trade
1807	Britain	slavery was abolished

(16)

- 6 Willingness to sell slaves, existing system of slavery in Africa, workers needed for plantations and mines, free workers, immunity of African people (10)

Total: 50

Strand 4: Colonisation and developments under colonial rule in Ghana

Introduction

Learning about colonisation and how it affected the fabric of society gives learners an understanding into how past events shape current social development.

Much of the history of Ghana will be new to learners, although they may have some general knowledge about colonisation.

Strand 4: Colonisation and developments under colonial rule in Ghana:

Sub-strand 2: Social developments under colonial rule

Sub-strand 3: Economic developments under colonial rule

- In Sub-strand 2: Social developments under colonial rule, learners will look at the developments in education, health facilities and housing projects.
- In Sub-strand 3: Economic developments under colonial rule, learners will look at the economic developments during the colonial period, including transport and communication projects.

Opener activity

Social and economic developments under colonial rule (LB page 67)

The opener activity provides an opportunity to assess learners' basic knowledge and understanding. The questions have been structured to broadly cover both sub-strands.

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 2: Social developments under colonial rule

Social developments under colonial rule

(B5.4.2.1.1)

Learners will analyse the term social development and the aspects that it covers. The first aspect is education. This will encompass identifying colonial schools and the measures the British took to promote education.

Social developments under colonial rule..... (LB pages 68–79)

In this section, learners talk about how social developments affected education.

Content standard B5.4.2.1.

Demonstrate understanding of the social developments that took place during the colonial period (1874–1957).

Indicator B5.4.2.1.1

Identify the developments in education during the colonial era (1874–1957).

Core competencies and subject-specific practices

Learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills

Resources

Pictures from the internet or books of schools and churches that were built during the colonial period, map of where the schools and churches were located in Ghana

Key words

development, social development, missions, missionaries, ordinance, grants, era, qualified, registered, quality, rural, masonry, educationalists, ICT, donated, scholarship, neglect

Helpful links:

- <http://countrystudies.us/ghana/10.htm>
- <https://www.globalblackhistory.com/2016/07/history-outcomes-colonial-education-africa.html>

Teaching instructions

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

Phase 1: Start suggestions

- Show learners pictures from the internet or books of schools and churches that were built during the colonial period.

- Discuss with learners why they think that the British felt education and religion were important.
- Talk about where the schools and churches were located in Ghana.

Phase 2: Explore suggestions

- On a map, learners identify and locate schools that were built during the colonial period.
- Discuss the measures that the British took to promote education.
- Explain how the religious sector were involved with education and their role.
- Identify key people in the community who assisted with promoting and developing the education sector.

Phase 3: Reflect suggestions

In groups, learners talk about what it must have been like to attend school for the first time. Remind learners that school has had no importance until colonisation. Children were used to working with their parents on a farm.

Use of ICT

- Learners choose one Christian church group involved in education in the Gold Coast. They must use the internet or other resources to research this group. (Learner's Book page 69). Let learners choose how they would like to present their findings, for example, they could give a speech or do a PowerPoint slideshow (or another type of digital presentation).
- Learners do research on the internet or in library books to identify the people in the photograph. (Learner's Book page 71).
- Learners choose one of the schools they have learnt about to find information on the history of this school. Learners give a one-minute speech to share what they found with the class. (Learner's Book page 75).
- Learners use the internet or other sources, such as books or people in their community, to do research. They must research a person who has played an important role in education in Ghana. They can choose a person from their community or in the country, or make their own choice. (Learner's Book page 78).
- You can assess learners' internet research using the rubric for internet research in the Assessment tools at the back of this Teacher's Guide.

Homework

(LB page 69)

Learners find out from family members and others in their community about the following:

- The role of church groups in their community.
- The role of church groups in other parts of Ghana.

Activity 3.1

(LB page 69)

The aim of the activity is to help learners better understand the role of churches in education in the Gold Coast.

Group work

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

Answers

Learners' information cards.

Formative assessment

- Walk around the classroom. Observe learners as they discuss their research.
- Check the facts on the information cards to see that they are correct.

Differentiated learning

- Groups give a role to each learner depending on their strengths, for example scribe, researcher, designer, etc.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners can use images instead of words for their information cards.
- Learners can dictate their facts to the scribe of the group, who can assist.

Extension activity

- Let learners find out about another church group in their community, region or country and share this information in a class discussion.
- Learners play a Question and Answer game with a partner.
- Learners find out about important people who attended Achimota School, such as Dr. Kwame Nkrumah (first President of Ghana) and Edward Akufo-Addo (second President of Ghana).
Learners share what they find out with the class.

Activity 3.2

(LB page 75)

In this activity, learners mind map the measures the British took to promote education in the Gold Coast.

Group work

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

Answers

Learners' mind maps need to include:

- passed new laws or Ordinances to improve education for local people, for example a special tax to help collect money to pay for better school programmes, create two categories of primary schools, government-assisted schools, like the mission schools, got grants to help them train local teachers, offered training in practical or technical skills
- set up one examination system for the whole country, so that everyone had to learn and study to the same high level

Formative assessment

- Walk around the classroom. Observe learners as they complete the mind map. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it hard and give them more practice opportunities in later lessons or tasks.

Differentiated learning

- Groups give a role to each learner depending on their strengths, for example scribe, researcher, designer, etc.
- 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

- Work one-on-one with learners and guide them through the information to underline the important points. Learners can then create their mind map.
- Provide learners with sentence frames or clues to complete the mind map.

Extension activity

Learners can research more measures that the British took to improve education.

Activity 3.3

(LB page 75)

In this activity, learners summarise the examples of the different schools and colleges that existed in Ghana by 1930.

Pair work

Learners work in pairs to do this activity. Place learners of different abilities together in the group, so that the stronger learner can help the differently abled or one who struggles with the activity. Encourage learners to participate in the discussion.

Answers

Summary of the examples of the different schools and colleges that existed in Ghana by 1930.

Formative assessment

- Check that learners are involved in gathering information for the summary.
- Encourage learners to write their own summary and to edit their peers' summary.

Differentiated learning

- Ask stronger learners to find each school on the map.
- Stronger learners can read and explain the information to the weaker learners.

Remedial activity

Guide learners through the examples of the different schools and colleges that existed in Ghana by 1930.

Extension activity

Learners make their own documentary about the examples of the different schools and colleges that existed in Ghana by 1930. They must use a map to explain the location of the schools and include photographs. Learners share their documentary with the class.

Homework

(LB page 75)

Learners talk to elders in their family or community to find out what they know about the history of schools and educational institutions in their area. They then add the information to their table from Activity 3.3.

Activity 3.4

(LB page 79)

In this activity, learners develop a booklet about a person of the learner's choice who has played an important role in the history of education in Ghana. They need to follow the steps that have been provided.

Group work

- Learners work in groups to do this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the development of the booklet.
- You can assess learners' using the rubric for group work in the Assessment tools at the back of this Teacher's Guide.

Answers

Learners' booklets.

Formative assessment

Walk around the classroom. Observe learners as they answer the questions. Assist any learners or groups who seem to be struggling.

Differentiated learning

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Groups give a role to each learner depending on their strengths, for example scribe, researcher, designer, etc.

Remedial activity

Work one-on-one with learners and guide them through the questions and in finding the answers.

Extension activity

Learners research the importance of education and its effects on one's life. Then present it to the class.

Activity 3.5

(LB page 79)

In this activity, learners combine their booklets to make one book to recall the important people who played a key role in the history of education in Ghana.

Class work

Guide learners to create one book.

Answers

One booklet

Formative assessment

Check that learners are combining the booklets neatly.

Differentiated learning

Ask stronger learners to help learners who are struggling.

Remedial activity

Provide examples and ways of honouring people. Learners can use this as they talk about ways to honour the educationalists.

Extension activity

Learners create a front page for the booklet.

Exercise 3.1

(LB page 79)

In this exercise, learners need to use their knowledge to analyse the statements and say if these are true or false.

Individual work

Learners work on their own in this exercise. Give learners time to work.

Answers

- a True
 - b False. Governor Guggisberg helped the people of the Gold Coast improve their schooling.
 - c True
 - d True
 - e False. Thomas Birch Freeman convinced Governor Guggisberg to open Achimota College to both boys and girls.

Formative assessment

- Check learners' work to see if they have got the answers correct.
- Make a note of those learners who are finding it hard to complete the exercise. Give them resources to help further their understanding.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the statements to learners who are struggling.

Remedial activity

Let learners complete the exercise verbally.

Extension activity

Ask learners to change the wording in the false statements so that they are true.

Health facilities and housing projects..... (LB pages 80–83)

In this section, learners talk about how social developments affected health facilities and housing projects.

Content standard B5.4.2.1

Demonstrate understanding of the social developments that took place during the colonial period (1874–1957).

Indicator B5.4.2.1.2

Identify some of the health facilities and housing projects in the colonial period.

Core competencies and subject-specific practices

Learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills

Resources

Pictures or documentaries about the social facilities developed during the colonial era, such as health facilities and housing schemes

Key words

Social welfare, housing scheme, low-cost housing, rent, rental, loan

Helpful links:

- <https://www.ghanaweb.com/GhanaHomePage/NewsArchive/A-brief-history-of-housing-in-Ghana-117756>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4144286/>

Teaching instructions

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

Phase 1: Start suggestions

- Show learners pictures or documentaries about the social facilities developed during the colonial era, such as health facilities and housing schemes.
- Discuss with learners why they think that the British felt housing facilities were important.

Phase 2: Explore suggestions

Discuss health facilities and housing projects.

Phase 3: Reflect suggestions

In groups, talk about what it must have been like to attend a health facility.

Activity 3.6

(LB page 82)

The aim of the activity is to help learners better understand the role of health facilities and housing projects in the Gold Coast.

Group work

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

Answers

Learners' answers.

Formative assessment

- Walk around the classroom. Observe learners as they discuss their research.
- Check that the facts in the brainstorm are correct.

Differentiated learning

- Groups give a role to each learner depending on their strengths, for example scribe, researcher, designer, etc.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners can use images instead of words.
- Learners can dictate their facts to the scribe of the group, who can assist.

Extension activity

- 1 Learners research why the Europeans believed it was so dangerous to travel inland, away from the coast. They find information on the following:
 - a the bubonic plague and malaria
 - b the Sanitary Branch the colonial government set up in 1910 to improve living conditions
- 2 Learners write a paragraph for each topic of their research. They then read their paragraphs to the rest of the class.

Summary: Social developments under colonial rule

- **Development** is the projects and measures put in place to help a country to develop.
- **Social development** is the development of people, their communities and their environment.
- In 1844, the British colonial government signed an agreement with the Fante Chiefs. This agreement allowed the British to do certain things.
- By 1874, the British government controlled the Gold Coast colony. British began to develop the Gold Coast colony in different ways

Developments in education

The role of the churches in education

- Different churches set up mission schools in the Gold Coast with the aim to spread Christianity.
- These schools also taught basic reading, writing and arithmetic and trade schools were established by the missionaries taught practical skills.
- Some mission schools were run by people who were not trained teachers. The schools did not always have the books and equipment they needed to teach properly. For these reasons, the colonial government decided to improve how teachers were trained.
- In 1852, the colonial government passed a new law or Ordinance. They did this to improve the education for the local people. For example, they introduced a special tax to help collect money. They used this money to pay for better school programmes.
- By 1930 there were many schools that existed in the Ashanti region, Cape Coast, Eastern region, Northern region and the greater Accra region.
- In 1948, the colonial government founded the University College of the Gold Coast. Today, it is called the University of Ghana.

Important people who helped to develop education in Ghana

- Dr. James Emman Kwegyir Aggrey
- Reverend Thomas Birch Freeman
- John Mensah Sarbah

Health facilities and housing projects

Health facilities

- There were a few hospitals in the larger towns.
- Governor Guggisberg recognised that health care for all people needed to be improved. He built 19 hospitals and several clinics. Korle Bu Hospital in Accra was the largest.
- Linked to health, Governor Guggisberg started a Department of Social Welfare.

Housing projects)

- In the 1920s, the colonial government introduced a housing scheme which allowed people to borrow money to build their own homes.
- However, the government stopped the scheme in 1933 because it was too expensive.
- Then, on the 22nd June, 1939 there was an earthquake in Accra and many people lost their homes.
- The government had to provide low-cost housing to help these people. Most of the houses the government built were for their own staff. However, the government allowed people to rent these houses at a low price.
- In 1943, the government introduced a four-year Development Plan. This plan was for government to build low-cost housing for people, using as many local materials as possible.
- Then in 1946, the government announced two new housing schemes: Scheme A and Scheme B.
- The British government took control of developments in all its colonies
- In the Gold Coast, this led to new Ordinances and laws.

Sub-strand 2: Revision

(LB page 83)

Assessment

Use this *Sub-strand 2: 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 social developments during the colonial era.

Answers

- 1 Their main aim was to spread Christianity, but they also taught basic reading, writing and arithmetic; and practical skills
- 2 Established schools, trade centres, colleges, university; provided school grants and scholarships; improved healthcare: established hospitals; developed housing projects

3	Date	Measures
	1852	A new ordinance passed to improve education for local people
	1882	Another ordinance passed to create two categories of primary schools – government and government-assisted schools
	1919	Frederick Gordon Guggisberg became the governor of the Gold Coast; he introduced important programmes to improve schooling

1920s	He set up four trade schools to offer training in technical skills
1925	A new ordinance passed, which explained what government-assisted schools had to do to get a grant
1924	Achimota School was established

- 4 Refer to page 72 in the Learner's Book
- 5 Refer to pages 76–78 in the Learner's Book
- 6 A medical school at the Gold Coast would mean that people could study and do their practical work in their own country, and become qualified government doctors.
- 7 This department cared for groups with special needs, such as people with physical challenges.
- 8
 - Scheme A was controlled by the Department of Social Welfare. Here low-cost houses were built and rented out to local people who could afford the rental.
 - Scheme B was called Town and Council Housing and was mainly in Accra, Kumasi and Sekondi-Takoradi. Here people could apply for a loan to build their own houses.

Summative assessment

Use this *Sub-strand 2: Self-assessment* for summative assessment. Let learners complete the table 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.

Sub-strand 3: Economic developments under colonial rule..... (LB pages 84–100)

In this section, learners talk about economic developments under colonial rule, including transport and communication projects.

Content standard B5.4.3.2

Demonstrate understanding of the economic policies and projects during the colonial period (1874–1957).

Indicator B5.4.3.2.1

Describe the economic measures introduced during the colonial period, including transport and communication projects.

Core competencies and subject-specific practices

Learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving skills.

Resources

Map of transport systems in Ghana

Key words

economic policy, feeder, imports, exports, botanical, tropical, conservation, cacao, hobby, extract, mechanised, shafts, geological, bauxite, manganese

Helpful links:

- <https://www.ghanaweb.com/GhanaHomePage/history/economic.php>
- <https://www.ship-technology.com/projects/port-takoradi-expansion-ghana/>
- <https://www.railway-technology.com/projects/accratemarailwayline/>

Teaching instructions

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

Phase 1: Start suggestions

Discuss with learners the link between the economy, policies and economic policies. Provide local examples so that the information becomes relevant and understandable.

Phase 2: Explore suggestions

- On a map, show learners the railways and roads. Discuss why these types of transport are important for the economy.
- Discuss the use of Takoradi Harbour and how it helps the economy.
- Explain the colonial contributions to agriculture and look at the case studies of the Aburi Botanical Gardens and Kwadaso Agricultural College.
- Identify one example of farming in Ghana, for example cocoa farming, and look at the

case study of role of Tetteh Quarshie in the introduction of cocoa into Ghana.

- Explain the colonial contributions to mining.

Phase 3: Reflect suggestions

In groups, learners talk about how the economy has improved and what further improvements can be made.

Use of ICT

- Learners use the internet to research the different transport networks in Ghana (Learner's Book page 86). They can visit the following website: https://en.wikipedia.org/wiki/Transport_in_Ghana; and <https://www.youtube.com/watch?v=ZhnzmeoZUQs>
- Learners use the internet to find short video clips, pictures and information about the Aburi Botanical Gardens and the Kwadaso Agricultural Colleges (Learner's Book page 89). They can visit the following website: <https://www.youtube.com/watch?v=DAauZ1bmZho>
- You can assess learners' internet research skills using the rubric in the Assessment tools at the back of this Teacher's Guide.
- Learners watch this video clip, 'History of cocoa in Ghana', which is about role of Tetteh Quarshie in cocoa production in Ghana (Learner's Book page 92). They can visit this website: <https://www.youtube.com/watch?v=oZ15kLPLVYY2> Have a class discussion about the video learners watched. Learners tell what interesting facts they have learnt about cocoa production in Ghana.

Activity 3.7

(LB page 87)

The aim of the activity is for learners to identify the different types of transport projects introduced during the colonial period.

Pair work

Learners work in pairs to do this activity. Place learners of different abilities together, so that the stronger learners can help those who are differently abled or who struggle with the activity.

Answers

Learners' table or mind map. It must include the information on pages 84–86 of the Learner's Book.

- Learners share their summary with the class.
- Encourage learners to improve their summary.

Formative assessment

- Walk around the classroom. Observe learners as they underline the information on pages 84–86 and create a summary of the information.
- Check that learners include all the information in a logical manner.
- You can assess learners' pair work using the rubric

for pair work in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Pair different abilities together so that learners can help each other in this activity.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

- Learners can use images as well for their summary.
- Learners can dictate their facts to the stronger learner, who can scribe.

Extension activity

- Let learners do internet research to find more information on road transport in Ghana. They can visit this website: <https://www.ghanaroadtransport.com/ghana-road-transport/>. Let learners choose how they would like to present their information to the class, for example, they can make a booklet, poster or an oral or digital presentation.
- Let the learners find out the differences between trunk, urban and feeder roads. They can share what they found in a class discussion.

Homework

What agricultural facilities and programmes are there in the learners' area? Let learners do research to find out more about what they do. If possible, arrange for learners to visit these places and then they can present the information in class.

Activity 3.8 (LB page 92)

In this activity, learners go on a field trip to visit the Tetteh Quarshie Cocoa Farm. If this is not possible, then create a class display about Tetteh Quarshie using information and pictures from learners' ICT research and homework.

Group work

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

Formative assessment

- If learners can go on a field trip, create a quiz sheet for them to complete to show their understanding.
- Otherwise, walk around the classroom. Observe learners as they complete the display of information. Assist any learners who seem to be struggling.

Differentiated learning

- Groups give a role to each learner depending on their strengths, for example scribe, researcher, designer, etc.

- 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

Work one-on-one with learners and guide them through the information to underline the important points. Learners can then create their display.

Extension activity

Learners can research the importance of the cocoa industry in Ghana and share that information with the class. Let them choose their own method of presenting their information, for example, a PowerPoint slideshow, a speech, a role play or a poster.

Homework (LB page 92)

- 1 Let learners read the case study on page 91 for homework. Then in class, ask them to talk about the different points of view people had about the way cocoa was introduced in Ghana.
- 2 Remind learners to make notes on the field trip or from their research to share with the class in their next History lesson.
- 3 If possible, ask learners to collect pictures of Tetteh Quarshie and his farm for a display.

Exercise 3.3 (LB page 92)

In this exercise, learners write a short letter to a newspaper about the role and importance of Tetteh Quarshie to the development of the cocoa industry in Ghana.

Individual work

Learners independently complete this exercise.

Formative assessment

Check that learners are following the letter template and including the necessary information.

Differentiated learning

- The length of the letter can be according to the learner's ability.
- Learners can ask a peer to edit their letter so that they can improve it.
- Use the class observation checklist in the Assessment tools at the back of this Teacher's Guide to make notes while you observe learners.
 - Does the learner understand the information they have learnt?
 - Can they apply what they have learnt in a letter format?

Remedial activity

Guide learners through the letter template, providing sentence frames for them to complete, where necessary.

Extension activity

Learners can design the front page of their own newspaper and then write a newspaper article on

Tetteh Quarshie to go on the front page. Remind them to use the correct features of newspaper articles, for example: the headline, the date, the byline.

Activity 3.9 (LB page 93)

In this activity, learners create a revision quiz to challenge other pairs.

Group work

- Learners work in pairs and groups to do this activity.
- You can assess how well learners work in a group using the rubric for teacher assessment of group work in the Assessment tools at the back of this Teacher's Guide.

Formative assessment

- Walk around the classroom. Observe learners as they follow the steps to complete the activity.
- Guide learners with the Revision Quiz, so that everyone is involved.

Differentiated learning

- Pair up stronger and weaker learners, so that stronger learners can help weaker learners.
- Groups give a role to each learner depending on their strengths.

Remedial activity

Work one-on-one with learners and guide them through the questions and in finding the answers.

Extension activity

Explain to learners that they must do research into the importance of agriculture on the economy of Ghana. They can prepare an oral or digital presentation and present this to the class.

Activity 3.10 (LB page 95)

In this activity, learners discuss mining in Ghana.

Group work

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

Answers

- 1 Learners' own answers.
- 2
 - Mining became highly mechanised.
 - Thousands of mine workers were employed to go down the shafts to extract the gold.
 - The railway helped it to become cheaper and quicker to transport the machinery, and to send gold to the port for export.
 - Discovered more gold areas.
 - New mining companies were formed, and gold production increased.
- 3 Learner's own answers.

Formative assessment

- Guide learners' discussion to include all the necessary information.
- Walk around the classroom. Observe learners as they follow the steps to complete the activity. You can record your observations using the class observation sheet in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

Ask stronger learners to help learners who are struggling.

Remedial activity

- Guide learners through the information to find the answers.
- Read through the section of work in the Learner's Book again with learners and explain any terms that may be unfamiliar to them.

Extension activity

Learners can draw a cartoon to show the different types of mining in Ghana.

Exercise 3.4 (LB page 95)

In this exercise, learners need to use their knowledge of the work they have learnt in this lesson as well as previous lessons to choose the correct answers.

Individual work

Learners work on their own in this exercise. Give learners time to complete the exercise.

Answers

a B b B c A d C e A

Formative assessment

- Check learners' work to see if they have the correct answers.
- Make a note of those learners who are finding it hard to complete the exercise. Give them resources to help further their understanding.

Differentiated learning

- Ask stronger learners to complete the exercise independently.
- Read and explain the statements if necessary. Encourage learners to look up words they do not know in the Glossary at the back of the Learner's Book or in a class dictionary.

Remedial activity

Let learners complete the exercise verbally.

Extension activity

Let learners prepare an interview, which they can role-play in class. The interview should be between a mining expert and a government official about the importance of mining in Ghana. You can assess learners' interviews and role plays using rubrics in the Assessment tools section at the back of this Teacher's Guide.

Summary: Economic developments under colonial rule

Economic policies and projects in the colonial era

An **economic policy** is a government's plan to manage the economy in a country. It includes the projects, services and facilities the government will put in place to develop the economy.

Colonial contributions to transport

- During the colonial period, various agricultural research stations were set up. These include the botanical gardens at Aburi and the agricultural station at Bunso. They aimed to improve the quality of agricultural products and increased the income for colony through exports.

Kwadaso Agricultural College

- In 1922, the colonial government established the Kwadaso Agricultural College at Kumasi. Students are trained in cocoa production at this college.

Cocoa farming

- British governor, Sir William Griffith, strongly encouraged the growing of cocoa.
- Governor Guggisberg's improvements to transport networks in the Gold Coast helped the cocoa industry to quickly spread throughout the regions of the

colony

- Traders could now leave the coast and set up their businesses inland. They could trade directly with cocoa growers instead of relying on others to trade on their behalf
- By 1911, the Gold Coast was the leading cocoa producer and supplier in the world.
- Other agricultural products included palm oil and sisal.

Colonial contributions to mining

- People along the Gold Coast mined gold using traditional methods. They mined gold along the banks of streams, in shallow pits, and deep underground.
- When the Europeans started mining in the Gold Coast, they changed the gold industry. Mining became highly mechanised. Heavy machines from Europe were brought into the country to dig deep underground shafts.
- Thousands of mine workers were employed to go down the shafts to extract the gold.
- Governor Guggisberg set up a Geological Department to find and map mineral resources in the country. The Department discovered diamonds, mainly in the Eastern Region and bauxite and manganese in the Western Region.

Sub-strand 3: Revision

(LB page 96)

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 Economic policies and projects during the colonial period (1874–1957).

Sub-strand 3: Revision (continued)

(LB page 96)

Answers

- 1 Learners' timeline showing the main dates and economic developments during colonial rule, from the late 1800s to the 1950s, must include the names of the governors and other important people involved.
- 2 Learners write an essay of about 100 words about the Aburi Botanical Gardens.
- 3 Cocoa and rubber production helped the country to be economically strong. (Learners' opinions)
- 4 Together with the roads that fed into it, the railway network linked the main mining areas in the Gold Coast. Businesses, mines and industry could transport their goods by road and rail to the coast for export to overseas buyers. Communication between regions improved and people could also move freely around the country.
- 5 Guggisberg completed the railway lines that had already been started before the First World War. He built new railway lines and even planned to extend the lines up to the North. He opened the Huni Valley–Kade railway branch to serve the cocoa and timber areas of the Central Region. He started construction again at Tafor, and in 1923 the Accra and Kumasi lines finally met up. Guggisberg also strengthened the Kumasi–Sekondi line and changed the route.
- 6 The railway network was constructed to link the main areas of Ghana.
- 7 The Kwadaso Agricultural college at Kumasi was set up to train students in cocoa production. In 1946, the colonial government expanded the college to train secondary school leavers in general agriculture. The programmes offered by the college were also extended to include research and training in, for example, soil, seed and crop production. More recently it included training small farmers in beekeeping and honey production.
- 8 To find and map mineral resources in the country.
- 9 Learners write a short paragraph to explain the introduction of cocoa beans in Ghana.
- 10 Takoradi Harbour handled all Ghana's imports and exports. It contributed to the economic success of the Gold Coast.
- 11 The main mineral resource is gold, which is valuable and has had a positive impact on Ghana's economy.

Strand 4: Assessment

(LB pages 97–100)

Summative assessment

Let learners complete the table 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 significant local and international contributions.

Answers

- | | | |
|---|--------|---------|
| 1 | a True | b False |
| | c True | d False |
| | e True | f False |
| | g True | h True |

- | | |
|---------|---------|
| i True | j False |
| k True | l False |
| m False | n True |

2 Refer to pages 72–74 of the Learner's Book when marking this question. (14)

3 a B b A c B
d A e B f B (6)

- 4 a economic policies
b railway network
c Takoradi Harbour
d Tema Harbour
e machinery
f Sekondi
g Huni Valley-Kade
h cocoa

Strand 4: Assessment (continued)

(LB pages 97–100)

- i First World War
- j imports and exports (10)
- 5 Takoradi Harbour handled all of Ghana's imports and exports. (2)
- 6 Aburi and Bunso (2)
- 7 Transport networks allowed the cocoa industry to spread very fast into Asante and other parts of the colony. Traders could now leave the coast and set up their businesses inland. They could trade directly with cocoa growers
- 8 Documents such as Ordinances, laws, books, photographs and maps; buildings and facilities, such as schools, hospitals, houses, railway, roads, harbours; industries like agricultural and mining; and people who lived at that time. (8)
- 9

Economic measures	What it was	When it was started	Where it started / Who started it	How it helped the economy
Transport projects	Railways	1898	Accra–Akwapim line, Huni Valley-Kade railway branch, Kumasi–Sekondi line	Businesses, mines and industry could transport their goods by road and rail to the coast for export to overseas buyers. Communication between regions improved and people could move freely in the country.
Roads	Feeder system to transport products to the railway stations	1907	Dodowa and Aburi roads	Transport cocoa to the market
Harbour	Deep-water harbour	1921.	Takoradi	Handled all of Ghana's imports and exports
Agricultural research	Botanical Gardens	1890	Aburi and Bunso	Improve the quality of agricultural products and increase the income for the colony from exporting these products.
Agricultural College	Kwadaso Agricultural College	1922	Kumasi	Train students in cocoa production
Aburi Botanical Gardens	Cocoa farming	1890	Sir William Griffith	Improving and developing the cocoa industry.
Mining	Gold	1897	Ashanti Goldfields Corporation	Maps of location of mineral resources; Discovered diamonds, mainly in the Eastern Region, and bauxite and manganese in the Western Region

(20)

Total: 80

Strand 5: Journey to independence

Introduction

Analysing the progression of Ghana's history will show learners that there are advantages and disadvantages to all the time periods that Ghana went through. Pre-colonial time during the Stone Age and then the Bronze Age saw the development of tools and farming techniques. This progressed to the colonial period, which saw social and economic developments in Ghana. This Strand follows on and looks at how the protest movements helped Ghana gain independence. Learners should note the journey to independence.

Strand 5: Journey to independence:

Sub-strand 1: Early protest movements

Sub-strand 3: The 1948 riots and what came after

- In Sub-strand 1: Early protest movements, learners will look at the factors that led to the formation of early protest movements in Ghana before 1945. They will examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines' Rights Protection Society (ARPS), 1897, Joseph Ephraim Casely Hayford in the National Congress of British West Africa (NCBWA) and Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference.
- In Sub-strand 3: The 1948 riots and what came after, learners will examine the sequence of events leading to the 1948 riots in Ghana.

Opener activity

Early protest movements and the 1948 riots and after

(LB page 101)

The opener activity provides an opportunity to assess learners' basic knowledge of the protest movements. The questions have been structured to broadly cover both sub-strands.

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 Learners' own answers. Their answers will depend on the region where they live and the community to which they belong.
- 2 Learners draw a mind map to show the early and late protest movements in Ghana and their leaders. Learners will add information as they progress through this Strand.

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: Early protest movements

Factors that led to the formation of early protest movements in Ghana before 1945

(B5.5.1.1)

Learners will be building on their previous knowledge of life under colonial rule and social and economic developments. This will give a background understanding as to the cause of the protest movements.

Early protest movements

..... (LB pages 102–115)

In this section, learners talk about protest movements, what caused it, examples and what the result was.

Content standard B5.5.1.1

Factors that led to the formation of early protest movements in Ghana before 1945.

Indicator B5.5.1.1.1

Identify the early protest movements in Ghana before 1945.

Subject-specific practices and core competencies

As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills

Key words

protest, opposition, movement, nationalism, nationalist, elite, Bill, delegation, prevail, devolution, constitutional, infrastructure, sanitation, empower, by-laws, elect, nominated, enstoolment, judiciary, executive, masses, reconciliation, reforms, discrimination, public, academics, barrister, represented, petition, unjust, Doctorate

Helpful links:

- <https://www.youtube.com/watch?v=hemw1mOX-T0>.
- <https://nvdatabase.swarthmore.edu/content/ghanaians-campaign-independence-british-rule-1949-1951>
- <https://www.bbc.com/news/world-africa-13434226>

Teaching instructions

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

Phase 1: Start suggestions

- Discuss with learners the meaning of protest movement.
- Show the learners a recent news clip on protest movements and discuss the cause and result.

Phase 2: Explore suggestions

Discuss the two main nationalist protest movements that were formed in the Gold Coast at different periods.

Phase 3: Reflect suggestions

In groups, learners talk about what it must have been like to be involved in a protest movement.

Use of ICT

- 1 Learners use the internet or books, or ask older adults in their home and community what they remember about the Gold Coast Youth Conference. They ask them who was involved and what role they played, and the different people who were part of it. Learners share what they find out with their class.
- 2 Learners prepare a one to two-minute speech to present what they found out for the rest of the class. You can assess learners' speeches using the rubric for presentations/speeches in the Assessment tools at the back of this Teacher's Guide.
- 3 Learners research using the internet or library books on the protest movement they chose in Activity 4.1. They can visit the following web pages:
 - https://wiki2.org/en/Gold_Coast_Aborigines%27_Rights_Protection_Society;
 - <https://oldnaija.com/2015/07/26/the-national-congress-of-british-west-africanbwa/>;
 - <https://kwekudee-tripdownmemorylane.blogspot.com/2013/12/dr-j-b-danquahghanas-greatest.html>

Extension

- 1 Learners do their own research to find out more about the leading scholars below. Who were they? What role did they play before and after independence in Ghana? Learners make notes on what they find out.
 - Dr. Joseph William Swain de Graft-Johnson
 - William Bedford Van Lare
 - Sir Kobina Arku Korsah
 - Kobina Seyki

Strand 5: Journey to independence

- Frederick Victor Nanka-Bruce
 - Benjamin William Quartey-Papafio.
- 2 Learners make a class display of the leading scholars the class researched. They add a picture of each person with a caption giving their full title and add their notes below each person's name.
 - 3 Use the class display to revise what learners have learnt in this section of work.

Activity 4.1

(LB page 109)

The aim of the activity is to research one of the Early Nationalist protest movements that was formed before the Second World War.

Individual work

Learners work independently to do this activity.

Formative assessment

- Walk around the classroom. Observe learners as they research and make a poster. Ensure that the layout and information used is correct. Assist any learners or groups who seem to be struggling.
- You can assess learners' internet research skills and posters using the rubrics in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Learners can also research a person who was involved with the protest movements and include this information on their poster.
- 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

Guide learners in selecting the correct information for the poster and in following the poster layout. Ensure that learners understand the information.

Extension activity

Ask learners to create a story board that shows the progression of the protest movements.

Exercise 4.1

(LB page 109)

In this exercise, learners use their knowledge and understanding about the protest movement to answer the questions.

Individual work

Learners work independently.

Answers

- 1 People protest when they are dissatisfied about something in their community, country or in the world. Then they often join together as a movement to show their unhappiness and to say

what they want changed. A movement of people shares the same aims or beliefs.

- 2 The struggle against foreign control of a country and the struggle to become an independent nation is known as nationalism.
- 3
 - a Jacob Wilson Sey, John Mensah Sarbah, JP Brown, P Awooner Renner, and JWS de Graft-Johnson
 - b Joseph Casely Hayford, Dr. Akinwande Savage
 - c Joseph Casely Hayford, Dr. Joseph Boakye Danquah, J.C. de Graft Johnson, K.A. Bossman, W.B. Van Lare, R.S. Blay, K.A. Korsah, K. Sekyi, Dr. F.V. Nanka-Bruce, R. Quartey-Papafio
- 4
 - a The ARPS managed to get a few Africans to serve on the Legislative Council. They managed to address the Council directly on issues that concerned them. They organised meetings that were attended by their own members as well as the public as a whole.
 - b The NCBWA established a Legislative Council in each of the four British West African colonies. It got more Africans to participate in their own government. They established political parties in British West African colonies. They established universities and colleges in West Africa, for example the Achimota College, Ghana; the Fourah Bay College, Sierra Leone; Yaba College, Nigeria. The colonial government stopped interfering in any affairs to do with the chiefs.
 - c Through its conferences and lectures, the GCYC managed to educate many public servants, traders and young school leavers. They played an important role in the University College of the Gold Coast. They designed and presented a programme for constitutional reforms. This brought about the Burns Constitution of 1946. This new constitution brought into being a new Legislative Council, which was made up of mainly African members.

Formative assessment

- Walk around the classroom. Observe learners as they answer the questions. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it hard and give them more practice opportunities in later lessons or tasks.

Differentiated learning

- Learners can name more successes for each of the protest movements achieved.

- 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

Work one-on-one with learners and guide them through understanding the questions and in finding the answers.

Extension activity

- Learners can create a photo album with the leaders of the protest movements and a short introduction for each one.
- Reduce the amount of questions that learners need to answer. For example, learners chose one protest movement for questions 3 and 4.

Joseph Mensah Sarbah

(1864–1910) ----- (B5.5.1.1.2)

Use of ICT

- Learners research using the internet or library books to find out more about Joseph Mensah Sarbah.
- Learners find video clips and photographs of him, or places named to honour him. They read this online article from *Drum* magazine (1969): <https://www.flickr.com/photos/koranteng/2999286025/>
- You can assess learners' internet research skills using the rubric for internet research in the Assessment tools at the back of this Teacher's Guide.

Activity 4.2

(LB page 110)

In this activity, learners research Joseph Mensah Sarbah and create a poster to present a report.

Group work

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

Formative assessment

- Check that learners are involved in all the aspects of the activity and they are researching relevant information.
- Assess learners' posters using the rubric for posters in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Each group decides on a role for each learner, for example scribe, researcher, designer and orator depending on their strengths.

- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

Guide learners through the research to find the required information and to answer the questions.

Extension activity

Learners make their own documentary on Joseph Mensah Sarbah. It needs to include group information and video clips.

Joseph Ephraim Casely Hayford

(1866–1930) ----- (B5.5.1.1.3)

Use of ICT

Learners research using the internet or library books to find out more about Joseph Ephraim Casely Hayford. They find video clips and photographs of him, or of statues that were put up to honour him.

- Learners read this online article: <https://kwekudee-tripdownmemorylane.blogspot.com/2013/11/joseph-ephraim-Casely-Hayford-uncrowned.html>
- Learners listen to this audio tribute of John Ephraim Casely Hayford's life: <https://www.mytribute.life/Tribute/Joseph%20Ephraim%20Casely%20Hayford-89>

Activity 4.3

(LB page 112)

In this activity, learners research Joseph Ephraim Casely Hayford and complete a timeline of the major events in his life.

Group work

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

Answers

Work through the information on pages 103–111 with learners and let them mark their own answers.

Formative assessment

- Walk around the classroom. Observe learners as they research and make a timeline. Assist any learners or groups who seem to be struggling.
- You can also assess learners' timelines using the rubric for timelines in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Each group decides on a role for each learner, for example scribe, researcher, designer, orator, etc.

Strand 5: Journey to independence

- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

Work one-on-one with learners and guide them through the information to construct a timeline. Use the timeline as a sentence frame to help learners to write a short story about Casely Hayford's leadership role in the journey towards independence in Ghana.

Extension activity

- Learners find out more about Joseph Ephriam Casely Hayford's family background. Who was his father? Who was his mother? Did he have brothers or sisters? What happened to them?
- Joseph Ephriam Casely Hayford wrote six books about West Africa. His book, *Ethiopia Unbound*, was the first novel written by an African, in English. Ask learners to find out more about the story. Where did it take place? Who was involved in it? What happened?
- Learners write an essay of between 150 and 180 words about Joseph Ephraim Casely Hayford. They can choose to write about his family background or about the books he has written. Learners read their essay to the class.

Dr. Joseph Boaky

Danquah (B5.5.1.1.4)

Activity 4.4 (LB page 113)

In this activity, learners research the role that Dr. Joseph Boaky Danquah played in the Gold Coast Youth Conference (GCYC) to write a short life story.

Group work

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

Formative assessment

- Walk around the classroom. Observe learners as they research and write a short story. Assist any learners or groups who seem to be struggling.
- You can assess learners' group work and internet research skills using the rubrics in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Each group decides on a role for each learner, for example scribe, researcher, designer, orator, etc.

- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

Work one-on-one with learners and guide them through the information to write a short story. Provide sentence frames for learners to structure their story.

Extension activity

Learners find out more about Dr. Joseph Boaky Danquah's background. They share what they find out with the class.

Activity 4.5 (LB page 114)

If possible, organise a field trip to Danquah Circle in Accra or to Dr. Danquah's home and display the information.

Group work

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

Formative assessment

- If you go on the field trip, provide learners with questions to answer or a list of things that they need to photograph.
- Walk around the classroom. Observe learners as they research and display Dr. Danquah's life. Assist any learners or groups who seem to be struggling.

Differentiated learning

- Each group decides on a role for each learner, for example scribe, researcher, designer, orator, etc.
- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

- Provide a guideline for the display for learners to follow.
- Work one-on-one with learners and guide them through understanding and displaying the information.

Extension activity

Learners find out more about Dr. Danquah's background and share what they find out with the class.

Exercise 4.2

(LB page 114)

In this exercise, learners need to use their knowledge to read the statements and say if these are true or false.

Individual work

Learners work on their own for this exercise. Give learners enough time to complete the activity.

Answers

- 1**
- a** True
 - b** True
 - c** True
 - d** False. In 1920 Casely Hayford represented the NCBWA in London, putting forward their demands.
 - e** False. Dr. Joseph Boakye Danquah and Casely Hayford formed the Gold Coast Youth Conference (GCYC) to encourage the constitutional and economic development of the Gold Coast.
 - f** False. Casely Hayford was not successful in getting the British government to grant the NCBWA demands.
 - g** True
 - h** True

Formative assessment

Check learners' work to see if they have got the answers correct.

Differentiated learning

- Ask stronger learners to independently complete the exercise.
- Read and explain the statements to learners who are struggling.

Remedial activity

- Let learners complete the exercise verbally.
- Help learners to navigate the Learner's Book content to find the correct page and answers.

Extension activity

- Ask learners to write three of their questions on what they have learnt and swap it with a partner to answer.
- Learners can change the false statements to become true.

Summary: Early protest movements

- There are many different ways people can show their unhappiness. One way is to protest.
- Sometimes a protest is organised by a movement. People who join movements share the same aims or beliefs.
- Protest movements like the examples above started during colonial rule. At that time, the British subdivided the Gold Coast colony into provinces and districts. This helped them to govern more easily. This did not stop leaders and groups in different regions coming together against British rule.
- Nationalism is the struggle against foreign control of a country to become an independent nation.
- Two main nationalist protest movements: Early Nationalists before the start of the First World War and Late Nationalists after the end of the Second World War, both fought for independence.

Early Nationalists

- 1** The Aborigines' Rights Protection Society (ARPS)
 - Achievements:
 - The ARPS managed to get a few more Africans to serve on the Legislative Council.
 - They managed to address the Council directly on issues that concerned them.
- 2** The National Congress of British West Africa (NCBWA)
 - Achievements:
 - The NCBWA established a Legislative Council in each of the four British West African colonies.
 - They got more Africans to participate in their own government.
- 3** The Gold Coast Youth Conference (GCYC).
 - Achievements:
 - Through its conferences and lectures, the GCYC educated many public servants, traders and school leavers.

Summary: Early protest movements (continued)

- They played an important role in the University College of the Gold Coast.
- They designed and presented a programme for constitutional reforms.

The late nationalist protest movements

- The Big Six formed the United Gold Coast Convention (UGCC).
- Edward Akkufo-Addo
- Emmanuel Obetsebi-Lamptey
- Dr. Joseph Boakye Danquah
- Dr. Ebenezer Ako-Adjei
- William Ofori Atta
- Dr. Kwame Nkrumah

Joseph Mensah Sarbah (1864–1910)

- John Mensah Sarbah strongly opposed the Land Bills that the colonial government planned to pass.

- In 1901, John Sarbah became a member of the Gold Coast Legislative Council. He continued to prevent unjust Bills from passing into law until his death on 27th November 1910.

Joseph Ephraim Casely Hayford (1866–1930)

- He was a member of the Aborigines' Right Protection Society. He played a role in bringing the chiefs and the ARPS together.
- He helped to form the National Congress of British West Africa (NCBWA).

Dr. Joseph Boakye Danquah

- Dr. Danquah was the leader of the GCYC from 1937 until 1947. His main role was to bring the educated elites and the chiefs together.
- He was elected as a Member of Parliament in 1951.

Sub-strand 1: Revision

(LB page 115)

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 learner's understanding of the protest movement and people involved.

Answers

- h
- e
- f
- j
- i
- g
- b
- d
- a
- c

Summative assessment

Use this *Sub-strand 1: Self-assessment* for summative assessment. Let learners complete the table 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.

Sub-strand 3: The 1948 riots and what came after

Unhappiness after the Second World War (B5.5.3.1.1)

Learners will be building on their previous knowledge of life under colonial rule and social and economic developments. This will give a background understanding as to the cause of the protest movements.

The British failed to honour their promises (LB pages 116–126)

In this section, learners talk about the Second World War and the sequence of events leading to the 1948 riots in Ghana.

Content standard B5.5.3.1

Sequence of events leading to the 1948 riots in Ghana

Indicator B5.5.3.1.1

Explain why people were unhappy in the country after the Second World War

Subject-specific practices and core competencies

As learners use evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity.

Resources

Resource 4 (the crossword puzzle on page 106 of this TG)

Key words

Allies, Axis, reinforcement, pensions, unemployment, unrest, riots, boycott, benefits, commission, constitution, committee

Helpful links:

- <https://www.youtube.com/watch?v=1rTJ1-YxLVY>
- <https://www.cegastacademy.com/2019/04/22/the-causes-and-effects-of-the-1948-accra-riots-in-ghana/>

Teaching instructions

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

Phase 1: Start suggestions

- Revise with learners the social and economic developments that happened during the colonial period. Discuss the advantages and disadvantages of this time for Ghana.

- Discuss how this evolved into the foreign control of the economy.

Phase 2: Explore suggestions

Discuss what started the 1948 riots and the consequences.

Phase 3: Reflect suggestions

In groups, learners reflect on the Watson Commission and its benefits.

Use of ICT

Learners watch the documentary called 'End of Empire': <https://youtu.be/aFe4xB-swt8>. Remind learners to take notes while they watch to use during the class discussion after the documentary.

Activity 4.5

(LB page 118)

The aim of the activity is to watch the documentary and use as a basis for a role play on the general state of affairs after the Second World War. Learners need to discuss the promises that were made to the ex-servicemen, as well as other problems and hardships that people experienced after the war.

Group work

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

Answers

Learners' role play.

Formative assessment

- Walk around the classroom. Observe learners as they take notes when they are watching the documentary and check for understanding.
- Check that all learners are involved with contributing to the role play. Learners can complete an assessment of their group work using a checklist and you can complete a teacher assessment of learners' group work using a rubric. Look at the Assessment tools section at the back of this Teacher's Guide.
- Assess learners' role plays using the rubric for role plays in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Groups can decide on each learner's role, for example scribe, actor, support actor, director, etc. depending on learners' strengths.
- Use the remedial activities as practice for learners who struggle and the extension activities for those learners who need more of a challenge.

Remedial activity

Provide learners with information on the general state of affairs in the Gold Coast after the Second World War. Discuss the information and underline key words.

Extension activity

Ask learners to create a story board that shows the progression of the general state of affairs in the Gold Coast after the Second World War.

Exercise 4.3

(LB page 118)

In this exercise, learners use their knowledge and understanding to choose the correct word to complete the paragraph.

Individual work

Learners work independently.

Answers

Allies, pensions, did not, promises, adequate, shortage, increased, unhappiness

Formative assessment

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

Differentiated learning

Learners can use a dictionary to look up words if they are unsure of the meaning.

Remedial activity

Work one-on-one with learners and guide them through understanding the paragraph and in choosing the correct word.

Extension activity

Learners can set a similar exercise for a peer to complete.

Homework

(LB page 119)

Learners imagine that, on 26th January 1948, they were one of the people who boycotted European goods and foreign-owned shops in opposition to rising prices.

- 1 Learners write a diary entry about the day they took part in the boycott and explain what they did, who they met up with and how they felt.

- 2 Learners write a second diary entry about the day they found out that the boycott had been successful. How did they find out? How did they feel? What did they do? Take in learners' homework for assessment.

Activity 4.6

(LB page 122)

In this activity, learners draw a flow chart to show the events that led up to the 1948 riots.

Individual work

Learners work independently.

Formative assessment

- Check that learners followed the steps and completed each task correctly before they move on to the next task.
- Pair up learners with different abilities to check each other's work when they have completed a task. You can assess learners' pair work and posters using rubrics in the Assessment tools at the back of this Teacher's Guide.

Differentiated learning

- Provide less-abled students a flow chart template to complete, sentence frames for the poster and questions to answer for the clip.
- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

Guide learners through the research to find the required information and work through each task.

Extension activity

Learners find out more about the events that led up to the 1948 riots and the arrest of the 'Big Six'. They can do research on the internet or in library books. Learners choose how they would like to present this information to the rest of the class. For example, they could make a poster, write a newspaper article or give a digital presentation.

Activity 4.7

(LB page 122)

In this activity, learners research the 1948 riots and prepare a role play to present to class.

Group work

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

Formative assessment

Walk around the classroom. Observe learners as they discuss and answer the questions. Check that they understand the 1948 riots and are able to accurately portray the events. You can use the teacher observation checklist in the Assessment tools at the back of this Teacher's Guide to record your observations.

Differentiated learning

- Each group decides on a role for each learner, for example scribe, researcher, actor, director, etc.
- Stronger learners read and explain the information to the less-abled learners.

Remedial activity

Work one-on-one with learners and guide them through the information to answer the questions.

Extension activity

Learners conduct a live news presentation on the 1948 riots.

Exercise 4.4

(LB page 122)

In this exercise, learners use their knowledge to complete the sentence frames.

Individual work

Learners work independently.

Answers

- 1 Chief Nii Kwabena Bonne III, Osu Alata Mantse
- 2 Sergeant Adjetey, Corporal Attipoe and Private Odartey Lamptey
- 3 Christiansborg Castle at Osu

Formative assessment

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

Differentiated learning

- Learners can use a dictionary to look up words if they are unsure of the meaning.
- 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

Work one-on-one with learners and guide them through understanding the paragraph and in choosing the correct word.

Extension activity

Learners can set a similar exercise for a peer to complete.

Summary: The 1948 riots and what came after

The British failed to honour their promises

- By 1939, most of the countries in the world were fighting in the Second World War.
- The Gold Coast soldiers fought in the Gold Coast Regiment and the Royal West African Frontier Force. The British had promised them many things if they fought with the Allies. They promised to provide the soldiers with **pensions**, houses and jobs. They also promised other facilities and services to improve their lives and the lives of the local people.
- After the war, they did not meet these promises

General state of affairs in the Gold Coast after the Second World War

- **Cutting down of all cocoa trees** afflicted with the cocoa swollen shoot disease by the British instead of finding a solution to the disease.
- **Shortage of goods** and an increase in overall prices so that only the wealthy could afford them.
- **Lack of jobs** as the British did not provide the jobs that they promised to the returning soldiers
- **Foreign control of the economy.**
- Unrest and riots spread throughout the country and the demand for independence grew.

The 1948 riots in Ghana

- The 1948 riots started with the **boycott** of European goods and the shooting of ex-servicemen marching from Accra to Osu.

The boycott of European goods

- After the Second World War, trading companies increased the prices of imported foreign goods into the country.
- Ghanaian people demanded the prices be reduced by 1948 or they would

boycott all foreign goods, but the traders did not reduce their prices.

- People throughout the country began boycotting European goods, such as cotton prints, tinned meat and flour biscuits. They also boycotted goods from foreign-owned stores.
- Many shops closed down. The prices of some goods were reduced.

The shooting of ex-servicemen

- On 28th February 1948, a group of unarmed ex-servicemen marched from Accra to Christiansborg Castle at Osu. They wanted to present a petition to the British governor.
- The British had not paid them the pensions they were promised and had not given the soldiers any war benefits.
- On their way to the castle, they were stopped by a group of armed policemen. They refused to stop and as a result the policemen shot the servicemen dead.
- When the people in the Gold Coast heard about the shooting of these ex-servicemen they started rioting
- The colonial governor blamed the 'Big Six' leaders for the riots. He had them arrested.
- On 8th March, 1948, teachers and students protested against the detention of the 'Big Six'. They were immediately dismissed from their school.

The Watson Commission

- The British colonial government sent a team to the Gold Coast to investigate the cause of the 1948 riots and was called the Watson Commission.
- Their job was to look at what caused the riots and make recommendations to the government as to their response.
- The Commission recommended that local people be allowed to draft their own Constitution.
- The British government then set up a committee to draft a new constitution.
- On 6th March 1957, the country gained independence and was renamed Ghana.

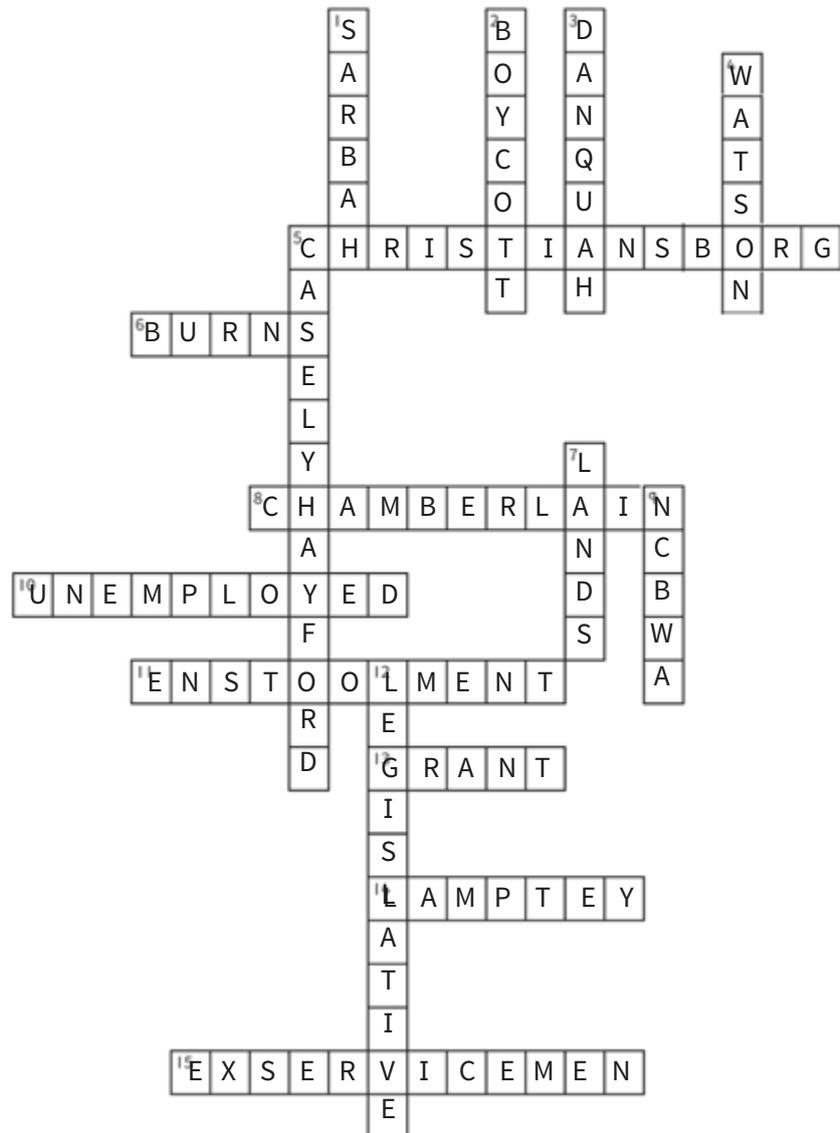
Sub-strand 3: Revision

(LB pages 123–124)

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. Give learners Resource 4 (the crossword puzzle on page 106 of this TG) to complete.
- Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.



Answers

- Remind learners how to complete a crossword puzzle. In this crossword, only the surnames of people are used.
- Point out that the word 'ex-servicemen' would be hyphenated when spelling the word in written activities.
- Make sure learners understand the term 'installation of chiefs' for the clue 11 across. Let them look for similar words in a thesaurus, for example, 'inauguration'.

- 10 unemployed
- 11 enstoolment
- 12 The installation of chiefs.
- 13 Lamptey
- 15 ex-servicemen

Down

- 1 Sarbah
- 2 boycott
- 3 Danquah
- 4 Watson
- 5 Casley Hayford
- 7 Lands
- 9 NCBWA
- 12 Legislative

Across

- 5 Christiansborg
- 6 Burns
- 8 Chamberlain

Sub-strand 3: Revision (continued)

(LB pages 123–124)

2	Why people were unhappy:	What the colonial government did:
	Lack of suitable housing,	Nothing
	A shortage of goods, prices of imported goods had increased,	A boycott was held and the price of some goods were reduced.
	There were no jobs	Nothing

- 3
- | | |
|---|--|
| <p>j The British fail to honour their promises to the ex-servicemen</p> <p>g Chief Nii Kwabena Bonne III, Osu Alata Mantse form the Anti-Inflation Campaign Committee</p> <p>d The march from Accra to Christiansborg Castle at Osu</p> <p>k Dr. Nkrumah breaks away from the UGCC to form the Convention People’s Party (CPP)</p> <p>h The boycott of European goods</p> <p>c The shooting of three ex-servicemen</p> <p>e The 1948 riots</p> <p>f The arrest of the ‘Big Six’</p> | <p>b Ghana achieves independence</p> <p>a The Watson Commission</p> <p>i Committee set up to draft a new constitution</p> |
|---|--|

Summative assessment

Use this *Sub-strand 3: Self-assessment* for summative assessment. Let learners complete the table 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.

Strand 5: Assessment

(LB pages 125–126)

Assessment

- 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.
- 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.

Summative assessment

Use this *Sub-strand 3: Self-assessment* for summative assessment. Let learners complete the table in their exercise books or talk about the answers with you individually.

Take in the exercise books or listen to the oral answers and assess learners’ work.

Answers

- | | | | | |
|----------|--|------------|------------|-----|
| 1 | a C | b C | c A | |
| | d C | e A | f A | |
| | g B | | | (7) |
| 2 | a Jacob Wilson Sey, Aborigines’ Rights Protection Society, 1897 | | | (2) |
| | b Kwame Nkrumah, 1947, United Gold Coast Convention (UGCC), Convention People’s Party (CPP) | | | (2) |
| | c George Paa Grant, 1947, United Gold Coast Convention (UGCC) | | | (2) |
| | d JE Casely Hayford, National Congress of British West Africa, 1917 | | | (2) |

Total: 15

End-of-year exam

(LB pages 127–134)

- 1 **A** False **B** True
C False **D** False
E False **F** True
G True **H** False
I False **J** True (10)

- 2 **a** A **b** A **c** C
d B **e** C (5)

- 3 **a** Ntereso **b** Kintampo
c Birimi **d** Begho
e Daboya **f** Kintampo
g Bono-Manso **h** Salaga (8)

- 4 Daboya became an important trading town for salt for these reasons:
- The town had a large and developed rock-salt industry.
 - The town was located near the Volta River, which provided a source of water.

The forest regions in Begho and Bono-Manso were rich in gold. (2)

- 5 Check that learners have placed the names of the ancient towns and places correctly: Birimi, Daboya, New Bulpe, Ntereso, Salaga, Kintampo Village, Bono-Manso, Begho, Boyase Hill, Eguafu and Dawhenya. (11)



- 6 **1** f **2** h **3** j
4 g **5** i **6** c
7 e **8** a **9** d
10 b (10)

- 7 Stage 1: Transporting manufactured goods from Europe to West Africa.
Stage 2: The Middle Passage: Enslaving Africans and shipping them to the Americas.
Stage 3: Selling the slaves to work on plantations in the Americas in exchange for raw materials to sell in Europe. (12)

- 8 1440 – Portuguese first participated in the slave trade.
1500 – Spanish participated in the slave trade. They shipped slaves to the Caribbean. At this time the Dutch, French and British also participated in the slave trade.
1550 – John Hawkins was the first British slave trader who sold slaves to the Spanish and the West Indies.
1600 – The Dutch controlled the slave trade from Africa. The Danish and Norwegians participated in the slave trade and bought slaves to work on the sugar plantations in the Caribbean.
1619 – British brought first African slaves to colony of Virginia, North America.
1672 – Royal African Company (British) was set up to control the British trade.
1700 – Dutch controlled half of the slave trade; the British and French controlled the other half.
1760 – Britain was the leading European country in the slave trade.
1807 – Britain abolished slavery. (8)

- 9 Learners' mind maps need to include: willingness to sell slaves, existing system of slavery in Africa, workers needed for plantations and mines, free labour, immunity of African people. (4)

- 10 **a** False **b** True
c True **d** True
e False **f** False
g True **h** False
i True **j** False (10)

End-of-year exam (continued)

(LB pages 127–134)

11 a

Ashanti	Central	Eastern	Northern	Greater Accra
Presbyterian Training College	<ul style="list-style-type: none"> Mfantshipim School Asuansi Technical Institute 	Trade school in Kibi	Trade school in Yendi	Achimota School

- (5)
- b** Abuakwa State College, Aburi Girls' Senior High School, Prempeh College (3)
- c** University College of the Gold Coast (1)
- d** scholarship (1)
- 12** Apart from education, the most important progress made during colonial times was in transport, agriculture and mining. The railway and road network improved communication between people and businesses in different regions. When the railway line finally reached Kumasi and the mining areas of Ashanti, it became cheaper and quicker to transport mining machinery. By 1918, there were almost 2 000 kilometres of roads. In 1926, the first ship entered Takoradi Harbour. It handled all of Ghana's imports and exports and so was partly responsible for the economic success of the Gold Coast. (10)
- 13** Until (Takoradi) Harbour was built in the 1950s, (Tema) Harbour handled all of Ghana's (exports). We can say that this project was partly responsible for the (economic) success of the Gold Coast. The improvements in (transport) under Governor Guggisberg allowed the (botanical) industry to spread very fast. Goods came in by (rail) and were loaded directly onto the ships. During the (Second) World War, (Takoradi) Harbour was an important base for the (Royal Air Force). (10)
- 14 a** A
- b** C
- c** A
- d** A
- e** A
- f** B
- g** B
- h** B
- i** A
- j** A (8)
- 15** Early Nationalists: These were the early protest movements formed before the First World War, started in 1939. Late Nationalists: These were the later protest movements that were formed after the Second World War ended in 1945. (6)
- 16** Protest movements started during colonial rule. At that time, the British subdivided the Gold Coast colony into provinces and districts, but this did not stop leaders and groups in different regions coming together against British rule. They wanted colonial Ghana to be one nation, ruled by the people of Ghana. Nationalism is the struggle against foreign control of a country to become an independent nation. (2)

End-of-year exam (continued)

(LB pages 127–134)

17

	Where was he born?	Which movement did he help form?	What was his contribution?
John Mensah Sarbah	Cape Coast	Aborigines' Rights Protection Society	He represented the ARPS at the Legislative Council in the passing of the Land Bill of 1897. He advised the ARPS to send a delegation to England to withdraw the Bill. In 1898, the delegation returned home with a victory – Chamberlain had withdrawn the Bill. In 1901, John Sarbah became a member of the Gold Coast Legislative Council. He continued to prevent unjust Bills from passing into law until his death on 27 th November 1910.
Joseph Casely Hayford	Cape Coast	National Congress of British West Africa	He played a role in bringing the chiefs and the ARPS together. In 1920, Joseph Casely Hayford represented the NCBWA in London. He put forward the NCBWA demands to the British government. He also addressed the League of Nations – the first organisation of world governments that worked for world peace.
Dr. Joseph Boakye Danquah	Gold Coast Youth Conference	Gold Coast Youth Conference	Dr. Danquah was the leader of the GCYC from 1937 until 1947. He became a member of the Gold Coast Legislative Council in 1946. Dr. Danquah was one of the founding members of the United Gold Coast Convention (UGCC) political party. He was elected as a Member of Parliament in 1951.

(9)

18 Edward Akkufo-Addo; Dr. Joseph Boakye Danquah; William Ofori Atta; Emmanuel Obetsebi-Lamptey; Dr. Ebenezer Ako-Adjei; Dr. Kwame Nkrumah. They formed the United Gold Coast Convention (UGCC) in 1947. (8)

had increased, and there were no jobs. The colonial government had failed to help local people solve these problems. (5)

19 The Gold Coast soldiers fought in the Gold Coast Regiment and the Royal West African Frontier Force. The British had promised them many things if they fought with the Allies. They promised to provide the soldiers with pensions, houses and jobs. They also promised other facilities and services to improve their lives and the lives of the local people. However, after the war, the British failed to meet these promises. The living conditions of returning soldiers were worse than they were before the war. There was a lack of suitable housing and a shortage of goods. The prices of imported goods

20 Sergeant Corneluis Francis Adjetej
Corporal Patrick Gagbale Attipoe
Private Odartey Lamptey (3)

21 Make sure that learners flow charts are set out logically and include the correct information in the correct order. Let them check the information they have included in their flow charts using the information provided in the Learner's Book. (3)

22 The Commission recommended that local people be allowed to draft their own Constitution. (1)

Sub-total: 85
Total: 155

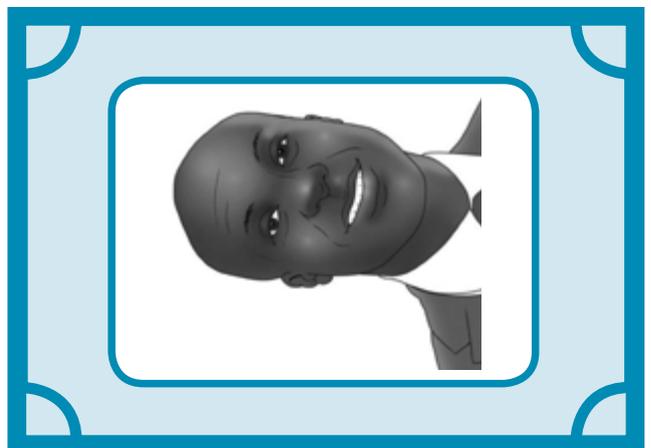
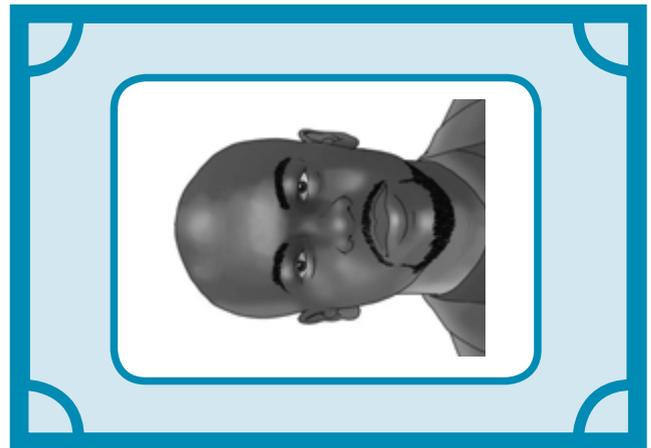
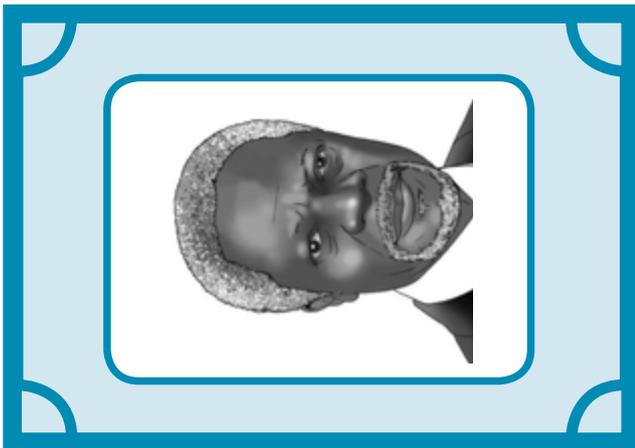
Resource 1: Compare our ancestors' lives and our lives today

	Our ancestors' lives	Our lives today
Food		
Clothes		
Travel		
Buildings		
Communication		
Trading		
Professions		
Technology		

Resource 2: Regional map of Ghana



Resource 3: Some selected Ghanaians playing cards



Resource 3: Some selected Ghanaians playing cards (continued)

**Dr. Raphael
Armattoe
(Science
and
Medicine)**

**El Anatsui
(sculptor)**

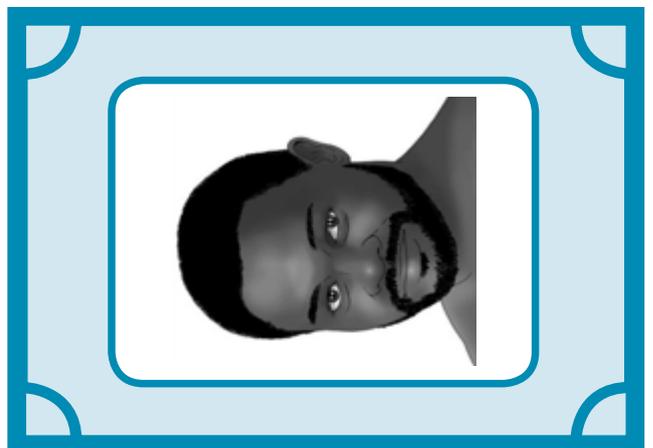
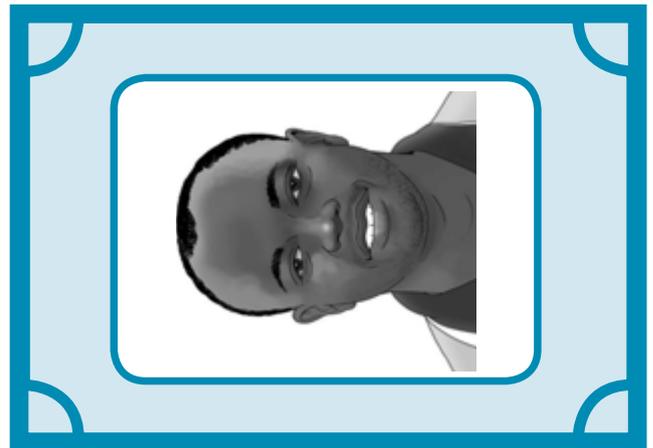
**Kofi Annan
(international
diplomacy)**

**David Adjaye
(architect)**

**Osibisa
(popular
music)**

**Ozwald
Boateng
(fashion)**

Resource 3: Some selected Ghanaians playing cards (continued)



Resource 3: Some selected Ghanaians playing cards (continued)

**Efua
Sutherland
(playright)**

**Prof.
K.Frimpong
Boateng
(surgeon)**

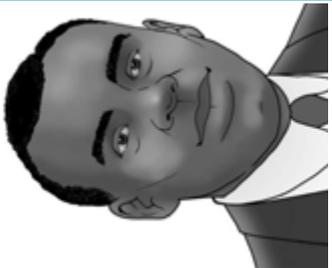
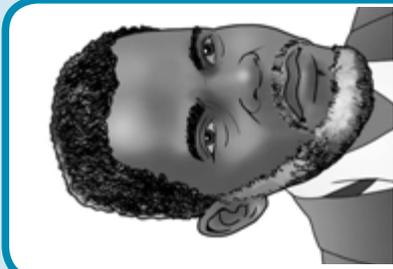
**Prof Francis
Allotey
(Science and
History)**

**Abedi Ayew
'Pele'
(football)**

**Prof Akua
Kuenyehia
(law)**

**Azumah
Nelson
(boxing)**

Resource 3: Some selected Ghanaians playing cards (continued)



Resource 3: Some selected Ghanaians playing cards (continued)

**Jacob
Wilson Sey**

**JE Casely
Hayford**

**John
Mensah
Sarbah**

**George
Paa Grant**

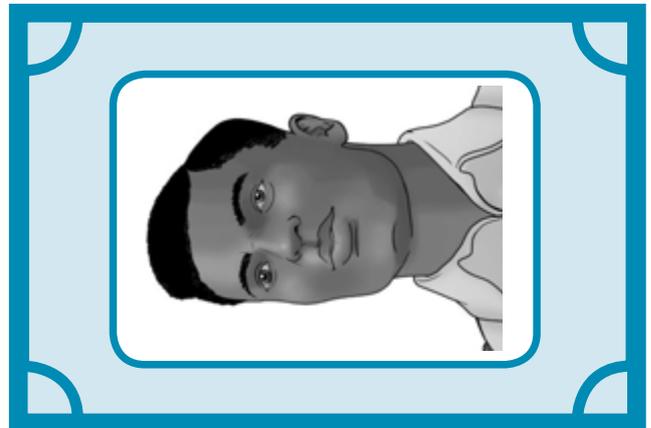
**Joseph
Kwame
Kuyeretwie
Boakye
Danquah**

**William
Ofori Atta**

**Obetsebi
Lampitey**

Arko Adjei

Resource 3: Some selected Ghanaians playing cards (continued)



Resource 3: Some selected Ghanaians playing cards (continued)

**Kwame
Nkrumah**

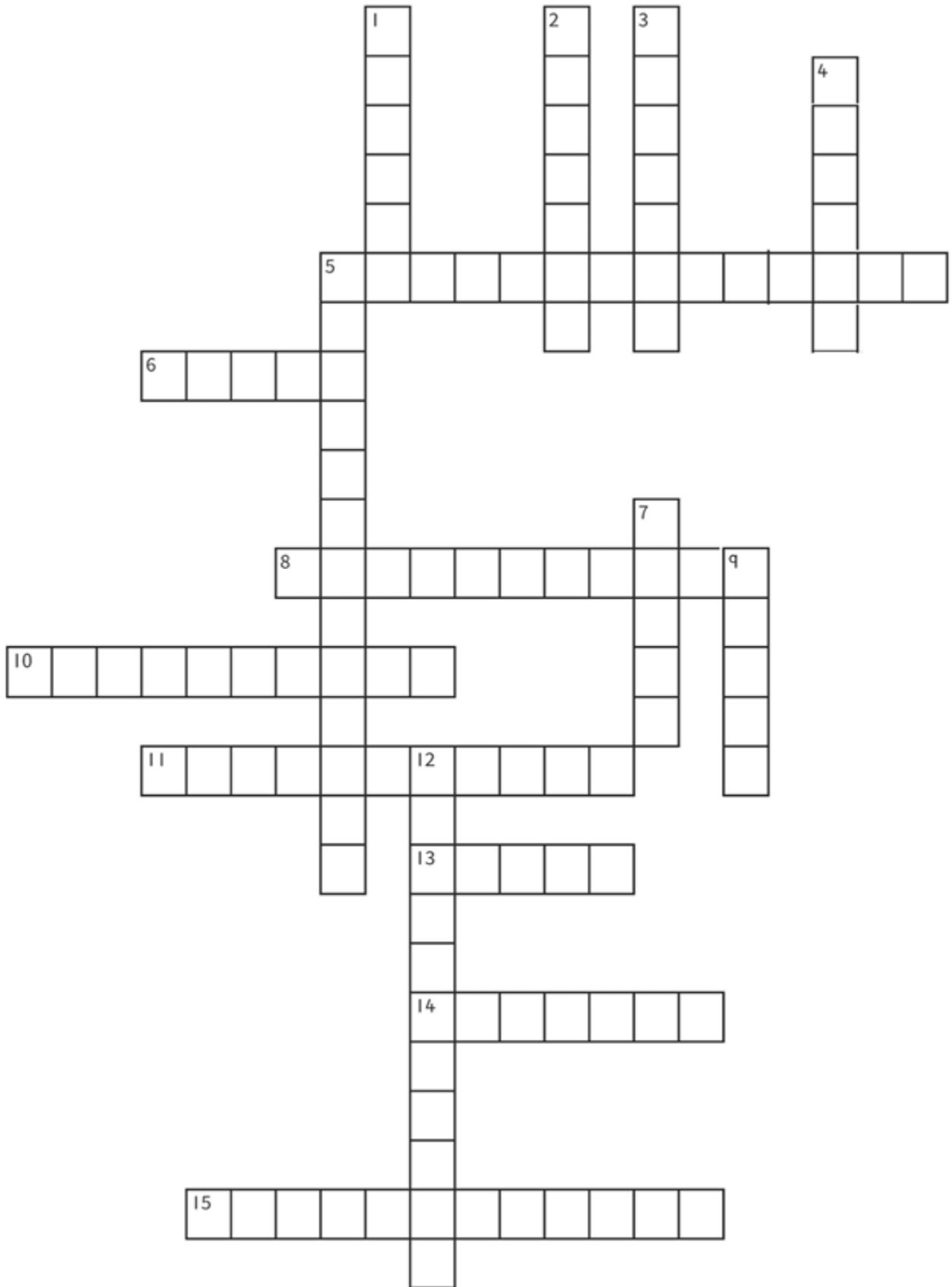
**Chief Nii
Kwabena
Bonne III,
Osu Alata
Mantse**

**Private
Odarty
Lamptey**

**Corporal
Patrick
Gagbale
Attipoe**

**Sergeant
Cornelius
Francis
Adjetey**

Resource 4: Crossword puzzle



Checklists and Rubrics (continued)

Names of learners in the group: _____

Activity: _____

Date: _____

	Always	Sometimes	Seldom	Never
We participated equally.				
We contributed ideas and made suggestions.				
We listened to one another.				
We asked one another useful questions.				
We provided helpful feedback.				
We settled any arguments in a friendly and positive way.				
We shared the workload.				
We helped and encouraged one another.				
We stayed focused on the activity requirements.				
We completed our individual parts of the activity.				
We worked together as a team to complete the activity.				

Checklists and Rubrics (continued)

Rubric for interviews

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The learner:</p> <ul style="list-style-type: none"> • is well-prepared and has researched the topic well • introduces the topic and person being interviewed clearly in a vibrant and interesting way, providing all of the necessary details • asks appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques.
2	75–79%	Proficient (P)	<p>The learner:</p> <ul style="list-style-type: none"> • is mostly well-prepared and has researched the topic • introduces the topic and person being interviewed clearly and in an interesting way, providing most of the necessary details • asks mostly appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques most of the time.
3	70–74%	Approaching Proficiency (AP)	<p>The learner:</p> <ul style="list-style-type: none"> • had done some preparation and research on the topic • introduces the topic and person being interviewed clearly, providing some of the necessary details • asks some appropriate, open-ended questions to obtain relevant and specific information about the topic • uses appropriate language, gestures and techniques only some of the time.
4	65–69%	Developing (D)	<p>The learner:</p> <ul style="list-style-type: none"> • has done very little preparation and research on the topic • introduces the topic and person being interviewed, but provides no detail • asks very few appropriate, open-ended questions to obtain relevant and specific information about the topic • uses almost no appropriate language, gestures and techniques.
5	64% and below	Beginning (B)	<p>The learner:</p> <ul style="list-style-type: none"> • has done no preparation and research on the topic • does not introduce the topic and person being interviewed • does not ask appropriate, open-ended questions to obtain relevant and specific information about the topic • does not use appropriate language, gestures and techniques <p>The learner needs teacher support.</p>

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"> contains all of the important points and details required contains accurate information, which is well-organised, and easy to read and understand uses excellent language and visual elements displays excellent layout and design elements.
2	75–79%	Proficient (P)	<p>The poster:</p> <ul style="list-style-type: none"> contains most of the important points and details required contains accurate information, which is mostly well-organised, and easy to read and understand uses good-quality language and visual elements displays good layout and design elements.
3	70–74%	Approaching Proficiency (AP)	<p>The poster:</p> <ul style="list-style-type: none"> contains some of the important points and details required contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand uses some good-quality language and visual elements displays some good layout and design elements.
4	65–69%	Developing (D)	<p>The poster:</p> <ul style="list-style-type: none"> contains few of the important points and details required contains very little accurate information, which is poorly organised, and not easy to read and understand uses few good-quality language and visual elements displays few good layout and design elements.
5	64% and below	Beginning (B)	<p>The poster:</p> <ul style="list-style-type: none"> contains none of the important points and details required contains no accurate information, which is poorly organised and not easy to read and understand uses no good-quality language and visual elements displays no good layout and design elements. <p>The learner needs teacher support.</p>

Checklists and Rubrics (continued)

Rubric for role plays

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> • present all points and ideas clearly and logically • use well-researched and factual information • perform their roles convincingly and with enthusiasm • speak confidently and clearly • demonstrate excellent body language skills including eye contact and gestures • use props effectively • demonstrate excellent teamwork.
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> • present most points and ideas clearly and logically • use mostly well-researched and factual information • perform their roles accurately and mostly with enthusiasm • speak confidently and clearly most of the time • demonstrate good body language skills including eye contact and gestures • use props well • demonstrate good teamwork.
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> • present some points and ideas clearly and logically • use some information that is well-researched and factual • perform their roles adequately and with some enthusiasm • speak confidently and clearly some of the time • demonstrate adequate body language skills including eye contact and gestures • use some props, but not well • demonstrate adequate teamwork.
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> • present some points and ideas, but with little logical structure • use little information that is researched and factual • perform their roles poorly and with little enthusiasm • speak nervously and unclearly • demonstrate few body language skills • use only a few props poorly • demonstrate poor teamwork.
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> • present points and ideas incoherently with no logical structure • use no researched and factual information • perform their roles ineffectively and with no enthusiasm • speak nervously and unclearly • demonstrate no body language skills • use no props • demonstrate no teamwork. <p>Learners need teacher support.</p>

Checklists and Rubrics (continued)

Rubric for presentations/speeches (oral and digital)

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> • present all information and ideas clearly and logically • use well-researched and factual information • speak confidently and clearly • demonstrate excellent body language skills • show excellent use of time management • demonstrate excellent teamwork.
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> • present most points and ideas clearly and logically • use mostly well-researched and factual information • speak confidently and clearly most of the time • demonstrate good body language skills • show good use of time management • demonstrate good teamwork.
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> • present some points and ideas clearly and logically • use some information that is well-researched and factual • speak confidently and clearly some of the time • demonstrate adequate body language skills • show adequate use of time management • demonstrate adequate teamwork.
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> • present some points and ideas, but with little logical structure • use little information that is researched and factual • speak nervously and unclearly • demonstrate few body language skills • show poor use of time management • demonstrate poor teamwork.
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> • present points and ideas incoherently with no logical structure • use no researched and factual information • speak nervously and unclearly • demonstrate no body language skills • show no time management • demonstrate no teamwork. <p>Learners need teacher support.</p>

Checklists and Rubrics (continued)

Rubric for debates

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> • present all arguments clearly and logically • use arguments well-supported by appropriate facts • use effective and well-positioned counter arguments • speak confidently and clearly • demonstrate excellent body language skills • show excellent use of time management • demonstrate excellent teamwork.
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> • present most arguments clearly and logically • use arguments mostly supported by appropriate facts • use mostly effective and well-positioned counter arguments • speak confidently and clearly most of the time • demonstrate good body language skills • show good use of time management • demonstrate good teamwork.
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> • present some arguments clearly and logically • use some arguments supported by appropriate facts • use some effective and well-positioned counter arguments • speak confidently and clearly some of the time • demonstrate adequate body language skills • show adequate use of time management • demonstrate adequate teamwork.
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> • present some arguments, but incoherently with little logical structure • use only a few arguments supported by appropriate facts • use only a few counter arguments that are mostly ineffective • speak nervously and unclearly • demonstrate few body language skills • show poor use of time management • demonstrate poor teamwork.
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> • present no clear and logical arguments • use arguments that are unsupported by appropriate facts • use no appropriate counter arguments • speak nervously and unclearly • demonstrate no body language skills • show no time management • demonstrate no teamwork. <p>Learners need teacher support.</p>

Checklists and Rubrics (continued)

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"> participate equally and do more than required contribute excellent ideas and suggestions actively listen to each other and respond appropriately ask each other useful and appropriate questions settle arguments in a friendly and positive way help and encourage each other all the time stay focused on activity requirements all the time display excellent teamwork.
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> participate equally and do what is required contribute good ideas and suggestions listen to each other and respond appropriately most of the time ask each other useful and appropriate questions most of the time settle arguments in a friendly and positive way most of the time help and encourage each other most of the time stay focused on activity requirements most of the time display good teamwork.
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> participate, but not equally contribute some good ideas and suggestions listen to each other and respond appropriately some of the time ask each other useful and appropriate questions some of the time settle arguments in a friendly and positive way some of the time help and encourage each other some of the time stay focused on the activity requirements some of the time display adequate teamwork.
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> participate unequally and with little enthusiasm contribute few good ideas and suggestions interrupt each other constantly, with very little listening ask each other few useful and appropriate questions struggle to settle arguments appropriately offer each other little help and encouragement struggle to stay focused on the activity requirements and need some teacher reminders display poor teamwork.
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> struggle to participate and need teacher intervention struggle to contribute appropriate ideas and suggestions interrupt each other constantly without any listening ask each other no useful and appropriate questions are unable to settle arguments appropriately provide each other with no help and encouragement are unable to stay focused on the activity requirements without constant teacher reminders display no teamwork. <p>Learners need teacher support.</p>

Checklists and Rubrics (continued)

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"> participate equally and do more than required contribute excellent ideas and suggestions actively listen and respond appropriately ask useful and appropriate questions settle arguments in a friendly and positive way help and encourage one another all the time stay focused on activity requirements all the time display excellent teamwork.
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> participate equally and do what is required contribute good ideas and suggestions listen and respond appropriately most of the time ask useful and appropriate questions most of the time settle arguments in a friendly and positive way most of the time help and encourage one another most of the time stay focused on activity requirements most of the time display good teamwork.
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> participate, but not equally contribute some good ideas and suggestions listen and respond appropriately some of the time ask useful and appropriate questions some of the time settle arguments in a friendly and positive way some of the time help and encourage one another some of the time stay focused on the activity requirements some the time display adequate teamwork.
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> participate unequally and with little enthusiasm contribute few good ideas and suggestions interrupt each other constantly, with very little listening ask few useful and appropriate questions struggle to settle arguments appropriately offer one another little help and encouragement struggle to stay focused on the activity requirements and need some teacher reminders display poor teamwork.
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> struggle to participate and need teacher intervention struggle to contribute appropriate ideas and suggestions interrupt one another constantly without any listening ask no useful and appropriate questions are unable to settle arguments appropriately provide one another with no help and encouragement are unable to stay focused on the activity requirements without constant teacher reminders display no teamwork. <p>Learners need teacher support.</p>

Checklists and Rubrics (continued)

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"> • has a well-developed and researched theme • contains all of the important points and details required • contains accurate information, which is well-organised, and easy to read and understand • is highly original and creative • uses excellent language and visual elements • contains excellent layout and design elements • demonstrates exceptional use of multimedia.
2	75–79%	Proficient (P)	<p>The project:</p> <ul style="list-style-type: none"> • has a developed and researched theme • contains most of the important points and details required • contains accurate information, which is mostly well-organised, and easy to read and understand • is original and creative • uses good-quality language and visual elements • contains good layout and design elements • demonstrates good use of multimedia.
3	70–74%	Approaching Proficiency (AP)	<p>The project:</p> <ul style="list-style-type: none"> • has a partly developed and researched theme • contains some of the important points and details required • contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand • has some original and creative elements • uses some good-quality language and visual elements • contains some good layout and design elements • demonstrates adequate use of multimedia.
4	65–69%	Developing (D)	<p>The project:</p> <ul style="list-style-type: none"> • has a poorly-developed and poorly-researched theme • contains few of the important points and details required • contains very little accurate information, which is poorly organised, and not easy to read and understand • has few original and creative elements • uses poor-quality language and visual elements • contains poor-quality layout and design elements • demonstrates poor use of multimedia.
5	64% and below	Beginning (B)	<p>The project:</p> <ul style="list-style-type: none"> • has no theme • contains none of the important points and details required • contains inaccurate information, which is poorly organised, and not easy to read and understand • has no original and creative elements • uses no or inappropriate language and visual elements • contains no or inappropriate layout and design elements • uses no forms of multimedia. <p>The learner needs teacher support.</p>

Checklists and Rubrics (continued)

Rubric for timelines

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The timeline:</p> <ul style="list-style-type: none"> contains at least 9–10 appropriate, topic-related events contains accurate facts for all events lists all events in the correct chronological order shows the correct dates for all events labels all events correctly is neat and easy to read.
2	75–79%	Proficient (P)	<p>The timeline:</p> <ul style="list-style-type: none"> contains at least 7–8 appropriate, topic-related events contains accurate facts for most events lists most events in the correct chronological order shows the correct dates for most events labels most events correctly is mostly neat and easy to read.
3	70–74%	Approaching Proficiency (AP)	<p>The timeline:</p> <ul style="list-style-type: none"> contains at least 5–6 appropriate, topic-related events contains accurate facts for some events lists some events in the correct chronological order shows the correct dates for at least 50% of events labels some events correctly is untidy but still fairly easy to read.
4	65–69%	Developing (D)	<p>The timeline:</p> <ul style="list-style-type: none"> contains at least 3–4 appropriate, topic-related events contains a mix of accurate and inaccurate facts for events lists all events in a muddled chronological order shows the incorrect dates for most events labels all events incorrectly is untidy and difficult to read, with a few spelling mistakes.
5	64% and below	Beginning (B)	<p>The timeline:</p> <ul style="list-style-type: none"> contains at least 1–2 appropriate, topic-related events contains only inaccurate facts for events lists events in a muddled chronological order, with some events missing shows the incorrect dates for all events has no labels for all events is untidy and difficult to read, with many spelling mistakes. <p>The learner needs teacher support.</p>

Checklists and Rubrics

Rubric for internet research

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The learner:</p> <ul style="list-style-type: none"> • drew up many questions and key words related to the research topic • looked at search results on five or more pages • sourced information from ten or more reliable websites • cross-checked facts for accuracy on five or more websites • asked many appropriate questions to look for bias in research information • documented all sources correctly.
2	75–79%	Proficient (P)	<p>The learner:</p> <ul style="list-style-type: none"> • drew up many questions and key words that mostly related to the research topic • looked at search results on four different pages • sourced information from eight or more reliable websites • cross-checked facts for accuracy on four different websites • asked some appropriate questions to look for bias in research information • documented most sources correctly.
3	70–74%	Approaching Proficiency (AP)	<p>The learner:</p> <ul style="list-style-type: none"> • drew up some questions and key words that mostly related to the research topic • looked at search results on three different pages • sourced information from six or more reliable websites • cross-checked facts for accuracy on three different websites • asked one or two appropriate questions to look for bias in research information • documented some sources correctly.
4	65–69%	Developing (D)	<p>The learner:</p> <ul style="list-style-type: none"> • drew up only one or two questions and key words related to the research topic • looked at search results on two different pages • sourced information from four or more reliable websites • cross-checked facts for accuracy on two different websites • asked random questions to look for bias in research information • documented all sources incorrectly.
5	64% and below	Beginning (B)	<p>The learner:</p> <ul style="list-style-type: none"> • drew up no questions and key words related to the research topic • looked at search results on the first page only • sourced information from two reliable websites • did not cross-check facts for accuracy on different websites • did not ask questions to look for bias in research information • documented no sources. <p>The learner needs teacher support.</p>