

HISTORY

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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(SHS 1-3)

September, 2023



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

HISTORY

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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education Industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

CONTENTS

| | | | |
|--|-----------|---|------------|
| FOREWORD | 3 | STRAND 4. INDEPENDENCE AND POST-COLONIAL DEVELOPMENTS | 86 |
| ACKNOWLEDGEMENTS | 4 | <i>SUB-STRAND 1. SOCIO-ECONOMIC AND POLITICAL DEVELOPMENTS IN GHANA (1957 - 2007)</i> | 86 |
| THE SHS CURRICULUM OVERVIEW | 7 | | |
| INTRODUCTION | 8 | | |
| PHILOSOPHY, VISION AND GOAL OF HISTORY | 19 | YEAR THREE | |
| HISTORY CURRICULUM DEVELOPMENT PANEL | 21 | STRAND 1. HISTORICAL INQUIRY AND WRITING | 97 |
| SCOPE AND SEQUENCE | 22 | <i>SUB-STRAND 2. SOURCES AND METHODS OF RECONSTRUCTING HISTORY</i> | 97 |
| | | STRAND 2. STATES AND SOCIETIES IN PRE-COLONIAL TIMES | 103 |
| YEAR ONE | | <i>SUB-STRAND 1. EMERGENCE OF COMPLEX STATES AND SOCIETIES</i> | 103 |
| STRAND 1. HISTORICAL INQUIRY AND WRITING | 24 | <i>SUB-STRAND 2. PRE-COLONIAL ECONOMY AND ECONOMIC ACTIVITIES</i> | 109 |
| <i>SUB-STRAND 1. NATURE AND SCOPE OF HISTORY</i> | 24 | STRAND 3. AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY | 116 |
| <i>SUB-STRAND 2. EMERGENCE OF COMPLEX STATES</i> | 35 | <i>SUB-STRAND 1. RELIGION AND RELIGIOUS CHANGE</i> | 116 |
| STRAND 2. STATES AND SOCIETIES IN PRE-COLONIAL TIMES | 51 | <i>SUB-STRAND 2. GLOBAL CONNECTIONS</i> | 120 |
| <i>SUB-STRAND 2. PRE-COLONIAL ECONOMY AND ECONOMIC ACTIVITIES</i> | 51 | <i>SUB-STRAND 3. PRELUDE TO COLONISATION AND COLONIAL RULE</i> | 125 |
| STRAND 3. AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY | 57 | <i>SUB-STRAND 4. RESPONSE TO COLONIAL RULE</i> | 131 |
| <i>SUB-STRAND 1. RELIGION AND RELIGIOUS CHANGE</i> | 57 | | |
| | | | |
| YEAR TWO | | | |
| STRAND 1. HISTORICAL INQUIRY AND WRITING | 62 | | |
| <i>SUB-STRAND 2. SOURCES AND METHODS OF RECONSTRUCTING HISTORY</i> | 62 | | |
| STRAND 3. AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY | 68 | | |
| <i>SUB-STRAND 2. GLOBAL CONNECTIONS</i> | 68 | | |
| <i>SUB-STRAND 3. PRELUDE TO COLONISATION AND COLONIAL RULE</i> | 73 | | |
| <i>SUB-STRAND 4. RESPONSE TO COLONIAL RULE</i> | 79 | | |

THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

I. Self-Awareness

Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. Self-Management

The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions. This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. Social Awareness

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. Relationship Skills

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. Responsible Decision-Making

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DoK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

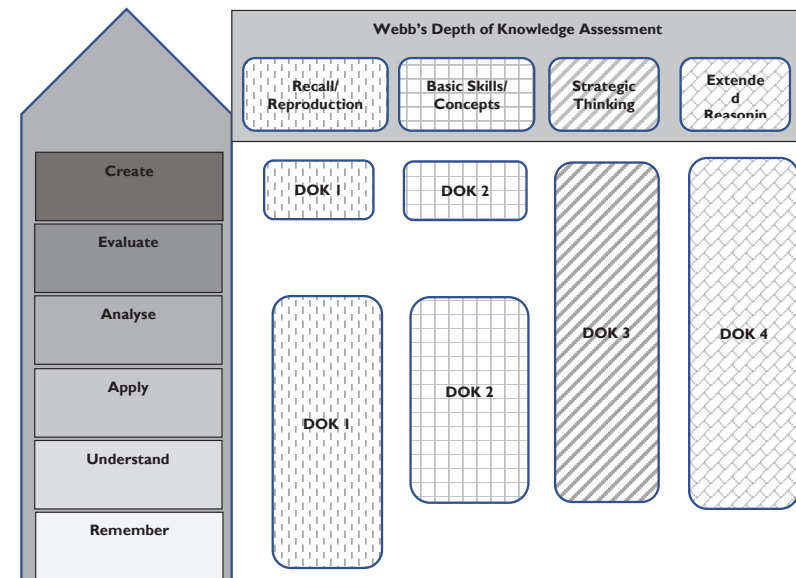


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

| Depth of Knowledge (DoK) Assessment | Bloom's Taxonomy applied to DoK |
|--------------------------------------|--|
| • Level 1: Recall and Reproduction | • Remembering, Understanding, Application, Analysis and Creation |
| • Level 2: Basic Skills and Concepts | • Understanding, Application, Analysis and Creation |
| • Level 3: Strategic Thinking | • Understanding, Application, Analysis, Evaluation and Creation |
| • Level 4: Extended Reasoning | • Understanding, Application, Analysis, Evaluation and Creation |

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF HISTORY

Philosophy

Learners can understand the historical past as a holistic template of change and continuity to develop and progress in life, as well as forecast future desired goals to solve problems of local and global significance.

Vision

A learner with relevant historical skills and competencies capable of critically examining historical records and exploring scientific details to solve problems of local and global relevance.

Goal

To train learners, using learner-centred pedagogies, framed with GESI and 21st Century Skills and Competencies to navigate, understand, and apply history to solve problems of local and global relevance.

Contextual Issues

Contextual issues associated with the study of history in the Senior High School include common misconceptions about the subject, challenges with effectively teaching the subject, limited application of historical facts to understand and solve current events, and the systemic barriers to learning the subject. The history curriculum for SHS seeks to address such misconceptions and barriers in order to make the study of the subject attractive to learners.

- There is a misconception that history does not offer practical skills to its graduates. This new curriculum seeks to equip learners with scientific, analytical, imaginative, creative, problem-solving, and critical thinking skills which are some of the requirements for the twenty-first century jobs.
- Many people have the misconception that historical studies are mostly about memorising dates, names, and places. The history curriculum for SHS incorporates creative pedagogies, technology, and historical reasoning skills to remedy the narrative, expository, and descriptive nature of history, and how these can be applied to current local and global events.
- There are also little or no GESI-responsive materials in most extant historical sources and accounts. The history curriculum addresses the questions of

inclusion by developing content standards that promote gender balance, social equity, and political pluralism.

- The Lack of linkage between indigenous knowledge and contemporary practices is another barrier to the study of history in Ghana and Africa at large. This curriculum addresses this challenge by developing themes on indigenous topics, such as industries, technologies, and medicine.
- The lack of deeper understanding of facets of culture that bind us together as Ghanaians erodes national consciousness. This curriculum explores themes that glue us together as a nation, including inter-ethnic relations, commercial unity, social and political harmony. Themes that nurture qualities such as tolerance, patriotism, honesty, and generosity also inform the curriculum to promote good citizenship.
- The inability of teachers to bring history alive will be addressed by introducing teachers to using contemporary technologies that interest and innovative hands-on approaches that are learner-centred to make the study of history interesting and popular.
- There is a focus on assessing only the cognitive domain to the neglect of other domains. This standards-based history curriculum includes other forms of assessment; such assessment for, assessment as, and assessment of learning that promote comprehensive assessment of all domains.

Rationale

Learners live in a world conditioned by change and continuity, a key spectrum of the Historian's craft that shapes societies and therefore needs to be understood through the lenses of studying History. It needs to be made emphatic that History defines the identity of individuals, not only as members of ethnic groups, but also as citizens of a nation which ultimately promotes nationalism and political cohesion and fosters cosmopolitan global citizenship. Understanding the values, cultures and the collective experiences of our people is crucial for the survival of our nation and today's world. History as an academic discipline is defined as the study of important past activities of humans through time and space. It provides learners with values such as patriotism, tolerance, honesty, hard work,

truthfulness, among others, and overall if well-nurtured, serves as a unifying force in many ways.

In the 21st Century, the subject History has become critical in developing lifelong skills and competencies such as Critical Thinking and Problem Solving; Communication and Collaboration; Digital Literacy; Creativity and Innovation; Cultural Identity and Global Citizenship; and Personal Development and Leadership. In a globalised world, there is the need to promote Gender Equality and Social Inclusion in historical studies. There is also the need to ferry learners to historical thinking skills to restore African voices to World History in order to regain the sovereign selfhood of Africans to showcase their contributions to the world. Key among these historical thinking skills emphasised in the curriculum are contexts and chronologies; significance and correlations; causes and consequences; continuities and change; similarities and differences, evidence and facticity, and interpretations and conclusions. Equipped with these, learners develop imaginative and analytic skills in corroborating evidence, forming opinions, and drawing conclusions, knowing that their voices have merits and are respected.

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SCOPE AND SEQUENCE

History Summary

| S/N | STRAND | SUB-STRAND | YEAR 1 | | | YEAR 2 | | | YEAR 3 | | |
|-------|--|--|--------|------|------|--------|------|------|--------|------|------|
| | | | CS 1 | LO 1 | LI 1 | CS 2 | LO 2 | LI 2 | CS 3 | LO 3 | LI 3 |
| 1 | Historical Inquiry and Writing | Nature and Scope of History | 2 | 2 | 5 | - | - | - | - | - | - |
| | | Sources and Methods of Reconstructing History | - | - | - | 1 | 1 | 3 | 1 | 1 | 2 |
| 2 | States and Societies in Pre-Colonial Times | Emergence of States and Societies | 3 | 3 | 9 | - | - | - | 1 | 1 | 3 |
| | | Precolonial Economy and Economic Activities | 1 | 1 | 3 | - | - | - | 1 | 1 | 3 |
| 3 | Age of Encounter and Exchanges Up to the 20th Century. | Religion and Religious Change | 1 | 1 | 2 | - | - | - | 1 | 1 | 2 |
| | | Global Connections | - | - | - | 1 | 1 | 2 | 1 | 1 | 2 |
| | | Prelude to Colonisation and Colonial Rule | - | - | - | 1 | 1 | 3 | 1 | 1 | 3 |
| | | Response to Colonial Rule | - | - | - | 1 | 1 | 3 | 1 | 1 | 2 |
| 4 | Independence and Post-colonial Developments | Socio-Economic and Political Developments in Ghana (1957 – 2007) | - | - | - | 1 | 1 | 5 | - | - | - |
| Total | | | 7 | 7 | 19 | 5 | 5 | 16 | 7 | 7 | 17 |

Overall Totals (SHS 1 – 3)

| | |
|---------------------|----|
| Content Standards | 19 |
| Learning Outcomes | 19 |
| Learning Indicators | 52 |

YEAR ONE

Subject History
Strand I Historical Inquiry And Writing
Sub-Strand I Nature And Scope Of History

| Learning Outcomes | 21 st Century Skills and Competencies | GESI ¹ , SEL ² and Shared National Values |
|---|---|--|
| <p>I.I.I.LO.I</p> <p>Use appropriate historical sources from the environment to communicate effectively the origins, nature and scope of history while demystifying common misconceptions associated with the study of history.</p> | <p>Critical Thinking: Learners develop Critical Thinking as they recount and analyse past events</p> <ul style="list-style-type: none"> ● Learners develop Critical Thinking and Problem-Solving skills as they investigate misconceptions associated with history and find solutions to it. ● Learners develop Critical Thinking skills as they examine pieces of historical evidence. ● Learners develop Critical Thinking and Problem-Solving skills as they analyse primary and secondary data to justify why history is important. ● Learners develop the skill of differentiating facts from opinions as they address misconceptions associated with the study of history. <p>Research skills:</p> <ul style="list-style-type: none"> ● Learners are able to make inferences from diverse definitions of history ● Learners build imaginative skills by following chronological order <p>Collaboration and Communication skills:</p> <ul style="list-style-type: none"> ● Learners develop Communication skills as they create oral presentations ● Learners develop Collaborative and Communication skills as they role-play and work in groups. <p>Historical Thinking Skills:</p> <ul style="list-style-type: none"> ● Learners build chronological understanding as they learn and present key historical periods. ● Learners make inferences and draw conclusions as they analyse historical sources. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about gender as they relate past events to the present and future ● Eschew injustice and recognise the contributions of different groups and individuals (including people living with disabilities) towards the development of the history discipline. ● Be sensitive to the inter-relatedness of the various aspects of life in human history. ● Value and promote patriotism, national cohesion and justice in society <p>SEL: Through different learning experiences and exposure, learners:</p> |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> ● Learners develop historical perspectives as they analyse the scope and nature of history. <p>Digital Literacy:</p> <ul style="list-style-type: none"> ● Learners develop Digital Literacy as they use and access internet sources ● Learners develop Digital Literacy as they use online surveys to collect data. <p>Leadership Skills: Learners develop Leadership skills and they demonstrate values that History teaches.</p> <p>Creativity and Innovative:</p> <ul style="list-style-type: none"> ● Learners develop Creativity and Innovative skills as they develop products such as posters, graphs, charts, and poems on misconceptions associated with history and how to address them. ● Learners develop Creative skills as they develop posters, charts, and maps to explain concepts in history. | <ul style="list-style-type: none"> ● identify and express their feelings through visual presentations such as historical posters ● respect each other in daily classroom interactions. ● foster an environment that supports relationship building. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Honesty ● Truthfulness ● Respect ● Diversity ● Loyalty ● Cohesion |
| I.I.I.LO.2 | | |
| Use relevant sources from the environment to communicate meaningfully the role of history in society. | <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> ● Learners develop Critical Thinking and Problem-Solving skills as they analyse primary and secondary data to justify why history is important. ● Learners develop Critical Thinking and Creative skills as they develop posters, charts and maps to explain concepts in history. <p>Cultural Identity: Learners appreciate cultural values and build a sense of identity.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Develop respect for individuals of different beliefs, religions, and cultures ● Values and promotes patriotism, national cohesion and consciousness |

¹ Gender Equality and Social Inclusion

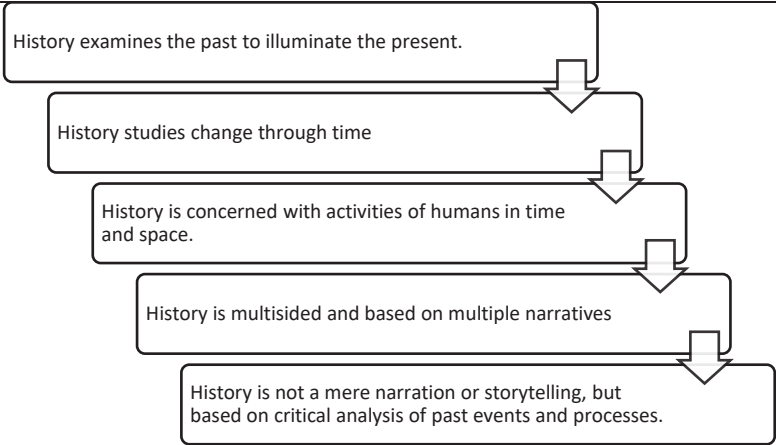
² Socio-Emotional Learning

| | | |
|--|--|--|
| | <p>Collaboration and Communication Skills: Learners develop Collaborative and Communication skills as they role play and work in groups.</p> <p>Leadership Skills: Learners develop Leadership skills as they demonstrate values that history teaches.</p> | <ul style="list-style-type: none"> ● Eschew injustice and recognise the contributions of different groups and individuals (including people living with disabilities) towards the development of the history discipline <p>SEL: As learners effectively communicate the role of history in the society, they:</p> <ul style="list-style-type: none"> ● Practise managing their thoughts and their behaviours through group discussions and presentations. ● Build good social relationships through working together in groups and with partners ● Develop sympathy and empathy for other individuals through group works ● Build self-confidence by engaging in discussions, presentations, debates, etc. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Honesty ● Truthfulness ● Respect ● Diversity ● Loyalty ● Cohesion |
|--|--|--|

| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
|---|--|--|
| I.I.ICS.I | I.I.I.LI.I | I.I.I.AS.I |
| <p>Demonstrate understanding of the origins, meanings, and nature of history as a discipline.</p> | <p>Trace the origins and meanings of the word 'history' using conventional and non-conventional sources.</p> <p>Enquiry Routes³: <i>What events have you witnessed in the past? What was the event about? Which people took part in those events? When did the events happen? Why are these events significant? Where did these events happen? What were the cause(s)? Did the cause(s) have short-term or long-term consequences? Were the events a one-time event or continue to impact the society? if the latter, in what ways?</i></p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • In pairs or small mixed-ability groups, learners recount activities they have experienced in the past by recollecting old photos, narratives, diaries, songs, documents, or stories told to them by their grand/parents, etc. • Learners conduct a survey on common terminologies used in their community to describe history. E.g., 'abakɔsem', in Akan; 'Taarihi' in Dagbani; 'blema saji' in Ga; 'gbegenyawo' in Ewe; 'Adrash3g' in Gonja; etc. <p><i>HINT: This would be better done in ethnic groupings that outline what each one has and then brings to a synthesis. As groups share events peculiar to their ethnic groups, encourage members to examine biases and prejudices and be tolerant towards other cultures.</i></p> <ul style="list-style-type: none"> • Learners trace the origin of the word 'History' from the Conventional (Greek perspectives) and Non-Conventional (Ghanaian) perspectives. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

³Enquiry routes are leading questions that serve as a guide for introducing a lesson in history and facilitating a more engaging and impactful learning experience for students.

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| | <p>Collaborative Learning: Working in pairs, learners develop a chart with diverse meanings of history from different scholars.</p> <p><i>HINT: Note that History may have multiple meanings to different people.</i></p> <ul style="list-style-type: none"> • Using Talk for Learning technique, learners explain that History deals with the study of significant human past activities through time. • Learners use a criterion (e.g., REC - Relevance, Causes, Consequences) to show which events in the past are significant. • Using a personal diary, learners record significant activities in life. • In mixed-ability groups, learners arrange some historical events in Ghana in chronological order. • Using Jigsaw technique, learners develop a poster on the origins and meanings of the word 'History'. | |
| | I.I.I.LI.2 | I.I.I.AS.2 |
| | <p>Analyse the nature and scope of History as an academic discipline.</p> <p>Enquiry Routes: <i>What is History? What are the unique features of History? How does History connect the past to the present? What are the branches of History?</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> • Learners brainstorm the unique features of History as a discipline. Example: | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| |  <ul style="list-style-type: none"> ● In mixed-ability groups, learners prepare an oral presentation on the unique features of History. <i>HINT: Encourage Approaching Proficiency learners to volunteer and share their ideas.</i> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● Learners prepare a chart that explains the varied branches of History such as Political, Social, Economic, Diplomatic, Gender, Women, Cultural, Environmental, Transnational and Global Histories. ● Learners examine periodisation or dating systems in History as a key element of historical studies. ● Learners use the concept of the Number Line to explain chronological terminologies such as (CE and BCE or BC and AD), decade, century, millennium, etc. ● Learners use the internet or standard books to find out the major periods in Ghanaian history and place them in a timeline. | |
| | I.I.I.LI.3 | I.I.I.AS.3 |
| | Investigate some common misconceptions associated with the study of History. | Level I Recall |

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| | <p>Enquiry Routes: <i>What are some common misconceptions associated with the study of history? How do they address these misconceptions? What are some of the prospects of studying History?</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● Learners conduct an interview on common misconceptions students or the general public have about the study of history. OR ● Create an online survey [<i>Google Forms, Survey Monkey, etc.</i>] to collect views from students or the general public on misconceptions associated with the study of History. ● In small groups, learners create a graph or a chart on some common misconceptions gathered from interviews or surveys conducted and interpret the data. <p>Technology-Enhanced Learning: Learners watch a documentary on misconceptions of studying History and discuss in small groups how to address such misconceptions. OR invite a resource person to speak to the misconceptions.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners prepare a poster addressing misconceptions associated with the study of history to educate students and the general public. ● In pairs, learners compose a poem on the prospects of studying history. | | | <p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Personal/other diaries ● old photographs ● Archival documents/materials ● Newspaper cuttings/Old Newspapers ● Magazines ● Museum pieces ● Archaeological finds (material culture) | <ul style="list-style-type: none"> ● A chronological chart showing significant historical events. ● Internet access ● A chronological timeline ● Archival documents ● Art Forms ● Cultural Materials ● Epic poems ● Myths ● Old Letters | <ul style="list-style-type: none"> ● Memoirs/ biographies ● Presidential speeches ● Parliamentary debates/ Hansard ● Computers/ laptops, LCD projector/screen, video/ audio player ● Questionnaires ● Audio/tape recorder ● Documentary on misconceptions associated with the study of history. | |

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| | <ul style="list-style-type: none">• Autobiographical/ biographical narratives of/by students.• A chart showing the REC criteria for determining historical significance. | | <ul style="list-style-type: none">• Resource persons |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| I.I.I.CS.2 | I.I.I.LI.I | I.I.I.AS.I |
| <p>Exhibit knowledge on the relevance of history to human survival and development.</p> | <p>Justify why the study of History is relevant to individuals and the society.</p> <p>Enquiry Routes: <i>Why is keeping historical records relevant? How does the study of history help to sustain the cultures and traditions of Ghanaians? How does the study of history promote national cohesion, consciousness, and patriotism?</i></p> <p>Cooperative Learning:</p> <ul style="list-style-type: none"> ● Working cooperatively, learners explain why people make references to the past to justify their actions. e.g., A sport pundit referring to a score line in the past to make a case for a team. ● Using the Jigsaw technique, learners discuss why people keep records such as birth certificates, personal diaries, health record documents, family records, family pictures, and funeral brochures. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Learners role-play how the study of History helps in promoting national integration and tolerance. E.g., the Independence Day celebration. ● In groups, learners watch or listen and analyse documentaries and speeches that promote patriotism. (E.g., 'Heritage Africa' by Kow Ansah, Speeches of chiefs during festivals, and Presidential addresses). ● Learners cite examples from their community, ethnic, and national narratives to explain how history provides us with a sense of identity. ● Use scenarios to show learners how History helps to understand continuity and change in society. E.g., change and continuity in festival celebrations, rites of passage, etc. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners discuss how History serves as the basis for other academic disciplines. | <p>level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

- Use different examples from Ghanaian society to show learners how history teaches customs, traditions, and values for national development.

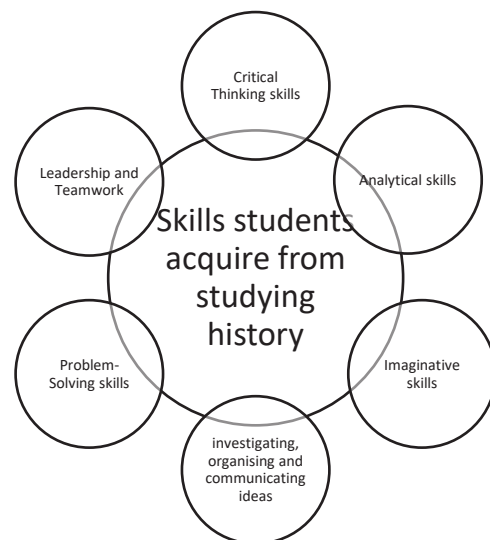
I.1.1.LI.2

I.1.1.AS.2

Analyse the need for the study of History in Ghanaian schools.

Enquiry Routes: *Why is the study of History in schools relevant? What are the skills students acquire from studying History? How are the skills useful for individual and national development?*

Project-Based Learning: Prepare a mind map on some critical skills history offers to individuals.



Experiential Learning:

- With the help of a Resource Person, learners discuss some job opportunities that History offers to individuals.
- In a mixed-gender group, learners discuss how skills acquired through the study of History can be useful to the individual and the nation.

Level 1 Recall
 Level 2 Skills of conceptual understanding
Level 3 Strategic reasoning
 Level 4 Extended critical thinking and reasoning

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| | <ul style="list-style-type: none"> • Learners role-play some attitudes and values (tolerance, patriotism, loyalty, honesty, cohesion, diversity, etc.) that History inculcates in students. <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> • Learners debate why it is necessary to study history in Ghanaian schools. • In a mixed-ability group, learners develop a poster to create awareness in your school on the need to study history in schools. | | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Primary Source data (birth certificates, old photographs, family album, health record Cards, Personal Diary) • Excerpts of Community, Ethnic and national histories • Internet access | <ul style="list-style-type: none"> • Documentaries and Speeches on patriotism. • Computers/ laptops, LCD projector/screen, video/ audio player • Resource person | <ul style="list-style-type: none"> • Stationaries • Documentaries/ videos on the need to study History |

Subject History
Strand 2 STATES AND SOCIETIES IN PRE-COLONIAL TIMES
Sub-Strand 1 EMERGENCE OF COMPLEX STATES

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>I.2.1.LO.1</p> <p>Use relevant historical evidence to reconstruct the emergence of complex human cultures in Pre-Historic Ghana.</p> | <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Learners develop Critical Thinking skills as they analyse primary and secondary sources. • Learners develop Creativity and Innovative skills as they compare life in ancient times to today. <p>Cultural identity:</p> <ul style="list-style-type: none"> • Learners develop cultural identity as they explore components of earliest human culture in Ghana. • Learners develop cultural identity as they explore cultures of early settlers and village builders in Ghana. <p>Digital Literacy: Learners develop Digital Literacy as they virtually explore ancient sites.</p> <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Learners develop Creativity and Innovative skills as they develop posters and charts to describe pre-historic phases. • Learners develop the skill of creating and interpreting maps as they trace ancient settlements in Ghana. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions/ myths about gender as they relate past events to the present and future • Interrogate their stereotypes and biases about gender and the role men and women played in earliest human settlement in Ghana • Eschew injustice and recognise the contributions of different groups and individuals (including people |

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| | | <p>living with disabilities) in the earliest human culture</p> <ul style="list-style-type: none"> ● Be sensitive to the inter-relatedness of the various aspects of earliest human life <p>SEL: As learners reconstruct the history of the emergence of complex human cultures in Pre-Historic Ghana, they:</p> <ul style="list-style-type: none"> ● listen to diverse opinions from peers and express disagreements in a constructive way ● develop respect for diversity and find ways to accommodate different cultural practices and experiences <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment ● Hard work |
| I.2.1.LO.2 | | |
| Use relevant historical evidence to analyse the diverse migration accounts and draw | <p>Critical Thinking: Learners develop Critical Thinking skills as they analyse and interpret primary and secondary sources including maps.</p> <p>Cultural Identity and Global Citizenship:</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an</p> |

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| <p>conclusions on why and how the peoples of Ghana created settlements; recounting the key factors that led to their rise and decline.</p> | <ul style="list-style-type: none"> ● Learners develop cultural identity and global citizenship as they explore origins of different ethnic groups in Ghana. ● Learners develop cultural identity as they explore the factors responsible for the rise and decline of kingdoms in Ghana. <p>Digital Literacy:</p> <ul style="list-style-type: none"> ● Learners develop Digital Literacy as they watch documentaries on the origin of the peoples of Ghana. ● Learners develop Digital Literacy as they explore the internet to find reasons for the migration of people to Ghana. <p>Creativity and Innovative:</p> <ul style="list-style-type: none"> ● Learners develop the skill of Creativity and Imagination as they develop chronological charts. ● Learners become creative and innovative as they develop posters and outlines to explain the reasons for the migration of ethnic groups. <p>Communication and Collaboration skills:</p> <ul style="list-style-type: none"> ● Learners develop Communication and Collaboration skills as they work cooperatively and present oral and written reports. ● Learners develop Collaborative and Communication skills as they dramatise and work in groups. ● Learners develop Collaborative and Communication skills as they work cooperatively and present their discussions. | <p>inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different backgrounds ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about the diverse migration accounts in history ● Interrogate their stereotypes and biases about gender and the role men and women played in migration histories. ● Eschew injustice and recognise the contributions of different groups and individuals (including people living with disabilities) in the settlement and rise of states and kingdoms. ● Be sensitive to the inter-relatedness of the various aspects of human life. <p>SEL: As learners analyse the diverse migration accounts of states and kingdoms in Ghana, they</p> |
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| | | <ul style="list-style-type: none"> ● practise managing their thoughts and behaviours ● set personal goals and work towards achieving them ● recognise commonalities and differences e.g. living conditions of earliest humans in Ghana to today <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment ● Hard work |
| 1.2.1.LO.3 | | |
| <p>Use relevant historical sources in the environment to reconstruct the unique socio-cultural, political, and scientific systems of selected indigenous Ghanaian states and kingdoms and compare with contemporary Ghanaian society.</p> | <p>Critical Thinking:</p> <ul style="list-style-type: none"> ● Learners develop Critical Thinking skills as they formulate historical questions to analyse socio-cultural practices. ● Learners become critical thinkers as they analyse primary and secondary sources. ● Learners become critical thinkers as they analyse primary source data and examine the continuity and change in historical developments. <p>Cultural Identity and Global Citizenship:</p> <ul style="list-style-type: none"> ● Learners develop cultural identity as they explore the political organisation of the peoples of Ghana. ● Learners develop cultural identity and global citizenship as they compare indigenous health care practices with Western health care practices. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different backgrounds ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about |

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| | <ul style="list-style-type: none"> ● Learners develop cultural identity as they explore the unique history of Art and Technology in pre-colonial Ghana. <p>Digital Literacy:</p> <ul style="list-style-type: none"> ● Learners become digitally literate as they explore the internet. ● Learners become digitally literate as they use computers to create presentations. <p>Creating and Interpreting: Learners develop the skill of creating and interpreting maps as they trace ancient settlements in Ghana.</p> <p>Creativity and Innovative:</p> <ul style="list-style-type: none"> ● Learners develop creativity and innovative skills as they prepare posters to explain historical practices. ● Learners become creative and innovative as they create maps and models to explain historical concepts. ● Learners become creative and innovative as they create charts and databases to explain historical concepts. ● Learners become creative and innovative as they develop models and charts to explain historical concepts. <p>Communication and Collaboration skills:</p> <ul style="list-style-type: none"> ● Learners develop Communication and Collaborative skills as they conduct interviews and dramatize historical events. ● Learners develop Communication, Personal Development, Leadership and Collaboration skills as they work in groups. ● Learners develop Collaborative and Communication skills as they role play historical phenomena. | <p>indigenous socio-political structures.</p> <ul style="list-style-type: none"> ● Interrogate their stereotypes and biases about gender and the role men and women play in socio-cultural, political, and scientific systems of indigenous Ghanaian states and kingdoms ● Eschew injustice and recognise the contributions of different groups and individuals (including people living with disabilities) towards the development of socio-cultural, political, and scientific systems in pre-colonial Ghana. ● Recognise the relevance and interconnectedness of indigenous cultures and systems to the contemporary society. ● Be sensitive to the inter-relatedness of the socio-cultural, political, and scientific aspects of life in pre-colonial Ghana. ● Appreciate the role of indigenous scientific systems to the survival of the human race. <p>SEL: As learners compare the unique socio-cultural, political and scientific</p> |
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| | | <p>systems of selected indigenous states and kingdoms, they:</p> <ul style="list-style-type: none">● recognise and appreciate commonalities and differences that exist in the cultures of the various ethnic groups.● build self confidence● practise managing their thoughts and behaviours● develop respect for diversity and share their cultural backgrounds and experiences <p>National Core Values:</p> <ul style="list-style-type: none">● Tolerance● Friendliness● Open mindedness● Patience● Commitment● Hard work |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| I.2.1.CS.1 | I.2.1.LI.1 | I.2.1.AS.1 |
| Demonstrate understanding of Pre-Historic Ghana. (50,000 BCE to 700 CE) | <p>Examine the nature of the earliest human culture in Ghana.</p> <p>Enquiry Routes: <i>How did people live in earliest times in Ghana? What evidence exists in tracing the life and times of earliest human culture in Ghana? How does the study of early material culture help in understanding our place in human history?</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • Learners in pairs, analyse sources (material culture, oral accounts, pictures, etc.) that explain the lifestyle of the first hunter-gatherers of Ghana. • In mixed-gender groups, learners examine pieces of evidence on the discovery of earliest material culture in rock shelters at present-day Kintampo, Abetifi, Jilik, Kambago, Tusik, Kpatritinga, Gingana, Yilkpabongo, Begho, etc. <p>Experiential Learning: Learners visit ancient sites and museums to gather 'first-hand' information on earliest human culture in Ghana.</p> <p>Cooperative Learning: Working cooperatively, learners describe elements of earliest human culture in Ghana including what constituted food, clothing and adornment, tools, foraging and hunting, etc.</p> <p>Project-Based Learning: In small groups, learners develop a poster that compares the living conditions of earliest humans in Ghana to today's.</p> | Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning |
| | I.2.1.LI.2 | I.2.1.AS.2 |
| | Analyse the Pre-Historic Periods in Ghana. | Level 1 Recall |

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| | <p>Enquiry Routes: <i>What is Pre-History? What is the pre-historic period in Ghana's history? What are the main phases and features of pre-historic Ghana?</i></p> <p>Talk for Learning: Using the Think-Pair-Share technique, learners discuss the era referred to as "Pre-History". Use mind maps to organise the thoughts of learners.</p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> • Learners use information from the internet or standard textbooks to describe the phases of Ghana's pre-historic era. • Learners formulate historical questions to discuss the features of Ghana's Early Stone Age. <i>HINT: You may use the 5Ws 1H (What, When, Where, Why, Who and How) principle.</i> • Learners create a chart that describes the characteristics of Ghana's Middle Stone Age. • Using primary and secondary sources, learners analyse the features of Ghana's Late Stone Age. <p>Experiential Learning: Learners embark on field trips or virtual field trips to museums to gather 'first-hand' information on Ghana's Stone Age.</p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • Working collaboratively, learners develop posters to describe characteristics of earliest farmer-settlers or community builders in Ghana. • Learners trace on a map, some pre-historic sites discovered by archaeologists in Ghana including the Boyase Hill, Nkukoa Buoho, Hani, Gambaga, Abetifi, Banda, Kintampo, Begho, etc. | <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Primary and secondary source data including photographs, archaeological finds, cave art and paintings, etc. • Resource person • Virtual field trips on the Kintampo ancient site and museums | <ul style="list-style-type: none"> • Internet access • Computers/ laptops, LCD projector/screen, video/ audio player |

| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| <p>1.2.1.CS.2</p> <p>Demonstrate understanding of the diverse accounts of the emergence of major states in Ghana, including the causes of migration and creation of settlements.</p> | <p>1.2.1.LI.1</p> <p>Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetation zones in Ghana.</p> <p>Enquiry Routes: <i>Which ethnic group(s) in Ghana were the original inhabitants? Which ethnic groups claim to have migrated to Ghana? Where did they migrate from and where did they first settle in Ghana? Around what time did they arrive in Ghana? Why did they move from their original locations? Who were their leaders?</i></p> <p>Technology-Enhanced Learning: Learners watch documentaries on the origin of any one (1) major ethnic group that can be found in each of the three vegetation zones in Ghana.</p> <ul style="list-style-type: none"> ● Forest Zone [Akan, Guan] ● Savannah Zone [Gonja, Guan, Mole-Dagbani] ● Coastal Zone [Ewe, Akan, Guan, Ga-Adangme] <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Learners use primary and secondary accounts or sources to form opinions on the origin of any one (1) major ethnic group that can be found in each of the three vegetation zones in Ghana. ● Learners use the '5Ws 1H' principle in history to discuss the multiple accounts of the origin of any one (1) major ethnic group that can be found in each of the three vegetation zones in Ghana. ● In pairs, learners interpret maps on the migratory routes of any one (1) major ethnic group that can be found in each of the three vegetation zones in Ghana. <p>Project-Based Learning: Learners develop a chronological chart showing the movement and settlement of any one (1) major ethnic group that can be found in each of the three vegetation zones in Ghana.</p> <p>Talk for Learning:</p> | <p>1.2.1.AS.1</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In small groups, learners discuss the contributions of some key leaders of any one (1) major ethnic group during their migration. ● In a concentric circle discussion, learners identify and discuss the role of women in different migration accounts. | |
| 1.2.1.L1.2 | | 1.2.1.AS.2 |
| | <p>Discuss the reasons for the migration of the various ethnic groups into Ghana.</p> <p>Enquiry Routes: <i>What factors caused the movements of ethnic groups into Ghana? How did the ethnic groups migrate to Ghana? How did the unavailability of natural resources cause the movement of people from their original locations to their present locations?</i></p> <p>Technology-Enhanced Active Learning: Learners use the Internet to research why the various ethnic groups migrated from their original places to present locations.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners create a written or oral presentation on the factors responsible for the movements of the various ethnic groups into their present locations in Ghana. ● In mixed-gender groups, learners develop a poster that explains the problems faced by the various ethnic groups that necessitated their movements to present-day Ghana. <p>Cooperative Learning: Learners role-play factors that caused any one major ethnic group to migrate to Ghana.</p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| 1.2.1.L1.3 | | 1.2.1.AS.3 |
| | <p>Recount factors responsible for the rise and decline of major states and kingdoms in Ghana.</p> <p>Enquiry Routes: <i>Where did the earliest people of Ghana settle? What factors led to the rise of major kingdoms in Ghana? How did the natural environment contribute to the rise and expansion of kingdoms in Ghana? Which leaders contributed to the rise of kingdoms? How did the different kingdoms decline?</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> |

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| | <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Learners use information from the internet or standard textbooks to trace the settlement patterns of the people of Ghana. • In a Jigsaw activity, learners use primary and secondary sources to analyse factors responsible for the rise of some major kingdoms in Ghana. <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners role-play the contributions of leaders to the rise and expansion of the major kingdoms in Ghana. <i>HINT: Also focus on the contributions of women leaders in the rise and expansion of major kingdoms.</i> • Learners watch documentaries on how natural environment facilitated the rise and expansion of kingdoms in Ghana. <p>Project-Based Learning: Learners prepare a chart to explain the contribution of economic, political, and social practices to the rise of major states and kingdoms in Ghana.</p> <p>Talk for Learning: Using the Talk for Learning (TfL) activity, learners discuss the decline of some major states and kingdoms in Ghana.</p> | | <p>Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Documentaries on the migration of major ethnic groups in Ghana • Primary and secondary sources of migration accounts. • Historical maps of ancient African kingdoms and beyond • old map of Ghana • Map of Ghana showing the vegetation zones in Ghana and the ethnic groups that settled there. • Pictures of leaders of the major ethnic groups that led their people to Ghana. | <ul style="list-style-type: none"> • Internet access • Primary source documents on reasons for the migration of ethnic groups. • Documentaries on reasons for the movements of the ethnic groups to Ghana. • Historical maps of ancient kingdoms in Africa and beyond • Documentaries on factors that led to the rise of kingdoms in Ghana. • Primary and secondary source data including pictures, artefacts, maps, etc. • Map showing geographical features in Ghana including major rivers such as Pra, Offin and Volta. | |

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| | <ul style="list-style-type: none">• Internet access• Computers/ laptops, LCD projector/screen | |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 1.2.1.CS.3 | 1.2.1.LI.1 | 1.2.1.AS.1 |
| <p>Demonstrate knowledge of the complex social, political, and scientific systems of selected states and kingdoms in Ghana.</p> | <p>Analyse the socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.</p> <p>Enquiry Routes: How did pre-colonial Ghanaians organise themselves socially? How have socio-cultural practices continued or changed over time? What are the similarities and differences in the socio-cultural practices among the kingdoms? What is the relevance of socio-cultural practices in the traditional Ghanaian society?</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners conduct interviews in their community on festivals, rites of passage, family structure, kinship, inheritance, and other socio-cultural practices. OR • Learners watch videos or documentaries on some socio-cultural practices among ethnic groups today, including festivals, rites of passage, family structure, kinship, and inheritance. <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> • Learners formulate historical questions using the '5Ws 1H' to compare the socio-cultural practices today to those in the pre-colonial times. • In groups, learners make an oral or written presentation on the history behind the socio-cultural practices in their community. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • Learners prepare a chart on how socio-cultural practices have continued or changed over time. • Working collaboratively, learners develop a poster to explain how socio-cultural practices affect the development of Ghanaian societies. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | 1.2.1.LI.2 | 1.2.1.AS.2 |
| | Examine the political organisation of states and kingdoms in Pre-Colonial Ghana. | Level 1 Recall |

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| | <p>Enquiry Routes: <i>How did pre-colonial Ghanaians organise themselves politically? How has the political organisation changed or continued over time? What are the roles of the queen mothers and women in the traditional political system?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In groups, learners consult griots (knowledgeable people) in their community about the traditional political structure. • In pairs, learners create a pyramidal model that shows the political structure of their community. • In small groups, learners create a chart to compare and contrast the political structure in their community to other communities in Ghana <p><i>HINT: Let learners who are physically challenged observe pictures/ charts and discuss with their peers.</i></p> <ul style="list-style-type: none"> • Learners work in mixed-gender groups to categorise political systems in pre-colonial Ghana into Centralised, Non-Centralised and Theocratic systems. • In a Jigsaw activity, learners construct the political structure of major ethnic groups in Ghana. • In small groups, learners create a picture slide on the role of women, including Queen mothers, in the political organisation of different ethnic groups. <p>Talk For Learning: In jigsaw groups, learners discuss how the political organisation of any one major ethnic group has continued or changed over time.</p> <p>Project-Based Learning: Learners create a 'History Makers Chart' to show how some traditional leaders became great and the contributions they made to the growth of their kingdom.</p> | <p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| 1.2.1.L1.3 | | 1.2.1.AS.3 |
| | <p>Explain the unique methods of providing health care in pre-colonial Ghana.</p> <p>Enquiry Routes: <i>What was conceived as a disease in pre-colonial Ghana? What were some of the beliefs associated with the causes of diseases and illnesses in pre-colonial Ghana? What were some of the diseases that afflicted the people of pre-colonial Ghana? How did pre-colonial Ghanaians treat diseases? What are the similarities and differences between indigenous medical practices and modern medical practices?</i></p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p> |

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| | <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners look around the community to identify Indigenous health care providers and investigate the methods they use in providing health care to members. • Learners create a database of all Indigenous health care providers in their community, the kind of health care they provide, mode of acquisition of skills, the method they use and the effectiveness and importance of their work. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In small groups, learners compare the work of health care providers in pre-colonial Ghana to health workers in Ghana today. • Using the talk for learning approach, learners identify and discuss the role of women in pre-colonial health care delivery and practices. • In groups, learners prepare a picture chart of some common diseases that existed in pre-colonial Ghana and show how they were treated. • Working in pairs, learners create a mind map that describes the significant features of pre-colonial medical practices in Ghana. • Learners in groups analyse primary and secondary sources on the history of medicine as practiced in Southern and Northern Ghana during the pre-colonial era. • In mixed-ability groups, learners prepare a PowerPoint presentation on the benefits and challenges of indigenous medical practices. | <p>Level 4 Extended critical thinking and reasoning</p> |
| | <p>1.2.1.L1.4</p> | <p>1.2.1.AS.4</p> |
| | <p>Analyse the history of Art and Technology in pre-colonial Ghana.</p> <p>Enquiry Routes: <i>How did pre-colonial Ghanaians develop art and technology? How did art and technology affect livelihood in pre-colonial Ghana? How did art and technology portray philosophical ideas and thoughts?</i></p> <p>Experiential Learning:</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p> |

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| | <ul style="list-style-type: none"> • Learners embark on a field trip to any Indigenous industry [ironwork, brass casting, pottery, weaving, gold mining, wood carving, etc] in the community. Learners write and present a report on the processes of making art and craft works. • Learners trace on a map places in pre-colonial Ghana where art and technological industries were predominant. • Learners create models of art or craft works that were produced in the art and technological industries in the pre-colonial era. • Learners role-play the socio-economic importance of pre-colonial Ghanaian art and technology. <p>Problem-Based Learning: Using primary sources, learners analyse how pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Working in pairs, learners examine the roles of women in pre-colonial art and technology. • In a Jigsaw activity, learners develop a chart that explains the continuity and change in pre-colonial Ghanaian art and technology. | | | <p>Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Documentaries on some socio-cultural practices such as festivals, rites of passage, etc. • Primary source data on family structure, kinship, rites of passage, etc. • Internet access • Computers/ laptops, LCD projector/screen/ Smart Phone | <ul style="list-style-type: none"> • Stationery • Primary and secondary sources of iron and brass artefacts, pottery works, baskets, carved artefacts, etc. • Documentaries showing the processes of indigenous gold mining, wood carving, weaving, pottery making, etc. • Historical maps of Ghana. | <ul style="list-style-type: none"> • Audio/Tape Recorder • Sample Interview Guide • Documentary on indigenous health care providers. • Resource persons including Traditional Birth Attendants (TBAs) | |

Subject History

Strand 2 STATES AND SOCIETIES IN PRE-COLONIAL TIMES

Sub-Strand 2 PRE-COLONIAL ECONOMY AND ECONOMIC ACTIVITIES

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>I.2.2.LO.1</p> <p>Employ relevant historical skills to analyse historical sources on pre-colonial economy and economic activities in Ghana and show how these activities helped to sustain livelihood.</p> | <p>Critical Thinking:</p> <ul style="list-style-type: none"> ● Learners become critical thinkers and innovators as they create posters to explain historical concepts. ● Learners become critical thinkers and problem solvers as they analyse the sources and form opinions out of it. <p>Digital Literacy: Learners develop Digital Literacy as they explore online sources to explain historical phenomena</p> <p>Creativity and Innovative: Learners become creative as they use materials from the environment to model artefacts such as pottery works, wood carvings, leather works, etc.</p> <p>Collaboration and Communication skills: Learners develop Communication and Collaboration skills as they work in groups to explain historical concepts.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about gender as they relate pre-colonial economy and economic activities in Ghana ● Interrogate their stereotypes and biases about gender and the role men and women played in pre-colonial economy. ● Develop ability to tackle marginalisation and social inequalities in pre-colonial Ghanaian society. ● Be sensitive to the inter-relatedness of the various aspects of human life ● Value and promote patriotism and justice in society |

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| | | <p>SEL: As learners analyse historical sources on pre-colonial economy and economic activities, they</p> <ul style="list-style-type: none">● are able to relate well with each other through group and pair works.● practise managing their thoughts and behaviours through discussions.● are able to explore how they learn through assigned project works. <p>National Core Values:</p> <ul style="list-style-type: none">● Tolerance● Friendliness● Open mindedness● Patience● Commitment● Hard work |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| I.2.2.CS.1 | I.2.2.LI.1 | I.2.2.AS.1 |
| <p>Demonstrate knowledge and understanding of pre-colonial economy and economic activities in Ghana.</p> | <p>Examine agricultural activities in pre-colonial Ghana.</p> <p>Enquiry Routes: <i>What tools were used for hunting during the pre-colonial Ghana? What methods were used in farming and fishing? Which wild crops were collected from the different vegetation zones? How did women contribute to pre-colonial agricultural activities?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Learners brainstorm some agricultural activities in pre-colonial Ghana. [<i>Hunting, Collection of Wild Crops, Farming, Fishing, Domestication of Plants and Animals</i>]. • In small groups, learners trace the nature of agriculture in pre-colonial Ghana from collection of wild crops to subsistence and large-scale farming. • In mixed-ability groups, learners create charts to describe the vegetation zones (Coastal, Savannah, Forest) in pre-colonial Ghana and show the kind of agricultural activities that were practised in these zones. <p><i>HINT: Let learners who are physically challenged observe pictures/ charts and discuss with their peers.</i></p> <ul style="list-style-type: none"> • In a Jigsaw activity, learners discuss the characteristics of farming in pre-colonial Ghana including systems of farming, crops cultivated, farm tools used, labour force, farming seasons, religious beliefs associated with farming, etc. <p>Project-Based Learning: In small groups, learners create a poster to show the types of wild crops collected in each vegetation zone in pre-colonial Ghana. E.g., Savannah - (shea butter, baobab, tamarind, dawadawa, etc) Forest - (kola nut, oil palm, coconut, cotton) Coastal - (coconut, oil palm)</p> <p>Talk for Learning:</p> <ul style="list-style-type: none"> • In pairs, learners explore historical sources to discuss the nature and methods of livestock rearing in pre-colonial Ghana including, free-range and extensive methods. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In a concentric circle discussion, learners examine the features and methods of hunting in pre-colonial Ghana including animals hunted, tools used, and methods employed. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Learners embark on a field trip or a Virtual Field Trip (VFT) to explore sources and methods of fishing in contemporary Ghana. Learners compare their findings to fishing in pre-colonial Ghana. ● With the help of a resource person, learners discuss how different agricultural activities (<i>Hunting, Collection of Wild Crops, Farming, Livestock Rearing, Fishing</i>) helped to sustain livelihood in pre-colonial Ghana. ● Learners collect data in their community on the role of women in pre-colonial agricultural activities in Ghana. | |
| | 1.2.2.LI.2 | 1.2.2.AS.2 |
| | <p>Investigate the existence and the development of pre-colonial Ghanaian industries.</p> <p>Enquiry Routes: What industries existed in pre-colonial Ghana? What were the processes used in the various indigenous Ghanaian industries? What artefacts were produced from pre-colonial industries? Which industries did women dominate? How did traditional industries help to sustain livelihood in pre-colonial Ghana? What were the roles of women in pre-colonial industries?</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Learners embark on a field trip or VFT/ watch historical documentaries on pre-colonial Ghanaian industries. ● Learners trace on a map where the various Indigenous industries were dominantly practised in pre-colonial Ghana. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In a Jigsaw activity, learners discuss the methods used in producing artefacts in each of the pre-colonial Ghanaian industries. <p><i>HINT: Let learners who cannot speak use sign to demonstrate the things they cannot say or mention.</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In a Think-Pair Share activity, learners examine the socio-economic importance of pre-colonial Ghanaian industries. ● In concentric circles, learners discuss the role of women in pre-colonial Ghanaian industries. <p>Project-Based Learning: In groups, learners collect raw materials from the environment to make artefacts such as wooden objects, pottery, soaps, beads, leather products, jewellery, etc.</p> | |
| I.2.2.LI.3 | | I.2.2.AS.3 |
| | <p>Investigate the nature of trade and the development of trading activities in pre-colonial Ghana.</p> <p>Enquiry Routes: <i>What forms of trade existed in pre-colonial Ghana? How did pre-colonial Ghanaians trade among themselves? What trade items were exchanged? What roles did women play in pre-colonial trading activities?</i></p> <p>Enquiry-Based Learning:</p> <ul style="list-style-type: none"> ● With the help of the Internet or a resource person, learners investigate the forms and nature of exchange economy that existed in pre-colonial Ghana including internal and external (long-distance) trade. ● Using primary and secondary sources, learners identify items of trade from the different vegetation zones that existed in pre-colonial Ghana. <p>Activity-Based Learning: Learners role-play how ethnic groups traded between themselves using the barter system.</p> <p>Project-Based Learning: Learners prepare flowcharts to show pre-colonial trade routes in Ghana including routes in Southern and Northern parts of Ghana.</p> <p>Talk for Learning:</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In small groups, learners discuss how long-distance trade was conducted including the trade routes and the means of transporting goods. ● Learners form concentric circles to discuss the socio-economic importance of pre-colonial trading activities in Ghana. ● In pairs, learners examine the role of women in pre-colonial Ghanaian trading activities. | | |
| Teaching and Learning Resources | <ul style="list-style-type: none"> ● Primary sources (old photographs, art forms, old artefacts, etc.) of agricultural tools. ● Textbooks, newspaper articles/opinion papers ● Documentaries/ VFTs on agricultural activities in pre-colonial Ghana. ● A resource person ● Tape/audio recorder | <ul style="list-style-type: none"> ● Internet Access ● Computer/ laptop/mobile phone, speaker-out devices. ● Stationery ● Primary sources (old photographs, art forms, old artefacts, etc.) of pottery, leather works, beads, soaps, clothes, etc. ● Textbooks, newspaper articles/opinion papers, etc. | <ul style="list-style-type: none"> ● Documentaries/ VFTs on pre-colonial industries ● Raw materials from the environment such as cocoa pods, woods, clayey soil, animal skin, etc. ● Primary sources (old photographs, art forms, old artefacts, etc.) of trade items. ● (Textbooks, newspaper articles/opinion papers, etc.) |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand I RELIGION AND RELIGIOUS CHANGE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>I.3.1.LO.1</p> <p>Analyse continuity and change in religious beliefs and practices in Ghana and communicate through variety of media, how foreign religious beliefs have influenced the Ghanaian society.</p> | <p>Critical Thinking: Learners become critical thinkers as they analyse primary and secondary sources to explain historical phenomena.</p> <p>Cultural identity: Learners develop cultural identity as they explore local histories.</p> <p>Digital Literacy: Learners become digitally literate as they explore the internet and watch videos to explain historical phenomena.</p> <p>Creativity and Innovative:</p> <ul style="list-style-type: none"> ● Learners become creative and innovative as they develop posters and charts on historical phenomena. ● Learners become creative and innovative as they create charts and models to explain historical events. <p>Collaboration and Communication skills:</p> <ul style="list-style-type: none"> ● Learners develop Communication and Collaborative skills as they conduct interviews and present historical phenomena. ● Learners develop Communication and Collaborative skills as they re-enact historical phenomena. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Embrace diversity and develop respect for different beliefs, religions and cultures ● Examine and dispel misconceptions/ myths about gender as they relate religious practices and beliefs in Ghana ● Interrogate their stereotypes and biases about gender and the role men and women play in religious histories ● Eschew injustice and recognise the contributions of different groups and individuals (including people living with disabilities) in religious practices. ● Be sensitive to the inter-relatedness of the various aspects of life |

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| | | <p>SEL: As learners analyse continuity and change in religious beliefs and practices in Ghana, they:</p> <ul style="list-style-type: none"> ● build good relationship among themselves through collaborative works ● practise managing their thoughts and behaviours through various discussions ● develop their own strategies on how to complete a task or learn a new concept e.g. through projects. ● become aware of real-world problems and issues and can apply what they are learning ● recognise and appreciate commonalities and differences that exist among individuals e.g., cultural and religious beliefs. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment ● Hard work ● Integrity |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| I.3.1.CS.1 | I.3.1.LI.1 | I.3.1.AS.1 |
| <p>Demonstrate understanding of the religious change and continuity in Ghana.</p> | <p>Discuss the indigenous Ghanaian religious beliefs and practices.</p> <p>Enquiry Routes: <i>What was the nature of religious practices in pre-colonial Ghana? What were the belief systems of pre-colonial Ghanaians? How did pre-colonial religious practices of Ghana affect growth and development of societies?</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Learners develop historical questions to find out from griots in their community the nature and features of indigenous religious system. ● In mixed-ability groups, learners explore the concept of 'animism' in the indigenous Ghanaian religious practices. ● In pairs, learners discuss the relationship between the ancestors, the living and the unborn. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners prepare an oral, written or multimedia presentation on the concepts of God (Supreme Being) and gods or deities in indigenous religious beliefs and practices. ● Using primary and secondary data, learners analyse the role of the family in the religious practices of indigenous Ghanaian communities. ● In mixed-gender groups, learners develop a poster to explain the general belief systems of people who lived in pre-colonial Ghana. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Using the locality as a case study, learners research the role of women in Ghana's indigenous religious practices. ● Using the Snowballing technique, learners examine the role of religious leaders in pre-colonial Ghana. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <p>I.3.1.LI.2</p> <p>Trace the advent and influences of Islam and Christianity in Ghana.</p> <p>Enquiry Routes: <i>How were Islam and Christianity introduced in Ghana? Where did Islamic and Christian missionaries first settle and operate? When were Islam and Christianity established as religions in Ghana? Who were some of the earliest missionaries in Ghana? How did the introduction of Christianity and Islam affect the indigenous religious practice of Ghanaians?</i></p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Using the internet, learners explore the beginnings of Islam and Christianity in Ghana. ● Learners role-play the introduction of Islam in Ghana. ● Learners watch documentaries on the introduction of Christianity in Ghana. <p><i>HINT: Encourage learners who are visually impaired to sit in front to help them during the lesson.</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Using primary and secondary sources, learners examine the activities of missionaries including spread of the Islamic and Christian faiths in Ghana. ● Learners develop a Venn diagram that shows the similarities and differences among indigenous Ghanaian religion, Islam, and Christianity. ● In small groups, learners form hypotheses and draw conclusions on the role religion plays in everyday life. ● Working collaboratively, learners make inferences on why rituals and celebrations are important in all religions in Ghana. | <p>I.3.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Audio/tape recorder ● Sample interview guide ● Resource persons including traditional priests and leaders ● Primary source and secondary data including traditional songs, photographs, and videos of indigenous religious practices. | <ul style="list-style-type: none"> ● Stationery ● Internet access ● Computers/ laptops, LCD projector/screen, video/ audio player. |

YEAR TWO

Subject History
Strand I HISTORICAL INQUIRY AND WRITING
Sub-Strand 2 SOURCES AND METHODS OF RECONSTRUCTING HISTORY

| Learning Outcomes | 21 st Century Skills and Competencies | GESI ³ , SEL ⁴ and Shared National Values |
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| 2.1.2.LO.1 | | |
| <p>Employ relevant historical skills to categorise, analyse historical sources, and detail how to contextualise and corroborate them to determine their overall authenticity and reliability.</p> | <p>Critical Thinking and Problem-Solving Skills:</p> <ul style="list-style-type: none"> • Learners develop Critical Thinking skills as they classify historical evidence into primary and secondary sources. • Learners develop Critical Thinking and Problem-Solving skills as they analyse primary source accounts to determine its authenticity. • Learners become critical thinkers as they analyse the authenticity of online sources. <p>Creative and Innovative: Learners become creative and innovative as they develop posters and create archival centres.</p> <p>Collaborative and Communication: Learners develop Collaborative and Communication skills as they work together.</p> <p>Digital and Media Literacy:</p> <ul style="list-style-type: none"> • Learners develop Digital and Media Literacy as they explore the internet and watch documentaries. • Learners develop Digital Literacy as they explore online sources. <p>Cultural Identity: Learners appreciate cultural values and build a sense of identity as they collect pieces of historical evidence in their community.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> • embrace diversity and work towards an inclusive society. • become aware of personal biases and stereotypes and work towards addressing them. • decipher authentic sources from fakes ones in promoting values such as honesty, objectivity, integrity, and truthfulness. <p>SEL: As learners categorise and analyse historical sources to determine their overall authenticity and reliability, they:</p> |

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| | | <ul style="list-style-type: none"> ● have the opportunity to work together in groups or in pairs which helps them to build good inter-relationship. ● practise managing their thoughts and behaviours through discussions and presentations. ● have varied opportunities to practice identifying and expressing their feelings through dialogue, group discussions, presentations, field trips and practical activities(e.g. mapmaking, posters, charts etc). <p>National Core Values:</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Tolerance ● Commitment ● Hard work |
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⁴ Socio-Emotional Learning

| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 2.1.2.CS.1 | 2.1.2.LI.1 | 2.1.2.AS.1 |
| Develop application of skills in analysing and interpreting primary and secondary sources. | <p>Categorise sources of history into Primary and Secondary.</p> <p>Enquiry Routes: <i>What pieces of evidence help us in writing history? How are primary sources different from secondary sources? What is the significance of using primary sources in historical writing?</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners collect pieces of historical evidence (old photographs, family albums, birth and death records, art forms, oral accounts, written texts, artefacts, etc.) from the community including private, family and school library and archives. ● In pairs, learners classify pieces of historical evidence into primary and secondary sources. ● In mixed-ability groups, learners develop a poster to differentiate primary and secondary Sources. <i>HINT: Encourage Approaching Proficiency learners to volunteer and share their ideas.</i> ● Learners watch documentaries on why both primary and secondary sources are critical in studying and writing history. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● With the help of the internet, learners discuss in groups how secondary sources complement primary sources in historical writing. ● Learners hold a discussion with a resource person on some aspects (social, economic, political, etc.) of the community's history. ● Using talking circles, learners form opinions on how oral history can be used together with other sources to reconstruct the history of their community. <p>Experiential Learning: Learners embark on a field trip or a Virtual field Trip (VFT) to the nearest community museum or archival centre to study Primary sources and how they are collected.</p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | 2.1.2.LI.2 | 2.1.2.AS.2 |

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| | <p>Examine the authenticity of Primary and Secondary Sources.</p> <p>Enquiry Routes: <i>How do historians ensure originality, credibility, validity, and authenticity of historical sources? How reliable are historical sources? What purpose do historical sources serve?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In pairs, learners use the '5Ws 1H' (<i>What, Who, When, Where, Why, How</i>) principle to determine the originality and validity of historical sources. E.g., a memoir, speech, diary entry, police report, newspaper article, etc. <ol style="list-style-type: none"> 1. Who wrote/created the source? 2. What kind of evidence is the source? 3. When was it created/written? 4. Where was it created/written? 5. Why was it created/written? ● In small groups, formulate historical questions to find out the reliability of historical sources in writing history. <ol style="list-style-type: none"> 1. What can we learn about the author/creator's point of view, motives, or intentions? 2. Is the author/creator in a position to be a good reporter? 3. Is the account/source trustworthy? ● In a jigsaw activity, analyse different forms of historical sources to determine the credibility of the sources. <p>Project-Based Learning: Create a mind map that explains why Historians should establish the authenticity of the sources they use. <i>HINT: Let learners who are physically challenged observe the pictures/ charts and discuss with their peers.</i></p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| | 2.1.2.LI.3 | 2.1.2.AS.3 |
| | <p>Assess authentic online historical sources.</p> <p>Enquiry Routes: <i>Which online sources are authentic for writing history? How do historians determine authenticity of online sources? How accessible are online sources?</i></p> | <p>Level 1 Recall</p> |

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| | <p>Project-Based Learning: Learners explore archival sites on the internet to find primary and secondary sources (e.g., https://archive.org/, https://ghanamuseums.org/, https:// gmmb.gov.gh /, https://praad.gov.gh/) <i>HINT: Teacher must pause intermittently to explain visuals to visually impaired learners</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Learners work in pairs to analyse the originality and credibility of online sources using the '5Ws 1H' principle. • Using document-based questions, learners analyse the authenticity and reliability of online historical documents. • In a jigsaw activity, learners examine the authenticity of historical visuals, audios, and multimedia sources. • In small groups, learners prepare a presentation on deciphering fake historical sources from authentic sources. <p><i>HINT: Let learners who cannot speak use sign to demonstrate the things they cannot say or mention.</i></p> <ul style="list-style-type: none"> • Working in pairs, learners discuss the relevance of using authentic online sources in writing history. • In a fishbowl activity, learners discuss the dangers associated with using 'fake' historical sources in studying and writing history. | <p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Primary sources (old photographs, art forms, artefacts, funeral brochure, minutes, newspapers, personal diaries, etc.) • secondary sources (Textbooks, magazines, journals, etc.) • Documentaries on primary and secondary sources • VFTs on museums or archival centres. • A resource person • Tape/audio recorder | <ul style="list-style-type: none"> • Internet access • Computer/ laptop/mobile phone, speaker-out devices. • Stationery • Historical sources (e.g., presidential speeches, independence speech of Ghana, memoirs, personal diary, textbooks, court records, newspaper, etc.) • A chart showing the 5Ws and how it is used to determine the authenticity of the historical sources. |

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| | | <ul style="list-style-type: none">• Online historical sources (visuals, audios, multimedia, documents, archival materials) |
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Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 2 GLOBAL CONNECTIONS

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>2.3.2.LO.1</p> <p>Recount the arrival and motives behind the Europeans exploration to the coast of Ghana detailing some of the activities they engaged in.</p> | <p>Critical Thinking and Problem-Solving Skills: Learners become critical thinkers as they generate historical questions to analyse motives behind European exploration.</p> <p>Creative and Innovative:</p> <ul style="list-style-type: none"> ● Learners become creative as they use maps to trace the where Europeans came from to Ghana. ● Learners become creative as they develop posters to explain how the slave trade was carried out in the context of Gold Coast. ● Learners become creative and innovative as they create models and charts to explain historical phenomena. <p>Collaborative and Communication:</p> <ul style="list-style-type: none"> ● Learners develop Communication and Collaborative skills as they re-enact historical events. ● Learners develop Communication and Collaborative skills as they work together in groups. <p>Digital and Media Literacy: Learners become digitally literate as they use internet.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different race, cultures and origins. ● Develop a sense of an inclusive world irrespective of race. ● Examine and dispel misconceptions/ myths about gender as they relate motives behind European exploration to the coast of Ghana ● Interrogate their stereotypes and biases about gender and the role men and women played in the exploration of European to the coast of Ghana. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Respect ● Tolerance ● Hard work |

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| | Cultural Identity and Global Citizenship: Learners become aware of global citizenships as they explore nations in other parts of the world. | <ul style="list-style-type: none">● Honesty● Integrity● Commitment |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 2.3.2.CS.1 | 2.3.2.LI.1 | 2.3.2.AS.1 |
| Exhibit knowledge and understanding of the advent of European presence and activities along the coast of Ghana | <p>Identify the European countries whose citizens sailed to the coast of Ghana.</p> <p>Enquiry Routes: <i>Which Europeans first sailed to Ghana? How did they come? Where did they land? Which other Europeans came to Ghana?</i></p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> Using maps, learners identify European countries whose citizens sailed along the coast of Ghana. Learners watch documentaries on the arrival of Europeans to Ghana and discuss observations in groups. <p><i>HINT: Pause intermittently to explain visuals to visually impaired learners</i></p> <ul style="list-style-type: none"> Following chronological order, learners build a timeline showing the arrival of Europeans to Ghana. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> Working in groups, learners construct models of transport technologies (<i>compass, astrolabe, caravel ships, etc.</i>) Europeans used to sail across the Atlantic. Using a map of Ghana, learners show the places where each of the Europeans landed. <p>Experiential Learning: Let learners embark on a field trip or a Virtual Field Trip (VFT) to places including Castles and Forts built by Europeans.</p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | 2.3.2.LI.2 | 2.3.2.AS.2 |
| | <p>Explore the diverse motives behind European exploration to the coast of Ghana.</p> <p>Enquiry Routes: <i>Why did Europeans sail to the coast of Ghana? How did they land in different places in Ghana? To what extent did they achieve their motives?</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> |

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| | <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> Using online brainstorming tools [E.g., <i>Answer Garden</i>], learners share some common reasons for the movement of people from their communities to other places. Learners generate historical questions (5Ws 1H) to analyse the motives of early European explorers to Ghana. Learners work in pairs to categorise the motives into political, social, economic, religious and scientific. <p>Experiential Learning:</p> <ul style="list-style-type: none"> Let learners re-enact how the early Europeans formed alliances with the people of Ghana including their earlier meeting with Nana Kwamena Ansah. <p><i>HINT: Encourage learners who are physically challenged to take part in the re-enactment.</i></p> <ul style="list-style-type: none"> Learners debate on the extent to which the European motives for exploration to Ghana were achieved. In groups, learners use primary source evidence to explain the origins of the name 'Gold Coast' | <p>Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| 2.3.2.LI.3 | | 2.3.2.AS.3 |
| | <p>Examine the changing patterns of trade with the coming of Europeans.</p> <p>Enquiry Routes: <i>What were the trade items exchanged between Europeans and the people of Gold Coast? How did gold and ivory trade begin with Europeans? Why did the transition occur from gold and ivory to trade in humans? How was the slave trade carried out in the Gold Coast? What were the effects of the slave trade on the Gold Coast?</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> With the help of the internet or a standard textbook, learners identify trade items that were exchanged between Europeans and the people of Gold Coast. <i>E.g., Europeans - gun, gun powder, textiles, gin/rum, mirror, knives, etc. Gold Coast - gold, ivory, spices, hard wood, etc.</i> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In small groups, learners highlight reasons for the high demand of gold and ivory from the Gold Coast. ● In a Think-Pair-Share activity, learners discuss the shift from gold and ivory to trade in humans. <p>Collaborative Learning: Learners prepare a poster on how the slave trade was carried out in the Gold Coast including the capture of slaves, movement to the slave castles, and transporting across the Middle Passage.</p> <p>Experiential Learning: Let learners embark on a field trip or a virtual field trip to some slave markets and forts/castles (e.g., <i>Salaga, Assin Manso, Elmina, etc.</i>) in the Gold Coast and discuss observations.</p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Use pictures and videos to describe to learners how the slave trade affected women in the Gold Coast. <p><i>Hint: Pause intermittently to explain visuals to visually impaired learners.</i></p> <ul style="list-style-type: none"> ● In mixed-gender groups, learners discuss the effects of the Trans-Atlantic Slave Trade on Gold Coast. | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Historical map of the world ● Current map of the world (Globe) ● Pictures and video documentaries of European sailors ● Old Maps of Ghana ● A chronological chart showing the Europeans that came to Ghana ● VFTs on castles and forts ● Documentaries/ VFTs or pictures of slave markets, forts and castles. | <ul style="list-style-type: none"> ● Internet access ● Sources on the origin of the name Gold Coast. ● Documentaries on European exploration to the coast of Ghana. ● Computers/ laptops, LCD projector/screen, video/ audio player ● Pictures of trade items exchanged between Europeans and the people of Gold Coast. ● Stationeries |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 3 PRELUDE TO COLONISATION AND COLONIAL RULE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>2.3.3.LO.1</p> <p>Use relevant historical sources and skills to investigate chronologically the major events leading to British rule in the Gold Coast and communicate effectively the long-term and short-term effects of European presence in Ghana.</p> | <p>Critical Thinking: Learners become critical thinkers as they interrogate historical sources and form their opinions.</p> <p>Creativity and Innovation skills: Learners develop creativity and innovation skills as they sketch maps and create posters to explain historical phenomena.</p> <p>Communication and Collaboration: Learners develop Communication and Collaboration skills as they work in groups to explain historical concepts.</p> <p>Digital and Media Literacy: Learners develop Digital and Media Literacy skills as they explore the internet for authentic sources to explain historical phenomena.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different race, cultures and origins. ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about gender as they relate the establishment of British rule in the Gold Coast ● Interrogate their stereotypes and biases about gender and the role men and women played in establishing British rule in Gold Coast ● Identify injustice, especially in recognition of the contributions of different groups and individuals (including people living with disabilities) to the establishment of British rule in Gold Coast. |

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| | | <p>SEL: As learners investigate chronologically the major events leading to British rule in the Gold Coast and communicating the effects of European presence in Ghana, they:</p> <ul style="list-style-type: none"> ● build good social relationships from working together in groups or with partners. ● practise managing their thoughts and behaviours through discussions and debates. ● develop their own strategies for completing tasks or learning new concepts through assigned projects ● practise communication skills (e.g., verbalising their message, listening to others). <p>National Core Values:</p> <ul style="list-style-type: none"> ● Respect ● Tolerance ● Hard work ● Honesty ● Integrity ● Commitment |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 2.3.3.CS.1 | 2.3.3.LI.1 | 2.3.3.AS.1 |
| <p>Demonstrate understanding of the processes leading to the establishment of British rule in the Gold Coast and the impact on the people of Ghana.</p> | <p>Examine sources on the processes leading to colonial rule in the Gold Coast.</p> <p>Enquiry Routes: <i>What were the key processes that led to colonial rule in the Gold Coast? Why was the Bond of 1844 signed? Who were the signatories to the Bond of 1844? Where was the Bond of 1844 signed? Why was the Treaty of Fomena signed? Which wars were fought between Asante and the British? What was the impact of the Anglo-Asante Wars?</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Learners brainstorm the reasons for the signing of the Bond of 1844. ● In groups, learners examine historical sources on the Bond of 1844 and its impact on the Gold Coast. <p>Group-Based Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners assess the various Anglo-Asante Wars and their effects on the Asante Kingdom. ● In mixed-ability groups, learners formulate historical questions to analyse the impact of the Treaty of Fomena in 1874. ● Using Fishbowl strategy, learners discuss why the British pronounced the Southern territories of Gold Coast a 'Crown Colony' in 1874. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● Use historical maps to explain to learners how territories in the Northern part of Ghana came under British control. ● Learners sketch a map to show the various parts of 'Ghana' that went under British control or annexation. <p><i>HINT: Let learners who are physically challenged observe sketched maps and discuss with their peers.</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> • Use character maps to show learners the role of George Ekem Fergusson in the acquisition of the Northern Territories | |
| 2.3.3.LI.2 | | 2.3.3.AS.2 |
| | <p>Assess the socio-political effects of European (British) presence in Ghana.</p> <p>Enquiry Routes: <i>How did European (British) presence influence indigenous sanitation and health care systems in Ghana? In what ways did European (British) influence education in Ghana? What were the lasting effects of European (British) presence on Ghanaian socio-political systems?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In small groups, learners identify facilities built by the British in Ghana. • In a jigsaw activity, learners create a database on some colonial structures in Ghana including, schools, health centres, and housing units. <p><i>HINT: Group both highly and approaching proficiency learners and encourage them to share their views.</i></p> <ul style="list-style-type: none"> • Using a map of Ghana, learners identify some key roads and rail-lines constructed under colonial rule. • Let learners use the internet to search for indigenous architectural designs of the pre-historic times and compare them to European architectural designs. <p>Experiential Learning: Learners watch a documentary or listen to a resource person on a discussion on how Europeans influenced sanitation and health systems in Ghana.</p> <p>Project-Based Learning: Learners create an oral or written presentation on how Europeans influenced education in Ghana including schools built, ordinances passed, scholarships offered, etc.</p> <p>Group Work:</p> <ul style="list-style-type: none"> • Using primary and secondary sources, learners examine change and continuity in the social lives of Ghanaians as a result of European presence. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> Using historical sources, learners analyse the original intentions behind the social developments made by the Europeans. In small groups, learners debate on the issue that the social developments carried out by Europeans were intended to help the people of Ghana. <p>Cooperative Learning: In mixed-ability groups, learners discuss the key political developments under colonial rule and their effects.</p> | |
| 2.3.3.LI.3 | | 2.3.3.AS.3 |
| | <p>Examine the effects of the European presence on the economy of Ghana.</p> <p>Enquiry Routes: <i>How did Europeans contribute to the development of agriculture in Ghana? How did Europeans begin trading in Ghana? What new ideas did Europeans introduce in the trading sector?</i></p> <p>Experiential Learning: Learners collect from the environment some crops (fruits) that were introduced by the Europeans in Ghana.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> In groups, learners discuss why and how Europeans contributed to the cultivation of Palm /kernel oil, Rubber, timber, cocoa, and other cash crops in Ghana. Learners use relevant secondary sources to examine the effects of European presence on the mining sector in Ghana. Using the Talk for Learning technique, learners discuss the monetisation of the Ghanaian economy and the introduction of the banking system in Ghana. <p>Technology Enabled Active Learning (TEAL): Using authentic internet sources, learners form hypotheses and draw conclusions on how Europeans influenced trading activities in Ghana.</p> <p>Group/Project-Based Learning:</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● Working collaboratively, learners create a poster to show how changes introduced by Europeans affected the economic lives of Ghanaians. ● In small groups, learners identify and discuss Ghanaian entrepreneurs, including women who emerged as a result of European presence. | |
| Teaching and Learning Resources | <ul style="list-style-type: none"> ● Primary sources: (the Bond of 1844, colonial maps of the Gold Coast, pictures, and paintings in the colonial archives) ● Secondary sources (textbooks, opinion papers, etc.) ● Tape/audio recorder ● Internet access ● Computer/ laptop/mobile phone, speaker-out devices. ● Stationeries ● Photographs of health, educational and housing facilities built by the colonial government. | <ul style="list-style-type: none"> ● Secondary sources (textbooks, newspaper articles/opinion papers, etc.) ● Documentaries/ VFTs on colonial infrastructure in Ghana ● Resource person ● Realia (crops/fruits) introduced by Europeans or photographs ● Secondary sources (textbooks, newspaper articles/opinion papers, etc.) ● Documentaries on monetisation of the Ghanaian economy ● Raw materials from the environment such as cocoa pods, woods, clayey soil, animal skin, etc. |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 4 RESPONSE TO COLONIAL RULE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>2.3.4.LO.1</p> <p>Use relevant historical sources to investigate the activities of Ghanaian nationalists and nationalist movements and develop arguments on why their actions were justified at the time, while exhibiting patriotism, loyalty, national consciousness, tolerance, teamwork, and other characters.</p> | <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Learners develop Critical Thinking skills as they analyse Primary and Secondary Sources on the forms of resistance against colonial rule. • Learners become critical thinkers as they interrogate historical sources and form their opinions. • Learners develop Critical Thinking skills as they analyse historical sources <p>Creativity and Innovation skills: Learners develop creativity and innovation skills as they develop photo galleries of leaders of political parties.</p> <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> • Learners develop Collaborative and Communication skills as they work together. • Learners develop Collaboration and Communication skills as they work in groups and organise seminars to share ideas on historical phenomena. • Learners develop Collaboration and Communication as well as leadership skills as they re-enact historical phenomena. <p>Digital and Media Literacy:</p> <ul style="list-style-type: none"> • Learners develop Digital Literacy skills as they explore through the internet to find information to explain historical phenomena. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> • Identify and emulate positive acts of Ghanaian nationalist sand movements • Embrace diversity and practise inclusion • Examine and dispel misconceptions/ myths about gender as they relate nationalist movements and activities • Interrogate their stereotypes and biases about gender and the role men and women play in nationalistic activities • Identify injustice, especially in recognition of the roles played by different groups and individuals (including people living with disabilities) to opposing colonial rule and dominance • Sensitive to the inter-relatedness of the various aspects of life |

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| | <ul style="list-style-type: none"> • Learners develop Digital Literacy skills as they use the internet to find information to explain historical concepts. <p>Cultural Identity: Learners develop cultural identity and global citizenship skills as they analyse historical sources on how Ghanaians resisted colonial rule from European countries.</p> | <ul style="list-style-type: none"> • Value and promote patriotism, loyalty, tolerance and justice in society <p>SEL: As learners investigate and justify the activities of Ghanaian nationalists and nationalist movements, they:</p> <ul style="list-style-type: none"> • learn to be tolerant and respect each other's views through group work. • build their self-confidence through activities such as discussions, presentations, debates etc. • develop their own strategies for completing tasks or learning new concepts through projects. • practise managing their thoughts and behaviours through group discussions, presentations etc. <p>National Core Values:</p> <ul style="list-style-type: none"> • Patriotism • Honesty • Loyalty • Integrity and accountability • Respect • Tolerance |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 2.3.4.CS.1 | 2.3.4.LI.1 | 2.3.4.AS.1 |
| <p>Demonstrate understanding of the nature and activities of Nationalist Movements including their efforts in resisting colonial domination in the Gold Coast.</p> | <p>Describe the nature of resistance against colonial rule in Ghana.</p> <p>Enquiry Routes: <i>Which traditional rulers resisted British invasion of their kingdoms? How did individuals resist colonial domination? How did Ghanaians react to colonial policies they considered obnoxious? What are the justifications for the uncoordinated resistance against colonial rule?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> Using Think-Pair-Share, learners differentiate between uncoordinated and coordinated forms of resistance against colonial rule in Ghana. Learners use a jigsaw technique or watch documentaries on the efforts of individual traditional leaders in resisting colonial invasion and domination. E.g. (<i>Awulae Kaku Ackah (Aka) of Nzema, Nana Badu Bonsu II of Ahanta, King Tackie Tawiah I of Ga, King Aggrey of Cape Coast, Otumfuo Prempeh I of Asante, Nana Yaa Asantewaa of Edweso, Nana Adwoa Ardua of Wassa Fiase, etc.</i>) <p>Project-Based Learning: Using Close Reading Protocol, learners analyse primary and secondary sources on the form of resistance Ghanaians put up against some colonial policies, such as the Poll Tax Ordinance of 1852.</p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | <p>2.3.4.LI.2</p> <p>Identify nationalist movements in Ghana before the WWII.</p> <p>Enquiry Routes: <i>What is a Protest Movement? Which protest movements existed in Ghana before WWII? Who were the leaders of these protest movements? Where were these protest movements formed? What were the common features of protest movements in the pre-WWII era?</i></p> <p>Talk for Learning:</p> | <p>2.3.4.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> |

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| | <ul style="list-style-type: none"> • Learners brainstorm to come out with the names of protest movements and activist groups in Ghana before the World War II (WWII), including The Fante Confederation (1868-1873), Aborigines Rights Protection Society (ARPS) - 1897, National Congress of British West Africa (NCBWA) - 1920, West African Students Union (WASU) - 1925, Gold Coast Youth Conference (GCYC) - 1930, West African Youth League (WAYL) - 1934. • In small groups, learners discuss common features of nationalist movements in Ghana before WWII. <p>Activity-Based Learning:</p> <ul style="list-style-type: none"> • Learners build a chronological chart showing the order of the formation of nationalist movements in Ghana before WWII. • With the help of internet sources, learners develop a bio-data on the key leaders of the nationalist movements in Ghana before the WWII. <p>Collaborative Learning: In pairs, learners trace on a map where each of the Protest movements was formed.</p> | Level 4 Extended critical thinking and reasoning |
| 2.3.4.LI.3 | | 2.3.4.AS.3 |
| | <p>Analyse the activities of nationalist movements before the WWII.</p> <p>Enquiry Routes: <i>Why were nationalist movements formed in Ghana in the 19th and 20th Centuries? Who were the leaders of the nationalist movements formed in Ghana? What were the backgrounds of leaders of the nationalist movements in pre-WWII Ghana? What demands did the nationalist movements make to the Colonial Government?</i></p> <p>Talk for Learning: In a Jigsaw activity, learners discuss reasons for the formation of protest movements/activist groups in Ghana before the WWII.</p> <p>Project-Based Learning:</p> | Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning |

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| | <ul style="list-style-type: none"> • Learners prepare a hierarchical chart of leadership/founding members of protest movements/activist groups formed in Ghana before the WWII. • Learners produce a poster of the demands of protest movements/activist groups formed in Ghana before the WWII. <p><i>HINT: Group highly proficient and approaching proficiency learners and encourage them to share their views during the discussions</i></p> <p>Experiential Learning: Learners organise mini seminars on the achievements of protest movements/activist Groups formed before the WWII.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In a fishbowl activity, learners examine the role women played in nationalist movements. • In mixed-ability groups, learners develop a concept map that explains the factors leading to the collapse of protest movements/activist groups in Ghana before WWII. | |
| 2.3.4.LI.4 | | 2.3.4.AS.4 |
| | <p>Identify nationalist movements in Ghana after the WWII.</p> <p>Enquiry Routes: <i>What were the first political parties formed in Ghana? Who were the leaders of these political parties? How did they have their leaders? Where was the first political party formed? When was the first political party formed?</i></p> <p>Problem-Based Learning: In pairs, learners analyse primary and secondary sources to explain contextual issues, including internal and external factors that facilitated the rise of activism/nationalist protestation after WWII.</p> <p>Talk for Learning: Using Think-Pair Share, learners identify the early nationalist political parties that were formed in Ghana after the WWII. E.g., United Gold Coast Convention (UGCC), Convention People's Party (CPP).</p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • With the help of the Internet, learners develop a photo-gallery of leaders of the early political parties formed in Ghana after WWII. E.g., UGCC - George Alfred Grant, J.B. Danquah, R.S. Blay, etc.; CPP - Kwame Nkrumah, Kojo Botsio, K.A. Gbedemah, Akua Asabea, etc. • Learners trace on a map where each of the early nationalist political parties was formed. <p>Experiential Learning: Learners embark on a field trip or watch visuals of monuments where the UGCC and the CPP were formed.</p> | |
| 2.3.4.LI.5 | | 2.3.4.AS.5 |
| | <p>Examine post-WWII nationalist struggles in Ghana that led to the attainment of Independence.</p> <p>Enquiry Routes: <i>Why was the first political party formed? What did the first political party achieve? What were some of the shortcomings of the first political party in Ghana?</i></p> <p>Collaborative Learning: In small groups, learners formulate historical questions (5Ws 1H) to analyse the formation of the UGCC including reasons behind its formation, aims/objectives, achievements and failures.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners watch documentaries or hold a seminar on immediate and remote causes of the 1948 'Riots' in Ghana. • Learners role-play how the 1948 'Riots' in Ghana occurred. • Learners make inferences from historical sources on the impact of the 1948 'Riots', including how it facilitated the struggle for Ghana's Independence. • Using historical sources, learners explain how the Watson Commission was formed and the recommendations the commission made. • In pairs, learners analyse sources of evidence on why Nkrumah broke away from the UGCC. | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • Learners prepare a poster on the formation of the CPP in 1949 establishing the linkage between its aims/objectives and achievements before Independence. • Learners create an oral presentation on the formation of the Coussey Committee and its effect on the political development of Ghana. <p>Collaborative Learning: Learners form concentric circles to discuss the role women played in early political party movements. Eg; Akua Asabea, Naa Dedei Aryeetey, Eugenia Kai Sasraku, Agnes Oforiwa Tagoe-Quarcopome, Esther Korkor Sackey, etc.</p> <p>Technology-Enhanced Active Learning (TEAL):</p> <ul style="list-style-type: none"> • Learners watch documentaries on the conduct of the first general election (1951) in Ghana and discuss its outcome. • In mixed-ability groups, learners create a poster on major political developments that led to the attainment of Ghana's Independence including the 1954 and 1956 general elections, the Ewe Question and the demands of the National Liberation Movement (NLM). • In a concentric circle, learners discuss why Nkrumah won all pre-independence general elections. | | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Secondary Sources (textbooks, newspaper articles/opinion papers, etc.) • Tape/audio recorder • Internet access • Computer/ laptop/mobile phone, speaker-out devices. • Stationaries | <ul style="list-style-type: none"> • Photographs of leaders of the UGCC and the CPP. • A chart showing the list of achievements and aims of the early political parties. • Documentaries on activities of early post WWII political parties • Resource person • Primary sources (old photographs, art forms, old artefacts, etc. of traditional leaders who resisted colonial rule) | <ul style="list-style-type: none"> • Documentaries on individuals who stood against colonial rule in Ghana. • Photographs of leaders of Nationalist groups. • A chart showing the list of nationalist movements and some of their major achievements. • Documentaries on the activities of nationalist groups |

Subject History

Strand 4 Independence and Post-colonial Developments

Sub-Strand I Socio-Economic and Political Developments in Ghana (1957 - 2007)

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>2.4.1.LO.1</p> <p>Use diverse historical evidence to compare similarities and differences of the Socio-Economic and Political Developments across the different regimes and governments in Ghana (1957 - 2007)</p> | <p>Critical Thinking Skills: Learners develop Critical Thinking skills as they analyse and interpret sources of history.</p> <p>Cultural Identity and Global Citizenship: Learners develop cultural identity skills as they collect data from their communities.</p> <p>Creative and Innovative: Learners develop Creative and Innovative skills as they create posters to explain historical concepts.</p> <p>Collaborative and Communication:</p> <ul style="list-style-type: none"> ● Learners develop Collaboration and Communication skills as they work in groups to discuss historical concepts. ● Learners develop Collaboration and Communication skills as they work in groups to explain historical events. <p>Digital and Media Literacy:</p> <ul style="list-style-type: none"> ● Learners develop Digital Literacy skills as they use and explore the Internet to explain historical phenomena. ● Learners develop Digital Literacy skills as they use internet, watch, and analyse documentaries to explain historical happenings. | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different political, religious and cultural orientations ● Embrace diversity and recognise inclusion as a catalyst to national development ● Examine and dispel misconceptions/ myths about gender as they relate socio-economic and political developments in Ghana ● Interrogate their stereotypes and biases about gender and the role men and women played towards the socio-economic developments of Ghana. ● Identify injustice, especially in recognition of the roles played by different groups and individuals (including people living with disabilities) |

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| | | <p>towards the socio-economic and political developments of Ghana.</p> <ul style="list-style-type: none"> ● Sensitive to the inter-relatedness of the various aspects of human life ● Value and promote patriotism and justice in the Ghanaian society <p>SEL: As learners compare and contrast the socio-economic and political developments across different regimes in Ghana, they:</p> <ul style="list-style-type: none"> ● recognise and appreciate the commonalities and differences in the various administrative regimes. ● practice managing their thoughts and behaviours through group discussions ● work together to foster an environment that supports relationship building among themselves. ● listen to opinions from peers and express disagreements in a constructive way through discussions and debates. ● are presented with choices about ways they can present their ideas. <p>National Core Values: As learners explore the socio-political and economic developments after Ghana's Independence, they learn to embrace values such as patriotism, loyalty, national consciousness,</p> |
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| | | accountability, integrity, honesty, tolerance, teamwork, etc. |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 2.4.1.CS.1 | 2.4.1.LI.1 | 2.4.1.AS.1 |
| <p>Demonstrate understanding of the socio-economic and political developments in Ghana from 1957 - 2007</p> | <p>Examine the nature of the diarchic system of government in Ghana from 1957 – 1960.</p> <p>Enquiry Routes: <i>Who was the Prime Minister of Ghana between 1957 - 1960? Why did Nkrumah become the Prime Minister of Ghana in 1957-1960? Who was the Governor-General of Ghana between 1957 and 1960? What were the functions of the Governor-General and the Prime Minister?</i></p> <p>Activity-Based Learning:</p> <ul style="list-style-type: none"> ● Learners use online brainstorming site (<i>Answer Garden, Twitter</i>) to survey opinions on the features of a diarchic system of Government. ● Learners develop a chart on political positions held by Ghanaian and British officials from 1957 - 1960. <p>Project-Based Learning: Learners create a photo-gallery of cabinet ministers that served in Ghana from 1957 - 1960.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners discuss roles played by the Governor General and the Prime Minister from 1957 - 1960. ● Learners form concentric circles to discuss the merits and demerits of the diarchical system of government that was practised in Ghana from 1957 - 1960. ● In two groups, learners hold a debate on the power-sharing government formed by the British and Ghanaian officials from 1957 - 1960. ● In pairs, learners analyse primary and secondary sources on the processes leading to Ghana's attainment of a Republican status in 1960. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | 2.4.1.LI.2 | 2.4.1.AS.2 |
| | Assess the Socio-economic and political developments in Ghana from 1957 – 1969. | Level 1 Recall |

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| | <p>Enquiry Routes: <i>How did Nkrumah become the president of Ghana from 1960 - 1966? When and why were the Akosombo Dam and the Tema Motorway constructed? What health facilities were built between 1957 –and 1969? Who were the leaders of the NLC? Why did the NLC overthrow the Nkrumah Government? How did the NLC tackle the socio-economic problems of Ghana? How did the NLC usher Ghana into the 2nd Republic?</i></p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners embark on a field trip (where necessary) or watch videos/documentaries on some infrastructural developments under Dr. Kwame Nkrumah's Regime (1957 - 1966), including the Akosombo Dam, Tema Motor Way, Tema Harbour, educational, and health facilities. • Learners watch documentaries and hold discussions on some social developments that occurred under Dr. Kwame Nkrumah including developments in the educational and health sectors as well as housing, water supply, electrification, and roads. <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> • Using pieces of primary and secondary evidence, learners explain measures taken by Dr. Kwame Nkrumah to ensure economic sustainability in Ghana including <i>developments in the Agricultural sector, Manufacturing and Tertiary (Banking, Insurance) Industries.</i> • With the help of a resource person, learners hold a seminar on attempts allegedly made by the opposition to assassinate Dr. Kwame Nkrumah, including an attempted Bombing at Kulungugu and the gun shots at the Flagstaff House. • In small groups, learners explore sources to identify contextual problems that existed in Ghana by 1957 that called for the enactment of laws including <i>the Preventive Detention Act (PDA), Emergency Power Act, Deportation Act, and the Avoidance of Discrimination Act.</i> <p>Collaborative Learning: In a Jigsaw activity, learners create posters to explain some political developments that occurred under Dr. Kwame Nkrumah including the introduction of a new constitution in 1960, a referendum in 1964, etc.</p> | <p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
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| | <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In groups, learners discuss the circumstances surrounding Nkrumah's overthrow. ● Learners watch a video documentary on the reasons the National Liberation Council gave for the overthrow of Nkrumah. Let learners debate whether these reasons were justifiable <p>Talk for Learning:</p> <ul style="list-style-type: none"> ● Using Think-Pair Share, learners describe the composition of the National Liberation Council (NLC). ● In a Jigsaw Activity, learners discuss and create an oral presentation on major problems the NLC faced, upon assumption of office in 1966 including <i>foreign debts, high budget deficit, etc.</i> ● In a Concentric Circle, learners discuss how the NLC tackled the economic problems of the country upon assumption of office, including setting up an economic committee, appeals to foreign countries and bodies, rescheduling foreign debts, reducing ministries and government expenditure, reducing taxes, and increasing cocoa prices and salaries of workers. <p>Collaborative Learning: Learners work in pairs to create mind maps that describe some of the social developments under the NLC regime.</p> <p>Technology-Enabled Active Learning: With the help of the internet, learners create a chart that explains the political developments that took place under the NLC, including disbanding all agencies and associations connected with the CPP, the setting up of Commissions of Enquiry and Committees of Enquiry, the release of political prisoners, return to Civilian Rule, etc.</p> | |
| 2.4.1.LI.3 | | 2.4.1.AS.3 |
| | <p>Examine Ghana's socio-economic and political developments from 1969 - 1981.</p> <p>Enquiry Routes: <i>How did the Progress Party (PP) come into office? Why was the PP government overthrown? Who were the leaders of the Progress Party (PP), National Redemption Council (NRC), Supreme Military Council I and II (SMC I and II) and Armed Forces Revolutionary Council (AFRC) regimes/ governments? What were the socio-economic and political developments under the NRC/SMC and the AFRC?</i></p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p> |

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| | <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In a mixed-ability group, learners create a chronological chart of major events leading to the inception of the Second Republic. ● Create character maps to describe to learners the leadership of the Progress Party including the nature of the government system. ● Learners create oral or written presentations on factors that led to Busia's victory in the 1969 Elections. <p>Cooperative Learning:</p> <ul style="list-style-type: none"> ● In a Jigsaw activity, learners create posters to explain major achievements under Busia's government including economic policies, social and political developments. ● In mixed-ability groups, learners assess the reasons for the fall of the Busia government and the inception of the military regimes of Acheampong and Akuffo (1972 - 1979) <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Learners use primary and secondary evidence to analyse the socio-economic and political developments under the NRC/SMC and SMC II regimes. ● Learners watch documentaries on the Armed Forces Revolutionary Council (AFRC) and discuss their observations. ● Using primary and secondary sources, learners form opinions and draw conclusions on how the AFRC ushered Ghana into the Third Republic. ● Learners work in small groups to analyse the socio-economic and political developments under Limann's Government (1979 - 1981) | Level 4 Extended critical thinking and reasoning |
| 2.4.1.LI.4 | | 2.4.1.AS.4 |
| | <p>Analyse the processes leading to the birth of the Fourth Republic.</p> <p>Enquiry Routes: <i>Why did Jerry John Rawlings overthrow the People's National Party (PNP) government? When did the PNDC come into office and how did the regime usher Ghana into the Fourth Republic? Why did Ghana transit from military rule into the Fourth Republic?</i></p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding</p> |

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| | <p>Experiential Learning: Learners watch videos on the overthrow of the Limann Government on 31st December 1981 and the inception of the regime of the Provisional National Defence Council (PNDC).</p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • In small groups, learners create picture-galleries of members of the PNDC government. • Learners create posters to establish a linkage between the aims/objectives of the PNDC and their socio-economic and political developments in Ghana from 1981 - 1993. <p>Enquiry-Based Learning:</p> <ul style="list-style-type: none"> • Using primary and secondary sources, learners analyse the achievements and shortcomings of the PNDC regime. • Using diverse historical sources including newspapers, archives, and the internet, learners trace major events that ushered Ghana into the Fourth Republic. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In pairs, learners assess the role of the National Commission on Democracy (NCD) commissioned by the PNDC government. • Learners re-enact the organisation of the District Assembly Elections in 1988/89 and its impact on the political landscape of Ghana. • In a Jigsaw activity, learners analyse the role played by the Committee of Experts, the Consultative Assembly, and the Interim National Electoral Commission (INEC) towards the drawing of the 1992 Constitution and the organisation of General elections. <p>Cooperative Learning: In a jigsaw activity, learners discuss the outcome of the 1992 Referendum, Presidential and Parliamentary Elections.</p> | <p>Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| 2.4.1.LI.5 | | 2.4.1.AS.5 |
| | Assess the socio-economic and political developments in Ghana from 1993 to 2007. | Level 1 Recall |

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| | <p>Enquiry Routes: <i>Which political parties ruled Ghana from 1993 - 2007? Who were the leaders of these political parties? What policies were instituted by these political parties?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Learners brainstorm political parties that have ruled Ghana since 1993. • In pairs, learners create picture-galleries of presidents, vice presidents and other key political leaders in Ghana from 1993 to 2007. <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Using relevant primary sources, learners analyse the economic policies of political parties that have ruled Ghana from 1993 to 2007. • In small groups, learners trace some major political events that took place in Ghana from 1993 to 2007 including, general elections, handing over and inauguration of political officials. <p>Talk for Learning:</p> <ul style="list-style-type: none"> • In a fishbowl activity, learners discuss the social policies of political governments of Ghana from 1993 to 2007. • In small groups, discuss the role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007) [Eg; Activities of the 31st December Women’s Movement]. | <p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Contextual photographs of Dr. Kwame Nkrumah, Governor Lord Listowel, Queen Elizabeth II, cabinet ministers of Ghana from 1957 - 1960. • A chart showing the positions held by Ghanaians and British officials • Textbooks • Newspaper articles/opinion papers, etc. • Internet Access • Computer/ laptop/mobile phone, speaker-out devices. • Stationery | <ul style="list-style-type: none"> • Photographs of Dr. Kwame Nkrumah and cabinet Ministers of Ghana from 1957 - 1969. • A chart showing the list of achievements under the CPP government (1957 - 1966) and the NLC regime (1966 - 1969) • Secondary Sources (Textbooks, newspaper articles/opinion papers, etc.) • Documentaries on infrastructural developments under the CPP and the NLC. • Video on reasons for the overthrow of Nkrumah. |

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| | | <ul style="list-style-type: none">• Tape/audio recorder• Photographs of presidents/ vice presidents who have ruled Ghana from 1993 - 2007. |
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YEAR THREE

Subject History
Strand I HISTORICAL INQUIRY AND WRITING
Sub-Strand 2 SOURCES AND METHODS OF RECONSTRUCTING HISTORY

| Learning Outcomes | 21 st Century Skills and Competencies | GESI ⁵ , SEL ⁶ and Shared National Values |
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| <p>3.1.2.LO.1</p> <p>Employ relevant historical skills to reconstruct history and show how the skills can provide better opportunities for the development of society.</p> | <p>Critical Thinking: Learners develop Critical Thinking and Problem-Solving skills as they formulate historical questions to contextualise and corroborate sources.</p> <p>Collaboration and Communication: Learners develop Collaboration and Communication skills as they work in groups to explain historical concepts.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Examine and dispel misconceptions/ myths about gender as they relate historical sources ● Interrogate their stereotypes and biases about historical sources and reconstruction of the past ● Identify injustice, especially in recognition of the contributions of different groups and individuals including people living with disabilities. ● Sensitive to the inter-relatedness of different sources in history and how they help to achieve objectivity in historical writing. |

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| | | <p>SEL: As learners employ skills to reconstruct history and demonstrate how the skills can promote the development of a society, they:</p> <ul style="list-style-type: none"> ● create an environment to express their thoughts and opinions through discussions, presentations, etc. ● develop good relationships and respect each other's views through working in groups and in pairs. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Hard work ● Commitment ● Loyalty ● Accountability ● Honesty ● Integrity |
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⁵ Gender Equality and Social Inclusion

⁶ Socio-Emotional Learning

| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.1.2.CS.1 | 3.1.2.LI.1 | 3.1.2.AS.1 |
| <p>Demonstrate the application of skills in interpreting and reconstructing the past</p> | <p>Corroborate historical sources and draw conclusions.</p> <p>Enquiry Routes: <i>What is contextualisation in History? What is corroboration in History? How does contextualisation and corroboration in history help to establish the authenticity of historical sources? Why is it necessary to contextualise and corroborate historical sources?</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Using graffiti walls, learners write examples of primary and secondary sources. ● Using a case study, learners collect pieces of evidence on any historical event (eg, <i>migration account, independence struggle, the name 'Ghana', etc.</i>) ● In pairs, learners discuss what other pieces of evidence say about the historical event. <p><i>HINT: Let learners who cannot speak use sign to demonstrate the things they cannot say or mention.</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● Learners create a chart that shows the different versions of the historical account. (READ LIKE A HISTORIAN CHART) | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| CENTRAL QUESTION: | | | |
| Document/ Source | What evidence does this source use to support its claim? | Do you find this evidence convincing? Why? Or Why Not? | |
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| FINAL CLAIM: | | | |
| <ul style="list-style-type: none"> Learners make a final claim/report based on evidence from the different sources <p>Talk For Learning: In mixed-ability groups, learners discuss what you do if you find information from two pieces of evidence contradicting each other.</p> | | | |
| 3.1.2.LI.2 | | | 3.1.2.AS.2 |
| <p>Explore how methods and skills for reconstructing history can provide avenues for societal development.</p> <p>Enquiry Routes: <i>What methods do historians use to reconstruct history? What skills and competencies can be obtained from these methods? How can the use of these skills contribute to national development? How do you conduct an interview to gather historical data? What would you identify as the most important method used by historians? How is inter-disciplinary approach useful to historians?</i></p> | | | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p> |

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| | <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● In pairs, learners explain what 'methods' for reconstructing history means. ● Learners brainstorm some methods that historians use in reconstructing African history including <i>conducting interviews, using archival sources, using inter-disciplinary approach, eye-witness accounts, review of existing literature, using surveys and questionnaire, personal observation, and records, etc.</i> ● Learners debate on the pros and cons of relying on the inter-disciplinary method to reconstruct African history. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners use the various methods for reconstructing history to collect historical data on aspects of your community's history. E.g., <i>The community's political history, socio-cultural history, gender and women's history, and economic history.</i> ● In a Jigsaw activity, learners reconstruct the historical data obtained from their community into historical prose by analysing, comparing, contrasting, interpreting, and drawing conclusions. <p>Experiential Learning: With the help of a resource person, learners discuss the skills and competencies that can be obtained through the reconstruction of history, including <i>asking critical questions through interviews, comparing and contrasting different accounts, sampling opinions, forming hypothesis, analysing motives, interpreting historical evidence, writing, and communicating conclusions through different media.</i></p> <p>Collaborative Learning: In mixed-ability groups, learners examine how skills/competencies acquired from the process of reconstructing history can provide avenues for national development including <i>producing skilled human resource, building patriotic citizens, promoting tolerance, etc.</i></p> | <p>Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Primary and secondary source accounts on major historical events in Ghana. E.g., migration accounts, the (founder's) founding of Ghana, the coining of the name Ghana. | <ul style="list-style-type: none"> ● Sample of historical texts ● Sample of survey and questionnaire ● Old photographs ● A resource person |

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| | <ul style="list-style-type: none">● A chart showing the 5Ws and how they are establishing contextualisation in history.● Stationery● Interview guides● Voice/audio recorders | |
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Subject History

Strand 2 STATES AND SOCIETIES IN PRE-COLONIAL TIMES

Sub-Strand 1 EMERGENCE OF COMPLEX STATES AND SOCIETIES

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>3.2.1.LO.1</p> <p>Use relevant historical evidence to reconstruct the history of earliest human culture in Africa and compare the uniqueness of complex African civilisations, making inferences to developments in arts, technology, politics, economics, social life, intellectual advancements, and religion.</p> | <p>Cultural Identity: Learners develop Cultural Identity and Global Citizenship skills as they trace the origin of humans and explore different places where evidence of human culture had been discovered.</p> <p>Critical Thinking: Learners develop Critical Thinking and Problem-Solving skills as they examine different sources to develop their own perspective.</p> <p>Creativity and Innovation: Learners develop creative skills as they create charts, models, and presentations to explain historical concepts.</p> <p>Collaboration and Communication skills: Learners develop Collaboration and Communication skills as they work together to explain historical concepts.</p> <p>Digital Literacy: Learners become creative and digitally literate as they create multimedia presentations and use documentaries or visuals to explain historical happenings.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different origins and cultures ● Examine and dispel misconceptions/ myths about African civilisations ● Interrogate their stereotypes and biases about gender and the role men and women earliest human developments ● Sensitive to the inter-relatedness of the various aspects of earliest human life <p>SEL: As learners reconstruct the history of earliest human culture in Africa and compare the uniqueness of complex African civilization, they:</p> <ul style="list-style-type: none"> ● practise managing their thoughts and behaviours through discussions, presentations, debates, etc. |

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| | | <ul style="list-style-type: none">● build good social relationships through working in groups and in pairs.● listen to opinions from peers and express disagreements in a constructive way through activities such as debates.● understand and recognise causes and effects of some important historical phenomenon <p>National Core Values:</p> <ul style="list-style-type: none">● Respect● Humility● Integrity● Hard work● Commitment● integrity |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.2.1.CS.1 | 3.2.1.LI.1 | 3.2.1.AS.1 |
| <p>Demonstrate understanding of African Pre-History from the Earliest Times to 500 BCE and appreciate the unique features of the complex African civilisations.</p> | <p>Trace the origin of human beings from diverse point of views including scientific and non-scientific theories.</p> <p>Enquiry Routes: <i>What were the earliest human beings like? What pieces of evidence exist to help trace the origin of humankind?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In pairs, learners discuss the work of scientists (<i>archaeologists, anthropologists, palaeontologists, etc</i>) towards the search for the origins of humankind. ● Using sources of primary and secondary evidence, learners examine Charles Darwin's theory of the evolution of humankind. <p>Project-Based Learning: In small groups, learners create chronological timelines to explain the developments of the Hominid (humankind): Australopithecines (4million years ago), Homo habilis (3million years ago), Homo erectus (2million years ago), Neanderthal (1million years ago) and Homo sapiens (present).</p> <p>Talk for Learning: In a Jigsaw activity, learners watch documentaries and discuss the characteristics of the stages of human developments, including <i>period they lived, where evidence was found, brain capacity, physical features, tools used and technological advancement.</i></p> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> ● Using a globe or a world map, learners trace famous finds of human culture including the following: <ul style="list-style-type: none"> ● 1960 At Olduvai Gorge, Tanzania, Louis Leakey found 2-million-year-old stone tools. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> • 1974 In Ethiopia, Donald Johansson found “Lucy,” a skeleton of a 3.5-million-year-old hominid. • 1978 At Laetoli, Tanzania, Mary Leakey found 3.6-million-year-old hominid footprints. • 1994 In Ethiopia, an international team of scientists found the jaw of a 2.33-million-year-old hominid. • 2002 In Chad, scientists announce discovery of the skull of a possible 6-million-year-old hominid. • Learners trace on a map of the world, earliest evidence of human migration (1,600,000–10,000 B.C.) from Africa. • Learners debate on the theory of origin of humankind as against the biblical creation stories. | |
| | 3.2.1.LI.2 | 3.2.1.AS.2 |
| | <p>Assess the factors leading to the emergence of earliest African states and kingdoms.</p> <p>Enquiry Routes: <i>How did earliest Africans control nature? How did the earliest humans transit from a nomadic to sedentary lifestyle? What were some of the earliest African states and kingdoms? What factors accounted for the growth and expansion of the earliest African kingdoms? How did earliest Africans advance in technology and agriculture?</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • Using the Internet or standard textbooks, learners explore how the earliest human transitioned from nomadism to sedentary lifestyle in Africa? • In pairs, learners discuss the effects of sedentary lifestyle on the earliest humans in Africa? • Using an ancient African map, learners trace some earliest states and kingdoms in Africa. • In small groups, learners create a chart/ mind map on environmental/ geographical features (<i>water bodies, landforms, fertile land, forest reserves, mineral deposits, etc.</i>) that contributed to the emergence of earliest African states. • Using scenarios from any African state/kingdom, learners create a multimedia presentation on how environmental features contributed to the rise and growth of that state/kingdom. E.g., | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <p><i>presence of the Nile River, fertile soil, landforms, etc.</i> helped the growth of the Ancient Egyptian kingdom.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In a jigsaw activity, learners examine how agriculture complemented the growth of earliest states and kingdoms in Africa. • In a mixed ability group, learners discuss how trading activities led to the growth and expansion of earliest African states and kingdoms. <p>Experiential Learning:</p> <ul style="list-style-type: none"> • In small groups, learners re-enact the role of great African leaders (women and men), in building earliest states and kingdoms. • Learners watch documentaries or embark on Virtual Field Trip (VFT) to appreciate the role of artistic expressions and religion in the development of earliest African states and kingdoms. | |
| 3.2.1.LI.3 | | 3.2.1.AS.3 |
| | <p>Analyse the key features of earliest African civilisations.</p> <p>Enquiry Routes: What is civilisation? What are some of the unique features of a civilisation? Which civilisations flourished in Africa? What were the common features among the earliest African civilisations?</p> <p>Talk for Learning: Learners brainstorm the meaning of civilisation and explain its general characteristics, including advancement in political, economic, religious, social, intellectual and art and technological life.</p> <p>Project-Based Learning: Using a case study, learners create a chart to show the characteristics of a civilisation in any of the major African kingdoms. (Egypt, West African Forest and Coast , East African Coast, Bantu)</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <p>Collaborative Learning: In mixed ability groups, learners explore historical sources to describe the achievements of any major African civilisation.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learners watch animations or embark on a VFT about some major achievements of African civilisations and organise a seminar on how these achievements made Africa unique. • In mixed-gender groups (<i>where applicable</i>), learners use online mind mapping tools (e.g., <i>Coggle</i>) to summarise the uniqueness of African civilisations. | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • Primary sources (archaeological finds, old photographs) • Secondary sources (textbooks, excerpts on the Evolution of Man, opinion papers, etc.) • Documentaries on the Evolution of humankind • VFTs on archaeological finds of human culture • A resource person • Tape/audio recorder • Internet access • Computer/ laptop/mobile phone, speaker-out devices. • Stationery • Globe/world map, old African Maps | <ul style="list-style-type: none"> • Ancient African Map • Visuals on environmental features of Africa including different landforms, water bodies, etc. • Documentary on the importance of the Nile River/Sahara Desert • Documentary/ VFT on arts and religion in ancient Africa • Primary sources (old photographs of Ancient African civilisation) • Documentaries/ VFTs on Ancient Africa with technological and intellectual advancements. • Videos on Egyptian civilisation • Secondary sources (Textbooks, opinion papers) • A chart on the characteristics of earliest civilisations in African. • Stationery. |

Subject History

Strand 2 STATES AND SOCIETIES IN PRE-COLONIAL TIMES

Sub-Strand 2 PRE-COLONIAL ECONOMY AND ECONOMIC ACTIVITIES

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>3.2.2.LO.1</p> <p>Use relevant historical sources to trace origins of the Trans-Saharan Trade, detailing in diverse modes its organisation and communicating effectively its impact on pre-colonial Africa.</p> | <p>Collaboration and Communication skills: Learners develop Collaboration and Communication skills as they work in mixed-ability groups to analyse historical concepts.</p> <p>Cultural Identity: Learners develop cultural identity and global citizenship skills as they trace the origins and nature of the Trans-Saharan Trade across West and North Africa.</p> <p>Creativity and Innovation: Learners become creative and innovators as they create their own presentations and posters to explain historical concepts.</p> <p>Digital Literacy: Learners develop Digital Literacy skills as they explore the internet to gather historical data.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different regions, cultures and religions. ● Embrace diversity and practise inclusion in relation to the organisation of the Trans-Saharan Trade ● Examine and dispel misconceptions/ myths about gender as they relate to the organisation of the Trans-Saharan Trade ● Interrogate their stereotypes and biases about gender and the role men and women played in the Trans-Saharan Trade ● Identify injustice in recognition of the contributions made by different groups and individuals including people living |

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| | | <p>with disabilities to the organisation of the Trans-Saharan Trade.</p> <ul style="list-style-type: none"> ● Sensitive to the inter-relatedness of the various aspects of human life. ● Value and promote patriotism and justice in the African society. <p>SEL: As learners trace the origins of the Trans-Saharan trade, detailing its organisation and impact on pre-colonial Africa, they:</p> <ul style="list-style-type: none"> ● understand and recognise causes and effects of some important historical phenomena in their societies ● build self-confidence through activities such as debates, presentations etc. ● develop good social relations and respect each other's views through group works. ● develop the belief that their thoughts and opinions are valued and recognised through activities such as group discussions, presentations and assignments etc. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience |
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| | | <ul style="list-style-type: none">● Commitment● Hard work● Integrity |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.2.2.CS.1 | 3.2.2.LI.1 | 3.2.2.AS.1 |
| <p>Demonstrate understanding of the origins, organisation, and impact of the Trans-Saharan Trade</p> | <p>Discuss the origin and nature of the Trans-Saharan Trade in Africa.</p> <p>Enquiry Routes: <i>What was the Trans-Saharan Trade about? Which regions were involved in the trade? What factors led to the rise of the trade? How was the trade conducted?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> Using think-pair-share, learners explain the concept of the Trans-Saharan Trade In mixed ability groups, learners conduct research on the Internet and the physical libraries on the various regions that participated in the Trans-Saharan Trade. <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> Learners brainstorm the factors that led to the rise of the Trans-Saharan Trade. In small groups, learners role-play how the introduction of the camel influenced the Trans-Saharan Trade. <p>Talk for Learning:</p> <ul style="list-style-type: none"> In concentric circles, learners discuss how the introduction of Islam in West Africa influenced the Trans-Saharan Trade. Using the fishbowl strategy, learners discuss the mode of transport of commodities in the Trans-Saharan Trade, including the use of human porters and beasts of burden such as donkeys, horse-drawn chariots, and the camel. <p>Experiential Learning:</p> <ul style="list-style-type: none"> Learners watch a documentary on how the Trans-Saharan Trade was conducted and discuss in small groups the organisation of the trade. | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In small groups, learners re-enact the role played by the Tuareg in the Trans-Saharan Trade, including their establishment of rest stops, production of food and water, provision of horses and camels, and their roles as guides, guards, and interpreters for traders. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners create a poster that shows the major items of trade from Northern Africa and Western Sudan. ● Using an old map of Africa, learners trace the three main routes for the Trans-Saharan Trade namely, Western, Central and Eastern routes. | |
| 3.2.2.LI.2 | | 3.2.2.AS.2 |
| | <p>Assess the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies.</p> <p>Enquiry Routes: <i>How did the Trans-Saharan trade affect African states? What was the social impact of the trade on the African states? What were the economic effects of the Trans-Saharan Trade on African states? In what ways did the trade impact the existing political systems of African states?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● Using Pair-Share-Repeat strategy, learners identify the various African states that the Trans-Saharan Trade affected. ● Using an old map of Africa, learners locate these states on the map. ● In small groups, learners discuss how the trade affected the social life of Africans including, religion, marriage, language, urbanisation, and the social class system. <p>Project Based-Learning: In mixed-ability groups, learners make presentations on evidence of growth, expansion of states, creation of armies and the general political impact of the Trans-Saharan Trade on African states.</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <p>Talk for Learning: Using the Snowball strategy, learners discuss the economic impact of the Trans-Saharan Trade such as exploitation of natural resources, development of craft industries, income generation, etc.</p> | | | |
| 3.2.2.LI.3 | | | | 3.2.2.AS.3 |
| | <p>Investigate reasons for the decline of the Trans-Saharan Trade.</p> <p>Enquiry Routes: <i>What problems did the caravan traders encounter? What factors led to the decline of the Trans-Saharan Trade? Which of these factors were internal? What were the external factors?</i></p> <p>Talk for Learning: In small groups, learners discuss some of the problems that the caravan traders faced. E.g., <i>shortage of water, attacks by robbers, etc.</i></p> <p>Technology-Enhanced Active Learning (TEAL): With the use of the internet, learners search for the factors that led to the decline of the Trans-Saharan Trade. E.g., <i>the fall of kingdoms, over-exploitation of natural resources</i></p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> • In mixed-ability groups, learners create a poster that classifies factors for the decline of the Trans-Saharan Trade into Internal and External. • In small groups, learners create multimedia presentations on how European exploration of West Africa affected the Trans-Saharan Trade. <p>Collaborative Learning: In a Fishbowl activity, learners discuss the effects of the decline of the Trans-Saharan Trade on West Africans including, loss of livelihoods, desertion of towns and cities, halting spread of Islamic education and culture, etc.</p> | | | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> • An old map of Africa. • Pictures of the Sahara Desert • Documentaries on the nature of the Trans-Saharan Trade. | <ul style="list-style-type: none"> • Picture of a Beasts of Burden e.g., donkeys and horse-drawn chariots • Internet access • Computer, sound speakers, etc. | <ul style="list-style-type: none"> • Stationery • Mind map on the effects of the Trans-Saharan Trade | |

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| | | | <ul style="list-style-type: none">• A poster on the decline of the Caravan Trade |
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Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand I RELIGION AND RELIGIOUS CHANGE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| 3.3.1.LO.1 | | |
| <p>Use relevant historical sources in the environment to recount trends of change and continuity in African religious practices, establishing the impact on African societies.</p> | <p>Collaboration and Communication skills: Learners develop Communication and Collaboration skills as they work in groups to analyse historical happenings.</p> <p>Cultural Identity: Learners develop cultural identity and global citizenship skills as they explore African indigenous religion and influences from global context.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different religious beliefs and orientations ● Embrace diversity and practise inclusion in relation to changes and continuity in African religious practices ● Examine and dispel misconceptions/ myths about gender as they relate to changes and continuity in African religious practices ● Interrogate their stereotypes and biases about gender and the role men and women played in religious practices of African societies ● Identify injustice in recognition of the contributions made by different groups and individuals including people living with disabilities. |

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| | | <ul style="list-style-type: none"> ● Sensitive to the inter-relatedness of the various aspects of human life ● Value and promote patriotism and justice in society <p>SEL:As learners recount trends of change and continuity in African religious practices, establishing the impact on African societies, they:</p> <ul style="list-style-type: none"> ● respect and tolerate each other’s views through group and pair works. ● develop respect for diversity and share their cultural backgrounds and experiences. ● develop their own strategies on how to complete a task or learn a new concept through assigned tasks/projects. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Friendliness ● Open mindedness ● Patience ● Commitment ● Hard work |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.3.1.CS.1 | 3.3.1.LI.1 | 3.3.1.AS.1 |
| <p>Demonstrate understanding of the religious change and continuity in Africa.</p> | <p>Discuss indigenous African religious beliefs and practices.</p> <p>Enquiry Routes: <i>What was the nature of African religion before their contact with foreign groups? What were the religious beliefs and practices of Africans before contact with foreign groups? How important were these religious beliefs and practices to the African society?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> ● In pairs, learners create an outline of key African religious beliefs making references to earlier civilisations studied: E.g., belief in life after death, a Supreme God, deities, nature, ancestors, etc. ● Learners hold small group seminars on the religious practices of Africans before their contact with foreign groups. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Learners watch a documentary or pictures on African religious practices and discuss their observations in groups. ● In groups, learners act out the roles of females in indigenous African religious practices including serving as priestesses, medicine women, healers, soothsayers, etc. <p>Talk for Learning:</p> <ul style="list-style-type: none"> ● In mixed-ability groups, learners discuss how African traditional religion helped to sustain African culture and livelihood. ● In a Snowball activity, learners discuss aspects of the indigenous African religious beliefs that have changed or continued over time. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | 3.3.1.LI.2 | 3.3.1.AS.2 |
| | Trace the advent and influence of Islam and Christianity on Africa. | Level 1 Recall |
| | <p>Enquiry Routes: <i>Which people introduced Islam and Christianity into Africa? How were these two religions introduced? What impact have these two religions had on Africa? What are their similarities and differences?</i></p> <p>Cooperative Learning: In small groups, learners formulate historical questions (5Ws 1H) to trace the beginnings of Christianity and Islam in Africa.</p> <p>Experiential Learning: Learners hold a class seminar with a resource person/griot to discuss how Christianity and Islam were introduced and accepted in Africa. OR Learners watch a documentary on the introduction of Islam and Christianity and discuss their observation in class.</p> <p>Project-Based Learning: Using the Internet, learners search for the influence of these two religions (Islam and Christianity) on Africa and present your findings in class.</p> | <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| Teaching and Learning Resources | <ul style="list-style-type: none"> • Resource persons including traditional priests and leaders/ griots • Primary source and secondary data including folk songs, photographs, and videos of indigenous religious practices. • Primary and secondary source data on missionary activities including photographs, videos, documents, etc. • Internet access | <ul style="list-style-type: none"> • Computers/ laptops, LCD projector/screen, video/ audio player • Documentaries on Introduction of Islam and Christianity in Africa. • Stationery |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 2 GLOBAL CONNECTIONS

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>3.3.2.LO.1</p> <p>Use relevant historical sources to develop historical perspective on the Trans-Atlantic Slave Trade in Africa and justify the forms of resistance Africans put up against the Trans-Atlantic Slave Trade.</p> | <p>Collaboration and Communication skills: Learners develop Collaboration and Communication skills as they work in groups to explain historical concepts.</p> <p>Digital Literacy: Learners develop Digital Literacy as they manipulate videos to explain historical concepts.</p> <p>Cultural Identity and Global Citizenship: Learners develop cultural identity and global citizenship as they learn about different continents including Africa and the relationship that exist between Africans and Diasporan Africans.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Examine and dispel misconceptions/ myths about gender as they relate the Trans-Atlantic Slave Trade. ● Interrogate their stereotypes and biases about gender and the role men and women played in resistance to the Trans-Atlantic Slave Trade ● Identify injustice, especially in recognition of the contributions of different groups and individuals (including people living with disabilities) to the abolition of the Trans-Atlantic Slave Trade. <p>SEL: As learners develop historical perspectives on the Trans-Atlantic slave</p> |

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| | | <p>trade in Africa and justify the forms of African resistance against the trade, they:</p> <ul style="list-style-type: none">● develop good social relations and respect each other's views through group and pair works.● understand and appreciate the causes and effects of historical phenomena in their societies.● begin to develop sympathy and empathy for each other through group works. <p>National Core Values:</p> <ul style="list-style-type: none">● Respect● Commitment● Loyalty● Hard work● integrity |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.3.2.CS.1 | 3.3.2.LI.1 | 3.3.2.AS.1 |
| <p>Demonstrate understanding of the advent and impact of the Trans-Atlantic Slave Trade in Africa.</p> | <p>Investigate the nature and impact of the Trans-Atlantic Slave Trade.</p> <p>Enquiry Routes: <i>What is the Trans-Atlantic slave trade? Which continents were involved in the trade? How was the trade carried out? Why did it increase in volume in the 18th century? What were the effects of the trade on Africa and the West?</i></p> <p>Talk for Learning:</p> <ul style="list-style-type: none"> • Learners brainstorm the difference between indigenous African slavery and the Atlantic Slave Trade. • In a Pair-Share-Repeat activity, learners discuss the advent of the Trans-Atlantic Slave Trade in Africa. <p>Project Based-Learning: In small groups, learners create posters to show the continents that were involved in the Trans-Atlantic Slave Trade and explain the concept of Triangular Trade. <i>HINT: Let learners who are physically challenged observe posters and discuss with their peers.</i></p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Let learners embark on a field trip or a Virtual Field Trip (VFT) to any of the slave castles across Africa to enquire on how the Trans-Atlantic Slave Trade was conducted. • Use pictures and videos to describe to learners, the nature of the Trans-Atlantic Slave Trade including how slaves were captured, treated in castles/forts, and transported to the New World through the 'Middle Passage'. <p>Talk for Learning:</p> <ul style="list-style-type: none"> • In a snowball activity, learners discuss why the slave trade increased in volume in the 18th century. | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |

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| | <ul style="list-style-type: none"> ● In a concentric circle, learners discuss how the Trans-Atlantic Slave Trade affected women in Africa. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● Learners research on the effects of the slave trade on Africa and the West and make group presentation. ● Learners debate on the impact of the Trans-Atlantic Slave Trade. | |
| 3.3.2.L1.2 | | 3.3.2.AS.2 |
| | <p>Analyse the nature of African resistance against the Trans-Atlantic Slave Trade.</p> <p>Enquiry Routes: <i>In what ways did Africans show their resistance against the Trans-Atlantic slave trade? How successful were these African resistances against the trade?</i></p> <p>Collaborative Learning: In small groups, learners discuss some resistance strategies put up by Africans against the Slave trade including resettling to hard-to-find places (Sokoto Caliphate in (Nigeria); building fortresses and fortifications to protect people against slave capture (Gwolu in Ghana); rigid style of leadership to impose new form of habitats (The Kayor and Baol of Senegal); creation of maroon societies in Upper Guinea Coast; role of child sentinels; using venomous plants and insects against slave raiders; creating spiritual protections, etc.</p> <p>Experiential Learning: In a jigsaw activity, learners role-play the contribution of African ruling elite in resisting the Atlantic Slave Trade including attempts by the Oba of Benin to stop slave trafficking; King Tezifon of Allada's rejection of French request to establish a trading post; King Agaja of Dahomey's attack on slave raiders; the Almamy of Futa Toro's attempt to forbid the passage of slaves for sale through his territory, etc.</p> <p>Project-Based Learning: In mixed-ability groups, learners explore primary and secondary sources to prepare posters on the roles of African abolitionists abroad in resisting and ending the Slave Trade including Oladauh Equiano, Timothy Hutton Brew and Quabna (Kobina) Ottobah.</p> | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <p>Technology Enhanced Active Learning (TEAL): Learners watch a documentary or movies on how slaves put up a brave resistance against their slave masters on the ship and in the New World. Eg; how enslaved Africans revolted against French masters and freed themselves in the Haitian Revolution of 1791.</p> <p>Talk For Learning: Learners form concentric circles to discuss reasons for the abolition of the Trans-Atlantic Slave Trade including Humanitarian, Economic and Political Reasons.</p> | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Documentary on slavery and the slave trade in Africa. ● VFT on slave castles across Africa. ● Pictures of slave castles, dungeons, ships, shackles ● Secondary accounts on the slave trade (textbooks, newspaper reports, opinion papers) ● Map of the world ● Internet access ● Computer/ laptop/mobile phone, speaker-out devices. | <ul style="list-style-type: none"> ● Stationery ● A chart on the nature of African Resistance against the Slave Trade. ● Documentaries/ movies on African resistance against the slave trade. ● Pictures and documentaries on Abolitionists. ● Primary and Secondary sources on Resistance to Slave Trade ● A poster on the decline of the Caravan Trade |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 3 PRELUDE TO COLONISATION AND COLONIAL RULE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>3.3.3.LO.1</p> <p>Employ relevant historical skills to analyse and describe how Africa was partitioned, the nature of European rule and the involvement of Africans in the two World Wars including how both influenced nationalism towards independence in different African countries.</p> | <p>Critical Thinking: Learners develop Critical Thinking and Problem-Solving skills as they analyse historical sources including political cartoons to draw conclusions on the impact of the Berlin Conference on Africa.</p> <p>Digitally Literacy: Learners develop Digital Literacy skills as they explore the internet to gather historical data.</p> <p>Collaboration and Communication skills: Learners develop Collaboration and Communication skills as they work in groups to explain historical concepts.</p> <p>Creative and Innovators: Learners become creative and innovators as they create multimedia presentations, charts, and models to explain historical happenings</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different race and political orientations. ● Examine and dispel misconceptions/ myths about gender as they relate to Africa’s involvement in the two World Wars. ● Interrogate their stereotypes and biases about gender and the role men and women played in the two World Wars. ● Identify injustice, especially in recognition of the contributions of Africans in the two world wars and how it influenced nationalism in parts of Africa. ● Value and promote patriotism, open-mindedness and justice in the African society |

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| | | <p>SEL: As learners analyse and describe the partition of Africa and the nature of European rule as well the involvement of Africans in the two world wars, they:</p> <ul style="list-style-type: none"> ● work to foster an environment that supports relationship building among themselves. ● develop opportunities to practice good communication skills e.g., verbalizing their message, listening to others etc through activities such as debates, presentations, discussions etc. ● develop their own strategies on how to complete a task or learn a new concept through assigned projects <p>National Core Values:</p> <ul style="list-style-type: none"> ● Integrity ● Tolerance ● Open mindedness ● Patience ● Integrity ● Hard work |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.3.3.CS.1 | 3.3.3.LI.1 | 3.3.3.AS.1 |
| <p>Demonstrate understanding of how the Europeans scrambled for and partitioned Africa and how Africans were eventually drawn into the two World Wars.</p> | <p>Assess the Berlin Conference of 1884-1885 and its impact on Africa.</p> <p>Enquiry Routes: <i>What was the Berlin Conference about? Where was the Berlin Conference held? When was it held? Who organised the conference? Which European countries were represented in the conference? What agreements/ decisions were reached? What was the impact of the Berlin conference on Africa?</i></p> <p>Talk for Learning:</p> <ul style="list-style-type: none"> Using think-pair-share activity, learners describe the Berlin Conference of 1884-1885. Using Graffiti wall activity, learners explain the rationale behind the Berlin Conference of 1884-1885. <p>Project-Based Learning:</p> <ul style="list-style-type: none"> In a jigsaw activity, learners create charts that explain the economic, political, and social factors influencing the organisation of the Berlin Conference of 1884-1885. In small groups, learners create posters on European countries and leaders who represented them in the Berlin Conference. In mixed-ability groups, learners create an oral or written presentation on the agreements made at the Berlin Conference. <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> In pairs, learners analyse political cartoons on the Berlin Conference to justify or otherwise the scramble for Africa. <p><i>HINT: Encourage learners who are visually impaired to sit in front to help them during the task.</i></p> <ul style="list-style-type: none"> In small groups, learners compare the map of Africa prior to 1885 to map of Africa after its partition. | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning.</p> |

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| | <ul style="list-style-type: none"> • Learners make an outline of countries that were claimed by each of the European countries and explain why some African kingdoms (countries) remained independent after the partition. • In mixed-ability groups, learners analyse primary and secondary sources to determine the impact of the partition of Africa. | |
| 3.3.3.LI.2 | | 3.3.3.AS.2 |
| | <p>Assess indirect and direct rule systems in West Africa.</p> <p>Enquiry Routes: How is indirect rule different from direct (assimilation) rule? Which African countries practised indirect rule? What were the roles of traditional rulers under Indirect Rule? Where in Africa was direct rule system practised? In which years were direct and indirect rule systems predominantly used in West Africa? How did Africans resist direct and indirect rule?</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Using think-pair share activity, learners explain how Indirect Rule differs from Direct Rule system. • Learners brainstorm and identify the European countries that adopted indirect and direct rule systems. • In a Jigsaw activity, learners create a chart that explains features of the direct and indirect rule systems. <p>Talk for Learning:</p> <ul style="list-style-type: none"> • With the help of a resource person, learners hold a seminar on the role of traditional leaders in Indirect Rule. • In a Snowball activity, learners discuss why the educated elites opposed the Indirect system. <p>Technology Enhanced Active Learning (TEAL):</p> <ul style="list-style-type: none"> • Using the internet, learners search for the reasons for the adoption of Indirect and Direct rule systems in parts of Africa. • In mixed-ability groups, learners create multimedia presentations on the unintended advantages and the disadvantages of indirect and direct rule systems. | <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |

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| | <p>3.3.3.LI.3</p> <p>Assess Africa's role in the First and Second World Wars and how this influenced independence struggle across different regions.</p> <p>Enquiry Routes: <i>In what years were World War I (WWI) and World War II (WWII) fought? Who were the factions of the wars? How did the wars involve Africans? Where was the WWI and WWII fought especially in Africa? What role did Africans play in the World Wars?</i></p> <p>Project-Based Learning: With the help of the internet, learners research and create a chronological timeline to show the major historical events in Africa and the world between 1910s to 1940s including the beginning and end of the WWI and WWII.</p> <p>Technology Enhanced Active Learning (TEAL): Learners watch documentaries and discuss in small groups how Africans were drawn into WWI and WWII.</p> <p>Experiential Learning: Learners re-enact the participation of African soldiers in WWI and WWII and debrief with a discussion on the role of African soldiers in the World Wars.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In mixed-ability groups, learners create a presentation on the role Africans played in WWI and WWII including supply of soldiers, financial support, supply of foodstuffs, supply of raw materials, etc. • In mixed-gender groups (where possible), learners examine the role African women played in WWI and WWII. • In small groups, learners create a mind map to explain the impact of the World Wars on political developments in Africa, including constitutional reforms, formation of political parties, quest for self-government, etc. | <p>3.3.3.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> |
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| | <ul style="list-style-type: none"> ● In a jigsaw activity, learners talk about the impact of World War I and World War II on the social developments in Africa including developments in higher education, health care, Africanisation of the civil service, etc. ● In a fishbowl activity, learners discuss impact of the World Wars on the African economy including emergence of a weak economy, increase demand for raw materials, shortage and price hikes, production of cash crops, spread of communist and capitalist ideas. <p>Cooperative Learning: In small groups, learners create multimedia presentations on the impact of the Second World War on nationalist movements in Africa including breaking the myth of 'superiority' of Europeans; African soldiers learning how to read and write; introduction of new ideas such as quest for freedom, liberty, self-government, justice; facilitating nationalist struggles in the colonies; opposing discrimination, emergence of political parties, etc.</p> | |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Primary sources on the Berlin Conference (old photographs, videos, documents, newspaper reports, etc.) ● A chart on the rationale for the Berlin Conference. ● Cartoons on the Berlin Conference ● Map of Africa before and after its partition. ● Internet access ● Computer/ laptop/mobile phone, speaker-out devices. ● Stationery | <ul style="list-style-type: none"> ● A chart on the difference between Direct and Indirect Rule. ● Old African and European maps ● A chart on features of Direct and Indirect Rule. ● A resource person ● Primary sources on WWI and WWII (old photographs, videos, newspaper reports, etc.) ● Documentaries on WWI and WWII ● A chart on impact of the World Wars on Africa |

Subject History

Strand 3 AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

Sub-Strand 4 RESPONSE TO COLONIAL RULE

| Learning Outcomes | 21 st Century Skills and Competencies | GESI, SEL and Shared National Values |
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| <p>3.3.4.LO.1</p> <p>Use relevant historical sources to investigate the nature of African resistance against colonial rule and develop opinions on how resistance against colonialism helped to exhibit traits such as patriotism, loyalty, national consciousness, tolerance, and teamwork.</p> | <p>Critical Thinking: Learners develop Critical Thinking skills as they analyse primary and secondary sources on the forms of resistance against colonial rule.</p> <p>Collaboration and Communication skills: Learners develop Collaborative and Communication skills as they work together.</p> <p>Creative and Innovators: Learners develop Creativity and Innovation skills as they create their own charts, models, presentations to explain historical concepts.</p> | <p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different backgrounds ● Embrace diversity and practise inclusion ● Examine and dispel misconceptions/ myths about gender as they relate resistance against colonial rule ● Interrogate their stereotypes and biases about gender and the role men and women played in Africa’s resistance against colonial rule ● Identify injustice, especially in recognition of the contributions of different groups and individuals (including people living with disabilities) to the fight for Independence across African states |

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| | | <ul style="list-style-type: none"> ● Value and promote characters such as patriotism, loyalty, national consciousness, tolerance and team in the society <p>SEL: As learners investigate the nature of African resistance against colonial rule and how this resistance helped to exhibit traits such as patriotism, loyalty, etc. they:</p> <ul style="list-style-type: none"> ● create a healthy relationship among themselves through group and pair work. ● practice good communication skills e.g., verbalising their message, listening to others, etc. through group discussions and presentations. ● practise identifying and expressing their feelings through activities such as discussions, debates, role. <p>National Core Values:</p> <ul style="list-style-type: none"> ● Tolerance ● Respect for diversity ● Commitment ● Fairness ● Commitment ● Hardness |
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| Content Standards | Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and Competencies, and GESI | Assessment |
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| 3.3.4.CS.1 | 3.3.4.LI.1 | 3.3.4.AS.1 |
| Demonstrate understanding of Africans' resistance against colonial rule. | <p>Discuss the conditions that led to African resistance to colonial rule.</p> <p>Enquiry Routes: <i>What conditions led to Africans' resistance against colonial rule? How did these conditions spark-up, increased resistance against colonial rule?</i></p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • In small groups, learners formulate historical questions to analyse how social policies of the colonial government led to African resistance. E.g., segregation in types of housing units (accommodation), low remuneration to African civil servants, discrimination, limited opportunities for higher education, etc. • Learners form concentric circles to discuss and present on economic policies of the colonial governments and how they increased African resistance or nationalism. E.g., exploitation of resources, forced labour, cash crop production issues, European monopoly, foreign domination of the economy, high taxation, etc. <p>Project-Based Learning: Learners dramatize how social and economic policies of colonial governments in Africa contributed to nationalistic tendencies in different parts of Africa. <i>Hint: Let learners who cannot speak use sign to demonstrate the things they cannot say or mention.</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p> |
| | 3.3.3.LI.2 | 3.3.3.AS.2 |
| | <p>Analyse the nature of African resistance against colonial rule.</p> <p>Enquiry Routes: <i>How did Africans resist against colonial rule? What role did individuals and groups play towards the struggle of Independence across Africa?</i></p> | <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> |

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| | <p>Project-Based Learning: In pairs, learners create charts to describe the nature of Africans' resistance against colonial rule including the role of protest parties and movements, role of African-owned presses and newspapers, religious reformist groups, role of Pan-Africanists, etc.</p> <p>Cooperative Learning: In small groups, learners create biographical data/ history-makers chart on African nationalists abroad including Marcus Garvey, W.E.B. Dubois, George Padmore, etc. and how they influenced African nationalists in the struggle for independence.</p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> ● In small groups, learners perform a drama on the contributions of independent movements and groups toward the struggle for independence in parts of Africa. E.g., the Negritude Movement, the Mau Mau etc. <p>HINT: Encourage learners who are physically challenged to take part in the drama.</p> <ul style="list-style-type: none"> ● Using primary and secondary sources, learners examine how Independence struggles occurred in some parts of Africa: (Nigeria in 1960, Algeria in 1962, Kenya in 1963, and South Africa in 1994) <p>Technology-Enhanced Active Learning: Learners watch documentaries on the role of African nationalists in the struggle of Independence across parts of Africa. E.g., Dr. Kwame Nkrumah of Ghana, Jomo Kenyatta of Kenya, Ahmed Ben Bella of Algeria, Nelson Mandela of South Africa, etc.</p> | <p>Level 4 Extended critical thinking and reasoning</p> |
| <p>Teaching and Learning Resources</p> | <ul style="list-style-type: none"> ● Photographs of European settlement patterns in Africa / housing units / Government reservation areas in Africa ● Mind map of conditions leading to African resistance of European rule ● Pictures of cash crops ● Documentary on the general socio-economic policies of the colonial government ● Internet access ● Computer/ laptop/mobile phone, speaker-out devices. | <ul style="list-style-type: none"> ● Stationery ● Primary sources (old photographs, art forms, newspaper reports, etc. nationalist groups) ● Textbooks, newspaper articles/opinion papers, etc. ● A chart on early protest movements in Africa. ● Documentaries on activities on early protest movements. ● Pictures of nationalists |