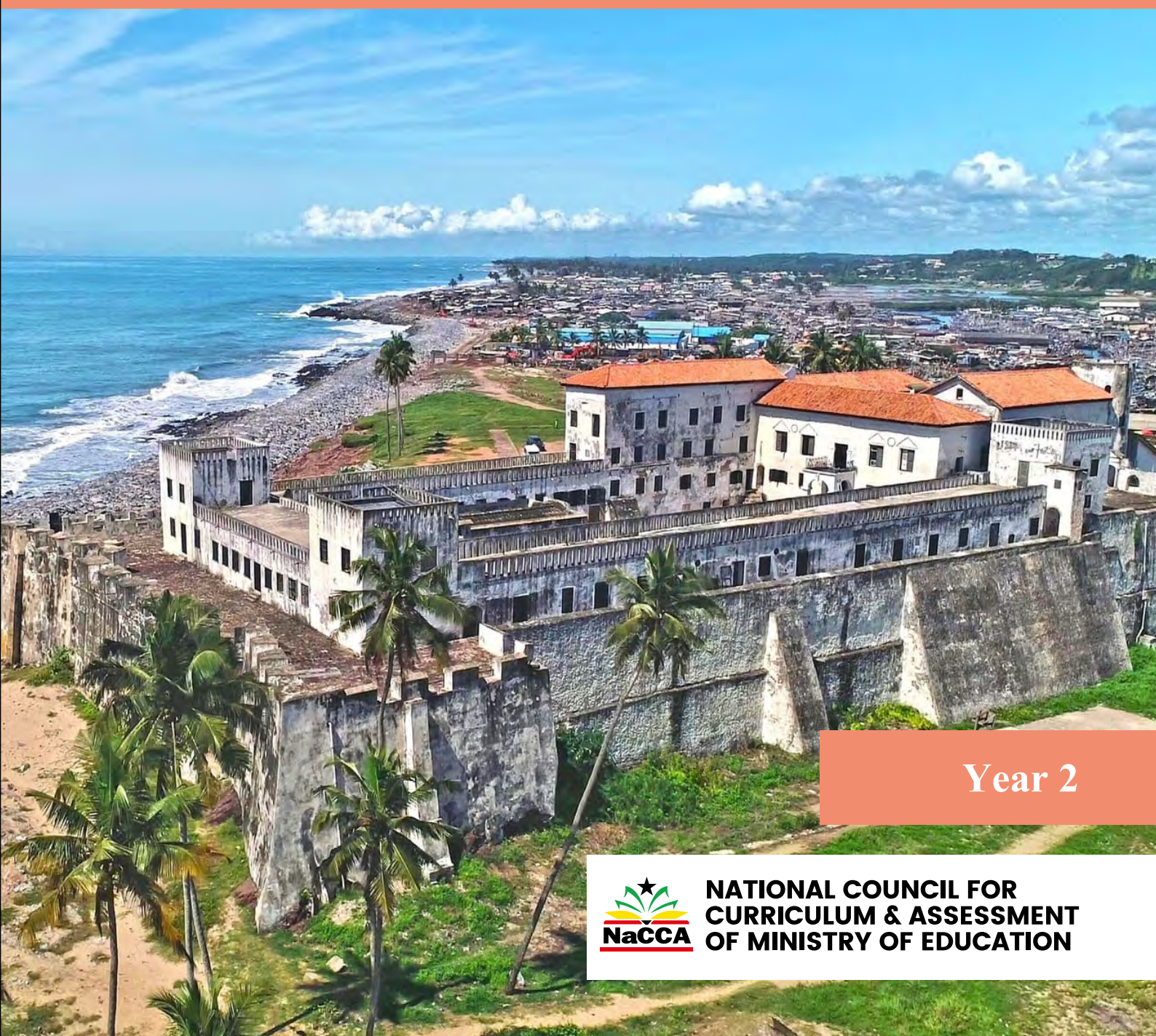




MINISTRY OF EDUCATION

HISTORY **for Senior High Schools**

TEACHER MANUAL



Year 2



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

History for Senior High Schools Teacher Manual Year Two



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

HISTORY TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P.O. Box CT PMB 77
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



©2025 Ministry of Education

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.

Contents

INTRODUCTION	IX
ACKNOWLEDGEMENTS	X
SECTION 1: HISTORICAL SOURCES	1
Strand: Historical Inquiry and Writing	1
Sub-Strand: Sources and Methods of Reconstructing History	1
Week 1	3
Focal Areas 1 & 2: Primary and Secondary Sources of History	3
Focal Area 3: Authenticating Primary and Secondary Sources	7
Week 2	11
Focal Areas 1 & 2: Assessing authentic online historical sources	11
Focal Area 3: Dangers associated with using ‘fake’ historical sources in studying and writing history	14
Appendix A: Group Project	18
SECTION 2: EUROPEAN ENCOUNTER AND COLONIALISM IN GHANA	21
Strand: Age of Encounter and Exchanges up to the 20th Century	21
Sub-Strand: Global Connections	21
Week 3	24
Focal Area 1: European countries whose citizens sailed to the coast of Ghana	24
Focal Area 2: Motives of early European explorers to Ghana and their initial encounter	28
Focal Area 3: Trade items exchanged between Europeans and the people of Gold Coast	31
Week 4	33
Focal Area 1: Demand for gold and ivory from the Gold Coast and the eventual shift to trade in humans	33
Focal Area 2: The Trans-Atlantic Slave Trade in Ghana	35
Focal Area 3: Effects of the Trans-Atlantic Slave Trade on Gold Coast	39
Week 5	43
Focal Areas 1 and 2: Major treaties signed between the British and the people of Gold Coast	43
Focal Area 3: Anglo-Asante Wars and their effects	46
Week 6	49
Focal Area 1: How the various parts of ‘Ghana’ came under British control or annexation	49

Focal Area 2: Effects of European (British) presence on Indigenous sanitation and health care systems in Ghana	52
Focal Area 3: Effects of European (British) presence on education in Ghana	54
Week 7	57
Focal Area 1: Effects of European presence on housing and architectural designs	57
Focal Area 2: Effects of European presence on the transport and communication sectors	59
Focal Area 3: Original intentions behind the social developments made by the Europeans.	61
Week 8	65
Focal Area 1: Structure of British Political System	65
Focal Area 2: Role of Chiefs in the Colonial Political Structure and the Native Jurisdiction Ordinance	67
Focal Area 3: Colonial Constitutions (1916, 1925, 1946, 1951)	70
Week 9	73
Focal Area 1: Effects of European activities on the agricultural sector	73
Focal Area 2: Effects of European activities on the Mining sector	75
Focal Area 3: Developments in the finance sector	78
Week 10	81
Focal Area 1: Contributions of Governor Guggisberg (1919 – 1927) in the Economic Sector	81
Focal Area 2: Challenges of Economic Development in the Gold Coast	84
Focal Area 3: Ghanaian entrepreneurs that emerged as a result of European presence and activities	86
Appendix B: Example of Portfolio for Performance Assessment (for Individual learners)	90
APPENDIX C: Sample Rubric for scoring role-play	94
APPENDIX D: Observation Checklist for documentary on Anglo-Asante War	97
APPENDIX E: Structure of Mid-Semester Examination and Table of Specification	98
Appendix F: Rubrics for scoring reporting tasks	99
SECTION 3: NATIONALISM AND THE JOURNEY TO INDEPENDENCE	101
Strand: Age of Encounter and Exchanges up to the 20th Century	101
Sub-Strand: Response to Colonial Rule	101
Week 11	104
Focal Area 3: The Poll Tax Ordinance of 1852	106
Week 12	110
Focal Areas 1: Common features of nationalist movements in Ghana before World War II (WWII)	110
Focal Areas 2: The Fante Confederation (1868-1873)	113
Focal Areas 3: Aborigines Rights Protection Society (ARPS) - 1897	117

Week 13	122
Focal Area 1: National Congress of British West Africa (NCBWA)-1920	122
Focal Area 2: West African Students Union (WASU)-1925	125
Focal Area 3: The Gold Coast Youth Conference (GCYC) and West African Youth League (WAYL)	128
Week 14	133
Focal Area 1: Factors that facilitated the rise of nationalism after WWII	133
Focal Area 2: Formation of the United Gold Coast Convention (UGCC) in 1947	135
Focal Area 3: The 1948 Riots in Ghana	138
Week 15	142
Focal Area 1: The Watson Commission	142
Focal Area 2: Formation of the CPP in 1949	144
Focal Area 3: The Coussey Committee	148
Week 16	151
Focal Area 1: The 1951 and 1954 General Elections	151
Focal Area 2: The 1956 General Elections and why Nkrumah won all pre-independence General Elections	154
Focal Area 3: Emergence of the National Liberation Movement (NLM)	157
Week 17	161
Focal Area 1: Togoland question of union or unification and the 1956 Plebiscite	161
Focal Areas 2 & 3: The role women played in Ghana's Independence Struggle	166
Appendix G: Guidelines for structuring the End of Semester Examination and sample questions	170
APPENDIX H: Sample Individual Project Work (Concept Map)	176
SECTION 4: POST-INDEPENDENCE DEVELOPMENTS IN GHANA	178
Strand: Independence and Post-colonial Developments	178
Sub-Strand: Socio-Economic and Political Developments in Ghana (1957 - 2007)	178
Week 18	181
Focal Area 1: The diarchy system of Government in Ghana (1957 - 1960)	181
Focal Area 2: Merits and demerits of the diarchy system of government that was practised in Ghana from 1957 - 1960	185
Focal Area 3: Processes leading to Ghana's attainment of a Republican status in 1960	187
Week 19	191
Focal Area 1: Social developments under the CPP (1957-1966)	191
Focal Area 2: Economic developments under the CPP (1957-1966)	194
Focal Area 3: Political developments under the CPP (1957-1966)	198

Week 20	203
Focal Area 1: Factors leading to the overthrow of the CPP and the Political developments under the National Liberation Council (NLC) – 1966 - 1969	203
Focal Area 2: Socio-economic developments under the NLC (1966-1969)	207
Focal Area 3: Political developments under the Progress Party [PP] (2nd Republic)	212
Week 21	217
Focal Area 1: Socio-Economic Developments Under the Progress Party (2nd Republic)	217
Focal Area 2: National Redemption Council (NRC) and Supreme Military Council I (SMC I)	220
Focal Area 3: The Supreme Military Council II	223
Week 22	227
Focal Area 1: Armed Forces Revolutionary Council (AFRC)	227
Focal Area 2: The Third Republic (PNP)	229
Focal Area 3: Provisional National Defence Council (PNDC)	232
Week 23	237
Focal Area 1 & 2: Major Developments Leading to the Inception of the 4th Republic	237
Focal Area 3: Political developments in Ghana from 1993 to 2007	241
Week 24	246
Focal Areas 1 & 2: Socio-economic developments in Ghana from 1993 to 2007	246
Focal Area 3: Role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007)	249
Appendix I : Structure and Sample Table of Specification for Mid-Semester 2 Examination	257
Appendix J: Guidelines for Structuring the End of Semester Examination	259
Appendix K: Sample Gamification Task	268
REFERENCES/ ADDITIONAL READING	270

List of Figures

Figure 1: Illustration of historical data that can be obtained from an old currency	4
Figure 2: Forts and Castles built by Europeans in Ghana	25
Figure 3: A map showing the triangular trade	37
Figure 4: Some slave markets and forts/castles in the Gold Coast	37
Figure 5: Some key leaders of the ARPS	117
Figure 6: Colonial Map of Ghana Showing the Various Administrative Regions	162
Figure 7: Outcome of the 1956 Plebiscite (Northern section)	163
Figure 8: Outcome of the 1956 Plebiscite (Southern section)	163
Figure 9: Results of the 1956 Plebiscite in British Togoland	163
Figure 62: Cabinet ministers in Ghana (1957 - 1960)	182
Figure 10: A chart showing the number of seats and percentages won by political parties in the 1969 elections	213
Figure 11: A chart showing the political parties that ruled Ghana from 1993 to 2007	242
Figure 12: A picture gallery of Vice Presidents that served Ghana (1993-200)	242
Figure 13: Picture gallery of Speakers of Parliament (1993-2007)	242
Figure 14: Picture gallery of Chief Justices (1993-2007)	243
Figure 15: Electoral Commissioner of Ghana (1993 - 2015)	243

List of Tables

Table 1: Differences between primary and secondary sources	3
Table 2: Political Parties that contested the August 1969 elections and the number of seats they obtained	212

Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS) curriculum which aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for History is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS) curriculum.

The writing team was made up of the following members:

National Council for Curriculum and Assessment	
Name of Staff	Designation
Eric Amoah	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Anthony Sarpong	Director, Standards, Assessment and Quality Assurance Directorate
Uriah Kofi Otoo	Senior Curriculum Development Officer (Art and Design Foundation & Studio)
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Juliet Owusu-Ansah	Senior Curriculum Development Officer (Social Studies)
Ayuuba Sullivan Akudago	Senior Curriculum Development Officer (Physical Education & Health)
Godfred Asiedu Mireku	Senior Curriculum Development Officer (Mathematics)
Samuel Owusu Ansah	Senior Curriculum Development Officer (Mathematics)
Thomas Kumah Osei	Senior Curriculum Development Officer (English)
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer (Economics)
Joachim Kwame Honu	Principal Standards, Assessment and Quality Assurance Officer
Jephtar Adu Mensah	Senior Standards, Assessment and Quality Assurance Officer
Richard Teye	Senior Standards, Assessment and Quality Assurance Officer
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer

National Council for Curriculum and Assessment	
Name of Staff	Designation
Francis Agbalenyo	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

Subject	Writer	Designation/Institution
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Kwame Mantey	University of Education Winneba
	Innocent Duncan	KNUST Senior High School
Agricultural Science	David Esela Zigah	Achimota School
	Prof. J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Issah Abubakari	Half Assini Senior High School
	Mrs. Benedicta Carbilba Foli	Retired, Pope John SHS and Minor Seminary
Agriculture	Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's Senior High School
Automotive and Metal Technology	Dr. Sherry Kwabla Amedorme	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Kunkyuuri Philip	Kumasi Senior High Technical School
	Emmanuel Korletey	Benso Senior High Technical School
	Philip Turkson	G E S

Subject	Writer	Designation/Institution
Electrical and Electronics Technology	Walter Banuenumah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Akuffo Twumhene Frederick	Koforidua Senior High Technical School
	Gilbert Second Odjamgba	Ziavi Senior High Technical School
Building Construction and Woodwork Technology	Wisdom Dzidzienyo Adzraku	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Michael Korblah Tsorgali	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Dr. Prosper Mensah	CSIR-FORIG
	Isaac Buckman	Armed Forces Senior High Technical School
	Firmin Anewuoh	Presbyterian College of Education, Akropong-Akuapem
	Lavoe Daniel Kwaku	Sokode Senior High Technical School
Arabic	Dr. Mohammed Almu Mahaman	University for Development Studies
	Dr. Abas Umar Mohammed	University of Ghana
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University of Education Winneba
	Seyram Kojo Adipah	GES – Ga East Municipal Education Directorate
	Dr. Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Angela Owusu-Afriyie	Opoku Ware School
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
	Sam Ferdinand	Afua Kobi Ampem Girls' Senior High School
Biology	Paul Beeton Damoah	Prempeh College
	Jo Ann Naa Dei Neequaye	Nyakrom Senior High Technical School
	Abraham Kabu Otu	Prampram Senior High School

Subject	Writer	Designation/Institution
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Davidson Addo	Bosomtwe Girls STEM SHS
	Jennifer Fafa Adzraku	
Business Management	Ansbert Baba Avoles	Bolgatanga Senior High School
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Faustina Graham	Ghana Education Service, HQ
Accounting	Nimako Osei Victoria	SDA Senior High School, Akyem Sekyere
	Emmanuel Kodwo Arthur	ICAG
	Bernard Adobaw	West African Examination Council
Chemistry	Awumbire Patrick Nsobila	Bolgatanga Senior High School
	Paul Michael Cudjoe	Prempeh College
	Bismark Kwame Tunu	Opoku Ware School
	Michael Amissah	St. Augustine's College
Computing and Information Communication Technology (ICT)	Raphael Dordoe Senyo	Ziavi Senior High Technical School
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Osei Amankwa Gyampo	Wesley Girls High School, Kumasi
	Dr. Ephriam Kwaa-Aidoo	University of Education Winneba
	Dr. Gaddafi Abdul-Salaam	Kwame Nkrumah University of Science and Technology
Design and Communication Technology	Gabriel Boafo	Kwabeng Anglican Senior High Technical School
	Joseph Asomani	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Phyllis Mensah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
Economics	Dr. Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Salitsi Freeman Etonam	Anlo Senior High School

Subject	Writer	Designation/Institution
Engineering	Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Technical School
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Valentina Osei-Himah	Atebubu College of Education
English Language	Esther Okaitsoe Armah	Mangoase Senior High School
	Kukua Andoh Robertson	Achimota School
	Beatrice Antwiwaa Boateng	Oti Boateng Senior High School
	Perfect Quarshie	Mawuko Girls Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Maurice Adjetei	Retired, CREF
	Mawufemor Kwame Agorgli	Akim Asafo Senior High School
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Robert Arhin	SDA Senior High School, Akyem Sekyere
Geography	Raymond Nsiah-Asare	Methodist Girls' High School
	Prof. Ebenezer Owusu-Sekyere	University for Development Studies
	Samuel Sakyi-Addo	Achimota School
Ghanaian Languages	David Sarpei Nunoo	University of Education Winneba
	Catherine Ekua Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro Senior High School
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Asafua Adu	Fettehman Senior High School
History	Dr. Anitha Oforiwah Adu-Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Management in Living	Grace Annagmeng Mwini	Tumu College of Education
	Dorcas Akosua Opoku	Winneba Secondary School
Clothing and Textiles	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis Senior High Technical School
	Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS
Food and Nutrition	Ama Achiaa - Afriyie	St. Louis SHS
	Lily-Versta Nyarko	Mancell Girls' Senior High Technical School

Subject	Writer	Designation/Institution
Literature-in-English	Blessington Dzah	Ziavi Senior High Technical School
	Juliana Akomea	Mangoase Senior High School
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Ali Morrow Fatormah	Mfantsipim School
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zakaria Abubakari Sadiq	Tamale College of Education
	Collins Kofi Annan	Mando Senior High School
Music	Pros Cosmas W. K. Mereku	University of Education Winneba
	Prof. Emmanuel Obed Acquah	University of Education Winneba
	Joshua Amuah	University of Ghana
	Benjamin Ofori	CRIG Primary School, Akim Tafo
	Davies Obiri Danso	New Juaben Senior High School
Performing Arts	Dr. Latipher Amma Osei Appiah-Agyei	University of Education Winneba
	Prof. Emmanuel Obed Acquah	University of Education Winneba
	Chris Ampomah Mensah	Bolgatanga Senior High School
Core Physical Education and Health	Dr. Mary Aku Ogum	University of Cape Coast
	Paul Kofi Yesu Dadzie	Accra Academy
Elective Physical Education and Health	Sekor Gaveh	Kwabeng Anglican Senior High Technical School
	Anthonia Afosah Kwaaso	Jukwa Senior High School
Physics	Dr. Linus Kweku Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls' High School, Cape Coast
	Sylvester Affram	Kwabeng Anglican Senior High School
Christian & Islamic Religious Studies	Dr. Richardson Addai-Mununkum	University of Education Winneba
	Dr. Francis Opoku	Valley View University College
	Dr. Francis Normanyo	Mount Mary College
	Dr. Haruna Zagoon-Sayeed	University of Ghana
	Kabiru Soumana	GES
	Seth Tweneboa	University of Education Winneba

Subject	Writer	Designation/Institution
Religious and Moral Education	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community Senior High School
	Clement Nsorwineh Atigah	Tamale Senior High School
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Isaac Nzoley	Wesley Girls' High School, Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa Senior High Technical School
	Dr. Adwoa Dufie Adjei	University Practice Senior High School
	Dr. Isaac Atta Kwenin	University of Cape Coast
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio-Danlebo	University of Ghana
	Mishael Annoh Acheampong	University of Media, Art and Communication
Technical Support	Benjamin Sundeme	St. Ambrose College of Education
	Dr. Isaac Amoako	Atebubu College of Education
	Eric Abban	Mt. Mary College of Education

SECTION 1: HISTORICAL SOURCES

Strand: **Historical Inquiry and Writing**

Sub-Strand: Sources and Methods of Reconstructing History

Learning Outcome: *Employ relevant historical skills to categorise, analyse historical sources, and detail how to contextualise and corroborate them to determine their overall authenticity and reliability*

Content Standard: Develop skills in analysing and interpreting primary and secondary sources

Hint



Assign a group project work to learners in week 2. See Appendix B for a sample group project to be submitted in week 7.

INTRODUCTION AND SECTION SUMMARY

In this section, learners will delve into the sources of history, focusing on differentiating between primary and secondary sources and understanding the significance of using both in historical writing. The key questions guiding this exploration are: 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? This section is essential in developing historical skills such as context and interpretation, understanding historical perspectives, and critically evaluating historical sources for accuracy and bias. Learners will engage in hands-on activities to categorise and authenticate historical sources, ultimately laying the foundation for the study and writing of history.

The weeks covered by the section are:

Week 1: *Sources of Writing History*

Week 2: *Authenticating Historical Sources*

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars used in this section focus on understanding how to effectively teach historical sources. It emphasises the importance of differentiation in teaching to cater to the diverse needs of learners. Teachers are encouraged to provide essential

explanations on how to teach historical sources while also considering the additional content necessary for gifted and talented learners. The section highlights the need for educators to ensure that learners grasp what they need to know, understand, and be able to do in relation to historical sources. By incorporating various pedagogical exemplars, educators can create dynamic and inclusive learning environments that engage all learners effectively.

ASSESSMENT SUMMARY

In the assessment section, various assessment strategies were used to evaluate student learning effectively. These strategies may include formative assessments, summative assessments, authentic assessments, and performance-based assessments. The assessment can be given in the form of an open-ended essay or document-based question (DBQ) where learners are asked to examine and interpret primary sources related to nationalist movements and resistance against colonial rule. Teachers should refer to the Assessment Manual for guidance on designing the assessment task and rubrics for evaluating learners' responses. When administering the assessment, teachers should provide clear instructions to learners, ensuring that they understand the task and have access to the necessary historical sources. Teachers should set specific criteria for evaluating the learners' responses, focusing on their ability to critically analyse the historical sources and construct well-supported arguments. Teachers are encouraged to administer the recommended assessments each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The recommended assessment modes are:

- Week 1: *Class Exercise (Source Analysis)*
- Week 2: *Debate*

Refer to the “***Hint***” at the key assessment for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

WEEK 1

Learning Indicators

1. *Categorise sources of history into Primary and Secondary.*
2. *Examine the authenticity of Primary and Secondary Sources.*

FOCAL AREAS 1 & 2: PRIMARY AND SECONDARY SOURCES OF HISTORY

Situating the lesson in context:

The following enquiry route questions should guide both the teacher and learners in understanding the sources of writing history:

1. *What pieces of evidence help us in writing history?*
2. *How are primary sources different from secondary sources?*
3. *What is the significance of using primary sources in historical writing?*

Sources of History

Historians and researchers use a variety of sources to piece together a comprehensive understanding of historical events and contexts. A source of history refers to the materials or evidence used to reconstruct and understand the past. A source of history or a historical source provides historians with knowledge or information from the past. There are two main types of sources. These are illustrated in Table 1 below

Types of historical sources

1. Primary sources
2. Secondary sources

Table 1: *Differences between primary and secondary sources*

Primary Sources	Secondary Sources
These are original materials or evidence from the time period being studied.	Secondary sources refer to the interpretations and analyses of primary sources.
They serve as first-hand materials or accounts of the past.	They are materials or evidence that are one step removed from the original event, person, or period being studied.

Primary Sources	Secondary Sources
Primary sources refer to any record, written, oral, visual, or physical, which is contemporary to an event or period. In other words, primary sources are forms of direct evidence.	They are accounts, analyses, or interpretations of primary sources, often written by historians, researchers, or scholars who have studied the primary sources. They include history books, articles, documentaries and historical films, textbooks, biographies, etc.
Examples of primary sources are documents (letters, diaries, official records), Images (photographs, paintings, artefacts), oral testimonies and archaeological findings.	

Identifying pieces of historical evidence

Historical sources can provide a wide range of data and information. These pieces of information guide historians to write or reconstruct the past. Examples of information that can be obtained from historical sources include

Dates and timelines	Establishing when events occurred and the chronology of historical processes.
Names and biographical information	Learning about individuals involved in historical events, their roles, and personal details.
Descriptions of events	Accounts of what happened, how, and why, including details on battles, political decisions, social movements, and cultural practices.
Images and symbols	Visual materials like images, icons, and symbols.

The diagram below shows some historical data that can be obtained from sources like old currencies.

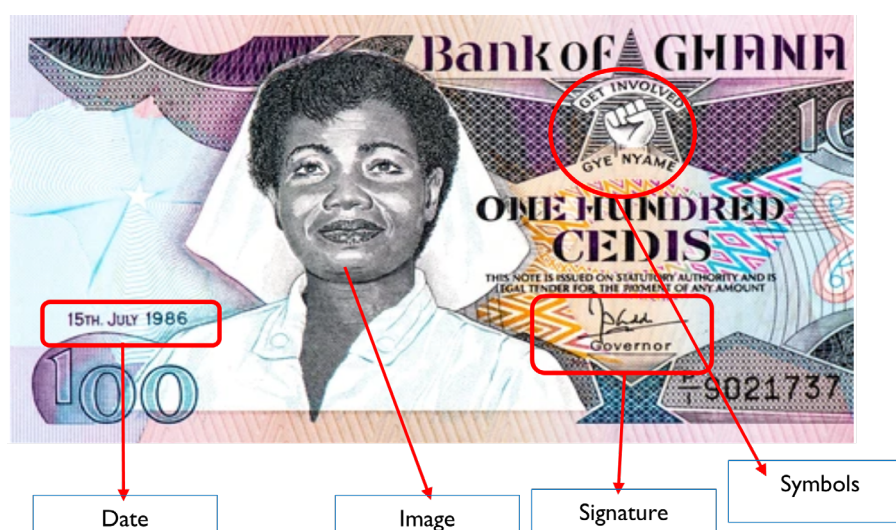
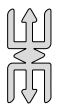


Figure 1: Illustration of historical data that can be obtained from an old currency

Why both primary and secondary sources are critical in studying and writing history

Both primary and secondary sources are essential in studying and writing history because they offer different perspectives, insights, and levels of analysis, allowing historians to:

Primary Sources	Secondary Sources
Get close to the event or time period being studied	Benefit from the analysis and interpretation of primary sources
Gain firsthand accounts and original data	Gain a broader understanding of historical context and significance
Understand the thoughts, feelings, and experiences of individuals involved	See patterns and connections that may not be apparent in primary sources
Develop a more intimate understanding of historical events	Engage with the perspectives and debates of other historians and scholars



Note

In teaching primary and secondary sources of history, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** Teach learners to critically evaluate sources, identifying bias, perspective, and purpose.
2. **Contextualisation:** Encourage learners to place sources in their historical context, considering the time period, location, and events.
3. **Comparison:** Have learners compare and contrast primary and secondary sources to understand different perspectives and interpretations.

Learning Tasks

1. Create a historical exhibit to show the differences between Primary and Secondary sources.
2. Discuss the strengths and weaknesses of using different types of sources.
3. Create a school archival centre with historical evidence from your school and community.

PEDAGOGICAL EXEMPLARS

Project-based learning

1. 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 libraries and archives.
 - a. *Guide learners who need support (AP) on which types of sources to collect and the number of sources that should be collected.*
 - b. *For P and HP, provide less support to collect rare or unusual sources and demonstrate critical thinking in selection.*
2. In pairs, learners classify pieces of historical evidence into primary and secondary sources. Use the evidence to create an exhibit on the difference between primary and secondary sources.
 - a. *Provide pointers or clues to learners who need support (AP).*
 - b. *Encourage confident learners (P and HP) to extend and develop their work by explaining the benefits and limitations of using the two different types of sources.*

Collaborative Learning

1. With the help of the Internet, learners discuss in groups how secondary sources complement primary sources in historical writing.
Encourage learners who are less confident to volunteer and share ideas.

OR

1. Watch documentaries on why both primary and secondary sources are critical in studying and writing history.
Consider providing printed transcripts of the documentaries for learners who benefit from reading along while watching.
2. Using talking circles, learners form opinions on how oral history can be used together with other sources to reconstruct the history of their community.
 - a. *Provide clues to learners who have less understanding of the concepts to contribute to the discussion.*
 - b. *From this discussion, develop a plan for the school's archival centre. Learners should provide justifications for the types of sources that they want to be included in the archival centre.*

KEY ASSESSMENT

DoK Level 2: Journal entry write-up: How can historical evidence from your school or community archive be considered as a Primary or Secondary source?

DoK Level 3: Extended writing: Imagine you are a researcher studying a specific historical event. Explain the advantages and disadvantages of relying solely on primary sources versus using a combination of primary and secondary sources. When might each approach be more appropriate?

FOCAL AREA 3: AUTHENTICATING PRIMARY AND SECONDARY SOURCES

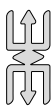
Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining the authenticity of primary and secondary sources:

1. *How do historians ensure the originality, credibility, validity and authenticity of historical sources?*
2. *How reliable are historical sources?*

Authenticating Primary and Secondary Sources

When analysing historical sources, using the “5Ws 1H” principle (*What, Who, When, Where, Why, How*) can help determine the originality and validity of the source. By asking “What” the source is, “Who” created it, “When” and “Where” it originated, “Why” it was created, and “How” it was produced, historians can gain valuable insights into the context and authenticity of the source. This approach allows for a thorough examination of the source, helping to assess its reliability and relevance to the historical narrative.



Note

In teaching how to authenticate primary and secondary sources, teachers should focus on developing in learners the following historical skills:

1. **Close Reading:** *Guide learners to carefully examine the specific details and language used in sources.*
2. *Assist learners in identifying key claims, evidence, and the purpose of each source.*
3. **Contextualising:** *Guide learners to place sources in the proper historical, cultural, and social context.*
4. **Sourcing:** *Guide learners to identify the author, date, place of origin, and reason for creation of a source. Guide learners to analyse the position, circumstances, and potential biases of the author.*

Learning Tasks

1. Learners use the '5Ws 1H' principle to analyse and evaluate sources.
2. Learners develop historical questions to interrogate sources.
3. Learners evaluate a range of sources, focusing on the concept of reliability and use as well as identifying the difference between primary and secondary sources.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In pairs, use the '5Ws 1H' (What, Who, When, Where, Why, How) principle to determine the originality and validity of historical sources. E.g., a memoir, speech, diary entry, police report, newspaper article, etc.

- *What kind of evidence is the source?*
- *Who wrote/created the source?*
- *When was it created/written?*
- *Where was it created/written?*
- *Why was it created/written?*

For learners developing understanding (AP), provide them with specific examples of historical sources to analyse, such as a simplified diary entry or a short newspaper article.

- a. Discuss: How could recent accounts of any historical event written either in a journal, magazine, newspaper or textbook be viewed as primary or secondary sources? Which would be most valid?
- b. Review discussion: What kind of historical data can be obtained from the following National Identity Documents?
 - Passport
 - Birth Certificate
 - Health Record Book
 - NHIS Card
- c. How do these historical data help in writing the biography/autobiography of an individual?

2. In small groups, formulate historical questions to find out the reliability of historical sources in writing history.
 - *What can we learn about the author/creator's point of view, motives or intentions?*
 - *Is the author/creator in a position to be a good reporter?*
 - *Is the account/source trustworthy?*
 - a. Learners use the questions to evaluate a group of sources provided to them in a source pack.
 - To support AP learners, the source pack should have clearly distinct primary and secondary sources as well as some pictorial sources to allow for ease of access. Furthermore, make the source pack on a topic covered in Year 1, as then prior knowledge can be used to access the sources.
 - P and HP learners should be challenged by more complex sources being included in the source pack.
 - Provide a grid/ table for learners to record their evaluation.

KEY ASSESSMENT

DoK Level 3: Evaluation: Which of the following two sources is more useful for a historian? Use the question prompts to help you answer.

1. You find a handwritten diary online that claims to be from a missionary who journeyed to the Gold Coast in the 19th Century. Describe the steps you would take to assess the authenticity of this source. What aspects of the content, language, and formatting would you examine?
2. A history textbook describes the socio-cultural practices of pre-colonial Akan society. How can you determine if the textbook is a reliable source of information about these practices? Consider the potential biases of the author and the types of primary sources the textbook might have relied on.

DoK Level 4

1. Social media platforms can be a source of primary information about current events. However, these platforms are also breeding grounds for misinformation. Develop a set of criteria for evaluating the credibility of information found on social media. How can you distinguish between a first-hand account and someone sharing a story they heard second-hand?
2. Analyse two provided historical sources (one primary and one secondary) related to a specific historical event or period.

Sample sources (Scan the QR Code below or click on the link to access sample sources):

- a.** Source A: An excerpt from a missionary's diary describing his or her first impressions of the Gold Coast in the 19th or 20th century.
- b.** Source B: A paragraph from a modern history textbook describing the activities of missionaries in the Gold Coast.



<https://curriculumresources.edu.gh/wp-content/uploads/2025/07/Sources-on-Missionary-Activities-in-the-Gold-Coast.pdf>

WEEK 2

Learning Indicator: *Assess authentic online historical sources*

FOCAL AREAS 1 & 2: ASSESSING AUTHENTIC ONLINE HISTORICAL SOURCES

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining the authenticity of primary and secondary sources:

1. *Which online sources are authentic for writing history?*
2. *How do historians determine the authenticity of online sources?*
3. *How accessible are online sources?*

Online archival sites

When exploring archival sites on the internet to find primary and secondary sources for historical research, it is essential to consider the credibility and reliability of the sources. Some reputable archival sites include national archives, libraries, and museums, which often provide digitised primary sources such as photographs, documents, recordings, and more. Some specific sites that can be helpful include:

- <https://archive.org>
- <https://ghanamuseums.org>
- <https://gmmb.gov.gh>
- <https://praad.gov.gh>
- <https://www.accraarchive.com/>
- <https://www.bmarchives.org/>
- https://www.instagram.com/james_barnor_archives/?hl=en

Authenticity and reliability of online historical documents, visuals, audio and multimedia sources

When navigating online archival sites, it is important to critically evaluate the authenticity, context, and relevance of the sources to ensure they are suitable for historical inquiry. To check the authenticity and reliability of online historical documents, visuals, audio, and multimedia sources, you can use the 5Ws and 1H principle. This principle involves asking six key questions: Who, What, When, Where, Why, and How.

Criterion for establishing authenticity of sources

1. What type of source is it?

Identify the type of source and its purpose. Determine if it is a primary or secondary source.

2. Who created the source?

Consider the author's qualifications, expertise, and potential biases.

3. When was the source created?

Understanding the historical context of the source is crucial for assessing its reliability.

4. Where was the source created?

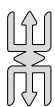
Geographic location can provide important insights into the source's reliability.

5. Why was the source created?

Understanding the motives behind the creation of the source is essential for evaluating its authenticity.

6. How was the information gathered or produced?

Assess the methods used to create the source and consider any potential inaccuracies or biases.



Note

In teaching the authenticity of online historical sources, teachers should focus on developing in learners the following historical skills:

1. **Source Identification:** Train learners to identify the author, publisher, and date of online historical content.
2. **Website Evaluation:** Develop a checklist for evaluating website legitimacy – Look for “.edu” or recognised historical society domains. Check for “About Us” or “Contact” sections with verifiable information.
3. **Content Analysis:** Teach learners to analyse the content itself: Is it well-researched with citations to credible sources? Does it present a balanced viewpoint or a clear bias? Is the language objective and factual?
4. **Fact-checking:** Introduce learners to fact-checking tools and techniques. Encourage them to cross-reference information with established historical sources.

Learning Tasks

1. Learners create a chart showing a list of online archival documents including audio, videos, pictures, documents, artefacts, etc. and add their corresponding web addresses.
2. Learners work to explain and analyse how the listed archival documents are authentic and reliable for writing history.
3. Learners evaluate archival sources for reliability, use and authenticity.

PEDAGOGICAL EXEMPLARS

Project-based Learning

1. Learners explore archival sites on the internet to find Primary and Secondary Sources
 - a. For learners who may need more support, provide specific websites to explore and clear instructions on how to identify primary and secondary sources within those sites.
 - b. For more advanced learners, encourage independent exploration of a wider range of archival sites, challenging them to critically evaluate the sources they find and compare their findings with their peers.
 - c. Learners use their research and discussions to complete a grid to record their learning.

Collaborative Learning

2. Work in pairs to analyse the originality and credibility of online sources using the '5Ws 1H' principle.
 - a. Pair learners who may need more guidance (AP) with those who have a stronger grasp of the concept (HP).
3. In a Jigsaw activity, learners examine the authenticity of historical visuals, audio, and multimedia sources.
 - a. Provide different levels of complexity in the sources to be analysed, offering more straightforward sources for learners who need extra support (AP) and more challenging sources for advanced learners (HP).
4. Learners have the following class discussion: what are the strengths and weaknesses of using online sources? What do we need to be careful of as historians?
 - a. Support less confident learners (AP) with guided questions to ensure participation.
 - b. Challenge P and HP learners with open ended questions to encourage them to extend their thinking.

KEY ASSESSMENT

DoK Level 2: Which of the following two scenarios will be most useful as an historian? Explain your answer in an extended paragraph.

- a. You find a website with information about a historical event. The website has a lot of colourful images and animations, but the text itself is full of typos and grammatical errors. Would you trust this website as a reliable source of information? Why or why not?
- b. You are researching a historical figure. You find two websites with information about this person. One website is from a university library, while the other is a blog written by someone with no academic credentials.

DoK Level 3: *Extended paragraph*: Imagine you find a website with a scanned image of a historical document. What questions would you ask yourself to evaluate the authenticity of this document? Consider factors like the source of the image, the document's format and content, and any information provided about the document's origin.

FOCAL AREA 3: DANGERS ASSOCIATED WITH USING 'FAKE' HISTORICAL SOURCES IN STUDYING AND WRITING HISTORY

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in discussing the dangers associated with using 'fake' historical sources in studying and writing history:

1. *What are 'fake' historical sources, and how do they differ from authentic sources?*
2. *How might 'fake' sources impact our understanding of historical events or figures?*
3. *What clues might indicate a source as 'fake' or unreliable?*
4. *What are some common techniques used to manipulate or falsify historical sources?*
5. *What are the potential consequences of using 'fake' sources in historical research or writing?*
6. *How might 'fake' sources mislead or deceive historians and audiences?*

'Fake' historical sources vs. authentic sources

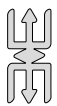
Fake historical sources are deliberately fabricated or altered materials that claim to depict historical events or information but are not genuine. These sources can include counterfeit documents, forgeries, hoaxes, or manipulated photographs. They differ from

authentic sources in that they are intentionally created to deceive and mislead researchers, historians, and the general public.

Authentic sources, on the other hand, are original, unaltered materials that provide genuine evidence of past events or conditions. It is crucial to scrutinise and verify historical sources to ensure their authenticity and reliability, as fake sources can distort our understanding of history and lead to misinformation.

Potential consequences of using ‘fake’ sources in historical research or writing

Using “fake” sources in historical research or writing can have serious consequences. It can lead to the distortion of historical events and the perpetuation of false information, which can ultimately impact our understanding of the past. The credibility of the researcher or writer can also be called into question, damaging their reputation and undermining the trust in their work. Additionally, the use of fake sources can lead to academic misconduct and ethical lapses, potentially resulting in disciplinary actions. Therefore, it is crucial for historians and researchers to diligently verify the authenticity and reliability of their sources to ensure the integrity of historical research and writing.



Note

In teaching the dangers associated with using ‘fake’ historical sources in studying and writing history, teachers should focus on developing in learners the following historical skills:

1. **Source Evaluation:** *Emphasise the importance of verifying the origin and credibility of online sources.*
2. **Bias Detection:** *Train learners to identify potential biases in historical narratives, both online and offline. Discuss how bias can distort historical understanding.*

Learning Tasks

1. Analyse a short historical text containing factual errors or misleading information.
2. Research different types of “fake” historical sources (propaganda, hoaxes) and create a short presentation explaining how to identify them.
3. Debate on the motion: “The benefits of using historical sources outweigh the dangers of encountering fake ones.”

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In pairs, learners analyse an historical text that is inaccurate or heavily biased. Learners are to identify the bias/ inaccuracies and re-write it as a news report.
 - a. Teacher to guide learners who may lack confidence with this task (AP) to identify some of the errors.
2. In small groups, learners prepare a presentation on deciphering fake historical sources from authentic sources.
 - a. Provide more guidance, simplified examples, and extra support during preparation for learners developing understanding (AP).
 - b. Proficient and highly proficient learners (P and HP) can be tasked with more advanced research, higher-level analysis, and encouraged to incorporate a wider range of historical sources in their presentation.
3. Learners discuss the dangers associated with using ‘fake’ historical sources in studying and writing history. Once the discussion activity has occurred, learners can then hold the debate on the motion: “The benefits of using historical sources outweigh the dangers of encountering fake ones.”
 - a. Provide AP learners with sentence starters and prompts.

KEY ASSESSMENT

DoK Level 2

Review questions

1. How can fake sources change our understanding of historical events?
2. What are some potential problems with using unreliable sources in historical research?

DoK Level 3

Review questions

1. Why can using fake historical information be dangerous? Give an example.
2. Analyse the consequences of using fake sources in historical research. How might this impact our understanding of the past?
3. Evaluate the importance of verifying source authenticity in historical research. What are the potential risks of neglecting to do so?
4. Debate on the motion: “The benefits of using historical sources outweigh the dangers of encountering fake ones”.

Section 1 Review

In this section, we explored the sources of historical writing, with emphasis on primary and secondary sources. The section also sought to analyse the authenticity of historical sources. Historical sources need to be authenticated before they are used in any historical writing, which ensures objectivity in historical writing. Strategies for checking the reliability and authenticity of online historical sources were also discussed in this section.

SUGGESTED TEACHING AND LEARNING RESOURCES

- Primary sources (old photographs, art forms, artefacts, funeral brochures, 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
- 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.
- Online historical sources (visuals, audios, multimedia, documents, archival materials)



APPENDIX A: GROUP PROJECT

Group Project: Online Historical Source Evaluation and Presentation

E.g.,

Evaluate the authenticity and reliability of two online historical sources related to a specific event or period in Ghanaian history.

Source samples

- a) *Source A: A digitised document from online archival sites i.e. sources related to European architectural designs, infrastructure, health, education, clothing, names, etc.*
- b) *Source B: A blog post about the same historical event or period (socio-political effects of European presence in Ghana)*

Assessment rubrics

E.g.,

Criteria	Excellent	Very Good	Good	Fair	Marks
Source Selection	All 3 requirements met: - Source A selected from recommended archival site (e.g., archives.org / accraarchive.com/) - Source B selected from general internet search but not from recognised academic site - Both sources relate directly to socio-political effects of European presence in Ghana	Any 2 of the following requirements met: - Source A selected from recommended archival site (e.g., archives.org) - Source B selected from general internet search but not from recognised academic site - Both sources relate directly to socio-political effects of European presence in Ghana	Any 1 of the following requirements met: - Source A selected from recommended archival site (e.g., archives.org) - Source B selected from general internet search but not from recognised academic site - Both sources relate directly to socio-political effects of European presence in Ghana	Sources selected but neither from appropriate sites nor clearly related to theme	4

Criteria	Excellent	Very Good	Good	Fair	Marks
5Ws 1H Analysis (For each source) (3 marks each)	All 6 elements correctly identified: 1. What: Document type (report/blog) 2. Who: Author/creator 3. When: Publication date 4. Where: URL/collection 5. Why: Purpose 6. How: Creation method	Any 4–5 of the following elements identified: 1. What: Document type (report/blog) 2. Who: Author/creator 3. When: Publication date 4. Where: URL/collection 5. Why: Purpose 6. How: Creation method	Any 2–3 of the following elements identified: 1. What: Document type (report/blog) 2. Who: Author/creator 3. When: Publication date 4. Where: URL/collection 5. Why: Purpose 6. How: Creation method	Only 1 element identified: 1. What: Document type (report/blog) 2. Who: Author/creator 3. When: Publication date 4. Where: URL/collection 5. Why: Purpose 6. How: Creation method	6
Source Comparison and Reliability	All 3 components addressed: 1. Similarities in content/perspective (e.g., both discuss European influence) 2. Differences in authorship, origin, purpose (e.g., academic vs personal) 3. Justified reliability assessment based on 5Ws 1H	Any 2 of the following components addressed: 1. Similarities in content/perspective (e.g., both discuss European influence) 2. Differences in authorship, origin, purpose (e.g., academic vs personal) 3. Justified reliability assessment based on 5Ws 1H	Any 1 of the following components addressed: 1. Similarities in content/perspective (e.g., both discuss European influence) 2. Differences in authorship, origin, purpose (e.g., academic vs personal) 3. Justified reliability assessment based on 5Ws 1H	Attempted comparison without specific similarities, differences, or reliability assessment	4

Criteria	Excellent	Very Good	Good	Fair	Marks
Presentation	All 3 elements demonstrated: 1. Clear presentation of findings 2. Clear, concise, organised manner 3. Effective use of visuals (slides, images, charts)	Any 2 of the following elements demonstrated: 1. Clear presentation of findings 2. Clear, concise, organised manner 3. Effective use of visuals (slides, images, charts)	Any 1 of the following elements demonstrated: 1. Clear presentation of findings 2. Clear, concise, organised manner 3. Effective use of visuals (slides, images, charts)	Attempted presentation lacking clarity, organisation, and visuals	3
Group Collaboration and Teamwork	All 3 behaviours demonstrated: 1. Equal contribution to source analysis and presentation preparation 2. Effective division of research tasks among team members 3. Respectful communication and consideration of team members' views during research and presentation	All 2 of the following behaviours demonstrated: 1. Equal contribution to source analysis and presentation preparation 2. Effective division of research tasks among team members 3. Respectful communication and consideration of team members' views during research and presentation	All 1 of the following behaviours demonstrated: 1. Equal contribution to source analysis and presentation preparation 2. Effective division of research tasks among team members 3. Respectful communication and consideration of team members' views during research and presentation	Minimal team collaboration with uneven work distribution and poor communication	3

How to administer

Give clear instructions and guidelines on how the project will be done, such as group meetings after school hours, etc.

Feedback

Provide verbal feedback during presentations and written comments on each group's project, focusing on their critical thinking and source evaluation skills, etc.

SECTION 2: EUROPEAN ENCOUNTER AND COLONIALISM IN GHANA

Strand: Age of Encounter and Exchanges up to the 20th Century

Sub-Strand: Global Connections

Learning Outcome: *Recount the arrival and motives behind the Europeans exploration to the coast of Ghana detailing some of the activities they engaged in.*

Content Standard: Exhibit knowledge and understanding of the advent of European presence and activities along the Coast of Ghana.

Hint



Assign learners a portfolio task in week 3, which should be submitted in week 23. See Appendix A of for more details on the Portfolio.

INTRODUCTION AND SECTION SUMMARY

This section discusses the contact that Europeans had with the people of Gold Coast. It focuses on the initial encounter between Portuguese sailors and local leaders of the Gold Coast. Motivations behind European exploration as well as their activities on the coast of Ghana are discussed in the section. Emphasis is placed on the change in patterns of trade with the arrival of Europeans in Ghana. Critical questions discussed in the section included: 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 the 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?

This section further examines the processes leading to establishment of colonial rule in the Gold Coast and highlights some socio-political and economic effects of European presence in Ghana.

The weeks covered by the section are:

Week 3: *Advent of European presence and activities along the Coast of Ghana*

Week 4: *Changing patterns of trade with the coming of Europeans*

Week 5: *Processes leading to colonial rule in the Gold Coast*

Week 6: *Socio-political effects of European presence in Ghana*

Week 7: *Socio-political effects of European presence in Ghana*

Week 8: *Socio-political effects of European presence in Ghana*

Week 9: *Effects of the European presence on the economy of Ghana*

Week 10: *Effects of the European presence on the economy of Ghana*

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars used in this section focus on understanding how to effectively teach European encounter and activities in the Gold Coast. It emphasises the importance of differentiation in teaching to cater to the diverse needs of learners. Teachers are encouraged to provide essential explanations on substantive concepts such as the European encounter, activities and effects on the Gold Coast while also considering the additional content necessary for gifted and talented learners. The section highlights the need for educators to ensure that learners grasp what they need to know, understand, and be able to do in relation to European exploration to the coast of Ghana. By incorporating various pedagogical exemplars, educators can create dynamic and inclusive learning environments that engage all learners effectively.

ASSESSMENT SUMMARY

In the assessment section, various assessment strategies were used to evaluate student learning effectively. These strategies may include formative assessments, summative assessments, authentic assessments, and performance-based assessments. Understanding the Depth of Knowledge (DoK) levels will be crucial in designing appropriate assessments.

The assessment can be given in the form of an open-ended essay or document-based question (DBQ) where learners are asked to examine and interpret primary sources related to nationalist movements and resistance against colonial rule. Teachers should refer to the Assessment Manual for guidance on designing the assessment task and rubrics for evaluating learners' responses.

When administering the assessment, teachers should provide clear instructions to learners, ensuring that they understand the task and have access to the necessary historical sources. Teachers should set specific criteria for evaluating the learners' responses, focusing on their ability to critically analyse the historical sources and construct well-supported arguments. Teachers should record detailed notes on each student's performance, specifically noting their ability to analyse primary sources, identify key themes and arguments, and construct well-organised and evidence-based responses. The scores of the learners should be recorded onto the **Student Transcript**

Portal (STP) for future reference and assessment of each student's growth over time. The recommended assessment modes include:

Week 3: *Role-play [historical re-enactment]*

Week 4: *Poster*

Week 5: *Observation*

Week 6: *Mid-Semester Examination.*

Week 7: *Presentation.*

Week 8: *Homework.*

Week 9: *Exhibition*

Week 10: *Reporting [historical newspaper article].*

*Refer to the “**Hint**” at the key assessment for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.*

WEEK 3**Learning Indicators**

1. *Identify the European countries whose citizens sailed to the coast of Ghana*
2. *Explore the diverse motives behind European exploration to the coast of Ghana*
3. *Examine the changing patterns of trade with the coming of Europeans*

FOCAL AREA 1: EUROPEAN COUNTRIES WHOSE CITIZENS SAILED TO THE COAST OF GHANA

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in identifying European countries whose citizens sailed to the coast of Ghana:

1. *Which Europeans first sailed to Ghana?*
2. *How did they come?*
3. *Where did they land?*
4. *Which other Europeans came to Ghana?*

The arrival of Europeans to the Gold Coast

The arrival of Europeans to the Gold Coast, now known as Ghana, began in the late 15th century. Portuguese explorers were the first Europeans to establish contact with the region in 1471, seeking to bypass the Arab North African traders who controlled the trans-Saharan trade routes. They were followed by other European powers such as the Dutch, British, and Danes, who established trading posts and forts along the coast to facilitate the lucrative trade in gold, ivory, and later, slaves. This marked the beginning of the transatlantic slave trade in the region. The arrival of Europeans had a profound and lasting impact on the social, economic, and political landscape of the Gold Coast, ultimately leading to its colonisation and the establishment of the British colony of the Gold Coast in the 19th century.

Chronological order of the arrival of Europeans to the Gold Coast

1. Portuguese – Arrived in 1471
2. British – Arrived in 1553/1554
3. Dutch – Arrived in 1598
4. Danes (Denmark) – Arrived in 1642
5. Swedes (Sweden) – Arrived in 1647
6. Germans (Brandenburg/Prussia) – Arrived in 1682

7. French – Arrived in 1699

Places where Europeans settled/ Castles and Forts built by Europeans

Some places in the Gold Coast (Ghana) where Europeans settled and operated are:



Elmina Castle: Built by the Portuguese in 1482, it is the oldest European building in existence below the Sahara. The castle served as a hub for the transatlantic slave trade.



Fort Metal Cross: Built by the British in 1693, it served as a trading post and a defense fort to protect British interests in the Gold Coast.



Cape Coast Castle: A major European trading post and slave-holding facility established by the Swedish in 1653 and later expanded by the British.



Fort Appollonia: Originally built by the British in 1768, it was used as a trading post and a defense fort against the Dutch and indigenous people.

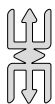


Fort St. Jago: Constructed by the Portuguese in the 17th century, it served as a military base to defend Elmina Castle and to facilitate trade.



Fort Patience: This fort was constructed by the Dutch in 1637 and later became an important center for the slave trade.

Figure 2: Forts and Castles built by Europeans in Ghana



Note

In teaching European countries whose citizens sailed to the coast of Ghana, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** *Guide learners to analyse primary sources from both European and Ghanaian perspectives (e.g., ship logs, journals, artistic depictions, oral histories).*
2. **Contextualisation:** *Emphasise the historical context in Europe that fuelled these voyages.*
3. **Perspective Taking:** *Encourage learners to consider the encounter from multiple perspectives – European, Ghanaian.*

Learning Tasks

1. Create a chronological timeline of the arrival of Europeans along the coast of Ghana.
2. Create Atlantic scenery using cardboard, clay, or any suitable material. Your model should show ships with European flags coming to Ghana.
3. Using a compass, historical and contemporary maps, show the direction in which each of the European countries came from.

PEDAGOGICAL EXEMPLARS

Experiential learning

1. Using maps, learners identify European countries whose citizens sailed along the coast of Ghana. Illustrate this with some of the technologies used by the Europeans to make this journey, and annotate with the direction of travel.

Support learners who lack confidence (AP) in engaging with this task by providing scaffolded materials, such as identifiers of different flags and a labelled map of Europe.

2. Learners should then discuss: what do they think the visitors to Ghana would see? Create an Atlantic scene.

More confident learners (P and HP) with the content could use primary source accounts of European visitors to annotate the model with speech bubbles showing the thoughts of the visitors.

- Using primary and secondary source data, learners create a timeline of the arrival of the Europeans.

Ensure that there are some accessible sources for AP learners in terms of vocabulary/complexity.

KEY ASSESSMENT

DoK Level 1: Review: List four (4) European groups that sailed to the coast of Ghana.

DoK Level 2: European countries began sailing to the coast of Africa in the 15th century. What were some of the technological advancements that made these long voyages possible? How might these advancements have impacted the exploration of Ghana?

DoK Level 3

- Extended writing:* Write a brief political monologue on the arrival of Europeans in Ghana from a Pre-colonial Ghanaian's point of view. *Write from a first-person's narrative.*
- Role Play:* Re-enact the initial encounter between European explorers and the people of the Gold Coast (Nana Kwamena Ansah I and the people of Elmina).

Roles/Characters

Portuguese explorers, the local chief, sub-chiefs, local population/natives, Portuguese sailors

After the role-play, answer the following questions:

- Which historical figures were mentioned in the role-play?
- What were the two main aims for the coming of the Portuguese?
- What was the name of the building the Portuguese planned to construct in Elmina?
- What term might Europeans have used to describe the African people they encountered and vice versa?
- How might the people of Elmina have referred to the Portuguese king and how might the Portuguese have referred to the king of Elmina?
- What religious term might the Portuguese have used to describe their church or the people of Elmina used to describe their shrine or god?
- What title would have been used for Diego da Azambuja or Kwamina Ansah I?
- Name one item that was traded between the Portuguese and the people of Elmina.
- What natural resources were the Portuguese most interested in obtaining from Elmina?

- j. What concern did the people of Elmina have about the Portuguese arrival?
- k. Besides trade, what religious goal did the Portuguese have in Elmina?
- l. How did the people of Elmina view trade with the Portuguese versus their permanent settlement?

Hint



The recommended mode of assessment for Week 3 is **Role-play**. [You may provide learners with a guide or script for the play]. See **Appendix C** for a sample rubric to score the Role-play.

FOCAL AREA 2: MOTIVES OF EARLY EUROPEAN EXPLORERS TO GHANA AND THEIR INITIAL ENCOUNTER

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the motives of early European explorers to Ghana and their initial encounter:

1. *Why did Europeans sail to the coast of Ghana?*
2. *How did they land in different places in Ghana?*
3. *To what extent did they achieve their motives?*

Reasons for the coming of Europeans to Ghana

The arrival of Europeans on the coast of Ghana was motivated by various factors, which are grouped into political, economic, religious and scientific.

1. Economic Reasons

- a. Desire for Trade
- b. Location of Sea Route to India
- c. To find the source of the Guinea gold

2. Religious Reasons

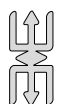
- a. To end Muslim domination
- b. Bond with earlier Christians
- c. To spread Christianity

3. Political Reasons

- a. To own colonies
- b. To colonise
- c. A matter of prestige

4. Scientific Reasons

Scientific curiosity



Note

In teaching the motives of early European explorers to Ghana and their initial encounter, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** *Guide learners to analyse primary sources like ship logs, explorer journals, and any available Ghanaian accounts (e.g., oral histories) to understand European motivations and initial encounters.*
2. **Motive Deconstruction:** *Move beyond a singular motive (trade) and explore the complex interplay of factors:*
 - a. *Economic gain (gold, resources)*
 - b. *Political competition and expansionist aims*
 - c. *Religious conversion and missionary zeal*
 - d. *The pursuit of knowledge and “discovery”*
3. **Perspective Taking:** *Assist learners to analyse the encounter from both European and Ghanaian perspectives.*
4. **Critical Thinking & Open Questions:** *Encourage critical thinking about long-term consequences (beyond the initial encounter). Raise open-ended questions to spark debate:*
 - a. *“Was this a true ‘meeting of minds’ or an unequal power dynamic?”*
 - b. *“How did this initial contact lay the groundwork for future interactions?”*

Learning Tasks

1. Create a chart to show the list of forts and castles built by Europeans in the Gold Coast. Indicate when they were built, where they were built, why they were built and how they were built. Compare the purpose they served then to the purpose they serve today.
2. Using the current map of Ghana, show where each European country landed. Discuss whether their motives were accomplished at these settlements.
3. Learners generate historical questions (5Ws 1H) to analyse the motives of early European explorers to Ghana and categorise the motives into Political, Social, Economic, Religious and Scientific.
4. Learners re-enact how the early Europeans formed alliances with the people of Ghana including their earlier meeting with Nana Kwamena Ansah.

PEDAGOGICAL EXEMPLARS

Problem-based learning

1. Create a blog/ poster on the early European Sailors to Ghana for a museum exhibit. Choose one of these European groups to research: *Portuguese, British, Swedes, Danes, Dutch, French, Brandenburgers*.
 - a. Learners should use historical questions to analyse motives and categorise these. Include the following:
 - primary source data
 - a description of the European country with dates, location, and rulers at the time
 - information on major reasons for their sailing
 - a discussion on how they landed in Ghana
 - a list of sources/ references
 - b. Ensure that less confident learners (AP) are supported in this task by circulating to check in on them. Also, provide a template for them to plan their work on.
2. Learners debate on the extent to which the European motives for exploration to Ghana were achieved.
 - a. Encourage independent research and critical analysis for proficient and highly proficient learners (P and HP) and allow them to take on more complex roles in the debate, such as moderating or presenting nuanced perspectives.

Experiential Learning

Learners role-play the meetings between early European visitors and the people of Ghana. Learners should use primary sources to ensure that the interactions are authentic

- a. Support AP learners with careful role selection in order to facilitate their access to the learning activity.

KEY ASSESSMENT

DoK Level 2: Paragraph: Why were the Europeans successful in their exploration of the coast of Ghana?

DoK Level 3: Analysis: Analyse the economic, political, and religious motives behind European exploration to the coast of Ghana. How did these motives intersect and impact the encounters between Europeans and the people of the Gold Coast?

DoK Level 4: Write a historical essay that compares and contrasts the motives and experiences of at least two European powers (e.g., Portugal, Netherlands) in their exploration and encounters with the people of the Gold Coast.

FOCAL AREA 3: TRADE ITEMS EXCHANGED BETWEEN EUROPEANS AND THE PEOPLE OF GOLD COAST

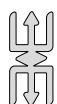
Situating the lesson in context

The following enquiry route question should guide both the teacher and learners in identifying trade items exchanged between Europeans and the people of Gold Coast:

1. *What were the trade items exchanged between Europeans and the people of Gold Coast?*

Trade items exchanged between Europeans and the people of the Gold Coast

During the encounter between Europeans and the people of the Gold Coast, there was an exchange of various trade items. The Europeans traded goods such as textiles, metal goods, firearms, and alcohol in exchange for gold, ivory, and enslaved individuals.



Note

In teaching the trade items exchanged between Europeans and the people of Gold Coast, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Encourage learners to consider the historical context of the time (e.g., Age of Exploration, trade routes).*
2. **Comparison:** *Have learners compare and contrast the cultural backgrounds and values of Europeans and the people of the Gold Coast.*
3. **Causation:** *Help learners understand the causes and consequences of the initial encounters (e.g., impact of trade, cultural exchange).*
4. **Empathy:** *Encourage learners to consider the perspectives and experiences of both Europeans and the people of the Gold Coast.*

Learning Tasks

1. List five items of trade that the Europeans brought and five items they obtained from the Gold Coast.
2. Create a picture gallery of items that were brought by Europeans.
3. Design a museum exhibit showcasing the trade items exchanged between Europeans and the people of the Gold Coast. Include explanatory labels and historical context.

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. 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.
 - a. For learners who require additional assistance, the teacher can provide a list of pre-selected trade items or a guided worksheet to help them identify and understand the traded items.
2. Create a museum exhibit of the items that were brought by Europeans. Encourage learners to evaluate which pictures/ items would be the most useful for a historian trying to learn about the European explorers and their interactions with the people of Ghana. They should annotate the pictures with their thoughts.
 - a. Provide less confident learners with fact files/ notes to support their research or templates to fill out.
 - b. To challenge those who are very confident in the knowledge (HP), expect them to include perspectives from both sides, such as a primary source account of the interactions.
 - Extension tasks for those who demonstrate high proficiency:
 - o What goods did European explorers trade with the people of the Gold Coast? What were the main items offered in exchange?
 - o How did the trade between Europeans and the people of the Gold Coast impact the local economy?
 - o Evaluate the cultural significance of specific trade items (e.g., gold, cloth, weapons) exchanged between Europeans and the people of the Gold Coast. How did these items reflect the values and beliefs of each culture?

KEY ASSESSMENT

DoK Level 2: Review: Identify and list the main trade items exchanged between Europeans and the people of the Gold Coast.

DoK Level 3: Analyse: How did the exchange of goods shape the relationships between Europeans and the local population?

DoK Level 4: Essay: Write a historical essay that compares and contrasts the trade practices of at least two European powers (e.g., British, Netherlands) with the people of the Gold Coast.

WEEK 4

Learning Indicator: *Examine the changing patterns of trade with the coming of Europeans*

FOCAL AREA 1: DEMAND FOR GOLD AND IVORY FROM THE GOLD COAST AND THE EVENTUAL SHIFT TO TRADE IN HUMANS

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the high demand for gold and ivory from the Gold Coast and the eventual shift to trade in humans:

1. *How did the gold and ivory trade begin with Europeans?*
2. *Why did the transition occur from gold and ivory to trade in humans?*

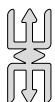
Reasons for the high demand for gold and ivory from the Gold Coast.

The high demand for gold and ivory from the Gold Coast was driven by several factors. Gold was highly sought after for its value and as a means of currency, making it a lucrative commodity for trade. The Gold Coast was named for its abundant gold reserves, which attracted European traders seeking to exploit this valuable resource.

Ivory, on the other hand, was in high demand for its use in luxury goods and craftsmanship, particularly in Europe. The high demand for both gold and ivory from the Gold Coast led to significant European interest and investment in the Gold Coast.

Reasons for the shift from gold and ivory to trade in humans

1. Demand for Cheap Labour
2. The Grant of Assiento
3. The Scarcity of Gold
4. Introduction of firearms
5. The Industrial Revolution
6. Invention of the steamship



Note

In teaching the high demand for gold and ivory from the Gold Coast and the eventual shift to trade in humans, teachers should focus on developing in learners the following historical skills:

1. **Change Over Time:** *Guide learners to analyse how European demand for resources from the Gold Coast (gold, ivory) changed over time. Facilitate discussions to explore factors that contributed to this shift (e.g., resource depletion, changing economies).*
2. **Causation & Consequence:** *Guide learners to identify the causes and consequences of the rise in demand for enslaved Africans. Consider the development of the plantation system in the Americas and its insatiable need for labour.*
3. **Source Analysis:** *Guide learners to analyse primary and secondary sources to understand the economic factors driving the slave trade. This could include trade documents, ship manifests, and historical accounts.*
4. **Ethical Reasoning:** *Introduce the concept of ethical trade and the moral implications of the slave trade. Encourage learners to consider the human cost of the European desire for gold and ivory.*

Learning Tasks

1. Create a diagram or flowchart illustrating the main trade items from the Gold Coast, including gold, ivory, and humans.
2. Create a graphic organiser comparing and contrasting the trade in gold, ivory, and humans.
3. Create a diagram or flowchart illustrating the transformation of the trade on the Gold Coast from gold and ivory to humans.
4. Research the role of a specific European power (e.g., Portugal, Netherlands) in the trade on the Gold Coast.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In small groups, learners highlight reasons for the high demand for gold and ivory from the Gold Coast. Transfer these discussions into a diagram or flowchart, and then create a graphic organiser comparing and contrasting the trades in various items.

- a. *Offer additional resources such as articles or videos for learners who need more background information.*
 - b. *Encourage highly able learners (HP) to add key, specific details to their work.*
2. In a Think-Pair-Share activity, learners discuss the shift from gold and ivory to trade in humans. Turn the information from the discussion into a diagram or flowchart illustrating this shift.
 - a. *Consider pre-filling in some areas for learners who need more support (AP).*
 - b. *For confident learners (P and HP), include some primary and secondary sources giving reasons for the trade. Learners select the sources that they think are most valid to support their research/ discussions.*
3. Learners use resources to create a focused case study of the role of a European power of choice (either teacher or learner choice, as appropriate) using the '5Ws 1H' principle to build the fact file. This could be a written task, poster or presentation depending on the nature of the learners.

Support AP learners with a list of items to include in their case studies.

KEY ASSESSMENTS

DoK Level 2: Evaluate: What were the main reasons for the high demand for gold and ivory from the Gold Coast in the 15th-17th centuries?

DoK Level 3: Analysis: Analyse the factors that contributed to the shift from trading gold and ivory to trading humans on the Gold Coast.

DoK Level 4: Essay: Write a historical essay that compares and contrasts the demand for gold, ivory, and humans on the Gold Coast.

FOCAL AREA 2: THE TRANS-ATLANTIC SLAVE TRADE IN GHANA

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining the trans-Atlantic slave trade in Ghana:

1. *What were the major European countries involved in the Trans-Atlantic Slave Trade?*
2. *How were slaves captured and obtained in the Gold Coast for the Trans-Atlantic Slave Trade?*
3. *What role did Gold Coast leaders and traders play in the Trans-Atlantic Slave Trade?*
4. *How were the conditions on the slave ships during the Middle Passage?*

5. *What were the main destinations for enslaved people during the Trans-Atlantic Slave Trade?*
6. *What were the routes taken by slave ships during the Trans-Atlantic Slave Trade?*

The Trans-Atlantic Slave Trade

Slavery is the ownership and control of human beings by another, to the point of total obedience. The Trans-Atlantic Slave Trade was a period in history marked by the forced transportation of African people to the Americas to work as slaves. In the context of the Gold Coast (Ghana), the Trans-Atlantic Slave Trade was a devastating and dark chapter. The region played a significant role in the slave trade, serving as a major source of slaves for European traders.

African captives, including men, women, and children, were captured and then held in slave forts along the coastline. These forts were established by European powers, such as the Portuguese, British, Dutch, and others, who were involved in the slave trade. The captives were then transported in appalling conditions across the Atlantic to the Americas, where they were sold into slavery.

How slaves were captured

According to oral and documentary records, the trans-Atlantic slave traders used about six (6) major methods to obtain slaves during the period of slavery. They were:

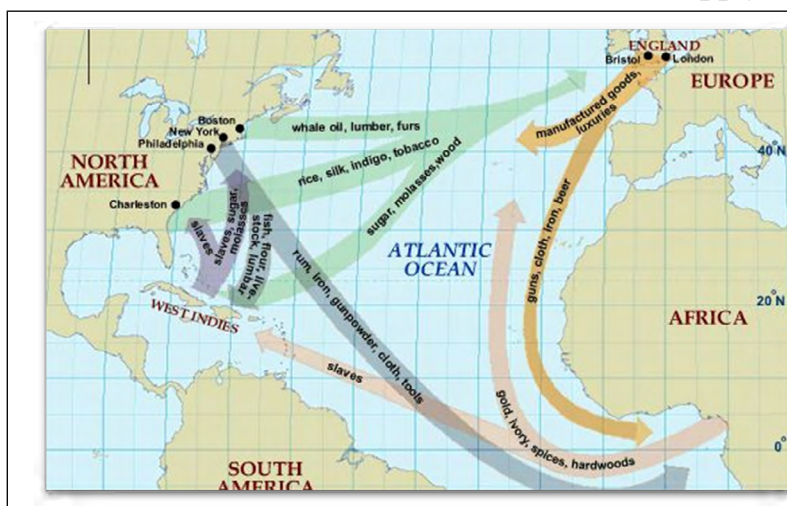
1. Warfare
2. Slave Raids
3. Kidnapping
4. Pawning
5. Sale of Criminals
6. Market Supply

How the Slave Trade was Carried Out / The Triangular Trade

Slave trade in the Atlantic was part of a system known as the Triangular Trade. The transatlantic slave trade generally followed a triangular route:

1. Traders set out from European ports towards the Gold Coast. There, they bought people in exchange for goods and loaded them onto ships.
2. The voyage across the Atlantic, known as the Middle Passage, generally took 6 to 8 weeks. Once in the Americas, the enslaved people who had survived the journey were offloaded for sale and put to work as labour.
3. The ships then returned to Europe with goods such as sugar, coffee, tobacco, rice and later cotton, which had been produced by enslaved labour.

The triangle, involving three continents, was complete. European capital, African labour and American land and resources combined to supply a European market.



In a system known as the triangular trade, Europeans traded manufactured goods for captured Africans, who were shipped across the Atlantic Ocean to become slaves in the Americas. The Europeans, in turn, were supplied with raw materials.

Figure 3: A map showing the triangular trade

Some slave markets and forts/castles in the Gold Coast



Figure 4: Some slave markets and forts/castles in the Gold Coast

Note

In teaching the Trans-Atlantic Slave Trade in the Gold Coast, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** Train learners to evaluate primary sources (ship logs, advertisements, oral histories) and secondary sources (textbooks, documentaries) for accuracy and bias. Who created the source? What is their perspective?
2. **Multiple Perspectives:** Encourage learners to consider the experiences of Africans (leaders, sellers, captives), Europeans (traders, colonists) involved in the trade. How did their motivations and experiences differ?

Learning Tasks

1. Create a diagram to show how slaves were captured on the Gold Coast.
2. With the help of a diagram, describe the triangular trade.
3. Design a timeline of major events and dates related to the Trans-Atlantic Slave Trade in the Gold Coast.
4. Write a diary entry from the point of view of someone involved in the slave trade.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. 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.
 - a. Provide templates for the poster to help learners who may struggle with artistic tasks.
2. As a whole class, create a timeline of major events and dates using large sheets of paper to enable the learners to move the dates into the correct position.
 - a. To challenge learners, ask them to stand next to the events that they think are the most significant and then explain why they have made that choice.
 - b. To really extend HP learners – get them to consider whether different groups (i.e. Europeans/ people of Ghana) would consider the same events to be significant.

Experiential Learning

1. Let learners embark on a field trip or a virtual field trip to some slave markets and forts/castles (e.g., Pikworo, Salaga, Assin Manso, Prizenstein, Christiansborg, St. George, etc.) in the Gold Coast and discuss observations.
 - a. Encourage highly proficient learners to ask thought-provoking questions in the course of the trip
2. Write a diary entry from the point of view of someone involved in the slave trade. Encourage learners to select a variety of points of view. Select some examples of learners who have done well in this task to read theirs out loud and discuss – how accurate is this portrayal? What are the strengths and weaknesses of diaries as historical sources?
 - a. For less confident learners (AP), provide some role cards to act as prompts.
 - b. For more confident learners (P and HP), provide some primary sources and encourage them to use quotations to drive their writing.

KEY ASSESSMENTS

DoK Level 1: List and briefly explain three items that were commonly traded for slaves in Ghana during this period.

DoK Level 2: *Analysis:* Outline the typical journey of an enslaved person from capture in inland Ghana to arrival at a coastal fort.

DoK Level 3

1. *Evaluation:* Assess the importance of Ghana's gold trade in relation to the development of the Trans-Atlantic Slave Trade in the region. How did the two trades intersect and influence each other?
2. *Poster:* Create an infographic illustrating the Triangular Trade system involved in the Trans-Atlantic Slave Trade. Include the three main points of the triangle, goods exchanged at each point, and at least three effects of the slave trade on the Gold Coast.

Hint



The recommended mode of assessment for Week 4 is **Poster**. [You may provide learners with a guide to create the poster]. You may refer to Assessment Level 3 in the Key Assessment for an example of a poster assessment]. See Appendix C for a sample rubric to score the discussion

- Remind learners about their **Group Project Work** and offer them the opportunity to seek for clarification and support if they have any.

FOCAL AREA 3: EFFECTS OF THE TRANS-ATLANTIC SLAVE TRADE ON GOLD COAST

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining the effects of the trans-Atlantic slave trade on the Gold Coast:

1. How did the slave trade impact the economy and society of the Gold Coast?
2. What were the social and cultural effects of the slave trade on the Gold Coast?
3. In what ways did the slave trade affect the local political structures and governance on the Gold Coast?
4. How were women and children specifically affected by the slave trade on the Gold Coast?

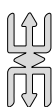
Some Effects of the Trans-Atlantic Slave Trade on the Gold Coast

1. Population Depletion
2. Decline in Agriculture
3. Decline of Indigenous Industries
4. General Panic and Fear
5. Inter-Ethnic Warfare

How the slave trade affected vulnerable groups in the Gold Coast

The transatlantic slave trade had a profound impact on vulnerable groups, causing massive upheaval and suffering across continents. Indigenous African communities were greatly affected, as they faced displacement, exploitation, and the trauma of being forcibly uprooted from their homes. Additionally, women and children were particularly vulnerable within the slave trade. They endured unimaginable hardships and abuse. The chart below shows some effects of the slave trade on women and children:

Women	Children
Were disproportionately captured and enslaved, making up a significant portion of the transatlantic slave trade	Were also captured and enslaved, often separated from their parents and families
Were often separated from their families and communities, leading to emotional trauma and psychological distress	Were forced to work in harsh conditions, including in mines and on plantations
Faced harsh conditions during the Middle Passage, including physical and sexual abuse	Were vulnerable to physical and sexual abuse, and were often forced to work in dangerous conditions
Were forced into domestic and agricultural labour, and were often subjected to physical and sexual exploitation	Were denied access to education and cultural heritage, leading to cultural suppression and erasure
Played a significant role in resisting slavery and leading rebellions, such as Nanny of the Maroons	Were forced to adopt European customs and beliefs, leading to cultural assimilation and loss of identity



Note

In teaching the effects of the trans-Atlantic slave trade on the Gold Coast, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** Guide learners to analyse primary sources such as historical documents, narratives, and artefacts to understand the impact of the trans-Atlantic slave trade on the Gold Coast.

2. **Cause and Effect Analysis:** Encourage learners to investigate and assess the primary causes and effects of the trans-Atlantic slave trade on the Gold Coast.
3. **Perspective Taking:** Assist learners in analysing the effects of the trans-Atlantic slave trade from multiple perspectives, including those of the enslaved individuals, African societies, European powers, and the global economy of the time.
4. **Interdisciplinary Connections:** Integrate interdisciplinary perspectives by exploring the impact of the trans-Atlantic slave trade on areas such as sociology, anthropology, economics, and political science.

Learning Tasks

1. List at least three effects of the Trans-Atlantic Slave Trade on the Gold Coast.
2. Role-play the effects of the slave trade on vulnerable groups.
3. Create a poster that shows how the slave trade affected the Gold Coast economically, culturally, socially and politically.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In mixed-gender groups (where applicable), learners discuss the effects of the Trans-Atlantic Slave Trade on the Gold Coast.
 - a. Provide additional background resources for learners who may need more context on the topic.
2. Use pictures and videos to describe to learners how the slave trade affected women in the Gold Coast.
 - a. Model annotating pictorial sources for learners who are less confident (AP).
3. Create a poster to show the effects of the slave trade on Ghana.
 - a. Encourage highly proficient (HP) learners to create links between the different areas and explain how each factor impacted the others.

Experiential Learning

1. Using primary sources as information, role-play the effects that the slave trade had on vulnerable groups. Feedback as a whole class – which group was affected more? Why?
 - a. Provide less confident (AP) learners with role cards to give a scaffold into the role.

2. Hold a discussion: how did the slave trade affect Ghana? Which was the most significant area in which it affected the people of Ghana and why? Ensure that learners are making notes on the discussion.
 - a. Challenge more confident learners (HP) by asking what kind of sources would be most useful for an historian investigating this topic.

KEY ASSESSMENT

DoK Level 2: *Extended analysis:* Compare and contrast the social impact of the Trans-Atlantic Slave Trade on men and women in the Gold Coast region.

DoK Level 3: *Analysis:* Analyse the long-term demographic effects of the Trans-Atlantic Slave Trade on the Gold Coast. How did these changes shape the region's development in subsequent centuries?

DoK Level 4: *Evaluation:* Evaluate the impact of the slave trade on traditional power structures in Gold Coast societies. How did it affect the roles and influence of chiefs, elders, and religious leaders?

WEEK 5

Learning Indicator: *Examine sources on the processes leading to colonial rule in the Gold Coast*

FOCAL AREAS 1 AND 2: MAJOR TREATIES SIGNED BETWEEN THE BRITISH AND THE PEOPLE OF GOLD COAST*

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the major treaties signed between the British and the people of Gold Coast.

1. What were the key processes that led to colonial rule in the Gold Coast?
2. Why was the Bond of 1844 signed?
3. Who were the signatories to the Bond of 1844?
4. Where was the Bond of 1844 signed?
5. What was the impact of the Bond of 1844?
6. Why was the Treaty of Fomena signed?
7. Which wars were fought between Asante and the British?
8. What was the impact of the Anglo-Asante Wars?
9. What was the significance of the “Treaty of Protection in 1890”?

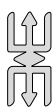
Major treaties signed between the British and the people of Gold Coast

The Asante represented a formidable challenge to British operations in the Gold Coast. Prior to the arrival of Europeans, the Asante wielded significant authority over large portions of present-day Ghana. This set the stage for a series of conflicts between the Europeans, particularly the British, and the Asante from 1822 to 1896. These confrontations, coupled with the British desire to assert dominance over the land that is now Ghana, culminated in the signing of major treaties that played a crucial role in the events that led to colonial rule in the Gold Coast. Key treaties signed between the British and the people of Gold Coast.

* Gold Coast here is used to represent the southern states, Asante, the Northern protectorate and the British Mandated-Togoland

Some major treaties signed between the British and the people of Ghana

1. Tripartite Treaty of 1831
2. Bond of 1844
3. Treaty of Fomena 1874
4. British Treaty of Protection 1890



Note

In teaching the major treaties signed between the British and the people of Gold Coast, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Help learners understand the political, economic, and cultural context surrounding the treaties.*
2. **Causation:** *Encourage learners to analyse the reasons behind the treaties and their impact on the Gold Coast and British societies.*
3. **Comparison:** *Have learners compare and contrast different treaties, identifying similarities and differences.*
4. **Perspective-taking:** *Encourage learners to consider the viewpoints of various stakeholders, including British colonisers and Gold Coast leaders.*
5. **Analysis:** *Have learners evaluate the treaties' terms, examining the language, provisions, and implications.*

Learning Tasks

1. Investigate the provisions of the Tripartite Treaty of 1831 and discuss the terms of the treaty.
2. Interrogate historical sources on the Bond of 1844 and discuss the reasons for the signing of the Bond and its impact on the Gold Coast.
3. Formulate historical questions to analyse the reasons and impact of the Treaty of Fomena in 1874.
4. Create timelines, infographics, or maps illustrating treaty details and impact.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In concentric circles, learners discuss the terms of the Tripartite Treaty of 1831.

Provide structured prompts to scaffold the discussion and ensure all learners can participate.

Problem-based learning

1. In mixed-ability groups, learners examine historical sources on the Bond of 1844 and its impact on the Gold Coast.

For more proficient learners, ensure that there are sources of an appropriate level of complexity.

2. In a shower thought activity, learners discuss the reasons for the signing of the Bond of 1844.

a. *For learners who may need more support (AP), provide clear instructions and clues to aid them during the shower thought activity.*

b. *Challenge those who are confident in the content (P and HP) with questions to prompt deeper thought, i.e. ‘Why did each group sign?’; ‘Who benefited more?’ etc.*

Collaborative Learning

1. In mixed-ability groups, learners formulate historical questions to analyse the impact of the Treaty of Fomena in 1874. Learners should record the outcomes of their discussion in a chart.

2. Groups should then create either a poster or a presentation illustrating the treaty details and impact.

For less confident learners (AP), provide a checklist of information to include.

KEY ASSESSMENTS

DoK Level 2: Review: List the terms of the Tripartite Treaty of 1831.

DoK Level 3: Extended analysis: Analyse the significance of the Treaty of Fomena in 1874.

DoK Level 4: Evaluation task: How did the major treaties signed between the Europeans and the indigenous people of the Gold Coast together contribute to the gradual British control over the region?

FOCAL AREA 3: **ANGLO-ASANTE WARS AND THEIR EFFECTS**

Situating the lesson in context

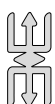
The following enquiry route questions should guide both the teacher and the learners in analysing the Anglo-Asante wars and their effects:

1. *Which wars were fought between Asante and the British?*
2. *What reasons accounted for the Anglo-Asante wars?*
3. *What was the impact of the Anglo-Asante Wars?*

Anglo-Asante Wars

The Anglo-Asante wars occurred between the British and the Asante from 1823 to 1900. These conflicts centred on the control of trade routes, territorial expansion, and influence in the region. The major effects of these wars included the weakening of the Asante Empire, the expansion of British colonial control, political reorganisation, etc. Specific Anglo-Asante wars included:

1. Battle of Nsamankow 1824
2. Battle of Akatamanso 1826
3. Sagrenti war 1874
4. Golden stool war (Yaa Asantewaa war) 1900



Note

When teaching the Anglo-Asante wars and their effects, teachers should focus on the following historical thinking skills:

1. **Causation:** *Help learners understand the reasons behind the conflicts and their consequences.*
2. **Contextualisation:** *Provide the political, economic, and cultural context surrounding the wars.*
3. **Comparison:** *Encourage learners to compare and contrast the different wars and their outcomes.*
4. **Perspective-taking:** *Have learners consider the viewpoints of various stakeholders, including British colonisers and Asante leaders.*
5. **Analysis:** *Have learners evaluate the impact of the wars. Provide learners with primary sources and ask analytical questions.*

6. ***Continuity and Change:*** Help learners understand how the wars affected the trajectory of Ghanaian and British history.
7. ***Historical Significance:*** Encourage learners to consider the lasting impact of the Anglo-Asante Wars on modern-day Ghana and Britain.

Learning Tasks

1. Create a chronological chart of the major Anglo-Asante wars, showing where, when, and major actors involved in each war.
2. Assess the various Anglo-Asante Wars and their implication for the growth of British colonial influence.
3. Create a cause-and-effect chart of the major Anglo-Asante wars.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. Learners, in pairs, create a chronological chart of the various Anglo-Asante wars, including the minor wars that accompany the major ones.
 - a. Pair learners with advanced content knowledge (P and HP) with learners who have limited content knowledge (AP).
2. In a jigsaw activity, using a range of historical sources, learners assess the various Anglo-Asante Wars and their effects on the Asante Kingdom. Learners then give feedback on their findings to the class.
 - a. Consider the ease of access of sources for AP learners and provide a glossary of terms If necessary/ model analysis of the sources for the class.
 - b. Ask HP learners to extend and develop their points during feedback.

Technology-enhanced learning

1. Using the Internet, learners identify the various Anglo-Asante wars and their overall significance towards gradual British control over the Gold Coast. Learners then convert the notes into a cause-and-effect chart.
 - a. Learners with limited use of the Internet should be assisted by more proficient learners.
 - b. Learners with advanced content knowledge (HP) can be tasked to explore more historical sites and create a presentation for a whole class discussion.
 - c. AP learners could be provided with a chart that has some sections filled in to provide an example of the task.

KEY ASSESSMENTS

DoK Level 2: Review: Examine the events that led to any Anglo-Asante war.

DoK Level 3

1. *Analysis:* How did the various Anglo-Asante wars contribute to the gradual British colonial control over the Gold Coast?
2. *Observation:* Watch a documentary on the Anglo-Asante Wars and share your observations with the class.

While watching the documentary on the Anglo-Asante Wars, check the boxes for the information you observe.

DoK Level 4: Creative task: Write a poem that recounts the different Anglo-Asante Wars. Your poem must creatively explain where the wars took place, when they took place, who was involved, why they were fought, how they were fought and their impact.

Hint



The recommended mode of assessment for Week 5 is **Observation**. Refer to Key Assessment Level 3 in the Key Assessment for an example of an Observation question. See Appendix D for a sample rubric to score the Observation.

- Click on the link below or scan the QR code for a sample documentary on Anglo-Asante Wars. <https://curriculumresources.edu.gh/wp-content/uploads/2025/07/History-Of-The-Anglo-Ashanti-Wars-In-1823-1900.mp4>
- Teacher to share assessment rubric (observation checklist) with learners to enable them to record their observations.
- Prepare for mid-semester examination.



WEEK 6

Learning Indicators

1. *Examine sources on the processes leading to colonial rule in the Gold Coast.*
2. *Assess the socio-political effects of European (British) presence in Ghana.*

FOCAL AREA 1: HOW THE VARIOUS PARTS OF 'GHANA' CAME UNDER BRITISH CONTROL OR ANNEXATION

Situating the lesson in context

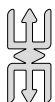
The following enquiry route questions should guide both the teacher and the learners in analysing how the various parts of “Ghana” came under British control or annexation.

1. *What major events preceded the declaration of the Gold Coast as a Crown Colony?*
2. *How did Asante decline under British control or annexation?*
3. *How were the Northern territories brought under British control or annexation?*
4. *In what ways was British-mandated Togoland brought under British control?*

How the various parts of 'Ghana' came under British control or annexation

In the mid-19th century, the British held trading posts along the coast of present-day Ghana, but their influence was limited to these areas. However, between 1874 and 1919, the British successfully conquered the Asante, thereby expanding their control from the coast to the Asante and later to the Northern Territories and the British-mandated territory of Togoland. This conquest marked the beginning of direct British colonial rule over modern-day Ghana, resulting in substantial administrative changes. The various parts of Ghana that came under British control are:

1. The Colony – 1874
2. Asante - 1901
3. Northern Territories - 1902
4. British Mandated Togoland - 1919



Note

Here are some key historical thinking skills teachers can focus on when teaching how Ghana came under British control, and how these skills can be integrated into the lesson:

Sourcing & Corroborating Evidence

- ***Skill:*** Learners should be able to evaluate the credibility of sources and identify bias.
- ***Lesson Integration:*** Provide primary sources like excerpts from British colonial records, alongside Ghanaian oral histories or accounts from missionaries. Challenge learners to identify the perspective of each source and look for corroborating evidence (facts supported by multiple sources) about British motives and actions.

Contextualisation

- ***Skill:*** Learners understand historical events within their broader context - social, political, economic, and technological factors of the time.
- ***Lesson Integration:*** Discuss the pre-colonial political landscape of Ghana. Explore factors like internal conflicts among kingdoms, European trade interests, and technological advancements in weaponry that may have influenced Britain's ability to exert control.

Causation

- ***Skill:*** Analyse cause-and-effect relationships.
- ***Lesson Integration:*** Present a timeline of events leading to British control. Have learners identify turning points and discuss the factors (political, economic, military) that contributed to those turning points.

Continuity & Change

- ***Skill:*** Recognise both continuity (elements that stayed the same) and change (elements that transformed) over time.
- ***Lesson Integration:*** Discuss the traditional social structures and cultural practices in Ghana before British control. Then, explore how these aspects may have changed or remained under British rule.

Historical Perspective Taking

- ***Skill:*** See events through the eyes of people who lived in the past.
- ***Lesson Integration:*** Role-play a negotiation or conflict between a British representative and a Ghanaian leader. Learners can argue for their positions based on their understanding of each side's goals and motivations.

Learning Tasks

1. Mark key locations involved in the proclamation of the Northern territories as a protectorate on historical and contemporary maps of Ghana.
2. Role-play the activities of George Ekem Ferguson in the acquisition of the Northern territories as a British colonial possession.
3. Create a timeline of significant events leading up to the proclamation of the southern territories of Gold Coast as a crown colony.

PEDAGOGICAL EXEMPLARS

Project-based Learning

1. Use historical maps to explain how territories in the Northern part of Ghana came under British control.
 - a. Provide clear maps with more distinct writing and pictures to aid learners with limited vision in participating in the exercise.
2. Sketch a map to show the various parts of 'Ghana' that went under British control or annexation. Add in dates to create a timeline.
 - a. For those learners who are less confident in the content (AP), provide some examples of the type of information needed to create a timeline.
3. Use character maps to show the role of George Ekem Fergusson in the acquisition of the Northern Territories.
 - a. Learners with advanced content knowledge can be tasked to create an elaborate narrative and present it to the class as a presentation.
 - b. Support learners who are less confident in this task individually and then check in on them part way through the task.
4. Learners then, in pairs, role-play the key events that led to the acquisition of the Northern Territories.
 - a. Provide highly proficient learners with some primary source material to use in their role plays.

KEY ASSESSMENTS

DoK Level 2

1. Compare and contrast the social impact of the Trans-Atlantic Slave Trade on men and women in the Gold Coast (10 marks).
2. Identify and explain two key factors that motivated British expansion into the northern territories of present-day Ghana (10 marks).

DoK Level 3: *Explanatory analysis*: How did different territories in the Northern part of Ghana come under British control?

DoK Level 4: *Evaluation task*: Evaluate the role of George Ekiem Ferguson in the acquisition of the Northern territories for the British Empire. Evaluate the effectiveness of Asante resistance to British expansion. How might events have unfolded differently if the Asante had adopted alternative strategies?

Hint



The recommended mode of assessment for Week 6 is **Mid-Semester Examination**. Refer to **Appendix E** for the structure and the Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.

FOCAL AREA 2: EFFECTS OF EUROPEAN (BRITISH) PRESENCE ON INDIGENOUS SANITATION AND HEALTH CARE SYSTEMS IN GHANA

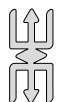
Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the effects of European (British) presence on sanitation and health care systems in Ghana.

1. How did the arrival of European (British) influence the traditional sanitation and healthcare practices of the indigenous people in Ghana?
2. Did the European (British) presence lead to improvements or changes in the sanitation and healthcare systems of Ghana's indigenous communities?
3. What impact did the European (British) presence have on the traditional methods of sanitation and healthcare in Ghana?

Effects of European (British) presence on Indigenous sanitation and health care systems

1. Building of sanitation infrastructure
2. Disruption of traditional health and sanitation practices
3. Establishment of mission hospitals and clinics
4. Introduction of Western medicine
5. Public health campaigns to control the spread of diseases



Note

When teaching the effects of European (British) presence on sanitation and healthcare systems in Ghana, teachers should focus on the following historical thinking skills:

1. **Contextualisation:** *Help learners understand the pre-existing sanitation and healthcare systems in Ghana before European arrival.*
2. **Causation:** *Have learners analyse how British colonialism disrupted traditional systems and introduced new diseases, technologies, and healthcare practices.*
3. **Comparison:** *Encourage learners to compare and contrast traditional Ghanaian healthcare practices with British-introduced systems.*
4. **Continuity and Change:** *Help learners understand how Ghana's healthcare system evolved over time.*
5. **Historical Significance:** *Encourage learners to consider the lasting impact of European presence on Ghana's healthcare system and sanitation infrastructure.*

Learning Tasks

1. Search the Internet for information on health facilities constructed by the British in Ghana. Locate these sites on a map and indicate the dates they were built.
2. Prepare a questionnaire soliciting information on the impact of European presence on sanitation and health systems in Ghana.
3. Debate on the idea that the European presence is the reason for good sanitation and health care in Ghana.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. In small groups, learners identify facilities built by the British in Ghana. Prepare a questionnaire for users of the facilities closest to your community to understand if people are aware of the role of European presence on these facilities.
 - a. Learners who may struggle with the content (AP) can be provided with a chart or map containing facilities built by the British in Ghana for identification.
 - b. Challenge those who will be confident with the content (P and HP) to think carefully about the questions that they are asking and who they will ask the

questions to – what sample size/ cohort would provide historically relevant evidence?

Project-based learning

1. Hold a series of mini debates: ‘Was European presence a necessary requirement for good sanitation and health care in Ghana?’
 - a. Remind learners to use their knowledge from Year 1 of traditional medical practices in their analysis.
 - b. Remind learners to think about the harm that European presence brought to health in terms of new diseases etc. Encourage confident learners (P and HP) to integrate this into their discussions and debates.
 - c. Learners of all abilities should make notes on the debate to secure learning.

KEY ASSESSMENTS

DoK Level 2: Review: Identify some major sanitation and health facilities constructed by the British in Ghana and show their significance in the social life of Ghanaians.

Dok Level 3: Explanatory task: What is the relationship between sanitation and health practices in pre-colonial Ghana and sanitation and health facilities during the European presence?

DoK Level 4: Evaluation task: To what extent do you agree with the assertion that without the European presence, proper sanitation and health care will not exist in Ghana?

FOCAL AREA 3: EFFECTS OF EUROPEAN (BRITISH) PRESENCE ON EDUCATION IN GHANA

Situating the lesson in context

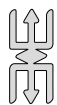
The following enquiry route questions should guide both the teacher and the learners in understanding the effects of European (British) presence on education in Ghana:

1. *In what ways did European (British) influence education in Ghana?*
2. *What ordinances influenced education in Ghana?*
3. *How did Western education impact pre-European educational systems and practices?*

Effects of European (British) presence on education in Ghana

1. Introduction of western education
2. Disruption of traditional educational systems and cultural elements
3. Grant of missionary and colonial Government scholarships to attend secondary schools and higher education in Europe

4. Passage of educational policies and ordinances (1882, 1906, etc)
5. Establishment of schools and educational infrastructure



Note

When teaching the effects of European (British) presence on education in Ghana, teachers should focus on the following historical thinking skills:

1. **Causation and Consequence:** *Encourage learners to analyse how British colonial policies led to changes in Ghana's educational system and the short-term and long-term consequences of these changes.*
2. **Continuity and Change:** *Learners should be examining what aspects of Ghanaian education remained constant despite British influence and what changed over time.*
3. **Historical Significance:** *Engage learners in assessing which changes to Ghana's educational system had the most lasting impact on Ghanaian society and why.*
4. **Periodisation:** *Encourage learners to identify key periods or turning points in the development of Ghana's educational system under British influence.*

Learning Tasks

1. Create a chronological chart of major ordinances that influenced education in the Gold Coast.
2. Create maps showing the distribution of missionary and government schools across the Gold Coast during the colonial era, paying attention to the urban-rural distribution dynamics.
3. Create a database analysing how Europeans influenced education in Ghana using diverse sources.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. In a Jigsaw activity, learners create a database on some colonial structures in Ghana, including schools built.
 - a. Provide learners with advanced content knowledge (HP) the opportunity to explore more complex and advanced sources to create the database

Project-based learning

1. Learners create a map with an accompanying speech explaining how Europeans influenced education in Ghana including schools built, ordinances passed, scholarships offered, etc.
 - a. Ensure that learners include the following concepts and support those who are less confident in the content (AP) to do this:
 - Turning points in education.
 - Continuities in education.
 - Motives and causes from the British perspective.
2. Learners use the information from the presentations to create a chronological chart of the major ordinances that influenced education in the Gold Coast.
 - a. For learners who are very confident with the content (HP), ask them to evaluate which was the most significant ordinance and to justify their response.

KEY ASSESSMENTS

DoK Level 2: Review: Identify some major educational institutions constructed by the British in Ghana and show their location, distribution and why they were constructed.

DoK Level 3: Essay: How do the various education ordinances relate to educational improvements by the British on the Gold Coast?

DoK Level 4: Evaluation: Create a chart evaluating how Europeans influenced education in Ghana and compare this with modern contemporary educational improvements.

Hint



Learners are to submit their **Group Project Work** in week 7. Score the group work immediately using the rubric given in **Appendix B** and record the scores for onward submission to the STP.

WEEK 7

Learning Indicator: Assess the socio-political effects of European (British) presence in Ghana.

FOCAL AREA 1: EFFECTS OF EUROPEAN PRESENCE ON HOUSING AND ARCHITECTURAL DESIGNS

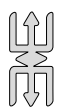
Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the effects of European presence on housing and architectural designs:

1. *How did European presence influence housing and architectural systems in Ghana?*
2. *What major European architectural structures and designs exist in Ghana?*
3. *What was the main architectural style of precolonial Ghanaians before the arrival of the Europeans?*

Effects of European presence on housing and architectural designs

1. Introduction of new building materials
2. Implementation of European urban building principles
3. Introduction of several forts and trading posts
4. Gradual erosion and extinction of indigenous buildings and structures
5. Introduction of new architectural techniques and building technologies
6. Change in building styles



Note

In teaching the effects of European presence on housing and architectural designs, teachers should focus on developing in learners the following historical skills:

1. **Chronological Reasoning:** *Guide learners to trace the timeline of European arrival and its impact on existing architectural styles. Analyse how housing and design evolved over time (immediate changes vs. long-term adaptations).*
2. **Source Analysis:** *Evaluate primary sources like architectural plans, photographs, and building materials. Analyse secondary sources (historical texts, architectural studies) for evidence of influence and adaptation.*
3. **Cause & Effect:** *Guide learners to identify how European presence led to changes in building materials, techniques, and social needs for housing.*

4. **Cultural Context:** *Guide learners to compare pre-existing architectural styles with those introduced by Europeans.*

Learning Tasks

1. Create a database on some colonial structures in Ghana, including housing units.
2. Prepare a photo exhibit showing a shift from indigenous architectural design to European architectural design.
3. Research from diverse sources how the European presence impacted architectural and housing systems in Ghana.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. In a Jigsaw activity, learners create a database on some colonial structures in Ghana, including housing units built. Ensure that learners include geographic information in the database so the difference in styles across the various regions of Ghana are represented.
 - a. Follow up with a whole class discussion: why would styles be different in different areas?
 - b. Support less confident (AP) learners with an example of a line in the database to allow them a scaffold into the activity.
 - c. Require those learners who are very confident with the content (HP) to extend and develop their thinking through complex questioning.
2. Learners then use the database to provide a pictorial timeline of architectural changes. Discussion: did European presence provide more of a help than a hindrance in terms of architecture? What was lost when the European styles started to become dominant?
 - a. Extension and challenge for more able learners (HP) – thinking about your local community and its architecture. Is it more influenced by indigenous or European structures? Has it changed over time (ideally, the teacher would source some local archive photographs to support this task).

Technology-Enhanced Learning

1. Let learners use the Internet to search for Indigenous architectural designs from pre-colonial times and compare them to European architectural designs. Create a Venn diagram of similarities and differences in pre-colonial and post-colonial architectural designs.

- a. Complete one of the items within the Venn diagram for less confident learners (AP) to allow them a scaffold.
- b. Provide learners with advanced content knowledge (HP) the opportunity to explore more diverse sources to complement information from the internet and provide an evaluation of the content.

KEY ASSESSMENTS

DoK Level 2: Summary: Identify some major housing and architectural units constructed by the British in Ghana and show their location, distribution and reasons for construction.

DoK Level 3: Essay: In your view, why did the Europeans not build according to indigenous designs and techniques but rather introduced their own building forms?

DoK Level 4: Evaluation task: Create a graphical representation of ways by which the Europeans influenced Architecture and housing in precolonial Ghana and evaluate the challenges faced by the Europeans in their attempt.

FOCAL AREA 2: EFFECTS OF EUROPEAN PRESENCE ON THE TRANSPORT AND COMMUNICATION SECTORS

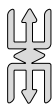
Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the effects of European presence on the transport and communication sectors:

1. *What major roads were established in Ghana during the colonial period?*
2. *What was the reason for the construction of railways in the colonial period?*
3. *How did European presence influence road and communication developments on the Gold Coast?*

Some effects of European presence on the transport and communication sectors

1. Construction of railway lines
2. Establishment of postal and radio networks
3. Introduction of Telegraphy and Telephone Services
4. Construction of road networks



Note

In teaching the effects of European presence on the transport and communication sectors, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Guide learners to understand the pre-existing transport and communication systems in Ghana before European arrival.*
2. **Causation:** *Guide learners to analyse how European presence led to the development of new transport and communication infrastructure, such as roads, railways, and telegraphs.*
3. **Comparison:** *Compare and contrast traditional Ghanaian transport and communication methods with European-introduced systems.*
4. **Continuity and Change:** *Help learners trace the evolution of transport and communication systems in Ghana over time, including the impact of colonialism and independence.*
5. **Analysis:** *Guide learners to evaluate the economic, social, and political impact of European presence on Ghana's transport and communication sectors.*
6. **Historical Significance:** *Consider the long-term effects of European presence on Ghana's development and global connectivity.*

Learning Tasks

1. Identify and record key roads and railways constructed under colonial rule on a historical map of Ghana.
2. Create posters that explain how the Europeans developed the communication sector.
3. Create an oral or multimedia presentation on the reasons for the construction of roads and railways in pre-colonial Ghana.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. Using a map of Ghana, learners identify some key roads and rail lines constructed under colonial rule. Learners then create their own map with pre-colonial routes also added on to it, annotating it with the reasons behind the European roads/ rail lines being constructed.

Learners who are confident with the content (P) should then annotate with the impact of those roads/ rail lines in the various areas.

2. In mixed-ability groups, learners create posters that explain how Europeans developed the communication sector.

Learners with mastery over the content (HP) can be encouraged to use these posters to create a presentation for a class discussion.

3. Learners, in pairs, should create diagrams or charts that analyse the impact of the communication and transport systems in terms of economic, social and political impact.

Learners who are less confident with the content (AP) should be provided with a diagram that has an example filled in.

4. Discussion task in small groups: Did the road and rail network help the Europeans or the Ghanaian people more? What about in the short term? In the long term?
 - a. *Teacher to support AP learners with questions when circulating through the discussions to ensure that they are engaging in the discussion.*
 - b. *Teacher to challenge HP learners to justify their thoughts and decisions.*

KEY ASSESSMENTS

DoK Level 2: Review: Identify some major roads and railways constructed by the British in Ghana and show their location, distribution and reasons for construction.

DoK Level 3: Essay: Assess how the Europeans/British developed the communications sector on the Gold Coast.

DoK Level 4: Essay: What conclusions can you make that justify why the Europeans/British developed the communications sector?

FOCAL AREA 3: ORIGINAL INTENTIONS BEHIND THE SOCIAL DEVELOPMENTS MADE BY THE EUROPEANS.

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in understanding the original intentions behind the social developments made by the Europeans:

1. What aspects of the social lives of Ghanaians have changed as a result of European colonisation?
2. What aspects of the social lives of Ghanaians have remained even after European colonisation?
3. Why did the colonial government embark on social developments?

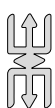
Original Intentions Behind Colonial Social Developments

When the Europeans, particularly the British, established their presence in Ghana (then known as the Gold Coast), their social development initiatives were driven by a combination of economic, political and ideological motivations. These motivations were made explicit after careful investigation of the social projects embarked on the Gold Coast. By examining the distribution, location, availability, etc., of these social development projects, the original motives of the colonial Government's social initiatives are made known. These motives included:

1. Economic intentions for social development
2. Ideological intentions for social development
3. Political intentions for social developments

Change and Continuity in the Social Lives of Ghanaians as a result of European Presence.

1. The introduction of formal education by Europeans led to changes in social mobility and access to knowledge.
2. Increased influence of Christianity and Western values on traditional Ghanaian customs and beliefs.
3. Establishment of new social hierarchies based on collaboration with Europeans or adoption of European customs.
4. Continuity of traditional family structures and community values alongside the introduction of new societal norms and institutions due to European influence.
5. Shift from traditional modes of production and trade to a more Westernised economic system under European influence.



Note

In teaching the original intentions behind the social developments made by the Europeans, teachers should focus on developing in learners the following historical skills:

1. **Intentions and Consequences:** Guide learners to analyse the original intentions behind European social developments and compare them to the actual consequences for Ghanaians.
2. **Perspective-taking:** Encourage learners to consider the viewpoints of European colonisers, Ghanaian leaders, and ordinary citizens to understand their experiences and motivations.

3. ***Change and Continuity:*** *Identify the changes and continuities in Ghanaian social lives, including the impact on family, education, religion, and cultural practices.*

Learning Tasks

1. Create a chart on the changes and continuities in the social lives of Ghanaians as a result of European presence by analysing primary and secondary sources.
2. Produce a video documentary on the original intentions behind Europeans' social developments by critically analysing their location, distribution, availability, and nature.
3. Debate on the motion "social developments carried out by Europeans were intended to help the people of Ghana"?

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. Using primary and secondary sources, learners in groups examine change and continuity in the social lives of Ghanaians as a result of European presence. Learners should be provided with a chart to record their learning.
 - a. Learners who are confident with the content (HP) should be encouraged to assess the usefulness of the sources.
 - b. Provide less confident learners (AP) with glossaries for any vocabulary in the sources which may be more complex.
2. Using historical sources, learners analyse the original intentions behind the social developments made by the Europeans. Learners should present their findings in a video documentary if they have access to recording technology.
 - a. Provide less confident learners (AP) with a list of source analysis questions to scaffold their learning and allow access into the sources.
3. In small groups, learners debate on the motion "Social developments carried out by Europeans were intended to help the people of Ghana"?
 - a. Provide learners who are struggling with the content (AP) with a series of sentence starters/ prompts to help them enter the debate.

KEY ASSESSMENTS

DoK Level 2: *Explanatory task:* In what ways did social developments under colonial rule affect the lives of the people of Gold Coast?

DoK Level 3

1. Write an opinion paper on the following statement: “Social developments carried out by Europeans were intended to help the people of Ghana.”
2. Deliver a 5–10-minute presentation evaluating online historical sources related to the socio-political effects of European presence in Ghana.

DoK Level 4 - *Evaluation task:* What judgement would you make with respect to the original intentions behind the social developments made by the Europeans after analysing critically the location, distribution, availability, and nature of these social developments?

Hint



The recommended mode of assessment for Week 7 is **presentation**. Refer to **question 2** of Assessment level 3 under the key assessment for an example of a task for presentation.

WEEK 8

Learning Indicator: *Assess the socio-political effects of European (British) presence in Ghana.*

FOCAL AREA 1: STRUCTURE OF BRITISH POLITICAL SYSTEM

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the key political developments under colonial rule and their effects:

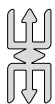
1. *What was the structure of the British political system?*
2. *What was the role of the various units in the British political structure?*
3. *What was the significance of the British colonial political structure?*
4. *What effects did the British colonial political structure have on the political situation of Ghanaians?*

Structure of British Political System

The British colonial political structure was necessitated by the need to establish formal control and effective administration of British colonies. Each unit in the structure plays a critical role in the British colonial political administration. The effects of the British political structure on the political situation of Ghanaians revolve around the introduction of Western political institutions, the emergence of nationalist movements and political agitations, etc.

Structure of British political system in the Gold Coast

1. The monarch / crown (king or queen)
2. The secretary of state for the colonies
3. The governor
4. The executive council
5. The legislative council
6. The provincial commissioner
7. The district commissioner
8. The traditional rulers



Note

In teaching the Structure of the British Political System, teachers should focus on developing in learners the following historical skills:

1. **Critical Analysis:** *Guide learners to analyse the development and changes in the British colonial political structure over time and draw conclusions on its political legacies.*
2. **Contextual Understanding:** *Encourage learners to recognise the influence of the British political structure on Ghana's political development.*
3. **Source Analysis:** *Encourage learners to interrogate historical documents and sources to identify the roles and impacts of the various units within the British political system.*

Learning Tasks

1. Conduct research from varied sources on the structure of the British colonial system and create posters from the research for a gallery walk activity.
2. Create a comparative chart or table that summarises the roles and impacts of the various units within the British political structure.
3. Create a concept map illustrating the relationships between the political institutions established by the British and their impact on Ghana's political development.

PEDAGOGICAL EXEMPLARS

Cooperative Learning

1. In mixed-ability groups, learners research from varied sources and discuss the structure of the British colonial system, using a chart to guide research. Once the research is complete, groups create posters and display them around the learning space to create a gallery. Learners then visit other groups' posters and assess their historical accuracy and source choice.
 - a. Less confident learners (AP) should be provided with scaffolded charts to allow access to the source analysis. The teacher should also model how to assess the posters.
2. In a jigsaw activity, learners discuss the roles and impacts of the various units within the British political structure.
 - a. Encourage learners with advanced content knowledge (HP) to collaborate with learners identified as struggling with the content (AP). Learners identified as

struggling with the content should be encouraged to do further reading for the task.

Collaborative Learning

1. Using the mind map technique, learners illustrate the relationships between the political institutions established by the British and their impact on Ghana's political development.
 - a. Encourage learners with mastery over the content (HP) to research further and do a presentation for a whole class discussion. Learners with limited content knowledge should be encouraged to pay attention and make short notes for a peer edit activity.

KEY ASSESSMENTS

DoK Level 2: Review: Craft a diagram illustrating the hierarchy of the British colonial system in Ghana, including the roles and responsibilities of each level.

DoK Level 3: Extended writing: Analyse the consequences of the British imposition of foreign political institutions on Ghanaian traditional political structures.

DoK Level 4: Creative task: Design a revised political structure for British colonial Ghana that addresses the limitations and challenges of the original system. How would your revised structure promote greater political participation, representation and accountability?

FOCAL AREA 2: ROLE OF CHIEFS IN THE COLONIAL POLITICAL STRUCTURE AND THE NATIVE JURISDICTION ORDINANCE

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the role of chiefs in the colonial political structure and the Native Jurisdiction Ordinance:

1. *What role did chiefs play in the colonial political system?*
2. *What were the key provisions of the Native Jurisdiction Ordinance?*
3. *What was the significance of the Native Jurisdiction Ordinance in Ghana's political development?*
4. *What was the major reason for using chiefs in the British Colonial administration?*

Role of Chiefs in the Colonial Political Structure and the Native Jurisdiction Ordinance (NJO) of 1883

The British favoured a system of indirect rule, which allowed them to govern their colonies with minimal expenditure and personnel. This was done by using existing local power structures such as chiefs. This system helped them to maintain control without needing to establish a large colonial bureaucracy. The role of the chief included:

1. Native administration
2. Maintenance of law and order
3. Supervision of development projects
4. Control over native treasures
5. Enactment of laws
6. A link between Central Government and the local folks
7. Establishment of Native Courts

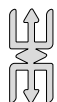
The British Government also adopted a system known as the Native Jurisdiction Ordinance (1883) after the proclamation of the Gold Coast Colony and Protectorate in 1874 to strengthen and make its rule official.

Provisions of the Native Jurisdiction Ordinance

1. The ordinance defined and controlled the political relationship between the colonial government and the 'protected' kings.
2. The Native Jurisdiction Ordinance (NJO) empowered the kings to make bye laws with the approval of the governor. The byelaws were aimed at promoting peace, good order, and the welfare of the people.
3. The NJO 'conferred' civil and criminal jurisdiction in specific matters on the kings.
4. The NJO also prescribed penalties for offenders.

Under the NJO, the courts of the protected kings became 'Courts of First Instance: This implied that no case heard by a native tribunal, i.e. the chief's court, could be heard again by a district commissioner's court unless the Secretary of Native Affairs granted leave to appeal.

Besides, the Governor reserved the right to depose a king for grave abuse of his power.



Note

In teaching the role of chiefs in the colonial political structure and the Native Jurisdiction Ordinance of 1883, teachers should focus on developing in learners the following historical skills:

1. **Historical argumentation:** Guide learners to develop arguments about the intentions and impacts of the Native Jurisdictions Ordinance.
2. **Changes and Continuity:** Encourage learners to identify aspects of the roles of chiefs that changed or remained intact from pre-colonial to post-colonial times.
3. **Cause and Effect:** Assist learners to analyse how the introduction of the Native Jurisdictions Ordinance affected the power dynamics between colonial authorities and traditional chiefs.

Learning Tasks

1. Craft a written presentation on the role of chiefs in the colonial political system and peer edit the write-up in pairs for a whole class presentation activity.
2. Investigate the historical context for the establishment of the Native Jurisdiction Ordinance in Ghana by focusing on the period when it was enacted and the key motivations behind its introduction by the British colonial administration.
3. Research and summarise the key provisions of the Native Jurisdiction Ordinance and discuss in pairs its impact and significance on the political developments of the Gold Coast.

PEDAGOGICAL EXEMPLARS

Technology- Enhanced Learning

1. With the help of the Internet, learners research and craft a written presentation on the role of chiefs in the colonial political system.
 - a. Provide extra support to learners identified to be struggling with the content (AP).

Collaborative learning

1. In a pyramid discussion, learners investigate the historical context of the Native Jurisdiction Ordinance in Ghana by focusing on the period when it was enacted and the key motivations behind the British colonial administration's introduction.
 - a. Encourage learners with mastery over the content (HP) to conduct independent exploration of a wider range of sources, challenging them to critically evaluate

the sources they find. Pair with learners who appear to be struggling with the content (AP).

2. In pairs, learners research and summarise the key provisions of the Native Jurisdiction Ordinance, recording this in a chart or table. In small groups, they should discuss its impact and significance on the political developments of the Gold Coast, feeding back to the whole class.
 - a. Pair learners with mastery over the content knowledge (HP) with learners identified to be struggling (AP).

KEY ASSESSMENTS

DoK Level 2: *Paragraph*: Explain the role traditional chiefs played in the British colonial political system in Ghana.

DoK Level 3: *Evaluation*: Assess the role Indigenous chiefs played in the British colonial political system in Ghana.

DoK Level 4: *Creative analysis*: Imagine you are an advisor to a traditional authority in 1885. How will you navigate the implications of the Native Jurisdictions Ordinance?

FOCAL AREA 3: COLONIAL CONSTITUTIONS (1916, 1925, 1946, 1951)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the colonial constitutions (1916, 1925, 1946, 1951):

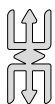
1. *What were the various colonial constitutions?*
2. *What were the features of these colonial constitutions?*
3. *What major motivations influenced the introduction of the various colonial constitutions?*
4. *What was the significance of the colonial constitutions to the political development of Ghana?*

Colonial Constitutions (1916, 1925, 1946, 1951)

The colonial constitutions imposed on the Gold Coast (now Ghana) by the British colonial powers were a crucial aspect of the colonial project. It shaped the political, legal, and social landscape of the territory. These constitutions, enacted through a series of ordinances and orders, aimed to consolidate British control and establish a framework for colonial governance. However, they also perpetuated the subjugation of the Gold Coast people and laid the foundation for the country's long journey to independence.

Some key colonial constitutions in the Gold Coast

1. Guggisberg Constitution of 1925
2. Allan Burns Constitution of 1946
3. Arden Clarke Constitution of 1951
4. Clifford Constitution of 1916



Note

In teaching the colonial constitutions (1916, 1925, 1946, 1951), teachers should focus on developing in learners the following historical skills:

1. **Chronological Thinking:** *Encourage learners to place the constitutional changes within the broader history of Ghana's path to independence.*
2. **Critical analysis:** *Guide learners to investigate how these constitutions aimed to structure and control Governance in Ghana.*
3. **Research skills:** *Help learners investigate primary sources such as actual texts of colonial constitutions, legislative debates, etc.*

Learning Tasks

1. Create a timeline of the various colonial constitutions.
2. Critically examine primary and secondary documents on colonial constitutions and provide a write-up of the features and impact of the constitutions.
3. Conduct a comparative analysis of the various colonial constitutions and document the changes and continuities.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In pairs, learners create a timeline of the various colonial constitutions and annotate them to provide historical context and motivations.
 - a. *Think carefully about the pairings to ensure that less confident learners (AP) are supported.*
 - b. *Encourage learners who have shown high levels of competence with the content (HP) to develop the level of detail in their annotations.*

2. In a Jigsaw activity, learners critically examine primary and secondary documents on one colonial constitution in groups for a general class discussion.

Provide different levels of complexity in the sources to be analysed, offering more straightforward sources for learners who need extra support (AP) and more challenging sources for advanced learners (HP).

3. Learners conduct the following debate: Which was the most important colonial institution?

Ensure that learners who are less confident (AP) are supported in the debate through prompts.

Cooperative Learning

1. In mixed-ability groupings, learners create a mind map of the various colonial constitutions, illustrating the historical background and motivations for their introduction.

Think carefully about which learners are placed within which groups in order to allow full access for all learners.

KEY ASSESSMENTS

DoK Level 2: Timeline: Create a timeline of colonial constitutions in Ghana and annotate to examine the historical context and motivations for the introduction of the major colonial constitutions.

DoK Level 3: Comparison: Write a 500-word essay comparing and contrasting two of the colonial constitutions (1916, 1925, 1946, or 1951) in Ghana. Discuss their key features, the historical context for their introduction, and their significance in Ghana's political development.

DoK Level 4: Creative assessment: As a member of a constitutional review committee in 1951, how would you revise the constitution to better represent the interests of the people of the Gold Coast?

Hint



- The recommended mode of assessment for Week 8 is **homework**. Refer to the key assessment for assessment tasks to assign homework.
- Mid-semester examination scores should be ready for submission to STP.

WEEK 9

Learning Indicator: *Examine the effects of the European presence on the economy of Ghana.*

FOCAL AREA 1: EFFECTS OF EUROPEAN ACTIVITIES ON THE AGRICULTURAL SECTOR

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining the effects of European activities on the agricultural sector:

1. *How did the introduction of cash crops by Europeans change traditional farming practices?*
2. *What new agricultural techniques or technologies did Europeans bring to the Gold Coast?*
3. *How did colonial policies and European technologies influence agricultural development and land use in the Gold Coast?*
4. *How did European commercial interests transform traditional farming practices in the Gold Coast?*

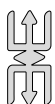
Effects of European Activities on the Agricultural Sector

The European presence in the Gold Coast (Ghana) had a profound impact on the agricultural sector. It brought significant changes to traditional farming practices. With the introduction of cash crops by the Europeans, there was a notable shift from subsistence farming to the cultivation of crops for commercial purposes. European influences brought in new agricultural techniques and technologies. Colonial policies and the introduction of European technologies also played a pivotal role in shaping agricultural development and land use in the Gold Coast. These changes had far-reaching effects on the agricultural sector and the overall economy of Ghana. The following are some changes that occurred in the agricultural sector:

1. Cultivation of Palm oil and Palm kernel
2. Kola Nuts Exportation
3. Rubber Production
4. Timber Exportation
5. Production of Cocoa
6. Coffee Production

Changes introduced by the colonial government in the production of cocoa

1. The setting up of Cocoa Marketing Board
2. Production and distribution of cocoa seedlings
3. Establishment of experimental farms
4. Establishment of a Central Cocoa Research Station
5. Establishment of the West African Produce Board



Note

In teaching the effects of European activities on the agricultural sector, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Provide comprehensive background information and use various media (maps, timelines, readings) to help learners understand the broader historical context in which Europeans presence influenced agricultural production.*
2. **Continuity and Change:** *Guide learners in analysing and visualising data to identify patterns of change and continuity in agricultural practices over extended periods.*

Learning Tasks

1. Create a simple timeline showing the introduction of three major European crops to the Gold Coast. Include the crop name, year of introduction, and country of origin.
2. Trace on a map of Ghana areas in the colonial era known for different crops (e.g., Krobo, Akwapim, and Akyem for palm oil).
3. Learners discuss the role of Europeans in the cultivation of various key cash crops.

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. Learners trace on a map of Ghana the areas known in the colonial era for different crops.

Encourage learners who have shown high levels of confidence (HP) to make connections between the different regions and crops based on what they know about European intervention in various areas.

2. Learners create a timeline showing the introduction of crops from three major European states. Include the crop name, year of introduction and country of origin. Learners collect from the environment some crops (fruits) that were introduced by the Europeans in Ghana.
 - a. *Encourage learners developing understanding (AP) to actively participate in collecting fruits from the environment.*
 - b. *Challenge proficient (P) and highly proficient (HP) learners to conduct further research on the economic significance and global trade impact of these introduced crops.*

Cooperative Learning

1. In groups, learners discuss why and how Europeans contributed to the cultivation of Palm oil/kernel, Rubber, Timber, Cocoa, and other cash crops in Ghana.
 - a. *Guide learners developing understanding (AP) in groups to engage in discussions on the contributions of Europeans to cash crop cultivation, providing prompts to help them analyse and understand the implications.*
 - b. *Task proficient and highly proficient learners (P and HP) with presenting their findings on the long-term effects of the European introduction of cash crops in Ghana and how it has shaped the country's economy and society.*

KEY ASSESSMENTS

DoK Level 2: Summary: Explain how the introduction of cash crops by Europeans affected local food production in the Gold Coast.

DoK Level 3: Analysis: Analyse the long-term economic consequences of the shift from subsistence farming to export-oriented agriculture in the Gold Coast during the European colonial period.

DoK Level 4: Evaluation: Critique the argument that European agricultural interventions in the Gold Coast were ultimately beneficial for the region's economic development. Synthesise information from multiple perspectives and propose an alternative interpretation of historical events.

FOCAL AREA 2: EFFECTS OF EUROPEAN ACTIVITIES ON THE MINING SECTOR

Situating the lesson in context

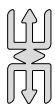
The following enquiry route questions should guide both the teacher and the learners in examining the effects of European activities on the mining sector:

1. How did European technological innovations impact traditional mining practices in the Gold Coast?

2. What were the economic consequences of European involvement in the Gold Coast's mining sector for both Europeans and local populations?
3. In what ways did European mining activities alter the social structures and labour systems in Gold Coast mining communities?
4. How did European mining operations affect the environment and natural resources of the Gold Coast?

The European activities had a significant impact on the mining sector in Ghana. The presence of Europeans brought about changes in mining practices and technologies. Traditional methods of panning and shallow-digging were replaced by mechanised and deep-shaft mining. Some of the minerals that were mined in the Gold Coast were:

- a. Gold
- b. Diamond
- c. Manganese
- d. Bauxite



Note

In teaching the effects of European activities on the mining sector, teachers should focus on developing in learners the following historical skills:

1. **Continuity and Change:** *Guide learners in tracking and analysing the evolution of mining practices, technologies, and socio-economic impacts from pre-European times through various phases of European influence.*

Learning Tasks

1. Design a map of Ghana highlighting the major mining areas that existed in colonial Ghana. Include gold (Wassa, Tarkwa, Obuasi, Konongo), manganese (Nsuta), diamonds (Akwatia, Takorase), and bauxite (Awaso, Mpraeso, Kyebi, Nyinahin). Use different icons or colours for each mineral.
2. Create a comprehensive infographic showcasing the development of Ghana's mining sector from 1860 to 1953.
3. Create a timeline showing the introduction of scientific mining methods for different minerals in Ghana.

PEDAGOGICAL EXEMPLARS

Project Based Learning

1. Learners create and annotate a map of Ghana to highlight the major mining areas that existed in Colonial Ghana. This could be as a whole class on a very large map or in smaller groups or pairs. Learners are to annotate the map to explain the differences in the different regions.
 - a. *For less confident learners (AP), provide a model of the annotation to allow a scaffold into the higher-order thinking skills required.*
 - b. *Challenge confident learners (HP) to explain why there were differences in regions and to postulate what that might have meant for different communities.*
2. Learners work in pairs to create an infographic/ poster on the development of Ghana's mining industry between 1860 and 1953.
Require learners who have demonstrated proficiency in the content (P and HP) to add specific, precise details as well as explanations.

Collaborative Learning

1. Learners use relevant secondary sources to examine the effects of European presence on the mining sector in Ghana and to create an annotated timeline to explain the changes over time.
 - a. *For learners who lack confidence in the content (AP), provide additional guided support, such as simplified resources and extra scaffolding, to help them understand the secondary sources and their implications for the mining sector in Ghana.*
 - b. *Encourage independent critical analysis and provide opportunities for proficient and highly proficient learners, who have demonstrated lots of confidence, (P and HP) to delve deeper into the subject matter.*

KEY ASSESSMENTS

DoK Level 2: Extended paragraph: Describe two major changes in mining techniques introduced by European colonisers during the colonial period and explain how European demand for specific minerals influenced the development of mining operations in the colonies.

DoK Level 3: Analytical paragraph: Analyse the economic impact of European mining companies on local economies in the colonies. Consider both positive and negative effects in your response.

DoK Level 4: Essay: Construct an argument that challenges or supports the following statement: “European mining activities during the colonial period laid the foundation for sustainable economic development in resource-rich colonies.”

FOCAL AREA 3: DEVELOPMENTS IN THE FINANCE SECTOR

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining the developments in the finance sector:

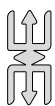
1. How did the introduction of European currencies impact traditional forms of exchange in colonial Ghana?
2. When and why were the first banks established in colonial Ghana, and who primarily used their services?
3. How did the colonial monetary system influence local saving and lending practices?

Chronological order on the introduction of European currency in the Gold Coast

1. Introduction of overseas currencies in Ghana in the late 19th century
2. Issuance of British West African coins in 1913
3. Early trading transactions were conducted through barter system
4. Introduction of British coins (penny and shilling) in 1901
5. Introduction of Ghana's own currencies, the cedi and pesewa, in 1957
6. Establishment of the Gold Exchange Standard Board for British West Africa in 1912

Chronological order of the development in the Banking sector

1. Introduction of banking in Ghana in the late 19th century
2. Opening of the Colonial Bank (now Absa Bank) in 1917
3. Establishment of the Bank of British West Africa (now the Standard Bank) in Accra in 1897 and in Kumasi in 1908
4. Banking activities dominated by British companies until after independence in 1957



Note

In teaching developments in the finance sector under colonial rule, teachers should focus on developing in learners the following historical skills:

1. **Chronological Understanding:** *Use timelines, primary sources, and background information to establish a thorough understanding of the financial systems in the Gold Coast.*
2. **Comparison:** *Compare and contrast European financial systems with traditional Gold Coast practices using tools like Venn diagrams and role-playing exercises to highlight similarities and differences.*

Learning Tasks

1. Create a simple timeline showing the introduction of financial institutions in Ghana.
2. Design a chart showing how Europeans influenced trading activities in Ghana.
3. Create an interactive timeline spanning from 1897 to 1957, showcasing the development of Ghana's financial sector.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. Using the Talk for Learning technique, learners discuss the monetisation of the Ghanaian economy and the introduction of the banking system in Ghana. Learners then work to create a chart or timeline of the introduction of financial institutions in Ghana with annotations and explanations.
 - a. *For learners who need support (AP), offer guiding questions to structure the discussion.*
 - b. *Encourage proficient and highly proficient learners (P and HP) to research specific aspects of Ghana's economic transformation.*

Technology-Enabled Active Learning (TEAL)

1. Using authentic internet sources, learners form hypotheses and draw conclusions on how Europeans influenced trading activities in Ghana. Once this is complete, learners record their learning on an interactive timeline.
 - a. *Provide learners who need support (AP) with a curated list of reliable websites about Ghana's trading history.*
 - b. *Provide prompts for proficient and highly proficient learners (P and HP) to consider the long-term economic, social, and cultural impacts of European trade influence.*

KEY ASSESSMENTS

DoK Level 2: Summary: Describe how the introduction of the British pound sterling affected local trading practices in the Gold Coast.

DoK Level 3

1. *Analysis:* How did the monetisation of the Gold Coast economy affect labour relations and wage systems? Consider both urban and rural contexts in your response.
2. *Exhibition:* Create an interactive exhibit showing a timeline from 1897 to 1957. Your exhibit must tell a story of the development of Ghana's financial sector. Include key

events such as the introduction of European currencies, the establishment of banks, and significant monetary policy changes. Annotate each event with a brief explanation of its impact on Ghana's economy.

DoK Level 4: *Creative assessment:* Develop a historical counterfactual scenario exploring how the Gold Coast's financial sector might have evolved without European colonisation. Consider indigenous financial practices, trade networks, and potential alternative paths of economic development.

Hint



The recommended mode of assessment for Week 9 is **exhibition**. An example of assessment task is question 2 of key assessment level 3.

WEEK 10

Learning Indicator: *Examine the effects of the European presence on the economy of Ghana.*

FOCAL AREA 1: CONTRIBUTIONS OF GOVERNOR GUGGISBERG (1919 – 1927) IN THE ECONOMIC SECTOR

Situating the lesson in context

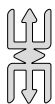
The following enquiry route questions should guide both the teacher and the learners in examining the contributions of Governor Guggisberg in the economic sector:

1. What were the main economic challenges facing the Gold Coast when Guggisberg took office in 1919?
2. How did Guggisberg's Ten-Year Development Plan address the economic needs of the Gold Coast?
3. What infrastructure projects did Guggisberg initiate, and how did they impact economic development?
4. How did Guggisberg's policies affect agriculture and cash crop production in the Gold Coast?
5. How did Guggisberg's educational reforms contribute to economic development in the long term?

Economic Policies under the Reign of Governor Guggisberg

Sir Gordon Guggisberg was a Canadian-born British who was appointed Governor of the Gold Coast after the First World War from 1919 – 1927. Guggisberg is believed to be one of the few governors who made a great impact on the Gold Coast. The following are some of the contributions of Gordon Guggisberg in the Economic Sector:

1. A Ten-Year Development Plan
2. The building of the Takoradi Harbour
3. Development of Transport
4. Diversification of Agriculture
5. Provision of Communication facilities
6. Introduction of the Forest Bill



Note

In teaching the contributions of Governor Guggisberg in the economic sector, teachers should focus on developing in learners the following historical skills:

1. **Chronological Thinking:** *Guide learners to create detailed timelines of Guggisberg's economic initiatives, placing them in the broader context of Gold Coast's economic development before, during, and after his governorship.*
2. **Historical Significance:** *Engage learners in evaluating the long-term impact and importance of Guggisberg's economic policies, comparing their significance to other historical events or policies of the period.*
3. **Cause and Effect Analysis:** *Lead learners in examining the motivations behind Guggisberg's economic decisions and their subsequent effects on various sectors of the Gold Coast economy.*

Learning Tasks

1. Create a simple timeline of Governor Guggisberg's major economic contributions from 1919 to 1927. Include at least four key events with their respective years.
2. Compare and contrast two of Guggisberg's economic initiatives. Discuss how each initiative contributed to the development of the Gold Coast and analyse their potential long-term impacts on the country's economy.
3. Evaluate the effectiveness of Guggisberg's Ten-Year Development Plan in addressing the economic needs of the Gold Coast.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. Using the jigsaw learning technique, learners explore Governor Guggisberg's economic contributions to the Gold Coast to create a timeline.
 - a. *For learners who need support (AP), provide a simplified, illustrated handout on one of Guggisberg's economic initiatives. They join "expert groups" to discuss their assigned topic and create a visual aid, then return to their home groups to teach others using their visual aid, with the teacher guiding them as needed.*
 - b. *Provide more complex source materials for confident, highly proficient learners (HP) to analyse the long-term impact.*

Cooperative Learning

1. In a role-playing simulation, learners take on different perspectives to discuss and understand the effects of Guggisberg's economic policies on various stakeholders in the Gold Coast. Learners then complete a comparison chart focusing on two of the changes that they have studied.
 - a. For learners who need support (AP), have them assume roles as basic stakeholders (e.g., farmers, merchants) with simplified role cards.
 - b. For confident and highly proficient learners (P and HP), have them take on complex roles (e.g., local chiefs, British investors).
2. Learners use their findings to complete a paragraph evaluating the effectiveness of Guggisberg's Ten-Year Development Plan. Consider the following aspects in their analysis:
 - a. The allocation of the £25 million budget
 - b. The diversification of agriculture and its impact on the economy
 - c. The development of infrastructure (e.g., Takoradi Harbour, railways, communication facilities)
 - d. The implementation of new policies (e.g., Forest Bill)
 - e. Potential challenges or criticisms of the plan

AP learners should be provided with a writing frame to ease access into the evaluation.

Encourage HP and P learners to develop their vocabulary and detail in their arguments.

KEY ASSESSMENTS

DoK Level 2: Review: Describe two ways Guggisberg's policies affected agriculture in the region.

DoK Level 3: Essay: write a reflective essay on the overall effectiveness of Guggisberg's economic policies.

DoK Level 4

1. *Essay:* Evaluate the strengths and weaknesses of Guggisberg's economic policies. Were they ultimately beneficial for the Gold Coast? Justify your response.
2. *Reporting:* Write a report to be published in a historical newspaper (400 – 500 words). Write from the perspective of a Ghanaian journalist in the 1920s, reporting on Governor Guggisberg's Ten-Year Development Plan. The report should include:
 - a. A catchy headline
 - b. An overview of at least three key initiatives from the plan

- c. Quotes from fictional local stakeholders (e.g., farmers, merchants, local chiefs)
- d. A discussion of potential long-term impacts on the Gold Coast's economy

Hint



The recommended mode of assessment for Week 10 is reporting [historical newspaper article]. An example of assessment task is question 2 of key assessment level 4. See Appendix F for sample rubric for scoring reporting tasks.

FOCAL AREA 2: CHALLENGES OF ECONOMIC DEVELOPMENT IN THE GOLD COAST

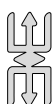
Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining European economic policies and their effects on the Gold Coast:

What were the main structural challenges hindering economic development in the Gold Coast during the colonial period?

Problems of Economic Development in the Gold Coast

1. Resource Exploitation
2. Force Labour
3. Cash Crop Production
4. European domination of the economy
5. Taxation



Note

In teaching problems of economic development in the Gold Coast, teachers should focus on developing in learners the following historical skills:

Global Connections: *Discuss how the Gold Coast's economic development was linked to global trade patterns and international economic systems.*

Learning Tasks

1. Create an outline of the challenges of colonial policies on the Gold Coast.
2. Create an oral or multimedia presentation on problems of economic development during the colonial era in the Gold Coast.
3. Conduct a class debate on the topic: "European trade policies: more harmful or beneficial to the Gold Coast?"

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In a fishbowl activity, learners discuss the European economic policies in the Gold Coast
 - a. *Provide guidance and support for learners who need support to understand the key aspects of European economic policies in the Gold Coast (AP). Encourage them to actively participate in the fishbowl activity, allowing them to observe and listen to the discussions and ask clarifying questions if needed.*
 - b. *Task proficient (P) and highly proficient (HP) learners take an active role in the fishbowl activity, participating in the discussion, sharing their insights, and asking thought-provoking questions to stimulate the conversation.*

Project-based Learning

1. In mixed-ability groups, learners prepare an oral or multimedia presentation on problems of economic development in the Gold Coast. Have learners present their works to the whole class.
Encourage less confident learners (AP) to volunteer and share their opinion.
2. Learners use this information to hold a debate on the motion “European trade policies: more harmful or beneficial to the Gold Coast?”
Provide less confident learners (AP) with sentence starters and prompts to support their access to the debate.

KEY ASSESSMENTS

DoK Level 2: *Extended paragraph:* What were the main economic problems faced by the Gold Coast during the colonial period?

DoK Level 3: *Extended paragraph:* Analyse how the reliance on cocoa exports impacted the Gold Coast’s overall economic development.

DoK Level 4: *Essay:* Evaluate the impact of colonial policies on the economic problems of the Gold Coast. Were these policies more harmful or helpful? Justify your response.

FOCAL AREA 3: GHANAIAAN ENTREPRENEURS THAT EMERGED AS A RESULT OF EUROPEAN PRESENCE AND ACTIVITIES

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in discussing Ghanaian entrepreneurs that emerged as a result of European presence and activities:

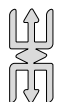
1. Who were the Ghanaian entrepreneurs who succeeded during the European colonial period?
2. How did European presence in Ghana create business opportunities for locals?
3. What kinds of businesses did Ghanaian entrepreneurs start during this time?
4. What challenges did Ghanaian entrepreneurs face in doing business with Europeans?

Ghanaian entrepreneurs that emerged as a result of European presence and activities

The European competition for trade monopolies in the Gold Coast, particularly in ports like Komenda, Winneba, Axim, Anomabo and Sekondi, prompted Ghanaian entrepreneurs such as John Kabes, Paa Grant, R.J. Ghartey to strategically engage with European powers while building their own economic and political influence. This dynamic environment allowed indigenous Ghanaian entrepreneurs to establish themselves as major players in the economic landscape of the time.

Some Ghanaian entrepreneurs that emerged as a result of European activities in the Gold Coast

1. R.J. Ghartey
2. William Nahr Ocansey
3. John Kabes
4. Kate Dawson (Swanzy)
5. Jacob Wilson Sey
6. John Cudjoe Caboceer
7. Thomas Hughes
8. Paa Grant



Note

In teaching European economic policies and their effects on the Gold Coast, teachers should focus on developing in learners the following historical skills:

1. **Cause and Effect Analysis:** *Guide learners to examine how specific European activities and policies led to the emergence of Ghanaian entrepreneurs, using tools like cause-effect diagrams or analytical essays to illustrate these connections.*
2. **Historical Context:** *Help learners understand the broader social, economic, and political environment in which these entrepreneurs emerged, considering factors like colonial policies, global trade patterns, and local economic traditions.*
3. **Historical Significance:** *Lead learners in evaluating the long-term impact of these Ghanaian entrepreneurs on the country's political and economic development.*

Learning Tasks

1. Create a mind map showing some entrepreneurs that emerged during the colonial period in the Gold Coast.
2. Identify any entrepreneur that emerged during the colonial period and highlight his or her achievement.
3. Research and produce a poster on how the changes introduced by Europeans affected the economic lives of Ghanaians.

PEDAGOGICAL EXEMPLARS

Project-based Learning

1. Working collaboratively, learners create a poster to show how changes introduced by Europeans affected the economic lives of Ghanaians.
 - a. *Provide learners who need support (AP) with a clear outline or template for the poster, including sections depicting the before-and-after effects of European interventions on the economy.*
 - b. *Encourage more confident learners (P and HP) to conduct additional research to enrich the content of the poster, including specific examples and data to support the impact of European changes on the economy.*

2. In small groups, learners identify and discuss Ghanaian entrepreneurs who emerged as a result of European presence. Learners then apply this discussion to produce a mind map focusing on the entrepreneurs that they have been discussing.
 - a. *Encourage learners to research women entrepreneurs who emerged due to European presence.*
 - b. *Provide learners with less understanding of content (AP) with a list of well-known Ghanaian entrepreneurs and encourage them to focus on understanding their contributions to the Ghanaian economy.*
 - c. *Task proficient and highly proficient learners (P and HP) to take active roles in leading the small group discussions and identifying lesser-known Ghanaian entrepreneurs, including women, who emerged due to the European presence.*

KEY ASSESSMENTS

DoK Level 2: Comparison chart: Compare two Ghanaian entrepreneurs who emerged during the European colonial period. How were their businesses similar or different?

DoK Level 3: Paragraph: Analyse how a specific Ghanaian entrepreneur adapted traditional business practices to succeed in the new colonial economy.

DoK Level 4: Teacher to select as appropriate.

1. *Essay:* Evaluate the long-term impact of Ghanaian entrepreneurs who emerged during the colonial period on Ghana's political economy. Support your answer with specific examples.

OR

2. *Creative task:* Create a business plan for a hypothetical Ghanaian entrepreneur during the colonial era, considering both local and European influences. Explain your choices.

Section 2 Review

In the past weeks (Weeks 3-10), the lessons have focused on the impact of European presence and activities along the Coast of Ghana. Learners should have learned about the motives driving European exploration to Ghana, the processes leading to colonial rule in the Gold Coast, and the socio-political and economic effects of British presence in Ghana. Differentiation strategies have allowed learners to engage in activities such as creating mind maps, researching and producing posters, and participating in small group discussions to deepen their understanding of the topic. Assessments have been tailored to different levels of understanding, requiring learners to analyse the impact of European interventions on the economy, compare different entrepreneurs who emerged during the

colonial period and evaluate the long-term effects of Ghanaian entrepreneurs on the country's political economy.

SUGGESTED TEACHING AND LEARNING RESOURCES

- 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.
- 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.
- Primary sources: (the Bond of 1844, colonial maps of the Gold Coast, pictures, and paintings in the colonial archives)
- 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.
- 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.



APPENDIX B: EXAMPLE OF PORTFOLIO FOR PERFORMANCE ASSESSMENT (FOR INDIVIDUAL LEARNERS)

Instruction: *Compile and submit work outputs for the academic year. Include all evidence of academic work.*

Evidence of academic work to be included in the Portfolio

E.g.

- a) *Learner's individual written work on their study in History (research papers, written reports, debate writeups, class exercise books, class homework books, etc.)*
- b) *Learner's practical tasks (Maps, Charts, Journal entries, personal diary entries, etc.)*
- c) *Learners individual project(s) (Written, video, audio, handcraft submissions)*
- d) *Group written work on their study in History (research papers, written reports, debate writeups, etc.)*
- e) *Group practical tasks (Maps, Sketches, Charts, Journal entries, etc.)*
- f) *Group projects (Written, video, audio, handcraft submissions etc.)*
- g) *Personal reflections on learning experiences and growth*
- h) *Teacher or peer feedback on assignments and projects, etc.*

Structure and organisation of the Portfolio

The following information are essential for providing a well-structured outline or organisation of a portfolio:

- a) *Cover Page (Header, Learner name, Class level, Subject area, Submission date)*
- b) *Table of Contents (Introduction, learning goals, Subject area, Assessments given and grades/marks, Achievements/awards, feedback, reflections, concluding remarks etc.)*

How to Administer

- a) *Make the purpose, benefits and components of the portfolio clear to the learners (Assessment, reflection, showcase of skills, etc.)*
- b) *Provide clear guidelines on what to include and how to organise the portfolio (What type of evidence of work should be included, how often should entries be added, what format should the portfolio take etc.)*

- c) *Assist learners with useful information on how to collect various evidence of academic work such as assignments, projects, tests and reflections for their portfolios.*
- d) *Set clear checkpoints and implement scheduled inspections of the progress of work on these checkpoints (Weekly, Bi-weekly, Monthly, Quarterly, End of semester, etc.)*
- e) *Assess the effectiveness of the portfolio in meeting the stipulated goals and objectives from the feedback you have received from the learners and make adjustments for future instructions on portfolio assessments.*
- f) *Encourage learners to submit their final portfolios for scoring, recording and feedback on the 23rd week of the second semester, etc.*

Rubrics for scoring

E.g.

Criteria	Excellent	Very Good	Good	Satisfactory	Marks
Organisation and Structure	All 8 elements present and complete (2 marks each): 1. Cover page with all details 2. Detailed table of contents 3. Individual work section with labelled subsections 4. Group work section with labelled subsections 5. Practical tasks section with categories 6. Reflections section by date 7. Feedback section organised by task 8. Clear section dividers with indexed tabs	6–7 elements present and complete (2 marks each).	4–5 elements present and complete (2 marks each).	1–3 elements present and complete (2 marks each).	16

Criteria	Excellent	Very Good	Good	Satisfactory	Marks
Personal Reflection and Self-Assessment	10 pieces of work reflected upon (2 marks each) with: 1. Specific learning outcomes 2. Two examples of skills gained 3. One area for improvement 4. Action plan for improvement	7–8 pieces reflected upon (2 marks each) with required elements	4–6 pieces reflected upon (2 marks each) with required elements	1–3 pieces reflected upon (2 marks each) with required elements	20
Skill Demonstration	All 6 examples present (3 marks each): 1. Research (Individual) paper (500+ words) 2. Debate write-up 3. Source analysis 4. Chart creation 5. Group project 6. Presentation	4–5 examples present (3 marks each)	2–3 examples present (3 marks each)	1 example present (3 marks)	18
Professional Presentation	All 6 criteria met (2 marks each): 1. Zero spelling errors 2. Consistent font throughout 3. Standard margins 4. Complete citations 5. Sequential page numbers 6. Clean presentation	4–5 criteria met (2 marks each)	2–3 criteria met (2 marks each)	1 criterion met (2 marks)	12
Goal Alignment	8 selected works (1 mark each) include: Learning objective (indicator), Curriculum relevance, Skills developed, Assessment criteria	6–7 works complete (1 mark each)	4–5 works complete (1 mark each)	3–1 works complete (1 mark each)	8

Criteria	Excellent	Very Good	Good	Satisfactory	Marks
Evidence of Growth	4 improvement examples (3 marks each): 1. Draft with feedback 2. Revision with changes 3. Final version 4. Reflection on improvement	3 examples complete (3 marks each)	2 examples complete (3 marks each)	1 example complete (3 marks)	12
Teamwork Skills	Documents all 7 aspects (2 marks each): 1. Meeting attendance records 2. Contribution logs 3. Peer feedback forms 4. Conflict resolution examples 5. Task delegation records 6. Group reflection notes 7. Team communication samples	5–6 aspects documented (2 marks each)	4–3 aspects documented (2 marks each)	2–1 aspect documented (2 marks)	14

Feedback

Detailed written/oral feedback on the entire portfolio should be given to individual learners, highlighting their overall performance, etc.



APPENDIX C: SAMPLE RUBRIC FOR SCORING ROLE-PLAY

Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Marks
Accurate representation of historical figures and events	All 3 elements demonstrated: - Names 2 key figures correctly (King John, Diogo de Azambuja, Nana Kwamina Ansah I) (2 marks) - States both Portuguese aims (to spread Christianity and to trade) (2 marks) - Mentions plan for São Jorge da Mina/ Elmina Castle (1 mark)	2 elements demonstrated: - Names 1 key figure correctly - States one Portuguese aim - Mentions fort without specific name	1 element demonstrated: Names 1 key figure OR states one aim OR mentions building plans vaguely	Attempts to include historical figures but with incorrect names or aims	5

Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Marks
Period-appropriate language and concepts	All 5 elements included: 1. Uses colloquial term (e.g., 'obronyi', 'heathens') 2. Uses correct royal titles ('His Majesty', 'Omanhene') 3. Includes religious references ('Holy Church', 'bosom fie') 4. Uses appropriate titles ('Captain', 'Nana') 5. Names specific trade items (gold, ivory)	3–4 of the following elements included: 1. Uses colloquial term (e.g., 'obronyi', 'heathens') 2. Uses correct royal titles ('His Majesty', 'Omanhene') 3. Includes religious references ('Holy Church', 'bosom fie') 4. Uses appropriate titles ('Captain', 'Nana') 5. Names specific trade items (gold, ivory)	2 of the following elements included: 1. Uses colloquial term (e.g., 'obronyi', 'heathens') 2. Uses correct royal titles ('His Majesty', 'Omanhene') 3. Includes religious references ('Holy Church', 'bosom fie') 4. Uses appropriate titles ('Captain', 'Nana') 5. Names specific trade items (gold, ivory)	1 of the following elements included: 1. Uses colloquial term (e.g., 'obronyi', 'heathens') 2. Uses correct royal titles ('His Majesty', 'Omanhene') 3. Includes religious references ('Holy Church', 'bosom fie') 4. Uses appropriate titles ('Captain', 'Nana') 5. Names specific trade items (gold, ivory)	5
Understanding of motivations and perspectives	All 4 elements demonstrated: 1. Portuguese interest in gold/resources 2. Elmina's concerns about foreign presence 3. Portuguese religious motivations 4. Elmina's trade vs settlement views	Any 3 of the following elements demonstrated: 1. Portuguese interest in gold/resources 2. Elmina's concerns about foreign presence 3. Portuguese religious motivations 4. Elmina's trade vs settlement views	Any 2 of the following elements demonstrated: 1. Portuguese interest in gold/resources 2. Elmina's concerns about foreign presence 3. Portuguese religious motivations 4. Elmina's trade vs settlement views	Any 1 of the following elements demonstrated: 1. Portuguese interest in gold/resources 2. Elmina's concerns about foreign presence 3. Portuguese religious motivations 4. Elmina's trade vs settlement views	5

Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Marks
Performance and Dramatic Skills	All 3 elements demonstrated: 1. Clear, audible voice projection appropriate to character 2. Consistent use of gestures and body language reflecting historical period 3. Maintains character throughout performance without breaking role	Any 2 of the following elements demonstrated: 1. Clear, audible voice projection appropriate to character 2. Consistent use of gestures and body language reflecting historical period 3. Maintains character throughout performance without breaking role	Any 1 of the following elements demonstrated: 1. Clear, audible voice projection appropriate to character 2. Consistent use of gestures and body language reflecting historical period 3. Maintains character throughout performance without breaking role	Minimal dramatic effort with unclear voice and inappropriate gestures	3
Group Collaboration in Performance	All 3 behaviours shown: 1. Responds appropriately to fellow actors' cues 2. Supports others' performances through active listening and appropriate reactions 3. Shows flexibility in adjusting performance based on group dynamics	Any 2 of following behaviours shown: 1. Responds appropriately to fellow actors' cues 2. Supports others' performances through active listening and appropriate reactions 3. Shows flexibility in adjusting performance based on group dynamics	Any 1 of following behaviours shown: 1. Responds appropriately to fellow actors' cues 2. Supports others' performances through active listening and appropriate reactions 3. Shows flexibility in adjusting performance based on group dynamics	Minimal interaction with other performers and no adjustment to group	2



APPENDIX D: OBSERVATION CHECKLIST FOR DOCUMENTARY ON ANGLO-ASANTE WAR

Checklist	×/√
The Anglo-Asante Wars consisted of five conflicts between 1823 and 1900.	☐
The first war began in 1823 over disputed territory with the Fante.	☐
Sir Charles McCarthy, a British governor, was killed in the first war.	☐
The second war (1863-1864) ended in a stalemate due to illness on both sides.	☐
In the third war (1873-1874), the British used new technology like the Maxim gun.	☐
The British briefly occupied and burned Kumasi, the Asante capital, in 1873.	☐
The fourth war (1894-1896) resulted in the arrest and exile of the Asante emperor.	☐
The final war in 1900 was called the War of the Golden Stool.	☐
The Golden Stool was a symbol of Asante national unity, not a throne.	☐
Yaa Asantewaa, the queen mother, led the rebellion in the final war.	☐
The wars ultimately resulted in the Asante Empire becoming part of the British Gold Coast colony.	☐
The Asante army was smaller than the British forces in the first war.	☐
The second war (1863-1864) ended in a decisive British victory.	☐
The Pra River was accepted as a boundary after the first war.	☐
In the third war (1873-1874), the British used new technology like the Maxim gun.	☐
Quinine helped protect British soldiers against disease.	☐
The fourth war (1894-1896) was started to protect Asante from French and German forces.	☐
The Asante emperor willingly signed a treaty of protection in 1896.	☐
The Golden Stool was the Asante emperor's throne.	☐
Sir Frederick Mitchell Hodgson sparked the final war by sitting on the Golden Stool.	☐
The final war resulted in fewer casualties than all previous wars combined.	☐
The British were ultimately defeated in the War of the Golden Stool.	☐
The wars ended with the Asante Empire maintaining its independence.	☐



APPENDIX E: STRUCTURE OF MID-SEMESTER EXAMINATION AND TABLE OF SPECIFICATION

Structure

- a) *Paper I - 20 Multiple Choice Questions (20 marks)*
- b) *Two (2) essay-type questions of which a learner answers only 1 (10 marks)*

Sample Table of Specification for Mid-Semester Examination.

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Primary and Secondary Sources of History Authenticating Primary and Secondary Sources	Multiple Choice	1	2	1	-	4
2	Assessing authentic online historical sources Dangers associated with using 'fake' historical sources in studying and writing history	Multiple Choice	1	2	1	-	4
3	European countries whose citizens sailed to the coast of Ghana Motives of early European explorers to Ghana and their initial encounter Trade items exchanged between Europeans and the people of Gold Coast	Multiple Choice	2	2		-	4
		Essay	-	-	1	-	1
4	Demand for gold and ivory from the Gold Coast and the eventual shift to trade in humans The Trans-Atlantic Slave Trade in Ghana Effects of the Trans-Atlantic Slave Trade on Gold Coast.	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1
5	Major treaties signed between the British and the people of Gold Coast Anglo-Asante Wars and their effects	Multiple Choice	1	2	1	-	4
	Total		7	9	6	-	22



APPENDIX F: RUBRICS FOR SCORING REPORTING TASKS

Criteria	Excellent (Full Marks)	Very Good (75%)	Satisfactory (50%)	Needs Improvement (25%)	Marks
Headline	Catchy headline that accurately reflects the content of the article/report, such as “Guggisberg’s Grand Vision: A Decade of Development for the Gold Coast”	Headline that partially reflects content, such as “Guggisberg Plans Development” or “Gold Coast to See Changes”	Basic headline without specific details, such as “Development Plan Announced”	Vague or irrelevant headline, such as “Changes Coming”	2
Development Plan Initiatives	Accurately describes at least three key initiatives from Guggisberg’s Ten-Year Development Plan, such as the construction of Takoradi Harbour, expansion of the railway network, establishment of Achimota College	Accurately describes two key initiatives, such as Takoradi Harbour and railway network, with one initiative missing or unclear	Accurately describes one key initiative, such as Takoradi Harbour, with others missing or incorrect	Mentions initiatives without specific details or with historical inaccuracies	6
Stakeholder Quotes	Includes three relevant quotes from fictional local stakeholders, such as: Farmer: “With the new railway, I hope to transport my cocoa to the coast more efficiently.” Merchant: “The new harbour at Takoradi will surely boost our international trade prospects.”	Includes two relevant stakeholder quotes with appropriate historical context	Includes one relevant stakeholder quote with some historical context	Includes quotes that are historically inappropriate or irrelevant	6

Criteria	Excellent (Full Marks)	Very Good (75%)	Satisfactory (50%)	Needs Improvement (25%)	Marks
Economic Impact	Discusses at least 3 potential long-term impacts on the Gold Coast's economy, such as increased agricultural productivity and exports, improved transportation infrastructure, enhanced trade opportunities	Discusses 2 potential long-term impacts with clear examples	Discusses 1 potential long-term impact with limited detail	Mentions impacts without clear connection to development plan	6
Historical Authenticity	Demonstrates authentic 1920s perspective through: 1. accurate use of colonial-era terminology 2. appropriate reference to contemporary events 3. proper titles and place names of the period	Shows 2 elements of historical authenticity with minor anachronisms	Shows 1 element of historical authenticity with several anachronisms	Uses modern terminology and perspective throughout	3
Journalistic Writing	Demonstrates 1920s newspaper style through: appropriate format, formal tone, proper article structure with lead paragraph and supporting details	Shows 2 elements of period journalistic style	Shows 1 element of period journalistic style	Lacks appropriate newspaper format and style	2

SECTION 3: NATIONALISM AND THE JOURNEY TO INDEPENDENCE

Strand: Age of Encounter and Exchanges up to the 20th Century

Sub-Strand: Response to Colonial Rule

Learning Outcome: 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.

Content Standard: Demonstrate understanding of the nature and activities of Nationalist Movements including their efforts in resisting colonial domination in the Gold Coast.

Hint



1. The End of Semester 1 Examination will be conducted in Week 12. Refer to **Appendix G** for a Table of Specifications to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.
2. Give out **individual project work** to learners in Week 13. It should be submitted in week 18 or a duration as appropriate to the task given. See **Appendix H** for sample individual project work.

INTRODUCTION AND SECTION SUMMARY

In this section, we will delve into the response to colonial rule, emphasising the nature of resistance against colonial domination in the Gold Coast. The section primarily focuses on the activities of Ghanaian nationalists and nationalist movements. It highlights the efforts of nationalists in resisting colonial rule and ultimately attaining Independence. The main learning outcome for this section is for learners to use relevant historical sources to investigate the activities of Ghanaian nationalists and nationalist movements and to develop arguments on why their actions were justified at the time.

The section covers the nature and activities of Nationalist Movements, including their efforts in resisting colonial domination in the Gold Coast. It encourages learners to delve into historical sources to gain a comprehensive understanding of the nationalist struggles in Ghana, exhibiting traits such as patriotism, loyalty, national consciousness, tolerance, teamwork, and more.

The weeks covered by the section are:

Week 11: *Nature of resistance against colonial rule in Ghana*

Week 12: *Nationalist movements before the WWII*

Week 13: *Nationalist movements before the WWII*

Weeks 14, 15, 16 and 17: *Post-WWII nationalist struggles in Ghana that led to the attainment of Independence*

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars in this section emphasise the need for teachers to guide learners in understanding the nature of resistance against colonial rule in Ghana. Teachers are encouraged to focus on developing historical skills in learners, such as contextualisation and cause & effect analysis. The key learning indicators include describing the nature of resistance against colonial rule in Ghana. Learners need to know about the efforts of individual traditional leaders in resisting colonial invasion and understand the differences between coordinated and uncoordinated forms of resistance. They should be able to analyse the causal relationships between colonialism and resistance. For gifted and talented learners, additional content could include exploring the broader context of resistance and delving deeper into the speeches or writings of Ghanaian leaders. Differentiation should be applied to meet the diverse learning needs of learners.

ASSESSMENT SUMMARY

The key assessment in this section focuses on evaluating learners' understanding of the nature and activities of Nationalist Movements, including their efforts in resisting colonial domination in the Gold Coast. Teachers should design assessments that align with the Depth of Knowledge (DoK) levels to ensure a comprehensive evaluation of the learners' learning.

The assessment can be given in the form of an open-ended essay or document-based question (DBQ) where learners are asked to examine and interpret primary sources related to nationalist movements and resistance against colonial rule. Teachers should refer to the Assessment Manual for guidance on designing the assessment task and rubrics for evaluating learners' responses.

When administering the assessment, teachers should provide clear instructions to learners, ensuring that they understand the task and have access to the necessary historical sources. Teachers should set specific criteria for evaluating the learners' responses, focusing on their ability to critically analyse the historical sources and construct well-supported arguments. You are encouraged to administer these recommended assessments for each week, carefully record the results, and submit them

to the **Student Transcript Portal (STP)** for documentation. The recommended assessments modes are:

Week 11: *Simulation*

Week 12: *End-of-Semester Examination*

Week 13: *Interview*

Week 14: *Discussion*

Week 15: *Practical assessment*

Week 16: *Computational task*

Week 17: *Concept map presentation*

*Refer to the “**Hints**” for additional information on how to effectively administer the assessment modes for the STP.*

WEEK 11

Learning Indicator: *Describe the nature of resistance against colonial rule in Ghana.*

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in discussing the efforts of individual traditional leaders in resisting colonial invasion and domination:

1. *How was uncoordinated resistance different from the coordinated form of resistance?*
2. *Which traditional rulers resisted the British invasion of their kingdoms?*
3. *How did individuals resist colonial domination?*
4. *How did Ghanaians react to colonial policies they considered obnoxious?*
5. *What are the justifications for the uncoordinated resistance against colonial rule?*

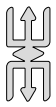
Uncoordinated and coordinated forms of resistance against colonial rule in Ghana

During the colonial rule in the Gold Coast, various forms of resistance emerged against foreign dominance. The resistance took both coordinated and uncoordinated forms.

1. **Coordinated forms of resistance** included organised movements mostly led by local leaders and educated elites. Prominent examples of this include the Aborigines Right Protection Society (ARPS)
2. **Uncoordinated forms of resistance** involved everyday acts of defiance by ordinary people and local leaders, such as non-compliance with colonial laws, economic boycotts, and the preservation of indigenous customs and traditions. These uncoordinated efforts were widespread and contributed significantly to the overall resistance against colonial rule.

Some Individual traditional leaders who resisted colonial invasion and domination

1. Awulae Kaku Ackah (Aka) of Nzema
2. Nana Badu Bonsu II of Ahanta
3. King Tackie Tawiah I of Ga
4. King Aggrey of Cape Coast
5. Otumfuo Prempeh I of Asante
6. Nana Yaa Asantewaa of Edweso
7. Nana Adwoa Ardua of Wassa Fiase



Note

In teaching the efforts of individual traditional leaders in resisting colonial invasion and domination, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** Move beyond individual leaders and explore the broader context that shaped resistance.
2. **Cause & Effect:** Help learners delve into the causal relationships between colonialism and resistance.

Learning Tasks

1. Learners assess the difference between coordinated and uncoordinated forms of resistance to colonialism.
2. Create a 'History Makers Chart' of any traditional ruler who resisted colonial invasion in his or her kingdom. Your chart should explain the nature of the 'History Maker's' resistance.
3. Compose a three-stanza poem that praises any traditional ruler who resisted the European invasion of his or her kingdom.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. Using Think-Pair-Share, learners differentiate between uncoordinated and coordinated forms of resistance against colonial rule in Ghana.

Provide graphic organisers with pre-defined categories for uncoordinated and coordinated resistance to learners who need support (AP). Pair them with confident learners (P and HP) learners who can guide them through examples.

2. Learners use a Jigsaw technique or watch documentaries on the efforts of individual traditional leaders in resisting colonial invasion and domination. E.g. (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.) Learners then create a 'History Makers Chart' of their leader.
 - a. *Provide learners who need more support with scaffolded materials with key information and timelines about the leaders. Place them with learners who can offer peer support (P and HP) and summarise the information.*

b. *Challenge confident learners (P and HP) to act as experts, guiding their group's understanding of the specific leader.*

3. Learners create a three-stanza poem to praise a traditional ruler who resisted colonial invasion. Ensure that learners are using historical accuracy within their poems.

Encourage confident learners (HP) to explain the choices that they have made in their poems and to justify them.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Describe one way a specific traditional leader resisted colonial invasion.

DoK Level 3: Teacher to select as appropriate.

1. Extended paragraph: Explain the roles played by traditional leaders such as Nana Yaa Asantewaa of Edweso and Otumfuo Prempeh I of Asante in resisting colonial invasion in the Gold Coast.

OR

2. Compare and contrast the resistance methods used by two different traditional leaders. (e.g. How did Nana Badu Bonsu II's resistance differ from Nana Adwoa Ardua's?)

DoK Level 4: Essay – Evaluate the effectiveness of a specific leader's resistance efforts.

FOCAL AREA 3: THE POLL TAX ORDINANCE OF 1852

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the Poll Tax Ordinance of 1852:

1. *What was the Poll Tax Ordinance of 1852?*
2. *What were the main provisions of the ordinance?*
3. *When was the Poll Tax Ordinance introduced?*
4. *Why was the Poll Tax Ordinance introduced?*
5. *Why did the people of Gold Coast resist the payment of the poll?*

The Poll Tax Ordinance of 1852

On January 24, 1850, Gold Coast was separated from Sierra Leone, gaining its own governmental structures to manage its affairs. However, the £4000 grant from the British Crown was insufficient to support the region, leading to financial difficulties. In response, the secretary of state for the colonies, Lord Grey, proposed that the people contribute

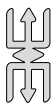
financially. Subsequently, on April 19, 1852, Governor Major Stephen J. Hill convened a meeting with Southern Ghana chiefs, and it was decided that a tax of One Shilling per head must be paid by every man, woman, and child living within the area under British jurisdiction.

Objectives of the Poll Tax Ordinance

1. To provide education
2. To improve roads
3. To rehabilitate medical facilities
4. To improve the administration of justice

Why the Poll Tax failed

1. Rejection from the local people
2. Lack of proper monitoring
3. Government's inability to embark on developmental projects
4. Opposition from the chiefs themselves
5. Mismanagement of funds collected



Note

In teaching the Poll Tax Ordinance of 1852, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** Guide learners to evaluate primary sources like the Ordinance document itself, petitions, or newspaper articles to understand perspectives (British vs. African)
2. **Cause and Effect:** Guide learners to analyse the reasons behind the Poll Tax (funding social services) and the factors that led to its failure (lack of trust, misuse of funds)
3. **Historical Context:** Explore the state of British colonialism in the Gold Coast in 1852. How did existing power dynamics influence the Ordinance?
4. **Perspective Taking:** Encourage learners to consider the Poll Tax from both the British colonial government's and the African population's perspectives.

Learning Tasks

1. Create a chart that maps the objectives of the Poll Tax Ordinance to factors that led to its failure.

2. Write a journal entry on the circumstances leading to the protestation against the Poll Tax Ordinance of 1852.
3. Role-play how the Poll Tax Ordinance received resistance from the local people.

PEDAGOGICAL EXEMPLARS

Project-Based Learning

1. Learners work in pairs to create a chart mapping the objectives of the Poll Tax Ordinance to the factors that led to its failure. Learners then feed this back to the class.
 - a. Support learners who lack confidence (AP) with a partially filled in chart to allow them a model to follow.
 - b. Question learners who have a lot of confidence in the content (P and HP) during feedback to extend their explanations and thinking.
2. Using the 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.
 - a. For learners who need more support (AP), provide additional scaffolding and support by breaking down the analysis process into smaller, manageable steps. Offer one-on-one guidance and frequent check-ins to ensure comprehension and engagement.
 - b. Encourage independent analysis and critical thinking for confident learners (P and HP). Provide opportunities for these learners to delve deeper into the sources, perhaps by identifying additional primary and secondary sources related to the resistance against colonial policies in Ghana.
3. Learners then use these sources to inspire a role play of an example of resistance to the Poll Tax Ordinance.
 - a. Provide role cards/ suggestions of roles for AP learners to allow them access into the activity.
 - b. Encourage confident learners (P and HP) to take on more complicated roles.
4. Learners write a journal entry from the point of view of one of the characters.
 - a. Provide a list of key terms to include for AP learners.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain why the people of the Gold Coast opposed the Poll Tax Ordinance.

DoK Level 3

1. *Essay*: write an essay on the circumstances leading to the protestation against the Poll Tax Ordinance of 1852.
2. Participate in a simulated 1852 Gold Coast Legislative Assembly session to debate the implementation of the Poll Tax Ordinance, considering its objectives and potential consequences.

Assigned roles: *British officials, local chiefs, merchants, etc.*

After the simulation, debrief by answering the following questions:

- a. What was the historical context at the time of the implementation of the Poll Tax Ordinance?
- b. What were the objectives of the Poll Tax Ordinance of 1852?
- c. What were the consequences and reasons for the resistance of the Poll Tax Ordinance?

DoK Level 4: *Creative task* – Imagine you were a British colonial official in 1852. Propose alternative solutions to raise revenue for public services that might have been less likely to spark resistance. Consider the social and economic context of the Gold Coast.

Hint

The recommended mode of assessment for Week 11 is **simulation**. An example of assessment task is question 2 of key assessment level 3.

WEEK 12**Learning Indicators**

1. *Identify nationalist movements in Ghana before the WWII*
2. *Analyse the activities of nationalist movements before the WWII*

FOCAL AREAS 1: COMMON FEATURES OF NATIONALIST MOVEMENTS IN GHANA BEFORE WORLD WAR II (WWII)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the identifying nationalist movements in Ghana before WWII and their common features:

1. *What is a protest/ nationalist movement?*
2. *Which protest movements existed in Ghana before WWII?*
3. *What were the common features of protest movements in the pre-WWII era?*

Nationalism

Nationalism is a political ideology that emphasises the interests, culture, and traditions of a particular nation, often in opposition to the interests of other nations or supranational groups. It seeks to promote the interests of a particular nation, especially with the aim of gaining and maintaining the nation's sovereignty over its homeland.

Types of Nationalism

1. Proto-Nationalism (1865 – 1939)
2. Modern / Post World War II Nationalism / Radical Nationalism (1945 onwards)

Protest Movement vs. Nationalist Movement

A protest movement is a collective action by a group of people expressing their disapproval or objection to specific events, policies, or situations. On the other hand, a nationalist movement is a political movement that strives to attain and maintain the sovereignty, identity, and autonomy of a specific nation or group of people.

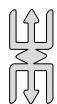
Some proto-nationalist movements in Ghana

1. The Fante Confederation - **1868–1873**
2. Aborigines Rights Protection Society (ARPS) - **1897**
3. National Congress of British West Africa (NCBWA) - **1920**

4. West African Students Union (WASU) - **1925**
5. Gold Coast Youth Conference (GCYC) - **1930**
6. West African Youth League (WAYL) – **1934**

Common features of proto-nationalist movements in Ghana

1. Nationalists in the Gold Coast sought reforms and participation rather than immediate independence, aiming for African representation in the colonial administration.
2. Proto-nationalist movements were primarily composed of educated Africans, businessmen/ women and some chiefs, making them elitist in nature.
3. Proto-nationalists used peaceful and constitutional methods, such as sending petitions and delegations, to address their grievances with the colonial government.
4. Proto-nationalists opposed discriminatory practices against Africans.
5. Proto-nationalists were against obnoxious legislation, such as the Lands Bill, that encroached on people's rights.
6. Inter-territorial movements, like the National Congress of British West Africa, aimed to unite the four British West African colonies in opposing colonial rule.
7. Youth movements, such as the West African Students' Union, played a significant role in advocating for reforms in British West Africa before the Second World War.



Note

In teaching the nationalist movements in Ghana before WWII and their common features, teachers should focus on developing in learners the following historical skills:

1. **Chronological understanding:** Have learners construct and analyse timelines of major events and phases, encouraging them to understand the causes and effects that unfolded over time.
2. **Historical analysis:** Guide learners to identify and examine the key figures and organisations involved in these movements. Help them explore the motivations and strategies employed by these nationalist actors.
3. **Contextual understanding:** Encourage learners to consider the economic and social factors that fuelled nationalism in Ghana.
4. **Continuity and change:** Have learners trace the evolution of nationalist ideas and tactics. Ask them to identify which issues persisted throughout the period and which approaches shifted over time.

Learning Tasks

1. Create a chronological timeline showing the nationalist movements that existed in Ghana before WWII.
2. Write a one-paragraph analysis of the motives behind the formation of proto-nationalist groups in Ghana.
3. Debate on whether nationalism had a greater positive or negative impact on the Gold Coast, particularly in the period before World War II. Support your opinion with evidence.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In a Think-Pair-Share, learners explain the concepts: “Nationalism” and “Nationalist Movements”.
 - a. *For learners who may need extra support (AP), you can provide them with written prompts or guiding questions to help them structure their explanation.*
 - b. *For more confident learners (HP), encourage them to take the lead in explaining the concepts to their peers during the activity.*
2. In a fishbowl activity, learners discuss the types of nationalist movements (proto and post-WWII). Learners then analyse the motives behind these groups.
 - a. *For learners who need extra support (AP), provide them with written prompts or guiding questions to help facilitate their contributions to the discussion.*
 - b. *For more confident learners (HP), encourage them to take the lead in facilitating the discussion and guiding their peers in exploring the topic.*

Activity-based Learning/ Collaborative Learning

1. In small groups, learners identify nationalist movements in Ghana before 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.
 - a. *For learners who may need extra support (AP), consider providing them with visual aids such as timelines, maps, or infographics highlighting the key events and figures associated with each nationalist movement.*
 - b. *For more confident learners (HP), encourage them to conduct additional independent research beyond the provided list of nationalist movements.*

2. In mixed-ability groups, learners build a chronological chart showing the order of the formation of nationalist movements in Ghana before WWII.

Think carefully about groupings to ensure that all learners have support.

3. Learners then hold a debate on whether nationalism had a more positive or negative impact on the Gold Coast before WWII.

Support AP learners with sentence starters and prompts.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Identify and explain three common features shared by proto-nationalist movements in Ghana.

DoK Level 3: Paragraph – Compare the features of proto-nationalist movements to the features of Civil Society Organisations (CSOs) in Ghana today that react or speak against bad governance, corruption and or abuse of human rights.

DoK Level 4: Critical analysis – Analyse the strengths and weaknesses of proto-nationalist movements in Ghana.

FOCAL AREAS 2: THE FANTE CONFEDERATION (1868–1873)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the activities of the Fante Confederation (1868 – 1873):

1. *Who were the leaders of the Fante Confederation?*
2. *When was the Fante Confederation formed?*
3. *Where was the Fante Confederation formed?*
4. *Why was the Fante Confederation formed?*
5. *What were the major achievements of the Fante Confederation?*
6. *What factors led to the collapse of the Fante Confederation?*

The Fante Confederation

The Fante Confederation was one of the proto-nationalist movements initiated by the people of Gold Coast to fight for their sovereign rights that were being trampled upon by the Europeans. Despite its name, the confederacy was made up of both Fante and non-Fante states. Apart from the Fante, there were other Akan states in the southern part of the country, such as Denkyira, Assin, Wassa, Twifo and Ahanta, who joined the Confederacy. The Confederacy was formed in 1868 at Mankessim in support of the Fante to resist the Anglo-Dutch exchange of forts and castles agreement in 1867. The founding members of the movement included educated elites such as:

- Thomas Hughes
- J.F. Amissah
- F.C. Grant
- J. Africanus Horton (a Sierra Leonean medical officer)
- W.E. Davidson
- Anfo Otoo

Reasons for the formation of the Fante Confederation

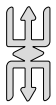
1. The Fante Confederacy was formed to protect the coastal states from the Asante threat and maintain their independence under the British shield. However, the British failed to provide effective protection, prompting the formation of an association to fight for their freedom.
2. Continued interference with the rights of the people by British authorities, including the arrest and removal of local leaders and the introduction of the Poll Tax Ordinance of 1852, led to the formation of the Fante Confederacy.
3. The Confederacy was established to promote the welfare of the Fante and other Southern states by resisting the imposition of taxes and perceived abuse of their rights by the British government.
4. The signing of the Sweet River Convention between the British and Dutch, which involved the exchange of forts and castles without consulting the local people, led to the opposition and formation of the Confederacy.
5. The passing of the poll tax ordinance of 1852, aimed at providing social amenities but perceived to lack proper representation and consultation, also contributed to the formation of the Confederacy.

Achievements of the Fante Confederation

1. The Confederation funded social amenities through imposed taxes for infrastructural development.
2. The Fante Confederacy united southern states such as Fante, Assin, Denkyira, Twifo, and Ahanta.
3. A national army of about 15,000 troops was established to support territories against Dutch rule.
4. A confederal court was established to replace ancient courts for member-related cases.
5. Administrative machinery was set up with appointed officials handling members' administrative matters.

Factors that led to the collapse of the Fante Confederation

1. Internal strife and rivalry for leadership contributed to the confederation's failure.
2. The confederation suffered from inadequate funds, leading to a significant debt.
3. The confederacy's small army was not sufficient to deal with military threats.
4. Non-Fante states lost interest when they realised the protection they sought could not be provided.
5. The hostility of British officials, including the refusal to sell ammunition and arresting confederation leaders, led to its collapse.



Note

In teaching the nationalist movements in Ghana before WWII, teachers should focus on developing in learners the following historical skills:

1. **Chronological understanding:** Have learners construct and analyse timelines of major events and phases, encouraging them to understand the causes and effects that unfolded over time.
2. **Historical analysis:** Guide learners to identify and examine the key figures and organisations involved in these movements. Help them explore the motivations and strategies employed by these nationalist actors.
3. **Contextual understanding:** Encourage learners to consider the economic and social factors that fuelled nationalism in Ghana.
4. **Continuity and change:** Have learners trace the evolution of nationalist ideas and tactics. Ask them to identify which issues persisted throughout the period and which approaches shifted over time.

Learning Tasks

1. Learners investigate the reasons for the creation of the Fante Confederation.
2. Create a hierarchy of the factors that led to the collapse of the Fante Confederation.
3. Create a poster that compares the reasons for the formation of the Fante Confederation to its achievements.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In a Jigsaw activity, learners discuss reasons for the formation of the Fante Confederation, its achievements and factors for its collapse. Have learners present their discussions to the whole class.
 - a. For learners who may need extra support (AP), start by providing them with a structured template or guiding questions to help organise their discussion about the Fante Confederation.
 - b. For more confident learners (HP), challenge them to conduct additional independent research on the Fante Confederation, going beyond the provided information.
2. Learners use the information gathered in the Jigsaw activity to create a hierarchical diagram of the reasons for the collapse of the Fante Confederation.
 - a. Support AP learners with a scaffolded example and a list of keywords to include.

Project-based learning

1. Learners prepare a poster that compares the reasons for the formation of the Fante Confederation to its achievements. Ensure that there is a focus on evaluation of success/ failure.
 - a. Circulate to check the understanding of AP learners.
 - b. Encourage HP learners to extend and develop their evaluation.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Identify and explain two primary reasons for the formation of the Fante Confederation.

DoK Level 3: Teacher to select as appropriate

1. *Extended paragraph* - To what degree did the achievements of the Fante Confederation align with its initial goals? Provide evidence to support your answer.

OR

2. *Extended analysis*: Analyse the interplay between internal and external factors in the collapse of the Fante Confederation. Which do you consider more significant, and why?

DoK Level 4: Journal Entry – Write a journal entry from the perspective of a member of the Fante Confederation, reflecting on its formation, achievements, and factors leading to its collapse. Use historical evidence to support the entries.

FOCAL AREAS 3: ABORIGINES RIGHTS PROTECTION SOCIETY (ARPS) – 1897

Situating the lesson in context

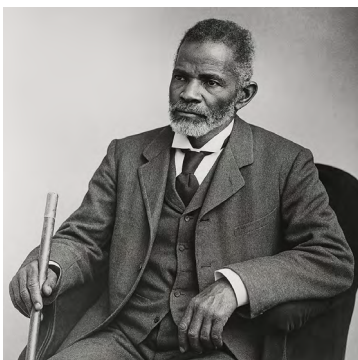
The following enquiry route questions should guide both the teacher and the learners in analysing the formation and activities of the Aborigines Rights Protection Society (ARPS):

1. *Who were the leaders of the ARPS?*
2. *When was the ARPS formed?*
3. *Why was the ARPS formed?*
4. *What were the major achievements of the ARPS?*
5. *What factors led to the collapse of the ARPS?*

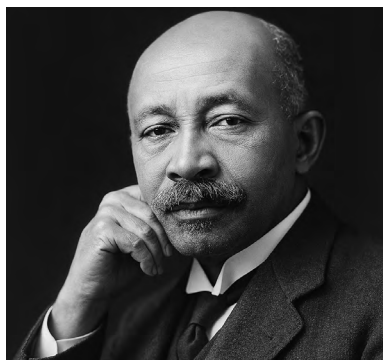
Aborigines Rights Protection Society (ARPS)

The Aborigines' Rights Protection Society (ARPS) was one of the earliest nationalist movements formed in the port city of Gold Coast on 17th May 1897. The ARPS remained the voice of colonised Africans until its collapse. The African intelligentsia formed the association to oppose the Lands Bill Ordinance passed by Governor Maxwell. Thus, in 1894, Governor Maxwell, the then Governor of Gold Coast, proposed an ordinance that sought to vest all the virgin (unoccupied) lands in the hands of the British Crown. This proposed bill, in fact, angered the educated elites and they came out with a number of protests against the Lands Bill.

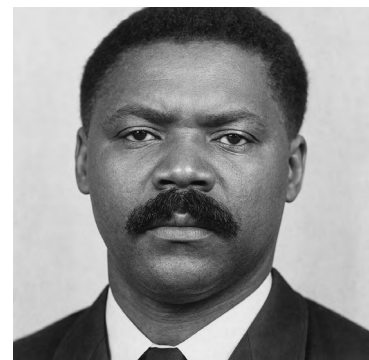
As a result, in 1897, the society was formed to oppose the Lands Bill Ordinance of 1897. J.W. Sey, J.P. Brown, J.E. Casely Hayford and John Mensah Sarbah were co-founders of the society. J.W. Sey of Cape Coast became the first president of the society, whilst John Peter Allotey Hammond became the first secretary of the association.



Jacob Wilson Sey



J.E. Casely Hayford



John Mensah Sarbah

Figure 5: Some key leaders of the ARPS

Reasons or Aims for the Formation of the ARPS

1. ARPS was formed to ensure that various bills and colonial policies involving taxation, labour and constitutional changes would not burden Africans.
2. ARPS was formed to prevent the passing of several bills, including the Town Councils Ordinance of 1894 and the Forest Bill.
3. ARPS was formed to protect the rights and interests of the aborigines of the Gold Coast.
4. ARPS was also established to serve as the ground to educate Africans on governmental policies.
5. ARPS was established to study legislative measures and monitor general government policies.
6. Serve as the medium of communication between the local people and the government.

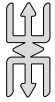
Achievements of the ARPS

1. The ARPS delegation successfully had the British government withdraw the obnoxious Land Bill after protests and meetings in London.
2. The ARPS served as a platform for discussing national issues through public meetings, rallies, and campaigns.
3. The ARPS fostered unity by uniting educated elites and chiefs to fight for common goals.
4. The ARPS established the Gold Coast Aborigines publication to raise awareness about the colonial administration's activities.
5. The ARPS gained official recognition from the colonial government and was consulted before introducing new policies.
6. The ARPS pushed for more acceptable legislation, which led to the introduction of the Concessions Ordinance in 1900. This ordinance required Europeans to seek government clearance before using land for various purposes.

Factors that led to the collapse of the ARPS

1. The ARPS was limited to coastal settlers and did not extend beyond Cape Coast in the Central Province.
2. The ARPS was elitist, with decisions made by a few individuals at the expense of the grassroots.
3. The leadership of the ARPS became conservative and lost the confidence of the people due to their close ties with British officials.

4. Friction emerged between the educated elite and the chiefs in the 1930s due to the “Divide and Rule” tactics introduced by the British.
5. The emergence of the National Congress of British West Africa (NCBWA) led to the collapse of the ARPS as people viewed NCBWA as more radical and influential, prompting them to abandon the ARPS.



Note

In teaching the nationalist movements in Ghana before WWII and their common features, teachers should focus on developing in learners the following historical skills:

1. **Chronological understanding:** Have learners construct and analyse timelines of major events and phases, encouraging them to understand the causes and effects that unfolded over time.
2. **Historical analysis:** Guide learners to identify and examine the key figures and organisations involved in these movements. Help them explore the motivations and strategies employed by these nationalist actors.
3. **Contextual understanding:** Encourage learners to consider the economic and social factors that fuelled nationalism in Ghana.
4. **Continuity and change:** Have learners trace the evolution of nationalist ideas and tactics. Ask them to identify which issues persisted throughout the period and which approaches shifted over time.

Learning Tasks

1. Investigate the Lands Bill Ordinance of 1897 proposed by Governor Maxwell. Explain why this bill was controversial and how it led to the formation of the ARPS.
2. Choose one of the co-founders of the ARPS (J.W. Sey, J.P. Brown, J.E. Casely Hayford, or John Mensah Sarbah) and create a detailed profile. Include their background, their role in the formation of the ARPS, and their contributions to the society’s goals.
3. Analyse the strategies used by the ARPS to oppose this ordinance and evaluate their effectiveness.

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. Learners in a jigsaw activity organise mini seminars to discuss and present the reasons/ aims/objectives, leadership and achievements of the ARPS.
 - a. *Provide scaffolding resources such as templates or guiding questions to help learners needing support (AP) organise their mini seminars effectively. Offer additional support in understanding the content related to reasons, aims/ objectives, leadership, and achievements of the ARPS. Provide additional time for preparation and practice to build confidence.*
 - b. *Encourage confident and highly proficient learners (P and HP) to take on leadership roles within their mini seminars, such as facilitating discussions or guiding their peers through the content.*

Collaborative Learning

1. In pairs/ small groups, learners choose one of the co-founders of the ARPS and create a profile to investigate, in depth, their role in the society.
Encourage P and HP learners to create connections to contextual factors and other groups.
2. In small groups, learners develop a concept map that explains the factors leading to the collapse of the ARPS.
 - a. *Provide visual aids or graphic organisers to help learners needing support (AP) structure their concept maps effectively. Provide guided questions or prompts to help them identify and connect the key factors in the concept map.*
 - b. *For confident and highly proficient learners, encourage them to explore deeper levels of analysis and to include both primary and secondary factors contributing to the collapse of the ARPS in their concept maps.*

KEY ASSESSMENTS

DoK Level 2: *Explanatory paragraph* – What were the primary objectives of the Aborigines Rights Protection Society upon its establishment?

DoK Level 3: *Teacher to select as appropriate*

1. Essay: How did the Aborigines Rights Protection Society's actions reflect the growing nationalist sentiment in the Gold Coast during the late 19th century?

OR

2. Essay: In what ways did the ARPS's approach to challenging colonial policies differ from earlier forms of resistance in the Gold Coast?

DoK Level 4: *Counter-factual task* – How might the outcome of the Lands Bill Ordinance dispute have been different if the ARPS had not been formed, and what implications would this have had for the future of land ownership in Ghana?

Hint



The Recommended Mode of Assessment for Week 12 is **End of Semester Examination**. Refer to **Appendix G** for a Table of Specifications to guide you in setting the questions. Set questions to cover all the indicators covered for at least weeks 1 to 12, taking into consideration DoK levels 1–4

WEEK 13**Learning Indicators**

1. *Identify nationalist movements in Ghana before WWII*
2. *Analyse the activities of nationalist movements before the WWII*

FOCAL AREA 1: NATIONAL CONGRESS OF BRITISH WEST AFRICA (NCBWA)-1920

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the activities of the National Congress of British West Africa:

1. *What reasons accounted for the formation of the NCBWA?*
2. *What are the aims and objectives of the NCBWA?*
3. *Who are the founding members of the NCBWA?*
4. *What were the demands of the NCBWA?*
5. *What are the major achievements of NCBWA?*
6. *What events led to the collapse of the NCBWA?*

The National Congress of British West Africa

The National Congress of British West Africa was a significant resistance group formed by the renowned Ghanaian nationalist, Joseph Casely Hayford. It was established in 1920 with the goal of uniting the four British territories of the Gold Coast, Nigeria, Sierra Leone, and the Gambia. The group aimed to provide greater political participation in the government for the educated elite and to introduce essential reforms in the colonial system. While it did not seek to overthrow the colonial system, the NCBWA was the first inter-territorial nationalist movement in British West Africa. The founding fathers hoped that the educated people in these territories would unite and work towards improving conditions under colonial rule.

Founders of the NCBWA

The following individuals founded the NCBWA:

- J.E Casely Hayford
- Kobina Sekyi
- Thomas Hutton Mills
- Frederick Nanka-Bruce

- Henry Van Hien
- A.B Quartey Papafio
- A. Sawyer

Achievements of the NCBWA

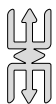
- Provincial Councils were established
- The West African Court of Appeal was established
- Higher institutions such as Achimota College were established
- For the first time, the elective principle was introduced in the 1925 Constitution of Ghana etc.
- Enlightened the people of West Africa through meetings and publications
- More Africans were brought into the Legislative Council

Aims and Demands of the NCBWA

- The NCBWA should elect half of the members of the legislative council in each territory;
- The African members of the legislatures should have control over taxation;
- An inter-territorial legislature for the four territories should be established;
- The Colonial government should cease to interfere in the enstoolment of chiefs, which should be left entirely to the people;
- The judiciary should be separated from the political administration;
- Highly educated West Africans should be given the same opportunities for advancement as their European counterparts; and
- A university should be established for the four colonies

Reasons for the Collapse of the NCBWA

- Death of Casely Hayford
- Suspicion and rivalry among leaders
- Opposition by chiefs (Nana Sir Ofori Attah I)
- Elitist Movement
- Opposition from colonial governors



Note

In teaching activities of the National Congress of British West Africa, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Encourage learners to analyse the historical context leading to the formation of the resistant group, considering the period, location, and events.*
2. **Comparison:** *Have learners compare and contrast the activities of the NCBWA and other nationalist groups to understand different perspectives and interpretations.*

Learning Tasks

1. Research and prepare a presentation on reasons, aims, and objectives for the formation of the NCBWA
2. Create a hierarchical chart of the leadership/founding members of the NCBWA
3. Prepare a speech commemorating the achievements of the NCBWA for a mini-seminar activity highlighting its significance and importance.
4. Create a concept map that explains the factors for the collapse of the NCBWA.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In a Jigsaw activity, learners discuss reasons/ aims/objectives for the formation of the NCBWA
 - a. Provide pointers or clues to learners who need support (AP).
 - b. Encourage confident learners (P and HP) to extend and develop their work by explaining the objectives for the formation of the NCBWA

Experiential Learning: Learners organise mini-seminars on the achievements of the NCBWA

Collaborative Learning

1. In pairs, learners prepare a hierarchical chart of leadership/founding members of the NCBWA.
2. In small groups, learners prepare a chart on the demands made by the NCBWA
 - a. For learners developing understanding (AP), provide specific examples of the demands made by the NCBWA

3. In mixed-ability groups, learners develop a concept map that explains the factors leading to the failures and collapse of the NCBWA

KEY ASSESSMENT

DoK Level 2: What were the specific grievances of British West Africans that led to the formation of the NCBWA?

DoK Level 3:

1. Analyse how colonial policies and practices influenced the aims and objectives of the NCBWA.
2. Prepare a set of 10 questions that cover the reasons for formation, aims, objectives, demands, achievements, and factors leading to the collapse of the NCBWA and conduct a simulated interview with a founding member of the National Congress of British West Africa (NCBWA). Have a classmate respond as if he or she were the NCBWA member being interviewed.

DoK Level 4: Evaluate the extent to which the NCBWA achieved its objectives and demands

Hint



*The Recommended Mode of Assessment for Week 13 is an **Interview**. See question 2 of DoK Level 3 under focal area 1 for an example of an interview assessment task.*

FOCAL AREA 2: WEST AFRICAN STUDENTS UNION (WASU)-1925

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining activities of the West African Students Union (WASU)-1925:

1. *What events led to the formation of the West African Students Union (WASU)?*
2. *What are the aims/objectives of the WASU?*
3. *Who are the founding members of the WASU?*
4. *What are the major achievements of WASU?*
5. *What led to the collapse of the WASU?*

The West African Students Union (WASU)

The West African Students Union was established on 7th August 1925 in London by Ladipo Solanke, a Nigerian Law student, and Herbert Bankole Bright, a Sierra Leonean doctor. Initially, its membership was limited to students from British territories in West

Africa. Over time, it became a significant political, social, and cultural organisation for West Africans in Britain and the primary African organisation in the UK for an extended period. The organisation served as a platform for anti-racist and decolonial thinkers across the diaspora. It actively campaigned against racism in Britain and colonialism while advocating for independence in West Africa.

Aims and Objectives of the West African Students Union (WASU)

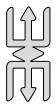
- Provide hostel facilities for West African Students in the UK
- Stage a forum for the study of African History and culture
- Fight racial discrimination against Africans
- Raise awareness about the plight of African people
- Educate and mobilise Africans on civil rights issues
- Mount a challenge against the colonial regime when necessary

Achievements of WASU

- Their activities, which revolved around the sensitisation of the British public and the world as a whole on the plight of the colonised people, won support and sympathy for the nationalists in their fight against colonial rule
- It served as a training ground for future national leaders since most of its members who held key positions became leaders of the independence struggle and eventually leaders of their countries.
- Political awareness was created through teachings and publications in the unions' monthly magazine called WASU on the evils of colonialism and racial discrimination.
- Formation of youth organisations all over Africa
- As a direct result of the groups work, West African governments appointed officials to protect the interests of their students in Britain
- WASU activities fuelled independent movements in Africa.

Failures of WASU

- Ethnic and religious differences
- Suspicion and rivalry among leaders
- There were internal dissensions among the members
- There were no dependable sources of funds
- Ethnic groupings emerged within the union



Note

In teaching activities of the West African Students Union, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** *Teach learners to critically evaluate sources and identify the motives behind the formation of the West African Students Union (WASU).*
2. **Contextualisation:** *Encourage learners to contextualise the events leading to the formation of the West African Students Union (WASU) within this period.*

Learning Tasks

1. Research and prepare a presentation on the reasons, aims, and objectives for the formation of the WASU
2. Create a timeline of major events and achievements in the history of WASU, highlighting its key milestones and accomplishments.
3. Create a concept map that explains the factors for the collapse of the WASU.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In a Jigsaw activity, learners discuss reasons for the formation of the WASU.
 - a. Provide a simplified, illustrated handout on one of the reasons for the formation of the WASU for learners who need support. They join “expert groups” to discuss their assigned topic and create a visual aid. Then, they return to their home groups to teach others using their visual aid, with the teacher guiding them as needed.
 - b. Provide more complex source materials for confident, highly proficient learners to discuss the reasons for the formation of the WASU.

Collaborative Learning

1. In small groups, learners prepare a hierarchical chart of leadership/founding members of the WASU.
 - a. Proficient (P) and highly proficient (HP) learners should take an active role in the group activity, participate in the discussion, share their insights, and ask thought-provoking questions to stimulate the conversation.

2. In mixed-ability groups, learners prepare a chart on the demands and achievements of the WASU.
 - a. Ensure that learners include information on the historical context leading to the formation of the youth movement.
 - b. Debrief the whole class discussion on the reasons, demands and achievements of the WASU.
3. In mixed-ability groups, learners develop a concept map that explains the factors leading to the failures and collapse of the WASU.

KEY ASSESSMENT

DoK Level 2: What was the primary focus of the activities of the WASU?

DoK Level 3: How did WASU contribute to the development of nationalism in West Africa?

DoK Level 4: Explore how the West African Student Union fuelled independent drives in West Africa.

FOCAL AREA 3: THE GOLD COAST YOUTH CONFERENCE (GCYC) AND WEST AFRICAN YOUTH LEAGUE (WAYL)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in examining activities of the Gold Coast Youth Conference (GCYC) and the West African Youth League (WAYL):

1. *What events led to the formation of the Gold Coast Youth Conference (GCYC)*
2. *What events led to the formation of the West African Youth League (WAYL)*
3. *What are the aims/objectives of the GCYC and the WAYL?*
4. *Who are the founding members of the GCYC and WAYL?*
5. *What are the major achievements of GCYC and WAYL?*
6. *What led to the collapse of the GCYC and WAYL?*

The Gold Coast Youth Conference (GCYC) and West African Youth League (WAYL)

Before the end of the Second World War, a significant portion of the political agitation in Ghana focused on achieving greater participation in the country's political administration and legislature rather than on seeking political independence. Key Ghanaian figures grew increasingly discontented with the colonial system and

consequently led youth movements in opposition to it. The most influential of these youth movements were the GCYC and the WAYL.

The Gold Coast Youth Conference (GCYC)

The GCYC, which held its first meeting at Achimota School in 1930, originated from a number of local associations, clubs, and societies. It was led by personalities such as J.B Danquah, J.C DE graft Johnson, K. A. Bossman, W.B. Van Lare, Edward Asafu-Adjaye, R.S. Blay, K.A. Korsah, Kobina Sekyi, Dr F.V Nanka Bruce, and Miss Ruby Quartey-Papafio. In addition to seeking to reconcile the Chiefs and educated elites, the GCYC fought largely for political and economic reforms in the colonial system and for removing all forms of discrimination and intimidation in public services.

Aims And Objectives of The Gold Coast Youth Conference (GCYC)

- Unite the intelligentsia and the chiefs.
- Agitate for Self-governance.
- To fight for political and economic reforms in the colonial system.
- To discourage the intelligentsia from restricting political protests to major cities
- To get rid of all forms of discrimination and intimidation in the public services.
- To discuss all matters concerning economic and social needs of the country.

Achievements of the Gold Coast Youth Conference (GCYC)

- The Youth movement expanded the resistance against colonial rule.
- Chiefs and intelligentsia were brought together, bridging the gap since the 1920s.
- Activities united the Asante and the colony regions, culminating in the legislative union under the Burns constitution of 1946.
- Raised national consciousness for economic and constitutional reforms among the emerging class.
- Protest against one University for British West Africa led to the establishment of the University of Gold Coast in 1948.

Failures of the Gold Coast Youth Conference (GCYC)

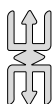
- The conference struggled to get the colonial government to address its demands for local, central government, and economic reforms.
- The movement lost the support of young men by 1939 and became more focused on the educated class and the chiefs.

The West African Youth League (WAYL)

The West African Youth League (WAYL) was introduced into the country by a Sierra Leonean I.T. A. Wallace Johnson in 1934. It was more radical and revolutionary than the GCYC. Its operation was driven by the need to achieve full political independence for the people. It gained followers through anti-imperialist articles which appeared in the *African Morning Post*, edited by the Nigerian Nnamdi Azikiwe. The youth league collapsed, however, when both Wallace-Johnson and Azikiwe were deported under the sedition act of 1934.

Aims and objective West African Youth League (WAYL)

- Advocating for independence
- Promoting unity among West African Youth as a unified front against colonialism
- Educating the public about economic, social and political issues affecting West Africa
- Empowering the Youth
- Combating racial discrimination



Note

1. Encourage learners to research the achievements and failures of the West African Youth League.
2. *In teaching activities of the Youth Movements (GCYC and WAYL), teachers should focus on developing in learners the following historical skills:*
 - a. **Source Analysis:** Teach learners to critically evaluate sources, identifying the motives behind the formation of such youth movements.
 - b. **Contextualisation:** Encourage learners to contextualise the events leading to the formation of youth movements within this period.

Learning Tasks

1. Research and prepare a presentation on the reasons for the formation of the GCYC and WAYL
2. Craft a profile essay on any one GCYC or WAYL leader exploring his or her contributions towards nationalist activities
3. Create a timeline of major events and achievements in the history of GCYC and WAYL, highlighting their key milestones and accomplishments.
4. Design a concept map explaining the factors that caused the collapse of the Youth movements (GCYC and WAYL).

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. In a Jigsaw activity, learners discuss reasons for the formation of the GCYC and WAYL.
 - a. Provide a simplified, illustrated handout on one of the reasons for the formation of the GCYC and WAYL for learners who need support. They join “expert groups” to discuss their assigned topic and create a visual aid. Then, they return to their home groups to teach others using their visual aid, with the teacher guiding them as needed.
 - b. Provide more complex source materials for confident, highly proficient learners to discuss the reasons for the formation of the GCYC and WAYL.

Collaborative Learning

1. In small groups, learners prepare a hierarchical chart of leadership/founding members of the GCYC and WAYL.
 - a. Proficient (P) and highly proficient (HP) learners should take an active role in the group activity, participate in the discussion, share their insights, and ask thought-provoking questions to stimulate the conversation.
2. In mixed-ability groups, learners prepare a chart on the demands and achievements of the GCYC and WAYL.
 - a. Ensure that learners include information on the historical context leading to the formation of the youth movement.
 - b. Debrief the whole class discussion on the reasons, demands and achievements of the GCYC and WAYL.
3. In mixed-ability groups, learners develop a concept map that explains the factors leading to the failures and collapse of the GCYC and WAYL.

KEY ASSESSMENT

DoK Level 2

1. What was the significance of GCYC and WAYL In the History of Ghana?

OR

2. What was the main focus of GCYC and WAYL activities?

DoK Level 3: Analyse the role of the GCYC and WAYL in the development of nationalism in Ghana.

DoK Level 4

1. Evaluate the impact of the GCYC and WAYL on the political landscape of Ghana.
- OR
2. Evaluate the legacy of the GCYC and the WAYL in the context of contemporary debates about nationalism and Pan-Africanism.

Hint



Give out **individual project work** to learners this week. It should be submitted in week 18 or a duration as appropriate to the task given. See Appendix H for sample individual project work.

WEEK 14**Learning Indicators**

1. *Identify nationalist movements in Ghana after the WWII*
2. *Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence*

FOCAL AREA 1: FACTORS THAT FACILITATED THE RISE OF NATIONALISM AFTER WWII

The following enquiry route questions should guide both the teacher and the learners in analysing factors that facilitated the rise of activism/nationalist protests after WWII:

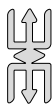
1. *What were the internal factors that facilitated the rise of activism/nationalist protests after WWII?*
2. *What were external factors that facilitated the rise of activism/nationalist protests after WWII?*

Factors that facilitated the rise of nationalism after WWII**Internal Factors**

- Unemployment situation in the Gold Coast
- Demobilised ex-servicemen with no employable skills given no jobs
- Monies obtained from savings of the Cocoa marketing board kept in London
- Activities of the Association of West African Merchants (AWAM)
- Highly educated Ghanaians being kept out of the public service

External Factors

- The proclamation of the Atlantic Charter and the formation of the United Nations in 1945
- The emergence of the two superpowers(US and USSR) who were against colonialism
- Independence of Asiatic states
- Broken myth of ‘white’ superiority
- Formation of Pan-African movements



Note

In teaching internal and external factors that facilitated the rise of activism/nationalist protests after WWII, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** *Evaluate primary sources, including archival material, for information about the factors that led to the rise of activism in the Gold Coast.*
2. **Cause & Effect:** *Guide learners to explore how the involvement of African soldiers in World War I impacted colonialism.*
3. **Contextualisation:** *Help learners understand the contextual issues, including internal and external factors, that contribute to nationalism in the Gold Coast.*

Learning Tasks

1. Research from diverse sources and identify internal factors that contributed to the rise of activism and nationalist protests in Ghana after WWII.
2. Learners debate the internal and external factors that facilitated the rise of activism and nationalist protests in Ghana after WWII.
3. Craft a written presentation evaluating the role internal and external factors played in shaping nationalist movements in Ghana.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. 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.
 - a. Provide learners who need support (AP) with a clear outline or template for analysing the primary and secondary sources.
 - b. Encourage more confident learners (P and HP) to conduct additional research to enrich the discussion, including specific examples and data to support the contextual issues facilitating the rise of activism after WWII.
2. Learners work in pairs to craft a written presentation evaluating the role internal and external factors played in shaping nationalist movements in Ghana.
 - a. Provide less confident learners (AP) a list of items to include in the presentation and think carefully about what pairings can best support each other.

- b. Encourage those who have a high level of competence with the content (HP) to evaluate and rank the differences between the roles of internal and external factors.

Talk for Learning

1. Learners debate between the internal and external factors and establish which one was more effective in facilitating nationalist protests and activism in Ghana.
 - a. Encourage proficient (P) and highly proficient (HP) learners to actively participate in the debate by sharing their insights and asking thought-provoking questions to stimulate the conversation.
 - b. Encourage less confident learners to volunteer and share their ideas

KEY ASSESSMENTS

DoK Level 2: *Extended paragraph* – What were the main internal factors that contributed to the rise of nationalist protests in Ghana after WWII? What role did international forces play in the rise of activism and nationalist protests in Ghana after WWII?

DoK Level 3: *Analysis* – Examine the ways in which internal and external factors intersected to shape nationalist movements in Ghana.

DoK Level 4: *Evaluation*: Critically evaluate the notion that nationalist protests were a direct response to colonialism and imperialism.

FOCAL AREA 2: FORMATION OF THE UNITED GOLD COAST CONVENTION (UGCC) IN 1947

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the formation of the UGCC in 1947:

1. *What major events led to the formation of the UGCC in 1947?*
2. *Who are the founding fathers of the UGCC?*
3. *What were the main reasons for the formation of the UGCC?*
4. *What were the major achievements of the UGCC?*
5. *What accounted for the failure of the UGCC?*

Formation of the UGCC

The internal and external factors that encouraged protest movements in Ghana after World War II left the Ghanaian people to become disillusioned with the entire colonial system. This led to a strong desire for independence from colonial rule. These factors, characterised by political and social injustices of the colonial system, motivated some

prominent Ghanaians to establish the first political party, known as the United Gold Coast Convention (UGCC), at a congress in Salt Pond in August 1947. The founding fathers include George Grant, J.B. Danquah, R.S. Blay and R.A. Awoonor Williams. Other leading members included Edward Akuffo Addo, Dr Kwame Nkrumah, William Ofori Attal, J.W. Degraft Johnson and E. Obetsebi Lampitey.

Reasons for the formation of the UGCC

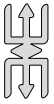
1. Unfair colonial economic system
2. Worsening standard of living of Ghanaians after WWII
3. Exploitation of natural resources
4. Domination of the economy by expatriate firms and mining companies
5. Unemployment and employment conditions
6. The dissatisfaction of the educated elites concerning the constitutional changes that were made in the Gold Coast during and after the war.
7. Dissatisfaction with Educational reforms in the Gold Coast

Achievements of the UGCC

1. Was the first political party to demand self-rule from British colonial government
2. Opposition to the Burns constitution
3. Influenced the emergence of the Coussey constitution of 1950 which was seen to be more progressive than previous constitutions.
4. Established a newspaper called “The Talking Drum” which provided political education to the people of the Gold Coast.

Factors for the fall of the UGCC

1. Leadership was viewed as elitist and out of touch with the ordinary Ghanaian people
2. The party slogan “Self-Government within the shortest possible time” was not seen to be radical enough.
3. Lack of broad-based support
4. It was conservative in nature
5. Leadership composed mainly of “Part time politicians”



Note

In teaching the formation of the United Gold Coast Convention (UGCC) in 1947, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Help learners understand the contextual issues, including internal and external factors, that contribute to nationalism in the Gold Coast.*
2. **Analysis:** *Guide learners to evaluate the economic, social, and political effects of WWII on the Gold Coast.*
3. **Historical Significance:** *Consider the long-term effects of UGCC in the political history of the Gold Coast.*

Learning Tasks

1. Develop a photo gallery of the leaders of the first political party formed in Ghana after WWII.
2. Create a timeline detailing key events that led to the formation of the UGCC.
3. Create presentations and reports on the major achievements and then the failure of the UGCC.

PEDAGOGICAL EXEMPLARS

Project-based learning

1. With the help of the Internet, learners research and design a photo gallery of the leaders of the first political party formed in Ghana after WWII. UGCC - George Alfred Grant, J.B. Danquah, R.S. Blay, etc. Once the research is complete, create posters and display them around the learning space to create a gallery. Let learners then visit other groups to assess their photo gallery.

Less confident learners (AP) should be provided with scaffolded activities to support learners in designing the photo gallery.

2. Learners trace on a map where the first nationalist political party was formed and then form a timeline detailing its rise.

Provide scaffolded materials to support learners who lack confidence (AP) in engaging with this task.

Collaborative learning

1. In small groups, learners formulate historical questions to analyse the formation of the UGCC, including reasons behind its formation, aims/objectives, achievements and failures.
 - a. *Who were the founders of the UGCC?*
 - b. *When was the UGCC formed?*
 - c. *Where was the UGCC formed?*
 - d. *Why was the UGCC formed?*
 - e. *What were the major achievements of the UGCC?*
 - f. *What accounted for the failure of the UGCC?*
 - i. *Proficient and Highly Proficient learners should be challenged to perform more complex tasks, such as using primary sources to explain the UGCC's major achievements and failures.*
 - ii. *Provide learners with secondary sources to identify the major achievements and failures of the UGCC for the purpose of developing understanding.*

KEY ASSESSMENTS

DoK Level 2: *Paragraph* – Describe the formation of the United Gold Coast Convention.

DoK Level 3

1. *Extended writing:* Analyse two major achievements of the UGCC and explain their significance in the struggle for Ghanaian independence.
2. *Essay:* How did the UGCC set the stage for future political developments in Ghana?

FOCAL AREA 3: THE 1948 RIOTS IN GHANA**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and the learners in understanding the 1948 Riots in Ghana:

1. *What were the immediate causes of the 1948 'Riots' in Ghana?*
2. *What were the remote causes of the 1948 'Riots' in Ghana?*
3. *What was the impact of the 1948 'Riots'?*
4. *How did the 1948 'Riots' facilitate the struggle for Ghana's independence?*

The 1948 Riots

In the midst of political and socio-economic tensions in Ghana at the time, a riot erupted on 28th February 1948 in Accra and other urban areas. This riot was instigated by the Ga Mantse (Nii Kwabena Bonne III), a chief of Osu, who led the “National Boycott Movement” following the shooting of ex-service personnel. Subsequently, Nii Kwabena Bonne organised a boycott and looting of goods sold by Europeans and Syrians in Accra. This boycott later spread to other urban areas such as Kumasi, Nsawam, Koforidua, and so on.

Causes of the 1948 Riots

Immediate Causes

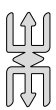
1. The shooting incident at the Christiansborg castle crossroads
2. Boycott and looting of European goods

Remote Causes

1. High unemployment rate
2. Racial discrimination in the civil service
3. Accommodation problems
4. High inflation rate
5. The cutting down of cocoa trees
6. Trade monopoly by Syrian and Lebanese companies
7. Dissatisfaction with the 1946 Alan Burns Constitution

Impacts of the 1948 riots

The 1948 riots had several significant outcomes. They allowed the UGCC to request the colonial government for an investigation into the causes of the riots and to express their preparedness to oversee an interim government. Additionally, the riots led to the establishment of the Watson Commission and later the Coussey Committee. The reports and recommendations from these commissions contributed to the development of the 1950 constitution, which was enacted following the 1951 elections. The incident, despite popularising the UGCC and raising political awareness among the people, also sparked greater interest and involvement among people.



Note

In teaching the 1948 ‘Riots’ in Ghana, teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Help learners understand the contextual issues that contributed to the 1948 riots.*

2. **Analysis:** Guide learners to evaluate the political effects of the 1948 riots on the Gold Coast.

Learning Tasks

1. Watch a short video/ teacher-led seminar on the '1948 Riots' and document the immediate and remote causes of the 'Riots'.
2. Role-play the events leading to the cause of the 1948 'Riots'.
3. Discuss in groups the significance of the 1948 'Riots' in Ghana's struggle for Ghana's independence.

PEDAGOGICAL EXEMPLARS

Experiential learning

1. Learners watch documentaries or hold a seminar on immediate and remote causes of the 1948 'Riots' in Ghana.
Support less confident learners (AP) by stopping to check for understanding from the class and encourage summary notes to be taken.
2. Hold a class discussion in which the teacher checks the understanding of less confident (AP) learners and challenges confident learners (HP) to extend their critical thinking.
3. Learners then do a role-play in groups of the immediate events leading up to the event.
Consider the roles given to less confident learners (AP) carefully to ensure full access.
4. Hold a series of mini debates: 'Was the 1948 riot a turning point in Ghana's transition from colonialism to independence?'
 - a. *Remind learners to use their knowledge from the previous lesson in their analysis.*
 - b. *Encourage confident learners (P and HP) to make inferences from historical sources on the impact of the 1948 'Riots', including how it facilitated the struggle for Ghana's Independence in their discussions and debates.*
 - c. *Learners of all abilities should make notes on the debate to secure learning.*

KEY ASSESSMENTS

DoK Level 2: Review – What were the main causes of the 1948 'Riots' in Ghana?

DoK Level 3

1. *Explanatory paragraph:* How did the 1948 ‘Riots’ reflect the economic and social frustrations of the Ghanaian people?
2. *Essay:* Discuss the ‘1948 Riots’ as a turning point in Ghana’s transition from colonialism to independence.
3. *Discussion:* Discuss the causes and impact of the 1948 Riots, highlighting its significance in Ghana’s struggle for independence.

Hint

The Recommended Mode of Assessment for Week 14 is **discussion**. See question 3 of DoK Level 3 under focal area 3 for an example of a discussion assessment task.

WEEK 15**Learning Indicators**

1. *Identify nationalist movements in Ghana after the WWII*
2. *Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence*

FOCAL AREA 1: THE WATSON COMMISSION**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and the learners in analysing the Watson Commission.

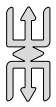
1. *What reasons led to the setting up of the Watson Commission?*
2. *What was the membership of the Watson Commission?*
3. *What were the major findings pertaining to the cause of the 1948 'Riots' by the Watson Commission?*
4. *What were the recommendations made by the Watson Commission?*
5. *What was the significance of the Watson Commission in Ghana's History?*

The Watson Commission

The aftermath of the 1948 Riots led to the arrest of leading members of the UGCC, who became known as the Big Six. The UGCC leadership, in view of this, petitioned the British government to institute an inquiry into the disturbances on the Gold Coast. The British Government responded by instituting the Watson Commission under the chairmanship of Aiken Watson, which submitted its report in June 1948. The Watson Commission was therefore established to investigate the issues that led to the 1948 riots and to make recommendations for preventing such disturbances in the future.

Recommendations of the Watson Commission

1. Problems of retired people should be considered
2. Workers should be made comfortable by providing them with amenities
3. More schools should be established
4. Local people should have political power in the country
5. A new constitution to replace the Burns constitution of 1946
6. Civil service headed by an African



Note

Here are some key historical thinking skills teachers can focus on when teaching a lesson on the Watson Commission and some suggestions integrating the skills into the lesson:

1. **Contextualisation:** *Have learners research and discuss the broader historical context of Ghana in the late 1940s, including the growing push for independence and social tensions.*
2. **Source Analysis:** *Provide learners with primary sources related to the Watson Commission, such as excerpts from the commission's report or contemporary news articles and focus on evaluating their credibility and perspectives.*
3. **Cause and Effect:** *Encourage learners to identify the immediate causes of the 1948 riots that led to the Watson Commission's formation.*
4. **Continuity and Change:** *Guide learners in analysing how the Watson Commission represented a shift in British colonial policy and what remained the same despite the Commission's work.*
5. **Historical Significance:** *In class discussions, focus on why the Watson Commission is considered a significant event in Ghana's history.*

Learning Tasks

1. Read and analyse primary and secondary sources related to the Watson Commission and document the events that led to its formation and the recommendations proposed.
2. Organise a debate on the significance of the Watson Commission in Ghana's History.
3. Write a newspaper article in groups about the membership of the Watson Commission and the causes of the 1948 riots, according to the Commission's report.

PEDAGOGICAL EXEMPLARS

Experiential learning

1. Using historical sources, learners explain how the Watson Commission was formed and the recommendations it made. *N.B.* Teacher to select a variety of source types and to ensure that there is some discussion reflecting the reliability/ authenticity of sources to allow for recap of skills from earlier in the curriculum.

Encourage learners with advanced content knowledge (HP) to explore more sources, while learners identified as struggling with the content should be assisted with interpreting the sources.

Talk-For-Learning

1. Learners debate the significance of the Watson Commission in Ghana's history.
 - a. Learners identified as struggling with the content (AP) should be encouraged to take roles in the debating activity.
 - b. In contrast, learners with advanced content knowledge (HP) should be motivated to conduct broad-based research for the activity.

Collaborative Learning

1. Learners, in groups, write a newspaper article on the membership of the Watson Commission and the causes of the 1948 Riots, according to the Commission's report. Learners should be encouraged to consult primary sources from earlier activity to add authenticity to their reports.

Learners who exhibit advanced content knowledge (HP) should be paired with learners identified as struggling with the content.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Summarise the key findings and recommendations of the Watson Commission

DoK Level 3: Essay – How did the Watson commissions report influence the push for independence?

DoK Level 4: Extended evaluation – Critically evaluate the Watson Commission's findings and recommendations in the context of Ghana's decolonisation process.

FOCAL AREA 2: FORMATION OF THE CPP IN 1949

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the formation of the CPP in 1949.

1. *Why did Kwame Nkrumah break away from the UGCC?*
2. *What are the aims and objectives of the CPP?*
3. *What was the leadership structure of the CPP?*
4. *What were the achievements of the CPP?*

Formation of the CPP

The Convention People's Party (CPP) was formed on June 12, 1949, in Accra, Ghana, as a nationalist movement seeking independence from British colonial rule. The party emerged from the United Gold Coast Convention (UGCC), which had been leading the fight for independence. However, the UGCC's moderate approach frustrated younger members, including Kwame Nkrumah, who advocated for more radical action. The CPP was founded with the motto "Self-Government Now" and became the main vehicle for Nkrumah's vision of a united and independent Ghana. The party's formation marked a significant turning point in Ghana's struggle for independence, ultimately leading to the country's freedom on March 6, 1957, with Nkrumah as its first president. Key members of the CPP included Dr Kwame Nkrumah, Kojo Botsio, K.A. Gbedemah, Dzenkle Dzewu, Saki Scheck, N.A Welbeck, Krobo Edusei, Pobee Biney, Akua Asabea.

Reasons for Nkrumah's Break Away from the UGCC

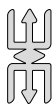
1. Ideological differences
2. Differences in methods
3. Suspension from UGCC
4. Exclusion from the Coussey Committee
5. Ambition of Nkrumah

Aims and objectives of the CPP

1. Achieve immediate self-government
2. Bring an end to all forms of oppression and form a democratic government
3. To secure and maintain political unity of the chiefs and people of the colony, Asante, Northern territory and Trans-Volta Togoland
4. Promote trade unionism and achieve better working conditions for workers
5. Promote economic, social and political emancipation of the people.

Achievements of the CPP

1. Made significant contributions towards African unity and Pan-Africanism
2. Opened its branches all over the Country
3. The Party established its Newspaper 'The Accra Evening News'.
4. Declaration of positive action
5. Won independence for the country
6. Aroused political awareness of the people



Note

When teaching the Formation of the CPP, teachers should focus on the following historical thinking skills:

1. **Chronological Thinking:** *Have learners create a timeline of events leading to the CPP's formation, including key dates in Kwame Nkrumah's political career.*
2. **Causation:** *Encourage learners to identify and analyse the factors that led to the CPP's creation, such as dissatisfaction with the United Gold Coast Convention (UGCC) and the need for a more radical approach to independence.*
3. **Continuity and Change:** *Guide learners in examining how the CPP's formation represented a shift in Ghana's political landscape and also discuss what aspects of the independence movement remained consistent despite the CPP's emergence.*
4. **Historical Significance:** *Lead discussions on why the formation of the CPP was a crucial moment in Ghana's path to independence.*
5. **Primary Source Analysis:** *Provide learners with primary sources such as CPP manifestos, speeches by Nkrumah, or contemporary news reports. Task learners with analysing these sources for bias, intent, and historical context.*
6. **Historical Empathy:** *Encourage learners to consider the motivations and emotions of those who joined or opposed the CPP.*

Learning Tasks

1. Research from diverse sources on why Kwame Nkrumah broke away from the UGCC.
2. Learners discuss the reasons for the formation of the CPP and its aims and objectives.
3. Prepare a poster on the formation of the CPP in 1949, establishing the linkage between its aims/objectives and achievements before Independence.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. In pairs, learners analyse sources of evidence on why Nkrumah broke away from the UGCC.
 - a. *For learners who need more support (AP), provide pre-selected and simplified sources that highlight key points for analysis. Offer additional guidance and clarification on how to approach the analysis, including specific questions to consider while examining the sources.*
 - b. *Allow learners with advanced content knowledge (HP) to access a wider range of sources, including more complex and diverse materials for analysis.*

Talk for learning

1. Using Think-Pair Share, learners discuss the second political party that was formed in Ghana after WWII and consider its aims and objectives. Learners trace on a map where the second nationalist political party was formed.
 - a. *For learners who need support (AP), offer printed maps with outlined guidance on tracing the location where the second nationalist political party was formed.*
 - b. *Pair learners strategically, matching those who may need additional support with peers who have a stronger grasp of the historical context (HP)*
 - c. *Encourage proficient learners (P) and HP learners to make connections between the context of the formation of the CCP and its reasons for forming.*

Project-based learning

1. Learners prepare a poster on the formation of the CPP in 1949, establishing the linkage between its aims/objectives and achievements before Independence.
Offer structured templates and initial brainstorming prompts for creating the poster on the formation of the CPP in 1949, helping struggling learners (AP) organise their thoughts and work systematically.

KEY ASSESSMENTS

DoK Level 2: Summary – Examine reasons that accounted for the formation of the CPP.

DoK Level 3: Extended paragraph – How did the CPP's objectives reflect the aspirations and hopes of Ghanaians?

DoK Level 4

1. *Essay/ debate: 'Which was more important for Ghanaian independence? The CPP or UGCC?'*

2. Create a mock historical artefact that could have been produced during the formation of the Convention People's Party (CPP) in 1949. This could be a party membership card, a campaign poster, or a pamphlet outlining the party's aims and objectives. The artefact should demonstrate an understanding of the CPP's formation, leadership, and goals.

Hint



The Recommended Mode of Assessment for Week 15 is **practical assessment**. See question 2 of DoK Level 4 under focal area 2 for an example of a practical assessment task.

FOCAL AREA 3: THE COUSSEY COMMITTEE

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in understanding the Coussey Committee:

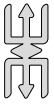
1. *What reasons accounted for the institution of the Coussey Committee?*
2. *What are the major recommendations of the Coussey Committee?*
3. *What was the significance of the Coussey Committee in the struggle for independence?*
4. *Why was Kwame Nkrumah exempted from the Coussey Committee?*
5. *What are the series of events that led to the institution of the Coussey Committee?*

The Coussey Committee

In response to the Watson Commission's recommendation for constitutional reforms, the British government appointed a committee composed of local Gold Coast individuals, chaired by Justice J. H. Coussey, to develop a new constitution for the country. The 36-member committee included five of the Big Six, excluding Dr. Kwame Nkrumah. Its members were mainly chiefs, highly educated individuals, and wealthy people. There was no representation from the youth or working class.

Recommendations by the Coussey Committee

1. The Gold Coast practice a bi-cameral legislature, i.e., having two law-making bodies or parliament houses.
2. There should be a reformed executive council where the majority of members will be Africans
3. Voting age should be fixed at 25
4. Establishment of four regional councils with executive powers



Note

When teaching the Coussey Committee, teachers should focus on the following historical thinking skills:

1. **Contextualisation:** *Have learners explore the broader political and social context in which the Coussey Committee was formed, including the aftermath of the 1948 riots and the Watson Commission.*
2. **Causation:** *Encourage learners to identify and analyse the factors that led to the formation of the Coussey Committee.*

Learning Tasks

1. Craft a timeline of events from the late 1940s to the early 1950s, emphasising key events that led to the institution of the Coussey Committee.
2. Conduct research from primary and secondary sources on the recommendations of the Coussey Committee and their potential impact on the political development of the Gold Coast.
3. Learners create a presentation on the effect of the Coussey Committee on the political development of Ghana.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In small groups, learners craft a timeline of events from the late 1940s to early 1950, emphasising key events that led to the institution of the Coussey Committee.
 - a. *For learners who need support, offer more structured guidelines and templates for creating the timeline, along with additional support and guidance as needed*
 - b. *Challenge learners with advanced content knowledge to include a broader range of events or to analyse the interconnectedness of events in greater depth.*

Project-based learning

1. Learners work in pairs to analyse sources on the Coussey Committee to gather information on the recommendations of the Committee and its impact on the political development of Ghana.
 - a. *Support learners who lack confidence with source skills (AP) by providing definitions/ glossaries of complex vocabulary and guidance questions for source analysis.*

- b.** *Challenge those who have excelled with source skills (HP) by encouraging them to assess which sources are most useful and focusing on those in their investigation.*
- 2.** Learners create an oral presentation on the formation of the Coussey Committee and its effect on the political development of Ghana.
 - a.** *For learners who need support, provide scaffolding and additional resources for research and presentation creation.*
 - b.** *Encourage learners with advanced content knowledge to explore more complex aspects of the Coussey Committee's formation and its impact, potentially delving into less-explored areas or taking a more analytical approach*

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain how the Coussey Committee's recommendations aimed to address the political agitations of the people in the Gold Coast.

DoK Level 3: Extended analysis – Compare the Coussey Committee's recommendations with the actual political changes in the Gold Coast in the 1950's.

DoK Level 4: Essay/debate – Argue whether the Coussey Committee can be considered as a success or a failure in the context of the Independence struggle in Gold Coast?

WEEK 16**Learning Indicators**

1. *Identify nationalist movements in Ghana after WWII*
2. *Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence*

FOCAL AREA 1: THE 1951 AND 1954 GENERAL ELECTIONS**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and the learners in analysing the 1951 and 1954 General Elections.

1. *What events led to the holding of the 1951 general elections?*
2. *What was the outcome of the 1951 general elections?*
3. *Which political parties contested the 1951 elections?*
4. *What was the significance of the 1951 general elections?*
5. *What events led to the holding of the 1954 general elections?*
6. *What was the outcome of the 1954 general elections?*
7. *Which political parties contested the 1954 elections?*
8. *What was the significance of the 1954 general elections?*

The 1951 and 1954 General Elections

The 1951 general elections were a significant milestone in Ghana's journey toward independence. They were the first elections held under universal adult suffrage in Ghana. The elections followed the adoption of the 1951 Constitution, which provided for an enlarged Legislative Assembly with a majority of elected members. Kwame Nkrumah's Convention People's Party (CPP) won a landslide victory, securing 34 out of 38 elected seats. This victory enabled Nkrumah, who was in prison at the time, to be released and appointed as Leader of

Government Business. He later assumed the title of Prime Minister in 1952 and set in motion plans to eliminate certain aspects of the 1951 constitution that prevented the attainment of full self-government.

The 1954 general elections were conducted under a new constitution (The 1954 Constitution), which granted greater self-governance to the Gold Coast (now Ghana). These elections were a further step toward full independence. The CPP again emerged victorious, winning 71 out of 104 seats in the Legislative Assembly. This overwhelming victory reinforced Kwame Nkrumah's leadership and his push for independence, which

was eventually achieved on March 6, 1957. The success of the CPP in these elections demonstrated widespread support for Nkrumah's vision and policies.

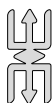
Political parties that contested the 1951 and 1954 general elections

1951 General elections contestants

1. Conventions Peoples Party(CPP)
2. The National Democratic Party (NDP)
3. The United Gold Coast Convention (UGCC)
4. Peoples Democratic Party (PDP)

1954 General elections contestants

1. Ghana Congress Party (GCP)
2. The Muslim Association Party (MAP)
3. The Togoland Congress Party (TCP)
4. Northern Peoples Party (NPP)
5. Anlo Youth Organisation (AYO)



Note

Here are some key historical thinking skills teachers can focus on when teaching a lesson on the 1951 and 1954 general elections:

1. **Chronological thinking:** *Help learners to grasp the sequence of events leading up to and following the elections.*
2. **Causal thinking:** *Provide the factors such as nationalism, colonialism and party dynamics and how they influenced the elections.*
3. **Historical interpretation:** *Encourage learners to evaluate the significance of the elections in Ghana's struggle for independence.*
4. **Historical empathy:** *Have learners consider the perspectives and motivations of key personalities in these elections.*
5. **Research skills:** *Have learners investigate and gather information on the elections and their historical context*
6. **Historical Significance:** *Encourage learners to consider how the elections contributed to Ghana's independence and their impact on African History.*

Learning Tasks

1. Study and discuss the background of the 1951 and 1954 general elections in the Gold Coast.
2. Create a chart illustrating the participating political parties with their leaders in the 1951 and 1954 general elections.
3. Write a report in groups on the significance of the 1951 and 1954 elections in the progress toward independence.

PEDAGOGICAL EXEMPLARS

Technology Enabled Active Learning (TEAL)

1. Learners watch short videos on the conduct of the first general election (1951) in Ghana and discuss its outcome.
 - a. *Offer a range of documentaries tailored to learners' needs.*
 - b. *For those needing extra support, (AP) provide simplified documentaries with clear explanations and visual aids.*
 - c. *Advanced learners (HP) can delve into more in-depth documentaries that offer challenging content to analyse and synthesise.*
2. Learners research the background of the 1954 general elections from the internet.
 - a. *For learners requiring more support (AP), provide simplified articles or videos about the 1954 general elections.*
 - b. *Advanced learners (HP) can be challenged with primary source documents or scholarly articles to analyse.*

Project-based Learning

1. In mixed-ability groups, learners create a chart of the different political parties who participated in the 1951 and 1954 elections.
 - a. *Provide partially filled in examples for those learners who lack confidence in the content (AP) to allow them a scaffold into the exercise.*
 - b. *Encourage HP learners to develop and extend their work with detail.*

Collaborative Learning

1. In groups, learners craft a report on the significance of the 1951 and 1954 elections in the progress toward independence.
 - a. *Allow learners to choose different formats for their reports, such as presentations, posters, or written reports.*

- b. *Additionally, provide different levels of scaffolding and support based on the diverse needs of the learners within each group.*

KEY ASSESSMENTS

DoK Level 2: *Written task* – Identify the changes in the electoral situation between the 1951 and the 1954 elections in the Gold Coast

DoK Level 3: *Extended paragraph* – Analyse how the 1954 general elections prepared the Gold Coast for full independence

DoK Level 4: *Creative task* – Develop a policy paper that assesses the lessons learned from the 1951 and 1954 elections and indicate how these lessons can be applied to contemporary electoral processes in Ghana.

FOCAL AREA 2: THE 1956 GENERAL ELECTIONS AND WHY NKRUMAH WON ALL PRE-INDEPENDENCE GENERAL ELECTIONS

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the 1956 General Elections and why Nkrumah won all pre-independence General Elections:

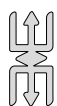
1. *What events led to the holding of the 1956 general elections?*
2. *What was the outcome of the 1956 general elections?*
3. *Which political parties contested the 1956 elections?*
4. *What was the significance of the 1956 general elections?*
5. *What reasons accounted for Kwame Nkrumah winning all pre-independence General Elections?*

The 1956 General Elections

The 1956 general elections in Ghana were a significant milestone in the country's journey toward independence. This election was held on July 17, 1956, and represented the last elections under British colonial rule. The Convention People's Party (CPP), led by Kwame Nkrumah, emerged victorious, securing 71 out of 104 seats in the Legislative Assembly. This overwhelming win reinforced the CPP's mandate and Nkrumah's leadership, paving the way for negotiations with the British government. Consequently, the elections set the stage for Ghana's transition to independence, which was formally achieved on March 6, 1957.

Why Nkrumah won all Pre-Independence General Elections

1. CPP political ideology
2. Effective organisation of the CPP
3. Catchy party symbols and flags
4. Publications in the new nationalist dailies (Accra Evening News and Cape Coast dailies)
5. The character and composition of the CPP
6. Attempts by the Government to suppress the nationalist dailies
7. Lifestyle of CPP Leadership
8. CPP was a broad-based party
9. The nature of the other parties (They were organised on a sectional and regional basis, therefore numerically weak)



Note

When teaching the 1956 General Elections and why Nkrumah won all pre-independence General Elections, take care to develop the following skills:

1. **Chronological thinking:** *Help learners to grasp the sequence of events leading up to and following the elections.*
2. **Causal thinking:** *Provide the factors such as nationalism, colonialism and party dynamics and how they influenced the elections.*
3. **Historical interpretation:** *Encourage learners to evaluate the significance of the elections in Ghana's struggle for independence.*
4. **Historical empathy:** *Have learners consider the perspectives and motivations of key personalities in these elections.*
5. **Research skills:** *Have learners investigate and gather information on the elections and their historical context*
6. **Historical Significance:** *Encourage learners to consider how the elections contributed to Ghana's independence and its impact on African History.*
7. **Analytical skills:** *Encourage learners to analyse the various factors that contributed to Nkrumah's electoral success.*
8. **Contextualisation:** *Have learners situate Nkrumah's electoral victories within the broader context of Ghana's struggle for independence*
9. **Evidence-based argumentation:** *Encourage learners to use evidence to support arguments about Nkrumah's electoral success.*

Learning Tasks

1. Create a detailed timeline of key events from the 1951 elections to Ghana's independence in 1957.
2. Create a mind map or chart that synthesises the different factors that contributed to Nkrumah's victory in all pre-independence elections.
3. Craft a presentation in groups on the significance of the 1956 elections in the progress toward independence.

PEDAGOGICAL EXEMPLARS

Project-based Learning

1. Learners work in pairs to organise cards into a timeline of the key events between 1951 and 1957. Learners then annotate the timeline with detail.
 - a. Consider the pairings of learners carefully to ensure support for less confident learners (AP).
 - b. Encourage learners who have grasped the content (P) to develop the level of detail that they are producing.
2. In a concentric circle, learners discuss why Nkrumah won all pre-independence general elections. Learners then record their learning on a mind map or chart.
 - a. Provide different discussion prompts or questions based on learners' readiness levels. Assign different roles within the discussion groups, such as facilitator, recorder, timekeeper, and summariser, to ensure that each student contributes meaningfully to the discussion.
 - b. Probe learners who have demonstrated high levels of competence (HP) with complex questions which challenge them to develop connections between and evaluate the various factors behind Nkrumah's victory.

Collaborative Learning

1. In groups, learners craft a presentation on the significance of the 1956 elections in the progress toward independence.
 - a. Allow learners to choose different formats for their reports, such as presentations, posters, or written reports.
 - b. Additionally, provide different levels of scaffolding and support based on the diverse needs of the learners within each group.

KEY ASSESSMENTS

DoK Level 2: Summary – Describe two key strategies Nkrumah used to garner support from the masses.

DoK Level 3

1. *Extended paragraph:* Analyse how the 1956 general elections prepared the Gold Coast for full independence.
2. *Computational task:* Create a spreadsheet to analyse the results of the 1951, 1954, and 1956 general elections in Ghana. Include columns for each political party, their respective leaders, and the number of seats won in each election. Calculate the percentage of seats won by each party for each election.

DoK Level 4: Essay/debate – Argue for or against the notion that Nkrumah's methods and strategies set a positive precedence for future political leaders.

Hint



The Recommended Mode of Assessment for Week 16 is **computational task**. Refer to question 2 of DoK Level 3 under focal area 2 for an example of a computational task.

FOCAL AREA 3: EMERGENCE OF THE NATIONAL LIBERATION MOVEMENT (NLM)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in understanding the emergence of the National Liberation Movement (NLM):

1. *What led to the formation of the NLM?*
2. *What were the demands of the NLM?*
3. *Why did NLM fail?*
4. *What was the significance of the NLM in Ghana's political development?*
5. *What was the impact of the NLM on Ghana's independence?*

Emergence of the National Liberation Movement

The NLM was launched in Kumasi in September 1954. It was spearheaded by Baffour Osei Akoto with the support of Asante chiefs and was formed primarily to oppose Dr Kwame Nkrumah's CPP and address Asante's grievances.

Reasons for the formation of the NLM

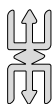
1. The power of the chiefs in local governance was reduced in the 1951 constitution
2. The dissatisfaction with and implementation of the Van Lare Commission Report on the redemarcation of the constituencies in the country
3. The fear of southern political control
4. Disappointment by a group of Asante youth Association members of the CPP who were not elected as CPP candidates in the 1954 elections
5. The disappointment of Cocoa farmers in Asante over low cocoa prices
6. Social and economic developments are restricted to the southern parts of Ghana
7. The desire for a federal system of government as opposed to a unitary system of government

Demands of NLM

1. Demand for fresh elections in spite of the 1954 elections
2. Demand for higher prices of Cocoa
3. Demand for a bi-cameral legislature with the upper house made up of traditional leaders
4. Demand for a federal system of Government
5. Demand for a new constitution
6. Demand for an independent public services commission

Factors for failure of NLM

1. It was not a broad-based political party because its leaders and majority of its supporters were in Asante.
2. The general election of 1956
3. The uncompromising stance of the NLM on what type of Constitution to be adopted (federal or unitary) also made them unpopular.
4. The declaration of independence on 6th March 1957



Note

When teaching the Emergence of the NLM, teachers should focus on the following historical thinking skills:

1. **Chronological Thinking:** Have learners create a detailed timeline of events leading to the NLM's formation, including key political developments in Ghana from 1951 to 1954.

2. **Causation:** Encourage learners to identify and analyse the factors that led to the NLM's creation, such as regional tensions, concerns about Nkrumah's leadership, and the debate over a federal system.
3. **Continuity and Change:** Guide learners in examining how the NLM represented a shift in Ghana's political landscape, particularly in terms of regional politics.
4. **Historical Significance:** Lead discussions on why the formation of the NLM was a crucial moment in Ghana's pre-independence period.

Learning Tasks

1. Discuss in groups the formation and activities of the NLM.
2. Hold a debate on the motion "the demands of the NLM were justifiable".
3. Analyse whether the activities of the NLM held back Ghana's independence.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. Learners in groups discuss the formation, demands and activities of the NLM.
 - a. Facilitate the group discussion by providing guiding questions and prompts to help learners who need support stay focused (AP) on key points.
 - b. Encourage more confident learners (P and HP) to conduct research from diverse sources to gather information about the formation, demands, and activities of the NLM.
2. Hold a debate on the justification of the demands on the NLM.
 - a. Provide simplified explanations of the demands of the NLM to learners who need support and facilitate a structured debate format with clear guidelines for participation.
 - b. Encourage more confident learners to develop their points and justify their ideas.
3. In a concentric circle, learners discuss why the NLM's activities might have delayed Ghana's Independence. They then solidify their notes into a concept map focusing on whether the NLM failed.
 - a. Learners who need support (AP) should be provided simplified materials or visual aids outlining the possible reasons for the delay in Ghana's independence, focusing on the activities of the NLM.

KEY ASSESSMENTS

DoK Level 2: *Written task* – Discuss the reasons for the formation of the NLM.

DoK Level 3: *Paragraph* – Analyse the view that the emergence of the NLM delayed the attainment of independence in the Gold Coast.

DoK Level 4: *Essay* – To what extent were the demands of the national liberation movement met by 1957?

WEEK 17

Learning Indicator: *Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence*

FOCAL AREA 1: TOGOLAND QUESTION OF UNION OR UNIFICATION AND THE 1956 PLEBISCITE

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining the 1956 plebiscite in Togoland and the question of union or unification.

1. *Who were the main stakeholders involved in the Togoland question, and what were their differing perspectives on unification?*
2. *What factors led to the decision to hold a plebiscite in British Togoland in 1956?*
3. *When did the British government request the termination of the trusteeship agreement, and how did this timing relate to Gold Coast independence?*
4. *Where were the key differences in voting patterns observed during the 1956 plebiscite, and why did these regional variations occur?*

Togoland question of union or unification and Plebiscite of 1956

The Ewe Question and the Plebiscite of 1956 were pivotal events in Ghana's path to independence. The issue centred around the trusteeship territory of Togoland, known as Trans-Volta Togoland (TVT), which had been divided between British and German control since the 1880s. After World War I, the area remained split, with the French taking over the former German portion.

In 1954, the British Government asked the UN to end the trusteeship agreement for British Togoland and suggested merging it with the soon-to-be-independent Ghana, known then as the Gold Coast, due to Britain's inability to administer British Togoland after Ghana gained independence. The UN General Assembly agreed to Britain's request in 1954 and decided to determine the preferences of the people of British Togoland.

In 1955, a mission was dispatched to British Togoland, where they discovered two main perspectives: integration with an independent Gold Coast or retaining British Togoland as an independent entity with potential unification options. The mission recommended a plebiscite to resolve these differing opinions.

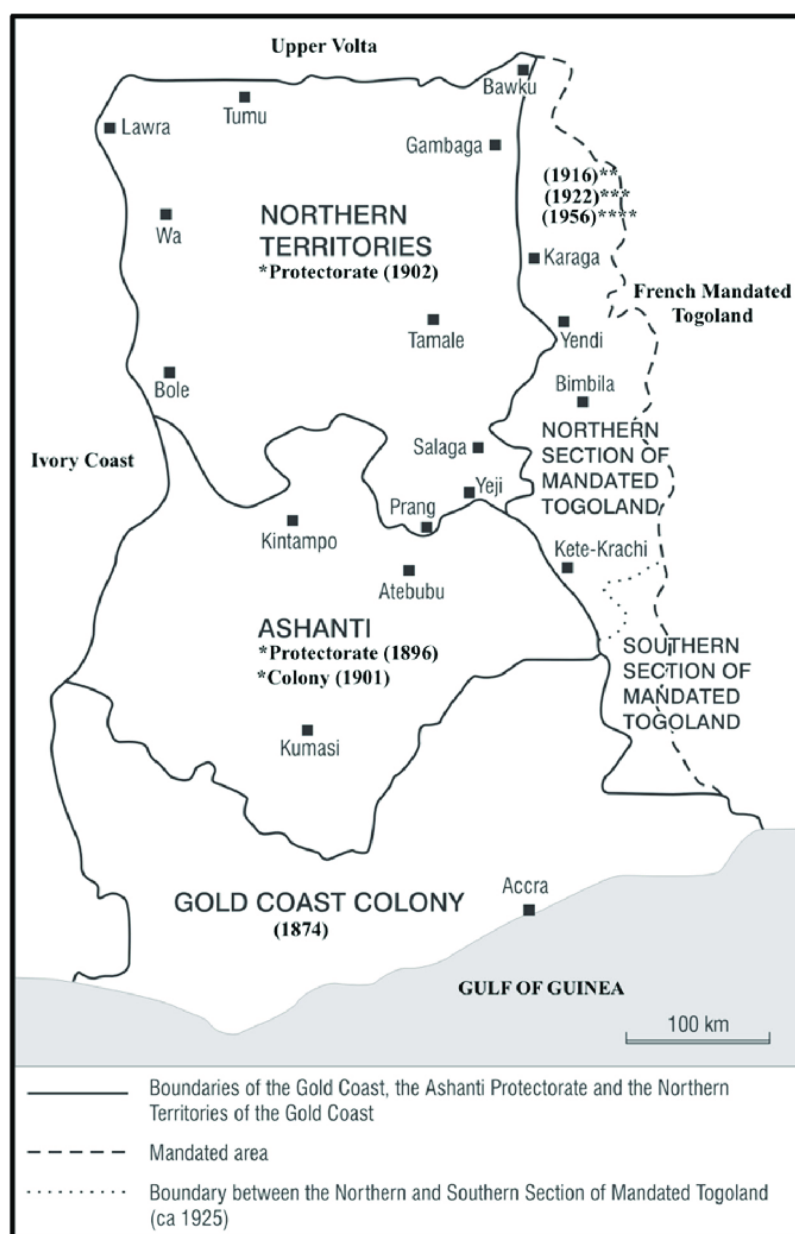


Figure 6: Colonial Map of Ghana Showing the Various Administrative Regions

Results of the 1956 Plebiscite

The plebiscite took place on May 9, 1956, and the results were divided regionally – 79% in the northern (non-Ewe) section voted for union with Gold Coast, while 58% in the southern (Ewe) section voted for separation. This resulted in an overall majority in favour of union with Gold Coast. The charts below illustrate the outcome of the 1956 Plebiscite:

- * Declaration of Ashanti protectorate in 1896. Officially recognised as a colony under British administration in 1901.
- ** Occupation in 1916 and consequent division of German Togoland protectorate into British and French administrative zones after Germans gave up sovereignty of their African colonies in 1919.
- *** Formal creation of British Togoland, constituting a transfer from German to British rule, under the League of Nations class B mandate.
- **** Plebiscite in 1956 officially recognised the region as a part of newly independent Ghana.

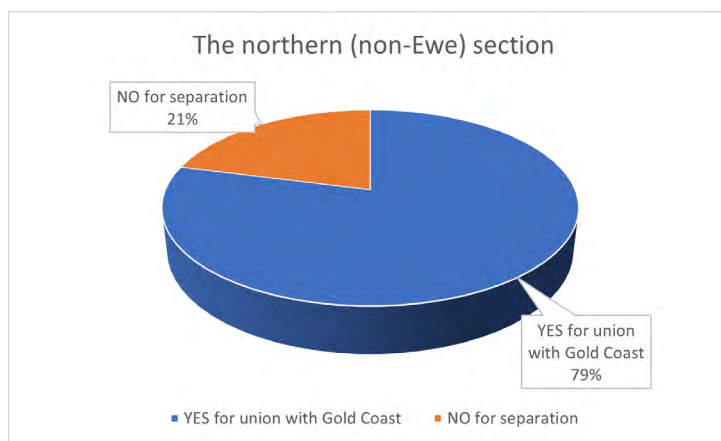


Figure 7: Outcome of the 1956 Plebiscite (Northern section)

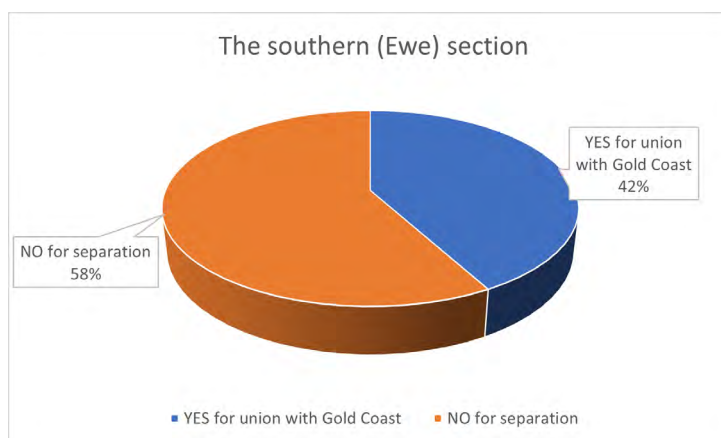


Figure 8: Outcome of the 1956 Plebiscite (Southern section)

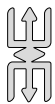
Data Source: Adu Boahen (1975)

According to the United Nation (UN) Year Book (1959) cited in Bening (1983), the overall results showed a majority vote for unification with the Gold Coast. This is presented in the Figure below:

District	Number of Votes Cast for:	
	Union	Separation
Mamprusi	17,870	3,429
Dagomba	28,083	6,549
Gonja	3,166	2,729
Buem/Krachi	28,176	18,775
Kpandu	8,581	17,029
Ho	7,217	18,981
	93,093 (58%)	67,492 (42%)

Figure 9: Results of the 1956 Plebiscite in British Togoland

In December 1956, the UN passed a resolution endorsing the union. However, the Togoland Congress and some members of the southern Ewe section contested the decision. They claimed that the northern votes should have been counted separately and alleged vote rigging in the northern section. As a result, dissenters boycotted Ghana's independence celebrations in March 1957.



Note

In teaching the Togoland question of union or unification and the plebiscite of 1956, teachers should focus on developing in learners the following historical skills:

1. **Source Analysis:** Guide learners to examine maps, treaties, speeches, newspaper articles, and photographs to interpret different perspectives.
2. **Interpret historical data:** Guide learners to analyse statistical data on the outcome of the 1956 plebiscite.
3. **Evaluate historical arguments:** Guide learners to critically assess different viewpoints on the union/unification debate, considering evidence and bias.

Learning Tasks

1. Create a timeline of events leading up to the 1956 plebiscite.
2. Identify and explain the different positions held by the British government, the United Nations, the people of British Togoland and political parties like the CPP and the Togoland Congress. Analyse the voting patterns in different regions of British Togoland.
3. Examine the immediate and long-term consequences of the plebiscite's outcome for the people of British Togoland and the Gold Coast.

PEDAGOGICAL EXEMPLARS

Project-based learning

1. In mixed-ability groups, learners create a timeline of events leading up to the 1956 Plebiscite.
 - a. Teacher to circulate to ensure that learners are supported.

Collaborative Learning

1. In jigsaw groups, learners discuss the different positions held by the British government, the United Nations, the people of British Togoland and political parties like the CPP and the Togoland Congress.

- a. For learners who need support (AP), offer sentence starters or guided questions to help initiate discussions within their groups.
- b. For more confident learners (P & HP), provide primary source documents or more complex texts related to the positions held by each stakeholder in British Togoland.

Talk for Learning

1. Learners then work in their groups to create charts (bar or pie charts) on the voting patterns in different regions of British Togoland.
 - a. For learners who need support (AP), offer pre-organised data on the voting patterns in different regions to support their chart creation. Provide templates and step-by-step instructions on how to create bar or pie charts to represent the voting patterns.
 - b. For more confident learners (P & HP), challenge them to critically analyse the voting patterns and develop their own interpretations before creating the charts. Encourage them to use a variety of data visualisation tools and techniques to present the voting patterns creatively and effectively.
2. In a fishbowl activity, learners examine the immediate and long-term consequences of the plebiscite's outcome for the people of British Togoland and the Gold Coast.
 - a. For learners who need support (AP), break down the activity into smaller steps and provide additional support and guidance as they analyse and discuss the consequences.
 - b. For more confident learners (P & HP), challenge them to connect the consequences of the plebiscite to broader historical contexts and global implications beyond the immediate impact on British Togoland and the Gold Coast.

KEY ASSESSMENTS

DoK Level 1: Review – What were the two main perspectives discovered by the UN mission in British Togoland regarding the territory's future?

DoK Level 2: Paragraph – Explain why the British government wanted to merge British Togoland with the Gold Coast.

DoK Level 3: Extended paragraph – Evaluate the potential consequences of the UN's decision to endorse the union of British Togoland with the Gold Coast, considering the opposition from the Togoland Congress and some members of the southern Ewe section.

DoK Level 4 - Creative writing – Critically examine the legitimacy and effectiveness of using plebiscites to resolve complex territorial and ethnic disputes in the context of decolonisation. Use the Togoland question as a case study and incorporate examples from other historical instances to support your argument.

FOCAL AREAS 2 & 3: THE ROLE WOMEN PLAYED IN GHANA'S INDEPENDENCE STRUGGLE

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in discussing the role women played in Ghana's Independence Struggle:

1. *Who were some key women figures involved in Ghana's Independence Struggle?*
2. *What roles did women play in the independence movement?*
3. *What strategies did women employ to support and advance the cause of independence?*
4. *How did women's involvement impact the outcome of the independence struggle?*

Role of women in Ghana's independence struggle

Women played a crucial role in Ghana's struggle for independence from British colonial rule. With the formation of Kwame Nkrumah's Convention People's Party (CPP) in the late 1940s, women became involved in national politics on an unprecedented scale.

Several notable women were at the forefront of the independence movement. Mabel Dove Danquah and Akua Asabea Ayisi worked alongside Nkrumah. They wrote articles for *the Evening News* newspaper, demanding independence and risking persecution. During the "Positive Action Campaign" of civil disobedience, women like Leticia Quaye and Akua Asabea Ayisi were imprisoned for their activism.

The CPP formed a Women's section that was instrumental in mobilising grassroots support. In 1951, the party appointed four women as Propaganda Secretaries: Leticia Quaye, Hannah Cudjoe, Ama Nkrumah, and Sophia Doku. These women travelled the country and enrolled people in the CPP and its women's wing. They organised rallies and spread the party's message.

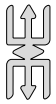
Women's involvement extended beyond the elite. Market women were particularly active, contributing funds to the CPP and vocally supporting independence at rallies and gatherings. Their economic power and community influence helped build a mass base for the nationalist movement.

The Ghana Women's League, led by Hannah Cudjoe, engaged in both political activism and social welfare work. They organised demonstrations, such as protesting French atomic tests in the Sahara, while also conducting educational campaigns on issues like nutrition and childcare.

Through these varied efforts – from elite political activism to grassroots organising – women were indispensable to building popular support for independence, which Ghana achieved in 1957 under Nkrumah's leadership. Their contributions helped lay the groundwork for women's continued involvement in Ghanaian politics after independence.

Some women who contributed to Ghana's independence struggle

1. Akua Asabea
2. Naa Dedei Aryeetey
3. Eugenia Kai Sasraku
4. Agnes Oforiwaa Tagoe-Quarcoopome
5. Esther Korkor Sackey



Note

In teaching the role of women in Ghana's independence struggle, teachers should focus on developing in learners the following historical skills:

1. **Source analysis:** *Guide learners to critically examine primary and secondary sources (speeches, letters, photographs, etc.) to uncover women's contributions to Ghana's independence struggle.*
2. **Historical argumentation:** *Guide learners to construct well-supported arguments about women's roles in Ghana's independence struggle, using evidence to challenge stereotypes.*
3. **Continuity and change:** *Guide learners to explore how women's roles evolved during and after the independence struggle.*

Learning Tasks

1. Create a mind map of at least five key women who played significant roles in Ghana's independence struggle. For each woman, explain her specific contributions to the independence of Ghana.
2. Compare and contrast the roles of elite women (like Mabel Dove Danquah and Akua Asabea Ayisi) with those of grassroots women (like Naa Dedei Aryeetey) in Ghana's independence struggle. Analyse the impact of their different positions and strategies.
3. Evaluate the argument that "women were indispensable to Ghana's independence struggle".

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In small groups, learners create mind maps to identify key women who played significant roles in Ghana's independence struggle, e.g., Hannah Cudjoe, Akua Asabea, Naa Dedei Aryeetey, Eugenia Kai Sasraku, Agnes Oforiwaa Tagoe-

Quarcoopome, Esther Korkor Sackey, etc. Then, have learners form Concentric Circles to discuss the role these women played in early political party movements.

- a. *For learners who need support (AP), encourage them to work in smaller groups with more guidance and support from the teacher or a teaching assistant when creating their mind maps.*
- b. *For more confident learners (P & HP), encourage them to conduct independent research to identify additional key women and their specific roles in Ghana's independence struggle to add depth to their mind maps.*

Project-based Learning

1. In mixed-ability groups, learners create Venn diagrams to compare and contrast the roles of elite women (like Mabel Dove Danquah and Akua Asabea Ayisi) with those of grassroots women (like Naa Dedei Aryeetey) in Ghana's independence struggle. Analyse the impact of their different positions and strategies.

Talk for Learning

1. Learners form groups to debate on the theme: "Women were indispensable to Ghana's independence struggle".
 - a. *Allow additional preparation time and provide more scaffolded support for learners who need support (AP) to organise their thoughts and arguments before the debate.*
 - b. *For more confident learners (P & HP), assign specific roles within the debate teams, such as lead debater or rebuttal speaker, allowing them to take on leadership roles within their groups.*

KEY ASSESSMENTS

DoK Level 1: Review – State five women who were prominent in Ghana's independence struggle.

DoK Level 2: Review – Describe two ways in which women contributed to the CPP's activities during the independence struggle.

DoK Level 3

1. *Extended paragraph:* Compare and contrast the roles of elite women and grassroots women in Ghana's struggle for independence.
2. *Concept map presentation:* Create and deliver a comprehensive 5-7-minute concept map presentation on the roles and contributions of women in Ghana's independence struggle. Include at least 5 key women figures, their specific contributions, and how their actions impacted the independence movement.

DoK Level 4: Essay – Critically analyse the intersection of gender, politics, and colonialism in Ghana’s independence movement. How did women’s involvement challenge or reinforce existing social structures, and what were the long-term implications for women’s roles in post-independence Ghana?

Hint



*The Recommended Mode of Assessment for Week 17 is **concept map presentation**. Refer to question 2 of DoK Level 3 for an example of a concept map presentation task.*

Section 3 Review

In Section 3, we delved into the nature of resistance against colonial rule in Ghana and the pre- and post-World War II nationalist movements. Key themes discussed included understanding the various forms of resistance employed by Ghanaians against colonial rule and how these movements evolved over time. The discussions also focused on the factors that fuelled nationalist sentiments and the pivotal role of these movements in the struggle for independence. Furthermore, the section highlighted the immediate post-WWII nationalist struggles leading to Ghana’s attainment of independence. The skills emphasised during these weeks included source analysis, interpreting historical data, evaluating historical arguments, creating timelines of events, and critically examining voting patterns and their consequences. These skills aimed to develop learners’ analytical and critical thinking abilities within the historical context of Ghana’s struggle for independence.

SUGGESTED TEACHING AND LEARNING RESOURCES

- A chart showing the list of achievements and aims of the early political parties.
- A chart showing the list of nationalist movements and some of their major achievements.
- Computer/ laptop/mobile phone, speaker-out devices.
- Documentaries on activities of early post-WWII political parties
- Documentaries on individuals who stood against colonial rule in Ghana.
- Documentaries on the activities of nationalist groups
- Internet access
- Photographs of leaders of Nationalist groups.
- Photographs of leaders of the UGCC and the CPP.



APPENDIX G: GUIDELINES FOR STRUCTURING THE END OF SEMESTER EXAMINATION AND SAMPLE QUESTIONS

Structure of the End of Semester Examination:

- a) *The End of Semester Examination is made up of Paper 1 and Paper 2. Paper 1 consists of 50 Multiple Choice Questions (40 marks)*
- b) *Paper 2 consists of two sections (A and B). Section A is a Source Analysis task. Section B consists of five (5) essay-type questions, of which learners are required to answer three (3). Each question in Paper 2 carries a total of 15 marks.*
- c) *Time Allowed (2 hours 30 minutes for both Paper 1 and 2)*
 - i. *Paper 1 - Multiple Choice Questions (50 minutes)*
 - ii. *Paper 2/Section A - Source Analysis (30 minutes)*
 - iii. *Paper 2/Section B - Essay (1 hour, 10 minutes)*

Sample Questions and Items

Paper 1: Multiple Choice Question. (50minutes) E.g.,

Which of the following **best** evaluates the impact of European architectural influence in colonial Ghana?

- A. It completely replaced indigenous designs with no lasting effects on local culture
- B. It had minimal impact as Ghanaians rejected European architectural styles
- C. It introduced new materials and techniques while preserving some traditional elements
- D. It solely benefited European settlers with no consideration for local needs

Paper 2: Section A (Source Analysis) (30 minutes)

Instruction: Study carefully the two historical sources provided. Use information from these sources and your knowledge about the history of Ghana to answer the following questions:



Source A



Source B

- What type of document is Source A, and what was its purpose?
- Based on Source A, what evidence is there of Portuguese presence and influence along the West African coast?
- Compare Sources A and B. How do they reflect different stages or aspects of European involvement on the Gold Coast?
- What architectural features of the fort in Source B indicate its defensive purpose?
- Based on these sources, what were the motivations for European exploration and settlement on the Gold Coast?

Section B: Essay-type questions. E.g.,

Discuss key differences between primary and secondary sources in historical research. (15marks)

Sample Table of Specifications for End-of-Semester 1 Examination

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
1.	Primary and Secondary Sources of History Authenticating Primary and Secondary Sources	Multiple Choice	1	2	1		4
2.	Assessing authentic online historical sources Dangers associated with using ‘fake’ historical sources in studying and writing history	Multiple Choice	1	2	1		4
3.	European countries whose citizens sailed to the coast of Ghana	Multiple Choice	2	1			3
	Motives of early European explorers to Ghana and their initial encounter	Source Analysis	–	2	2	1	5
	Trade items exchanged between Europeans and the people of the Gold Coast						
4.	Demand for gold and ivory from the Gold Coast and the eventual shift to trade in humans	Multiple Choice	2	2	1		5
	The Trans–Atlantic Slave Trade in Ghana	Essay			1		1
	Effects of the Trans–Atlantic Slave Trade on Gold Coast.						

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
5.	Major treaties signed between the British and the people of Gold Coast	Multiple Choice	2	2	1		5
	Anglo–Asante Wars and their effects	Essay		1			1
6.	How the various parts of ‘Ghana’ came under British control or annexation Effects of European (British) presence on Indigenous sanitation and health care systems in Ghana Effects of European (British) presence on education in Ghana	Multiple Choice	1	1	2		4
7.	Effects of European presence on housing and architectural designs	Multiple Choice	1	2	1		4
	Effects of European presence on the transport and communication sectors	Essay			1		1
	Original intentions behind the social developments made by the Europeans.						
8.	Structure of British Political System	Multiple Choice	1	2	1		4
	Role of Chiefs in the Colonial Political Structure and the Native Jurisdiction Ordinance Colonial Constitutions (1916, 1925, 1946, 1951)	Essay			1		1
9.	Effects of European activities on the agricultural sector Effects of European activities on the Mining sector Developments in the finance sector	Multiple Choice	1	2	2		5
10.	Contributions of Governor Guggisberg (1919 – 1927) in the Economic Sector Challenges of Economic Development in the Gold Coast Ghanaian entrepreneurs that emerged as a result of European presence and activities	Multiple Choice	2	2			4
11.	Efforts of individual traditional leaders in resisting colonial invasion and domination.	Multiple Choice	2	2			4
	The Poll Tax Ordinance of 1852	Essay			1		1

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
12.	Common features of nationalist movements in Ghana before World War II (WWII) The Fante Confederation (1868–1873) Aborigines Rights Protection Society (ARPS) – 1897	Multiple Choice	2	1	1		4
		Total	18	24	17	1	60

Marking Scheme/ Scoring Rubrics

a) Paper 1- Multiple Choice ((0.8mark $\times$ 50 = 40 marks))

C (It introduced new materials and techniques while preserving some traditional elements)

b) Paper 2/Section A – 1 (source analysis)

E.g.,

Question A (3 marks total)

- Document type (16th century nautical chart/portolan map) - 2 marks
- Purpose (navigation aid, showing coastal features) - 1 mark

Question B (3 marks total)

- Identification of feature (Portuguese flags/symbols) - 1 mark
- Explanation of significance (territorial claims) - 2 marks

Question C (3 marks total)

- Analysis of Source A (exploration focus) - 1 mark
- Analysis of Source B (permanent settlement) - 1 mark
- Compare progression between sources - 1 mark

Question D (3 marks total)

- Identify defensive feature - 1 mark
- Explain defensive purpose - 2 marks

Question E (3 marks total)

- 1 mark per valid motivation identified (max 3)
- Must reference evidence from sources

c) Paper 2/Section B - (5 Essay questions, 3 to be answered)

E.g.,

Criteria	Excellent (Full Marks)	Very Good (75%)	Good (50%)	Fair (25%)	Marks
Definitions	Provides an accurate definition of both sources such as: Primary sources: Original materials created during the time period being studied Secondary sources: Materials that analyse, interpret, or synthesise primary sources	Provides accurate definition of one source type fully and other partially	Provides basic definitions without clear distinction between sources	Provides incorrect or vague definitions	2
Source Examples	Provides 4 specific examples of each source type: Primary sources (diaries, letters, photographs, official documents, artefacts, etc.) Secondary sources (history books, academic journal articles, documentaries, magazines)	Provides 3 examples for each source type with correct categorisation	Provides 2 examples for each source type with some incorrect categorisation	Provides 1 example or incorrect categorisation	2
Primary Source Characteristics	Identifies 3 key characteristics with clear explanation such as: 1. Being close to the event or time period being studied 2. Firsthand accounts 3. Original data, etc.	Identifies 2 characteristics with clear explanation	Identifies 1 characteristic with basic explanation	Lists characteristics without clear understanding	3

Criteria	Excellent (Full Marks)	Very Good (75%)	Good (50%)	Fair (25%)	Marks
Secondary Source Characteristics	Identifies 3 characteristics with clear explanation such as: 1. Forms the analysis and interpretation of primary sources 2. Provides the perspectives and debates of other historians and scholars 3. Recorded long after event happened	Identifies 2 characteristics with clear explanation	Identifies 1 characteristic with basic explanation	Lists characteristics without clear understanding	3
Comparison and Analysis	Compares and contrasts fully with specific examples such as: Primary sources provide direct evidence while secondary sources offer analysis, etc.	Provides 2 comparison points with some examples	Provides 1 comparison point with limited examples	Attempts comparison without clear distinctions	4
Essay Structure	Demonstrates all the following elements: Clear introduction stating both source types, well-organised paragraphs, logical flow, proper conclusion summarising key differences	Contains 3 structural elements but lacks one component	Contains 2 structural elements but lacks organisation	Poor structure throughout	1



APPENDIX H: SAMPLE INDIVIDUAL PROJECT WORK (CONCEPT MAP)

Task

Create a comprehensive concept map illustrating the roles and contributions of women in Ghana's independence struggle. Include at least 5 key women figures, their specific contributions, and how their actions impacted the independence movement.

Show connections between different women's efforts and the broader political context. Use colours, symbols, and brief explanations to enhance your concept map's clarity and depth.

Assessment rubrics

Criteria	Excellent	Very Good	Good	Fair	Marks
Historical Content	Includes 5+ key women who contributed to Ghana's independence struggle with accurate biographical details, such as Hannah Cudjoe, Mabel Dove Danquah, Akua Asabea Ayisi, Leticia Quaye, Ama Nkrumah, Sophia Doku	Includes 4 key women with accurate biographical details	Includes 3 key women with some biographical details	Includes only 1–2 women with minimal details	5
Specific Contributions	Accurately describes their specific contributions, such as: 1. Writing political articles 2. Organising rallies 3. Leading women's groups 4. Economic support through market women 5. Educational campaigns	Describes 3–4 specific contributions accurately	Describes 2 specific contributions accurately	Describes only 1 contribution or provides inaccurate information	5

Criteria	Excellent	Very Good	Good	Fair	Marks
Impact Analysis	Explains the impact on independence movement, such as market women's economic influence and women's grassroots mobilisation Including: 1. Building mass support 2. Economic contributions 3. Political activism	Explains 2 impacts with clear examples	Explains 1 impact with basic example	Mentions impact without specific examples	2
Organisation and Structure	Shows all 4: 1. Clear hierarchy of information 2. Logical connections between concepts 3. Appropriate linking words/phrases 4. Visually appealing layout	Shows 3 organisation elements clearly	Shows 2 organisation elements	Shows only 1 organisation element	8
Critical Analysis	Insightful analysis of women's roles, such as comparing elite versus grassroots contributions Must include: 1. Elite women's journalism 2. Grassroots mobilisation 3. Economic influence	Analyses 2 aspects of women's roles with examples	Analyses 1 aspect of women's role	Minimal analysis of roles	3
Research Skills	Demonstrates all 3: 1. Uses multiple historical sources 2. Cross-references information 3. Cites specific examples	Uses 2 research skills effectively	Uses 1 research skill	Minimal research evident	2

SECTION 4: POST-INDEPENDENCE DEVELOPMENTS IN GHANA

Strand: Independence and Post-colonial Developments

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

Learning Outcome: 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).

Content Standard: Demonstrate understanding of the socio-economic and political developments in Ghana from 1957 – 2007.

Hint



- Mid-Semester Examination will be conducted in Week 18. Refer to **Appendix I** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 13 to 17.
- The End of Semester 2 Examination will be conducted in Week 24. Refer to **Appendix J** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 13 to 24.
- Remind learners about their portfolio and offer support to those who may be struggling.
- **Individual Project Work** should be ready for submission by Week 18.

INTRODUCTION AND SECTION SUMMARY

Section 4 of the Teacher Manual delves into post-independence developments in Ghana from 1957 to 2007. It covers the transition from the diarchy system, the Republican and Military regimes, the birth of the Fourth Republic and after. Learners are expected to comprehend the shifts in the government system and the significant socio-economic and political changes during this period. By the end of this section, learners should be able to analyse the impact of these developments on the country's governance and society. The overall performance indicator for this learning area is the ability to demonstrate an understanding of Ghana's political and socio-economic evolution during the specified timeframe. This section is interconnected with government, economics and social studies, as it delves into the historical and political contexts that shaped Ghana's

governance and society. Understanding these developments is crucial for comprehending the country's contemporary political landscape and its socio-economic challenges.

The weeks covered by the section are:

Week 18: *Nature of the diarchy system of government in Ghana from 1957 – 1960*

Week 19: *Socio-economic and political developments in Ghana from 1957 – 1966*

Week 20, 21 and 22: *Socio-economic and political developments from 1966 – 1981*

Week 23: *The Birth of the Fourth Republic*

Week 24: *Socio-economic and political developments in Ghana from 1993 to 2007*

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars in this section emphasise the use of primary sources, case studies, and interactive discussions to engage learners in critical thinking about the socio-economic and political developments in Ghana. Teachers should employ differentiated instruction by providing various resources and activities to accommodate diverse learning styles and abilities. Learners need to grasp the cause-and-effect relationships of historical events, understand how these events shaped Ghana's trajectory, and evaluate the significance of these developments in the broader historical context. Moreover, they should demonstrate the ability to analyse primary sources, draw connections between different events, and critically evaluate the impact of these developments on Ghanaian society.

For gifted and talented learners, additional content could include in-depth case studies, advanced analysis of primary sources, and opportunities for independent research projects to further explore specific aspects of Ghana's history and politics during the specified periods.

ASSESSMENT SUMMARY

In the assessment of learners' understanding of the socio-economic and political developments in Ghana from 1957 to 2007, it's important to emphasise the use of Depth of Knowledge (DoK) levels. Teachers can assess historical thinking skills by employing various types of questions for formative and summative assessments. Teachers should ensure that the assessment tasks align with the specific Content Standard and Learning Outcome outlined in the curriculum. It is crucial to provide clear assessment criteria and rubrics that address the targeted historical thinking skills and DoK levels. Additionally, when designing assessment tasks, educators should consider providing a variety of sources, such as primary documents, photographs, or art forms, to allow learners to engage with diverse historical evidence and practice their analytical skills. Teachers should refer to the Assessment Manual for guidance on designing the assessment task and rubrics for evaluating learners' responses. Teachers should record detailed notes on

each learner's performance, specifically noting their ability to analyse primary sources, identify key themes and arguments, and construct well-organised and evidence-based responses. These notes should be recorded in the transcript for future reference and assessment of each learner's growth over time. The recommended assessment mode for each week is:

Week 18: *Mid-Semester Examination*

Week 19: *Peer Assessment*

Week 20: *Essay*

Week 21: *Gamification*

Week 22: *Case Study*

Week 23: *Research*

Week 24: *End-of-Semester Examination*

*Refer to the “**Hint**” at the key assessment for additional information on how to effectively administer these assessment modes.*

WEEK 18

Learning Indicator: *Examine the nature of the diarchy system of government in Ghana from 1957 – 1960*

FOCAL AREA 1: THE DIARCHY SYSTEM OF GOVERNMENT IN GHANA (1957 – 1960)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining the diarchy system of Government in Ghana (1957 - 1960).

1. *Who was the Prime Minister of Ghana between 1957 - 1960?*
2. *Why did Nkrumah become the Prime Minister of Ghana in 1957-1960?*
3. *Who was the Governor-General of Ghana between 1957 and 1960?*
4. *What were the functions of the Governor-General and the Prime Minister?*
5. *What were the features of the diarchy system of Government in Ghana from 1957 – 1960?*
6. *What political positions were held by Ghanaian and British officials from 1957 – 1960?*
7. *Who were the cabinet ministers that served in Ghana from 1957 – 1960?*
8. *How different or similar were the roles played by the Governor General and the Prime Minister in Ghana from 1957 to 1960?*

Ghana at Independence

On 6th March 1957 at 12:00 am, the Gold Coast, Asante, the Northern Territories and British Mandated Togoland were unified as one single independent country within the British Commonwealth under the name Ghana. The Ghana National Anthem was sung. The Ghana flag replaced the British flag as the national flag of the nation. The people were very happy for their independence. However, the British still had some control over the nation, with the Queen of The United Kingdom as Head of State of Ghana.

The nature of government (1957 – 1960)

The Governor-General was the representative of the Queen in Ghana. He exercised most of the powers of the Queen and was appointed by the Queen. He controlled the internal and external affairs of the state. When the Governor-General was absent, the Chief Justice served as the Officer Administering the Government. The Governor-General was only a constitutional head of state, acting only on the advice of the prime minister.

Functions of the Governor-General and the Prime Minister

The Governor-general performed the following functions:

1. Ceremonial functions, thus received visitors and other important dignitaries into the country.
2. On the advice of the prime minister, he exercised the power of prerogative of mercy. That was the privilege to pardon prisoners.
3. He was the commander-in-chief of the Ghana army.

The prime minister also performed the following functions:

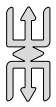
1. Recommended some members of parliament to be appointed as ministers by the governor.
2. Formulated and implemented policies.
3. He was the advisor to the governor-general on public issues.

Cabinet Ministers that served Ghana (1957 – 1960)



Figure 62: Cabinet ministers in Ghana (1957 – 1960)

The Prime Minister, Hon Kwame Nkrumah, LLD, MP (centre, seated), and his cabinet. Standing, left to right: Hon A. Ofori Atta, MP; Hon N. A. Welbeck, MP; Hon B. Yeboah Afari, MP; Hon J. H. Allassani, MP; Hon J. B. Erzuah, MP; Hon L. R. Abavana, MP; Hon Ako Adjei, MP; Hon Krobo Edusei, MP. Seated, left to right: Hon A. E. Inkumsah, MP; Hon Kojo Botsio, MP; Hon Kwame Nkrumah, LLD, MP; Hon K. A. Gbedemah, MP; Hon A. Casely Hayford, MP



Note

In teaching the diarchy system of Government in Ghana (1957 - 1960), teachers should focus on developing in learners the following historical skills:

1. **Source Evaluation:** *Learners should be able to critique primary and secondary sources to understand the perspectives of different stakeholders involved in the diarchy.*
2. **Change and Continuity:** *Explore how the diarchy system transitioned Ghana from colonial rule to total independence (Republic), highlighting both continuities and changes in governance.*
3. **Cause and Effect:** *Learners should build an understanding of the factors leading to the adoption of the diarchy and its eventual demise.*

Learning Tasks

1. Prepare an oral or written presentation on the features of the diarchy system of government as practised in Ghana from 1957 to 1960.
2. Create a photo gallery of the cabinet ministers who served in Ghana from 1957 - 1960.
3. Discuss the roles played by the Governor General and the Prime Minister in Ghana from 1957 - 1960

PEDAGOGICAL EXEMPLARS

Activity-based learning

1. Learners use online brainstorming sites (*Answer Garden, Twitter*) to survey opinions on the features of a diarchy system of Government. Take care to discuss the role of these sites as secondary sources. Ask learners what the strengths and limitations of these sites are for historians.
 - a. For learners who need support (AP), provide clear instructions and demonstrations on how to use online brainstorming tools.
 - b. Encourage more confident learners (P & HP) to explore multiple perspectives and conduct in-depth analyses of the features of a diarchy system of government.
2. Learners develop a chart of political positions held by Ghanaian and British officials from 1957 - 1960. Learners then work in small groups to discuss roles played by the Governor General and the Prime Minister from 1957 - 1960.

- a. For learners who need support (AP), provide clear guidelines and templates for creating the chart, including specific positions to be included, such as prime ministers, presidents, and key government officials.
- b. For more confident learners (HP), challenge them to conduct in-depth research using primary sources, historical documents, and scholarly articles to create a comprehensive and nuanced chart of political positions.

Project-based Learning

1. Learners create a photo-gallery of cabinet ministers that served in Ghana from 1957 - 1960.
 - a. For learners who need support (AP), encourage the use of simplified templates or digital tools to organise the photo-gallery. Offer step-by-step guidance for creating the gallery.
 - b. For more confident learners (HP), encourage them to conduct more in-depth research to gather a broader range of photos and information about the cabinet ministers, including their roles and contributions. Encourage them to discuss the differences in the role of 'official' and 'candid' photographs – how are they different as sources? How do they help our understanding?

KEY ASSESSMENTS

DoK Level 1: Review – List three (3) cabinet ministers who served in Ghana's government between 1957 and 1960.

DoK Level 2: Paragraph – Explain how the diarchy system divided power between British and Ghanaian leadership.

DoK Level 3: Essay – Analyse the composition of Ghana's cabinet from 1957-1960. What does this reveal about political representation during this period?

Level 4: Teacher to select as appropriate

1. *Connecting history to today*: Compare the diarchy system of government to the type of government practised in Ghana today.

OR

2. *Source Analysis*: Analyse the source below detailing the following questions.
 - a. Identify the two individuals and their positions in Ghana's History.
 - b. What were their roles as leaders of state?
 - c. What context led to the writing of the letter?

My dear Lord Listowel,

It is the intention of the Government of Ghana to appoint the next Governor-General from the United Kingdom. I know the part you have played in the socialist struggle in Great Britain. I also know of your services as Chairman of the Fabian Colonial Bureau while I was in London during my student days. In these circumstances, I would be very pleased to know whether it would be possible for us to consider your name among those from whom we might choose a Governor-General. It would be a privilege for Ghana if we were able, by appointing you, to honour the work which you did in the achievement of Indian Independence and which you have done in the cause of colonial freedom. As you will realise the matter is urgent and I should greatly appreciate an early reply.

Yours very sincerely,

Kwame Nkrumah

Source: XII: GOVERNOR GENERAL OF GHANA: 1957–1960. Camden Fifth Series. 2019; 57:175–203. doi:10.1017/S0960116319000174

FOCAL AREA 2: MERITS AND DEMERITS OF THE DIARCHY SYSTEM OF GOVERNMENT THAT WAS PRACTISED IN GHANA FROM 1957 – 1960

Situating the lesson in context

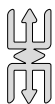
The following enquiry route questions should guide both the teacher and the learners in examining the merits and demerits of the diarchy system of government that was practised in Ghana from 1957 to 1960.

1. *What were the main advantages or positive outcomes of the diarchy system?*
2. *What challenges or drawbacks emerged from implementing this system?*
3. *How did the diarchy system affect Ghana's transition to full independence?*
4. *In what ways did the diarchy influence Ghana's political development during this period?*

Merits and Demerits of the diarchy system of government that was practised in Ghana (1957 – 1960)

MERITS	DISADVANTAGES
Many people believe that it was an opportunity for Ghanaians to study how to govern the state and some administrative procedures before they could take full control of the country.	The nature of government did not make Ghana a sovereign nation even after gaining Independence in 1957.
The British provided a lot of assistance to the new country, Ghana. Among them was the provision of military assistance.	It allowed the British to interfere in the country's internal affairs.

MERITS	DISADVANTAGES
Provision of governance experts. The British provided experienced politicians to support Ghana's transition into a republican state. An example was Geoffrey Henry Cecil Bing, who served as Ghana's Attorney General from 1957 to 1961.	It did not give autonomy to Ghana to make her own decisions.



Note

In teaching the merits and demerits of the diarchy system of government that was practised in Ghana (1957 – 1960), teachers should focus on developing in learners the following historical skills:

- Comparison:** Have learners compare the diarchy system to other forms of government, highlighting similarities and differences.
- Empathy:** Encourage learners to consider the perspectives of various stakeholders, including citizens, politicians, and colonial powers.
- Chronology:** Ensure learners understand the diarchy system's timeline, including its introduction, key events, and eventual demise.

Learning Tasks

- Create a chart that shows the merits and demerits of the diarchy system that was practised in Ghana from 1957 to 1960.
- Debate the pros and cons of the diarchy system as practised in Ghana from 1957 to 1960.
- Write and perform a short skit depicting a debate in Ghana's parliament about the pros and cons of the diarchy system.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

- In mixed-ability groups, learners create charts to depict the merits and demerits of the diarchy system of government that was practised in Ghana from 1957 to 1960.
 - Provide less confident (AP) learners with the headings and focal points for the chart to help them focus their research.

Talk-for-Learning

- Learners form groups to debate the pros and cons of the diarchy system as practised in Ghana from 1957 to 1960.

- a. For learners who may need extra support (AP), provide clear guidelines and structure for the debate, including specific points to consider when discussing the pros and cons of the diarchy system in Ghana.
- b. For more confident learners (HP), provide opportunities for them to take on specific roles within the debate, such as being the primary speaker or leading the rebuttal, to build confidence in public speaking and argumentation.

Project-based Learning

1. In a simulation activity, learners compose and perform a short skit that depicts a debate in Ghana's parliament about the pros and cons of the diarchy system.
 - a. For learners who may need extra support (AP), offer additional support in scriptwriting. Ensure that learners understand the arguments for and against the diarchy system and can effectively incorporate them into the skit.
 - b. For more confident learners (HP), encourage them to conduct independent research to gain a deeper understanding of the diarchy system and the historical context of debates in Ghana's parliament during the specified period.

KEY ASSESSMENTS

DoK Level 2: *Paragraph* – Explain how the provision of British governance experts could be seen as both a merit and a potential drawback of the system.

DoK Level 3: *Extended paragraph* – Evaluate the effectiveness of the diarchy system in preparing Ghanaians for self-governance. Consider both positive and negative aspects in your response.

DoK Level 4: *Argumentative writing* – Construct an argument for or against the diarchy system as a model for newly independent nations. Use evidence from Ghana's experience to support your position and address potential counterarguments.

FOCAL AREA 3: PROCESSES LEADING TO GHANA'S ATTAINMENT OF A REPUBLICAN STATUS IN 1960

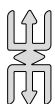
Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in examining the processes leading to Ghana's attainment of a Republican status in 1960.

1. *What constitutional changes were necessary for Ghana to transition from a diarchy to a republic?*
2. *How was the 1960 constitutional referendum organised, and what was its outcome?*
3. *How did the transition to a Republic affect Ghana's governmental structure and the distribution of power?*

Processes leading to Ghana's attainment of a Republican status in 1960

1. **Independence (1957):** Ghana gained independence from British colonial rule under the leadership of Kwame Nkrumah, becoming the first sub-Saharan African country to do so.
2. **Constitutional reforms:** Following independence, there was a push to remove remaining colonial influences from Ghana's governance structure.
3. **Republican referendum (1960):** A national referendum was held, with citizens voting overwhelmingly in favour of adopting a republican constitution.
4. **New constitution:** A new constitution was drafted, establishing Ghana as a republic with a presidential system of government.
5. **Presidential election:** Kwame Nkrumah was elected as the first President of the Republic of Ghana.
6. **Proclamation of the Republic:** On July 1, 1960, Ghana officially became a republic, with full sovereignty and the Queen of England no longer serving as head of state.



Note

In teaching the processes leading to Ghana's attainment of a Republican status in 1960, teachers should focus on developing in learners the following historical skills:

1. **Chronology:** Guide learners to understand the sequence of events leading to independence and the subsequent transition to a republic.
2. **Continuity and Change:** Guide learners to recognise the continuities and changes in Ghana's political landscape during this period.

Learning Tasks

1. Using information from primary and secondary sources, create a timeline of the events from Ghana's independence to it becoming a republic.
2. Discuss the key features of the first Republican constitution of Ghana.
3. Conduct a mock debate representing different viewpoints on adopting a republican constitution versus maintaining ties with the British monarchy.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In pairs, learners analyse primary and secondary sources on the processes leading to Ghana's attainment of a Republican status in 1960. Learners then create timelines on the key events from Ghana's independence to it becoming a republic.
 - a. *For learners who may need extra support (AP), provide structured guidelines for analysing primary and secondary sources, including specific questions to guide their analysis of the processes leading to Ghana's attainment of Republican status.*
 - b. *For more confident learners (HP), provide opportunities for them to showcase their critical thinking and analytical skills through additional research to enrich their timelines with diverse sources and insights.*
2. In a snowball activity, learners discuss the key features of the first Republican constitution of Ghana.
 - a. *Offer structured prompts and questions to guide learners who may need extra support (AP) in analysing and discussing the fundamental aspects of the constitution.*
 - b. *For more confident learners (HP), provide opportunities for these learners to take on leadership roles within the snowball activity, such as facilitating group discussions or synthesising key points, to showcase their confidence and expertise.*

Talk for Learning

1. In groups, debate the different viewpoints on adopting a republican constitution versus maintaining ties with the British monarchy.
 - a. *For learners who may need extra support (AP), provide clear guidelines on the key arguments for and against adopting a republican constitution versus maintaining ties with the British monarchy to facilitate the debate.*
 - b. *For more confident learners (HP), challenge them to conduct independent research to gather a deeper understanding of the complexities and implications of adopting a republican constitution versus maintaining ties with the British monarchy.*

KEY ASSESSMENTS

DoK Level 2: Essay – Describe the sequence of events that led to Ghana becoming a republic.

DoK Level 3: *Essay* – Compare Ghana’s governance structure immediately after independence to its structure after becoming a republic.

DoK Level 4: *Counter-factual task* – Develop a hypothesis about how Ghana’s political landscape might have evolved differently if it had maintained closer ties to the British monarchy instead of becoming a republic. Consider both short-term and long-term implications in your response.

Hint



- *The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. [Refer to **Appendix I** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for at least weeks 13 to 17. Essay questions should be drawn mainly from DoK levels 2 and 3.*
- *Individual Project Work should be ready for submission by Week 18. Ensure to score the scripts promptly and record the scores for onward submission into the STP.*
- *Remind learners about their portfolio and offer support to those who may be struggling.*

WEEK 19

Learning Indicator: *Assess the socio-economic and political developments in Ghana from 1957 – 1969*

FOCAL AREA 1: SOCIAL DEVELOPMENTS UNDER THE CPP (1957-1966)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the social developments under the CPP (1957-1966).

1. *How did the CPP's policies affect education in Ghana?*
2. *When and why were the Akosombo Dam and the Tema Motorway constructed?*
3. *What health facilities were built between 1957 and 1969?*

Social developments under the CPP

Education: The CPP government prioritised education with two main objectives: to increase literacy and to train skilled personnel for national development. They implemented the Accelerated Development Plan of Education and introduced the Compulsory Primary Education Scheme in 1961, which made Ghana the first African country to offer free primary education, including free tuition, textbooks, and school materials.

The government significantly expanded educational institutions at all levels:

- Primary schools increased from 3,571 in 1957 to 3,713 in 1959
- Middle schools grew from 1,314 to 1,394 in the same period
- Government and approved secondary schools rose from 38 in 1957 to 59 in the 1960s
- Total secondary school enrolment increased from 12,119 to 20,000 between 1957 and 1960

Higher education was also developed

- The University of Ghana (Legon) and Kwame Nkrumah University of Science and Technology (Kumasi) were expanded
- The University of Cape Coast was established in 1962
- By 1959, about 3,000 Ghanaian students were studying in Western Europe on scholarships

The government also focused on adult education and cultural promotion by establishing the Institute of African Studies at the University of Ghana in 1961 and a cultural centre in Kumasi.

Health Services: The CPP government made significant strides in improving healthcare:

- Expanded existing hospitals like Korle-Bu and built new ones like Okomfo Anokye Hospital in Kumasi and Effia Nkwanta Hospital in Sekondi.
- Constructed polyclinics, health centres, and maternity clinics in both urban and rural areas.
- Introduced free medical care, making Ghana the first African country to do so.
- Launched campaigns against diseases like yaws, smallpox, tuberculosis, and leprosy.
- Established a Medical School at the University of Ghana and a Faculty of Pharmacy at the University of Science and Technology.
- By 1960, awarded scholarships to about 400 Ghanaians to study medicine abroad.

Housing: To address housing shortages, especially in urban areas, the government:

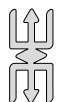
- Created the Ministry of Housing and expanded the Ghana Housing Corporation.
- Launched a plan to build 50,000 houses at an estimated cost of £45 million under the Seven Year Development Plan (1963).
- Initiated the Rural Housing Scheme.
- Introduced housing loan schemes and hire-purchase systems.
- Supported mortgage schemes through the First Ghana Building Society.

Infrastructure: The government invested heavily in infrastructure development:

- Expanded water supply and electricity to both urban and rural areas.
- Constructed feeder roads to link major trunk roads and connect rural areas to urban centres.
- In Accra, the government built new dual-carriage roads and installed streetlights.

Urban Development: Significant urban development projects were undertaken:

- Modernised Accra with new roads, street lights, and tall buildings to give it the appearance of a national capital.
- Developed a new port and township at Tema, focusing on industrial development.



Note

In teaching the social developments under the CPP (1957-1966), teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** *Guide learners to discuss the social climate of Ghana during the CPP era, including the impact of colonialism and the pursuit of independence.*
2. **Change and Continuity:** *Guide learners to analyse how social developments during the CPP era built upon or departed from previous policies and traditions.*
3. **Evidence:** *Emphasise the use of primary sources, such as historical documents and images, to support arguments and analyses.*

Learning Tasks

1. Outline some key social policies initiated by the CPP government between 1957 and 1966.
2. Create a chart of facilities constructed under Dr Kwame Nkrumah's regime. Show the condition of the facilities and suggest ways that abandoned projects can be renovated.
3. Discuss key social developments that took place under the CPP.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. In small groups, learners analyse relevant primary and secondary sources to discuss the seven-year development plan initiated by the CPP government (1957 – 1966).
 - a. Provide guided access to simplified primary and secondary sources aligned with the reading level for learners who need extra support (AP).
 - b. Encourage independent research and analysis of a diverse range of primary and secondary sources for more confident learners (HP).

Experiential Learning

1. Learners embark on a field trip (where necessary)/ watch videos/documentaries or research some infrastructural developments of Dr. Kwame Nkrumah's Regime (1957 - 1966), including the Akosombo Dam, Tema Motor Way, Tema Harbour, and educational and health facilities. Learners then work in small groups to create charts showing some key facilities constructed under the CPP and their current condition/

state. Task learners to propose suggestions to renovate abandoned projects/facilities constructed under Nkrumah.

- a. For learners who need extra support (AP), offer additional guidance and support during the field trip, while watching videos or documentaries or while researching to ensure understanding. Allow extra time for group discussions and offer structured templates for creating the charts.
 - b. For more confident learners (HP), encourage independent research and analysis of the infrastructural developments of Dr. Kwame Nkrumah's Regime. Challenge them to think critically and propose innovative and sustainable solutions for renovating abandoned projects/facilities.
2. Learners watch documentaries and discuss some social developments that occurred under Dr Kwame Nkrumah, including developments in the educational and health sectors, housing, water supply, electrification, and roads.
 - a. For learners who need extra support (AP), offer structured discussion questions to guide their understanding of the developments in the educational and health sectors, housing, water supply, electrification, and roads.
 - b. For more confident learners (HP), encourage them to draw connections between the social developments and broader historical and societal contexts.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Describe two strategies the CPP government used to address housing shortages in Ghana.

DoK Level 3: Essay – Analyse the impact of the CPP government's education policies on Ghana's development from 1957 to 1966.

DoK Level 4: Case Study – Design a comprehensive healthcare policy for a newly independent African nation, drawing inspiration from the CPP's initiatives while addressing potential shortcomings and considering contemporary challenges.

FOCAL AREA 2: ECONOMIC DEVELOPMENTS UNDER THE CPP (1957-1966)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the economic developments under the CPP (1957-1966).

1. *What were the key components of Nkrumah's economic development plans?*
2. *How did the government's focus on industrialisation affect Ghana's economy?*
3. *What was the impact of the Volta River Project on Ghana's development?*

4. *How did the CPP's agricultural policies affect rural communities and food production?*
5. *What role did state-owned enterprises play in Ghana's economy during this period?*

Economic developments under the CPP (1957-1966)

Ghana witnessed significant economic developments from 1957 to 1966 under the Convention People's Party (CPP) government. The government implemented various initiatives aimed at fostering economic growth, industrialisation, and self-reliance, which had a profound impact on the country's economy. Between 1957 and 1960, Nkrumah initially continued the colonial free trade policy to attract foreign investment and loans. He introduced incentives like reduced company taxes, tax reliefs for new industries and allowed profits to be repatriated. This attracted some foreign capital and new industries, but also led to continued foreign domination of the economy. An estimated £7 million was lost annually from 1958 to 1960 as more money left Ghana than came in. From 1960 onwards, the government began taking more control of the economy. Key developments included:

Agriculture

1. Tackled the cocoa swollen shoot disease, compensating farmers for destroyed trees
2. Established the Cocoa Purchasing Company in 1962 to break foreign monopoly
3. Diversified into crops like coffee, pineapples, and bananas for export
4. Expanded agricultural research and training facilities
5. Introduced mechanised farming, irrigation, and use of fertilisers
6. Provided credit facilities and marketing support to farmers
7. By 1966, Ghana became the world's leading cocoa producer

Manufacturing and Industry

1. Established state-owned enterprises, later merged into Ghana Industrial Holding Corporation (GIHOC)
2. Produced goods like matches, canned foods, pharmaceuticals, metals, and electronics
3. Built the Volta River Hydroelectric Project at Akosombo for cheap power (commissioned in 1966)
4. Expanded technical and vocational education to train skilled workers
5. Offered tax incentives and duty exemptions to boost local industries

Banking and Finance

1. Established the Bank of Ghana as the central bank in 1957

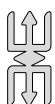
2. Introduced Ghana's own currency, the cedi
3. Expanded the Ghana Commercial Bank to control nearly half of all commercial banking by 1960
4. Set up institutions like the Capital Investment Board and Industrial Development Bank

Infrastructure and Services

1. Constructed new roads and highways, including the Accra-Tema Motorway
2. Completed the Tema port in 1962
3. Established the Black Star Line for shipping
4. Expanded air services and telecommunications
5. Developed the tourism industry and established the Ghana Tourist Board

Effects of economic policies under the CPP

1. Reduced dependence on imported goods as Ghana began producing some essential items
2. Increased employment opportunities for Ghanaians
3. Expanded external trade and transport infrastructure
4. Depleted foreign exchange reserves due to importation of machinery and raw materials
5. Led to urban migration, potentially affecting the agricultural labour supply



Note

In teaching the economic developments under the CPP (1957-1966), teachers should focus on developing in learners the following historical skills:

1. **Contextualisation:** Guide learners to understand the economic situation in Ghana and the post-independence goals.
2. **Evidence:** Emphasise the use of primary sources, such as budgets, speeches, and economic data, to support arguments and analyses of economic developments under the CPP.
3. **Evaluation:** Encourage learners to assess the successes and failures of CPP economic policies and their long-term legacy.

Learning Tasks

1. Create a poster that describes the state of Ghana's economy inherited by Dr Kwame Nkrumah and the CPP government.
2. Discuss the economic policies of the CPP government from 1957 to 1966 and its effects on the country.
3. Create an oral or multimedia presentation on key developments in the following sectors under the CPP government (1957-1966)
 - a. Agricultural sector
 - b. Manufacturing
 - c. Tertiary (Banking, finance)

PEDAGOGICAL EXEMPLARS

Project-based Learning

1. In mixed-ability groups, learners create posters to describe the state of Ghana's economy as inherited from the colonial regime.

Problem-based Learning

1. Using primary and secondary evidence, learners explain measures taken by Dr Kwame Nkrumah to ensure economic sustainability in Ghana, including developments in the Agricultural sector, Manufacturing and Tertiary (Banking, Insurance) Industries.
 - a. *For learners who need extra support (AP), offer structured templates or graphic organisers to help them organise the information and understand Dr Kwame Nkrumah's measures. Provide additional support and time for comprehension and interpretation of the evidence.*
 - b. *For more confident learners (HP), facilitate opportunities for them to present their findings and engage in debates or discussions about the economic sustainability strategies implemented by Dr. Kwame Nkrumah.*

Collaborative Learning

1. In a pair-share-repeat activity, learners discuss the economic policies of the CPP government from 1957 to 1966 and its effects on the country.
 - a. *For learners who need extra support (AP), pair them with peers who can provide additional support and facilitate the discussions to ensure engagement and understanding.*
 - b. *For more confident learners (HP), pair them with peers who can challenge their perspectives and contribute to a more comprehensive discussion.*

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain how the CPP’s economic policies affected Ghana’s foreign exchange reserves in positive and negative ways.

DoK Level 3: Essay – Analyse the CPP’s shift from an initial laissez-faire approach to increased state control of the economy. How did this shift impact different sectors of Ghana’s economy, and what were the long-term implications of this strategy?

DoK Level 4: Critical Evaluation – Evaluate the overall effectiveness of the CPP’s economic policies between 1957 and 1966. In your analysis, consider:

1. The balance between state-led development and private-sector growth
2. The impact on different economic sectors (agriculture, manufacturing, banking, infrastructure)
3. The social and demographic consequences of these policies
4. The long-term sustainability of the economic model

FOCAL AREA 3: POLITICAL DEVELOPMENTS UNDER THE CPP (1957-1966)

Situating the lesson in context

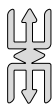
The following enquiry route questions should guide both the teacher and the learners in assessing the political developments under the CPP (1957-1966).

1. *How did Kwame Nkrumah consolidate power after Ghana’s independence in 1957?*
2. *What were the main features of Ghana’s transition to a one-party state?*
3. *What role did Pan-Africanism play in Ghana’s foreign policy during this period?*
4. *What factors led to the overthrow of Nkrumah’s government in 1966?*

Political developments under the CPP (1957-1966)

1. **Consolidation of Power:** After independence in 1957, Kwame Nkrumah and the CPP took steps to consolidate their power and weaken opposition. This included:
 - a. Appointing CPP members as regional commissioners to replace civil servants in regions where the party was weak.
 - b. Passing laws like the Deportation Act (1957) to expel opponents.
 - c. Introducing the Avoidance of Discrimination Act (1957) to ban parties organised on ethnic, regional or religious lines. This forced opposition parties to merge into the United Party (UP).

2. **Suppression of Opposition: The CPP government enacted several laws to suppress opposition, including:**
 - a. The Emergency Powers Act (1958), giving the government powers to deal with unrest.
 - b. The Preventive Detention Act (1958), allowing detention without trial for up to 5 years. This was used extensively to detain opposition figures.
 - c. By 1961, over 300 people had been detained, including prominent opposition leaders like Dr. J.B. Danquah.
3. **The 1960 Constitution and the move towards One-Party State**
 - a. The 1960 Republican Constitution made Nkrumah both Head of State and Government with extensive powers.
 - b. In 1964, Ghana officially became a one-party state after a referendum.
4. **Ideological Shifts:** The CPP's ideology evolved:
 - a. From 1957-1960, they practised capitalism while consolidating power.
 - b. After 1960, Nkrumah began implementing socialist policies more openly.
 - c. He established the Kwame Nkrumah Ideological Institute to propagate his ideas.
5. **Pan-African Leadership:** Nkrumah positioned Ghana as a leader in African affairs:
 - a. Organised conferences of African states and liberation movements.
 - b. Provided financial and material support to other African countries and liberation movements.
 - c. Played a key role in forming the Organisation of African Unity (OAU) in 1963.
6. **Foreign Policy:** Ghana's foreign policy under Nkrumah was based on non-alignment, but shifted over time:
 - a. Initially maintained close ties with Western countries.
 - b. Gradually established stronger relations with communist countries like the Soviet Union and China, especially after 1960.
7. **Internal Opposition:** Despite suppression, the CPP government faced internal opposition:
 - a. Labour strikes in 1960 criticised government policies.
 - b. Multiple assassination attempts on Nkrumah, including at Kulungugu in 1962.
 - c. Growing discontent in the military, leading to dismissals of top officers in 1965.



Note

In teaching the political developments under the CPP (1957-1966), teachers should focus on developing in learners the following historical skills:

1. **Continuity and Change:** *Guide learners to discuss the continuities and changes in political structures, processes, and institutions.*
2. **Cause and Consequence:** *Guide learners to explore the factors leading to the rise of the CPP and its dominance in Ghanaian politics. Have learners analyse the consequences of CPP policies on the nation's political development.*
3. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (speeches, government documents, newspapers, political cartoons) on political developments under the CPP government. Assist learners in developing skills in corroborating evidence from multiple sources.*
4. **Ethical Dimension:** *Encourage learners to consider the ethical implications of CPP political actions and decisions.*

Learning Tasks

1. Discuss instances of assassination attempts on the political figure of Nkrumah.
2. Create a poster or chart linking key contextual issues in Ghana by 1957 to some laws enacted by Dr Kwame Nkrumah.
3. Create an oral, written or multimedia presentation on political developments that occurred under Dr Kwame Nkrumah, including the introduction of a new constitution in 1960, a referendum in 1964, etc.

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. Learners watch a short documentary and hold a seminar to discuss attempts allegedly made by the opposition to assassinate Dr Kwame Nkrumah, including an attempted Bombing at Kulungugu and the gunshots at the Flagstaff House.
 - a. *For learners who need extra support (AP), break down the seminar into smaller, more focused discussions with guided prompts to facilitate their engagement and participation.*
 - b. *For more confident learners (HP), facilitate open-ended discussions that encourage them to delve deeper into the motivations and implications of the assassination attempts.*

Problem-based Learning

1. In small groups, learners explore sources to identify contextual problems that existed in Ghana by 1957 that called for the enactment of laws, including the Preventive Detention Act (PDA), Emergency Power Act, Deportation Act, and the Avoidance of Discrimination Act.
 - a. *For learners who need extra support (AP), break down the exploration into smaller tasks and offer structured templates to aid in extracting relevant information from the sources.*
 - b. *For more confident learners (HP), encourage independent research and in-depth analysis of a diverse range of primary and secondary sources to identify the contextual problems that led to the enactment of the specified laws.*

Collaborative Learning

1. In a Jigsaw activity, learners create presentations on some political developments that occurred under Dr Kwame Nkrumah, including the introduction of a new constitution in 1960, a referendum in 1964, etc.
 - a. *For learners who need extra support (AP), offer simplified resources and examples to guide their understanding of the political developments and their significance.*
 - b. *For more confident learners (HP), encourage independent research and analysis of the political developments under Dr. Kwame Nkrumah and allow them to delve deeper into the subject matter.*

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain how the CPP used legislation to consolidate power and suppress opposition between 1957 and 1961. Provide at least two specific examples of laws enacted.

DoK Level 3

1. *Essay:* Analyse the transformation of Ghana's political system under Nkrumah from 1957 to 1966. How did the CPP's actions reflect a shift from a multi-party democracy to an authoritarian regime?
2. In pairs, create a visual timeline depicting the key political developments under the CPP government from 1957 to 1966. Exchange your timeline with another pair for peer assessment.

DoK Level 4: Critical Analysis – Evaluate the long-term impact of Nkrumah's political strategies on Ghana's democratic development and its role in pan-African affairs.

Hint



*The Recommended Mode of Assessment for Week 19 is **peer assessment**. Refer to question 2 of DoK Level 3 for an example of a peer assessment task.*

WEEK 20

Learning Indicators

1. Assess the socio-economic and political developments in Ghana from 1957 – 1969
2. Examine Ghana's socio-economic and political developments from 1969 – 1981

FOCAL AREA 1: FACTORS LEADING TO THE OVERTHROW OF THE CPP AND THE POLITICAL DEVELOPMENTS UNDER THE NATIONAL LIBERATION COUNCIL (NLC) – 1966 – 1969

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the political developments under the CPP (1957-1966).

1. *Who were the leaders of the NLC?*
2. *Why did the NLC overthrow the Nkrumah Government?*
3. *How did the NLC usher Ghana into the 2nd Republic?*

Factors leading to Nkrumah's overthrow

1. **Economic mismanagement:** Rushed planning and overspending on development projects resulted in heavy external borrowing and internal taxation, causing economic distress.
2. **Military dissatisfaction:** The establishment of the Presidential Guard and preferential treatment given to Nkrumah's bodyguard created tension within the regular army.
3. **Foreign policy issues:** Nkrumah's socialist policies and pursuit of a Continental Union Government for Africa invited external enemies.
4. **Increase in personal power:** Nkrumah subdued state agencies and used the Preventive Detention Act to imprison opposition members, including prominent figures like Dr. J.B. Danquah.
5. **Corruption:** Unqualified persons were placed in responsible positions, leading to rampant bribery and corruption among CPP officials.

The coup and formation of the National Liberation Council (NLC)

A military coup took place on February 24, 1966, leading to the ousting of Nkrumah's government. Subsequently, the National Liberation Council (NLC) was established as Ghana's inaugural military administration, with Lt. General J.A. Ankrah as its leader. Other key members included Police Commissioner J.W.K Harlley (Vice-Chairman),

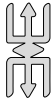
Major General Emmanuel Kwesi Kotoka, and Colonel Akwasi Amankwah Afrifa. The NLC comprised military and police personnel, alongside civilian commissioners overseeing various ministries. Civilian commissioners headed ministries while civil servants remained in their positions.

Key political developments under the National Liberation Council (NLC) from 1966–1969

1. Release of political prisoners and repeal of repressive laws
 - The NLC immediately released all political prisoners upon taking power.
 - They repealed Nkrumah's Preventive Detention Act, which had allowed detention without trial.
 - This was a major step toward restoring civil liberties and political freedoms.
2. Provision of aid and rehabilitation for former detainees
 - The National Relief Committee was established to provide food, clothing and assistance to former political detainees.
 - Funds were made available to help ex-detainees start small businesses. This aimed to reintegrate them into society and restore their dignity.
3. Non-interference in state institutions
 - The NLC pledged not to interfere in the operations of the public service, judiciary, armed forces, police, statutory boards and universities.
 - This was meant to promote stability and allow institutions to function independently.
4. Reinstatement of chiefs
 - The institution of chieftaincy was guaranteed.
 - Chiefs who had been removed for political reasons under Nkrumah were reinstated. E.g., Nana Ofori Atta II.
5. Prevention of arbitrary dismissals
 - Strict instructions were issued to prevent capricious dismissals of public servants without NLC approval. This aimed to avoid vengeance and promote national reconciliation.
6. Restoration of civil liberties
 - Freedom of speech, association and press were restored.
 - Independent newspapers like The Legon Observer were allowed to operate
 - Exiled politicians were encouraged to return home.

7. Military assistance in development

- The military was deployed to assist with development projects. E.g., “Operation Yellow Pod” used the army to transport cocoa from the rural area.



Note

In teaching the factors leading to the overthrow of the CPP and the political developments under the National Liberation Council (NLC) – 1966 - 1969, teachers should focus on developing in learners the following historical skills:

1. **Cause and Consequence:** Guide learners to analyse and evaluate the factors leading to the overthrow of the CPP (economic mismanagement, corruption, authoritarianism, etc.).
2. **Continuity and Change:** Assist learners to compare the political systems under the CPP and the NLC.
3. **Perspective:** Guide learners to analyse the viewpoints of different groups involved in the coup (military, civilians, political parties).
4. **Evidence Analysis:** Guide learners to critically evaluate primary and secondary sources (newspapers, government documents, memoirs, oral histories) on the factors leading to the overthrow of the CPP.

Learning Tasks

1. Compare the circumstances surrounding Nkrumah’s overthrow to the reasons the National Liberation Council gave for the overthrow of Nkrumah.
2. Create a hierarchical chart that describes the composition of the National Liberation Council (NLC).
3. Create a chart to explain the political developments that took place under the NLC.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In a fishbowl activity, learners discuss the circumstances surrounding Nkrumah’s overthrow.
 - a. For learners who need extra support (AP), provide guided prompts and structured questions to facilitate their discussions on the circumstances surrounding Nkrumah’s overthrow.
 - b. For more confident learners (HP), assign leadership roles within the fishbowl activity, allowing them to facilitate and guide the discussions.

2. Using Think-Pair Share, learners describe the Composition of the National Liberation Council (NLC).
 - a. For learners who need extra support (AP), allow extra time for reflection during the Think-Pair-Share activity and provide sentence starters or visual aids to support their communication.
 - b. For more confident learners (HP), challenge them to think critically and consider the historical and political implications of the NLC's composition.

Experiential Learning

1. 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.
 - a. Pair learners who need extra support (AP) with more confident learners (HP) who can provide additional support and guidance during the debate.

Technology-Enabled Active Learning

1. 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, setting up Commissions of Enquiry and Committees of Enquiry, releasing political prisoners, returning to Civilian Rule, etc.
 - a. For learners who need extra support (AP), offer additional one-on-one or small group support to help navigate the internet and gather information for the chart.
 - b. For more confident learners (HP), encourage independent research and exploration of diverse sources to create a comprehensive and detailed chart outlining the political developments under the NLC.

KEY ASSESSMENTS

DoK Level 2: *Teacher to select as appropriate*

1. *Paragraph:* Explain two ways in which the NLC attempted to restore civil liberties after taking power in 1966.

OR

2. Describe two measures taken by the NLC to reintegrate former political detainees into society.

DoK Level 3

1. *Comparative Analysis:* Compare the treatment of opposition figures under Nkrumah's government and the NLC. How did this reflect each regime's approach to political dissent?

2. *Essay:* Write a historical narrative from the perspective of a Ghanaian citizen describing the political transition from the National Liberation Council (NLC) to the Progress Party (PP) government in 1969. Your narrative should cover the major events, key figures, and political developments during this period.

DoK Level 4: Policy Proposal – Based on your understanding of the factors that led to Nkrumah's overthrow and the NLC's subsequent actions, develop a comprehensive policy proposal for a hypothetical transitional government in a post-coup African nation. Address issues of reconciliation, economic recovery, and democratic transition.

Hint



The Recommended Mode of Assessment for Week 20 is **essay**. Refer to question 2 of DoK Level 3 for an example of an essay task.

FOCAL AREA 2: SOCIO-ECONOMIC DEVELOPMENTS UNDER THE NLC (1966–1969)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the socio-economic developments under the NLC (1966-1969):

1. *What were the main economic strategies implemented by the NLC to address Ghana's financial challenges?*
2. *How did the NLC's approach to international relations and foreign aid impact Ghana's economic recovery efforts?*
3. *What measures did the NLC take to reduce government expenditure and improve efficiency in state-owned enterprises?*
4. *How did the NLC's agricultural policies, particularly regarding cocoa production, affect Ghana's economy?*
5. *What were the major criticisms and challenges faced by the NLC during its tenure?*
6. *How did the NLC's economic policies, such as currency devaluation, impact the daily lives of Ghanaian citizens?*

Major problems which the NLC faced upon assumption of office in 1966

1. Severe economic challenges inherited from Nkrumah's government, including high inflation, corruption, and shortages of essential goods
2. High national debt (over 800 million cedis) with very low foreign reserves (8 million cedis)
3. Food shortages, unemployment, and indiscipline

4. Deciding how to handle former CPP officials accused of corruption
5. Restoring freedoms and institutions like chieftaincy that were suppressed under Nkrumah
6. Improving strained relations with Western nations and some African countries
7. Preparing the country for a return to constitutional rule

How the NLC tackled economic problems

1. Set up an Economic Committee chaired by E.N. Omaboe to advise on economic policies.
2. Appealed for aid from Western countries like the US, UK, West Germany and Canada.
3. Negotiated with the IMF and World Bank for financial assistance and debt rescheduling.
4. Cancelled Nkrumah's Seven-Year Development Plan and halted costly prestige projects.
5. Reduced government ministries from 32 to 17 and cut foreign missions by 40% to save costs.
6. Reorganised state-owned corporations to improve efficiency and profitability.
7. Set up commissions to investigate corruption under the previous regime.
8. Reduced taxes on essential commodities and exempted low-income earners from tax.
9. Increased cocoa prices to support farmers and boost production.
10. Devalued the cedi in 1967 to attract foreign investment and make exports more competitive.
11. Launched a Two-Year Development Plan (1968-1970) focusing on agriculture, mining, and infrastructure.

Social developments under the NLC

Education

- Set up a committee to review the entire educational system
- Standardised fees for private schools and colleges
- Withdrew scholarships awarded on political grounds by Nkrumah's government
- Established the Centre for Civic Education to educate citizens on their rights and duties

Public Services

- Appointed the Mills-Odoi Commission to reorganise the structure and remuneration of public services
- Increased salaries and wages for public sector workers by 5% to offset the effects of devaluation

Development

- Provided pipe-borne water and electricity to rural areas
- Established health facilities and industries in villages to curb rural-urban migration

Chieftaincy

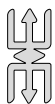
- Restored support for the chieftaincy institution that had been undermined by Nkrumah
- Reinstated chiefs who were destooled for political reasons

Social Values

- Established a National Courtesy Campaign Committee to improve social behaviour and business ethics
- Promoted values of selfless public service, accountability, and tolerance through civic education programmes

Main failures or criticisms of the National Liberation Council (NLC)

1. Political pressure: Ambitious politicians and educated elites criticised the NLC for retaining power for too long. They argued that military personnel lacked the expertise to govern effectively and handle complex national issues.
2. Instability: The abortive coup attempt in April 1967 confirmed fears about the instability of military rule. This resulted in the death of Lt. General E.K. Kotoka and the execution of the coup leaders.
3. Economic hardship: Despite efforts to improve the economy, some NLC policies caused significant hardship for many Ghanaians. The policy of retrenchment worsened unemployment rates.
4. Currency devaluation: The devaluation of the cedi led to increased prices for imported goods, making the NLC unpopular among the masses who struggled with the rising cost of living.
5. Corruption scandal: Major-General Ankrah, the NLC Chairman, was forced to resign in March 1969 due to a bribery scandal. This incident convinced many Ghanaians that soldiers were also susceptible to corruption.



Note

In teaching the socio-economic developments under the NLC (1966-1969), teachers should focus on developing in learners the following historical skills:

1. **Cause and Consequence:** *Guide learners to analyse the socio-economic conditions inherited from the CPP regime. Have them examine the factors that influenced the NLC's economic policies and evaluate the impact of NLC policies on different social groups.*
2. **Continuity and Change:** *Guide learners to identify the continuities and changes in economic and social policies compared to the CPP era.*
3. **Significance:** *Guide learners to assess the long-term impact of NLC economic policies on Ghana's development trajectory.*

Learning Tasks

1. Prepare an oral or written presentation on the major problems the NLC faced upon assumption of office in 1966 and how the NLC regime tackled these problems.
2. Create a mind map that describes key social developments under the NLC regime.
3. Discuss the criticisms or failures of the NLC.

PEDAGOGICAL EXEMPLARS

Talk-for-Learning

1. In a Jigsaw Activity, learners discuss and create an oral presentation on the major problems the NLC faced upon assumption of office in 1966, including foreign debts, a high budget deficit, etc.
 - a. *For learners who need extra support (AP), assign them to groups where they feel comfortable sharing and collaborating with peers who can provide support during the activity.*
 - b. *For more confident learners (HP), assign them leadership roles within the Jigsaw groups to facilitate the in-depth discussion and oral presentation creation process.*
2. 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 for aid to foreign countries and bodies, rescheduling foreign debts, reducing

ministries and government expenditure, reducing taxes, and increasing cocoa prices and salaries of workers.

- a. *For learners who need extra support (AP), provide a simplified and structured overview of how the NLC tackled the economic problems of the country upon assuming office to ensure their understanding of the topic.*
- b. *For more confident learners (HP), encourage them to critically evaluate the effectiveness of the NLC's strategies and consider alternative solutions during the discussion.*

Collaborative Learning

1. Learners work in pairs to create mind maps that describe some of the social developments under the NLC regime.
 - a. *For learners who need support (AP), encourage the use of visual aids and examples to support their understanding and visualisation of the social developments.*
 - b. *Encourage more confident learners (HP) to incorporate additional elements, such as historical context and the impact of social developments, into their mind maps.*
2. In a snowball activity, learners discuss the criticisms or failures of the NLC.

Pair learners who need support (AP) with more confident learners (HP) who can provide support and encouragement during the activity.

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain two measures taken by the NLC to reduce government expenditure.

DoK Level 3: Essay – Analyse the economic strategies employed by the NLC to address the challenges they inherited from Nkrumah's government. How effective were these measures in tackling Ghana's economic problems?

DoK Level 4: Policy Analysis – Analyse the NLC's decision to devalue the cedi in 1967. Research similar currency devaluations in other African countries during this period. Evaluate the short-term and long-term consequences of such policies for developing economies.

FOCAL AREA 3: POLITICAL DEVELOPMENTS UNDER THE PROGRESS PARTY [PP] (2ND REPUBLIC)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the political developments under the PP (1969 - 1972):

1. *How did the 1969 general elections shape the formation of Ghana's Second Republic?*
2. *What factors contributed to the Progress Party's landslide victory in the 1969 elections?*
3. *How did the Busia administration approach civil liberties and democratic governance?*
4. *In what ways did the Progress Party government uphold judicial independence and parliamentary democracy?*
5. *How did the introduction of a ceremonial President alongside a Prime Minister impact Ghana's political structure during the Second Republic?*

The 1969 General Elections

In May 1969, the ban on political activities was lifted, allowing political parties to participate in the general elections held on August 29, 1969. By the end of June, there were twenty political parties, but only five survived to contest the 140 parliamentary seats, along with one independent candidate. Two seats out of the 140 were uncontested, one by the Progress Party (PP) and the other by the National Alliance of Liberals (NAL). A total of 479 candidates competed in the 138 contested constituencies: 138 from the Progress Party (PP), 138 from the National Alliance of Liberals (NAL), 86 from the United Nationalist Party (UNP), 52 from the People's Action Party (PAP), 45 from the All-People's Republican Party (APRP), and 20 independent candidates.

The table and chart below show the various political parties that contested the August 1969 general elections and the number of seats each party obtained.

Table 2: Political Parties that contested the August 1969 elections and the number of seats they obtained

Political Party/ Independent	Seats	%
PP	105	75.0%
NAL	29	20.7%
UNP	2	1.4%
PAP	2	1.4%
APRP	1	0.7%

Political Party/ Independent	Seats	%
Independents	1	0.7%
TOTAL SEATS	140	100%

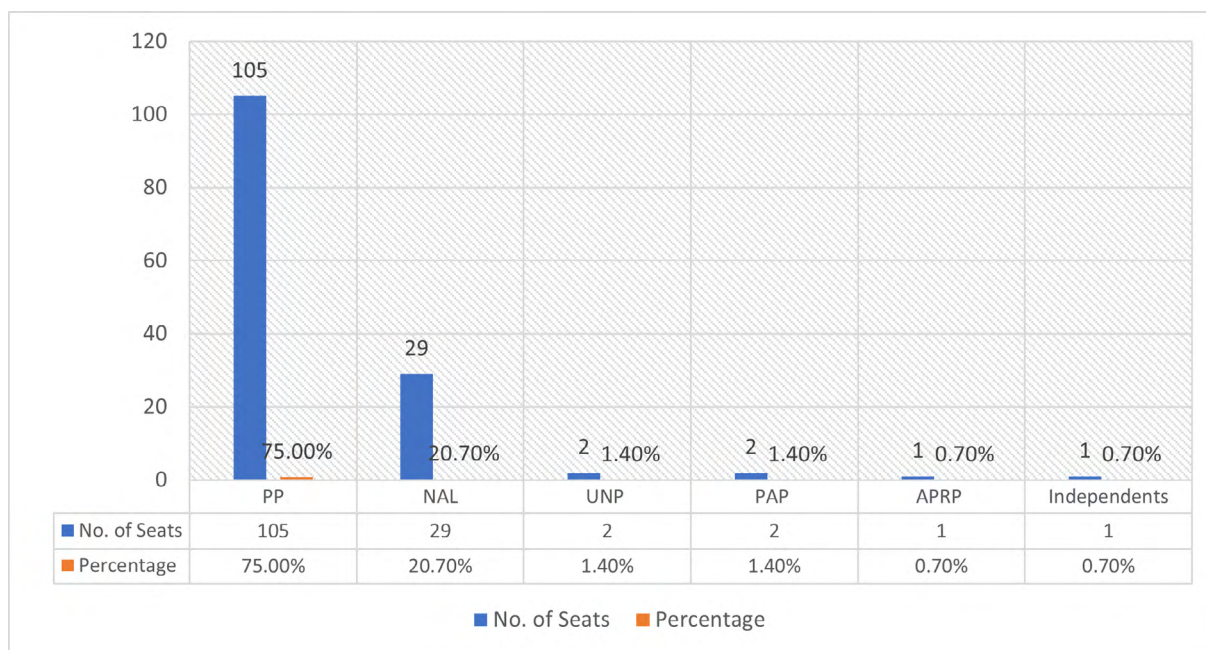


Figure 10: A chart showing the number of seats and percentages won by political parties in the 1969 elections

The elections went on as scheduled on 29th August 1969. However, from the **Table 2** above, it is clear that ultimately, the Progress Party, under the leadership of Dr K.A. Busia, gained an emphatic landslide victory when the electoral commission declared the final results on 1st September 1969.

Factors Contributing to Dr K.A. Busia's Electoral Victory in the 1969 General Elections

- Dr K.A. Busia's positive public image and academic credentials
- Banning of opposition parties, including the CPP
- Quality of Progress Party Parliamentary candidates
- Ethnic factors favouring the Akan-dominated Progress Party
- Anti-CPP sentiment is working against the main opponent, Gbedemah

On September 3rd, 1969, Dr. Kofi Abrefa, who had received his education at Oxford, was inaugurated as the Prime Minister of the Second Republic of Ghana. The 1969 Constitution also outlined the position of a Ceremonial President as the head of state. This role was filled by Edward Akufo-Addo, a prominent member of the "Big Six" and a former Chief Justice of Ghana. According to the 1969 constitution, the Ceremonial

President was to be supported by a Council of State. With the introduction of the President, Ghana commenced its Second Republic.

Key political developments under the Progress Party (Second Republic)

1. Democratic Restoration

- Introduced a parliamentary system with a ceremonial President and Prime Minister.
- Busia emphasised dignity and freedom for all citizens.
- Upheld fundamental human rights and liberties after years of dictatorship.

2. Civil Liberties

- No political detentions occurred during Busia's administration.
- Citizens enjoyed freedoms of association, speech, academia, and religion.
- Demonstrated tolerance by releasing a student who had thrown an object at the Prime Minister.

3. Judicial Independence

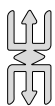
- Respected the independence of the judiciary.
- Avoided interference with court activities.

4. Parliamentary Democracy

- Allowed a vibrant opposition to criticise the government freely.
- Parliament given space to scrutinise the government without intimidation.

5. Foreign Policy

- Focused on good neighbourliness.
- Pursued dialogue with Apartheid South Africa to persuade them to end racial discrimination.



Note

In teaching the political developments under the PP (1969 - 1972), teachers should focus on developing in learners the following historical skills:

1. **Cause and Consequence:** Guide learners to analyse the factors leading to the formation of the Progress Party and have them explore the reasons for the party's electoral victory in 1969.
2. **Continuity and Change:** Guide learners to compare and contrast the political systems under the NLC and the Progress Party.

3. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (speeches, government documents, newspapers, political cartoons).*

Learning Tasks

1. Create a chronological chart of major events leading to the inception of the Second Republic.
2. Create Character Maps to describe to learners the leadership of the Progress Party, including the nature of the government system.
3. Discuss the roles played by the Governor General and the Prime Minister in Ghana from 1957 – 1960.

PEDAGOGICAL EXEMPLARS

Project-based learning

1. In a mixed-ability group, learners create a chronological chart of major events leading to the inception of the Second Republic, including the 1969 General Elections. Learners then create oral or written presentations on factors that led to Busia's victory in the 1969 Elections.
2. Create Character Maps to describe to learners the leadership of the Progress Party, including the nature of the government system.
 - a. For learners who need extra support (AP), break down the creation of the Character Maps into smaller, more manageable steps and offer guided templates or examples to aid in the process.
 - b. For more confident learners (HP), encourage them to include additional elements such as historical references and the impact of the government system in their Character Maps.

Talk-for-Learning

1. In a jigsaw activity, learners discuss key political developments under the Second Republic of Ghana.
 - a. To ensure learners' understanding of the key political developments under the Second Republic of Ghana, provide structured and simplified resources outlining these developments for learners who need support (AP).
 - b. For more confident learners (HP), encourage independent research and in-depth analysis of the key political developments under the Second Republic of Ghana.

KEY ASSESSMENTS

DoK Level 1: Review – List three key political developments that occurred under the Progress Party government from 1969 to 1972.

DoK Level 2: Paragraph – Explain how the diarchy system divided power between British and Ghanaian leadership.

DoK Level 3: Teacher to select as appropriate

1. *Essay*: Compare and contrast the roles of the Prime Minister and the Ceremonial President in Ghana's Second Republic. How did this system differ from the previous government structure?

OR

2. *Critical analysis*: Analyse the factors that contributed to Busia's electoral victory in the 1969 General Elections. Which factor do you think was most significant, and why?

DoK Level 4: Teacher to select as appropriate

1. *Journal entry*: Imagine you are a Ghanaian citizen living during the Second Republic. Write a journal entry describing your experiences and opinions on the political changes occurring under the Progress Party government.

OR

2. *Research-based essay*: Investigate the Progress Party's foreign policy approach, particularly their stance on Apartheid South Africa. Critically analyse the potential benefits and drawbacks of this policy, considering both short-term and long-term consequences for Ghana and the broader African continent.

WEEK 21

Learning Indicator: *Examine Ghana's socio-economic and political developments from 1969–1981*

FOCAL AREA 1: SOCIO-ECONOMIC DEVELOPMENTS UNDER THE PROGRESS PARTY (2ND REPUBLIC)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the socio-economic developments under the Progress Party in Ghana:

1. *What major economic policies were employed by the Busia government to address the economic challenges in the country?*
2. *What major social developments were implemented by the Busia Government?*
3. *What were the major achievements of the Busia (PP) government?*
4. *What reasons accounted for the fall of the Busia government (PP)?*

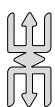
The Progress Party (PP) under Dr K. A. Busia made Rural development a priority area and, to ensure the success of this policy initiated several developmental schemes targeted at bridging the developmental gap between the rural and urban areas. These social and economic policies represent major achievements associated with the Busia regime. Despite all these successes, the PP was overthrown by Colonel I K Acheampong's National Redemption Council, which sought to correct some malpractices and inefficiencies of the PP government.

Socio-Economic Development Under the PP Government

1. Establishment of the Ministry of Social and Rural Development.
2. Provision of Good drinking water, electricity and health facilities for rural areas
3. Improvements in the health sector (Danfa project, rehabilitation of Sunyani regional hospital, etc.)
4. Construction of feeder roads (Konongo-Dwease Praso roads, etc.)
5. Establishment of pilot schemes to ensure sustainable food production (Pilot maize storage facility at Agona Swedru, etc.)
6. Establishment of the National Small Business Loans Scheme approved by parliament in 1970 to provide direct credit to small-scale Ghanaian traders and artisans
7. Enactment of the Industrial Relations Act 1971

Factors leading to the overthrow of the Progress Party government

1. Disregard for a Constitutional provision making him and his ministers to declare their assets
2. Dismissal of 568 public servants for corruption, ineptitude and inefficiency (Apollo 568 case)
3. Removal from office of the editor of the Daily Graphic for being critical of Busia's stance on the Apartheid Regime in South Africa
4. Busia's policy of dialogue with the then Apartheid South Africa
5. Introduction of Student Loan Scheme which most thought was a total deviation from Nkrumah's fee free education policy
6. The imposition of the National Development Levy on the workers when they were already suffering
7. The implementation of the Aliens Compliance order stimulated widespread criticism and statements of condemnation from neighbouring states like Togo, Nigeria etc.
8. The imposition of the National Development Levy on the workers when they were already suffering



Note

In teaching the socio-economic developments under the PP government, teachers must make a conscious effort to incorporate in the lesson the following historical concepts and skills:

1. **Cause and Consequence:** Guide learners to analyse the factors leading to the overthrow of the PP government and have them evaluate the immediate and long-term consequences of the coup.
2. **Perspective:** Guide learners to analyse the viewpoints of different groups involved in the coup (military, civilians, political parties).
3. **Evidence Analysis:** Guide learners to critically evaluate primary and secondary sources (newspapers, government documents, memoirs, oral histories) on the factors leading to the overthrow of the PP government.

Learning Tasks

1. Discuss the effectiveness and consequences of the Busia government's social development policies.

2. Write a detailed report on one specific factor, including its role and impact on the downfall of the Busia government, and share it for a class discussion.
3. Create posters to explain major achievements under Busia's government, including economic policies and social developments.

PEDAGOGICAL EXEMPLARS

Talk-for-Learning

1. In a Jigsaw activity, learners create posters to explain major achievements under Busia's government, including economic policies and social developments.
 - a. *For learners who need extra support (AP), assign them to groups where they feel comfortable sharing and collaborating with peers who can provide support during the activity.*
 - b. *For more confident learners (HP), assign them leadership roles within the Jigsaw groups to facilitate the in-depth discussion and oral presentation creation process.*

Collaborative learning

1. In mixed-ability groups, learners assess the reasons for the overthrow of the PP Government and the inception of the Military Regime of Colonel Ignatius Kutu Acheampong and produce a report, followed by a discussion with other groups on their findings.

Provide AP learners with headings/ focus points to allow them to focus their learning.

Talk-for-Learning

1. In a Concentric Circle, learners discuss the effectiveness and consequences of the PP government's social development policies.
 - a. *To ensure learners who need extra support (AP) understand the topic, provide a simplified and structured overview of the effectiveness and consequences of the PP government's social development policies.*
 - b. *For more confident learners (HP), encourage them to critically evaluate the effectiveness and consequences of the PP government's social development policies during the discussion.*

KEY ASSESSMENTS

DoK Level 2: Paragraph – Explain how the Busia government aimed to improve the economy of Ghana.

DoK Level 3: *Extended analysis* – Compare the role of economic factors and political opposition in the downfall of the Busia government.

DoK Level 4: *Creative task* – Create a proposal for a set of policies that the Busia government could have implemented to make him more popular and prevent his overthrow.

FOCAL AREA 2: NATIONAL REDEMPTION COUNCIL (NRC) AND SUPREME MILITARY COUNCIL I (SMC I)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the activities of the National Redemption Council (NRC) and Supreme Military Council I (SMC I):

1. *What major developments led to the inception of the National Redemption Council (NRC) and the Supreme Military Council I (SMC I)?*
2. *What were the major socio-economic developments under the NRC/SMC I?*
3. *What were the major political developments under the NRC/SMC I?*
4. *Who were the major figures of the NRC/SMC I?*
5. *What major events led to the overthrow of Colonel Acheampong's government?*

The inception of the Military Regime of Colonel Ignatius Kutu Acheampong

The National Redemption Council, under the leadership of Colonel Ignatius Kutu Acheampong, staged a successful coup that ousted the government of Dr Kofi Abrefa Busia on January 13, 1972. Colonel Acheampong served as the head of state and chairman of the Council, and the major members of the council, including Major A.H. Selormey, Major Kwame Baah, E.N. Moore as Attorney General, Major K. B. Agbo, Brigadier N.Y.R. Ashley, etc. The NRC was later reorganised to form the Supreme Military Council 1.

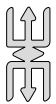
Developments under the National Redemption Council (NRC) and Supreme Military Council (SMC I)

1. Implementation of Operation Feed yourself (Agricultural revolution)
2. Implementation of Operation Feed Your Industry
3. Establishment of several irrigation projects (Dawhenya Irrigation project, etc.)
4. Revaluation of the Ghana cedi
5. Discontinuation of projects with no immediate economic value
6. Implementation of a low-cost housing scheme

7. Rural electrification program was intensified
8. Initiated laws that led to the establishment of the National Service Secretariat (NRCD 208)
9. Construction of roads (Nima/Maamobi highway, etc.)
10. Introduction of the concept of the “Union Government” (a non-partisan system of Government composed of the military, the police and civilians)

Factors leading to the overthrow of the National Redemption Council (NRC) and Supreme Military Council (SMC I)

1. **Dysfunctional Economic Policies:** Increasing foreign debt and implementation of the ‘Yentua’ policy led to a lack of foreign capital and financial instability.
2. **Trade Malpractice (‘Kalabule’):** Widespread corruption, including hoarding and smuggling, caused severe shortages and inflation of essential goods.
3. **Corrupt Allocation of Import Licenses:** Colonel Acheampong’s favouritism led to licenses being granted to his associates, who resold them at inflated prices.
4. **Favouritism and Cronyism:** Unqualified individuals were promoted to high positions, while competent people were dismissed, undermining effective governance.
5. **Low Wages and Public Sector Strikes:** Poor wages led to strikes and an exodus of skilled workers, closing many rural schools and impacting public services.
6. **Dictatorship:** Colonel Acheampong ignored professional advice and centralised power. This worsened his governance.
7. **Failure of Agricultural Programmes:** Drought and neglect of farmers’ needs led to ineffective agricultural programs and food shortages.
8. **Unproductive Irrigation Projects:** Investment in irrigation failed due to drought, acute food shortages, and Acheampong’s dismissive attitude.



Note

In teaching the National Redemption Council (NRC) and Supreme Military Council I, teachers must make a conscious effort to integrate into the lesson the following historical skills:

1. **Cause and Consequence:** Guide learners to analyse the factors leading to the overthrow of the National Redemption Council (NRC) and Supreme Military Council I government and have them evaluate the immediate and long-term consequences of the coup.
2. **Perspective:** Guide learners to analyse the viewpoints of different groups involved in the coup (military, civilians, political parties).

3. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (newspapers, government documents, memoirs, oral histories) on the factors leading to the overthrow of the National Redemption Council (NRC) and Supreme Military Council I government.*

Learning Tasks

1. Create a timeline of the key events that influenced the emergence of the NRC and SMC I in Ghana's political landscape.
2. Craft a chart illustrating the major socio-economic developments during the NRC/SMC I regimes.
3. Create a concept map or diagram illustrating the major factors leading to the overthrow of the NRC/SMC regime under Colonel Acheampong.

PEDAGOGICAL EXEMPLARS

Cooperative learning

1. In a Jigsaw activity, learners discuss and create a timeline focusing on the inception of the Military Regime of Colonel Acheampong.
 - a. *For learners who need extra support (AP), assign them to groups where they feel comfortable sharing and collaborating with peers who can provide support during the activity.*
 - b. *For more confident learners (HP), assign them leadership roles within the Jigsaw groups to facilitate the in-depth discussion and oral presentation creation process.*
2. In small groups, learners create a concept map or diagram illustrating the relationships between the major factors that led to the fall of the NRC/SMC I regime under Colonel Acheampong.
 - a. *For learners who need extra support (AP), break down the development of the concept map into smaller tasks and offer structured templates to aid in extracting relevant information from the sources.*
 - b. *For more confident learners (HP), encourage independent research and in-depth analysis of a diverse range of primary and secondary sources to design the concept map on the major factors leading to the overthrow of the NRC/SMC I regime.*

Problem-based learning

1. In small groups, learners analyse relevant primary and secondary sources to discuss the socio-economic and political developments under the NRC/SMC and SMC II regimes.
 - a. *Provide guided access to simplified primary and secondary sources aligned with the reading level for learners who need extra support (AP).*
 - b. *Encourage independent research and analysis of a diverse range of primary and secondary sources for more confident learners (HP).*

KEY ASSESSMENTS

DoK Level 2: Review – Identify the key factors that contributed to the overthrow of the NRC/SMC I government

DoK Level 3: Analysis – Assess how the NRC/SMCI government aimed to address Ghana's economic challenges

DoK Level 4: Creative task – Propose a set of reforms that the Supreme Military Council 1 under Colonel Acheampong could have introduced to prevent its overthrow.

FOCAL AREA 3: THE SUPREME MILITARY COUNCIL II**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and the learners in analysing the Supreme Military Council II:

1. *What major developments led to the inception of the Supreme Military Council II (SMC II)*
2. *What were the major socio-economic developments under the SMC II?*
3. *What were the major political developments under the SMC II*
4. *Who were the major figures of the SMC II?*
5. *What major events led to the overthrow of the SMC II under General Akuffo?*

The inception of the Supreme Military Council II

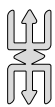
There was widespread unrest in Ghana as a form of protest against the socio-economic challenges and the “Unigov Government System” proposed by Acheampong. To restore normalcy and prevent further chaos, the army staged a palace coup d’état on July 5, 1978, to remove Colonel Acheampong from office. This resulted in Lt. Gen. (later General) Frederick William Kwasi Akuffo emerging as the Head of State and Chairman of the reconstituted Supreme Military Council 1, which was later renamed the Supreme Military Council II.

Socio-economic developments under SMC II

1. Reduction in the monetary supply to curb inflation
2. Initiated a policy of demonetisation aimed at getting rid of large hordes of illegal cedi holdings both in and outside the country
3. Declaration of a state of emergency and the passage of the Emergency Decree of 1978, which outlawed strikes and other forms of protest.
4. Boosted agricultural production by allocating 15.8 million and 16.4 million towards crop and livestock development, respectively
5. Improvement in tax collection by reassessing the taxable income of all companies
6. Institution of a 10-member National Economic Advisory Committee to advise on the stabilisation of the economy

Factors leading to the overthrow of the Supreme Military Council II (SMC II)

1. Devaluation of the cedi on 25th August 1978 by 58.2 percent.
2. The government's decision to undertake a demonetisation exercise had a profound impact, leading to a noticeable surge in the prices of consumer goods.
3. Workers organised a series of strikes, which the government quickly stopped by passing the Emergency Decree of 1978.
4. Inability to stop "Kalabule".
5. The "retired" members of the S.M.C. were not probed.
6. The overthrow of the SMCII government was attributed to the controversial Jet Plan Affair.
7. The Krobo Edusei assets issue.



Note

In teaching a lesson on SMC II, teachers must aim at integrating the following historical skills in the lesson:

1. **Cause and Consequence:** Guide learners to analyse the factors leading to the overthrow of the SMC II I government and have them evaluate the immediate and long-term consequences of the coup.
2. **Perspective:** Guide learners to analyse the viewpoints of different groups involved in the coup (military, civilians, political parties).

3. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (newspapers, government documents, memoirs, oral histories) on the factors leading to the overthrow of the SMC II government.*

Learning Tasks

1. Create a timeline of the key events that influenced the emergence of the SMC II in Ghana's political landscape.
2. Prepare a presentation on the major socio-economic developments during the SMCII regime.
3. Create a mind map showing how the major factors that led to the overthrow of the SMC II regime under General Akuffo influenced each other.

PEDAGOGICAL EXEMPLARS

Cooperative learning

1. In a Jigsaw activity, learners discuss the inception of the Military Regime of General Akuffo (1972 - 1979). Learners create a timeline from this discussion.
 - a. Offer simplified resources and examples to help learners who need extra support (AP) understand the key events that influenced the emergence of SMC II in Ghana's political landscape.
 - b. For more confident learners (HP), encourage independent research and analysis of the key events that influenced the emergence of SMC II in Ghana's political landscape.
2. In pairs, learners should create a mind map that illustrates the relationships between the major factors that led to the overthrow of the SMC II regime under General Akuffo and SMC I under Colonel Acheampong.
 - a. For learners who need support (AP), encourage the use of visual aids and examples to support their understanding.
 - b. Encourage more confident learners (HP) to incorporate additional elements, such as historical context, into their mind maps.

Problem-based learning

1. Using primary and secondary evidence, learners analyse the socio-economic and political developments under the SMC II and present this to the class in groups.
 - a. For learners who need extra support (AP), offer structured templates or graphic organisers to help them organise the information and understand the socio-economic and political developments under the SMC II. Provide additional support and time for comprehension and interpretation of the evidence.

- b. For more confident learners (HP), facilitate opportunities for them to present their findings and engage in debates or discussions about the socio-economic and political developments under the SMC II.

KEY ASSESSMENTS

DoK Level 2: *Analysis* – Explain the circumstances that influenced the emergence of the SMC II

DoK Level 3: *Evaluation* – Evaluate how General Akuffo aimed to address Ghana’s economic challenges

DoK Level 4: *Essay* – Argue for or against the notion that SMC II is justified for overthrowing and reconstituting Acheampong’s SMC I.

Hint



The Recommended Mode of Assessment for Week 21 is **gamification**. Refer to **Appendix K** for an example of a gamification task.

WEEK 22**Learning Indicators**

1. *Examine Ghana's Socio-Economic and Political Developments From 1969 –1981*
2. *Analyse the Processes Leading to the Birth of the Fourth Republic*

FOCAL AREA 1: ARMED FORCES REVOLUTIONARY COUNCIL (AFRC)**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and the learners in discussing the activities of the Armed Forces Revolutionary Council (AFRC) in Ghana:

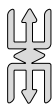
1. *What reasons accounted for the emergence of the AFRC government?*
2. *What was the significance of the June 4th uprising?*
3. *What were the major political, social and economic developments of the AFRC regime?*

The inception of the AFRC Government

Major economic, social and economic forces combined to lead to the overthrow of the SMC II government under General Akuffo. The demise of SMC II, therefore, paved the way for the emergence of a new military regime known as the Armed Forces Revolutionary Council under the leadership of Flt Lt Jerry John Rawlings. This revolution, which became known as the June 4th uprising, was carried out by junior and middle-ranking army officers whose focus was targeted on uprooting corruption and breaking the tradition of political and economic power in the hands of a few elites of society.

Major Developments During the AFRC Regime

1. Proclamation of a house cleaning operation that would erase all manifestations of corruption associated with the previous regimes
2. Instant administration of justice (Public floggings etc.)
3. Tax evaders were given deadlines to settle their tax obligations
4. Declaration of assets by all top management personnel of state enterprises
5. Landlords directed to reduce rent by 50 percent
6. Increase in producer price of Cocoa
7. Slashing of inflation instantly
8. Country's coffers replenished with money obtained from tax evaders



Note

In teaching the lesson on the Armed Forces Revolutionary Council (AFRC), the teacher must make a conscious effort to incorporate in the lesson, the following historical concepts and skills:

1. **Chronological Understanding:** Introduce learners to the timelines of events that led to the emergence of the AFRC. This includes understanding the context of the AFRC's formation in 1979 and its eventual handing over of power to a civilian government.
2. **Source Analysis:** Encourage learners to analyse primary and secondary sources relevant to the formation, achievements and major shortcomings of the AFRC.
3. **Contextualisation:** Help learners situate the AFRC's activities within the broader context of Ghanaian and African History.
4. **Critical Thinking:** Challenge learners to analyse the causes and effects of the AFRC's policies and their impact on Ghana's socio-political landscape.

Learning Tasks

1. Document the major reasons that accounted for the emergence of the AFRC.
2. Using primary and secondary sources, prepare a presentation on how the AFRC ushered Ghana into the Third Republic.
3. Discuss in groups the major political, social and economic developments under the AFRC regime.

PEDAGOGICAL EXEMPLARS

Technology Enhanced Learning

1. Learners watch documentaries on the Armed Forces Revolutionary Council (AFRC) and discuss observations.
 - a. Learners who have mastery over the content (HP) should be encouraged to create a list of questions or topics they hope to see addressed in the documentary.
 - b. Assist learners struggling with the content (AP) by watching a brief introduction to the video and completing a simple task on key terms and basic information obtained from the video before the main task.

Problem-Based Learning

1. Using primary and secondary sources, learners form opinions and draw conclusions on how the AFRC ushered Ghana into the Third Republic.

- a. Learners who have advanced content knowledge (HP) should be encouraged to investigate these sources more in-depth.
- b. Assist learners struggling with the content (AP) in navigating the sources and drawing conclusions.

Collaborative Learning

1. In small groups, learners discuss the major political, social and economic developments under the AFRC regime.
 - a. Encourage learners who have advanced content knowledge (HP) to conduct initial independent research to bring valuable insights to the group.
 - b. Assist learners who may struggle with the content (AP) to prepare basic questions or points to guide them through the group activity.

KEY ASSESSMENTS

DoK Level 2: Review – How did the Armed Forces Revolutionary Council (AFRC) tackle political corruption during its time in power?

DoK Level 3: Paragraph – How did the shortcomings of previous regimes create conditions that facilitated the rise of the Armed Forces Revolutionary Council (AFRC) to power?

DoK Level 4: Critical Analysis – To what extent did the economic decline in Ghana contribute more significantly than other factors to the rise of the Armed Forces Revolutionary Council (AFRC), and how can this be assessed in relation to political instability, corruption, and public discontent?

FOCAL AREA 2: THE THIRD REPUBLIC (PNP)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing *socio-economic and political developments under PNP*:

1. *What major reasons that accounted for the success of Dr Hilla Liman in the 1979 elections?*
2. *What were the major socio-economic developments under the PNP government?*
3. *What were the major political developments under the PNP?*
4. *What major events led to the downfall of Dr Hilla Liman's PNP government?*

Emergence of the PNP government

Under Jerry John Rawlings, the Armed Forces Revolutionary Council (AFRC) was seen as a regime focused on combating corruption and steering Ghana toward progress.

Rawlings quickly gained recognition as a patriotic and courageous leader who opposed injustice. Despite the public's dissatisfaction with military rule, the AFRC adhered to its commitment to transition back to civilian governance. Consequently, elections were held as promised on June 18, 1979, leading to the victory of Dr. Hilla Limann's People's National Party (PNP).

Reasons For the Victory of the PNP in the 1979 General Election

1. The PNP was better organised than its main rival, the Popular Front Party (PFP) and the other parties.
2. The split of the PFP and the United National Convention (UNC) from each other.
3. PNP made use of members of disbanded groups who had experience in rallying masses towards a particular goal
4. Hilla Liman could not be associated with any of the previous regimes, unlike his competitors
5. The main opposition, which is the PFP, was seen as an elitist party, and also its leader, Victor Owusu, was branded by many as arrogant

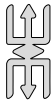
Developments under the PNP Regime

1. Launched a two-year agricultural programme where farmers were supported with incentives in the form of machinery, etc.
2. Tackled the issue of shortages of essential commodities by mobilising resources to solve these shortages.
3. Inauguration of an industrial policy to revamp Indigenous industries.
4. Mended the sour relations between Ghana and the international community because of the activities of the AFRC.
5. Importation of several Tata buses to solve the country's transportation issues.
6. Fundamental human rights were protected under Liman's government.

Reasons for the overthrow of the PNP

1. Growing corruption and other malpractices
2. Reduction in prices paid to Cocoa farmers resulting in smuggling of cocoa out of the country for higher prices.
3. Power struggle in the party, especially after the death of Imoro Egala, the party chairman
4. The regime was continuously haunted by the continuous popularity of Rawlings.
5. Clamp down on press freedom in the latter part of 1980 and 1981

6. Rampant Brain drain



Note

In teaching the lesson on the PNP, teachers must make a conscious effort to integrate into the lesson the following historical skills:

- **Continuity and Change:** Guide learners to analyse the transition from the Second Republic to the Third Republic. Identify key changes in political, economic, and social policies.
- **Evidence Analysis:** Guide learners to critically evaluate primary and secondary sources (speeches, government documents, newspaper articles, election data). Develop skills in corroborating evidence from multiple sources.

Learning Tasks

1. Research from diverse sources and create a timeline of the key events that influenced the emergence of the PNP government.
2. Discuss the socio-economic developments during the PNP regime.
3. Conduct a comparative analysis of the factors leading to the fall of Hilla Liman's PNP government.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. Provide learners with a source pack of primary and secondary sources to create a timeline, in pairs, of the emergence of the PNP government. Encourage learners to provide a brief explanation of which source was most useful and why.
 - a. Think carefully about pairing to ensure that less confident learners (AP) are supported.
 - b. Encourage those learners who have strong source skills (P and HP) to develop their explanations verbally.
2. Learners work in small groups to analyse the socio-economic and political developments under Dr Limann's Government (1979 - 1981)
 - a. Encourage learners with advanced content knowledge (HP) to conduct initial independent research, which will bring valuable insights to the group.
 - b. Prepare basic questions or points to guide learners through the group activity and assist learners who may struggle with the content (AP).

3. In mixed ability groupings, learners conduct a comparative analysis of the factors leading to the fall of Hilla Liman's PNP government.
 - a. Provide scaffolding for AP learners to guide them through the factors that need to be analysed.
 - b. Encourage HP and P learners to develop their analytical explanations.

KEY ASSESSMENTS

DoK Level 2: Review – Explain the role played by Jerry John Rawlings in paving the way for the emergence of the PNP in Ghana's political terrain.

DoK Level 3: Critical Analysis – How did Dr. Hilla Limann's policies and strategies aim to address Ghana's economic and political challenges, and to what extent were they effective in stabilising and improving the country's situation?

DoK Level 4: Critical Analysis – How did the economic mismanagement and political instability under Dr. Hilla Limann's government create conditions that facilitated the success of Jerry John Rawlings' 31st December Revolution in 1981?

FOCAL AREA 3: PROVISIONAL NATIONAL DEFENCE COUNCIL (PNDC)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the Provisional National Defence Council (PNDC):

1. *What major developments led to the inception of the Provisional National Defence Council (PNDC)?*
2. *What were the major socio-economic developments under the PNDC government?*
3. *What were the major political developments under the PNDC?*
4. *Who were the major figures of the PNDC?*
5. *How did the PNDC steer the country back to civilian and democratic rule?*
6. *What reasons made the PNDC regime unpopular?*

Inception of the PNDC

The PNDC, under the leadership of Jerry John Rawlings, overthrew Dr Hilla Liman's PP government in a bloodless coup on 31 December 1981. This was occasioned by economic factors, among others.

Major Political Developments under the PNDC

1. Establishment of the National Investigations Committee to investigate cases of corruption

2. Institution of the Citizens Vetting Committee to investigate any person whose lifestyle was contrary to supposed income.
3. Establishment of public tribunals to render justice
4. Decentralisation of political power in the decision-making process
5. Establishment of the Workers Defence Committees
6. Formation of the 31st December movement

Economic developments under the PNDC

1. **Economic Recovery Programme (ERP):** This programme, which included a broad package of economic reforms and structural adjustments, was designed to revive the declining economy.
2. **Infrastructure Improvement:** The country experienced significant development of road and communications networks, including major highways such as Accra-Kumasi and Tema-Aflao.
3. **Agricultural Revitalisation:** Support for cocoa farmers through loans and provision of agricultural inputs and the establishment of Farmer's Day to honour farmers and fishermen.
4. **Tourism Development:** Enhanced tourism efforts to boost the country's socio-economic development through foreign exchange earnings, cultural promotion, and job creation.
5. **Revenue Mobilisation:** Expansion of the tax base to increase state revenue by including previously non-compliant taxpayers.

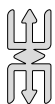
Social development

1. **Education Reform:** Introduced a new educational structure with 9 years of basic education, 3 years of Senior Secondary, and 4 years of university. This reform emphasised cognitive, affective, and psychomotor skills and reduced the duration of pre-university education.
2. **Rural Development:** Connected many rural communities to the national grid through a rural electrification programme.
3. **Healthcare Improvement:** Enhanced the health sector by rehabilitating existing hospitals and clinics and constructing new ones.
4. **PAMSCAD Programme:** The Programme of Action to Mitigate the Social Cost of Adjustment (PAMSCAD) was launched to support community projects and services in education, health, water, and electricity, with funding from external and local donors.

5. **Women's Rights:** Laws such as the Intestate Succession Law (PNDCL III) and the Customary Marriage and Divorce (Registration) Law (PNDCL 112) were enacted to protect women's rights and address injustices related to inheritance and family relationships.

Shortcomings of the PNDC

1. **Suppression of Free Speech:** A culture of silence was enforced, with attacks on journalists and restrictions on freedom of expression.
2. **Property Confiscation:** The regime confiscated properties and disrupted businesses without legal process, including the seizure of factories and industries.
3. **Political Repression:** Party politics were banned, undermining political pluralism and democratic freedoms.
4. **Human Rights Abuses:** The government was involved in severe human rights violations, including extrajudicial killings, arbitrary detentions, and executions of political opponents.
5. **High Court Judges' Murder:** The abduction and murder of three High Court judges and a military officer in 1982 was a notable crime that drew widespread condemnation.
6. **Social Disruption:** The implementation of the Structural Adjustment Programme (SAP) and Economic Recovery Programme (ERP) led to significant societal and economic upheaval.



Note

In teaching a lesson on the PNDC, teachers must aim at integrating the following historical skills in the lesson:

- **Continuity and Change:** Compare and contrast the PNDC regime with previous military and civilian governments. Identify continuities and changes in governance structures and practices.
- **Perspective:** Consider the viewpoints of different groups (military, civilians, political parties, women, youth) on the PNDC regime. Analyse the perspectives of international actors (IMF, World Bank, superpowers) on Ghana's situation.
- **Significance:** Guide learners to assess the long-term impact of the PNDC on Ghanaian society and politics. Evaluate the role of the PNDC in shaping Ghana's transition to democracy. Analyse the legacy of the PNDC.
- **Ethical Dimension:** Encourage learners to consider the ethical implications of the PNDC's actions and policies. Promote critical thinking about human rights, justice, and accountability.

Learning Tasks

1. Create picture galleries of members of the PNDC government.
2. Create a timeline of the key events that influenced the emergence of the PNDC in Ghana's political landscape.
3. Analyse the lessons learnt from the failures of the PNDC regime and how they can be applied to contemporary governance and development challenges.

PEDAGOGICAL EXEMPLARS

Experiential learning

1. Learners watch a documentary on the overthrow of the Limann Government on 31st December 1981 and the inception of the regime of the Provisional National Defence Council (PNDC). Learners create a timeline as they watch the documentary.
 - a. Learners who have mastery over the content (HP) should be encouraged to create a list of questions or topics they hope to see addressed in the documentary.
 - b. Assist learners struggling with the content (AP) by watching a brief introduction to the documentary and completing a simple task on key terms and basic information obtained from the documentary before the main task.

Project-based learning

1. In small groups, learners create picture galleries of members of the PNDC government.
 - a. Encourage learners with advanced content knowledge (HP) to collect a variety of images from credible sources that represent these individuals.
 - b. Learners identified to be struggling with the content (AP) can be restricted to a single source for the collection of the images.

Enquiry-based learning

1. Using primary and secondary sources, learners analyse the developments and shortcomings of the PNDC regime.
 - a. Learners who have advanced content knowledge (HP) should be encouraged to do more in-depth investigations of these sources.
 - b. Assist AP learners struggling with the content to navigate the sources and draw conclusions.

KEY ASSESSMENTS

DoK Level 2: Summary – Explain the factors and events that led to the rise of the PNDC government in Ghana. What key circumstances and issues influenced its emergence?

DoK Level 3: Critical Analysis – Assess the strategies and measures implemented by Jerry Rawlings to tackle Ghana’s economic challenges during his time in power. How effective were these approaches in addressing the country’s economic issues, and what were their short-term and long-term impacts?

DoK Level 4

1. *Extended Essay*: Evaluate the impact of the PNDC’s policies and actions on the development of contemporary Ghanaian politics and society. How have the PNDC’s legacy and reforms influenced current political structures, governance practices, and socio-economic conditions in Ghana? Consider both positive and negative outcomes in your assessment.
2. *Case Study*: You are a member of the Provisional National Defence Council (PNDC) in 1983. Write a policy memo (300-400 words) to Chairman Jerry John Rawlings recommending and justifying three specific policies to address Ghana’s economic challenges. Your memo should be based on the historical context and economic situation of Ghana at that time.

Hint



- The Recommended Mode of Assessment for Week 22 is **case study [decision-making scenario]**. Refer to question 2 of DoK Level 4 for an example of a case study task.
- Remind learners about the submission of their Individual Portfolio latest by Week 23.

WEEK 23

Learning Indicator: *Analyse the Processes Leading to the Birth of the Fourth Republic*

FOCAL AREA 1 & 2: MAJOR DEVELOPMENTS LEADING TO THE INCEPTION OF THE 4TH REPUBLIC

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in analysing the major developments leading to the inception of the 4th Republic:

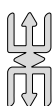
1. *What was the role of the National Commission on Democracy (NCD)?*
2. *How was the District Assembly Elections in 1988/89 organised, and what was its significance?*
3. *What role did the Committee of Experts, Consultative Assembly and the Interim National Electoral Commission (INEC) play in drafting the 1992 constitution and organising General elections?*
4. *What was the relevance of the 1992 Referendum on the acceptance of the Constitution?*

Major Developments Leading to the Inception of the 4th Republic

The Provisional National Defence Council (PNDC) governed Ghana from 1981 until it was required to restore the country to constitutional rule in 1992. This marked the beginning of a new period of democratic governance known as the Fourth Republic. The establishment of the Fourth Republic was the result of significant political and social changes that contributed to solidifying the longest-lasting political regime in the history of Ghana. Some of the major developments leading to the inception of the 4th Republic include:

1. **International Pressure:** The general political scene in Africa compelled the PNDC to usher Ghana into constitutional rule. International bodies like the International Monetary Fund (IMF), the World Bank and powerful countries like the United States of America put pressure on the country to return to constitutional rule.
2. **Interim National Electoral Commission (INEC):** Ahead of the general elections scheduled for 1992, the PNDC government set up a body to oversee the conduct of the elections. Mr. Josiah Ofori Boateng headed INEC. The Commission later organised the referendum on the draft constitution and the first general election in the Fourth Republic in 1992.

3. **The Committee of Experts:** A special committee of experts was set up in May 1991 with the task of drafting a constitution under the chairmanship of Samuel Kwadwo Boateng Asante.
4. **National Commission on Democracy (NCD):** The PNDC established the NCD in 1984 to find ways of promoting participatory democracy in the country.
5. **The Consultative Assembly:** A 258-member Consultative Assembly was established, whose membership represented the Market Women Association, Traditional Rulers, Artisans, Armed Forces, and University Teachers, among a host of other interest groups. The main aim of this assembly was to gather the public's views on the new constitution of Ghana.
6. **Lifting the Ban on Politics:** On 18 May 1992, the ban on party politics was lifted in preparation for multi-party elections. The PNDC and its supporters formed a new party, the National Democratic Congress (NDC), to contest the elections.
7. **Organisation of District Assembly Elections:** To gradually return the country to constitutional rule, the PNDC took steps to give power to the ordinary people of Ghana. by organising District assembly elections
8. **The 28th April 1992 Referendum:** A referendum on a new constitution was held in Ghana on 28 April 1992. The main issues were the reintroduction of multi-party politics and the division of powers between the president and parliament
9. **The 1992 Presidential and Parliamentary Elections:** Presidential and parliamentary elections were held in Ghana on 3rd November 1992 and 29 December 1992, respectively. This represented the first contested elections held in the country since 1979



Note

In teaching a lesson on the major developments leading to the inception of the 4th Republic, teachers must aim at integrating the following historical skills in the lesson:

1. **Cause and Consequence:** *Guide learners to analyse the causes behind the PNDC's transition to constitutional rule and its impact on Ghana's political landscape by evaluating the political, social, and economic factors that led to the establishment of the Fourth Republic.*
2. **Perspective-Taking:** *Guide learners to examine different perspectives on the PNDC's governance and the transition to democracy, considering various viewpoints and interpretations of historical events.*
3. **Continuity and change:** *Guide learners to examine the shift from military to democratic governance. Encourage learners to assess how Ghana's political system evolved, comparing the PNDC era with the Fourth Republic.*

4. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (reports, speeches, newspaper articles, oral histories). Develop skills in comparing and contrasting different perspectives on the role of gender-based groups.*

Learning Tasks

1. Create a timeline tracing the major events that ushered Ghana into the Fourth Republic.
2. Role play events involved in the organisation of the District Assembly elections in 1988/89 and document its impact on the political landscape of Ghana.
3. Discuss 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.
4. Research from diverse sources and draft a report on the outcome of the 1992 Referendum and presidential and Parliamentary elections.

PEDAGOGICAL EXEMPLARS

Inquiry-based learning

1. Using diverse historical sources, including newspapers, archives, and the internet, learners trace the major events that ushered Ghana into the Fourth Republic.
 - a. For learners who need extra support (AP), provide step-by-step guidance on how to analyse primary sources, such as sample questions to consider when examining the major events that ushered Ghana into the Fourth Republic. Offer additional resources or materials in various formats (e.g., audio, video) to support understanding and engagement with the topic.
 - b. For learners with advanced content knowledge (HP), provide opportunities for learners to present their findings to the class or engage in debates regarding the major events that ushered Ghana into the Fourth Republic.

Collaborative learning

1. In pairs, learners assess the role of the National Commission on Democracy (NCD), which was commissioned by the PNDC government.
 - a. Support can be provided for learners who need extra (AP) by providing them with reading materials and resources focusing on the role of the National Commission on Democracy (NCD) to facilitate their understanding of the topic.

- b. Task learners with advanced content knowledge (HP) with synthesising the group discussions into a brief presentation or analysis that delves into the broader implications of the role of the National Commission on Democracy (NCD).
- 2. Learners re-enact the organisation of the District Assembly Elections in 1988/89 and its impact on Ghana's political landscape.
 - a. Provide highly proficient learners with some primary source material to use in the role play.
 - b. Encourage learners who may be shy to participate in the role play.
- 3. 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.
 - a. Offer simplified resources and examples to help learners who need extra support (AP) understand the role played by these institutions.
 - b. For more confident learners (HP), encourage independent research and analysis of the role played by these institutions and allow them to delve deeper into the subject matter.
- 4. In a jigsaw activity, learners discuss the outcome of the 1992 Referendum, Presidential and Parliamentary Elections.
 - a. For learners who need extra support (AP), offer simplified resources and examples to guide their understanding of the outcome of the 1992 Referendum and Presidential and Parliamentary Elections.
 - b. For more confident learners (HP), encourage independent research and analysis of the outcome of the 1992 Referendum and Presidential and Parliamentary Elections.

KEY ASSESSMENTS

DoK Level 2: *Teacher to select as appropriate*

1. *Paragraph*: Discuss the importance of the 1992 Constitution in the transition to Ghana's Fourth Republic. How did it contribute to establishing the framework for democratic governance?

OR

2. *Extended essay*: Examine the role of the National Commission on Democracy in the transition from military rule to democratic government in Ghana. What were its key functions, and how did it influence the shift towards democracy?

DoK Level 3: Critical Analysis – Analyse the impact of the 1988/89 District Assembly Elections on Ghana’s political landscape. How did these elections affect local governance, political participation, and the overall democratic process in the country?

DoK Level 4

1. *Analytical Essay*: Assess the outcomes of the 1992 referendum and evaluate its impact on the establishment of Ghana’s Fourth Republic. How did the results of the referendum influence the transition to democratic governance, and what were the long-term effects on Ghana’s political and social landscape?
2. *Research*: Research on the conduct and outcome of the 1992 Referendum and Presidential Elections in Ghana.

Using primary and secondary sources:

- a. Collect data on the results of both the referendum and the presidential elections.
- b. Create a visual representation (such as charts or graphs) of the collected data.
- c. Write a brief analysis (200-250 words) explaining the significance of these results for Ghana’s transition to the Fourth Republic.

Hint



The Recommended Mode of Assessment for Week 23 is **research**. Refer to question 2 of DoK Level 4 for an example of a research task.

FOCAL AREA 3: POLITICAL DEVELOPMENTS IN GHANA FROM 1993 TO 2007

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the political developments in Ghana (1993 to 2007):

1. Which political parties ruled Ghana from 1993 to 2007?
2. Who were the leaders of these political parties?
3. What were some of the key political developments in Ghana from 1993 to 2007?

Political parties that have ruled Ghana from 1993 to 2007 and their leaders



National Democratic Congress (NDC)

Ruled from 1993 to 2001

Founded by Jerry John Rawlings, who had previously led the country under military rule

Ideology: Center-left, social democratic

Jerry John Rawlings' presidency:

- First term: 1993-1997
- Second term: 1997-2001
- Oversaw Ghana's transition to multi-party democracy



New Patriotic Party (NPP)

Ruled from 2001 to 2007 (continuing until 2009)

Traces its roots to the United Gold Coast Convention and the United Party tradition

Ideology: Center-right, liberal-conservative

John Agyekum Kufuor's presidency:

- First term: 2001-2005
- Second term: 2005-2009

Figure 11: A chart showing the political parties that ruled Ghana from 1993 to 2007

Other Political Officers in Ghana (1993 – 2007)

Vice Presidents



(1993-1997)

Kow Nkensen Arkaah [NDC]



(1997-2001)

John Atta Mills [NDC]



(2001-2007,
continued until 2009)

Aliu Mahama [NPP]

Figure 12: A picture gallery of Vice Presidents that served Ghana (1993-2007)

Speakers of Parliament



(1993-2001)

Justice Daniel Francis
Annan



(2001-2005)

Peter Ala Adjetey



(2005-2009)

Ebenezer Begyina Sekyi
Hughes

Figure 13: Picture gallery of Speakers of Parliament (1993-2007)

Chief Justices

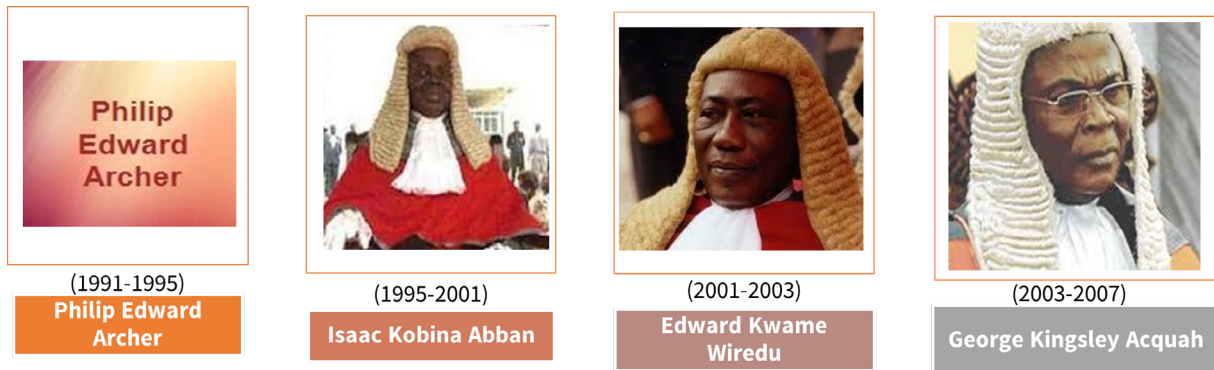


Figure 14: Picture gallery of Chief Justices (1993–2007)

Electoral Commissioner



Figure 15: Electoral Commissioner of Ghana (1993 – 2015)

Key Political Developments in Ghana (1993 – 2007)

1. Establishment of the Fourth Republic (1993)

The new constitution instituted a presidential system with a separation of powers. Jerry Rawlings, who had ruled as a military leader, won the first multi-party election, marking Ghana's transition to democracy.

2. Second Multi-Party Elections (1996)

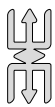
Rawlings and the NDC won again, solidifying their political dominance. This election further established Ghana's commitment to regular democratic processes.

3. First Democratic Transfer of Power (2000)

John Kufuor's victory marked a significant milestone in Ghana's democracy. It demonstrated that power could peacefully change hands between parties, a crucial test for any democratic system.

4. Kufuor's Re-election (2004)

Kufuor's second term win reinforced the NPP's position and provided continuity in governance. It also showed the electorate's satisfaction with the NPP's first term.



Note

In teaching the political developments in Ghana (1993 - 2007), teachers should focus on developing in learners the following historical skills:

1. **Use primary sources:** *Expose learners to a variety of primary sources like newspapers, speeches, and political cartoons to develop critical thinking skills.*
2. **Connect the past to the present:** *Guide learners to discuss how the political developments of the 1993-2007 period shaped contemporary Ghanaian politics.*
3. **Perspective:** *Guide learners to consider the viewpoints of different political actors (NDC, NPP, civil society, traditional rulers). Analyse the perspectives of various social groups (urban vs. rural, youth, women) on political developments.*

Learning Tasks

1. Create a chart showing key political parties that have ruled Ghana since 1993.
2. Create a poster on the transitional political periods in Ghana from 1993 - 2007.
3. Discuss major political events that took place in Ghana from 1993 to 2007.

PEDAGOGICAL EXEMPLARS

Problem-based Learning

1. Learners brainstorm political parties that have ruled Ghana since 1993. Learners then work in small groups to create charts showing the political parties, founders, ideologies and key political figures that served under their governments.
 - a. *For learners who need extra support (AP), break down the task into smaller, more manageable steps and offer guided templates or examples to aid in the creation of the charts.*
 - b. *For more confident learners (HP), challenge them to think critically about the ideologies and the political figures associated with each party, considering broader historical and political contexts in their charts.*

Project-based Learning

1. In small groups, learners discuss some major political events that took place in Ghana from 1993 to 2007, including general elections, the handing over of political officials, and their inaugurations.
 - a. *For learners who need extra support (AP), offer additional support and guidance during the activity to ensure comprehension and to assist in organising the information effectively.*
 - b. *For more confident learners (HP), encourage them to incorporate additional elements such as historical references and the broader socio-political impact of the major events.*
2. In mixed-ability groups, learners use newspaper reports, photos, etc., to create a poster on the transitional political periods in Ghana from 1993 - 2007.
 - a. *Provide support for AP learners through the selection of sources to ensure that they are accessible.*
 - b. *Challenge HP learners by providing them with complex and nuanced sources. The teacher should discuss the strengths and weaknesses of these sources when circulating the classroom.*

KEY ASSESSMENTS

DoK Level 1: Review - Identify the two political parties that ruled Ghana from 1993 to 2007.

DoK Level 2: Paragraph - Compare and contrast the ideologies of the National Democratic Congress (NDC) and the New Patriotic Party (NPP). How might these differences have influenced their governance approaches?

DoK Level 3: Essay – Analyse the significance of Ghana’s first democratic transfer of power in 2000. How did this event contribute to the consolidation of democracy in Ghana, and what challenges might the country have faced during this transition?

DoK Level 4: Research-based essay – Evaluate the evolution of Ghana’s democratic system from 1993 to 2007. Consider the roles of various political institutions (presidency, parliament, judiciary, electoral commission) and key political figures. How did these elements interact to shape Ghana’s democracy?

Hint



Collect learners’ portfolios and score them promptly. Remember to document the scores and submit them as soon as possible into the STP to avoid carry over into the following academic year.

WEEK 24

Learning Indicator: *Assess the socio-economic and political developments in Ghana from 1993 to 2007*

FOCAL AREAS 1 & 2: SOCIO-ECONOMIC DEVELOPMENTS IN GHANA FROM 1993 TO 2007

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the socio-economic developments in Ghana from 1993 to 2007:

1. *How did Ghana's economy grow between 1993 and 2007?*
2. *What changes occurred in Ghana's education system during this period?*
3. *How did healthcare services in Ghana improve from 1993 to 2007?*
4. *What major infrastructure projects were completed in Ghana during these years?*
5. *How did Ghana's poverty rates change between 1993 and 2007?*
6. *What international partnerships or aid programmes significantly impacted Ghana's development in this timeframe?*

Socio-economic developments in Ghana from 1993 to 2007

1993-1996

- Ghana returned to democratic rule in 1992, with Jerry Rawlings elected as president.
- Economic reforms continued under the Economic Recovery Program (ERP).
- GDP growth averaged around 4-5% annually.
- Primary school enrolment rates began to improve.

1997-2000

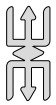
- The Ghana Education Service (GES) implemented the Free Compulsory Universal Basic Education (FCUBE) program in 1996, aiming to improve access to education.
- Introduction of a value-added tax (VAT)
- The Ghana Poverty Reduction Strategy (GPRS I) was initiated.
- The National Health Insurance Scheme (NHIS) was conceptualised.
- GDP growth remained steady at around 4-5% annually.

2001-2004

- The Highly Indebted Poor Countries (HIPC) initiative was adopted, leading to debt relief.
- The National Health Insurance Act was passed in 2003, paving the way for the NHIS implementation.
- Education reforms continued, with increased focus on improving quality.
- GDP growth accelerated to around 5-6% annually.

2005-2007

- The NHIS was fully implemented, improving healthcare access.
- Major infrastructure projects included the rehabilitation of the Accra-Tema Motorway and expansion of the Tema Port.
- The Millennium Challenge Account programme was signed in 2006, providing \$547 million for poverty reduction and economic growth.
- Poverty rates declined from about 52% in 1991/92 to 28.5% in 2005/06.
- GDP growth reached 6-7% annually by 2007.



Note

In teaching the socio-economic developments in Ghana from 1993 to 2007, teachers should focus on developing in learners the following historical skills:

1. **Continuity and Change:** Guide learners to analyse the socio-economic conditions inherited from previous regimes and identify key socio-economic reforms implemented during this period.
2. **Cause and Consequence:** Help learners explore the factors leading to the adoption of specific economic policies (e.g., Structural Adjustment Programmes) and analyse their intended and unintended consequences.
3. **Evidence Analysis:** Guide learners to critically evaluate economic data, statistics, and government reports. Develop skills in comparing and contrasting different sources of information.
4. **Significance:** Assist learners to assess the long-term impact of economic reforms on Ghana's development trajectory. Evaluate the extent to which economic growth translated into poverty reduction and social welfare.

Learning Tasks

1. Analyse the economic policies of political parties that have ruled Ghana from 1993 to 2007.
2. Discuss the social policies of the political governments of Ghana from 1993 to 2007.
3. Make a comparison chart showing the monumental achievements of political parties that ruled Ghana from 1993 - 2007.

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. Using relevant primary sources, learners analyse the economic policies of political parties that have ruled Ghana from 1993 to 2007.
 - a. *For learners who need extra support (AP), provide step-by-step guidance on how to analyse primary sources, such as sample questions to consider when examining these economic policies. Offer additional resources or materials in various formats (e.g., audio, video) to support understanding and engagement with the topic.*
 - b. *For learners with advanced content knowledge (HP), provide opportunities for learners to present their findings to the class or engage in debates regarding the effectiveness of these economic policies.*

Talk for Learning

1. In a fishbowl activity, learners discuss the social policies of the political governments of Ghana from 1993 to 2007.
 - a. *For learners who need extra support (AP), provide guided discussion questions and prompts to scaffold their participation in the fishbowl activity, ensuring they have a clear understanding of the social policies being discussed.*
 - b. *For learners with advanced content knowledge (HP), assign them the task of leading and moderating the fishbowl discussion, including setting the agenda and facilitating the conversation among their peers.*

Project-based Learning

1. Make a comparison chart listing on monumental achievements of political parties that ruled Ghana from 1993 - 2007.
 - a. *For learners who need extra support (AP), offer a template for the comparison chart with guiding questions to help them identify and list the monumental achievements in a structured format.*

- b. *For learners with advanced content knowledge (HP), challenge them to create a more comprehensive comparison chart that includes not only the achievements but also the long-term impacts and potential drawbacks of the policies and initiatives. Task them with presenting their findings in a format of their choice, such as a visual infographic, presentation, or academic paper, showcasing their in-depth understanding of the topic.*

KEY ASSESSMENTS

DoK Level 1: List three major economic initiatives or programmes implemented in Ghana between 1993 and 2007.

DoK Level 2:

Data Analysis: Study the graph above on Ghana's GDP growth rate from 1993 to 2007. What trend do you observe? What factors might have contributed to this trend?

DoK Level 3: Comparative Analysis – Compare and contrast the focus of Ghana's development strategies from 1993 to 2000 and 2001 to 2007. How did the priorities shift, and what might have been the reasons for these changes?

DoK Level 4: Research and Policy Proposal – Evaluate the effectiveness of Ghana's poverty reduction strategies from 1993 to 2007. Consider the various initiatives implemented (such as GPRS I and HIPC), their impacts, and the overall reduction in poverty rates. What were the strengths and weaknesses of Ghana's approach? Based on this analysis, propose policy recommendations for further reducing poverty in Ghana, considering both short-term and long-term perspectives.

FOCAL AREA 3: ROLE OF GENDER-BASED GROUPS IN THE SOCIO-ECONOMIC AND POLITICAL DEVELOPMENTS IN GHANA (1993 – 2007)

Situating the lesson in context

The following enquiry route questions should guide both the teacher and the learners in assessing the role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007)

1. *What were the major gender-based groups active in Ghana between 1993 and 2007?*
2. *How did women's organisations contribute to economic development in Ghana during this period?*
3. *What political reforms or policies did gender-based groups advocate for, and what was their impact?*

4. *How did gender-based groups address social issues such as education and healthcare in Ghana?*
5. *What challenges did gender-based organisations face in their efforts to promote equality and development?*
6. *How did the role and influence of gender-based groups in Ghana evolve from 1993 to 2007?*

Some gender-based groups in Ghana (1993 – 2007)

1. 31st December Women's Movement (DWM)
2. Women in Law and Development in Africa (WiLDAF)
3. Network for Women's Rights in Ghana (NETRIGHT)
4. Ghana Association of Women Entrepreneurs (GAWE)
5. Federation of Women Lawyers (FIDA-Ghana)

The role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007)

Contributions to Economic Development

1. **Microfinance and entrepreneurship**
 - The DWM and GAWE provided microcredit and training to women entrepreneurs.
 - These initiatives helped women start small businesses, particularly in rural areas.
2. **Skills development**
 - Gender-based groups organised vocational training programs for women in various trades.
 - This improved women's employability and income-generating capabilities.
3. **Advocacy for economic policies**
 - Organisations like NETRIGHT advocated for gender-responsive budgeting and economic policies.
 - This led to increased consideration of women's economic needs in national development plans.

Political Reforms and Advocacy

1. **Women's political participation**
 - Gender-based groups campaigned for increased women's representation in politics.

- This resulted in a gradual increase in women parliamentarians and local government officials.

2. Legal reforms

- FIDA-Ghana and WiLDAF advocated for laws addressing domestic violence and property rights.
- Their efforts contributed to the passage of the Domestic Violence Act in 2007.

3. Policy influence

- These groups contributed to the development of Ghana's gender policy.
- They also pushed for the establishment of the Ministry of Women and Children's Affairs in 2001.

Addressing Social Issues

1. Education

- Gender-based groups campaigned for girls' education, leading to increased enrolment rates.
- They also advocated for policies to keep pregnant girls in school.

2. Healthcare

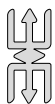
- Organisations like the DWM set up health clinics and educational programmes.
- They raised awareness about reproductive health and HIV/AIDS prevention.

3. Gender-based violence

- The Gender Centre and other groups conducted research and advocacy on violence against women.
- This work contributed to increased public awareness and policy responses.

Challenges Faced by Gender-based Groups

1. Limited resources and funding
2. Political opposition and societal resistance to gender equality initiatives
3. Difficulty in reaching rural and marginalised women
4. Balancing advocacy with service delivery



Note

In teaching the role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007), teachers should focus on developing in learners the following historical skills:

1. **Continuity and Change:** *Guide learners to analyse the evolution of gender-based groups from previous eras to the 1993-2007 period. Identify key changes in their roles, objectives, and strategies.*
2. **Cause and Consequence:** *Guide learners to explore the factors that led to the emergence and growth of gender-based groups. Analyse the impact of socio-economic and political conditions on their activities.*
3. **Evidence Analysis:** *Guide learners to critically evaluate primary and secondary sources (reports, speeches, newspaper articles, oral histories). Develop skills in comparing and contrasting different perspectives on the role of gender-based groups.*

Learning Tasks

1. Create a mind map of some key gender-based groups that emerged in Ghana between 1993 and 2007
2. Prepare an oral, written or multimedia presentations on the role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007).
3. Create a poster on the challenges faced by gender-based groups in Ghana's socio-economic and political development and propose suggestions for solving the problems identified.

PEDAGOGICAL EXEMPLARS

Talk-for-Learning

1. In a Think-Pair-Share activity, learners share some key gender-based groups that emerged in Ghana between 1993 and 2007 and note their findings in a mind map.
 - a. *For learners who need extra support (AP), offer additional time for reflection during the “think” phase of the activity and provide sentence starters or prompts to guide their sharing during the “share” phase.*
 - b. *For learners with advanced content knowledge (HP), task them with initiating and moderating the Think-Pair-Share activity, guiding the discussion to delve into the complexities and intersections of gender-based groups within the historical context of Ghana.*

Collaborative Learning

1. In small groups, discuss the role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007) [E.g. *Activities of the 31st December Women's Movement*]. Learners should present their findings to the class.
 - a. *For learners who need extra support (AP), provide pre-selected reading materials and resources focusing on specific gender-based groups, such as the 31st December Women's Movement, to facilitate their understanding of the topic.*
 - b. *Task learners with advanced content knowledge (HP) with synthesising the group discussions into a brief presentation or analysis that delves into the broader implications of the role of gender-based groups.*

Problem-based Learning

1. In mixed-ability groups, learners research the challenges faced by gender-based groups in Ghana's socio-economic and political development (1993 – 2007). They then develop a poster that shows the challenges and proposes solutions to solve them.
Circulate the classroom to support AP learners in their research.

Hint



*The Recommended Mode of Assessment for Week 24 is **End of Semester 2 Examination**. [Refer to **Appendix J** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for weeks 13 to 24.*

KEY ASSESSMENTS

DoK Level 1: Review – List three gender-based groups that were active in Ghana between 1993-2007.

DoK Level 2: Teacher to select as appropriate

1. Paragraph: Explain two ways gender-based groups contributed to economic development in Ghana

OR

2. Comparative Analysis: Compare the focus areas of the 31st December Women's Movement (DWM) and the Network for Women's Rights in Ghana (NETRIGHT).

DoK Level 3: Critical Analysis – Analyse the challenges faced by gender-based groups in Ghana. How might these challenges have impacted their effectiveness?

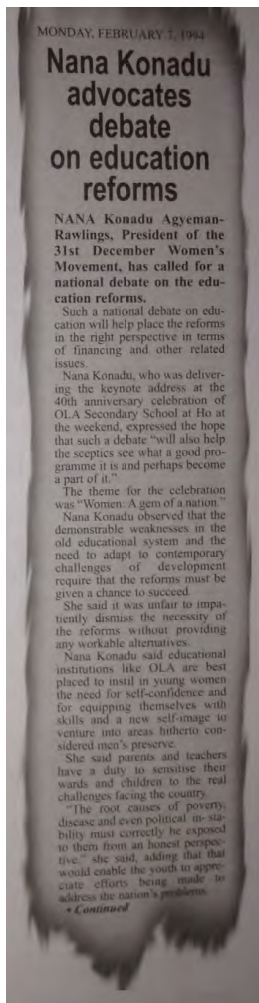
DoK Level 4: Teacher to select as appropriate

1. *Evaluative Essay*: Evaluate the overall impact of gender-based groups on Ghana's socio-economic and political development from 1993-2007. To what extent were they successful in achieving their goals?

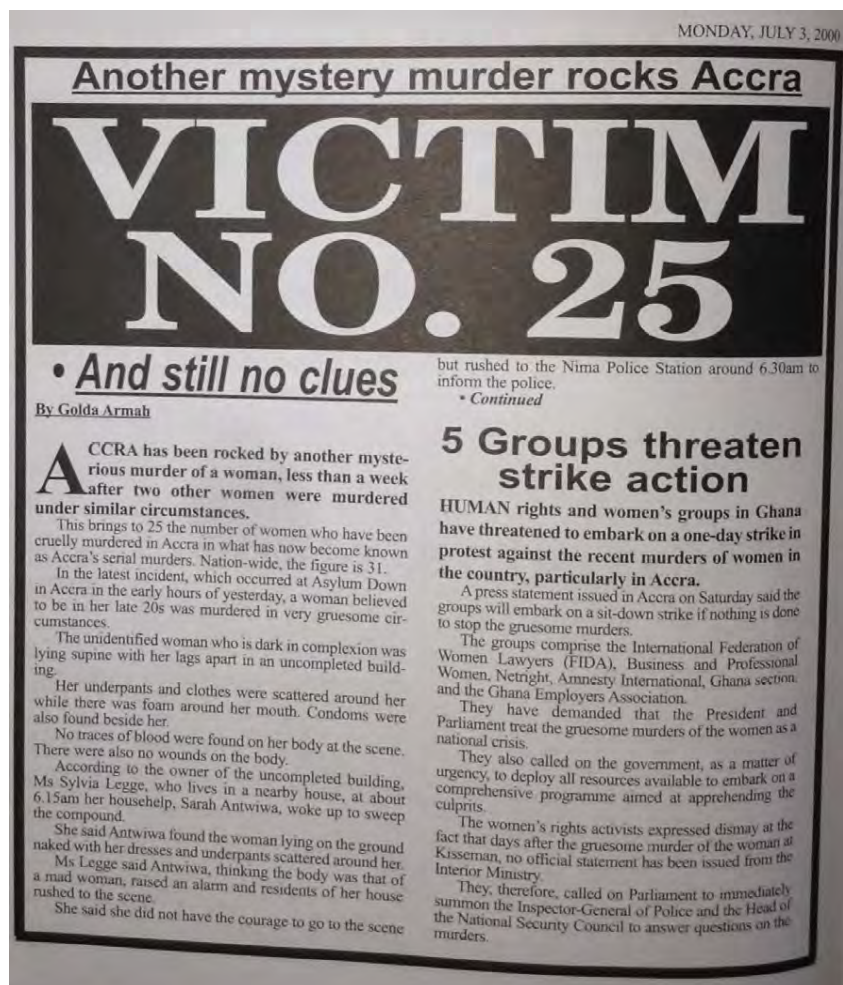
OR

2. *Source Analysis and Evaluation*

- a. Based on the newspaper clipping in Source A, assess the role of gender-based groups in shaping education policy debates in Ghana. What does this suggest about their broader influence on national development?
- b. Study Source B carefully and answer the following questions:
 - i. Which women's groups are mentioned in the article?
 - ii. What problem in Accra were these groups responding to?
 - iii. What action did the gender-based groups threaten to take?
 - iv. According to the article, how many women had been murdered in Accra?
 - v. What did the women's groups ask the government to do?
 - vi. How did the women's groups describe the murders of women in Accra?
 - vii. Besides women's organisations, what other type of group joined in threatening strike action?
 - viii. What challenges did these groups face in getting the government to address the murders?
 - ix. How does this article show that gender-based groups were involved in addressing social issues in Ghana?
 - x. Based on this article, what role were women's rights groups playing in Ghana at this time?



Source A



Source B

Section 4 Review

In section 4, we delved into various themes related to Ghana's history. We began by examining the diarchy system of government in Ghana from 1957 to 1960. Subsequently, we explored the socio-economic and political developments in Ghana from 1957 to 1966. We highlighted significant events and changes during this period. Weeks 20 to 22 were dedicated to further understanding the socio-economic and political landscape from 1966 to 1981. In week 23, we focused on the birth of the Fourth Republic, which marked a crucial turning point in Ghana's political history. Finally, we examined the socio-economic and political developments in Ghana from 1993 to 2007. Throughout these weeks, we honed historical skills such as analysing continuity and change, understanding cause and consequence, and critically evaluating primary and secondary sources.

SUGGESTED TEACHING AND LEARNING RESOURCES

- 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
- 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.
- Tape/audio recorder
- Photographs of presidents/ vice presidents who have ruled Ghana from 1993 - 2007.



APPENDIX I: STRUCTURE AND SAMPLE TABLE OF SPECIFICATION FOR MID-SEMESTER 2 EXAMINATION

Structure:

- a) *Paper 1 - 20 Multiple Choice Questions (20 marks)*
- b) *Two (2) essay-type questions of which a learner answers only 1 (10 marks)*

Sample Questions

Paper 1: Multiple Choice Questions

*Which of the following **best** explains how the formation of the Convention People's Party (CPP) in 1949 influenced the trajectory of Ghana's independence movement?*

- A.** *It catalysed a shift towards more radical and populist nationalist strategies*
- B.** *It introduced the concept of "Self-government within the shortest possible time"*
- C.** *It led to the immediate declaration of independence from British rule*
- D.** *It united all existing nationalist groups under one umbrella organisation*

Paper 2: Essay

- a) *Discuss any five (5) reasons for the emergence of the National Liberation Movement (10marks)*

Sample Table of Specification for the Mid-Semester 2 Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	National Congress of British West Africa (NCBWA)–1920 West African Students Union (WASU)–1925 The Gold Coast Youth Conference (GCYC) and West African Youth League (WAYL)	Multiple Choice	1	3		–	4
		Essay	–	–	1		1
14	Factors that facilitated the rise of nationalism after WWII Formation of the United Gold Coast Convention (UGCC) in 1947 The 1948 Riots in Ghana	Multiple Choice	1	2	1	–	4

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
15	The Watson Commission Formation of the CPP in 1949 The Coussey Committee	Multiple Choice	2	1	1	-	4
16	The 1951 and 1954 General Elections The 1956 General Elections and why Nkrumah won all pre-independence General Elections Emergence of the National Liberation Movement (NLM)	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1
17	Togoland question of union or unification and the 1956 Plebiscite The role women played in Ghana's Independence Struggle	Multiple Choice	1	2	1	-	4
	Total		7	9	6	-	22

Marking Scheme

- a)** *For Multiple Choice Questions: 1 mark each for each correct answer. (Questions 1-20 = 20marks)*
- b)** *1 essay-type question (10 marks)*
- c)** *Answer to sample multiple choice questions:*
A (catalysed a shift towards more radical and populist nationalist strategies)
- d)** *Answers to sample essay-type questions:*

Award 2 marks to each correctly stated and explained reason for the emergence of the NLM, such as reduction of the power of the chiefs in local governance by the 1951 constitution, dissatisfaction with and implementation of the Van Lare Commission Report on the demarcation of the constituencies in the country, the fear of southern political control, etc. (2 × 5 = 10marks)



APPENDIX J: GUIDELINES FOR STRUCTURING THE END OF SEMESTER EXAMINATION

Structure of the End of Semester Examination:

- a) *The End of Semester Examination is made up of Paper 1 and Paper 2. Paper 1 consists of 50 Multiple Choice Questions (40 marks)*
- b) *Paper 2 consists of two sections (A and B). Section A is a Source Analysis task. Section B consists of five (5) essay-type questions, of which learners are required to answer three (3). Each question in Paper 2 carries a total of 15 marks.*
- c) *Time Allowed (2 hours 30 minutes for both Paper 1 and 2)*
 - i. *Paper 1 - Multiple Choice Questions (50 minutes)*
 - ii. *Paper 2/Section A - Source Analysis (30 minutes)*
 - iii. *Paper 2/Section B - Essay (1 hour, 10 minutes)*

Sample Questions

Paper 1: Multiple Choice Question.

Which of the following **best** explains why the 1954 general elections were a significant step towards Ghana's independence?

- A. They were the first elections held under universal adult suffrage.
- B. They resulted in Kwame Nkrumah's release from prison.
- C. They were conducted under a new constitution granting greater self-governance.
- D. They led to the immediate declaration of Ghana's independence.

Paper 2: Section A (Source Analysis)

Study carefully the historical sources (A, B and C) provided. Use information from these sources and your knowledge about the history of Ghana to answer the questions that follow:

"...Unless Colonial Government is changed and a new Government of the people and their Chiefs installed at the centre immediately, the conduct of masses now completely out of control with strikes...will continue...Working Committee United Gold Coast Convention declare they are prepared and ready to take over interim Government. We ask in name of oppressed, inarticulate, misruled and misgoverned people and their Chiefs that Special Commissioner be sent out immediately to hand over Government to interim Government of Chief and People and to witness immediate calling of Constituent Assembly."

—Telegram from United Gold Convention leaders (Accra) to Secretary of State (London), Feb. 28, 1948

SOURCE A



<https://africa.si.edu/exhibitions/current-exhibitions/heroes-principles-of-african-greatness/faces/>

THE EMERGENCY POWERS ORDER IN COUNCIL, 1939

THE EMERGENCY (GENERAL) REGULATIONS, 1948 (AS AMENDED FROM TIME TO TIME)

Gazetted 13th March, 1948

Order No. 29 of 1948.

THE REMOVAL (F. N. K. NKRUMAH) ORDER, 1948

(Made under regulation 29 of the above Regulations.)

WHEREAS I am satisfied with respect to FRANCIS NWIA KOFIE NKRUMAH, alias F. N. KWAME NKRUMAH, that it is expedient for securing the public safety and the maintenance of public order to make a Removal Order against him under the provisions of regulation 29 of the Emergency (General) Regulations, 1948 (inserted in such Regulations by the Emergency (General) (Amendment) (No. 2) Regulations, 1948 :

Now in exercise of the powers conferred upon me by the said regulation 29 of the above Regulations, and in pursuance of such regulation, I DO HEREBY MAKE THIS ORDER, and direct that the said FRANCIS NWIA KOFIE NKRUMAH, alias F. N. KWAME NKRUMAH shall be apprehended and detained and that he shall be removed in custody, as soon as may be, to such place in the Gold Coast as I shall hereafter appoint by directions under my hand.

AND I DO HEREBY FURTHER ORDER and require that the said FRANCIS NWIA KOFIE NKRUMAH, alias F. N. KWAME NKRUMAH, from the time of his removal to the place to be so appointed by me, and so long as this Order continues in operation, shall at all times—

- (a) remain and live in, and not leave or be absent from, the place to be so appointed by me ;
- (b) comply in all respects with such directions and requirements as I may issue at any time.

This Order may be cited as the Removal (F. N. K. NKRUMAH) Order, 1948, and shall come into operation on the 12th day of March, 1948.

GERALD CREASY,
Governor.

Accra
12th March, 1948.

Removal Orders in identical terms were made on behalf of :—

EDWARD AKUFO ADDO
EBENEZER AKO ADJEI
WILLIAM AFORI ATTA
DR. JOSEPH BOAKYE DANQUAH
EMMANUEL ODARQUAYE LAMPTEY (alias OBETSEBI-LAMPTEY)

SOURCE B

The Emergency Powers Order in Council, 1939



SOURCE C

- What demand does the telegram in Source A make, and what does this reveal about the political situation in the Gold Coast in 1948?
- Compare the tone and purpose of Sources A and B. How do they reflect different perspectives on events in the Gold Coast in 1948?
- Based on Source B, what actions did colonial authorities take against Kwame Nkrumah and why?
- How does Source C relate to the events described in Sources A and B?
- Based on Sources B and C, explain how these individuals came to be known as the “Big Six” in Ghana’s history.

Section B: Essay-type questions.

E.g.,

Analyse the factors that contributed to Busia’s electoral victory in the 1969 General Elections. Which factor do you think was most significant, and why? (15marks)

Sample Table of Specifications for the End-of-Semester Examination

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
13	National Congress of British West Africa (NCBWA)–1920 West African Students Union (WASU)–1925 The Gold Coast Youth Conference (GCYC) and West African Youth League (WAYL)	Multiple Choice	2	1	1		4
14	Factors that facilitated the rise of nationalism after WWII Formation of the United Gold Coast Convention (UGCC) in 1947 The 1948 Riots in Ghana	Multiple Choice	1	1	1		3
		Source Analysis		2	2	1	5
15	The Watson Commission Formation of the CPP in 1949 The Coussey Committee	Multiple Choice	2	1	1		4

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
16	<i>The 1951 and 1954 General Elections</i> <i>The 1956 General Elections and why Nkrumah won all pre-independence General Elections</i> <i>Emergence of the National Liberation Movement (NLM)</i>	Multiple Choice	1	2	1		4
17	<i>Togoland question of union or unification and the 1956 Plebiscite</i> <i>The role women played in Ghana’s Independence Struggle</i>	Multiple Choice	1	2	1		4
18	<i>The diarchy system of Government in Ghana (1957 – 1960)</i> <i>Merits and demerits of the diarchy system of government that was practised in Ghana from 1957 – 1960</i> <i>Processes leading to Ghana’s attainment of a Republican status in 1960</i>	Multiple Choice	1	2	1		4
		Essay			1		1
19	<i>Social developments under the CPP (1957–1966)</i> <i>Economic developments under the CPP (1957–1966)</i> <i>Political developments under the CPP (1957–1966)</i>	Multiple Choice	2	2	1		5
		Essay			1		1
20	<i>Factors leading to the overthrow of the CPP and the Political developments under the National Liberation Council (NLC) – 1966 – 1969</i> <i>Socio-economic developments under the NLC (1966–1969)</i> <i>Political developments under the Progress Party [PP] (2nd Republic)</i>	Multiple Choice	1	2	1		4
		Essay			1		1

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
			30%	40%	30%		
21	Socio-Economic Developments Under the Progress Party (2nd Republic) National Redemption Council (NRC) and Supreme Military Council I (SMC I) The Supreme Military Council II	Multiple Choice	2	2			4
22	Armed Forces Revolutionary Council (AFRC) The Third Republic (PNP) Provisional National Defence Council (PNDC)	Multiple Choice	1	3	1		5
23	Major Developments Leading to the Inception of the 4th Republic Political developments in Ghana from 1993 to 2007.	Multiple Choice	2	2	1		5
		Essay			1		1
24	Socio-economic developments in Ghana from 1993 to 2007 Role of gender-based groups in the socio-economic and political developments in Ghana (1993 – 2007)	Multiple Choice	2	1	1		4
		Essay		1			1
		Total	18	24	17	1	60

Marking Scheme and Rubrics for Scoring

a) Paper 1- Multiple Choice ((0.8mark × 50 = 40 marks))

C (They were conducted under a new constitution granting greater self-governance)

b) Paper 2/Section A – 1 (source analysis)

Question/ Criteria	Excellent (Full Marks)	Very Good (75%)	Satisfactory (50%)	Needs Improvement (25%)	Marks
a) Demand and Context	Clearly states the demand in the telegram and explains what this reveals about the political situation: i.e, change from a Colonial Government to an interim government led by local chiefs and people AND, growing nationalist sentiment and desire for self-governance	States the demand without full explanation of political situation	Mentions either demand OR political situation only	States demand incorrectly or unclearly	3
b) Source Comparison	Accurately describes the tone and purpose of both Source A and B and explains how these reflect different perspectives: 1. Source A as urgent, demanding tone from nationalists seeking change 2. Source B as formal, authoritative tone from colonial authorities asserting control 3. Reflects the clash between nationalist aspirations and colonial power	Describes tone and purpose of both sources without comparing perspectives	Describes tone/purpose of one source only	Describes tones incorrectly	3

Question/ Criteria	Excellent (Full Marks)	Very Good (75%)	Satisfactory (50%)	Needs Improvement (25%)	Marks
c) Colonial Actions	Identifies the actions taken against Nkrumah and explains the reasons given for these actions: i.e., issued a Removal Order to apprehend, detain, and restrict his movements Reason: citing public safety and maintaining order	Identifies actions without full explanation of reasons	Mentions either actions OR reasons only	Identifies actions incorrectly	3
d) Source Connection	1. Correctly identifies the connection between Source C and Sources A and B as Source C shows 'The Big Six' or nationalist leaders who are addressed or mentioned in Sources A and B. 2. Explains how Source C provides context to the other sources by projecting the portraits of the historical figures mentioned in Sources A and B.	Identifies connection without explaining context	Identifies basic connection only	Makes incorrect connections	3

Question/ Criteria	Excellent (Full Marks)	Very Good (75%)	Satisfactory (50%)	Needs Improvement (25%)	Marks
e) Big Six Context	<i>Explains all 3 elements:</i> <i>Explains how the removal orders in Source B relate to the individuals in Source C</i> <i>Describes how this collective targeting likely elevated their status</i> <i>Explains the unintended consequence of colonial actions</i>	<i>Explains two of these elements</i>	<i>Explains one element only</i>	<i>Makes incorrect connections</i>	3

c) *Paper 2/Section B - (5 Essay questions, 3 to be answered)*

E.g.,

Criteria	Excellent (Full Marks)	Very Good (75%)	Good (50%)	Fair (25%)	Marks
Introduction	<i>Introduction includes the following:</i> <i>Provides a context of the 1969 General Elections, such as the 1969 General Elections marked Ghana's return to civilian rule, with Dr. K.A. Busia's Progress Party securing a landslide victory</i> <i>Clearly states the purpose of the essay</i>	<i>Provides either context OR purpose fully</i>	<i>Provides basic context without purpose</i>	<i>Provides unclear or incorrect context</i>	2

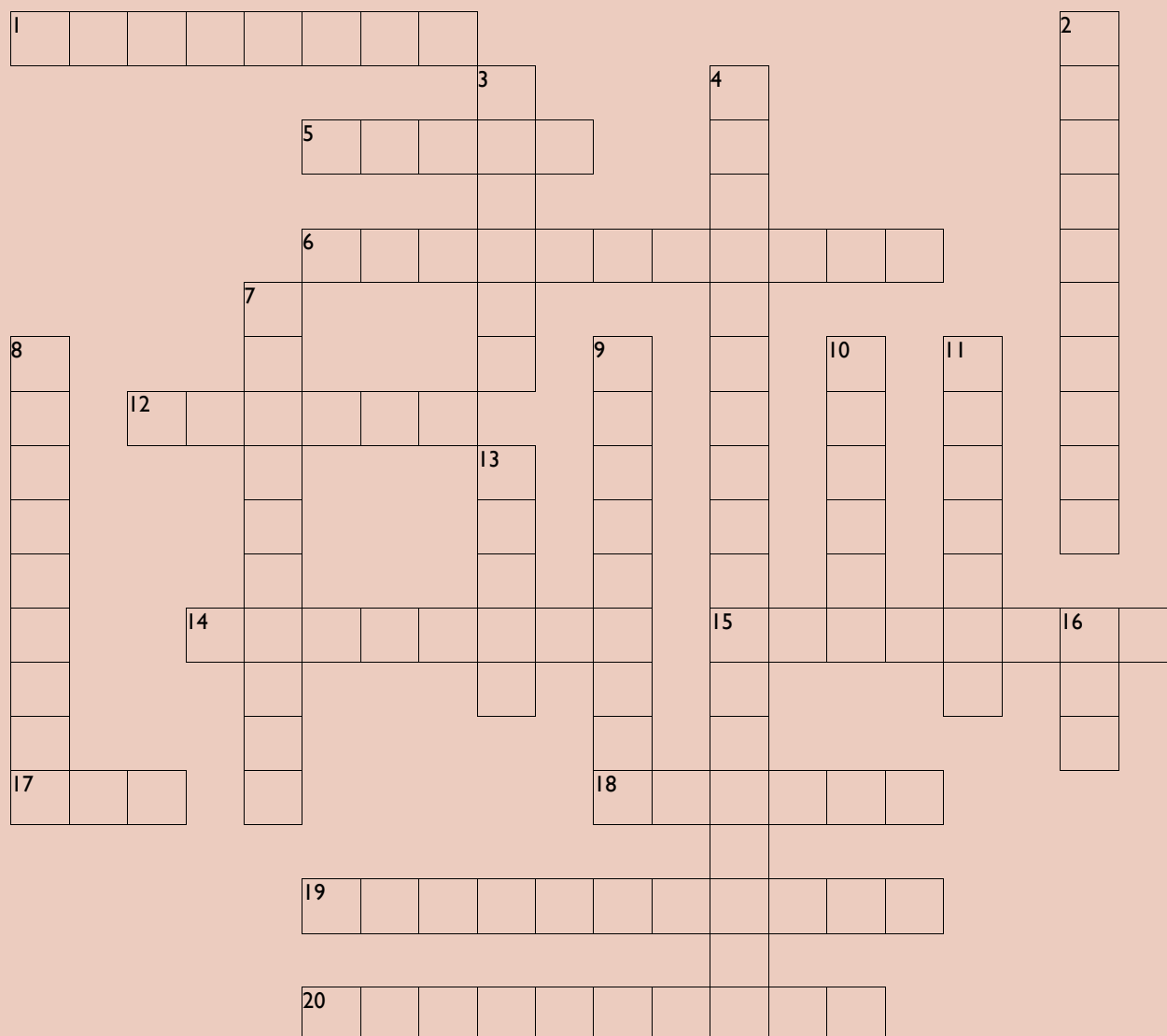
Criteria	Excellent (Full Marks)	Very Good (75%)	Good (50%)	Fair (25%)	Marks
Factor Analysis	Accurately identifies and explains four (4) factors contributing to Busia's victory 1. Busia's public image and credentials 2. Banning of opposition parties 3. Quality of PP parliamentary candidates 4. Ethnic factors	Identifies and explains three factors	Identifies and explains two factors	Identifies one factor without explanation	8
Most Significant Factor	Includes all the following: 1. Chooses one factor as most significant 2. Provides a clear rationale for the choice 3. Supports argument with evidence	States factor and rationale without evidence	States factor without clear rationale	Chooses factor without explanation	3
Research Skills	Shows comprehensive use of sources and evidence	Shows substantial use of sources	Shows basic use of sources	Shows minimal research	1
Analysis Quality	Shows thorough analysis and evaluation	Shows good analysis	Shows basic analysis	Shows minimal analysis	1



APPENDIX K: SAMPLE GAMIFICATION TASK

Complete the historical crossword puzzle “Ghana’s Political Crossroads: 1969-1981” that covers major events, figures, and developments during the Progress Party government, National Redemption Council, Supreme Military Council I, and II regimes. The puzzle contains 20 clues (10 across and 10 down) covering key historical facts from this period.

Ghana’s Political Crossroads: 1969-1981



Across

1. Widespread corrupt trade practice during the NRC/SMC era
5. Type of development Busia prioritised
6. Major economic policy employed by Busia to address challenges
12. Proposed government system by Acheampong that faced protest

14. Controversial affair that contributed to SMCII's overthrow
15. Political party led by Dr. K.A. Busia
17. Council formed after Busia's overthrow in 1972
18. Economic policy of refusing to pay foreign debts, introduced by Acheampong
19. Economic sector targeted by Operation Feed Yourself
20. Surname of the leader who succeeded Busia in 1972

Down

2. Surname of the leader who introduced the 'Operation Feed Yourself' programme
3. Type of coup that removed Acheampong from office in 1978
4. Percentage by which the cedi was devalued in August 1978
7. Day of the month when Busia's government was overthrown
8. Economic challenge faced by Ghana, leading to shortages
9. Decree passed to stop workers' strikes in 1978
10. Surname of the leader who succeeded Acheampong in 1978
11. Month when Busia's government was overthrown in 1972
13. Focus of Busia's development policy
16. Military council that succeeded the NRC

REFERENCES/ ADDITIONAL READING

1. Acheampong, T. (2016, August). 1956 Trans-Volta Togoland Plebiscite: Matters Arising. <https://www.theocheampong.com/2016/08/1956-trans-volta-togoland-plebiscite-matters-arising/>
2. Addo-Fening, R. (2013). Ghana under colonial rule: An outline of the early period and the interwar years. *Transactions of the Historical Society of Ghana*, 15, 39-70.
3. Adu Boahen, A. (1966). A new look at the history of Ghana. *African Affairs*, 65(260), 212-222.
4. Adu Boahen, A. (2000). *Ghana: Evolution and change in the nineteenth and twentieth centuries*. Sankofa Educational Publishers.
5. Adu Boahen, A., Ajayi, J. A., & Tidy, M. (1966). *Topics in West African history*. Longman.
6. Adu-Boahen, A. O. (2020). An evaluation of pre-service teachers' ability to source historical documents. *International Journal of Research on History Didactics, History Education & History Culture (JHEC)*, 41.
7. Adu-Boahen, K. (2012). The Impact of European Presence on Slavery in the Sixteenth to Eighteenth-Century Gold Coast. *Transactions of the Historical Society of Ghana*, (14), 165-199.
8. Aidoo, A. A. (2022). Women in the history and culture of Ghana. *Contemporary Journal of African Studies*, 9(2), 187-213.
9. Amenumey, D. E. K. (1972). *A political history of the Ewe unification problem* [Doctoral dissertation]. The University of Manchester.
10. Asamoah, O. Y. (2014). *The political history of Ghana (1950-2013): The experience of a non-conformist*. AuthorHouse.
11. Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*, 86(10), 745-753.
12. Brukum, N. J. K. (1997). *The Northern Territories of the Gold Coast under British colonial rule, 1897-1956, a study in political change* [Doctoral dissertation].
13. Dickson, K. B. (1966). Trade patterns in Ghana at the beginning of the eighteenth century. *Geographical Review*, 417-431.
14. Dumett, R. E. (1983). African merchants of the Gold Coast, 1860–1905—dynamics of indigenous entrepreneurship. *Comparative Studies in Society and History*, 25(4), 661-693.

15. Fynn, J. K., Addo-Fening, R., & Anquandah, J. (1991). History: For senior secondary schools. *Ministry of Education, Accra. Evans Brother Ltd, London.*
16. Gocking, R. S. (2005). *The history of Ghana*. Bloomsbury Publishing USA.
17. Graphic. (2007). *Jubilee Ghana: A 50-year news journey through Graphic*. Graphic Communications Group.
18. Konadu, K., & Campbell, C. C. (Eds.). (2016). *The Ghana reader: History, culture, politics*. Duke University Press.
19. Kugbega, S. K. (2020). State-customary interactions and agrarian change in Ghana: The case of Nkoranza Traditional Area. *Land*, 9(11), 458.
20. Migeod, F. W. (1916). A History of the Gold Coast and Ashanti. *Journal of the Royal African Society*, 15(59), 234-243.
21. Oppong, C. A., & Essiaw, P. (2024). Historical contextualisation in primary school history textbooks in Ghana. *Humanities and Social Sciences Communications*, 11(1), 1-8.
22. Osei-Tutu, J. K. (2018). Forts, Castles, and Society in West Africa: Gold Coast and Dahomey, 1450–1960. *Leiden and Boston: Brill* (1-32)
23. Popp, J. S., & Hoard, J. (2018). Supporting elementary students’ sourcing of historical texts. *The Reading Teacher*, 72(3), 301-311.
24. Puplampu, B. B. (2004). A political and economic history of Ghana, 1957–2003. In *International Businesses and the Challenges of Poverty in the Developing World: Case Studies on Global Responsibilities and Practices* (pp. 64-74). London: Palgrave Macmillan UK.
25. Rathbone, R., & Buah, F. K. (1980). *A history of Ghana*. Macmillan Educational.
26. Tally, B., & Goldenberg, L. B. (2005). Fostering historical thinking with digitised primary sources. *Journal of Research on Technology in Education*, 38(1), 1-21.
27. Topolski, J. (1976). The Authenticity of Sources and the Reliability of Informants. In *Methodology of History* (pp. 431-453). Dordrecht: Springer Netherlands.
28. Ward, W. E. F. (1967). *A history of Ghana* (4th ed.). George Allen and Unwin.
29. Ward, W. F., (2023) *A history of Ghana*. Vol. 1. Taylor & Francis.
30. Waring, S. M. (2021). Integrating primary and secondary sources into teaching: The Sources framework for authentic investigation. *Teachers College Press*.

