



MINISTRY OF EDUCATION

# HISTORY

## For Senior High Schools

### TEACHER MANUAL



BLACK STAR SQUARE

YEAR THREE



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

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

# History

For Senior High Schools

## Teacher Manual

Year Three



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION

## HISTORY TEACHER MANUAL

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# INTRODUCTION FOR THE YEAR THREE TEACHER MANUAL

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support

teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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| 30 | Mathematics                            | Ezekiel Osei Bonsu                 | Bono East Regional Education Office, Nkoranza |
| 31 | Management in Living                   | Ms. Anna Holdbrooke                | Swedru Senior High School                     |
| 32 | Music                                  | Prof Mark-Millas Fish              | University of Education, Winneba              |
| 33 | Physical Education and Health Core     | Francis Maxwell Ayamba             | Atebubu College of Education                  |
| 34 | Physical Education and Health Elective | Sulemana Ahmed Tijani              | Atebubu College of Education                  |
| 35 | Performing Arts                        | Dr. Godfred Asare Yeboah           | University of Education, Winneba              |
| 36 | Physics                                | Peter Bekoe                        | Our Lady of Mount Carmel Girls SHS, Techiman  |
| 37 | Religious and Moral Education          | Christian Kwarteng Mensah Oppong   | Prempeh College, Kumasi                       |
| 38 | Robotics                               | Dr. Yaw Okraku-Yirenki             | Kofi-Annan Centre of Excellence in ICT        |
| 39 | Social Studies                         | Samuel Larbi                       | St Louis Girls SHS, Kumasi                    |
| 40 | Spanish                                | Prof. Jonson Asunka                | University of Ghana Legon                     |

# SECTION 1: INTERPRETING AND RECONSTRUCTING THE PAST

## STRAND: HISTORICAL INQUIRY AND WRITING

### Sub-Strand: Sources and Methods of Reconstructing History

**Learning Outcome:** *Employ relevant historical skills to reconstruct history and show how the skills can provide better opportunities for the development of society.*

**Content Standard:** *Demonstrate the application of skills in interpreting and reconstructing the past.*

## INTRODUCTION AND SECTION SUMMARY

In this section, learners will explore how historians interpret sources and reconstruct narratives about the past. Historical interpretation requires more than just collecting facts. It involves careful analysis of sources and the development of reasoned arguments based on evidence.

Learners will examine various historical sources related to key events in Ghanaian history. They will learn to identify claims made in these sources and evaluate the evidence provided to support them. The “Read like a Historian Chart” will be introduced as a tool to help learners identify patterns and connections between different sources.

A major focus will be on dealing with contradictory evidence. Learners will explore contested historical narratives such as the Akan migration, Ghana’s independence struggle, and the adoption of the name ‘Ghana’. Through these case studies, they will learn how historians resolve contradictions through contextualisation and corroboration.

Learners will also explore different methods for reconstructing African history. They will assess the strengths and limitations of various approaches. Practical activities will guide learners in collecting historical data from their local communities. They will then learn how to transform this data into coherent historical narratives.

This section builds on learners’ previous knowledge of primary and secondary sources from Year 2. It extends their skills to more complex analysis and interpretation. These skills are valuable beyond the history classroom. They help learners evaluate information critically in all areas of life. In today’s world of abundant information, the ability to assess claims, check multiple sources, and draw sound conclusions is essential.

**The weeks and the indicators covered by the section are:**

- **Week 1:** Contextualisation and Corroboration of historical sources (LI: Corroborate historical sources and draw conclusions).
- **Week 2:** Methods and Skills of Reconstructing African History (LI: Explore how methods and skills for reconstructing history can provide avenues for societal development).

## SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers should employ active, learner-centred approaches when teaching this section. Problem-Based Learning engages learners in identifying and analysing historical sources through graffiti walls and case studies. Project-Based Learning helps learners develop skills in comparing accounts and forming evidence-based conclusions using the “Read Like a Historian Chart”.

When teaching methods of reconstructing history, teachers should facilitate paired discussions and brainstorming sessions on various approaches historians use. Group debates on interdisciplinary methods develop critical thinking. Small group projects should involve learners in actual data collection within their communities, followed by collaborative reconstruction of historical narratives through Jigsaw activities.

Throughout these activities, teachers must emphasise historical thinking skills: sourcing (identifying origins), contextualisation (placing sources in their historical setting), corroboration (checking claims across sources), and close reading (careful analysis of language and claims). These skills should be explicitly taught and practised through experiential learning with resource persons and talk-for-learning sessions that connect historical skills to national development.

## ASSESSMENT SUMMARY

Key assessments for this section should focus on the highest levels of Depth of Knowledge (DoK). Teachers should employ document-based analysis requiring students to evaluate multiple sources on contested historical events like the Akan migration or Ghana’s independence. Research-based assessments can involve learners collecting and analysing local historical data using various reconstruction methods. Group projects might require creating and presenting historical narratives based on corroborated evidence.

For each assessment, teachers should develop clear scoring rubrics that evaluate students’ ability to contextualise sources, identify author perspectives, corroborate evidence, handle contradictions, and develop well-reasoned arguments. Rubrics should assess both historical thinking skills and content knowledge. Teachers are encouraged to adapt these assessment approaches to their specific classroom contexts whilst maintaining focus on higher-order thinking skills.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                                                             | DoK Level | Assessment Strategy and/or Mode      |
|--------------------------------------------------------------------------------------------------------|-----------|--------------------------------------|
| Corroborate historical sources and draw conclusions                                                    | 4         | Document-Based/ Source Analysis      |
| Explore how methods and skills for reconstructing history can provide avenues for societal development | 4         | Group Project Work<br>Class Exercise |

**WEEK 1**

**Learning Indicator:** *Corroborate historical sources and draw conclusions*

**Recap weeks**

|        |                                                               |
|--------|---------------------------------------------------------------|
| Year 2 | Week 1                                                        |
|        | 1. Categorise sources of history into Primary and Secondary.  |
|        | 2. Examine the authenticity of Primary and Secondary Sources. |
|        | Week 2: Assess authentic online historical sources.           |

## Focal Area 1, 2 & 3: **Contextualisation and Corroboration of Historical Sources**

**Situating the lesson in context:**

The following enquiry route questions should guide both the teacher and learners in corroborating historical sources and drawing conclusions:

1. What is contextualisation in History?
2. What is corroboration in History?
3. How does contextualisation and corroboration in history help to establish the authenticity of historical sources?
4. Why is it necessary to contextualise and corroborate historical sources?

**Review**

In Year 2, learners explored the different types of historical sources that historians use to reconstruct the past. Let us briefly review these concepts before advancing to more complex historical skills. Figure 1 shows a summary of primary and secondary sources of history:

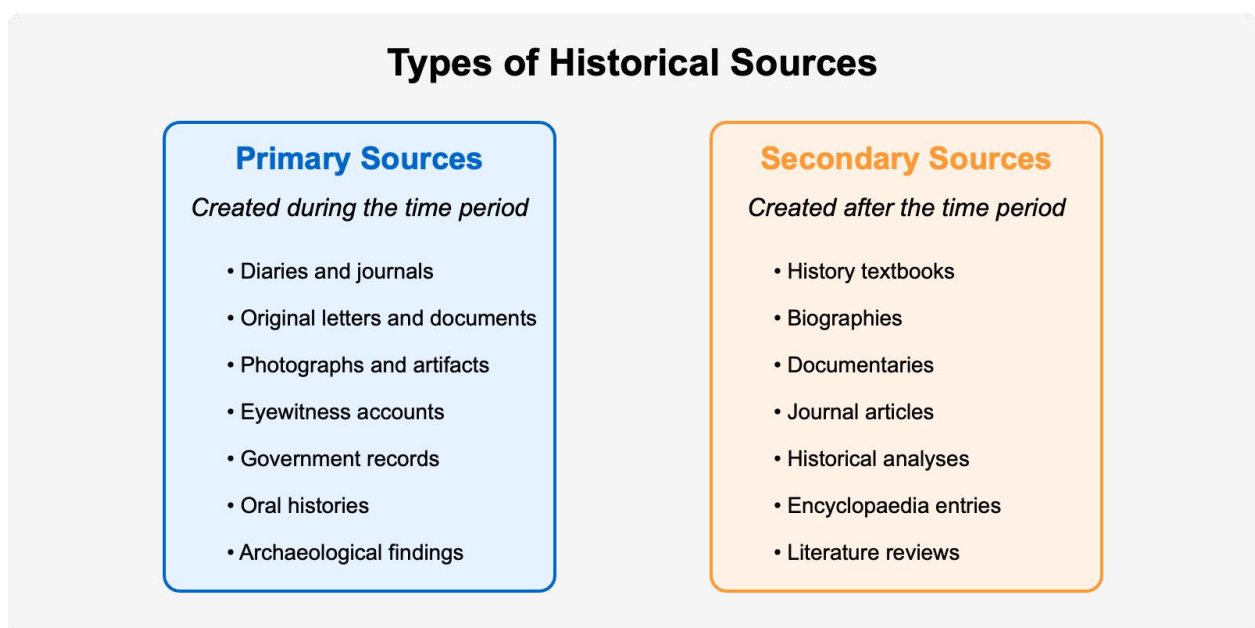


**Figure 1:** *Primary and Secondary Sources of History*

As we learned in Year 2, historians use both primary and secondary sources to piece together historical narratives. Primary sources are original materials created during the time period being studied, while secondary sources are interpretations or analyses created after the events. When examining major historical events in Ghana's history, such as migration accounts, the independence struggle, or the adoption of the name 'Ghana', historians must identify and evaluate a range of sources to develop a comprehensive understanding.

## Meaning of Contextualisation and Corroboration in History

Contextualisation in history refers to the practice of understanding and interpreting historical events, sources, and developments within the specific time, place, and circumstances in which they occurred. It requires the historian or learner to consider the social, political, economic, and cultural conditions of a particular period before drawing conclusions about the actions, decisions, or beliefs of people in the past. Good historical thinking avoids judging the past by present-day standards and instead seeks to understand events on their own terms.

Corroboration refers to the process of comparing multiple historical sources to check whether they agree or contradict each other. By examining several sources on the same event or development, the historian or learner is able to identify points of agreement, note discrepancies, and arrive at a more reliable and balanced interpretation of the past.

## Claims and Evidence in Historical Sources

Historical sources often make various claims about past events, and these claims are supported by different types of evidence. As historians, we must evaluate both the claims and the evidence presented.

A claim is an assertion or statement that presents a perspective on historical events. Claims can be:

- Factual (stating what happened)
- Interpretive (explaining why or how something happened)
- Evaluative (assessing the significance or impact of events)

## Case Study: Contested Historical Narratives in Ghanaian History - The Migration of Akan

Let us examine the migration accounts of the Akan as an example of contested historical narratives. Different sources provide varying accounts of Akan origins and migration patterns. Now, pay attention to the sources in Table 1:

**Table 1:** *Sources on the Migration of the Akan*

### Source A

The victory of Abu Bakr and his Almoravid forces in 1076 AD in western Sudan was a high watermark in West African history. It resulted in the southward march of several "tribes", including the Akan group—the Ashantis, Fantis, Akims, Akwapims, Akwamus, and Gyamans—to present-day Ghana.

*J.C. de Graft Johnson, (n.d.) African Glory: The Story of the Vanquished Negro*

**Source B**

It is generally agreed that their ancestors first lived in the open country of modern north-western Ghana and north-eastern Ivory Coast, which is the basin of the Black Volta. They migrated from the basin of the black Volta or the Chad-Benue region to the basins of the Pra and Offin rivers. The branch that lived in the forest region and settled in the confluence of the Pra and Offin developed into the Akan of today, where Akan institutions and culture –the Twi language, the Akan forty-day calendar and the matrilineal and patrilineal clans developed.

Boahen A.A. (1966), *'The Origins of the Akan' Ghana notes and Queries No 9.*

**Source C**

The Akan people, according to the traditions of the major clans which constitute the various states in the Gold Coast, came originally from the region between Djenne and Timbuktu... the matrilineal line is further proof of this contention- that the ancestors of present Akan aristocracy were Saharan Libyan Berbers....

Meyerowitz, E., (1952) *Akan Tradition of Origins*, London, Faber & Faber Ltd

**Source D**

The Adanse and the Bono of Takyiman claim that they did not migrate from anywhere. The Bono of Tekyiman asserts that they evolved from the Amuowi hole, which is revealed during their annual Apo festival. The Bono of Hani Nsorko claims that their ancestors also came from a sacred hole called Bonkese. The Bono of Wenkyi asserts that they emerged from a hole at Bonoso.

Fynn, J. K., Addo-Fening, R., & Anquandah, J. (1991). *History for senior secondary schools*. Ministry of Education, Accra Evans Brother Ltd, London.

Figure 2 summarises the main claims made by each of the four sources in Table 1.

| Competing Claims on Akan Origins                                                                                                           |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOURCE                                                                                                                                     | MAIN CLAIM                                                                                                         | DIRECT QUOTE                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SOURCE A</b><br><i>J.C. de Graft Johnson, "African Glory: The Story of the Vanquished Negro"</i>                                        | The Akan migrated southward from the western Sudan as a result of the Almoravid conquest in 1076 AD.               | "The victory of Abu Bakr and his Almoravid forces in 1076 AD in the western Sudan was a high watermark in west African history. It resulted in the southward march of several tribes including the Akan group- the Ashantis, Fantis, Akims, Akwapims, Akwamus and Gyamans to present day Ghana."                                                                                   |
| <b>SOURCE B</b><br><i>Boahen A.A. (1966), "The Origins of the Akan", Ghana Notes and Queries No. 9</i>                                     | The Akan originated from the Black Volta basin in northwestern Ghana and northeastern Ivory Coast.                 | "It is generally agreed that their ancestors first lived in the open country of modern north-western Ghana and north-eastern Ivory Coast, that is, the basin of the Black Volta."                                                                                                                                                                                                  |
| <b>SOURCE C</b><br><i>Meyerowitz, E., (1952) Akan Tradition of Origins</i> , London, Faber and Faber Ltd                                   | The Akan originated from the region between Djenne and Timbuktu in Mali and descended from Saharan Libyan Berbers. | "The Akan people, according to the traditions of the major clans which constitute the various states in the Gold Coast, came originally from the region between Djenne and Timbuktu...the matrilineal line is further proof of this contention- that the ancestors of present Akan aristocracy                                                                                     |
| <b>SOURCE D</b><br><i>Fynn, J. K., Addo-Fening, R., Anquandah, J. (1991). History for senior secondary schools</i> . Ministry of Education | Some Akan groups (the Adanse and Bono) have indigenous origins and did not migrate from elsewhere.                 | "The Adanse and the Bono of Tekyiman claim that they did not migrate from anywhere. The Bono of Tekyiman asserts that they evolved from the Amuowi hole, which is revealed during their annual Apo festival. The Bono of Hani Nsorko claims that their ancestors also came from a sacred hole called Bonkese. The Bono of Wenkyi asserts that they emerged from a hole at Bonoso." |
| These competing claims demonstrate the need for corroboration across multiple sources                                                      |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |

**Figure 2:** *Competing claims on Akan Origins*

## Using the “Read Like a Historian Chart” to Analyse Sources

The “Read Like a Historian Chart” is a valuable tool for analysing patterns and connections between historical sources. This systematic approach helps learners evaluate evidence, compare claims, and develop well-reasoned historical arguments. Figure 3 shows the steps in using the “Read Like a Historian Chart”:

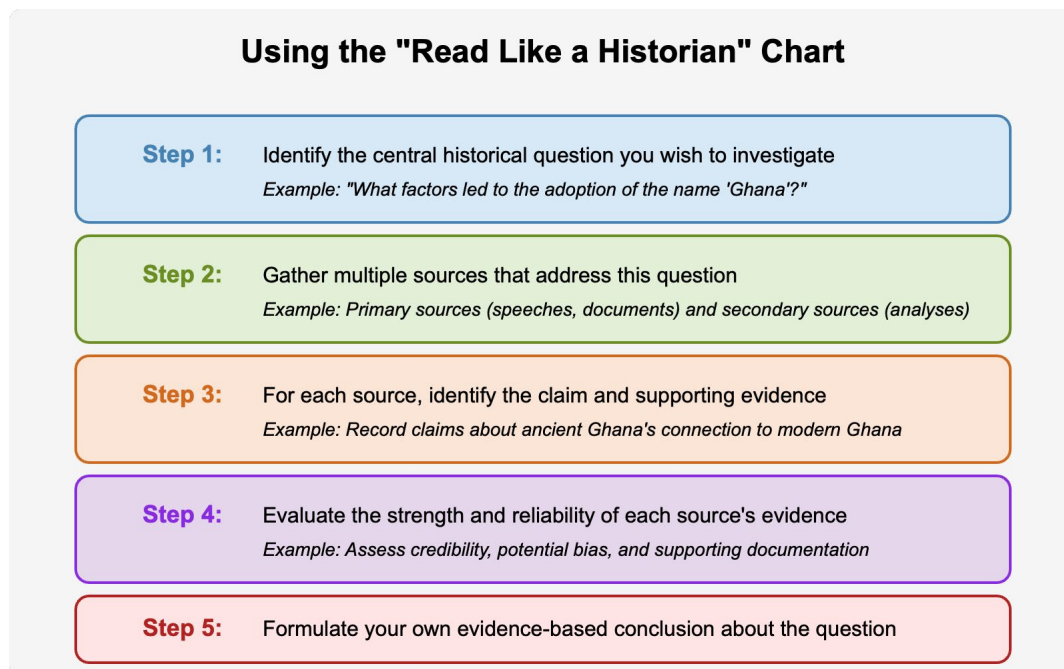


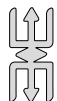
**Figure 3:** Using the Read Like a Historian Chart

## Interpreting and Developing Final Arguments

After analysing multiple sources using the “Read Like a Historian Chart,” the next step is to develop a well-reasoned historical argument. This process involved is shown in Figure 4:



**Figure 4:** Steps in Historical Argumentation



## Note

*When teaching students to develop historical arguments, emphasise:*

1. **Looking for agreement across sources:** Where do multiple sources, especially those with different perspectives, agree?
2. **Identifying and explaining contradictions:** When sources disagree, what might explain these differences?
3. **Recognising gaps in evidence:** What information is missing that might help resolve contradictions?
4. **Using contextual knowledge:** How does broader historical context help explain the evidence?
5. **Qualifying conclusions:** Acknowledging the limits of available evidence and the provisional nature of historical knowledge.

## Learning Tasks

1. Collect primary and secondary sources on any historical event that we have covered in Year 1 or Year 2 (e.g. migration account, independence struggle, the name 'Ghana', etc.) and identify claims/arguments put forward by these sources.
2. Create a chart to analyse the claims and draw a conclusion based on evidence from the different sources.

## Pedagogical Exemplars

### 1. Problem-Based Learning

- Using graffiti walls, learners write examples of primary and secondary sources.
- Using a case study, learners collect pieces of evidence on any historical event (e.g., migration accounts, independence struggles, the name 'Ghana', etc.).
- Now, learners work in pairs to discuss what other pieces of evidence say about the historical event.

### 2. Project-Based Learning

- Learners create a chart that shows the different versions of the historical account. (READ LIKE A HISTORIAN CHART)
- Learners then make a final claim/report based on evidence from the different sources.

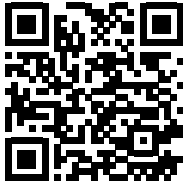
## Key Assessment Level 4: Source Analysis

1. Complete the "Read Like a Historian Chart" below by analysing how each document/source reveals the impact of the February 1948 confrontation on Ghana's independence struggle.
  - a. Read all four primary and secondary sources (A-D) carefully.
  - b. Analyse the Central Question: To what extent did the confrontation between ex-servicemen and colonial authorities represent a turning point in Ghana's struggle for independence?
  - c. Complete the Table:
    - For each document, identify the key evidence used to support its claims

- Evaluate whether you find this evidence convincing and explain your reasoning
- d. **Develop Your Final Claim:** Write a paragraph that addresses the central question using evidence from at least two of the documents.

**Table 2:** *Read Like a Historian Chart with sources on the impact of the 1948 Riots*

| <b>CENTRAL QUESTION</b><br><b>To what extent did the confrontation between ex-servicemen and colonial authorities on February 28, 1948, represent a turning point in Ghana's struggle for independence?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                      |                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Document/Source                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What is the main claim or argument made by this source, and what evidence does it use to support it? | Do you find this evidence convincing? Why? Or why not? |
| <p>Source A (Extract from: Petition, addressed to the Governor of the Gold Coast, handed in at the Secretariat at 2.50 p.m. on February 28, 1948, by Mr. B. E. A. Tamakloe and five others)</p> <p>“The Petitioners are Your Excellency's loyal and dutiful African ex-servicemen, who saw active service during the World Wars I and II, and whose petition respectfully sheweth... That Your Excellency's Petitioners maintain that the present pensions given to the disabled soldiers are too small to meet the present high cost of living in this country. Your Excellency will agree, Sir, that 18s. or 30s. a month could hardly keep together the life and soul of a disabled ex-soldier, especially if he has a wife and children to look after.”</p>                                                                                                                                |                                                                                                      |                                                        |
| <p>Source B (Extract from: Adu Boahen, A. (2000). Ghana: Evolution and change in the nineteenth and twentieth centuries. Sankofa Educational Publishers)</p> <p>“On 28 February, a British Senior Police Officer, Major Imray, ordered his men to fire on a group of unarmed ex-servicemen who were marching to the Castle to present a petition to the Governor. Three of the ex-servicemen, including Sergeant Adjetey and Corporal Attipoe, died on the spot and four or five others were injured... The effects of the events of February 1948 were phenomenal, shaking the British Government out of their complacency and shattering the myth of Ghana as a model colony whose people were perfectly contented to remain under colonial rule. The events also converted the leaders of the UGCC into national heroes and the UGCC itself into a real nationwide movement overnight.”</p> |                                                                                                      |                                                        |

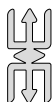
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>Source C (Quote from: Colin Imray, Policeman in Africa (Lewes: Book Guild, 1997), pp. 124–26.)</p> <p>“[...] a vast milling crowd of very excited shouting men, filling the road and even now starting to envelop our flanks. Two thoughts dominated: ‘They must not pass’ and ‘Minimum force’. Many were in fact waving sticks, cudgels, and anything else that came to hand [...] baton charges were clearly out of the question. Again, I shouted, but this time it was ‘Disperse or I fire’. More and more stones and yells of derision. Desperately I tore the rifle and bandolier from the nearest man, stuffed six rounds into the magazine, levelled on the man with the horn – now very close – and fired. He went down in a heap.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| <p>Source D: United Nations. (1949, October 3). Togoland under British administration: Constitutional developments affecting the Gold Coast and Togoland (TC/VM.1949/21). United Nations Visiting Mission to Trust Territories in West Africa. <a href="https://digitallibrary.un.org/record/1648355">https://digitallibrary.un.org/record/1648355</a></p>  <p>“On the last two days of February and the first day of March 1948, rioting and looting occurred, notably at Accra, and later, on a lesser scale, at Hohoe in Togoland. These disturbances resulted in the appointment by the Secretary of State for the Colonies of a Commission consisting of Mr. Aiken Watson K.C. (Chairman), Mr. A. Dalgleish and Dr. K.A.H. Murray, whose terms of reference were ‘to enquire into and report on the recent disturbances in the Gold Coast and their underlying causes, and to make recommendations on any matter arising from their enquiry.’ [...] The effects of the events of February 1948 were phenomenal, shaking the British Government out of their complacency and shattering the myth of Ghana as a model colony whose people were perfectly contented to remain under colonial rule. [...] The Commission saw a need for ‘some radical change’ in the policy of local administration through the Chiefs and their sub-chiefs and elders [...] The Constitution and Government of the country must be so reshaped as to give every African of ability an opportunity to help govern the country, so as not only to gain political experience but also to experience political power.”</p> |  |  |
| FINAL CLAIM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |

## PLC Session 1

**45 minutes**

### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

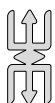
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **source analysis**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## WEEK 2

**Learning Indicator:** *Explore how methods and skills for reconstructing history can provide avenues for societal development*

### Recap Week

|        |                                                                                  |
|--------|----------------------------------------------------------------------------------|
| Year 1 | Week 1: Justify why the study of history is relevant to individuals and society. |
|--------|----------------------------------------------------------------------------------|

## Focal Area: **Methods of Reconstructing African History**

### Review

In Year 1 and Year 2, learners explored fundamental historical skills that serve as building blocks for their development as historians. The curriculum introduced critical thinking when examining sources, research and analysis when gathering historical evidence, and communication skills when presenting historical narratives. Learners practised creating chronological timelines, distinguishing fact from opinion, and analysing causes and effects of historical events.

These foundational skills established the groundwork for more sophisticated historical analysis. Learners developed abilities to summarise information, categorise historical evidence, and make inferences based on available sources.

In Year 3, teachers should build upon this foundation by applying these skills specifically to reconstructing African history. The competencies learners developed in Year 1 and 2 —interpreting visual sources, evaluating evidence, and creating presentations—now serve as essential tools for collecting, analysing, and presenting historical data from their communities. Through conducting interviews, examining archival sources, and interpreting evidence, learners now apply these skills to reconstruct local histories and contribute to a deeper understanding of African heritage.

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the methods of reconstructing African History:

- What methods are used in reconstructing African History?
- What is meant by ‘methods’ of reconstructing African History?
- What are the advantages and disadvantages of the inter-disciplinary approach in reconstructing African History?

### Meaning of ‘methods’ of reconstructing history

Methods of reconstructing History refer to the various techniques and approaches historians use to piece together important information about the past. Existing documentary sources on early African History are fragmentary and scarce, and as a result of this, the reconstruction of African history requires the use of multiple approaches largely based on non-documentary methodologies. Figure 5 shows some methods used by historians in reconstructing African history.



**Figure 5:** *Methods of Reconstructing African History*

## **A Critical Discourse on the Interdisciplinary Approach in Reconstructing African History**

The interdisciplinary approach in history refers to the use of data and findings from multiple academic disciplines to reconstruct and enrich the historical record. Because written documentary sources on early African history are scarce and fragmentary, historians draw on evidence from disciplines such as archaeology, linguistics, numismatics, anthropology, and geography to fill gaps and corroborate historical accounts. It is important to note that the interdisciplinary approach is not about using multiple research methodologies. Rather, it is about drawing on the findings that specialists in other fields have already generated and integrating that evidence into historical analysis. For example, an archaeologist's findings about material culture, a linguist's analysis of language patterns and migration, and a numismatist's study of coins can all contribute data that helps historians build a more complete and accurate picture of the past. Figure 6 is a chart that compares the merits and demerits of Interdisciplinary approach:

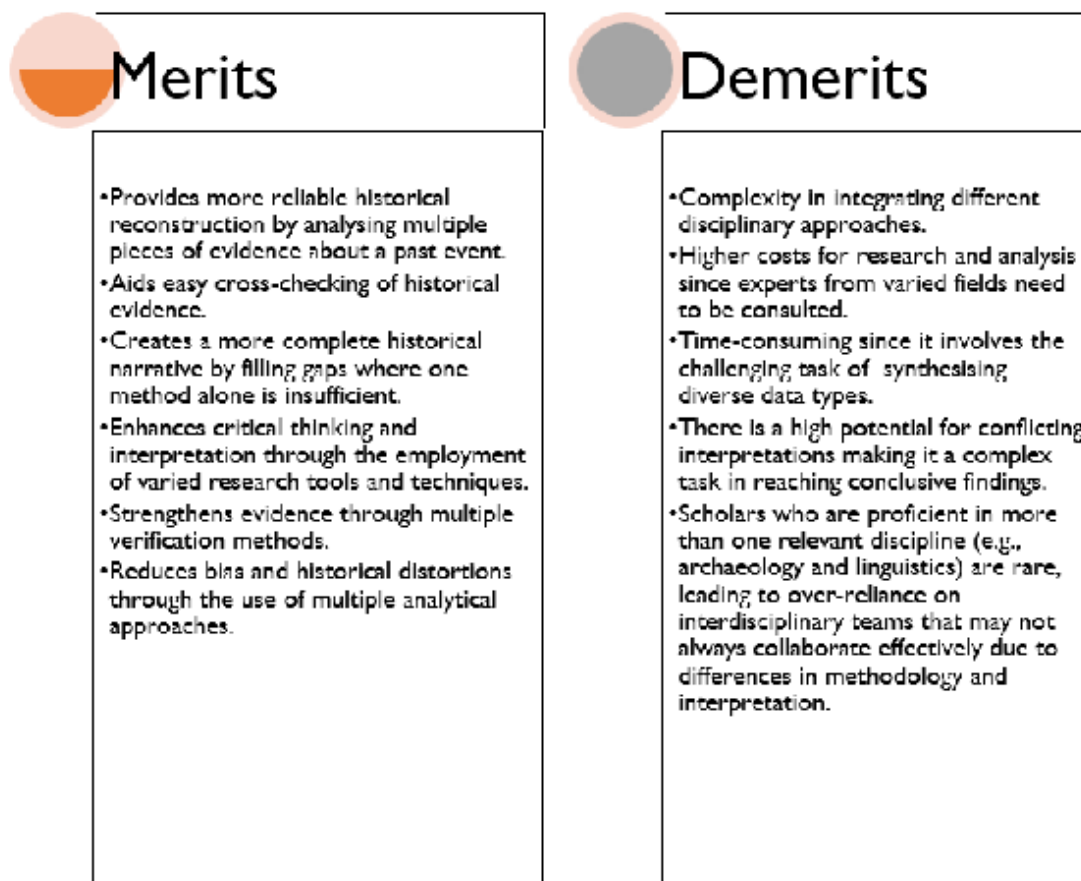


**Figure 6:** *Merits and Demerits of Inter-disciplinary Approach*

### Learning Tasks

1. Create a short presentation using posters to explain at least four methods historians use to reconstruct African history, using the information covered in Year 1 to guide their information.
2. Select one aspect of the community's history (e.g., political, socio-cultural, gender, economic) and gather data using various historical reconstruction methods such as oral traditions, archival materials, artefacts, and observation.

## Pedagogical Exemplars

### 1. Problem-Based Learning

- In pairs, learners explain what 'methods' for reconstructing history means.
- Learners brainstorm some methods that historians use in reconstructing African history, including conducting interviews, using archival sources, using the inter-disciplinary approach, eye-witness accounts, review of existing literature, using surveys and questionnaires, personal observation, and records.
- Learners create posters to present their findings, coming to conclusions about the strengths and weaknesses of various methods.

## 2. Project-based Learning

- In small groups, learners use the various methods for reconstructing history to collect historical data on aspects of their community's history. E.g., the community's political history, socio-cultural history, Gender history, and economic history. Encourage learners to reflect on the work done in this area in Year 1 and explain why these areas should be studied.
- In a Jigsaw activity, learners interpret the historical data obtained from the community into a historical prose (a written narrative account of past events constructed by a historian from the analysis and interpretation of available sources) by analysing, comparing, contrasting, interpreting, and drawing conclusions.
- Learners discuss the following after the activity: 'What were the advantages and disadvantages of using the interdisciplinary method?' and provide feedback to the class.

## Key Assessment Level 4: Group Project Work

Your community wants to build a history museum about an important time of change in your area's past. The museum should tell the stories of women, young people, and elderly people who lived during this time. You have been asked to help plan how to research and collect these stories for the museum.

1. Identify three different methods historians use to reconstruct African history and explain one advantage and one limitation for each method.
2. Analyse why the interdisciplinary approach would be more effective than using a single historical method for uncovering the experiences of marginalised groups.
3. Design your own plan that uses different history methods together to tell the story of marginalised groups in your community, and explain how you would deal with information that disagrees and keep your research fair.

## Focal Areas 2 and 3: Skills and Competencies that can be obtained through the Reconstruction of African History

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the skills and competencies that can be obtained through the reconstruction of African history:

1. What skills can be acquired in the reconstruction of African History?
2. How can these skills be utilised to promote national development?

### Skills and Competencies that can be obtained through the Reconstruction of African History

Figure 7 outlines some skills and competencies that can be obtained through the reconstruction of African history while Figure 8 shows how skills/competencies acquired from the process of reconstructing history provides avenues for national development.

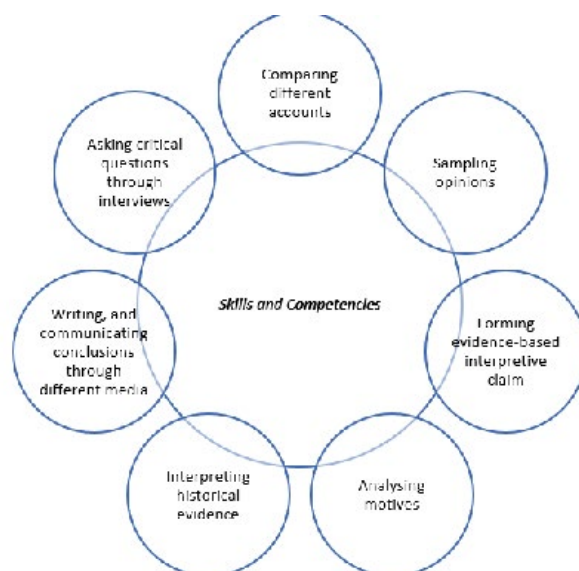
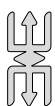


**Figure 7:** Skills and Competencies that can be obtained through the Reconstruction of African History



### Note

*In everyday academic usage, the term “hypothesis” is often associated with the natural and social sciences, where it refers to a testable statement about the relationship between variables, verified through controlled experiments. Historical inquiry operates differently. Historians cannot conduct experiments or recreate past events in a laboratory setting. However, this does not mean that historians do not form hypotheses.*

*In historical research, a hypothesis is an informed, evidence-based interpretive claim about why or how a past event occurred. The historian bases this claim on available sources, including primary documents, oral testimonies, archaeological evidence, and existing scholarly literature. The hypothesis is then tested not through an experiment, but through a rigorous examination of the available historical evidence. Where the evidence supports the claim, the historian builds an argument. Where the evidence contradicts it, the historian revises the interpretation accordingly.*

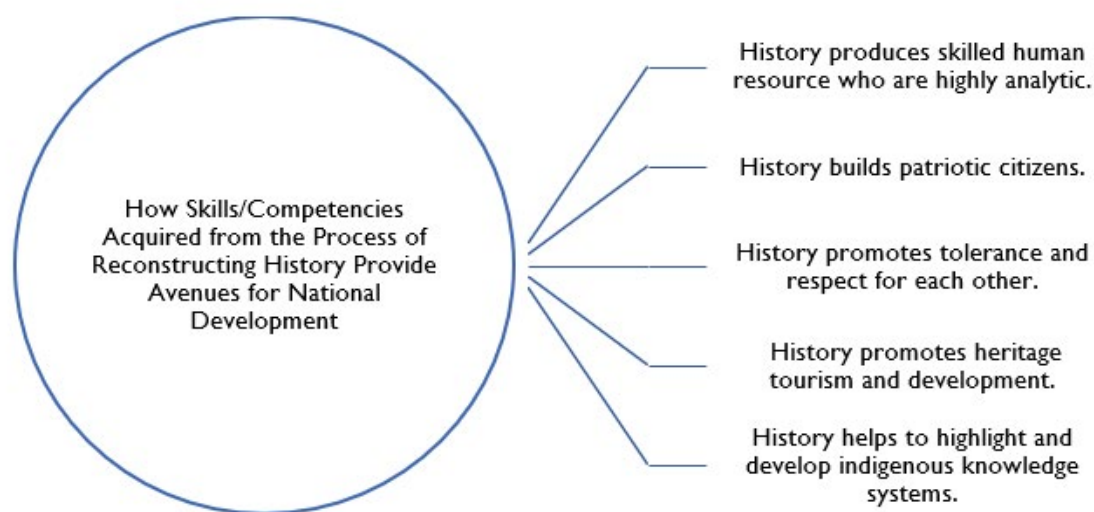


**Figure 8:** How Skills/Competencies Acquired from the Process of Reconstructing History Provide Avenues for National Development

## Learning Tasks

1. Discuss the skills and competencies that can be obtained through the reconstruction of history and present these competencies with a mind map.
2. Design an infographic that examines how the skills and competencies acquired through the process of reconstructing history can provide avenues for national development.

## Pedagogical Exemplars

### 1. Talk-for-Learning

- In mixed-ability groups, learners examine how skills and competencies acquired through the process of reconstructing history can provide avenues for national development, including producing skilled human resources, building patriotic citizens, and promoting tolerance.

## Key Assessment Level 4: Class Exercise

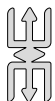
Your school is partnering with local museums to create an educational programme that teaches young people how historical thinking skills can solve modern problems in their communities. The programme aims to show students that the skills historians use when reconstructing the past are valuable tools for understanding and addressing current challenges. As part of this partnership, you have been asked to help design materials that will demonstrate the practical value of historical skills to other young people in your area.

Create a mind map that shows the key historical skills gained from reconstructing history and design new ways these skills can help solve problems in your community today. Evaluate which three skills are most important for young people and explain why these skills should be taught first in the new programme.

## PLC Session 2

**45 minutes**
**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

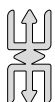
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes**

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes**

### Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 1 Review

Over the past two weeks, learners have explored essential skills for historical interpretation and reconstruction. They have identified and analysed diverse sources related to major events in Ghanaian history, examining claims and evidence within primary and secondary sources. Using the “Read like a Historian Chart,” learners practised recognising patterns and connections between sources, developing evidence-based arguments, and resolving contradictions.

Learners studied various methods for reconstructing African history, including interdisciplinary approaches, evaluating their strengths and limitations. They applied these methods to collect local historical data and transform it into coherent narratives. Throughout this section, learners developed valuable skills in critical questioning, analysing motives, interpreting evidence, and communicating historical conclusions.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 1

| Criteria                                 | Excellent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Very good                                                          | Satisfactory                                                       | Needs improvement                                                 |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------|
| Source Evidence Identification (4 marks) | <p>4 marks: Precisely identifies the key claims AND supporting evidence from EACH source:</p> <p>Source A: Ex-servicemen's petition claiming poor treatment with evidence of inadequate pensions ("18s. or 30s. a month could hardly keep together the life and soul of a disabled ex-soldier")</p> <p>Source B: Claims 1948 events were "phenomenal" with evidence of deaths, injuries, and political transformation of UGCC</p> <p>Source C: Officer's claim of threatening crowd with evidence of "sticks, cudgels" and "stones"</p> <p>Source D: Watson Commission's claim of need for constitutional reform with evidence that "The Constitution and Government of the country must be so reshaped"</p> | <p>3 marks: Identifies main claims AND evidence from 3 sources</p> | <p>2 marks: Identifies main claims AND evidence from 2 sources</p> | <p>1 mark: Only identifies claims OR evidence from 0-1 source</p> |

|                                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                     |                                                                                                                                                                                                      |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Evidence Evaluation (4 marks)</i>     | <p>4 marks: Includes at least 4 specific evaluations:</p> <p>Identifies contradiction between Source B (“unarmed”) and Source C (armed with “sticks”)</p> <p>Notes Source C’s potential bias as Officer Imray would want to justify his actions</p> <p>Evaluates Source D’s reliability as official commission findings</p>                | <p>3 marks: Includes 3 specific evaluations of source reliability</p>                                                                                                         | <p>2 marks: Includes 2 evaluations of source reliability</p>                        | <p>1 mark: Includes 1 evaluation of source reliability</p>                                                                                                                                           |
| <i>Final Claim Response (4 marks)</i>    | <p>4 marks: Creates a compelling argument that:</p> <p>Directly answers the central question about the turning point nature of the 1948 confrontation</p> <p>Uses specific evidence from at least 2 sources</p> <p>Explains how the confrontation led to the Watson Commission’s constitutional reforms and ultimately to independence</p> | <p>3 marks: Partial response. Examples:</p> <p>Addresses central question but with limited evidence</p> <p>Uses evidence but unclear connection to turning point question</p> | <p>2 marks: Makes claims without sufficient support from sources</p>                | <p>1 mark: Weak response. Examples:</p> <p>Vague or irrelevant to central question</p> <p>Minimal or no reference to source evidence</p> <p>Merely summarises events without historical analysis</p> |
| <i>Clarity of presentation (3 marks)</i> | <p>3 marks: Ideas are logically arranged with a clear structure, including introduction, main content, and conclusion</p>                                                                                                                                                                                                                  | <p>2 marks: Ideas are logically arranged with a clear structure, including introduction and main content</p>                                                                  | <p>1 mark: Ideas do not follow a logical structure but includes an introduction</p> | <p>0.5 mark: Ideas do not follow a logical structure and do not include an introduction</p>                                                                                                          |
| <i>TOTAL/15</i>                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                     |                                                                                                                                                                                                      |

**WEEK 2****FOCAL AREA 1****Question 1: Historical Methods (12 Marks)**

| Criteria                               | Excellent (4 marks)                                                                                                                                                                                                                                                                                           | Very Good (3 marks)                                                 | Satisfactory (2 marks)                                                  | Needs Improvement (1 mark)                                                                    |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <i>Method Identification (4 marks)</i> | <i>Correctly identifies 3 distinct methods such as: eye witness accounts, personal enquiry through interviews, review or careful examination of written sources, interdisciplinary approach, using open-ended questionnaires, personal observation and records</i>                                            | <i>Correctly identifies 3 methods with minor inaccuracies</i>       | <i>Identifies 2–3 methods but with some confusion or overlap</i>        | <i>Identifies 1 method or shows major misunderstanding</i>                                    |
| <i>Advantages Explained (4 marks)</i>  | <i>Clearly explains realistic advantages for each of the 3 methods (e.g., eye witness accounts provide first-hand knowledge of events; personal enquiry through interviews allows historians to gather detailed personalised accounts; review of written sources provides verifiable and durable records)</i> | <i>Explains advantages for 2–3 methods with good understanding</i>  | <i>Explains advantages for 1–2 methods but lacks depth or clarity</i>   | <i>Attempts to explain advantages but explanations are mostly incorrect or very unclear (</i> |
| <i>Limitations Explained (4 marks)</i> | <i>Accurately identifies limitations for each of the 3 methods (e.g., eye witness accounts may be biased or distorted by memory; interviews may be influenced by present circumstances; written sources may reflect the bias of the author)</i>                                                               | <i>Explains limitations for 2–3 methods with good understanding</i> | <i>Explains limitations for 1–2 methods but lacks depth or accuracy</i> | <i>Attempts to explain limitations but explanations are mostly incorrect or very unclear</i>  |

**Question 2: Interdisciplinary Analysis (12 Marks)**

| Criteria                                                     | Excellent (4 marks)                                                                                                                                                                                                                  | Very Good (3 marks)                                                           | Satisfactory (2 marks)                                               | Needs Improvement (1 mark)                                       |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------|
| <i>Understanding of Interdisciplinary Approach (4 marks)</i> | <i>Demonstrates clear understanding that interdisciplinary approach uses data from multiple fields (archaeology, anthropology, linguistics, etc.) to create more complete picture</i>                                                | <i>Shows good understanding of interdisciplinary approach with minor gaps</i> | <i>Shows basic understanding but lacks depth</i>                     | <i>Shows limited understanding of interdisciplinary approach</i> |
| <i>Analysis of Effectiveness (4 marks)</i>                   | <i>Provides detailed analysis explaining how multiple methods compensate for individual weaknesses, cross-verify information, and capture different perspectives</i>                                                                 | <i>Provides good analysis with some specific examples</i>                     | <i>Provides basic analysis but lacks detail or specific examples</i> | <i>Analysis is superficial with minimal understanding</i>        |
| <i>Connection to Marginalised Groups (4 marks)</i>           | <i>Clearly explains how interdisciplinary approach helps uncover voices often missing from Indigenous records (e.g., women's experiences through material culture, elderly through oral history, youth through social practices)</i> | <i>Makes good connections between approach and marginalised groups</i>        | <i>Makes some connections but lacks depth</i>                        | <i>Makes weak connections to marginalised groups</i>             |

**Question 3: Research Strategy Design (16 Marks)**

| Criteria                              | Excellent (4 marks)                                                                                                                                                                                                          | Very Good (3 marks)                                                 | Satisfactory (2 marks)                                          | Needs Improvement (1 mark)                                  |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------|
| <i>Research Plan Design (4 marks)</i> | <i>Creates comprehensive plan combining at least 3 different methods (e.g., conducting interviews with elderly community members, examining local archives, studying cultural artefacts, observing Indigenous practices)</i> | <i>Creates good plan combining 2–3 methods with clear rationale</i> | <i>Creates basic plan but lacks detail or clear methodology</i> | <i>Plan is unclear or incomplete but shows some attempt</i> |

|                                                |                                                                                                                                                                                                    |                                                                      |                                                            |                                                                   |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| <i>Method Integration (4 marks)</i>            | <i>Clearly explains how different methods will work together and complement each other to create complete picture of marginalised groups' experiences</i>                                          | <i>Shows good understanding of how methods complement each other</i> | <i>Shows basic understanding of method integration</i>     | <i>Shows minimal understanding of how methods work together</i>   |
| <i>Handling Conflicting Evidence (4 marks)</i> | <i>Provides thoughtful approach to conflicting information (e.g., cross-referencing sources, seeking additional evidence, acknowledging different perspectives, triangulation of data)</i>         | <i>Provides good approach to handling disagreements in sources</i>   | <i>Provides basic approach but lacks detail</i>            | <i>Shows minimal approach to handling conflicting information</i> |
| <i>Research Ethics and Fairness (4 marks)</i>  | <i>Demonstrates clear understanding of ethical research (e.g., obtaining consent, respecting cultural sensitivities, acknowledging limitations, avoiding bias, representing all voices fairly)</i> | <i>Shows good understanding of research ethics</i>                   | <i>Shows basic understanding of ethical considerations</i> | <i>Shows minimal consideration of ethics and fairness</i>         |
| <i>Creativity and Originality (4 marks)</i>    | <i>Shows innovative thinking and creative solutions tailored to local community context</i>                                                                                                        | <i>Shows some creative thinking with good practical ideas</i>        | <i>Shows basic creativity but ideas are conventional</i>   | <i>Shows minimal creativity or originality</i>                    |

## FOCAL AREA 2

| <b>Criteria</b>                                                     | <b>Excellent (4 marks)</b>                                                                                                                                                                                      | <b>Very Good (3 marks)</b>                                                    | <b>Satisfactory (2 marks)</b>                                                   | <b>Needs Improvement (1 mark)</b>                                        |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <i>Historical Skills Identification &amp; Explanation (4 marks)</i> | <i>Identifies at least 5 relevant historical skills (critical thinking, source analysis, evidence evaluation, cross-referencing, bias detection) with clear, accurate explanations of what each skill means</i> | <i>Identifies 4–5 historical skills with good explanations and minor gaps</i> | <i>Identifies 3–4 historical skills with basic explanations but lacks depth</i> | <i>Identifies 2–3 basic historical skills with limited understanding</i> |

|                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                 |                                                                                               |                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <i>Modern Problem-Solving Applications (4 marks)</i> | <i>Creates innovative connections between historical skills and current community challenges (e.g., using source analysis for social media evaluation, bias detection for news reports, evidence evaluation for decision-making) with clear community relevance</i> | <i>Creates good connections between skills and modern problems with some creativity and community awareness</i> | <i>Creates basic connections but lacks creativity or realistic community application</i>      | <i>Creates limited connections with minimal understanding of practical applications</i> |
| <i>Evaluation &amp; Prioritisation (4 marks)</i>     | <i>Selects 3 appropriate skills with sophisticated reasoning about their importance for young people, providing compelling justifications for why these should be prioritised in the educational programme</i>                                                      | <i>Selects 3 appropriate skills with good reasoning and justifications for programme priorities</i>             | <i>Selects 3 skills with basic reasoning about their importance but lacks depth</i>           | <i>Selects skills but reasoning is weak or unclear</i>                                  |
| <i>Design &amp; Creativity (4 marks)</i>             | <i>Presents creative, practical teaching methods for peers (interactive activities, real-world projects, peer mentoring) with clear consideration of young people's needs and learning styles</i>                                                                   | <i>Presents good teaching ideas with some creativity and audience consideration</i>                             | <i>Presents basic teaching ideas but lacks innovation or audience awareness</i>               | <i>Presents limited teaching ideas with minimal creativity</i>                          |
| <i>Mind Map Organisation (4 marks)</i>               | <i>Mind map is well-structured with clear central concept, logical branching, effective visual elements (colours, symbols), and clear information flow from centre to branches</i>                                                                                  | <i>Mind map is well-organised with good visual elements and mostly clear connections</i>                        | <i>Mind map has basic organisation but may lack visual appeal or have unclear connections</i> | <i>Mind map shows poor organisation with limited visual elements and confusing flow</i> |

## SECTION 2: EARLIEST HUMAN CULTURE AND CIVILISATIONS ACROSS AFRICA

### STRAND: STATES AND KINGDOMS IN PRE-COLONIAL TIMES

#### Sub-Strand: Emergence of Complex States.

**Learning Outcome:** *Use relevant historical evidence to reconstruct the history of the earliest human culture in Africa and compare the uniqueness of complex African civilisations, making inferences to developments in arts, technology, politics, economics, social life, intellectual advancements, and religion.*

**Content Standard:** *Demonstrate understanding of African Pre-History from the Earliest Times to 500 BCE and appreciate the unique features of the complex African Civilisations.*

### INTRODUCTION AND SECTION SUMMARY

This section explores the beginnings of human culture and early civilisations that developed across Africa. Learners will examine scientific evidence about human origins and early migrations from Africa. They will study Darwin's theory of evolution and trace the development of hominids through fossil evidence. The section then explores how early African societies evolved into complex civilisations with unique features and achievements.

By the end of this section, learners will have a clear understanding of the scientific evidence supporting human origins in Africa. They should be able to describe the major stages of human evolution. Learners should recognise the characteristics of civilisation and identify the key features of ancient Egyptian, Western Sudanese, East African coastal, and Bantu civilisations.

This knowledge helps learners appreciate Africa's central role in human development. It provides context for understanding later historical developments. Learners will develop skills in comparing different civilisations and evaluating their achievements. They will also learn to distinguish between scientific and non-scientific explanations of human origins. These understandings help learners recognise Africa's significant contributions to world history and human development.

**The weeks and the indicators covered by the section are:**

- **Week 3:** Scientific evidence on the origin of humans (LI: Trace the origin of human beings from diverse points of view, including scientific and non-scientific theories).
- **Week 4:** Factors responsible for the emergence of the earliest African states and kingdoms (LI: Assess the factors leading to the emergence of the earliest African states and kingdoms).
- **Week 5 – 6:** Common features of earliest African civilisations (LI: Analyse the key features of earliest African civilisations).

## SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers should employ diverse, active learning approaches when teaching about early human culture and African civilisations. Collaborative Learning enables learners to discuss scientific evidence and theories through paired activities. Project-based Learning develops chronological understanding as learners create timelines of hominid development and charts depicting civilisational features. Problem-based Learning prompts critical examination of evidence, as learners trace human migration patterns and compare scientific and non-scientific origin theories.

Throughout these activities, teachers must embed historical thinking skills. Learners should practise chronological reasoning when creating timelines, source analysis when examining archaeological evidence, contextualisation when exploring environmental factors in civilisation development, and comparison when contrasting different African civilisations. The use of maps, documentaries, jigsaw activities, and virtual field trips supports varied learning styles while developing visual literacy. Group activities should be structured to encourage learners to analyse, interpret, and synthesise evidence about human origins and African civilisations.

## ASSESSMENT SUMMARY

Key assessments for this section should target higher-order thinking skills through varied approaches. For human origins, teachers should implement document-based analysis where learners evaluate multiple sources on evolutionary theory and fossil discoveries. When assessing understanding of human migration, map-based projects requiring learners to synthesise geological and archaeological evidence are effective. For African civilisations, research-based assessments requiring comparative analysis of achievements across different regions will challenge learners appropriately.

Teachers should develop clear scoring rubrics that assess learners' ability to contextualise evidence, evaluate different perspectives, make connections between environmental factors and civilisational development, and construct evidence-based arguments about African contributions to human history. Rubrics should reward historical thinking skills alongside content knowledge. Teachers are encouraged to adapt assessment approaches to suit their classroom contexts whilst maintaining focus on depth of knowledge.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                                                                | DoK Level | Assessment Strategy and/or Mode                                   |
|-----------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------|
| Trace the origin of humans from diverse point of views, including scientific and non-scientific theories. | 3         |                                                                   |
| Assess the factors leading to the emergence of earliest African states and kingdoms.                      | 4         |                                                                   |
| Analyse the common features of earliest African civilisations.                                            | 4         | Homework<br>Mid-Semester Examination<br>Multiple Choice Questions |

## WEEK 3

**Learning Indicator:** Trace the origin of humans from diverse points of view, including scientific and non-scientific theories

### Recap Weeks

|        |                                                                                                                                        |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <b>Week 3:</b> Examine the nature of the earliest human culture in Ghana.<br><b>Week 4:</b> Analyse the Pre-Historic Periods in Ghana. |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|

### Focal Areas 1, 2 & 3: Scientific evidence on the origin of humans

#### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in tracing the origin of humans from diverse points of view, including scientific and non-scientific theories:

1. What were the earliest human beings like?
2. What pieces of evidence exist to help trace the origin of humankind?

#### Review

In Year 1, learners explored the prehistoric periods in Ghana. They examined how early human societies developed and adapted to their environments. As we recall, Ghana's prehistoric period extended from approximately 50,000 BCE to 700 CE and was divided into three main phases: the Early Stone Age, Middle Stone Age, and Late Stone Age.

The earliest tools discovered in Ghana were Acheulean tools found in the fossil gravel of the Volta, Oti, and Birim rivers. Archaeological sites at Kintampo, Abetifi, and other locations revealed how early humans in Ghana developed increasingly sophisticated tools and hunting techniques. This local perspective provides a valuable foundation as we now expand our view to examine human origins more broadly.

### Charles Darwin's Theory of the Evolution of Humankind

In 1859, British naturalist Charles Darwin published "On the Origin of Species," which presented his theory of evolution by natural selection. This revolutionary idea explained how species change over time and adapt to their environments. However, it was not until his 1871 book "The Descent of Man" that Darwin specifically applied evolutionary theory to humans. The key points of Darwin's theory are:

- **Common Ancestry:** Darwin proposed that humans and apes share a common ancestor, rather than suggesting that humans evolved directly from modern apes.
- **Natural Selection:** Individuals with advantageous traits are more likely to survive and reproduce, passing these traits to their offspring.
- **Gradual Change:** Evolution occurs through small, incremental changes over many generations.
- **Adaptation:** Changes that help species survive in their environment tend to be preserved.

## Developments of the Hominid (Humankind)

Hominids are members of the human family (Hominidae) that includes humans and our ancestors who walked upright. The hominid timeline spans millions of years, marked by gradual changes in physical characteristics and the development of increasing cognitive abilities. Figure 9 shows the stages of the development of hominid.

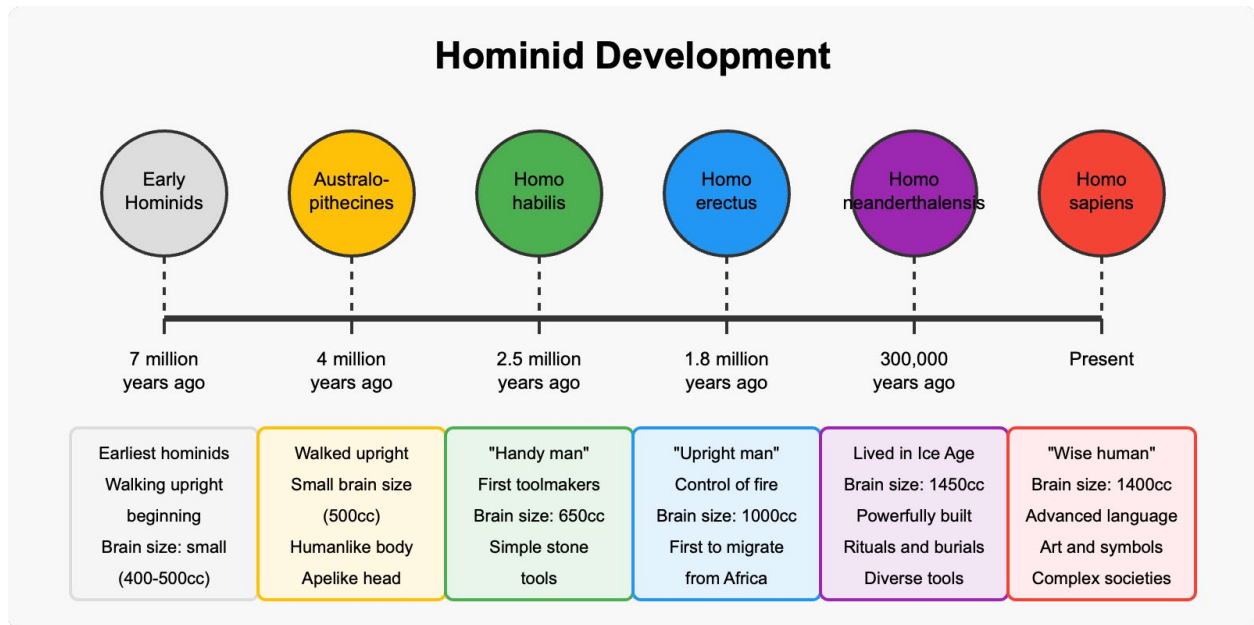


**Figure 9:** *Timeline of Hominid Development*

### Early Hominids (7–4 million years ago)

The earliest hominid fossils date back approximately 6-7 million years. Species like *Sahelanthropus tchadensis* (discovered in Chad) and *Orrorin tugenensis* show early signs of upright walking while retaining ape-like characteristics.

### Australopithecines (4–2 million years ago)

Australopithecines ("southern apes") represent an important evolutionary step. These early hominids walked fully upright but had relatively small brains. The most famous Australopithecine fossil is "Lucy" (*Australopithecus afarensis*), discovered in Ethiopia in 1974 by Donald Johanson's team.

#### Key characteristics

- Fully bipedal (walked on two legs)
- Small brain size (around 500cc)
- Human-like body structure with ape-like head features
- Used simple tools but didn't make them

### Homo habilis (2.5–1.5 million years ago)

*Homo habilis*, meaning "handy man," represents the earliest species in the *Homo* genus. They were the first known toolmakers, creating simple stone tools for cutting and processing food.

#### Key characteristics

- Larger brain (around 650cc)

- Made and used simple stone tools
- More human-like face than Australopithecines
- Probably had limited communication abilities

## **Homo erectus (1.8 million – 300,000 years ago)**

*Homo erectus* (“upright man”) was the first hominid to migrate out of Africa, spreading to Asia and Europe. Their physical features were more human-like than earlier species.

### **Key characteristics**

- Even larger brain (800- 1100cc)
- Controlled and used fire
- Created more sophisticated tools
- Built simple shelters
- Possible beginnings of spoken language
- Hunted in coordinated groups

## **Homo neanderthalensis (300,000–30,000 years ago)**

Neanderthals were highly adapted to cold environments in Europe and Western Asia during the Ice Age. Though often portrayed as primitive, they had sophisticated cultural practices.

### **Key characteristics**

- Large brain (similar to modern humans)
- Powerfully built bodies
- Created diverse and specialised tools
- Evidence of ritual burials
- Used medicinal plants
- Some evidence of symbolic thinking

## **Homo sapiens (300,000 years ago – present)**

Our species, *Homo sapiens* (“wise human”), first appeared in Africa around 300,000 years ago and spread across the globe. Advanced cognitive abilities, complex language, and cultural innovation are the distinguishing characteristics of modern humans.

### **Key characteristics**

- Highly developed brain
- Advanced language and abstract thinking
- Creation of art and symbolic representation
- Complex social structures
- Rapid technological innovation
- Global distribution

## Famous Finds of Human Culture

Archaeological discoveries have provided crucial evidence about human evolution. Each find offers unique insights into our ancestors' physical traits, behaviours, and cultural developments. These discoveries often require teams of scientists using various methods to analyse and interpret the evidence.

| Famous Fossil Finds |                    |                         |                    |                 |
|---------------------|--------------------|-------------------------|--------------------|-----------------|
| YEAR                | DISCOVERY          | LOCATION                | AGE                | DISCOVERER      |
| 2002                | Hominid skull      | Chad                    | 6 million years    | Int'l team      |
| 1974                | "Lucy" skeleton    | Ethiopia                | 3.5 million years  | Donald Johanson |
| 1978                | Hominid footprints | Laetoli, Tanzania       | 3.6 million years  | Mary Leakey     |
| 1994                | Hominid jaw        | Ethiopia                | 2.33 million years | Int'l team      |
| 1960                | Stone tools        | Olduvai Gorge, Tanzania | 2 million years    | Louis Leakey    |

**Figure 10:** *Famous Fossil Finds*

## Earliest Evidence of Human Migration from Africa

The story of human migration from Africa is a fascinating chapter in our evolutionary history. Both fossil and genetic evidence indicate that modern humans originated in Africa and later migrated to other continents.

### The “Out of Africa” Theory

The most widely accepted model for human origins and dispersal is the “Out of Africa” theory. This theory proposes that *Homo sapiens* evolved in Africa around 300,000-200,000 years ago and began migrating to other continents between 70,000-50,000 years ago.

### First Migration Wave: *Homo erectus*

- Around 1.8 million years ago, *Homo erectus* became the first hominid species to leave Africa.
- Fossils have been found in Georgia (Dmanisi), China (Peking Man), Indonesia (Java Man), and other regions of Asia and Europe.
- Developed new technologies to adapt to different environments.

### Second Migration Wave: *Homo sapiens*

- Modern humans (*Homo sapiens*) began leaving Africa around 70,000-50,000 years ago.
- They reached Australia approximately 65,000-50,000 years ago, requiring advanced boat technology to cross the water barriers.
- Migration to Europe occurred around 45,000 years ago.
- The Americas were reached around 20,000-15,000 years ago, likely via the Bering Land Bridge during the Ice Age.

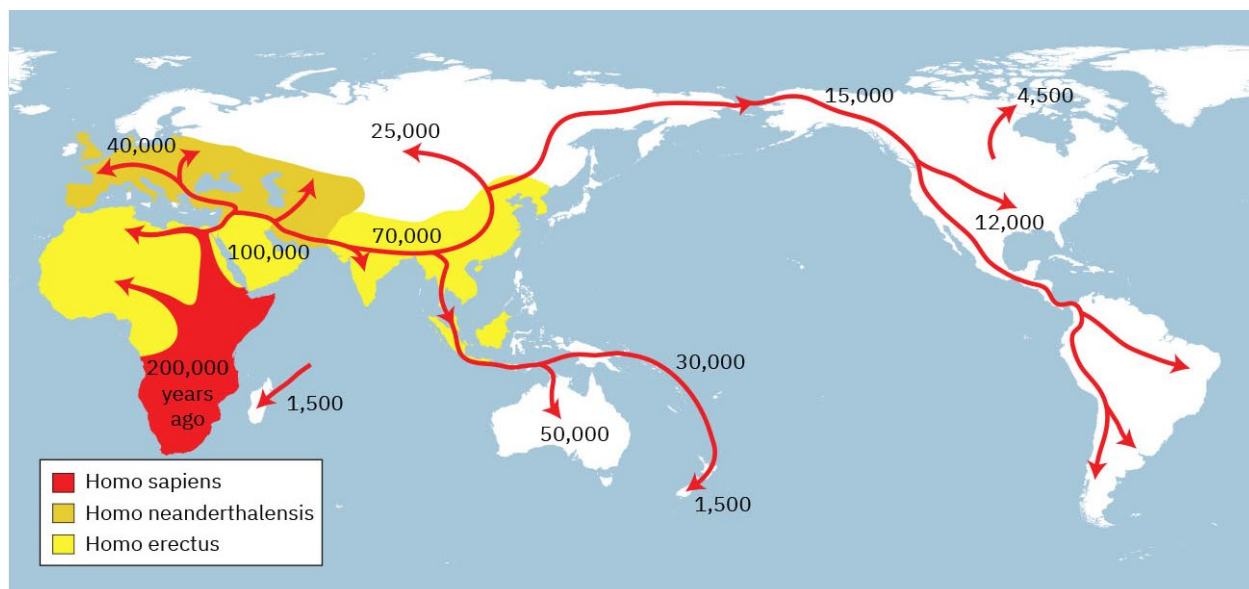


**Figure 11: Migration of Earliest Humans**

## Adaptation to New Environments

As humans migrated from Africa, they encountered diverse climates, varied food sources, and numerous challenges. They adapted through:

- Tool innovation for different hunting and gathering needs.
- Clothing and shelter appropriate to local conditions.
- Development of new social strategies.
- Physical adaptations over time (lighter skin in northern latitudes for vitamin D production, different body proportions for heat conservation/dissipation).

### Learning Tasks

1. Describe Charles Darwin's theory of the evolution of humans.
2. Create a timeline illustrating the major stages of human evolution, including the characteristics of each stage, from early hominids to modern humans.
3. Describe and analyse the migration of humans from Africa across the globe.

## Pedagogical Exemplars

### 1. Collaborative Learning

- Using primary and secondary evidence, learners examine Charles Darwin's theory of human evolution and then write a concise summary of the theory and its development.

### 2. Talk for Learning

- Learners discuss the characteristics of the stages of human development, including the period in which the stage occurred. Where evidence is found, brain capacity, physical features, tools used and technological advancement.

### 3. Project-based Learning

- In small groups, learners use the discussions to create chronological timelines to explain the developments of the hominid (humankind): Australopithecines (4-2 million years ago), Homo habilis (2.5-1.5 million years ago), Homo erectus (1.8 million - 300,000 years ago), Neanderthal (300,000-30,000 years ago) and Homo sapiens (present).

### 4. Problem-based Learning

- Using a globe or a world map, learners trace Famous Finds of human culture, including the following:
  - o 1960 At Olduvai Gorge, Tanzania, Louis Leakey found 2-million-year-old stone tools.
  - o 1974 In Ethiopia, Donald Johanson found “Lucy,” a skeleton of a 3.2-million-year-old hominid.
  - o 1978 At Laetoli, Tanzania, Mary Leakey found 3.6-million-year-old hominid footprints.
  - o 1994 In Ethiopia, an international team of scientists found the jaw of a 2.33-million-year-old hominid.
  - o In 2002, scientists in Chad announced the discovery of a possible 6-million-year-old hominid skull.
- Learners work together to place annotations on a map to show how humans migrated from Africa to other continents (1,600,000-10,000 B.C.). The map must include:
  - o At least 3 major migration routes with arrows and dates
  - o 5 key fossil sites with their dates
  - o Important geographical features that affected migration
  - o A brief explanation for why they have chosen these routes based on evidence.
  - o An analysis of at least one of the fossil finds and why this was so significant for our understanding of human evolution.
  - o Learners should use their knowledge from Year 1 regarding early African peoples to inform their research.

## Key Assessment Level 3: Homework

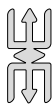
### PLC Session 3

**45 minutes**

**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

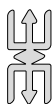
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes**

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## WEEK 4

### Learning Indicators

1. Trace the origin of humans from diverse points of view, including scientific and non-scientific theories
2. Assess the factors leading to the emergence of earliest African states and kingdoms

### Recap Weeks

|        |                                                                                                                                                                                                                                                                                      |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <p>Weeks 5–6: Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana.</p> <p>Weeks 7–8: Recount factors responsible for the rise and decline of major states and kingdoms in Ghana.</p> |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Focal Area 1: Scientific theories vs. non-scientific theories of the origin of humans

#### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in discussing scientific and non-scientific theories of the origin of humans:

1. What were the earliest human beings like?
2. What pieces of evidence exist to help trace the origin of humankind?

#### Scientific Theories of Human Origins

Scientific theories about human origins are based on systematic observation, the collection of evidence, and rigorous testing. These theories evolve as new evidence emerges. The most widely accepted scientific explanation is the theory of evolution through natural selection, first proposed by Charles Darwin.

#### Key Features of Scientific Theories

1. **Evidence-based:** Scientific theories rely on fossil records, archaeological findings, and genetic studies to support their validity.
2. **Testable:** They make predictions that can be tested through further research.
3. **Peer-reviewed:** Scientific explanations undergo scrutiny by other experts in the field.
4. **Subject to revision:** When new evidence emerges, scientific theories are modified or refined.

#### Darwin's Theory of Evolution

Charles Darwin proposed that species change over time through the process of natural selection. According to this theory, individuals with advantageous traits are more likely to survive and reproduce, passing these traits to future generations. Over millions of years, these small changes accumulate, leading to the development of new species.

When applied to human origins, evolutionary theory suggests that humans and apes share common ancestors rather than humans evolving directly from modern apes. This shared ancestry is supported by anatomical similarities, genetic evidence, and fossil records.

## Molecular Biological Evidence: The Mitochondrial Eve Study

In the late 1980s, a landmark study by scientists Cann, Stoneking, and Wilson, published in the journal *Nature* (1987), used mitochondrial DNA (mtDNA) to trace all modern humans back to a common female ancestor who lived in Africa approximately 200,000 years ago. Because mitochondrial DNA is inherited only through the maternal line, the scientists were able to trace an unbroken line of descent through mothers. This common ancestor was popularly named “Mitochondrial Eve.” This molecular biological evidence provided powerful scientific support for Africa as the place of origin of modern humans, directly complementing Darwin’s earlier evolutionary theory and the fossil evidence that followed.

Figure 12 shows the scientific evidence of human origins.

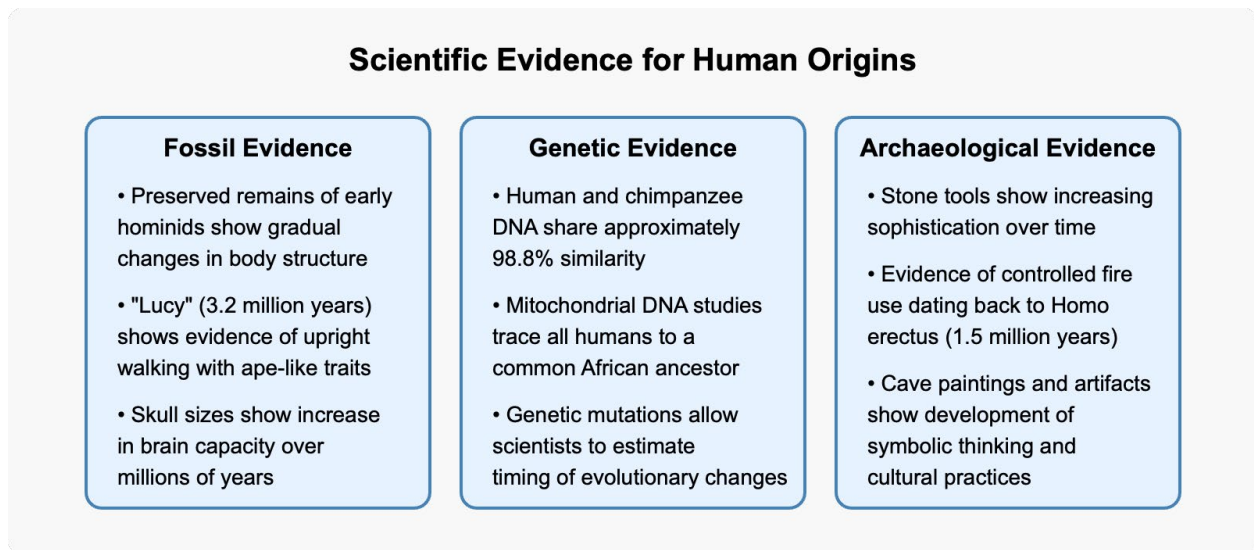


**Figure 12:** *Scientific Evidence for Human Origins*

## Non-Scientific Theories of Human Origins

Non-scientific explanations for human origins typically come from religious traditions, cultural stories, and mythologies. These explanations have cultural and spiritual significance but do not rely on empirical evidence or follow scientific methodology.

### Key Features of Non-Scientific Theories

1. **Faith-based:** They often rely on belief and faith rather than observable evidence.
2. **Cultural significance:** These explanations frequently serve important social and cultural purposes.
3. **Moral teachings:** Many creation stories include lessons about human nature, morality, and purpose.
4. **Rooted in tradition:** These explanations are passed down through generations and hold historical importance.

## Examples of Non-Scientific Theories

1. **Creation Accounts:** Many religious traditions feature creation stories where humans were directly created by divine beings. These accounts often describe humans as having a special purpose or relationship with the creator.
2. **Indigenous Origin Stories:** Various cultural groups have Indigenous explanations for how humans came to exist, often tied to local geography, animals, or natural phenomena.
3. **Mythological Explanations:** Some cultures have myths explaining human origins through the actions of gods, spirits, or supernatural forces.

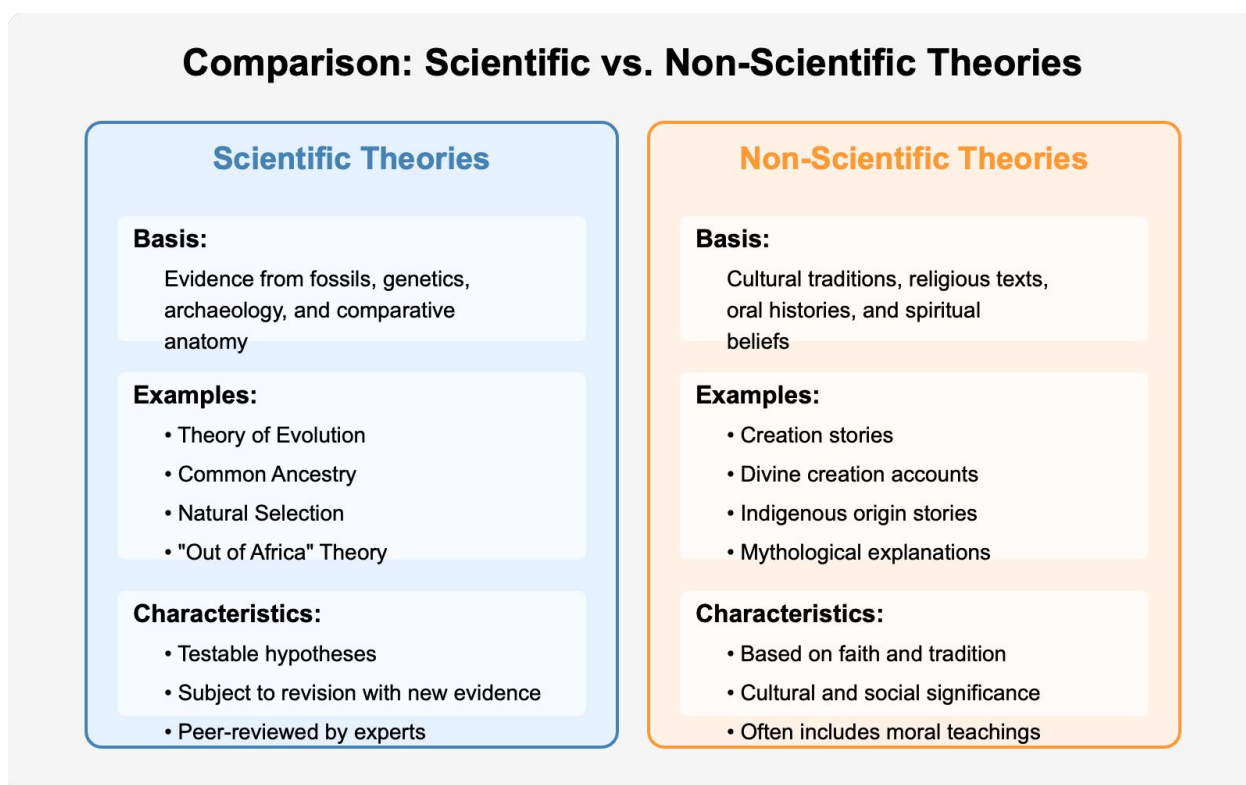


**Figure 13:** *Scientific vs. Non-Scientific Theories on Human Origins*

### Learning Tasks

1. Identify and compare key elements from scientific theories of human origins and religious creation stories.
2. Analyse different viewpoints on human origins using evidence and reasoning, building on the knowledge gained in Year 1.

## Pedagogical Exemplars

### 1. Collaborative Learning

- In small groups, learners create a simple comparison chart that lists 3-4 main points from a scientific explanation (e.g., evolution, Big Bang) and a corresponding religious creation narrative.
- Groups then present their findings in a 2-minute presentation
- Using the snowball technique, learners share the similarities and differences they noticed from the presentations.

## 2. Problem-based Learning

- Learners use the information gathered in the collaborative learning task to organise a structured debate on the theory of the origin of humans as against the religious creation stories.
- Learners should critically evaluate the source evidence used by each of the schools of thought as part of their points in the debate. Learners should consider the following question: What types of evidence should society value most when teaching about human origins? as part of their critical analysis.
- Learners should use their knowledge of the migratory patterns of early peoples and the archaeological knowledge gained from Year 1 to help them evaluate the source evidence and to inform their debate.

## Focal Area 2 & 3: Factors responsible for the emergence of earliest African states and kingdoms

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in discussing the factors responsible for the emergence of earliest African states and kingdoms:

1. How did the earliest Africans control nature?
2. How did the earliest humans transition from a nomadic to a sedentary lifestyle?
3. What were some of the earliest African states and kingdoms?
4. What factors accounted for the growth and expansion of the earliest African kingdoms?
5. How did the earliest Africans advance in technology and agriculture?

### Review

In Year 1, learners studied the rise and decline of states in different ecological zones of Ghana. They explored how states in the Savannah, Forest, and Coastal zones developed distinct characteristics based on their environments and circumstances. Figure 14 presents a summary of key factors contributing to the rise of states in the various vegetational zones of pre-colonial Ghana.

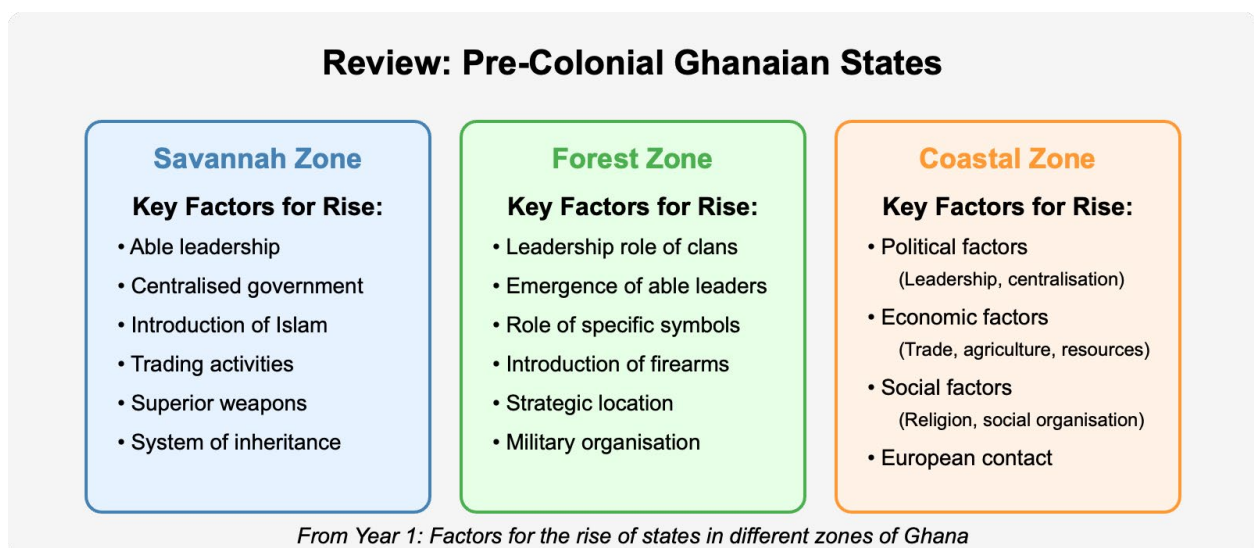


**Figure 14:** Factors for the rise of pre-colonial Ghanaian states

Year 3 content builds upon this foundation by broadening our view to examine state formation across Africa, allowing us to understand common patterns while appreciating regional diversity.

## The Beginning of the Sedentary Lifestyle in Africa

The transition from nomadic hunter-gatherer lifestyles to settled agricultural communities laid the groundwork for the emergence of early African states. This significant shift occurred at different times across Africa, generally between 10,000 BCE and 3,000 BCE. Figure 15 illustrates key features of a sedentary lifestyle in Africa.

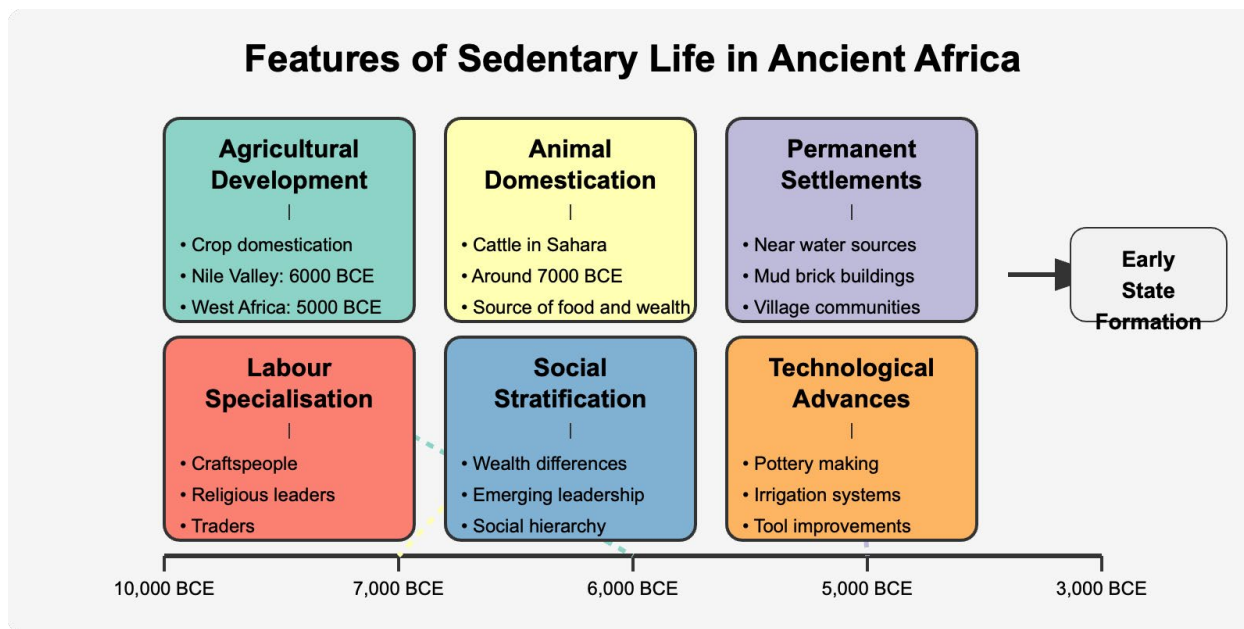


**Figure 15:** *Features of a sedentary lifestyle in Africa*

## Some Early States and Kingdoms in Africa

Africa has a rich history of powerful states and kingdoms dating back thousands of years. These early civilisations varied in size, structure, and influence, but all made significant contributions to African and world history. The map in Figure 16 shows some of these earliest African states and kingdoms.

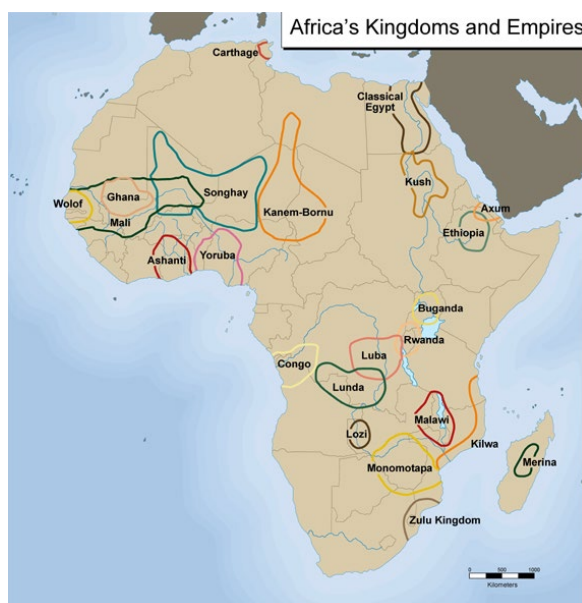


**Figure 16:** *A map of Africa showing the earliest states and kingdoms*

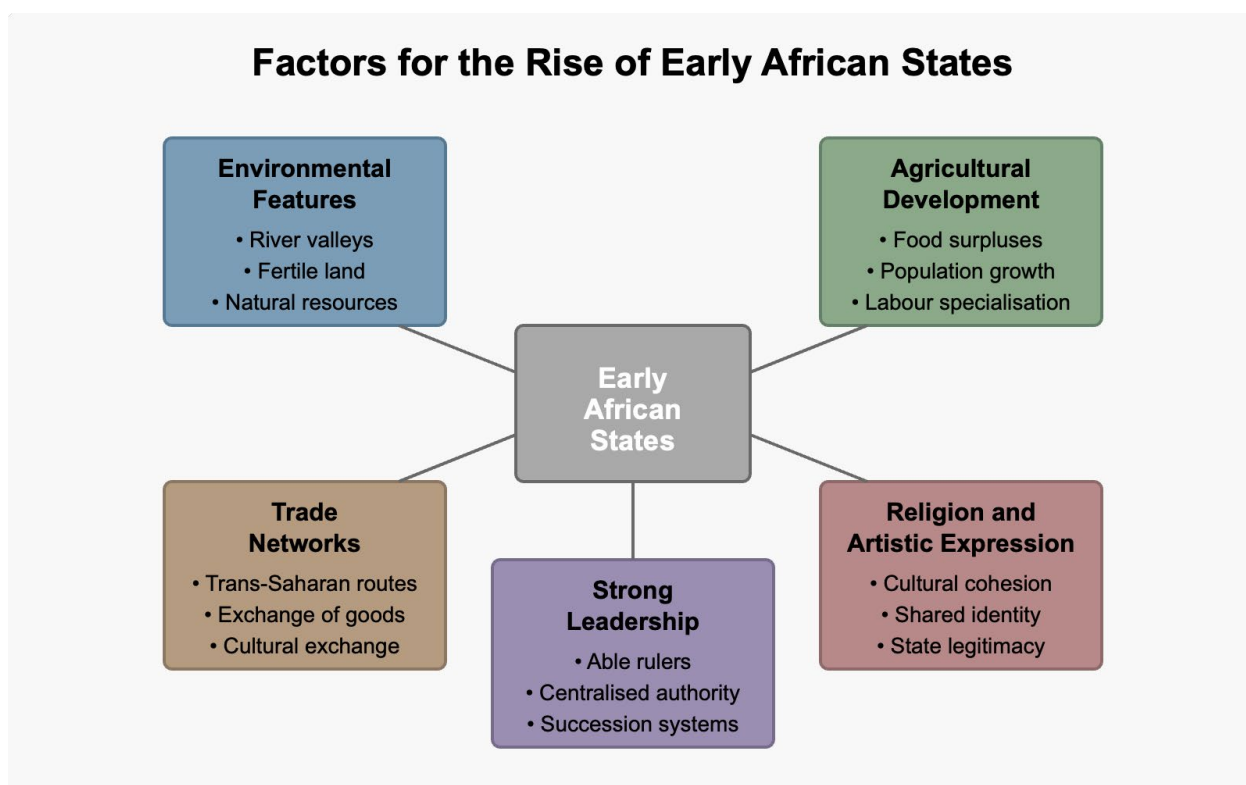


**Figure 17:** Factors responsible for the emergence of earliest African states and kingdoms

### Learning Tasks

1. Explore the transition from nomadic to sedentary lifestyles and its effects on the earliest humans in Africa using examples from Year 1 learning.
2. Annotate a map of Africa to show some earliest states and kingdoms in Africa.
3. Create a detailed chart that describes and evaluates multiple factors contributing to the emergence of the earliest African states and kingdoms, using examples from Year 1.

### Pedagogical Exemplars

#### 1. Project-based Learning

- Using the Internet or standard textbooks and prior learning from Year 1, learners explore how the earliest humans transitioned from a nomadic to a sedentary lifestyle in Africa.
- Learners then work in pairs to discuss the effects of a sedentary lifestyle on the earliest humans in Africa.

#### 2. Project-based Learning

- Using an ancient African map, learners trace some earliest states and kingdoms in Africa.
- In small groups, learners create a chart or mind map of environmental and geographical features (such as water bodies, landforms, fertile land, forest reserves, and mineral deposits) that contributed to the emergence of the earliest African states.
- Using scenarios from any African state or kingdom covered in Year 1, learners create a multimedia presentation on how environmental features contributed to the rise and growth of

that state or kingdom. For example, the presence of the Nile River, fertile soil, and landforms contributed to the growth of the Ancient Egyptian kingdom.

### 3. Collaborative learning

- In a jigsaw activity, learners examine how agriculture, trade, and key individuals (such as great African leaders – both male and female) contributed to the growth of the earliest states and kingdoms in Africa, creating individual mind maps to record their notes.
- In mixed-ability groups, learners act as advisors to early African communities, using their jigsaw research to complete decision analysis charts (*see Figure 18*) that evaluate potential settlement locations and transition phases from nomadic to sedentary lifestyles.
- Groups conduct comparative analysis of how environmental factors shaped different early African kingdoms. Have learners complete charts (*see example in Figure 19*) that examine geographic influences and hypothesise alternative development scenarios.

## Nomadic to Sedentary Transition Decision Analysis

Advisor's Worksheet for Community Leaders

### Settlement Location Decision Matrix

| Location Options | Water Access | Soil Fertility | Defense | Resources | Total |
|------------------|--------------|----------------|---------|-----------|-------|
| Location 1:      |              |                |         |           |       |
| Location 2:      |              |                |         |           |       |
| Location 3:      |              |                |         |           |       |
| Location 4:      |              |                |         |           |       |

### Phased Transition Plan

**Phase 1: Initial Settlement**

Food Production:

Social Structure:

**Phase 2: Growth**

Food Production:

Social Structure:

**Phase 3: Established**

Food Production:

Social Structure:

### Conflict Management Strategy

Internal Conflicts:

External Conflicts:

STEP-BY-STEP INSTRUCTIONS

1. For the Decision Matrix: Rate each location 1-5 for each factor (5=best). Add scores across each row to find the best location.

**Figure 18:** Worksheet on Nomadic to Sedentary Transition

| Environmental Systems Analysis of Early African Kingdoms                                                   |                      |
|------------------------------------------------------------------------------------------------------------|----------------------|
| Student Research Worksheet                                                                                 |                      |
| <b>Kingdom Selection</b>                                                                                   |                      |
| Kingdom 1:                                                                                                 | <input type="text"/> |
| Kingdom 2:                                                                                                 | <input type="text"/> |
| Kingdom 3:                                                                                                 | <input type="text"/> |
| <b>Environmental Profiles</b>                                                                              |                      |
| <b>Kingdom 1 Environmental Profile</b>                                                                     |                      |
| List three key geographic features that influenced this kingdom's development:                             |                      |
| <input type="text"/>                                                                                       |                      |
| <b>Kingdom 2 Environmental Profile</b>                                                                     |                      |
| List three key geographic features that influenced this kingdom's development:                             |                      |
| <input type="text"/>                                                                                       |                      |
| <b>Kingdom 3 Environmental Profile</b>                                                                     |                      |
| List three key geographic features that influenced this kingdom's development:                             |                      |
| <input type="text"/>                                                                                       |                      |
| <b>Alternative History Scenario</b>                                                                        |                      |
| <b>Selected Kingdom and Environmental Change</b>                                                           |                      |
| Choose one kingdom and identify one critical environmental factor that you will change:                    |                      |
| <input type="text"/>                                                                                       |                      |
| <b>Hypothesized Development Differences</b>                                                                |                      |
| Explain how the kingdom's development would have differed if this environmental factor had been different: |                      |
| <input type="text"/>                                                                                       |                      |

Figure 19: Worksheet on Environmental Systems Analysis

## Key Assessment: Group Project

### HINT



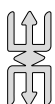
Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

## PLC Session 4

**45 minutes**

### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
  - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

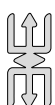
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
  - a. The key assessment for the week is **group project**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the group project (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through the problem individually for 3–4 minutes
  - c. the group then works through it together the problem, step by step
  - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

### 30 minutes      Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

### 5 minutes      Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 5**

**Learning Indicator:** Analyse the key features of earliest African civilisations

**Recap Weeks**

|        |                                                                                                                                                                        |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <b>Weeks 5-6:</b> Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana. |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Focal Area 1: The Concept of Civilisation****Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in analysing the concept and characteristics of a civilisation:

1. What does civilisation mean?
2. What are the major characteristics of a civilisation?

**Meaning of Civilisation**

A civilisation refers to a complex, advanced state of human society. A society is therefore recognised to have attained the status of a civilisation if that society exhibits the highest level of cultural, economic, and social complexity, marked by the creation of institutions, laws, and systems that enable large groups of people to live and work together in an organised manner. The term by virtue of this involves the collective achievements, traditions, and knowledge systems that a society develops over time. Figure 20 outlines some key characteristics of civilisation through the P-E-R-S-I-A framework:

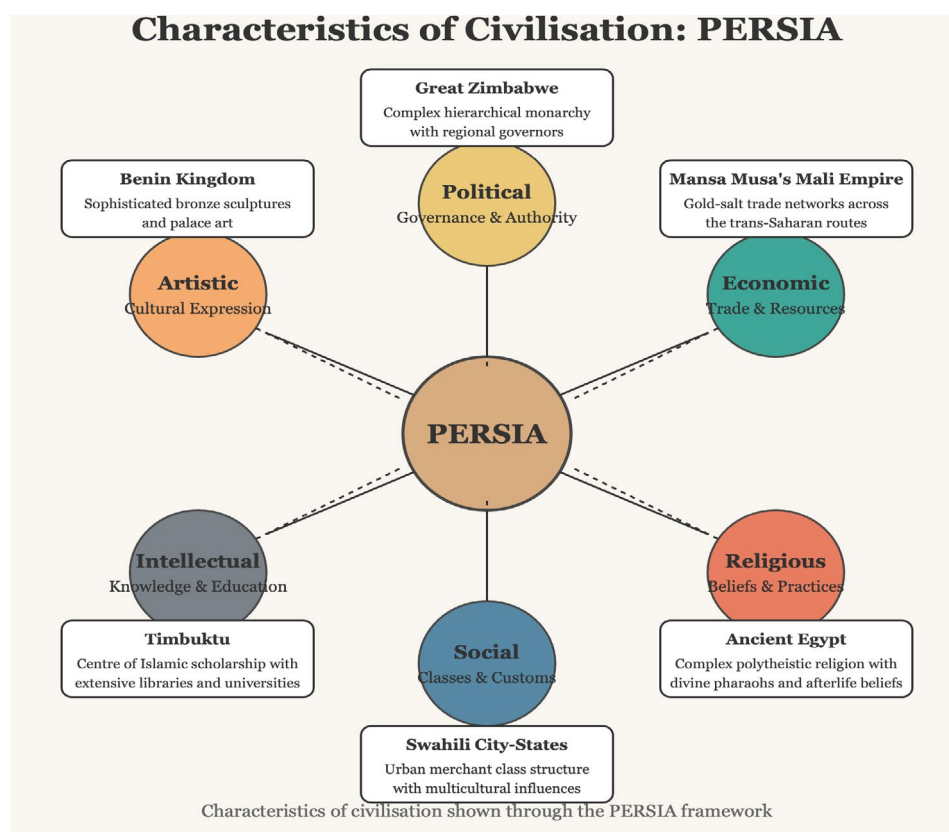


**Figure 20:** Characteristics of Civilisation through the PERSIA framework

The PERSIA framework provides an excellent structure for understanding the key elements that define civilisations throughout history. Let us explain each component with examples from African civilisations:

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Political</b>    | Political structures involve systems of governance, authority, and administration.<br><b>Examples:</b> Great Zimbabwe (11th-15th centuries) The Kingdom of Great Zimbabwe developed a centralized political system with a monarch at the apex, supported by a hierarchical structure of regional governors. Its stone enclosures and monuments symbolised political authority and legitimacy.                                                                 |
| <b>Economic</b>     | Economic systems encompass trade networks, resource management, and wealth distribution.<br><b>Examples:</b> Mali Empire (13th-17th centuries) Under Mansa Musa, the Mali Empire controlled vast gold mines and established extensive trans-Saharan trade routes. The empire's wealth was legendary—Mansa Musa's pilgrimage to Mecca in 1324-1325 was so lavish that it caused inflation in the regions he visited due to the gold he distributed.            |
| <b>Religious</b>    | Religious aspects include belief systems, rituals, and spiritual institutions that shaped societal values.<br><b>Examples:</b> Ancient Egypt (3100-332 BCE) Ancient Egyptians developed a sophisticated religious system centred around numerous deities, with the pharaohs as divine intermediaries. Their religious beliefs influenced everything from monumental architecture (pyramids) to daily practices and concepts of the afterlife.                 |
| <b>Social</b>       | Social structures refer to class hierarchies, family organisation, and communal relationships.<br><b>Examples:</b> Swahili City-States (9th-15th centuries) The coastal Swahili civilisation developed complex urban societies with distinct social stratification. Merchants formed an elite class, while artisans and labourers occupied lower strata. Their multicultural society incorporated Arab, Persian, and indigenous African influences.           |
| <b>Intellectual</b> | Intellectual achievements include educational systems, scientific advancements, and preservation of knowledge.<br><b>Examples:</b> Timbuktu, Mali (13th-16th centuries) Timbuktu became a renowned centre of Islamic scholarship with its universities and libraries housing hundreds of thousands of manuscripts. Scholars studied mathematics, astronomy, medicine, and literature, making it one of medieval Africa's most important intellectual centres. |
| <b>Artistic</b>     | Artistic expressions encompass visual arts, music, literature, and other creative cultural productions.<br><b>Examples:</b> Benin Kingdom (13th-19th centuries) The Benin Kingdom produced extraordinary bronze sculptures and plaques that documented their history and culture. Their artists developed sophisticated metalworking techniques that created detailed portraits of rulers and court life, showcasing remarkable artistic skill.               |

**Figure 21:** *Characteristics of Civilisation with examples*

## Learning Tasks

1. Define the term 'civilisation' and discuss the various interpretations of the term.
2. Outline the general characteristics of a civilisation using examples gained from Year 1 and Year 2 of the historical content.

## Pedagogical Exemplars

### 1. Initiating Talk for Learning

- Learners brainstorm the meaning of civilisation and then write down personal definitions of the term. Compare these definitions with textbook or dictionary definitions and refine the initial definitions accordingly.

- Discuss the various meanings and consider the question ‘why are there variations in the term?’

## 2. Collaborative Learning

- Learners, in groups, discuss and note down the general characteristics of a civilisation, including advancements in political, economic, religious, social, intellectual, artistic and technological aspects of life.
- Learners should be encouraged to use a variety of examples from Year 1 and Year 2 to give detail and depth to their work.

## Key Assessment Level 4: Project

“A civilisation is best described by its intellectual and artistic achievements than on its economic or political advancements.”

- Use a six-column chart model to establish an analysis of **two African civilisations** that you have studied to support or refute this claim.
- Your work should include:
  - A clear argument (agree/disagree)
  - Comparative analysis of major achievements of chosen civilisations
  - Evidence from historical sources

## Focal Areas 2 and 3: Ancient Egyptian Civilisation

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the features and achievements of Ancient Egyptian Civilisation:

- What were the key features of the Egyptian Civilisation?
- What are the major characteristics of a civilisation?

### Features of ancient Egyptian civilisation

The Egyptian civilisation developed and emerged as a result of small farming communities and villages that sprang up in the Nile valley, uniting to form larger towns. Around 3100 BCE, the towns in the Nile Valley began to grow and unite to form two main kingdoms in the valley: Lower Egypt and Upper Egypt, each with its own separate ruler. Narmer, who emerged as the king of Upper Egypt, later unified both kingdoms to form one centralised kingdom with himself as the overall king. The new kings of Egypt adopted the title Pharaoh, meaning “great house,” and laid the foundations of one of the world’s greatest civilisations.

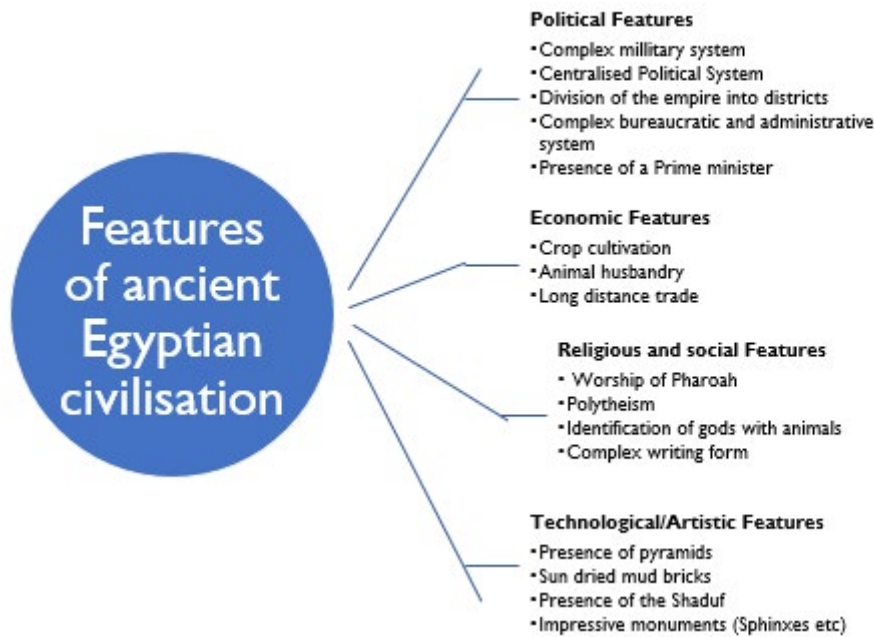


Figure 22: illustrates several key features of Egyptian civilisation.

## Major achievements of ancient Egyptian civilisation

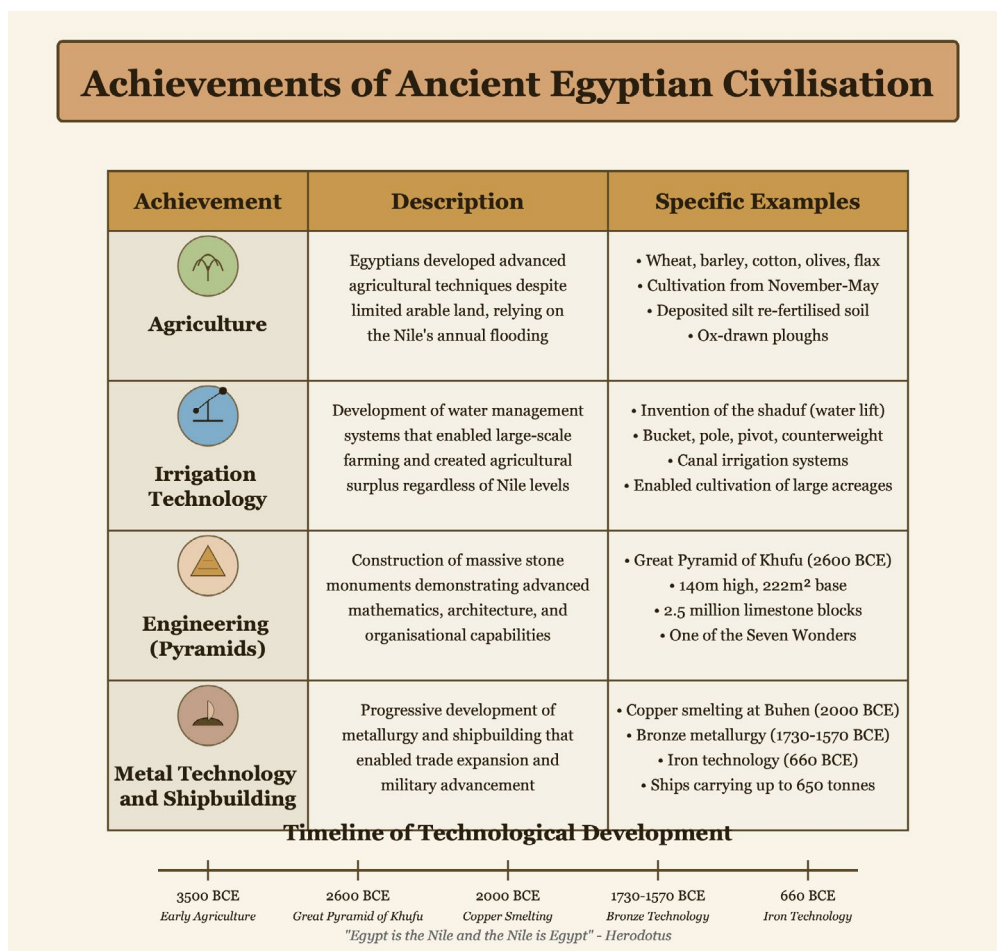


Figure 23: Major achievements of ancient Egyptian civilisation

## Learning Tasks

1. Describe the major features of Ancient Egyptian civilisation.
2. Research varied historical sources to describe the achievements and contributions of Ancient Egyptian civilisation.

## Pedagogical Exemplars

### 1. Collaborative learning

- In small groups, craft a six-column chart, describing the major features of Ancient Egyptian civilisation across six key aspects: Political, Economic, Religious, Social, Intellectual, and Artistic/Technological. Then, write a short explanation of how these features worked together to support the development of Ancient Egyptian society.
- In mixed-ability groups, learners explore historical sources to describe the achievements of ancient Egyptian civilisation. Learners should be encouraged to use a variety of sources and critically evaluate the veracity of each source based on type, origin and purpose, thinking about the source skills gained in Year 1 and Year 2.

### 2. Project-based learning

- In pairs or small groups, learners should draft a presentation describing the achievements and contributions of ancient Egypt to modern civilisation. Encourage learners to think about how this makes the study of History relevant to our modern lives, thereby calling back to the work covered in Year 1, Week 1.

## Key Assessment Level 4: Homework

1. Assess how leadership practices in ancient Egypt could inform solutions to **modern** governance issues such as political instability or corruption.
2. Show how the major achievements of Ancient Egyptian civilisation shaped other world civilisations and continue to influence modern science and technology.

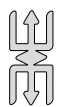
## PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

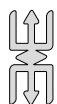
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes**

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## WEEK 6

**Learning Indicator:** *Analyse the key features of earliest African civilisations*

### Recap Weeks

|        |                                                                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | Weeks 5–6: Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana. |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Focal Area 1: Features of the civilisation of Western Sudanese states

#### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the features of the civilisation of Western Sudanese states:

- Why are the major kingdoms that emerged in the savannah zone of West Africa between the 9th and 16th centuries AD classified as civilisations?
- 
- What are the major achievements of the Western Sudanese states?

#### Civilisation of Western Sudanese states

The West African Sudan refers to the savannah belt of West Africa. This area stretches from the Atlantic coast in the west to the region around the lake Chad in the east. This stretch of land was known to the Arabs as the “Bilad as Sudan”, meaning the land of the blacks, which became home to a succession of great African civilisations. These states did not emerge at the same time. Each rose to prominence in a different period.

#### Features of the civilisation of Western Sudanese states

- Political Features
  - o Complex military system
  - o Centralised Political System
  - o Provincial governance system
  - o Complex bureaucratic and administrative system
  - o Presence of vassal states
- Economic Features
  - o Crop cultivation
  - o Animal husbandry
  - o Long distance trade (Trans Saharan trade)
  - o Tribute collection from vassal states
- Religious and social Features

- o Some practiced matrilineal (Ghana and Mali) while others (Hausa states, Kanem Bornu, etc.) practiced patrilineal inheritance system
- o The existence of a stratified society
- o Kingdoms were formed by particular ethnic groups eg Ancient Ghana formed by the Soninke etc.
- o Worship of indigenous gods
- o Adoption of Islam
- Technological/Artistic Features
  - o Iron, copper and bronze working skills
  - o Pottery working
  - o Sculpture
  - o Hand crafts

## Major achievements of the Western Sudanese states

- Advanced education and literacy (Sankore Mosque and schools Timbuktu)
- Development of complex art and craft works
- Development of complex religious system
- Development of complex Architectural techniques
- Development of metal technology
- Advanced Agricultural system
- Complex system of Government
- Emergence of long-distance trade (Trans Saharan trade)
- Emergence of advanced military establishment

### Learning Tasks

1. Create a mind map to show the features of the civilisation of Western Sudanese states.
2. Assess the major achievements of the Ghana, Mali and Songhai empires using learning from Years 1 and 2.

## Pedagogical Exemplars

### 1. Project-based learning

- Using small groups, learners create a mind map comprising six main branches that shows the major features of the civilisation of the Western Sudanese states (e.g., Ghana, Mali, Songhai) based on prior learning.

- Under each branch, give two or more examples from your research or classroom materials, including short explanations that show how these features helped civilisation to grow and function.

## 2. Experiential learning:

- Groups discuss and select the major achievements of the Ghana, Mali, and Songhai empires and prepare a short seminar presentation based on the guiding question: “How did the achievements of the Western Sudanese states make Africa unique in comparison to other nations or states that you have studied?”

## Focal Area 2: Civilisation of the Swahili of East African Coast

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the features of Swahili civilisation of East African Coast:

1. What were the key features of the Swahili Civilisation?
2. What were the major achievements of the Swahili Civilisation?

### Civilisation of the Swahili Coast of East Africa:

Swahili is the most widely spoken Bantu language in the eastern and southern parts of Africa today. It is mostly spoken in places such as Kenya, Tanzania, Uganda, Rwanda, Burundi, Mozambique and the Democratic Republic of Congo. Swahili in these areas is used as a lingua franca which does not belong to any particular ethnic group but is used widely as a language of trade. The Swahili civilisation by virtue of this developed as a result of peaceful social contact between different groups of people through the presence of foreigners from Saudi Arabia, the Persian Gulf, India etc. on the East African Coast. The languages and culture of these foreigners influenced that of the predominantly Bantu indigenous ethnic group on the East African Coast leading to the rise of the Swahili civilisation.

### Features of the civilisation of the Swahili Coast of East Africa

- The presence of a lingua franca (Kiswahili language)
- Africanised Swahili culture
- Presence of both African Indigenous religion and Islamic religion
- Centralised political system
- luxurious living and lifestyle of people and the kings
- Urban civilisation
- Subsistence agriculture practice
- Barter system of trading

### Major achievements of the Swahili civilisation

- Emergence of a complex language (Kiswahili)
- Development of complex Architectural techniques

- Development of metal technology
- Complex system of Government
- Advanced trading system (middlemen role in trade between east African coast, China India etc)

### Learning Tasks

1. Construct a flowchart to show the features of the Swahili civilisation of the East African Coast.
2. Showcase and discuss major achievements of the Swahili civilisation of the East African Coast.

## Pedagogical Exemplars

### 1. Project-based learning

- In small groups, learners create a flowchart showing the features and origin of the Swahili civilisation, focusing on how indigenous African traditions fused with Arab, Persian, and Indian influences.
- Learners should reference sources from architecture and art as well as oral and written sources, using the source evaluation skills learned in Year 1 and 2 and practiced in Week 1 of Year 3.

### 2. Collaborative learning

- In small groups, learners research and create visual posters showcasing different achievements of the Swahili civilisation for a gallery walk (e.g. architecture, trade networks, urban planning, language, cultural fusion).
- In small groups, learners discuss some of the major achievements of the Swahili civilisation of the East African Coast, coming to a conclusion about which is the most significant.

## Focal Area 3: Features of the Bantu Civilisation

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the features of the civilisation of the Bantu:

1. What were the key features of the Bantu Civilisation?
2. What were the major achievements of the Bantu Civilisation?

### The Bantu Civilisation

The word Bantu means “the people”, and it is the plural of the word “Muntu” which means a person. The Bantu refer to a group of about 400 or more languages together with the people who speak these languages. Examples of some Bantu languages include, Luganda (Uganda), Kikuyu (Kenya), Kiswahili (Tanzania) etc. These languages are different but closely related to each other because they all originated from a single parent language known as proto-Bantu. The Bantu people are widely spread across the

face of the African continent from Cameroon in the west towards Kenya in the east and parts of southern Africa. Linguistic research has proven that the original home of the Bantu was the area south of the middle Benue River valley in eastern Nigeria before they spread to occupy the central, eastern and southern parts of Africa.

## Features of the Bantu Civilisation

- Practiced matrilineal system of inheritance
- Practiced polygamy
- Agriculture and Fishing activities
- Centralised political system
- Cultivation of Southeast Asian food crops
- Complex states (Zimbabwe, Kisale etc)
- Metal working
- Lived in compact villages
- Believed in witchcraft, divination, magic, etc.

## Major achievements of the Bantu

- Development of complex metal technology (Iron and Gold smithing)
- Development of complex political system (centralised system of government)
- Creation of advanced states and kingdoms (Zimbabwe, Monomotapa etc)
- Advanced agricultural developments (Food crops, fishing, animal husbandry etc)

### Learning Tasks

1. Research the major features of the Bantu civilisation.
2. Discuss and analyse the major achievements of the Bantu civilisation.

## Pedagogical Exemplars

### 1. Project-based learning:

- Using mixed-ability groups, research five major features of the Bantu civilisation from diverse sources and illustrate this information with a concept map.

### 2. Collaborative learning

- In small groups, learners discuss the major achievements of Bantu civilisation and then select one major Bantu achievement (e.g., iron technology, agricultural innovation, or language diffusion) and create a mini exhibit for a class gallery walk.

## Key Assessment: Mid-Semester Examination

### HINT



Conduct **Mid-semester Examination**. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure of the Paper**. Learners' papers should be marked immediately and scores entered into the SAP.

### Mid-Semester Examination

#### Structure

- Paper I - 25 Multiple Choice Questions (20 marks)
- Two (2) essay-type questions of which a learner answers only 1 (10 marks)

### Table of specification for item construction for section A and B

| Week | Learning Indicator                                                                                                                                                                                  | Types of questions | DoK Levels |    |   |   | Total |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------|----|---|---|-------|
|      |                                                                                                                                                                                                     |                    | 1          | 2  | 3 | 4 |       |
| 1    | Corroborate historical sources and draw conclusions                                                                                                                                                 | MCQs               | 2          | 2  | - |   | 4     |
|      |                                                                                                                                                                                                     | ESSAY              | -          | -  | - |   | -     |
| 2    | Explore how methods and skills for reconstructing history can provide avenues for societal development                                                                                              | MCQs               | 2          | 2  | 2 |   | 6     |
|      |                                                                                                                                                                                                     | ESSAY              | -          | -  | 1 |   | 1     |
| 3    | Trace the origin of humans from diverse points of view, including scientific and non-scientific theories                                                                                            | MCQs               | -          | 2  | 1 |   | 3     |
|      |                                                                                                                                                                                                     | ESSAY              | -          | -  | - |   |       |
| 4    | Trace the origin of humans from diverse points of view, including scientific and non-scientific theories<br><br>Assess the factors leading to the emergence of earliest African states and kingdoms | MCQs               | 3          | 2  | 1 |   | 6     |
|      |                                                                                                                                                                                                     | ESSAY              |            |    |   |   |       |
| 5    | Analyse the key features of earliest African civilisations                                                                                                                                          | MCQs               | 1          | 3  | 2 |   | 6     |
|      |                                                                                                                                                                                                     | ESSAY              |            |    | 1 |   | 1     |
|      |                                                                                                                                                                                                     | Total              | 8          | 11 | 8 |   | 27    |

### Sample Questions

#### Paper 1: Multiple Choice Question

- Which combination of methods would be most effective for reconstructing the history of marginalised groups in African communities?
  - Archaeological evidence and linguistic studies only

- B. Interdisciplinary approach with multiple methods**
- C. Primary and secondary sources exclusively
- D. Written records and archives primarily
2. When historians analyse multiple sources that present conflicting information about the same event, what is the most effective approach?
- A. Accept the source with the earliest date
- B. Compare evidence and identify reasons for contradictions**
- C. Choose the source from the most reliable author
- D. Reject all sources that contain any disagreements
3. According to Darwin's theory of evolution, humans and apes share which relationship?
- A. Apes evolved directly from modern humans
- B. Humans and apes descended from common ancestors**
- C. Humans evolved directly from modern apes
- D. Modern apes and humans developed independently
4. Why was the discovery of "Lucy" (*Australopithecus afarensis*) significant for understanding human evolution?
- A. Demonstrated upright walking evolved before large brains**
- B. Proved early humans could make sophisticated tools
- C. Showed ancestors lived exclusively in forests
- D. Confirmed modern humans evolved directly from *Australopithecus*
5. Which factor was most crucial for the transition from nomadic to sedentary lifestyles in early Africa?
- A. Discovery of advanced metalworking techniques
- B. Development of agriculture and food production**
- C. Establishment of complex trading networks
- D. Formation of large military organisations
6. How did environmental factors influence the development patterns of early African kingdoms differently across regions?
- A. All kingdoms developed identical governmental systems
- B. Environment only affected agriculture, not politics
- C. Geographic isolation prevented complex societies
- D. Rivers, minerals, and climate created distinct structures**
7. According to the PERSIA framework, which elements are essential characteristics of a civilisation?
- A. Political, Economic, Regional, Social, Industrial, Advanced

- B. **Political, Economic, Religious, Social, Intellectual, Artistic**
- C. Population, Environmental, Resource, Social, International, Agricultural
- D. Primary, Economic, Religious, Scientific, International, Artistic
8. Why is the interdisciplinary approach particularly valuable for reconstructing African history compared to using single methods?
- A. Eliminates need for primary sources completely
- B. Focuses solely on written records for accuracy
- C. **Provides multiple perspectives**
- D. Simplifies research by using one evidence type
9. What was the primary achievement that distinguished Homo habilis from earlier hominid species?
- A. **Development of toolmaking capabilities using stone**
- B. Discovery of fire control for cooking
- C. Evolution of advanced language skills
- D. Migration from Africa to other continents
10. How did the unification of Upper and Lower Egypt under Pharaoh Narmer demonstrate the key characteristics of civilisation?
- A. **Established centralised authority and unified systems**
- B. Created first democratic government with representatives
- C. Developed earliest writing system for transactions
- D. Introduced agriculture eliminating Nile dependence

## Paper II – Essay type questions

*Answer only ONE (1) question*

- Describe the major stages of human evolution from Australopithecus to Homo sapiens. (10 marks)
- Analyse how environmental factors influenced the emergence of early African states and kingdoms. (10 marks)

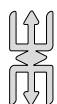
## PLC Session 6

**45 minutes**

**Planning & Reviewing the Learning Plan**

- Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
- Use your subject specific app to explore the content before planning. Ask the app to
  - explain the week's concepts in a practical way that will make it easier for learners to understand.
  - identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson. Ask the app to

- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

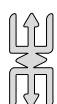
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
  - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through the problem individually for 3–4 minutes
  - c. the group then works through it together the problem, step by step
  - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes**

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 2 Review

In this section, learners explored scientific evidence regarding human origins, including Darwin's evolution theory and hominid development stages. They examined significant archaeological discoveries such as Lucy and Olduvai findings which support Africa as humanity's birthplace. Learners compared scientific theories of human migration from Africa with non-scientific explanations. They investigated factors that led to the emergence of early African states and identified common features across ancient civilizations, including Egypt, Western Sudanese States, East African coastal settlements, and Bantu communities.

Through this study, learners have developed critical historical skills, including evidence analysis, chronological thinking, and the ability to compare competing theories. They gained knowledge of Africa's central role in human development and early civilisation, challenging misconceptions about the continent's historical significance. Students now understand how geography, resources, and cultural exchange shaped diverse African societies and can identify connections between ancient innovations and modern cultural practices.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 5

#### FOCAL AREA 1

#### Question 1

| Criteria                                            | Marking Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Six-Column Chart Analysis (6 marks)</i>          | <p><i>Creates a comprehensive, well-organised six-column chart that compares and supports the argument about which achievements best define civilisation.</i></p> <ul style="list-style-type: none"> <li><i>• Intellectual achievements (education, philosophy, science, technology)</i></li> <li><i>• Artistic achievements (architecture, literature, visual arts, music)</i></li> <li><i>• Economic advancements (trade, agriculture, industry, wealth)</i></li> <li><i>• Political advancements (governance, law, diplomacy, military)</i></li> </ul> |
| <i>Knowledge of African Civilisations (2 marks)</i> | <p><i>Demonstrates exceptional knowledge of two African civilisations (e.g., Ancient Egypt, Kingdom of Kush, Great Zimbabwe, Mali Empire, Axum, Songhai). Shows deep understanding of each civilisation:</i></p> <ul style="list-style-type: none"> <li><i>• Historical context and timeframe</i></li> <li><i>• Major achievements across all categories</i></li> <li><i>• Cultural and societal characteristics</i></li> <li><i>• Significance in African history</i></li> </ul>                                                                         |
| <i>Use of Historical Evidence (2 marks)</i>         | <p><i>Incorporates extensive, accurate historical evidence from credible sources, including:</i></p> <ul style="list-style-type: none"> <li><i>• Primary sources (archaeological findings, ancient texts, inscriptions)</i></li> <li><i>• Secondary sources (scholarly articles, historical analyses)</i></li> <li><i>• Specific examples with proper citations</i></li> <li><i>• Evidence directly supports claims and comparative analysis</i></li> <li><i>• Demonstrates research beyond basic textbook knowledge</i></li> </ul>                       |
| <i>Total / 10</i>                                   | <i>Excellent: 10–8 Very Good: 7–5 Satisfactory: 4–3 Needs Improvement: 2–1</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**FOCAL AREA 2****Question 1**

| Criteria                                              | Excellent                                                                                                                                                                                     | Very good                                                                                                                                                                                                           | Good                                                                                                                                                                                                                      | Needs Improvement                                                                                                                                                                                     | Score      |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <i>Understanding of Ancient Egyptian Leadership</i>   | <i>4 marks: Demonstrates in-depth understanding of leadership structures, roles (e.g., Pharaoh, viziers), and governance strategies (centralised control, divine kingship, bureaucracy).</i>  | <i>3 marks: Demonstrates clear understanding of key leadership structures and roles in ancient Egypt (e.g., Pharaoh, viziers), and describes most governance strategies with minor omissions or limited detail.</i> | <i>2 marks: Demonstrates general understanding of leadership roles and governance in ancient Egypt but includes some inaccuracies or overlooks important elements such as divine kingship or the role of bureaucracy.</i> | <i>1 mark: Shows minimal understanding of ancient Egyptian leadership; provides vague or limited references to leadership roles and strategies, with noticeable factual errors or generalisations</i> | <i>/4</i>  |
| <i>Analysis of Modern Governance Issues</i>           | <i>4 marks: Insightfully identifies and explains modern governance issues (e.g., corruption, instability) with clear definitions and examples.</i>                                            | <i>3 marks: Identifies and explains governance issues clearly but with less depth or fewer examples.</i>                                                                                                            | <i>2 marks: Identifies governance issues but explanation lacks clarity or depth.</i>                                                                                                                                      | <i>1 mark: Mentions governance issues with little explanation or example</i>                                                                                                                          | <i>/4</i>  |
| <i>Connection Between Ancient and Modern Contexts</i> | <i>4 marks: Thoughtfully and convincingly links ancient practices (e.g., merit-based appointments, religious legitimacy, accountability systems) to possible modern reforms or solutions.</i> | <i>3 marks: Provides relevant connections between ancient and modern governance with logical reasoning.</i>                                                                                                         | <i>2 marks: Makes some connections, though links may be superficial or weakly supported.</i>                                                                                                                              | <i>1 mark: Makes inaccurate connections with minimal explanation.</i>                                                                                                                                 | <i>/4</i>  |
| <i>Critical Thinking and Evaluation</i>               | <i>3 marks: Demonstrates strong critical thinking by evaluating the effectiveness and limitations of applying ancient models today while weighing historical context carefully.</i>           | <i>2 marks: Shows good evaluation of how ancient practices could inform modern governance, though may miss some limitations.</i>                                                                                    |                                                                                                                                                                                                                           | <i>1 mark: Offers limited or unclear evaluation being mostly descriptive.</i>                                                                                                                         | <i>/3</i>  |
| <b>TOTAL</b>                                          |                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                                                                                       | <b>/15</b> |

**Question 2**

| Criteria                               | Excellent                                                                                                                                                                                         | Very good                                                                                                                                                                                       | Good                                                                                                                                                                    | Needs Improvement                                                                                                    | Score      |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------|
| <i>Historical Understanding</i>        | <i>5 marks: Accurately explains at least five major achievements of Ancient Egypt with appropriate examples such as advancements in astrology, mathematics, politics, engineering etc.</i>        | <i>4 marks: Accurately explains at least four major achievements of Ancient Egypt with appropriate examples</i>                                                                                 | <i>3 marks: Accurately explains at least three major achievements of Ancient Egypt with appropriate examples</i>                                                        | <i>1–2 marks: Accurately explains at least two major achievements of Ancient Egypt</i>                               | <i>/5</i>  |
| <i>Influence on World Civilisation</i> | <i>5 marks: Shows how these achievements shaped other world civilisations clearly stating and explaining the nature of influence with at least three empirical evidences from diverse sources</i> | <i>4 marks: Shows how these achievements shaped other world civilisations clearly stating and explaining the nature of influence with at least two empirical evidences from diverse sources</i> | <i>3 marks: Shows how these achievements shaped other world civilisations stating the nature of influence with at least one empirical evidence from limited sources</i> | <i>1–2 marks: Shows how these achievements shaped other world civilisations stating the nature of influence</i>      | <i>/5</i>  |
| <i>Modern Relevance</i>                | <i>5 marks: Makes meaningful and specific links to modern science and technology drawing on ancient ideas with adequate explanations and examples</i>                                             | <i>4 marks: Makes meaningful and specific links to modern science and technology drawing on ancient ideas with adequate explanations and limited examples</i>                                   | <i>3 marks: Links to modern science and technology are not too strong but points are well explained with limited examples</i>                                           | <i>1to 2 marks: Links to modern science and technology are not too strong with limited explanations and examples</i> | <i>/5</i>  |
| <b>TOTAL</b>                           |                                                                                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                         |                                                                                                                      | <b>/15</b> |

**WEEK 6****Essay Questions****Question 1**

| Stage                                                   | Marks   | Expected Content                                                                                                                                                                                  |
|---------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Australopithecus (4–2 million years ago)</i>         | 2 marks | Fully bipedal (walked on two legs); Small brain size (around 500cc); Human-like body with ape-like head features; Used simple tools but did not make them; Example: “Lucy” discovered in Ethiopia |
| <i>Homo habilis (2.5–1.5 million years ago)</i>         | 2 marks | Larger brain (around 650cc); First known toolmakers using stone tools; More human-like face than Australopithecus; Limited communication abilities; Known as “handy man”                          |
| <i>Homo erectus (1.8 million – 300,000 years ago)</i>   | 2 marks | Larger brain (800–1100cc); Controlled and used fire; Created sophisticated tools; First hominid to migrate out of Africa; Built simple shelters                                                   |
| <i>Homo neanderthalensis (300,000–30,000 years ago)</i> | 2 marks | Large brain (similar to modern humans); Powerfully built, adapted to cold; Created specialised tools; Evidence of ritual burials; Used medicinal plants                                           |
| <i>Homo sapiens (300,000 years ago – present)</i>       | 2 marks | Highly developed brain; Advanced language and abstract thinking; Creation of art and symbolic representation; Complex social structures; Global distribution and technological innovation         |

**Question 2**

| Environmental Factor                    | Marks     | Expected Content                                                                                                                                                                                                    |
|-----------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Water Resources</i>                  | 2.5 marks | Rivers provided water for agriculture and transportation; Examples: Nile River (Ancient Egypt), Niger River (Mali Empire); Enabled permanent settlements and population growth; Facilitated trade and communication |
| <i>Agricultural Factors</i>             | 2.5 marks | Fertile soil supported food production; Climate patterns influenced farming methods; Food surplus allowed specialisation; Examples: Nile flood plains, savanna grasslands                                           |
| <i>Natural Resources/Minerals</i>       | 2.5 marks | Gold, salt, iron ore provided wealth; Examples: Gold in Mali, copper in Great Zimbabwe; Control of resources led to political power; Enabled long-distance trade networks                                           |
| <i>Geographic Location/Trade Routes</i> | 2.5 marks | Strategic positions on trade routes; Examples: Trans-Saharan routes, coastal positions; Control of trade provided political advantage; Facilitated cultural and technological exchange                              |

## SECTION 3: TRANS-SAHARAN TRADE IN PRE-COLONIAL AFRICA

### STRAND: STATES AND SOCIETIES IN PRE-COLONIAL TIMES

#### Sub-Strand: Pre-colonial Economy and Economic Activities

**Learning Outcome:** *Use relevant historical sources to trace origins of the Trans-Saharan Trade, detailing in diverse modes its organisation and communicating effectively its impact on pre-colonial Africa.*

**Content Standard:** *Demonstrate understanding of the origins, organisation, and impact of the Trans-Saharan Trade.*

### INTRODUCTION AND SECTION SUMMARY

This section explores one of Africa's most significant historical commercial networks: the Trans-Saharan Trade. Learners will discover how this vast trading system connected North Africa with West African kingdoms across the formidable Sahara Desert, facilitating the exchange of goods, ideas, and cultures.

By the end of this section, learners will understand the origins, organisation, and routes of this remarkable trade network. They will identify the key regions and peoples involved, particularly appreciating the crucial role of the Tuareg. Learners will analyse the factors that contributed to its rise, including the introduction of camels and the spread of Islam. They will evaluate the wide-ranging social, political, and economic impacts on participating societies. Finally, learners will examine the challenges faced by traders and the complex factors that led to the trade's eventual decline.

This knowledge helps learners appreciate how pre-colonial African societies built sophisticated commercial systems that shaped the continent's development and connected Africa to the wider world through indigenous initiative and adaptation.

**The weeks and the indicators covered by the section are:**

- **Week 7:** The origin and nature of the Trans-Saharan Trade in Africa (LI: Discuss the origin and nature of the Trans-Saharan Trade in Africa).
- **Week 8:** Effects and Decline of the Trans-Saharan Trade (LIs: Assess the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies; Investigate reasons for the decline of the Trans-Saharan Trade).

## SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs diverse teaching strategies to develop learners' historical understanding. Teachers should facilitate collaborative learning through think-pair-share, mixed-ability groups, and fishbowl discussions. These approaches help learners conceptualise the Trans-Saharan Trade and its participants.

Experiential learning through documentaries and role-play enables learners to visualise historical scenarios. Project-based activities, including map tracing, poster creation, and multimedia presentations, develop analytical skills.

Problem-based learning and talk-for-learning strategies encourage critical thinking about causal factors and consequences. Technology-enhanced learning supports research on the trade's decline.

Throughout instruction, teachers should explicitly develop historical thinking skills by:

- Analysing change and continuity in trading patterns
- Evaluating multiple causes for the trade's rise and decline
- Examining evidence from various sources
- Considering different perspectives (traders, kingdoms, ordinary people)
- Understanding historical context through map work
- Drawing connections between past trade networks and contemporary economic systems

## ASSESSMENT SUMMARY

Key assessments for this section target the highest DOK levels (3-4) to evaluate deeper historical understanding. Teachers should select assessment methods appropriate for their classroom context while ensuring they measure substantive historical thinking skills.

A variety of assessment modes may be used, including group research presentations, debates, analytical essays, multimedia projects, role-plays, and source analysis activities. These assessments should evaluate learners' ability to analyse causation, examine multiple perspectives, interpret evidence, and make connections between different aspects of the Trans-Saharan Trade.

Teachers must develop clear scoring rubrics for each assessment, specifying criteria for historical accuracy, evidence use, and analytical depth. These rubrics serve as guides for both instruction and evaluation. Teachers are encouraged to adapt assessment approaches to address diverse learning needs while maintaining rigorous expectations for historical thinking.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                                                                    | DoK Level | Assessment Strategy and/or Mode |
|---------------------------------------------------------------------------------------------------------------|-----------|---------------------------------|
| Discuss the origin and nature of the Trans-Saharan Trade in Africa.                                           | 3         | Homework                        |
| Assess the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies. | 4         | Research and Presentation       |
| Investigate reasons for the decline of the Trans-Saharan Trade.                                               | 4         | Essay                           |

**WEEK 7**

**Learning Indicator:** *Discuss the origin and nature of the Trans-Saharan Trade in Africa*

**Recap Weeks**

|        |                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------|
| Year 1 | <b>Week 22:</b> Investigate the nature of trade and the development of trading activities in pre-colonial Ghana. |
|--------|------------------------------------------------------------------------------------------------------------------|

**Focal Area 1: Origins and organisation of the Trans-Saharan Trade****Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in discussing the origin and organisation of the Trans-Saharan Trade in Africa:

1. What was the Trans-Saharan Trade about?
2. Which regions were involved in the trade?
3. What factors led to the rise of the trade?
4. How was the trade conducted?

**Review**

In Year 1, learners explored the exchange economy of pre-colonial Ghana, which consisted of two main forms: domestic trade and long-distance trade. Domestic trade occurred in local markets through a barter system, with centres like Begho, Salaga, and Kumasi serving as important hubs. Women played crucial roles in retail trade, controlling specific commodities and managing finances.

Long-distance trade connected different regions and facilitated the exchange of specialised goods between ecological zones. This trade contributed significantly to the economic growth and cultural exchange in pre-colonial Ghana.

This foundation helps us understand how the Trans-Saharan Trade, which we will explore in Year 3, connected Ghana and other West African societies to North Africa and beyond, expanding these existing trade networks across the Sahara Desert.

**The Concept of the Trans-Saharan Trade**

The Trans-Saharan Trade was a network of commercial routes that connected North Africa with West Africa across the Sahara Desert. It began around the 3rd-4th century CE but developed significantly from the 7th century, reaching its peak between 1300 and 1600 CE.

This trade network linked three distinct regions: North Africa (connected to the Mediterranean world and Europe), the Sahara Desert, and the Western Sudan (including savanna and forest zones of West Africa). The name “Trans-Saharan” reflects its defining feature - crossing the vast Sahara Desert.

The trade was organised in caravans, which were large groups of merchants travelling together with their goods and guards for protection. This caravan system allowed traders to navigate the harsh desert environment safely and efficiently.

## Regions that Participated in the Trans-Saharan Trade

The Trans-Saharan Trade connected three main regions, each contributing different goods based on their resources and specialisations: Figure 24 shows the regions that participated and some of the goods they traded.

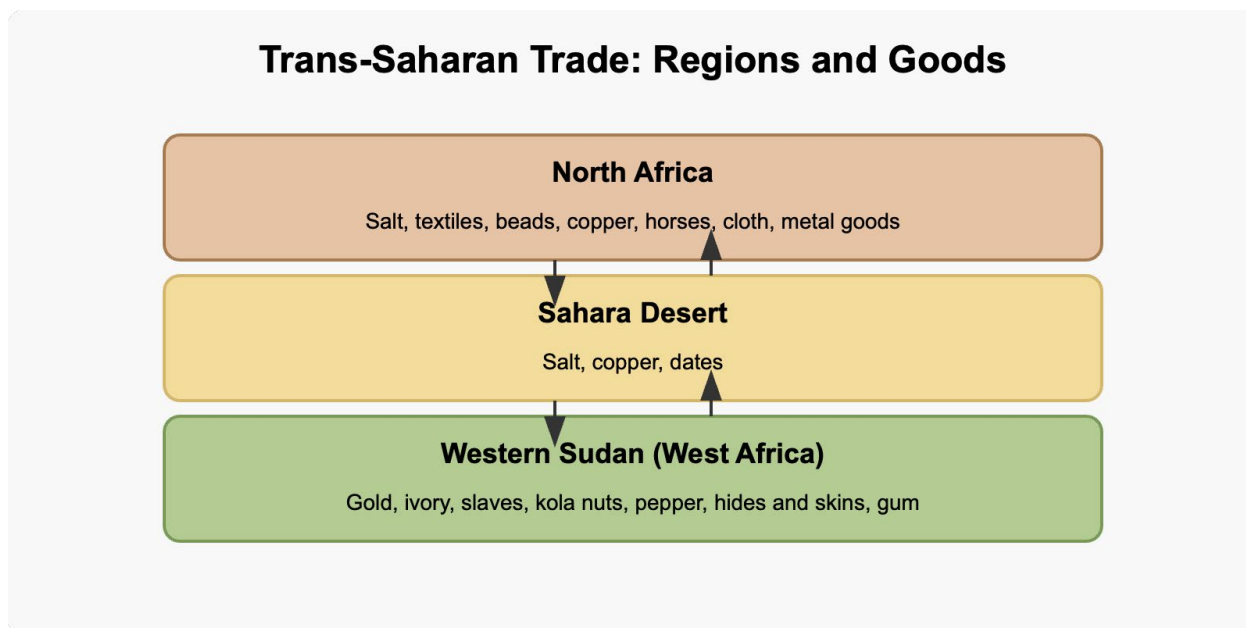


**Figure 24:** *Regions that Participated in the Trans-Saharan Trade*

## Main Routes for the Trans-Saharan Trade

Three main trade routes crossed the Sahara Desert, connecting North Africa with the Western Sudan:

1. **Western Route:** This route began in Morocco and Algeria, passing through cities like Fez and Marrakesh before reaching Sijilmasa at the desert's edge. From there, it crossed the desert to Awdaghost and then to Ancient Ghana. This route was particularly important for the gold trade, connecting the gold fields of West Africa with Morocco.
2. **Central Route:** Starting from Tunis and Tripoli in modern Libya, this route passed through Ghat and continued south to Gao and Timbuktu on the Niger Bend. This route became increasingly important during the Mali and Songhai empires when Timbuktu flourished as a centre of trade and Islamic learning.
3. **Eastern Route:** This route connected Egypt through the Fezzan region to Kanem-Bornu and Hausaland. It facilitated trade between Egypt and the Lake Chad region, and later connected to the Hausa city-states.

Along each route, trading posts and oases provided critical resting points, water, and supplies. Some of these posts grew into important cities in their own right, serving as commercial and cultural centres where merchants from different regions would meet and exchange goods.

## How the Trans-Saharan Trade was Conducted

The Trans-Saharan Trade operated through caravans organised by Berber merchants from North Africa. These caravans travelled along established routes, timing their journeys after the rainy season to avoid sandstorms. The journey across the desert typically took three months, allowing merchants to make only one round trip annually. Along the routes, trading posts like Sijilmasa, Awdaghost, and

Walata provided essential rest stops, storage facilities, and meeting places for traders. Initially using barter, merchants exchanged goods directly—sometimes trading salt for its equivalent weight in gold. Merchants employed local agents to prepare goods and navigate cultural differences, while paying protection fees to desert groups and gifts to local rulers to ensure safe passage through their territories.

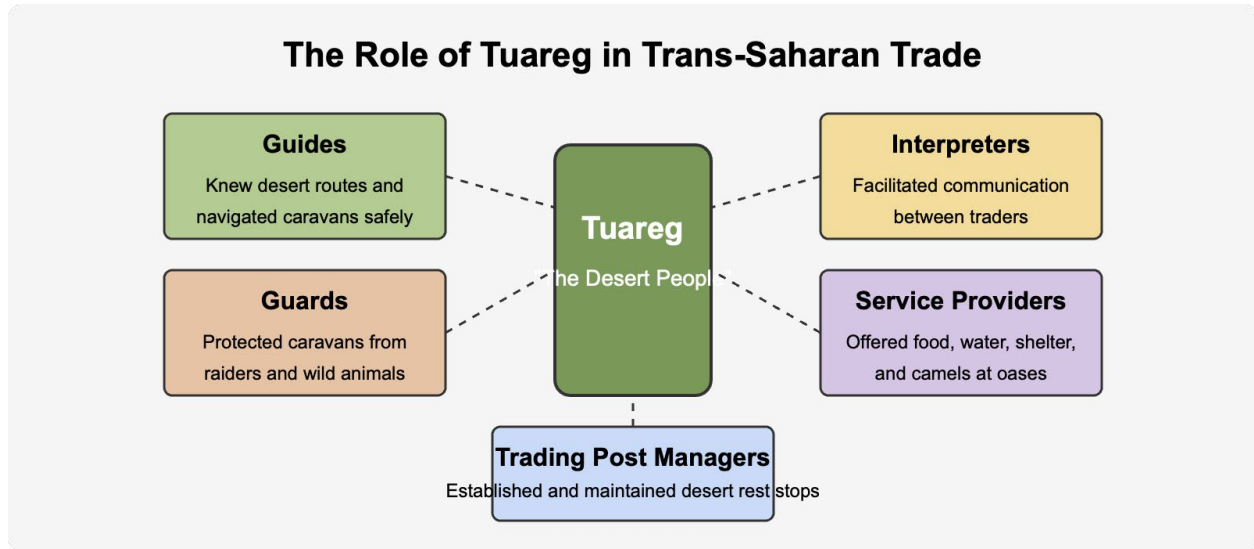


**Figure 25:** *The role of the Tuareg in the Trans-Saharan Trade*

### Learning Tasks

1. Recall and describe the main features of the Trans-Saharan Trade routes.
2. Recall and describe the key items traded in the Trans-Saharan Trade.
3. Analyse the organisational structure of Trans-Saharan Trade caravans.

## Pedagogical Exemplars

### 1. Collaborative Learning

- Using think-pair-share, learners explain the concept of the Trans-Saharan Trade, using knowledge recalled from Year 1.
- In mixed-ability groups, learners use Source A (*map of Trans-Saharan trade routes*) to identify and discuss the three main regions that participated in the trade. Have learners analyse how the routes were connected and what the pattern reveals about the trading network's organisation.
- Using the fishbowl strategy, learners discuss the mode of transport of commodities in the Trans-Saharan Trade, including the use of human porters and beasts of burden such as donkeys, horse-drawn chariots, and camels.
- Learners label the three main Trans-Saharan Trade routes on a provided map and identify two major trading cities, annotating with key information learned from their research.
- Learners annotate the map further with five items traded from North Africa and five items traded from Western Sudan.

### 2. Experiential Learning

- Learners watch a documentary on how the Trans-Saharan Trade was conducted and discuss in small groups the organisation of the trade, explaining the specialised roles of merchants, guides,

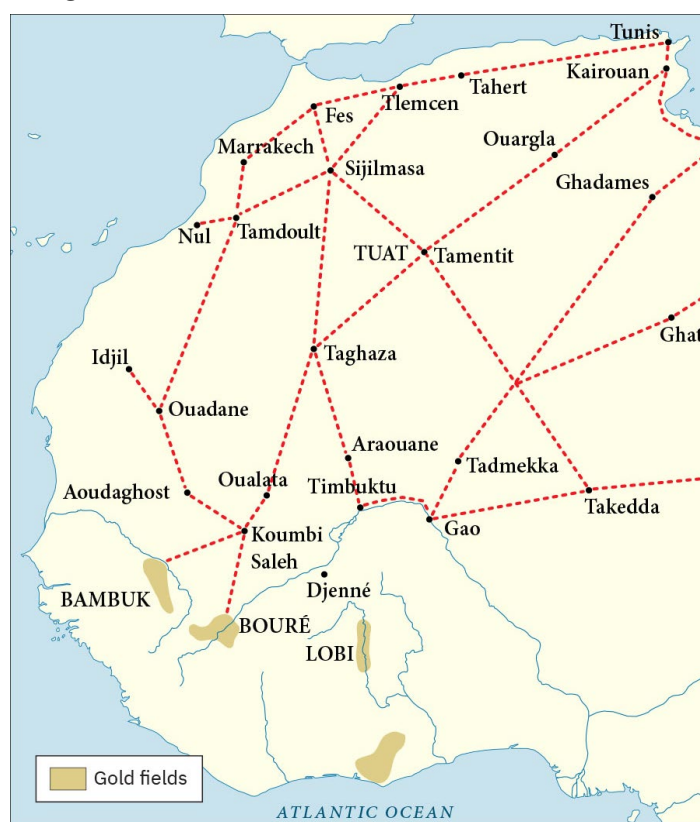
and guards, and evaluate how this complex system overcame the harsh desert conditions to maintain profitable commerce.

- Groups analyse Source B (*Ibn Battuta's extract*) to understand the role of specialised towns like Taghaza in supporting the trading system.

OR

- In small groups, learners re-enact the role played by the Tuareg in the Trans-Saharan Trade, including their establishment of rest stops, production of food and water, provision of horses and camels, and their roles as guides, guards, and interpreters for traders.
- During role-play, groups incorporate evidence from both sources to demonstrate how governance and security systems helped maintain the extensive trade network.

Source A: A map showing the historical trans-Saharan trade routes



Credit: modification of work "Trade routes of the Western Sahara c. 1000–1500" by "Aa77zz"/Wikimedia Commons, CCo 1.0

#### Source B: Extract from Ibn Battuta's Travels (14th century)

"After twenty-five days, we arrive at Taghaza. . . . One of its marvels is that its houses and mosque are of rock and salt and its roofs of camel skins. It has no trees, but is nothing but sand with a salt mine. They dig in the earth for the salt, which is found in great slabs lying one upon the other. . . . A camel carries two slabs of it. No one lives at Taghaza except the slaves of the Massufa tribe, who dig for the salt [ . . . ]

The people [of Mali] possess some admirable qualities. They are seldom unjust and have a greater abhorrence of injustice than any other people. Their sultan [the mansa] shows no mercy to any one guilty of the least act of it. . . . Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence." —Ibn Battuta, Travels in Asia and Africa

## Focal Area 2 & 3: Factors leading to the rise of the Trans-Saharan Trade

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in discussing the factors leading to the rise of the Trans-Saharan Trade in Africa:

1. What factors were responsible for the rise of the Trans-Saharan Trade?
2. How did the introduction of camels influence the Trans-Saharan Trade?
3. How did the introduction of Islam in West Africa influence the Trans-Saharan Trade?

### Factors that Led to the Rise of the Trans-Saharan Trade

The Trans-Saharan Trade developed between the 3rd and 7th centuries CE and reached its peak between 1300 and 1600. Several key factors contributed to the growth and success of this vast commercial network that connected North Africa with West Africa across the Sahara Desert. Figure 26 shows some key factors for that influenced the rise of the Trans-Saharan Trade.

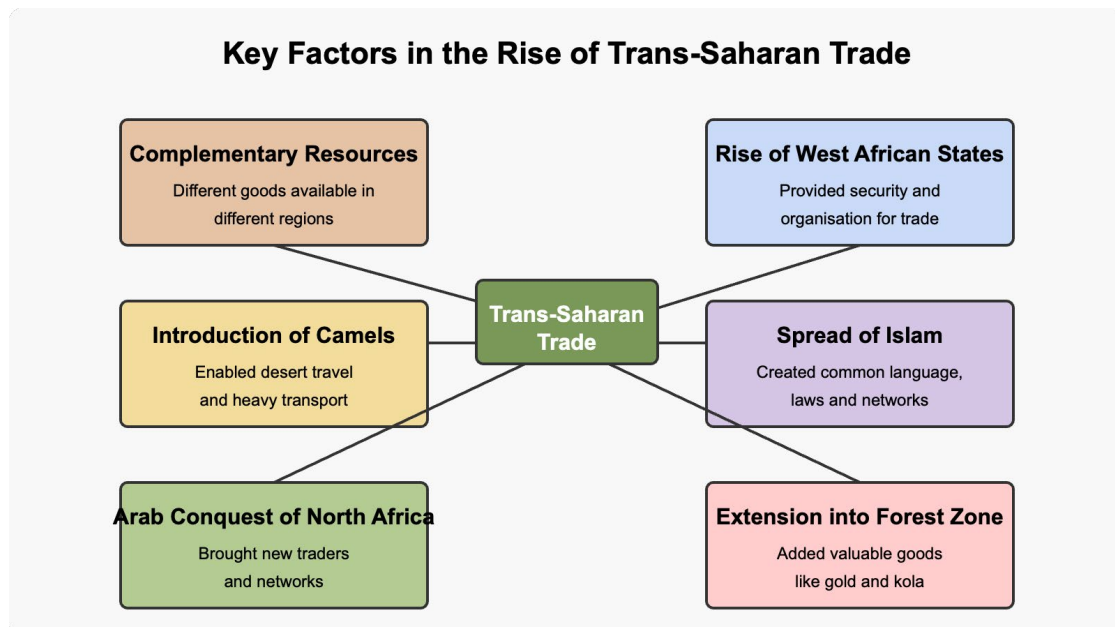


**Figure 26:** Factors that Led to the Rise of the Trans-Saharan Trade

### How the Introduction of Camel Influenced the Trans-Saharan Trade

The widespread adoption of the camel by Berber communities for Saharan travel revolutionised Trans-Saharan trade. Before camels, merchants relied on horses and donkeys, which were not well-suited to desert travel. Camels were uniquely adapted to desert travel in several important ways:

1. **Endurance:** Camels could travel for several days without food or water, allowing caravans to cross vast stretches of desert between oases.
2. **Carrying Capacity:** A single camel could carry heavy loads (about 150-200 kg), much more than horses or donkeys, increasing the volume of goods that could be transported.

3. **Desert Adaptation:** Their broad, flat feet prevented them from sinking into soft sand, making desert travel more efficient.
4. **Protection from Elements:** Long eyelashes and closable nostrils protected camels during sandstorms, reducing travel delays.

These advantages earned camels the nickname “ships of the desert.” The Berbers adopted camels from the Romans and used them for southward migrations into the Sahara, establishing settlements at oases. By the 7th century CE, camels were widely used throughout the Sahara, dramatically accelerating trade development.

The increased use of camels made possible:

- Larger caravans carrying more goods
- More direct routes across the desert
- More frequent trading journeys
- Lower transportation costs
- Greater safety for merchants

Without the camel, the scale and regularity of Trans-Saharan Trade would not have been possible.



**Figure 27:** *Camels*

## How the Introduction of Islam in West Africa Influenced the Trans-Saharan Trade

The spread of Islam across North Africa and into West Africa significantly enhanced the Trans-Saharan Trade, particularly in the 15th and 16th centuries. Figure 28 illustrates the impact of Islam on the Trans-Saharan Trade.

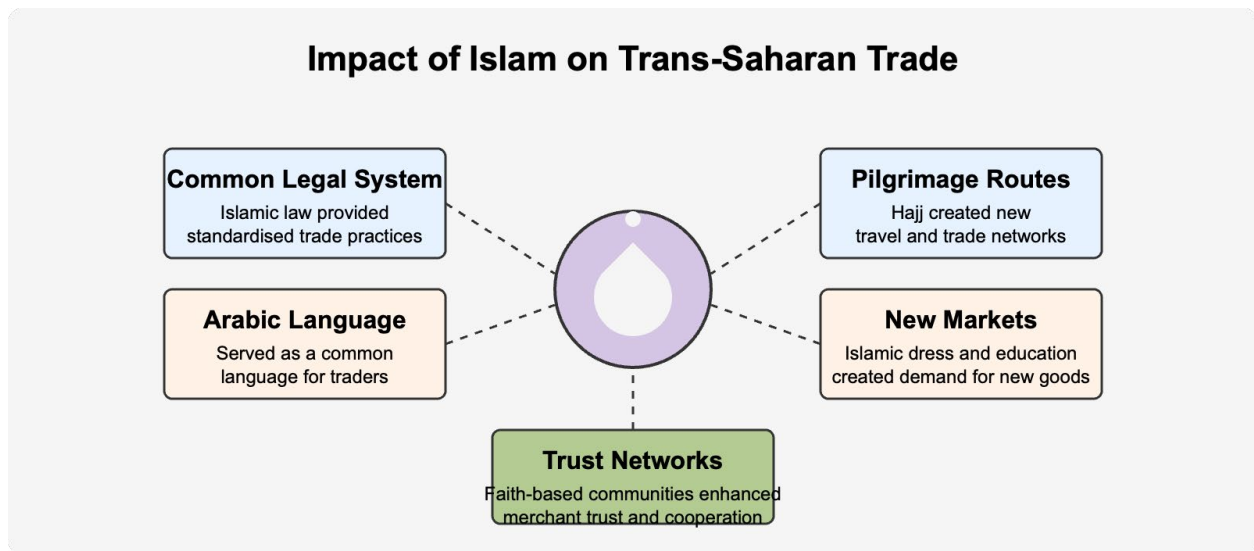


**Figure 28:** Chart illustrating the impact of Islam on the Trans-Saharan Trade.

### Learning Tasks

1. Describe and explain the factors that led to the rise of the Trans-Saharan Trade.
2. Explain how the introduction of camels influenced the Trans-Saharan Trade.
3. Analyse how the introduction of Islam in West Africa influenced the Trans-Saharan Trade.

## Pedagogical Exemplars

### 1. Problem-based Learning

- Learners use knowledge from Year 1 to brainstorm the factors that led to the rise of the Trans-Saharan Trade.
- Learners then work in pairs to create mind maps to explain the factors that led to the rise of the Trans-Saharan Trade.
- In small groups, learners role-play how the introduction of the camel influenced the Trans-Saharan Trade.

### 2. Talk for Learning

In concentric circles, learners use their prior learning to discuss how the introduction of Islam in West Africa influenced the Trans-Saharan Trade. Learners should be encouraged to come to conclusions about the role Islam had in shaping and influencing the Trans-Saharan Trade and its comparative importance with other factors.

## Key Assessment Level 3: Homework

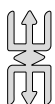
1. Analyse how the Trans-Saharan Trade was influenced by both environmental factors and human innovations. Use specific examples to support your answer.
2. Evaluate how the introduction of camels transformed the Trans-Saharan Trade network and affected the development of West African kingdoms. What might have happened without this innovation?

## PLC Session 7

45 minutes

### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

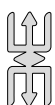
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## WEEK 8

### Learning Indicators

1. Assess the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies
2. Investigate reasons for the decline of the Trans-Saharan Trade

## Focal Area 1 & 2: Effects of the Trans-Saharan Trade

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies:

1. What were the effects of the Trans-Saharan Trade?
2. How did the Trans-Saharan Trade affect different regions of pre-colonial Africa?
3. What lessons can be learnt from the Trans-Saharan Trade to make trade in Africa today better?

### Effects of the Trans-Saharan Trade

The Trans-Saharan Trade had profound and far-reaching effects on West African Sudanese states and societies. These impacts transformed political structures, economic activities, and social organisation across the region from approximately the 8th to 16th centuries CE. Figure 29 shows the effects of the Trans-Saharan Trade.

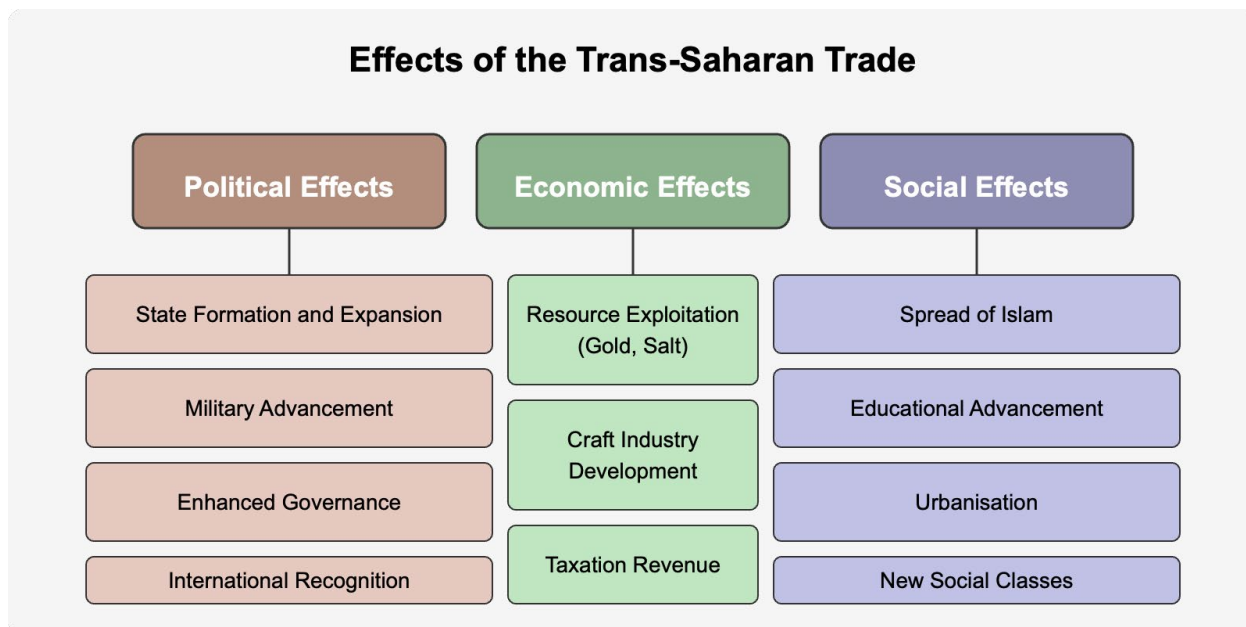


**Figure 29:** Effects of the Trans-Saharan Trade

## Learning Tasks

1. Identify six major African states affected by the Trans-Saharan Trade and locate them on a historical map of Africa, utilising knowledge from Year 1.
2. Explain how the Trans-Saharan Trade influenced the political development of African kingdoms.
3. Analyse the economic consequences of the Trans-Saharan Trade on African societies.

## Pedagogical Exemplars

### 1. Collaborative Learning

- Using Pair-Share-Repeat strategy, learners identify the various African states that the Trans-Saharan Trade affected, utilising the learning from Year 1.
- Using an old map of Africa, learners then locate these states on the map.
- In small groups, learners discuss how the trade affected the social life of Africans, including religion, marriage, language, urbanisation, and the social class system.

### 2. Project-based Learning

- In mixed-ability groups, learners analyse evidence of growth, expansion of states, creation of armies and the general political impact of the Trans-Saharan Trade on African states.
- Learners should be encouraged to use specific examples to support their explanations.

### 3. Talk for Learning

- Using the Snowball strategy, learners discuss the economic impact of the Trans-Saharan Trade such as exploitation of natural resources, development of craft industries, income generation, etc.

## Key Assessment Level 4: Research and Presentation Project

Compare how the Trans-Saharan Trade affected two different West African kingdoms. Explain why they responded differently and what this teaches us about historical change. Create a presentation with maps and images to support your analysis.

## Focal Area 3: Decline of the Trans-Saharan Trade

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in investigating the reasons for the decline of the Trans-Saharan Trade:

1. What factors led to the decline of the Trans-Saharan Trade?
2. What were the effects of the decline of the Trans-Saharan Trade?

## Problems that the Caravan Traders Faced

The Trans-Saharan traders encountered numerous challenges during their journeys across the desert:

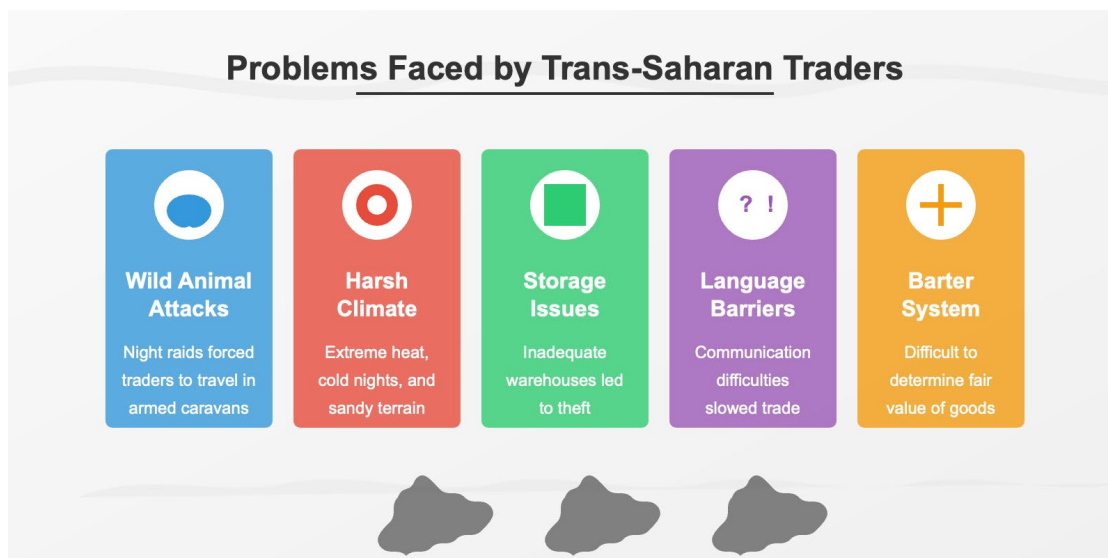


**Figure 30:** *Problems that the Caravan Traders Faced*

## Internal and External Factors for the Decline of the Trans-Saharan Trade

The Trans-Saharan trade experienced a significant decline, with gold exports dropping from 850,000 ounces in 1600 to just 400,000 ounces by 1800. Several factors contributed to this decline:

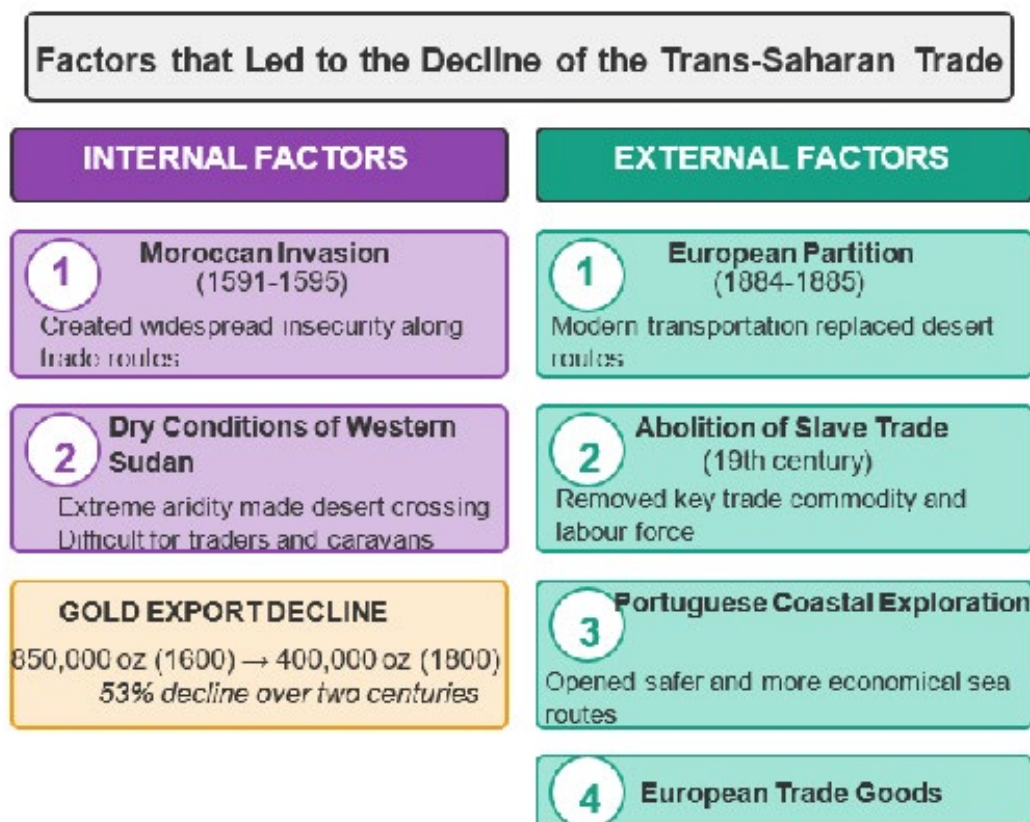


**Figure 31:** *Internal and External Factors for the Decline of the Trans-Saharan Trade*

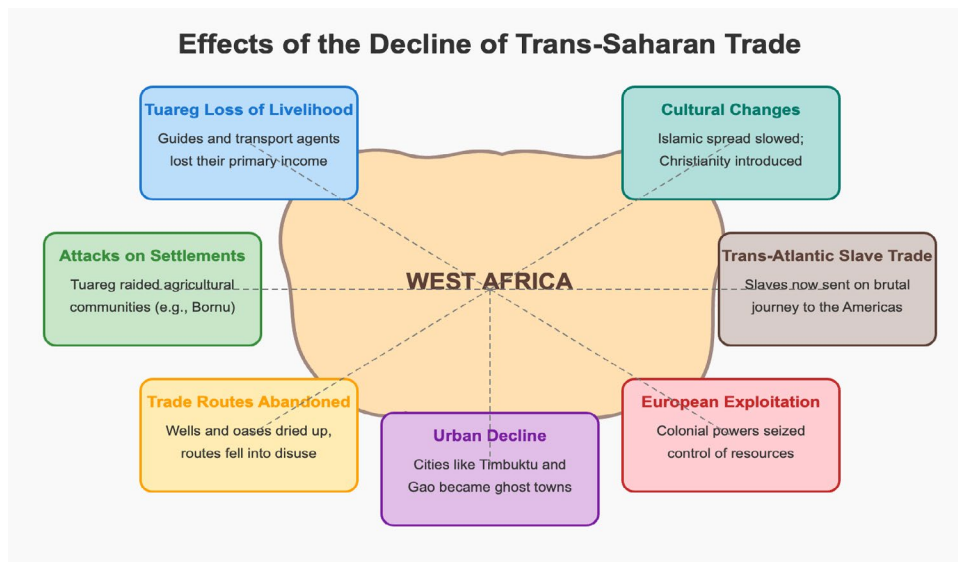


**Figure 32:** *Effects of the Decline of Trans-Saharan Trade*

### Learning Tasks

1. Discuss the challenges of the caravan traders during the Trans-Saharan Trade.
2. Research and create a poster to categorise the factors that led to the decline of the Trans-Saharan Trade into internal and external factors.
3. Analyse the effects of the decline of the Trans-Saharan Trade on West Africa.

### Pedagogical Exemplars

#### 1. Talk for Learning

In small groups, learners discuss some of the problems that the caravan traders faced. E.g., shortage of water, attacks by robbers, etc.

#### 2. Technology Enhanced Active Learning (TEAL)

With the use of the internet, learners search for the factors that led to the decline of the Trans-Saharan Trade. E.g., the fall of kingdoms, over-exploitation of natural resources. Explain which factors were most significant and why.

#### 3. Project-based Learning

In mixed-ability groups, learners create a poster that classifies factors for the decline of the Trans-Saharan Trade into Internal and External. Learners discuss the following: If European influence had not occurred, how might the trade have developed differently?

#### 4. Collaborative Learning

In a Fishbowl activity, learners discuss the effects of the decline of the Trans-Saharan Trade on West Africans, including loss of livelihoods, desertion of towns and cities, halting spread of Islamic education and culture, etc.

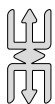
## Key Assessment Level 4: Research and Presentation Project

### PLC Session 8

45 minutes

#### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

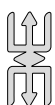
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **research and project presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

#### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 3 Review

In this section, learners explored the Trans-Saharan Trade network that connected North Africa with West African kingdoms. They identified the main routes, participating regions, trading methods, and the crucial role played by the Tuareg people. Learners examined key factors that contributed to the trade's rise, particularly the introduction of camels and the spread of Islam. They analysed the wide-ranging social, political, and economic impacts on African societies, including urbanisation, state formation, and cultural exchange. Finally, learners investigated the challenges faced by caravan traders and the internal and external factors that led to the trade's decline, including European coastal exploration and the Moroccan invasion of Songhai. Throughout, learners developed skills in historical analysis, evidence interpretation, and understanding causation.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 7

#### Question 1: Environmental Factors and Human Innovations Analysis (5 Marks)

| Criteria                                                              | Excellent (5 marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Very Good (4 marks)                                                                                                                                                                                                                           | Satisfactory (3 marks)                                                                                                                                                               | Needs Improvement (1–2 marks)                                                                                                                          |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Environmental Factors and Human Innovations Analysis (5 marks)</i> | <i>Delivers comprehensive analysis showing how environmental factors and human innovations interacted to create functioning trade system; identifies multiple environmental challenges (desert barriers, extreme heat, water scarcity, resource distribution); explains specific human innovations (camel domestication, caravan systems, oasis networks, trading posts); uses specific examples such as Taghaza salt mines, Bambuk gold fields, oasis stops; explains significance to overall trade success</i> | <i>Provides detailed analysis of relationship between environmental factors and human innovations; explains how humans adapted to environmental challenges; identifies multiple factors from both categories; uses some specific examples</i> | <i>Clearly explains multiple environmental factors AND human innovations; provides specific examples of how they shaped trade patterns; shows basic understanding of connections</i> | <i>Identifies basic environmental factors OR human innovations with minimal explanation; limited understanding of connections; very basic response</i> |

#### Question 2: Camel Innovation and Kingdom Development (5 Marks)

| Criteria                                                           | Excellent (5 marks)                                                                                                                                                                                                                                                                                                                                                                                                                                        | Very Good (4 marks)                                                                                                                                                                                                                                   | Satisfactory (3 marks)                                                                                                                                                                        | Needs Improvement (1–2 marks)                                                                                                                            |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Camel Innovation and Kingdom Development Analysis (5 marks)</i> | <i>Provides comprehensive evaluation of camels as transformative technology; explains specific camel advantages (water endurance, carrying capacity 150–200kg, desert adaptation); analyses impact on trade patterns (increased volume, new routes, regular caravans); connects to West African kingdom development (Ghana, Mali, Songhai taxation systems); includes well-reasoned counterfactual analysis about alternative scenarios without camels</i> | <i>Analyses relationship between camel introduction and both trade transformation AND kingdom development; explains multiple camel advantages; makes clear connections to how kingdoms benefited; includes consideration of alternative scenarios</i> | <i>Explains specific ways camels transformed trade (increased volume, new routes, frequency); begins to connect changes to West African kingdoms; shows understanding of camel advantages</i> | <i>Identifies basic camel advantages with minimal explanation; limited connection to kingdom development; weak understanding of broader implications</i> |

**WEEK 8****FOCAL AREA 1 & 2****Question 1: Comparative Analysis of Kingdom Responses (15 Marks)**

| Criteria                                         | Excellent (5 marks)                                                                                                                                                                                                                                                                                                                                                                  | Very Good (4 marks)                                                                                                                                                                                          | Satisfactory (3 marks)                                                                                                                                 | Needs Improvement (1–2 marks)                                                                                |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <i>Kingdom Comparison and Analysis (5 marks)</i> | <i>Creates sophisticated analysis examining complex relationships between trade and society; compares multiple specific effects (political, economic, social) on both kingdoms; demonstrates deep understanding of historical contingency; uses diverse evidence effectively such as archaeological evidence from Niani, Ibn Battuta's accounts, architectural evidence from Gao</i> | <i>Analyses multiple effects with clear comparison and explains factors that caused different responses in each kingdom; uses good historical evidence; shows understanding of institutional development</i> | <i>Compares specific effects on both kingdoms using some historical evidence; makes basic connections between trade impact and kingdom development</i> | <i>Identifies basic facts about Trans-Saharan Trade and two kingdoms with minimal comparison or analysis</i> |
| <i>Historical Change Analysis (5 marks)</i>      | <i>Evaluates relative importance of different factors (geography, leadership, culture) in shaping kingdom responses; connects to broader historical patterns; demonstrates understanding of evolutionary stages in state development; explains how later states adapt institutions from predecessors</i>                                                                             | <i>Explains why kingdoms responded differently with good analysis of contributing factors; makes some connections to broader patterns</i>                                                                    | <i>Shows basic understanding of why responses differed; limited analysis of contributing factors</i>                                                   | <i>Minimal understanding of reasons for different responses; weak analysis</i>                               |
| <i>Presentation Quality (5 marks)</i>            | <i>Presentation includes well-chosen maps and images that effectively support analysis; visual elements enhance understanding; clear organisation and professional delivery; excellent use of multimedia to illustrate key points</i>                                                                                                                                                | <i>Good use of maps and images that support analysis; well-organised presentation with effective visual elements</i>                                                                                         | <i>Basic presentation with some relevant maps and images; adequate organisation</i>                                                                    | <i>Limited use of visual elements; poor organisation or unclear presentation</i>                             |

## SECTION 4: CHANGE AND CONTINUITY IN AFRICAN RELIGIOUS PRACTICES

### STRAND: AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

#### SUB-STRAND: RELIGION AND RELIGIOUS CHANGE

**Learning Outcome:** *Use relevant historical sources in the environment to recount trends of change and continuity in African religious practices, establishing the impact on African societies.*

**Content Standard:** *Demonstrate understanding of the religious change and continuity in Africa.*

### INTRODUCTION AND SECTION SUMMARY

This section explores how religious practices have evolved throughout African history. Learners will examine both Indigenous beliefs and the introduction of world religions.

By the end of this section, learners will understand key aspects of indigenous African religious systems. They will review concepts from Year 1, including Indigenous beliefs and women's religious roles. They will analyse how Indigenous religion supported cultural systems and community life. Learners will identify elements that have persisted and those that have changed over time.

They will also investigate how Islam and Christianity were introduced to different regions of Africa. Learners will examine the origins, spread, and adaptation of these religions. They will evaluate their influence on African societies, cultures, and political systems.

This knowledge helps learners appreciate the dynamic nature of religious practice in Africa. It demonstrates how spiritual traditions respond to changing circumstances while maintaining cultural connections. This understanding contributes to recognising religion as a powerful force in historical development.

**The weeks and the indicators covered by the section are:**

- **Week 9:** Indigenous religion, Islam and Christianity in Africa (LIs: Discuss indigenous African religious beliefs and practices; Trace the advent and influence of Islam and Christianity on Africa.)

### SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs diverse teaching approaches to develop learners' understanding of African religious systems. Teachers should facilitate collaborative learning through pair work and small group seminars. These strategies help learners conceptualise key religious beliefs and practices while connecting to previously studied civilisations.

Experiential learning through documentaries, role-play activities, and interactions with resource persons enables concrete engagement with abstract concepts. Talk-for-learning activities, including snowball discussions, encourage analysis of religious continuity and change over time.

Project-based learning using internet research develops investigation skills when examining the influence of Christianity and Islam on African societies.

Throughout instruction, teachers should explicitly develop historical thinking skills by:

- Analysing change and continuity in religious practices
- Formulating historical questions about religious development
- Examining evidence from various sources
- Considering multiple perspectives on religious influence
- Understanding connections between religious beliefs and cultural systems
- Evaluating the impact of external influences on indigenous traditions

## **ASSESSMENT SUMMARY**

Key assessments for this section should target high DOK levels to evaluate complex historical thinking. Teachers may assess understanding of indigenous African religious beliefs through comparative essays examining continuity and change across time periods. For women's religious roles, creative projects such as illustrated narratives or dramatic presentations may be appropriate. Understanding of religion's cultural support functions could be assessed through argumentative essays or case study analyses. The introduction and influence of world religions might be evaluated through research projects with oral presentations.

Teachers should employ a variety of assessment modes while ensuring they measure substantive historical thinking. Clear scoring rubrics should be developed for each assessment, specifying criteria for historical accuracy, evidence use, and analytical depth. Teachers are encouraged to adapt assessment approaches to meet diverse learning needs.

## WEEK 9

### Learning Indicators

1. Discuss indigenous African religious beliefs and practices
2. Trace the advent and influence of Islam and Christianity on Africa

### Recap Weeks

|        |                                                                                                                                                                         |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <b>Week 23:</b> Discuss the indigenous Ghanaian religious beliefs and practices.<br><b>Week 24:</b> Trace the advent and influences of Islam and Christianity in Ghana. |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Focal Area 1: Indigenous African religious beliefs and practices

### Situating the lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing indigenous African religious beliefs and practices:

1. What were the unique features of African religious practices?
2. What role did women play in indigenous African religious practices?
3. In what ways did African Indigenous religion help to sustain culture and livelihood?
4. What aspects of the indigenous African religious beliefs have changed or continued over time?

### Review

In Year 1, learners explored the indigenous religious system of Ghana, which served as an introduction to Indigenous African religious practices. They discovered that the Indigenous belief system in Ghana encompassed several interconnected elements forming a complex worldview.

The central concept was the belief in a **Supreme Being** – an all-powerful creator deity who oversees the universe but typically remains distant from daily human affairs. Alongside this was the understanding of **lesser deities and spirits** who acted as intermediaries between humans and the Supreme Being, often associated with natural elements like rivers, mountains, and forests.

Learners understood the importance of **ancestral worship**, where deceased family members were venerated as spiritual guides rather than worshipped as gods. They explored how ancestors were believed to maintain connections with the living, offering protection and guidance when properly honoured.

The **animistic nature** of Indigenous Ghanaian religion was highlighted, showing how spiritual forces were recognised in natural objects and phenomena. Year 1 learners also examined **divination and spiritual healing** practices used to communicate with the spiritual realm and address both physical and spiritual ailments.

Learners discovered the significance of **sacred spaces** in Ghanaian Indigenous religion and the cyclical relationship between **ancestors, the living, and the unborn** that emphasised community continuity across time.

In Year 3, we expand our view beyond Ghana to explore indigenous religious systems across the African continent. Students will discover how the foundational concepts introduced in Year 1 manifest in various African cultures, recognising both similarities and distinctive regional expressions.

## Key African religious beliefs and practices



**Figure 33:** *Key African religious beliefs and practices*

## The role of women in Indigenous African religious practices

In Year 1, learners learned that women played significant and diverse roles in Ghana's indigenous religious practices. Four key roles were highlighted: **priestesses** who served as direct conduits to deities and spirits; **diviners** who interpreted spiritual signs and omens; **guardians of ancestral traditions** who preserved sacred knowledge; and **caretakers of sacred spaces** who maintained ritual sites.

Learners discovered that women's spiritual authority often complemented their social roles, providing avenues for influence and leadership within Indigenous Ghanaian communities. They saw how female ritual specialists underwent specific training and initiation processes to fulfil their sacred responsibilities.

Learners also explored how women's religious roles reflected their connection to fertility, life-giving, and nurturing aspects of society, while also recognising that female spiritual authority extended beyond these domains into broader community leadership.

Building on this foundation, Year 3 expands our exploration to examine women's religious roles across diverse African cultures.

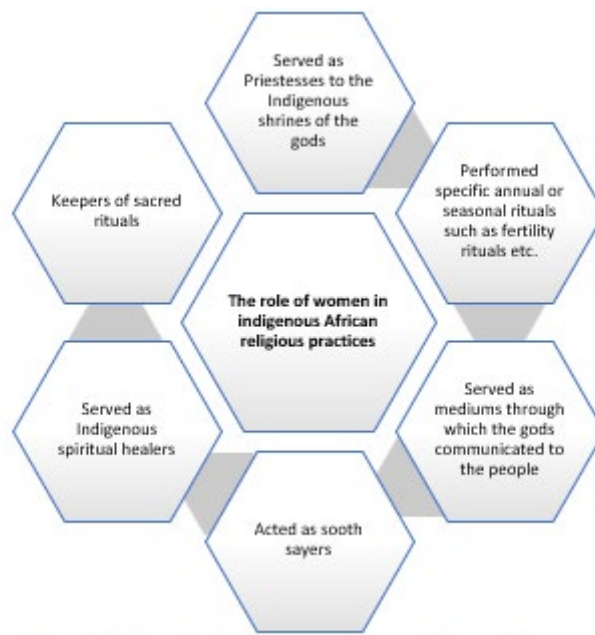


**Figure 34:** *The role of women in indigenous African religious practices*

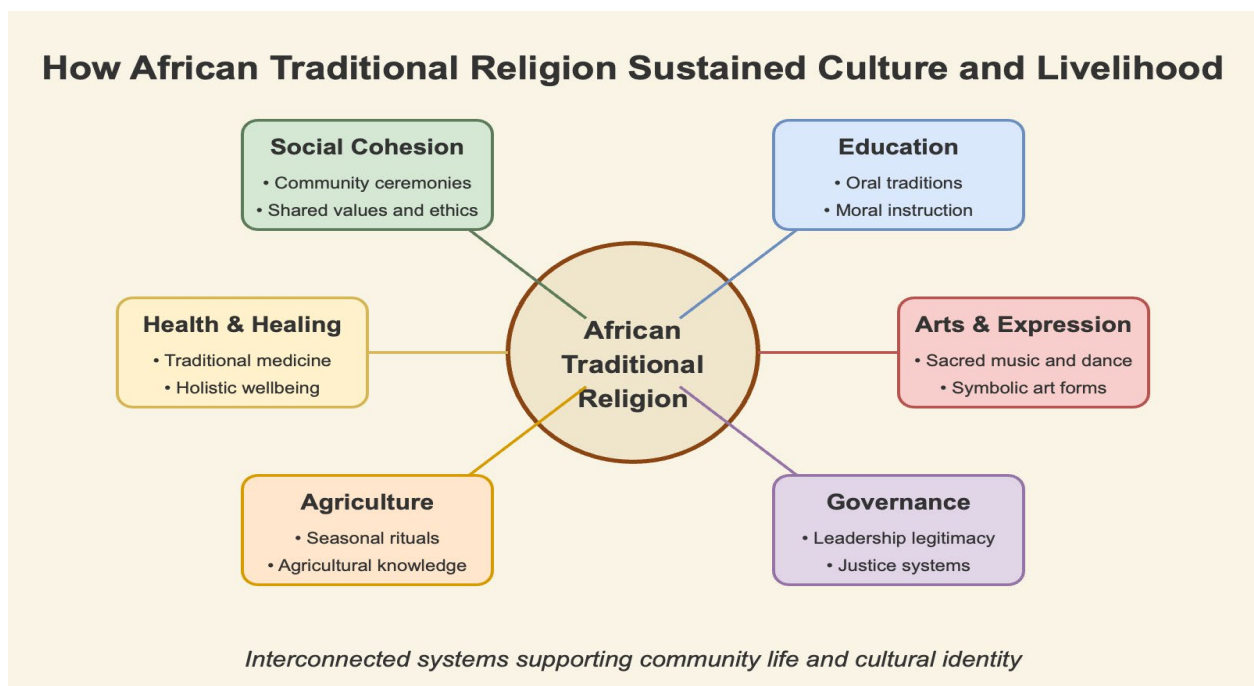


**Figure 35:** *How African Indigenous Religion Sustained Culture and Livelihood*

### Learning Tasks

1. Create a mind map showing key African religious beliefs, making references to earlier civilisations studied: e.g., belief in life after death, a Supreme God, deities, nature, ancestors, etc.
2. Investigate the role of women in Indigenous African religions.
3. Analyse how African Indigenous religion supported cultural values and discuss with one way in which these practices have persisted or changed over time.

## Pedagogical Exemplars

### 1. Collaborative Learning

- In pairs, learners create an outline of key African religious beliefs making references to earlier civilisations studied: E.g., belief in life after death, a Supreme God, deities, nature, ancestors, etc. and produce a mind map illustrating these beliefs.

### 2. Experiential Learning

- Learners watch a documentary or pictures on the role of women in African religious practices and discuss observations in groups. Learners then select one female religious role (e.g., priestess, medicine woman, healer, soothsayer). They should research its origins, functions, rituals, and societal influence in a specific African community.

OR

- In groups, learners act out the roles of females in indigenous African religious practices, including serving as priestesses, medicine women, healers, soothsayers, etc.

### 3. Talk for Learning

- In mixed ability groups, learners discuss how African Indigenous religion helped to sustain African culture and livelihood.
- In a Snowball activity, learners discuss aspects of the indigenous African religious beliefs that have changed or continued over time.

## Focal Area 2 and 3: Introduction of Islam and Christianity in Africa

|        |                                                                                     |
|--------|-------------------------------------------------------------------------------------|
| Year 1 | <b>Week 24:</b> Trace the advent and influences of Islam and Christianity in Ghana. |
|--------|-------------------------------------------------------------------------------------|

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in tracing the advent of Islam and Christianity in Africa:

1. Which people introduced Islam in Africa?
2. Which people introduced Christianity into Africa?
3. How were these two religions introduced?
4. What impact have these two religions had on Africa?
5. What are their similarities and differences?

### Early Spread of Christianity

1. Egypt (Alexandria): Christianity arrived in Egypt around the 1st century CE. Alexandria became an early hub of Christian theology, with scholars like Origen and Clement.
2. Ethiopia (Axum): Adopted Christianity as a state religion in the 4th century CE under King Ezana. The Ethiopian Orthodox Church remains a strong institution today.
3. North Africa (Tunis, Carthage): Early Christian communities thrived under Roman rule. Figures such as Tertullian and St. Augustine emerged here before the Islamic conquests.

## Early Spread of Islam

1. Egypt: Conquered by Arab forces in the 7th century. Became a centre of Islamic law, culture, and education (e.g., Al-Azhar University).
2. West Africa (Gao, Timbuktu, Kano): Islam arrived through trans-Saharan trade. It spread among elites and merchants before becoming widespread.
3. East Africa (Zanzibar): Spread through Indian Ocean trade. Muslim traders and settlers brought Islam to coastal cities.

## Introduction and Acceptance of Christianity in Different Parts of Africa

### 1. Northeast Africa (Egypt and Alexandria)

#### a. Initial Introduction

- Arrived through Mediterranean trade routes
- Established by 2nd century CE
- Strong urban presence in Alexandria

#### b. Factors of Acceptance

- Greek-speaking population receptive to new ideas
- Existing Jewish communities provided foundation
- Development of distinctive Coptic tradition
- Strong intellectual tradition through Alexandrian school

### 2. Ethiopian Region (Axum)

#### a. Introduction Process

- Christianity arrived via Syrian missionaries
- Official adoption under King Ezana (4th century CE)
- Developed unique Ethiopian Orthodox tradition

#### b. Reasons for Acceptance

- Royal patronage and support
- Integration with existing cultural practices
- Geographical isolation helped preserve independence
- Development of unique religious literature and art

## Introduction and Acceptance of Islam in Different Parts of Africa

### 1. North Africa

#### a. Initial Introduction

- Arab military conquests (7th century CE)
- Rapid spread along Mediterranean coast
- Integration with Berber communities

## b. Factors Facilitating Acceptance

- Military superiority of Arab forces
- Economic benefits of joining Islamic community
- Trade networks and urban development
- Administrative efficiency of Islamic governance

## 2. West Africa

## a. Pattern of Introduction

- Gradual penetration through trade (11th-14th centuries)
- Merchant-scholars as primary carriers
- Peaceful conversion process

## b. Key Elements of Acceptance

- Commercial advantages
- Literacy and administrative benefits
- Royal conversions leading to popular adoption
- Integration with Indigenous practices

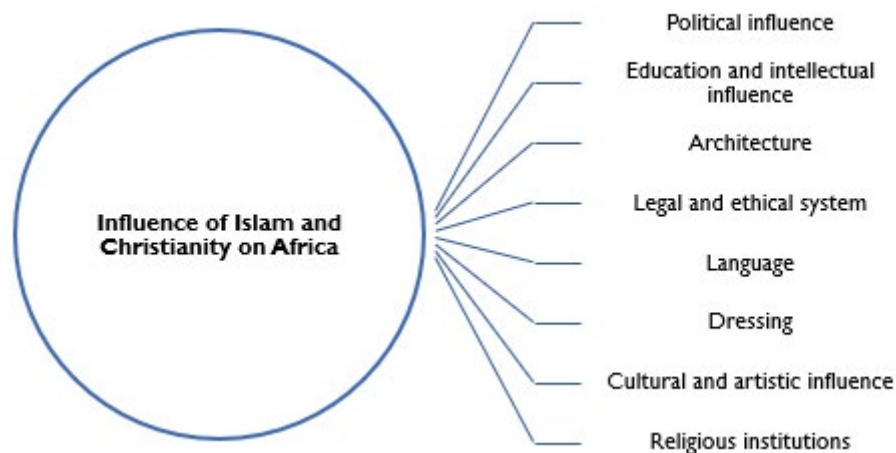


**Figure 36:** *Influence of Islam and Christianity on Africa*

### Learning Tasks

1. Identify and develop questions on the spread of Christianity within Africa.
2. Explore the methods through which Islam and Christianity spread throughout the different regions of Africa, making links back to previous learning in Year 1.
3. Research the ways that Christianity and Islam have impacted Africa over time.

## Pedagogical Exemplars

### 1. Cooperative Learning

In small groups, learners use a blank map of Africa to mark key locations related to the early spread of Christianity (e.g., Egypt, Ethiopia) and Islam (e.g., North and West Africa) and for each location, formulate historical questions (5Ws 1H) related to the spread of the religion.

### 2. Experiential Learning

- Learners hold a class seminar with a resource person/griot to discuss how Christianity and Islam were introduced and accepted in Africa.

OR

- Learners watch a documentary on the introduction of Islam and Christianity and discuss their observation in class.
- In pairs, learners reflect on the content and insights gained from the seminar/ documentary and create a visual (e.g., infographic, mind map) or oral (e.g., podcast-style summary) presentation on how Christianity and Islam were introduced and accepted in different regions of Africa.

### 3. Project-based Learning

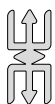
Using the Internet, learners search for the influence of these two religions (Islam and Christianity) on Africa. Encourage learners to focus on at least three areas that have changed (e.g., education, architecture, law, language, dress, festivals) as a result of the introduction of Christianity and Islam in Africa and present their findings to the class.

## Key Assessment Level 3: Research Work PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

- Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
- Use your subject specific app to explore the content before planning. Ask the app to
  - explain the week's concepts in a practical way that will make it easier for learners to understand
  - identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson. Ask the app to
  - suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

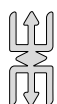
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

#### 4. Plan the week's key assessment with your app

- The key assessment for the week is **research**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the research (NTS 3k-3q).

### 10 minutes Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - all teachers in the group work through a similar problem individually for 3–4 minutes
  - the group then works through the problem together step by step
  - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

### 30 minutes Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - After the enactment, ask for structured feedback from the group
    - was the concept explained in a way that a learner with no prior knowledge could follow?
    - were the examples grounded in contexts familiar to Ghanaian learners?
    - did any misconceptions surface and if so, how were they addressed?

### 5 minutes Reflection

- Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

## 9. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 4 Review

In this section, learners revisited key concepts from Year 1 regarding indigenous African religious beliefs, including the Supreme Being, ancestral veneration, and animism. They explored women's significant roles as priestesses, diviners, and guardians of tradition. Learners analysed how Indigenous religion sustained African societies by supporting social cohesion, agriculture, governance, and cultural expression. They examined which aspects have persisted and which have transformed over time. Learners then investigated the historical introduction of Christianity and Islam to Africa, tracing their arrival, spread, and adaptation in different regions. Finally, they evaluated the wide-ranging influence of these world religions on African social structures, cultural practices, political systems, and indigenous beliefs.

## SECTION 5: THE TRANS-ATLANTIC SLAVE TRADE IN AFRICA

### STRAND: AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

#### SUB-STRAND: GLOBAL CONNECTIONS

**Learning Outcome:** *Use relevant historical sources to develop historical perspective on the Trans-Atlantic Slave Trade in Africa and justify the forms of resistance Africans put up against the Trans-Atlantic Slave Trade*

**Content Standard:** *Demonstrate understanding of the advent and impact of the Trans-Atlantic Slave Trade in Africa*

### INTRODUCTION AND SECTION SUMMARY

This section examines one of the most devastating periods in African history: the Trans-Atlantic Slave Trade. Building on Year 2 knowledge of the slave trade in Ghana, learners will explore the Trans-Atlantic Slave Trade across the entire African continent.

By the end of this section, learners will understand the differences between Indigenous African slavery and the Atlantic system. They will examine how the triangular trade operated across three continents. Learners will analyse the nature of enslavement, castle imprisonment, and the Middle Passage. They will evaluate the widespread effects on African societies and vulnerable populations.

The main focus in Year 3 centres on resistance and abolition. Learners will explore various African resistance strategies. They will examine contributions of ruling elites and enslaved people in fighting the trade. Finally, they will investigate the role of African abolitionists and factors leading to the abolition of the trade. This knowledge helps learners understand African agency in resisting oppression. It demonstrates how Africans fought against this system rather than being passive victims.

**The weeks and the indicators covered by the section are:**

- **Week 10:** The Trans-Atlantic Slave Trade and the nature of African resistance against the Trans-Atlantic Slave Trade (LIs: Investigate the nature and impact of the Trans-Atlantic Slave Trade; Analyse the nature of African resistance against the Trans-Atlantic Slave Trade.)
- **Week 11:** Abolition of Slave Trade (LI: Analyse the nature of African resistance against the Trans-Atlantic Slave Trade.)

### SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs diverse teaching strategies to develop learners' understanding of the Trans-Atlantic Slave Trade across Africa. Teachers should facilitate collaborative learning through brainstorming, pair-share activities, and group research. Project-based learning engages learners in creating visual representations of the triangular trade system.

Experiential learning through field trips to slave castles and virtual tours provides powerful emotional connections to historical events. Documentary viewing and role-play activities help learners understand the realities of the Middle Passage and resistance efforts.

Talk-for-learning strategies, including snowball discussions, debates, and concentric circles encourage critical analysis of causes and effects. Technology-enhanced learning supports investigation of resistance movements like the Haitian Revolution.

Throughout instruction, teachers should explicitly develop historical thinking skills by:

- Analysing cause and effect relationships in trade development.
- Evaluating multiple perspectives on resistance strategies.
- Examining evidence from various sources, including visual materials.
- Understanding change and continuity in slavery systems.
- Making connections between past resistance movements and contemporary human rights issues.

## ASSESSMENT SUMMARY

Key assessments target the highest DoK levels to evaluate critical historical understanding. Teachers can assess understanding of slavery systems through comparative analysis essays examining indigenous versus Atlantic slavery. The nature of the slave trade can be evaluated through source analysis of Middle Passage accounts and castle documentation. To assess the effects of the slave trade, learners can complete case studies analysing specific African communities' experiences, similar to the Gwolu resistance example.

Assessment modes include source analysis, comparative case studies, documentary analysis, timeline creation, and argumentative essays. Teachers must develop comprehensive scoring rubrics specifying criteria for historical accuracy, evidence evaluation, and analytical depth. These rubrics should be adapted to meet diverse learning needs whilst maintaining rigorous historical thinking standards.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                                      | DoK Level | Assessment Strategy and/or Mode |
|---------------------------------------------------------------------------------|-----------|---------------------------------|
| Investigate the nature and impact of the Trans-Atlantic Slave Trade             | 4         | Source Analysis                 |
| Analyse the nature of African resistance against the Trans-Atlantic Slave Trade | 4         | -                               |

**WEEK 10****Learning Indicators**

1. *Investigate the nature and impact of the Trans-Atlantic Slave Trade.*
2. *Analyse the nature of African resistance against the Trans-Atlantic Slave Trade.*

**Recap Weeks**

|        |                                                                                          |
|--------|------------------------------------------------------------------------------------------|
| Year 2 | <b>Weeks 3 - 4:</b> Examine the changing patterns of trade with the coming of Europeans. |
|--------|------------------------------------------------------------------------------------------|

**Focal Area 1 and 2: The Nature and Impact of the Trans-Atlantic Slave Trade****Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in investigating the nature and impact of the Trans-Atlantic Slave Trade:

1. What is the Trans-Atlantic slave trade?
2. Which continents were involved in the trade?
3. How was the trade carried out?
4. Why did it increase in volume in the 18th century?
5. What were the effects of Trans-Atlantic Slave Trade?

**Review**

In Year 2, learners explored the Trans-Atlantic Slave Trade and its effects on the Gold Coast. In Year 3, we shall examine how Africans across the continent courageously resisted this trade. We begin with a review of what we learnt last year before exploring the brave resistance efforts of African people. Figure 37 shows the difference between indigenous African slavery and the Trans-Atlantic Slave Trade.

| Indigenous African Slavery vs Trans-Atlantic Slave Trade |                                                                                                                                                               |                                                                                                                                                            |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aspect                                                   | Indigenous African Slavery                                                                                                                                    | Trans-Atlantic Slave Trade                                                                                                                                 |
| How People Became Slaves                                 | <ul style="list-style-type: none"> <li>Prisoners of war</li> <li>People who could not pay debts</li> <li>Punishment for serious crimes</li> </ul>             | <ul style="list-style-type: none"> <li>Captured specifically for sale</li> <li>Raided from villages</li> <li>Kidnapped by force</li> </ul>                 |
| Treatment of Slaves                                      | <ul style="list-style-type: none"> <li>Treated as part of the family</li> <li>Could own property</li> <li>Protected by traditional laws</li> </ul>            | <ul style="list-style-type: none"> <li>Treated as property to be sold</li> <li>Had no rights at all</li> <li>Suffered terrible conditions</li> </ul>       |
| Chances of Freedom                                       | <ul style="list-style-type: none"> <li>Could buy their freedom</li> <li>Could be freed by master</li> <li>Some gained freedom over time</li> </ul>            | <ul style="list-style-type: none"> <li>Could never become free</li> <li>Slaves for life</li> <li>No legal path to freedom</li> </ul>                       |
| Family and Children                                      | <ul style="list-style-type: none"> <li>Families usually stayed together</li> <li>Children could become free</li> <li>Could marry and have families</li> </ul> | <ul style="list-style-type: none"> <li>Families separated forever</li> <li>Children born into slavery</li> <li>No family rights</li> </ul>                 |
| Main Purpose of Slavery                                  | <ul style="list-style-type: none"> <li>Provide labour for community</li> <li>Punishment for wrongdoing</li> <li>Settlement of debts</li> </ul>                | <ul style="list-style-type: none"> <li>Make profit for Europeans</li> <li>Provide labour for plantations</li> <li>Build wealth for slave owners</li> </ul> |
| Scale and Extent                                         | <ul style="list-style-type: none"> <li>Small numbers within communities</li> <li>Local and limited</li> <li>Part of traditional society</li> </ul>            | <ul style="list-style-type: none"> <li>Millions of people affected</li> <li>International trade system</li> <li>Lasted over 400 years</li> </ul>           |
| Impact on Society                                        | <ul style="list-style-type: none"> <li>Society remained stable</li> <li>Traditional systems continued</li> <li>Limited disruption</li> </ul>                  | <ul style="list-style-type: none"> <li>Destroyed African societies</li> <li>Created constant warfare</li> <li>Massive population loss</li> </ul>           |

 Traditional
  Atlantic Trade

This comparison shows the fundamental differences between traditional African slavery and the Trans-Atlantic Slave Trade

**Figure 37:** A chart showing the difference between Indigenous African slavery and the Trans-Atlantic Slave Trade

## The Advent of the Trans-Atlantic Slave Trade in Africa

The Trans-Atlantic Slave Trade began in 1442 when Portuguese traders first took African captives from the Senegal River to Portugal. After Christopher Columbus reached the Americas in 1492, the direction of the trade changed to become trans-Atlantic. The demand for labour in the New World plantations drove the expansion of the trade.

The trade developed in several phases shown in the timeline in Figure 38:

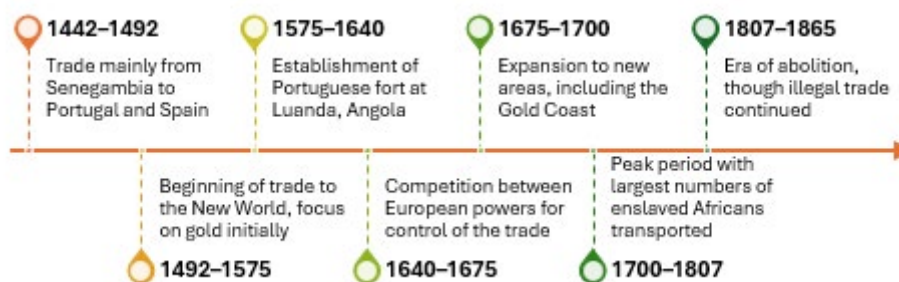


**Figure 38:** A timeline showing the development of the Trans-Atlantic Slave Trade in Africa

## The Concept of Triangular Trade

The Trans-Atlantic Slave Trade is called the “**Triangular Trade**” because of the **concept** or **pattern** of how the trade worked, not because individual ships sailed in a triangle shape. The name comes from the **three-stage trading system** that connected three continents: Europe, Africa, and the Americas.

**Why is it called “triangular”?** When we look at a map and draw lines connecting these three continents and their trading activities, it forms a triangle shape (See Figure 39). However, this does not

mean that the same ship sailed from Europe to Africa, then to the Americas, and back to Europe in one journey. Instead, different ships were involved in different parts of the trade, but together they created this triangular pattern of commerce.

## How the concept worked

- **Stage 1:** European ships loaded with manufactured goods (guns, cloth, alcohol) sailed to West Africa
- **Stage 2:** These goods were traded for enslaved Africans, who were then transported to the Americas in what was called the “Middle Passage”
- **Stage 3:** In the Americas, the enslaved people were sold, and ships were loaded with plantation products (sugar, tobacco, cotton) to return to Europe

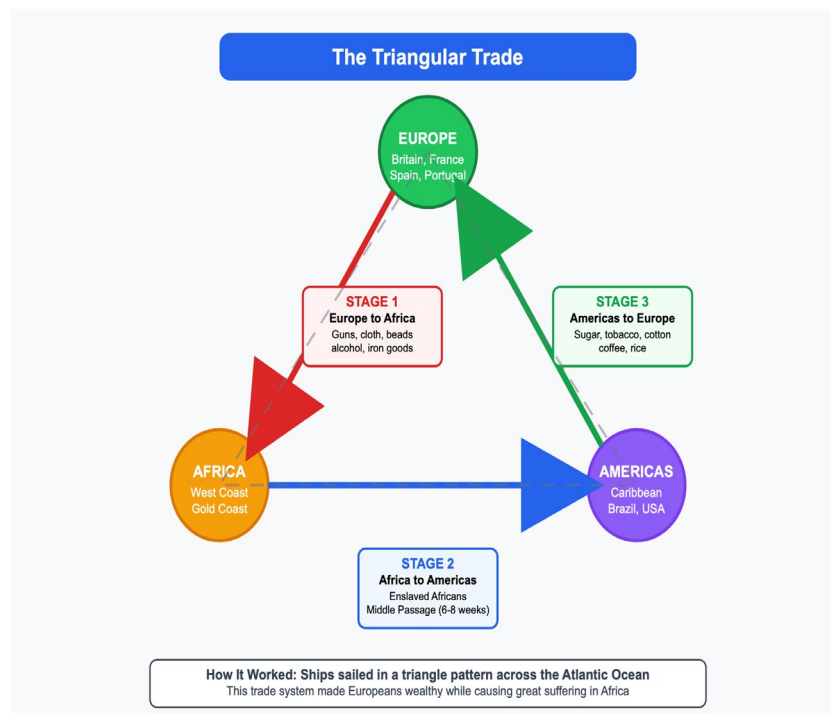


**Figure 39:** *The Triangular Trade*

## Capture, Treatment, and Transportation of Enslaved People

Figure 40 explains how the Enslaved persons were captured, treated and transported across the middle passage.

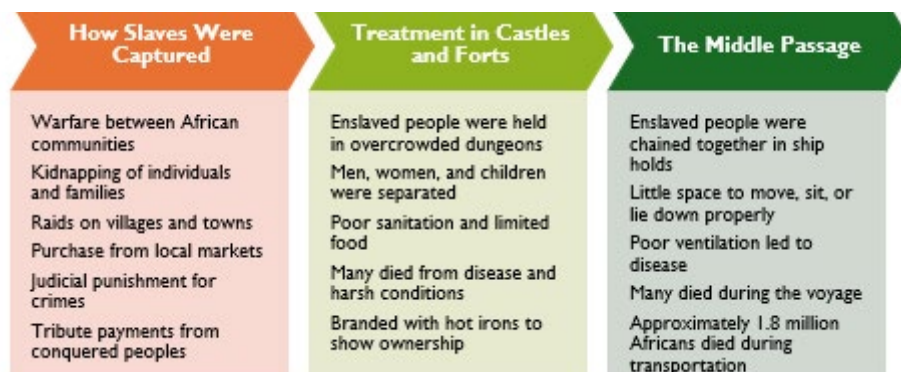


**Figure 40:** *Capture, Treatment, and Transportation of Enslaved persons*

## Effects of the Trans-Atlantic Slave Trade

The effects of the Trans-Atlantic Slave Trade are shown in Figure 41:

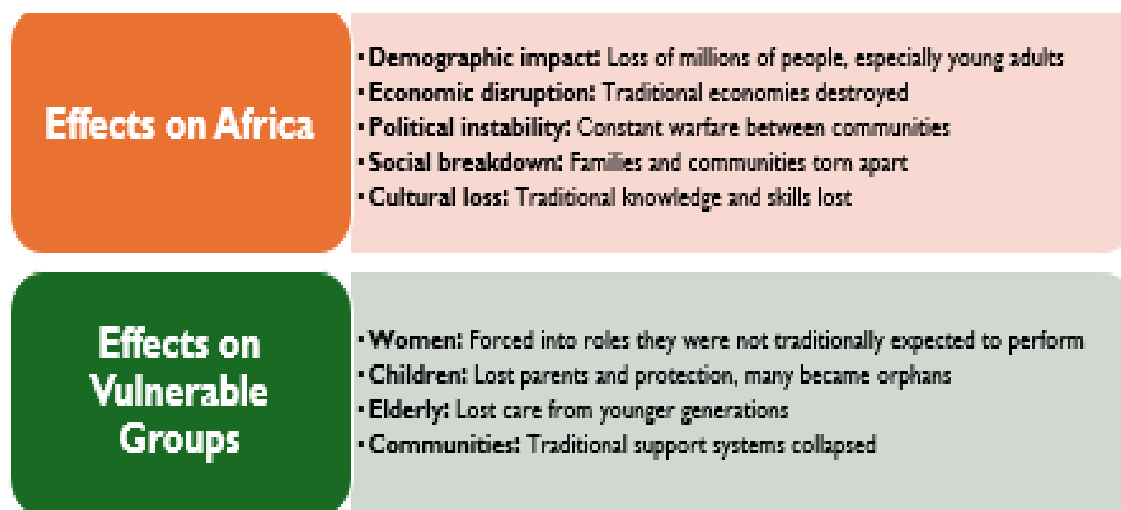


**Figure 41:** *Effects of the Trans-Atlantic Slave Trade*

### Learning Tasks

1. Compare indigenous African slavery with the Atlantic Slave Trade, utilising knowledge from Year 2 to generate explanations.
2. Research how enslaved persons were captured, treated in coastal forts, and transported during the Middle Passage.
3. Write a report or presentation explaining why the slave trade increased in the 18th century and discuss how it affected women and children in Africa.

## Pedagogical Exemplars

### 1. Initiating Talk for Learning

- In a Pair-Share-Repeat activity, learners discuss the advent of the Trans-Atlantic Slave Trade in Africa, calling back knowledge from Year 2 and considering how the trade worked, where it went and what was traded.
- Learners brainstorm the difference between indigenous African slavery and the Atlantic Slave Trade, using their knowledge from Year 2
- Learners list three main differences between how the two systems worked, including how people became enslaved and how they were treated.

### 2. Experiential Learning

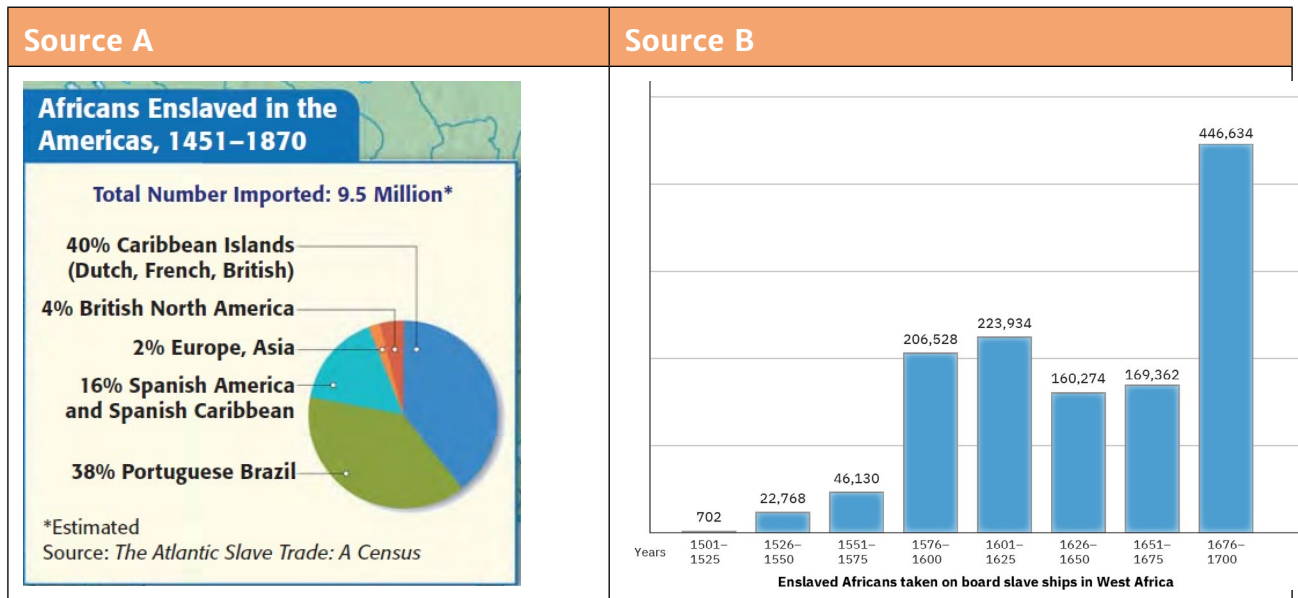
- Let learners embark on a field trip or a Virtual Field Trip (VFT) to any of the slave castles across Africa to enquire on how the Trans-Atlantic Slave Trade was conducted.
- OR
- Use pictures and videos to describe to learners the nature of the Trans-Atlantic Slave Trade including how enslaved persons were captured, treated in castles/forts, and transported to the New World through the 'Middle Passage'.

### 3. Talk for Learning/ Experiential Learning

- In a snowball activity, learners discuss why the slave trade increased in volume in the 18th century and research the effects of the increased level of the slave trade on Africa, particularly on vulnerable groups.

## Key Assessment Level 4: Source Analysis

Study Sources A and B below carefully and answer the questions that follow:



- Using Source A, calculate the actual number of enslaved Africans who were taken to each destination. Show your working clearly. (5 marks)
- Using Source B, analyse why the slave trade increased dramatically in the 18th century by comparing the numbers from different time periods and explaining the factors that caused this increase.
- “The data in these sources proves that the Trans-Atlantic Slave Trade had more devastating effects on Africa than beneficial effects on the Americas.” Using evidence from both sources and your knowledge of the impact of the slave trade, critically assess this statement and draw a reasoned conclusion.

## Focal Areas 3: The Nature of African resistance against the Trans-Atlantic Slave Trade

### Situating the lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the nature of African resistance against the Trans-Atlantic Slave Trade:

- In what ways did Africans show their resistance against the Trans-Atlantic slave trade?
- How successful were these African resistances against the trade?

## Resistance Against the Trans-Atlantic Slave Trade

The Trans-Atlantic Slave Trade was one of the largest forced movements of people in human history. For over 400 years, millions of Africans were taken from their homelands and transported across the Atlantic Ocean to work in plantations and mines in the Americas. However, it is important to understand that Africans did not accept this situation without fighting back.

### What do we mean by resistance?

Resistance means the different ways that people fought against or opposed the slave trade. African people used many clever and brave methods to protect themselves, their families, and their communities from being enslaved. This resistance happened in different places and took many forms.

### Forms of Resistance against the Trans-Atlantic Slave Trade

|                                                                                   |                                                                                                        |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Resistance by ordinary Africans on African soil</b>                            | resettling to hard-to-find places (Sokoto Caliphate in (Nigeria);                                      |
|                                                                                   | building fortresses and fortifications to protect people against slave capture (Gwolu-Ghana)           |
|                                                                                   | rigid style of leadership to impose new form of habitats (The Kayor and Baol of Senegal);              |
|                                                                                   | creation of maroon societies in Upper Guinea Coast;                                                    |
|                                                                                   | role of child sentinels;                                                                               |
|                                                                                   | using venomous plants and insects against slave raiders;                                               |
|                                                                                   | creating spiritual protections, etc.                                                                   |
| <b>Resistance by African ruling elite</b>                                         | attempts by the Oba of Benin to stop slave trafficking;                                                |
|                                                                                   | King Tezifon of Allada's rejection of French request to establish a trading post;                      |
|                                                                                   | the Almamy of Futa Toro's attempt to forbid the passage of slaves for sale through his territory, etc. |
| <b>Resistance by enslaved Africans during transportation and in the New World</b> |                                                                                                        |

**Figure 42:** A chart showing the forms of resistance against the Trans-Atlantic Slave Trade

### Learning Tasks

1. Research and discuss three different resistance strategies used by ordinary African people against slave raiders.
2. Role-play different African rulers who resisted the slave trade including the King of Benin, King Agaja of Dahomey, Almamy of Futa Toro.
3. Research the Haitian Revolution of 1791 and make links between it and other rebellions/ acts of resistance.

## Pedagogical Exemplars

### 1. Collaborative Learning

- In small groups, learners research and discuss some resistance strategies put up by Africans against the Slave Trade.
- Then, have learners work in their groups to create simple charts showing the strategy, how it worked, and give one example of where it was used.

### 2. Experiential Learning

- In a jigsaw activity, learners role-play the contribution of African ruling elite in resisting the Atlantic Slave Trade.
- Learners should include the Almamy of Futa Toro in their scenes.

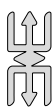
### 3. Technology Enhanced Active Learning (TEAL)

- Learners watch a documentary about the Haitian Revolution of 1791 and record information about how enslaved Africans successfully revolted against their French masters.
- Learners work in pairs or small groups to create a timeline showing the key events and explain how this resistance inspired other enslaved people across the Americas.

## Key Assessment Level 3: Source Analysis PLC Session 10

**45 minutes**
**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

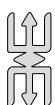
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is ***sources analysis***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the analysis (NTS 3k-3q).

### 10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

### 30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

### 5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 11**

**Learning Indicator:** Analyse the nature of African resistance against the Trans-Atlantic Slave Trade

## Focal Area: The Abolition of the Trans-Atlantic Slave Trade

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the reasons for the Abolition of the Trans-Atlantic Slave Trade:

1. Who were the key people involved in ending the Trans-Atlantic Slave Trade?
2. What methods did abolitionists use to convince people that the slave trade should end?
3. What were the reasons for the abolition of the Trans-Atlantic Slave Trade?
4. Why did it take so long for the Trans-Atlantic Slave Trade to be completely abolished?

### Introduction

After learning about African resistance to the slave trade, we now explore how this trade finally came to an end. The abolition of the Trans-Atlantic Slave Trade was a long process that took many years and involved people from different continents working together. The word “abolition” means to officially end or stop something completely.

### The Abolition of the Trans-Atlantic Slave Trade

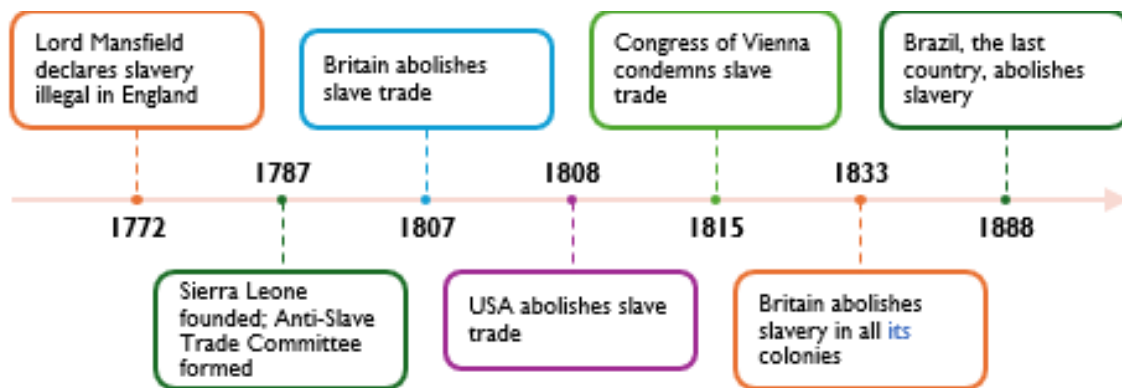


**Figure 43:** A timeline showing the abolition of the Trans-Atlantic Slave Trade

### Reasons for the Abolition of the Slave Trade

The slave trade was abolished for three main reasons that all worked together. Figure 44 shows the reasons for the abolition of the slave trade.

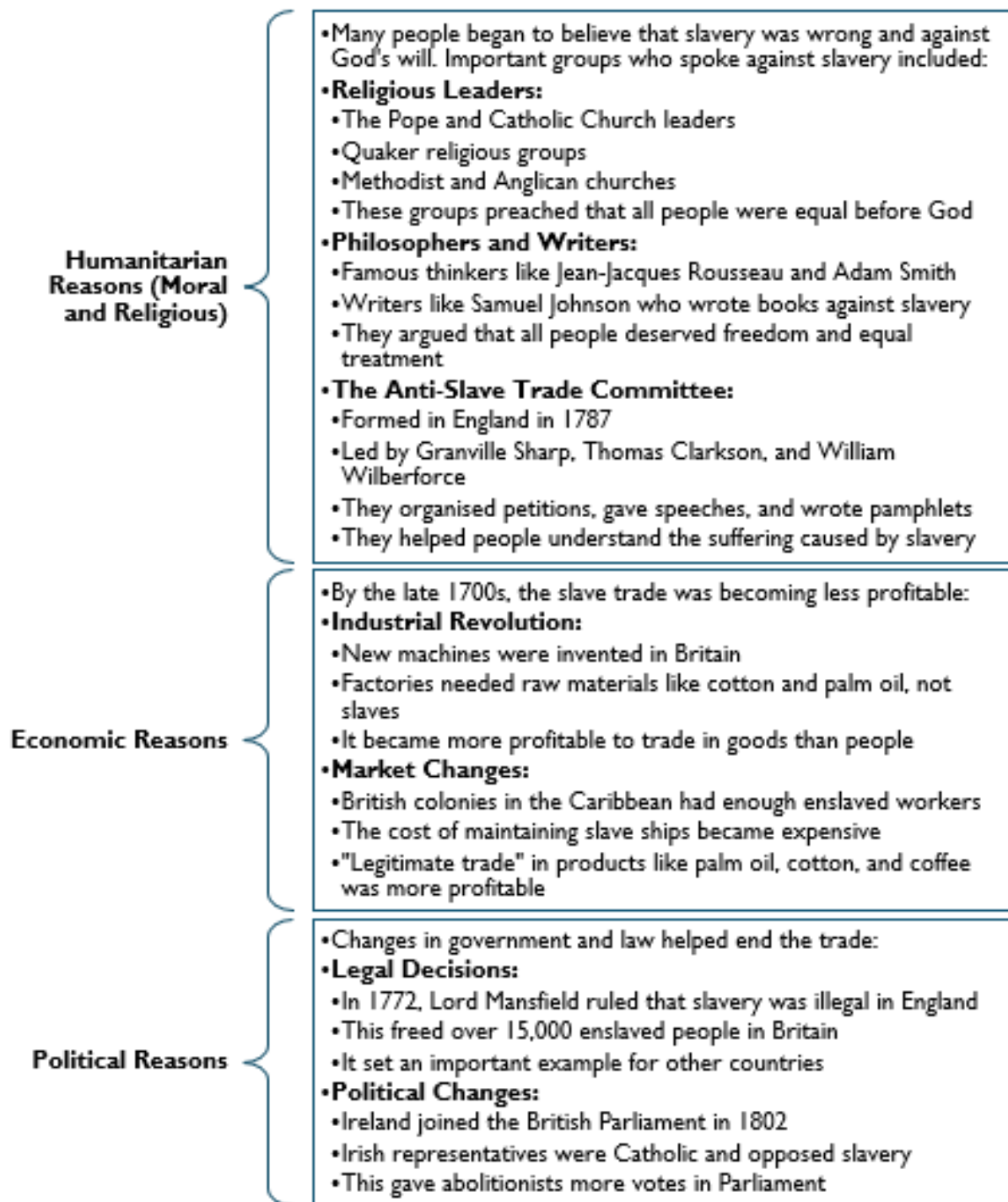


**Figure 44:** A chart showing the reasons for the abolition of the slave trade

## Key People in the Abolition Movement

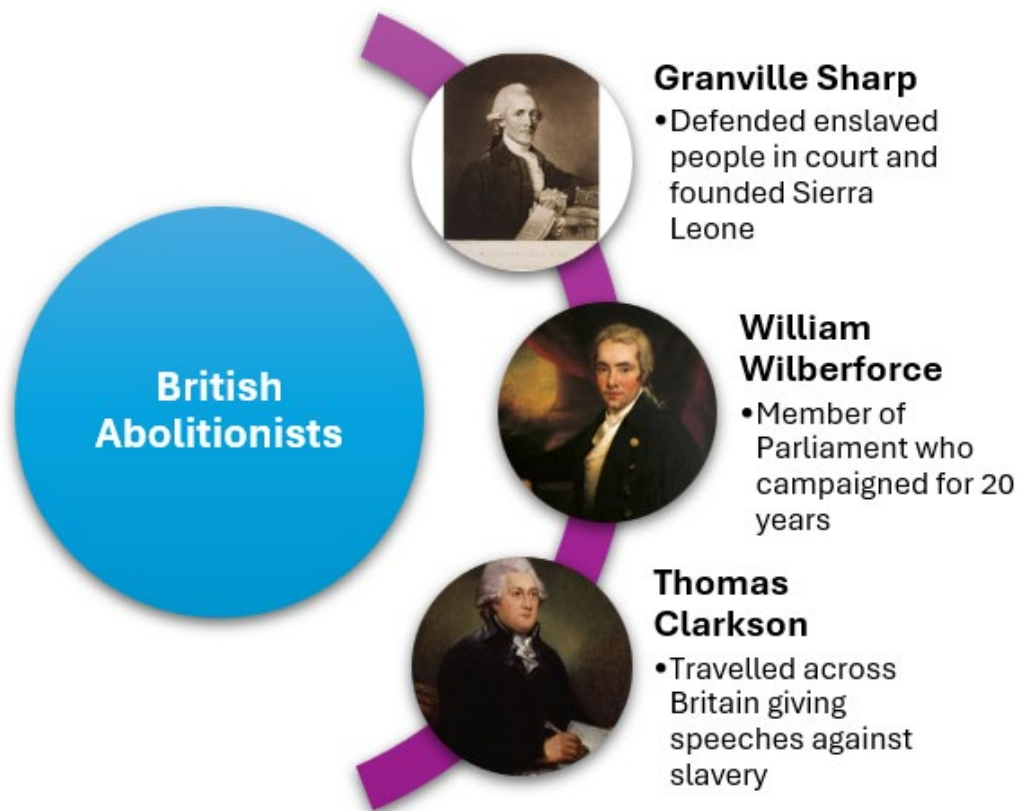


Figure 45: *British Abolitionists*

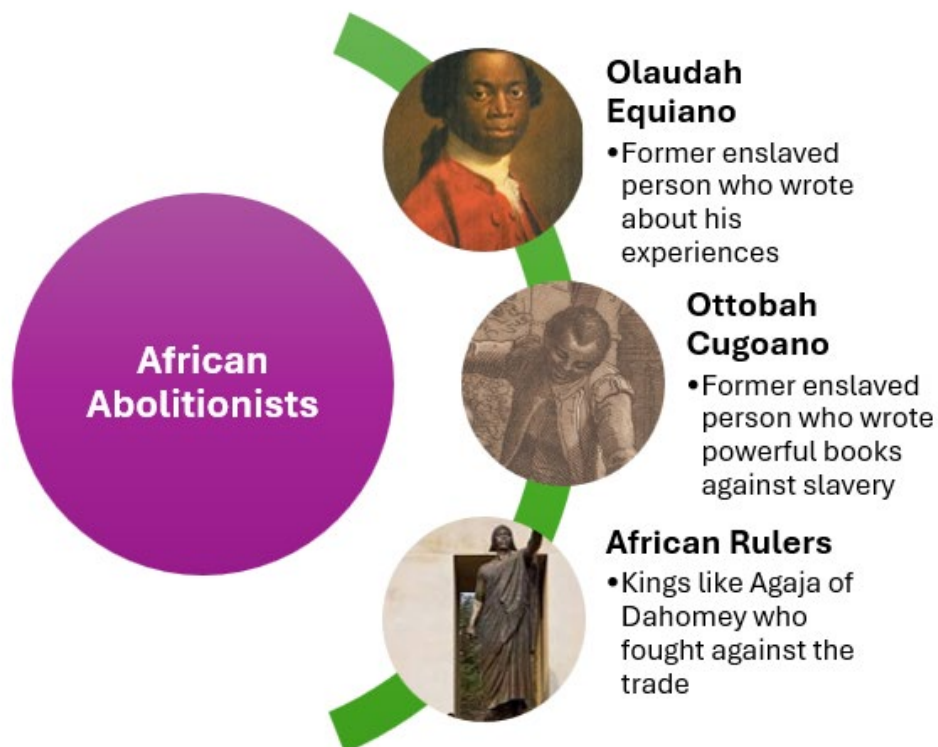


Figure 46: *African Abolitionists*

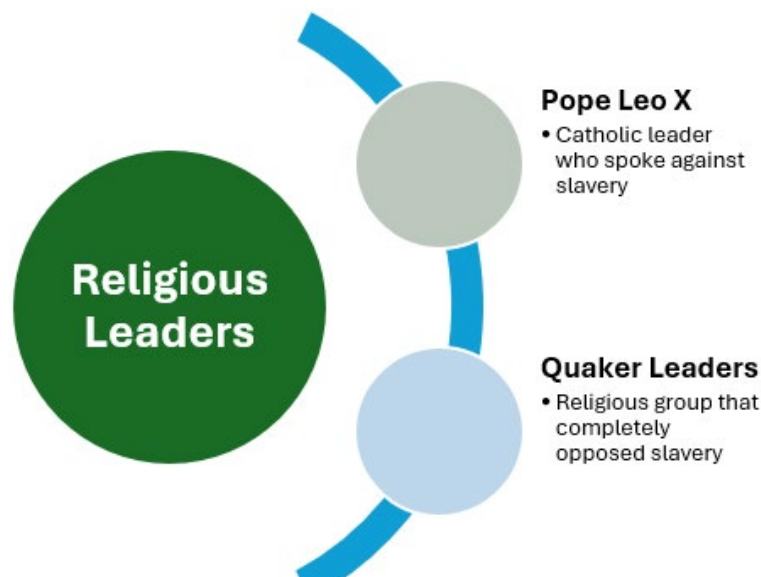


**Figure 47:** *Religious Abolitionists*

### Learning Tasks

1. Analyse primary and secondary sources on the role of African abolitionists in resisting and ending the Trans-Atlantic Slave Trade.
2. Create a poster on the role of African abolitionists towards the ending of the Trans-Atlantic Slave Trade.
3. Evaluate the reasons for the abolition of the Trans-Atlantic Slave Trade.

### Pedagogical Exemplars

#### 1. Project-based Learning

- In mixed-ability groups, learners explore primary and secondary sources (*see example in Source A*) to prepare posters on the roles of African abolitionists abroad in resisting and ending the Slave Trade, including Olaudah Equiano, Timothy Hutton Brew and Quabna (Kobina) Ottobah.

#### 2. Talk for Learning

- Learners form concentric circles to discuss reasons for the abolition of the Trans-Atlantic Slave Trade including humanitarian, economic and political reasons.

#### SOURCE A

*William Wilberforce, a highly religious man, was a member of Parliament who led the fight for abolition—the end of the slave trade and slavery in the British Empire. Parliament passed a bill to end the slave trade in the British West Indies in 1807. After he retired from Parliament in 1825, Wilberforce continued his fight to free the slaves. Britain finally abolished slavery in its empire in 1833.*

*British antislavery activists had mixed motives. Some, such as the abolitionist Wilberforce, were morally against slavery. Others viewed slave labour as an economic threat. Furthermore, a new class*

*of industrialists developed who supported cheap labour rather than slave labour. They soon gained power in Parliament.*

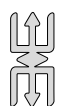
*In the United States the movement to fulfill the promise of the Declaration of Independence by ending slavery grew in the early 1800s. The enslavement of African people finally ended in the United States when the Union won the Civil War in 1865. Then, enslavement persisted in the Americas only in Puerto Rico, Cuba, and Brazil. In Puerto Rico, slavery was ended in 1873. Spain finally abolished slavery in its Cuban colony in 1886. Not until 1888 did Brazil's huge enslaved population win freedom.*

## Key Assessment Level 3: Source Analysis

### PLC Session 11

**45 minutes**
**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
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  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

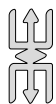
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **source analysis**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the analysis (NTS 3k-3q).

**10 minutes**
**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step

- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes**

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes**

### Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
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  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 5 Review

In this section, learners explored the Trans-Atlantic Slave Trade across Africa, building on their Year 2 knowledge of the Ghana experience. They distinguished between indigenous African slavery and the brutal Atlantic system. Learners examined the triangular trade connecting Africa, Europe, and the Americas. They investigated the horrific nature of slave capture, castle imprisonment, and the Middle Passage. Learners analysed the effects on African societies and vulnerable populations. The focus centred on resistance, examining strategies employed by African communities, ruling elites, and enslaved peoples themselves. Finally, learners explored the role of African abolitionists and factors leading to the trade's abolition. Throughout, learners developed skills in analysing historical sources, evaluating evidence, and understanding African agency in resisting oppression.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 10

#### Question 1: Mathematical Calculation (5 marks)

| Destination           | Marks | What to Look For                      | Correct Answer | Award Mark If                             |
|-----------------------|-------|---------------------------------------|----------------|-------------------------------------------|
| Caribbean Islands     | 1     | Student calculates 40% of 9.5 million | 3.8 million    | Shows working: $40/100 \times 9.5 = 3.8$  |
| Portuguese Brazil     | 1     | Student calculates 38% of 9.5 million | 3.61 million   | Shows working: $38/100 \times 9.5 = 3.61$ |
| Spanish America       | 1     | Student calculates 16% of 9.5 million | 1.52 million   | Shows working: $16/100 \times 9.5 = 1.52$ |
| British North America | 1     | Student calculates 4% of 9.5 million  | 380,000        | Shows working: $4/100 \times 9.5 = 0.38$  |
| Europe/Asia           | 1     | Student calculates 2% of 9.5 million  | 190,000        | Shows working: $2/100 \times 9.5 = 0.19$  |

#### Question 2: Analysis (7 marks)

| Criteria                   | Marks | What to Look For                        | Examples of Correct Points                                                                    | Award Mark If                                   | No Mark If                                           |
|----------------------------|-------|-----------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------|
| Identifies peak period     | 1     | Student identifies 1676–1700 as highest | “1676–1700 had the most with 446,634 people”                                                  | Mentions 1676–1700 OR late 17th century as peak | Identifies wrong period OR no identification         |
| Shows numerical comparison | 1     | Compares 1676–1700 with earlier periods | “1676–1700 had 446,634 compared to only 702 in 1501–1525”                                     | Uses specific numbers to show increase          | Vague statements like “it increased” without numbers |
| Demonstrates scale         | 1     | Shows understanding of dramatic growth  | “This is over 600 times more than the earliest period” OR “Nearly half a million in 25 years” | Shows mathematical understanding of scale       | No sense of how big the increase was                 |

|                          |   |                                           |                                                                                                           |                                                                     |                                                       |
|--------------------------|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|
| <i>Plantation demand</i> | 1 | <i>Links to agricultural expansion</i>    | <i>“Sugar plantations needed more workers” OR “Tobacco farming expanded in Americas”</i>                  | <i>Mentions plantations, sugar, tobacco, or cotton</i>              | <i>No mention of agricultural reasons</i>             |
| <i>European factors</i>  | 1 | <i>Explains European involvement</i>      | <i>“More European countries competed for enslaved persons” OR “Europeans needed workers for colonies”</i> | <i>Mentions European competition, colonial expansion, or demand</i> | <i>No connection to European factors</i>              |
| <i>Technology/Trade</i>  | 1 | <i>Mentions improvements</i>              | <i>“Better ships could carry more people” OR “Trade routes became more established”</i>                   | <i>Mentions ships, navigation, or trade improvements</i>            | <i>No mention of technological/ trade factors</i>     |
| <i>Clear explanation</i> | 1 | <i>Links causes to the increase shown</i> | <i>“All these factors combined to create the huge increase we see in the chart”</i>                       | <i>Shows clear connection between factors and numbers</i>           | <i>Lists factors but does not connect to increase</i> |

**Question 3: Critical Assessment (8 marks)**

| Criteria                  | Marks | What to Look For                                     | Examples of Correct Points                                                               | Award Mark If                                   | No Mark If                                          |
|---------------------------|-------|------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------|
| <i>Uses Source A data</i> | 1     | <i>References specific percentages/ destinations</i> | <i>“40% went to Caribbean and 38% to Brazil shows how slavery built these economies”</i> | <i>Uses any specific data from pie chart</i>    | <i>No reference to Source A OR vague references</i> |
| <i>Uses Source B data</i> | 1     | <i>References specific numbers/ periods</i>          | <i>“446,634 people taken in 25 years shows massive population loss for Africa”</i>       | <i>Uses any specific numbers from bar chart</i> | <i>No reference to Source B OR vague references</i> |

|                     |   |                                        |                                                                                                                                                               |                                                           |                                                    |
|---------------------|---|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|
| African devastation | 1 | Explains negative effects on Africa    | “Loss of young workers weakened African societies” OR “Families were torn apart” OR “Constant wars to enslave people”                                         | Shows understanding of social/economic damage to Africa   | Only mentions slavery existed, no specific effects |
| American benefits   | 1 | Explains positive effects for Americas | “Slave labour built wealth in plantations” OR “Cities like New York developed using slave profits” OR “Cotton industry depended on enslaved people”           | Shows understanding of economic/development benefits      | Only mentions slaves worked, no specific benefits  |
| Broader knowledge   | 1 | Uses knowledge beyond sources          | “The Middle Passage killed many during transport” OR “Freed slaves founded Sierra Leone” OR “Resistance movements developed”                                  | Uses specific historical facts not in sources             | Only repeats information from sources              |
| Balanced argument   | 1 | Considers both sides fairly            | “While America gained economically, the human cost was enormous” OR discusses pros and cons                                                                   | Shows understanding that there were effects on both sides | Only argues one side OR ignores the other          |
| Critical evaluation | 1 | Makes judgements about evidence        | “The numbers prove Africa lost more than America gained” OR “Economic benefits cannot justify human suffering”                                                | Shows ability to weigh evidence and make judgements       | Accepts everything at face value, no evaluation    |
| Reasoned conclusion | 1 | Clear conclusion with justification    | “Therefore, Africa suffered more because losing nearly half a million people destroyed communities, while American wealth could have been created other ways” | Conclusion clearly follows from their argument            | No conclusion OR conclusion doesn't match argument |

## SECTION 6: PARTITION OF AFRICA AND THE ROLE OF AFRICANS IN THE WORLD WARS

### STRAND: AGE OF ENCOUNTER AND EXCHANGES UP TO THE 20TH CENTURY

#### Sub-Strand: Prelude to colonisation and Colonial Rule

**Learning Outcome:** *Employ relevant historical skills to analyse and describe how Africa was partitioned, the nature of European rule and the involvement of Africans in the two World Wars including how both influenced nationalism towards independence in different African countries*

**Content Standard:** *Demonstrate understanding of how Europeans scrambled for and partitioned Africa and how Africans were eventually drawn into the two World Wars*

### INTRODUCTION AND SECTION SUMMARY

This section explores two major events that shaped modern Africa: the European partition and African participation in the World Wars. Learners will examine how European powers divided Africa among themselves and the consequences for African societies.

By the end of this section, learners will understand the Berlin Conference of 1884-1885 and its impact on Africa. They will analyse how European powers established colonial rule through direct and indirect systems. Learners will examine why some African kingdoms remained independent whilst others were colonised. They will explore the role of traditional leaders under colonial administration. Learners will also investigate African contributions to both World Wars between the 1910s and 1940s. They will evaluate how these global conflicts affected African societies and influenced later independence movements.

This knowledge helps learners understand how external forces shaped African political boundaries and governance systems. It demonstrates African agency even under colonial rule and highlights African contributions to global history that are often overlooked.

**The weeks and the indicators covered by the section are:**

- **Week 12:** The Berlin Conference of 1884-1885 and the impact of the partition of Africa (LI: Assess the Berlin Conference of 1884-1885 and its impact on Africa.)
- **Week 13:** Indirect and direct rule systems in West Africa (LI: Assess indirect and direct rule systems in West Africa.)
- **Week 14:** Major Historical Events in the World Between 1910s to 1940s (LI: Assess Africa's role in the First and Second World Wars and how this influenced independence struggle across different regions.)

## SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs diverse teaching strategies to develop learners' understanding of African partition and global conflicts. Teachers should facilitate collaborative learning through think-pair-share, jigsaw activities, and group discussions. Project-based approaches enable learners to create charts, timelines, and multimedia presentations analysing the Berlin Conference and colonial systems.

Problem-based learning encourages critical analysis through political cartoon examination and map comparisons. Technology-enhanced learning supports research on colonial systems and documentary analysis of African participation in World Wars.

Throughout instruction, teachers should explicitly develop historical thinking skills by:

- Analysing cause and effect relationships in colonial partition
- Evaluating multiple perspectives on colonial rule systems
- Examining primary and secondary sources about the partition of Africa
- Understanding change and continuity through colonial periods
- Making connections between global conflicts and African political development
- Interpreting evidence from maps, cartoons, and documentary sources

## ASSESSMENT SUMMARY

Key assessments target the highest DOK levels to evaluate complex historical understanding. Teachers may assess Berlin Conference knowledge through extended written responses analysing European motivations and African reactions. Colonial rule systems could be evaluated through comparative essays examining direct versus indirect rule effectiveness with supporting evidence.

Suggested assessment modes include research projects with oral presentations on partition impacts, group debates evaluating colonial policies, and homework assignments analysing primary sources. African participation in World Wars might be assessed through class exercises creating multimedia presentations and extended essays examining social, political, and economic consequences.

Teachers should develop comprehensive scoring rubrics specifying criteria for historical accuracy, evidence analysis, argument construction, and source evaluation. Assessment approaches may be adapted to accommodate diverse learning needs whilst maintaining rigorous expectations for historical thinking. Teachers are encouraged to modify these approaches to suit their specific classroom contexts and learner requirements.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                                                                                      | DoK Level | Assessment Strategy and/or Mode |
|---------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------|
| Assess the Berlin Conference of 1884-1885 and its impact on Africa.                                                             | 4         | Practice Paper<br>Homework      |
| Assess indirect and direct rule systems in West Africa                                                                          | 4         | Class Exercise                  |
| Assess Africa's role in the First and Second World Wars and how this influenced independence struggle across different regions. | 4         | -                               |

**WEEK 12**

**Learning Indicator:** *Assess the Berlin Conference of 1884–1885 and its impact on Africa*

## Focal Areas 1 & 2: **The Berlin Conference of 1884–1885**

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the Berlin Conference of 1884–1885:

1. What was the rationale behind the Berlin Conference of 1884–1885?
2. What reasons accounted for the organisation of the Berlin Conference of 1884–1885?
3. Which European countries and leaders were represented in the Berlin Conference?
4. What were the major agreements made at the Berlin Conference?
5. Which African countries were claimed by each of the European powers involved in the Berlin Conference?
6. How did Africans react to the partition?
7. Why did some African kingdoms(countries) remain independent after the partition?

### Rationale and Reasons for the Organisation of the Berlin Conference

The Berlin Conference of 1884–1885 was occasioned by a period known historically as the “*Scramble for Africa*” during the late 19th century, where European powers rapidly competed to conquer, occupy, and colonise African territories. It represented a meeting of European powers convened by the German Chancellor Otto von Bismarck in Berlin to regulate the colonisation and trade of Africa. This conference, held between November 1884 and February 1885, brought together representatives from major European nations to establish rules for claiming African territories, prevent conflict among themselves, and promote their economic and strategic interests. Although no African representatives were invited, the decisions made at the conference laid the foundation for the partitioning of the continent, leading to the formal colonisation of nearly all of Africa by the early 20th century.

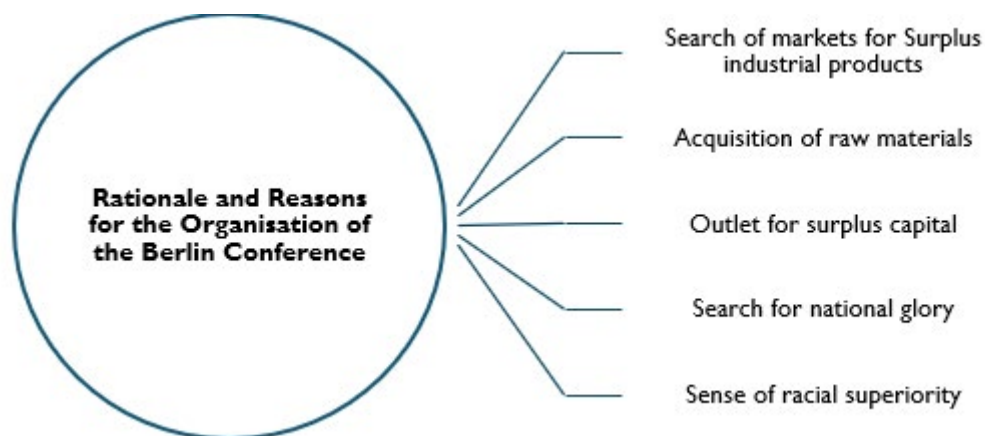


**Figure 48:** *Rationale and Reasons for the Organisation of the Berlin Conference*

**Table 3:** *European countries, their representatives at the Berlin Conference and the African territories they claimed*

| European Power  | Representative(s) at the Conference                               | Territories Claimed or Controlled                                                                                        |
|-----------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Germany         | Otto von Bismarck (Chancellor), Count Herbert von Bismarck        | Cameroon, Togo, German South-west Africa (Namibia), German East Africa (Tanzania, Rwanda, Burundi)                       |
| France          | Jules Ferry (Premier), Alphonse Chodron de Courcel                | West Africa (Senegal, Ivory Coast, Mali, Niger), Central Africa (Gabon, Chad, Congo-Brazzaville), Madagascar             |
| Britain         | Sir Edward Malet (Ambassador), Lord Granville (Foreign Secretary) | Egypt, Sudan (with joint Anglo-Egyptian control), Nigeria, Ghana (Gold Coast), Sierra Leone, Uganda, Kenya, South Africa |
| Belgium         | King Leopold II (through diplomats, especially Baron Lambermont)  | Congo Free State (modern-day DRC)                                                                                        |
| Portugal        | Barros Gomes (Foreign Minister)                                   | Angola, Mozambique, Guinea-Bissau                                                                                        |
| Italy           | Count Pietro Antonelli                                            | Eritrea, parts of Somaliland (later expanded to Libya in 1911)                                                           |
| Spain           | Pedro de Torres (Minister), various diplomats                     | Equatorial Guinea (Rio Muni, Bioko), Western Sahara                                                                      |
| Netherlands     | Diplomats only; limited involvement                               | Retained some trading rights; no major African colonies post-conference                                                  |
| Russia          | Observers only                                                    | None                                                                                                                     |
| Austria-Hungary | Observers only                                                    | None                                                                                                                     |
| Denmark         | Observers only                                                    | None                                                                                                                     |
| Sweden-Norway   | Observers only                                                    | None                                                                                                                     |
| Ottoman Empire  | Observers: had a previous North African influence                 | Formerly controlled Egypt, Libya, Sudan                                                                                  |

## Rules for the Partitioning of African Territory

1. Claims to territory could be regarded as valid only if the claimant occupied the territory concerned.
2. The signatories to the treaty were required to provide notice whenever they occupied new territory, allowing counterclaims to be investigated.
3. Treaties signed with African kings were to be accepted as valid titles to territory.

- Each signatory power was free to extend its coastal territories inland and to a reasonable distance. It should be remembered that disputes over the interior were not solved by the Berlin Conference. This led to the Brussels Conference of 1890.

## Major Agreements Made at the Berlin Conference

- Introduction of the theory of effective occupation
- Recognition of the Congo free state under king Leopold II of Belgium
- Freedom of trade and navigation in Central Africa
- Abolition of the slave trade
- Notification of claims to territories
- Freedom of religion and support for missionary activities.

## African Reactions to the Partition

- Armed Resistance (Anglo-Zulu war etc)
- Diplomatic Negotiation and Treaties
- Strategic Alliances and Cooperation

## Why Some African Kingdoms (Countries) Remained Independent After the Partition

Only two African countries successfully avoided European colonisation during the Scramble for Africa: Ethiopia and Liberia. These nations maintained their independence through a combination of strategic factors that other African kingdoms lacked.

- Strong military resistance** proved crucial for maintaining independence. Ethiopia, in particular, developed a well-equipped army that could effectively challenge European forces, as demonstrated in their victory over Italian forces at the Battle of Adwa in 1896.
- Geographic location and terrain** provided natural advantages. Ethiopia's mountainous landscape made invasion difficult, whilst both countries occupied positions that were less immediately attractive to European powers compared to coastal or resource-rich regions.
- Skilled diplomacy** enabled these nations to navigate European rivalries effectively. Ethiopian leaders like Emperor Menelik II successfully played European powers against each other, whilst Liberia maintained its American connections for protection.
- Protection by a dominant political power** offered security from European conquest. Liberia benefited from American support as a republic founded by freed African American slaves, whilst Ethiopia maintained independence through strategic alliances and treaties.
- European agreements or rivalries** sometimes worked in favour of African independence. Competition between European powers occasionally created situations where maintaining certain African states as buffer zones served their interests better than direct conquest.
- Lack of immediate economic or strategic value** to European colonisers meant some regions faced less pressure for colonisation, allowing them to maintain autonomy longer than resource-rich areas that attracted immediate European attention.

## Learning Tasks

1. Create charts that explain the reasons for the organisation of the Berlin Conference of 1884-1885.
2. Analyse political cartoons on the Berlin Conference and prepare a brief report either **justifying** or **challenging** the motives behind the Scramble for Africa.
3. Study two maps (pre-1885 and post-partition) and complete a **comparison chart** with sections which include:
  - Number of independent African states
  - Names of major African kingdoms/empires
  - Names of colonial powers and their territories
  - Political boundaries and changes
4. Discuss different types of African reactions to the partition of African territories (e.g., resistance, diplomacy, cooperation, confusion).
5. Outline countries that were claimed by each of the European countries on a blank map of Africa, and draft a presentation on why some African kingdoms (countries) remained independent after the partition.

## Pedagogical Exemplars

### 1. Talk for Learning

- Using the think-pair-share activity, learners describe the Berlin Conference of 1884-1885.
- Using the Graffiti wall activity, learners explain the rationale behind the Berlin Conference of 1884-1885.

### 2. Project-based Learning:

- In a Jigsaw activity, learners create charts that explain the reasons for the organisation of the Berlin Conference of 1884-1885.

### 3. Problem-based Learning:

- In pairs, learners analyse political cartoons on the Berlin Conference to justify or otherwise the scramble for Africa.
- In small groups, learners compare the Map of Africa prior to 1885 to the Map of Africa after its partition.

### 4. Collaborative learning:

- In concentric circles, learners discuss the African reaction to the partition
- In mixed-ability groups, learners outline countries that were claimed by each of the European countries and explain why some African kingdoms (countries) remained independent after the partition.

## Key Assessment Level 4: Homework

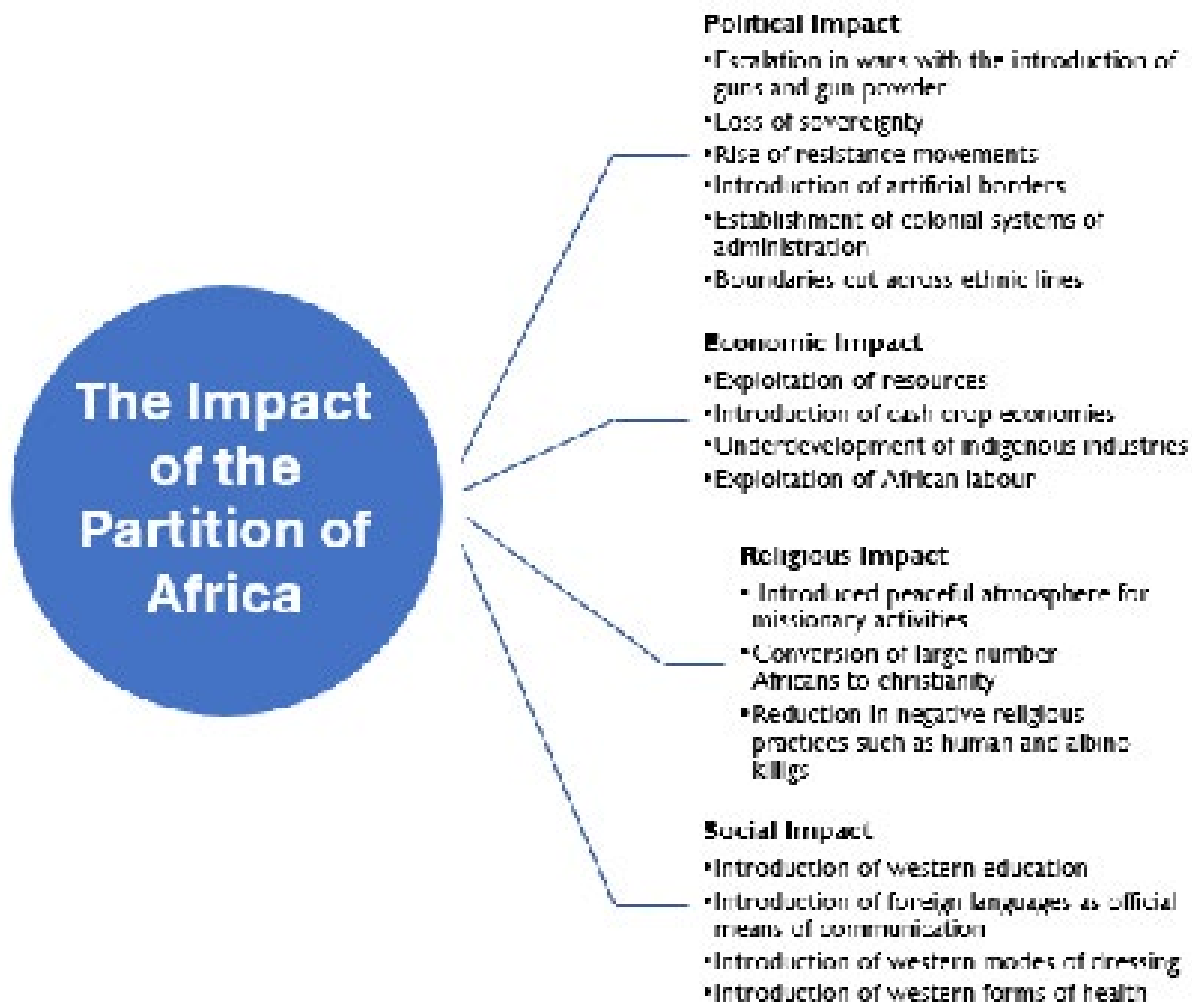
1. Explain how understanding the Berlin Conference helps us make sense of the nature and causes of present-day African borders and conflicts.
2. Justify the European motives for the Scramble for Africa (e.g., civilising mission, economic development, order) or challenge these motives by exposing real intentions (e.g., greed, exploitation, domination).

## Focal Area 3: The Impact of the Partition of Africa

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the impact of the partition of Africa:

1. How did the scramble and partition of Africa affect the continent?
2. What are the long-term effects of the partition of Africa?



## Learning Tasks

1. Analyse primary or secondary sources and summarise what each source reveals about the impact of the partition of Africa.
2. Investigate the impact of the partition of Africa on modern day societies.

## Pedagogical Exemplars

### 1. Project-based Learning

- In mixed-ability groups, learners analyse primary and secondary sources to gather information on the impact of the partition of Africa.
- Learners work in groups to analyse how the political, economic, social, and cultural impacts of the partition have shaped modern-day challenges such as ethnic conflict, underdevelopment, or identity struggles and suggest practical solutions that African governments or the African Union can implement to address these issues.

## Key Assessment: Practice Paper 1

### HINT



Conduct Practice Paper 1. It should cover contents taught from Year 1 to 3. Practice Paper 1 comprises two components which follow the WASSCE structure and are administered in the WASSCE order: Paper 2 (short answer and essay items) followed by Paper 1 (objective items). Refer to the Table of Specification for Paper 2 and the Item Specification for Paper 1 that follow. Learners' papers should be marked immediately and scores entered into the SAP.

## TABLE OF SPECIFICATION (PAPER 2)

| Strand                                    | Sub-Strand                  | Learning Indicator                                                                                         | Type of question | DoK Levels |     |     |   | Total |
|-------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------|------------------|------------|-----|-----|---|-------|
|                                           |                             |                                                                                                            |                  | 1          | 2   | 3   | 4 |       |
|                                           |                             |                                                                                                            |                  | 30%        | 40% | 30% |   |       |
| STATES AND KINGDOMS IN PRE-COLONIAL TIMES | Emergence of complex states | 1.2.1. LI.3<br>Recount factors responsible for the rise and decline of major states and kingdoms in Ghana. | Short Answer     | 1          |     |     |   | 1     |
|                                           |                             |                                                                                                            | Essay            |            |     | 1   |   | 1     |
|                                           |                             | 1.2.1. LI.2<br>Examine the political organisation of states and kingdoms in pre-colonial Ghana.            | Short Answer     | 1          |     |     |   | 1     |
|                                           |                             |                                                                                                            | Essay            |            |     | 1   |   | 1     |

|                                                   |                                              |                                                                                                         |                 |   |   |   |  |   |
|---------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                                   |                                              | 3.2.1. LI.2<br>Assess the factors leading to the emergence of the earliest African states and kingdoms. | Essay           |   | 1 |   |  | 1 |
|                                                   |                                              | 3.2.1. LI.3<br>Analyse the common features of the earliest African civilisations                        | Essay           |   | 1 |   |  | 1 |
|                                                   | Pre-Colonial Economy and Economic activities | 3.2.2.LI.1<br>Discuss the origin and nature of the Trans-Saharan Trade in Africa.                       | Short Answer    | 1 |   |   |  | 1 |
|                                                   |                                              |                                                                                                         | Essay           |   |   | 1 |  | 1 |
| AGE OF ENCOUNTER AND EXCHANGES UP TO 20TH CENTURY | Global Connections                           | 2.3.2. LI.3<br>Examine the changing patterns of trade with the coming of Europeans.                     | Essay           |   | 1 |   |  | 1 |
|                                                   | Prelude to Colonisation and Colonial Rule    | 3.3.3.LI 2<br>Assess the Berlin Conference of 1884-85 and its impact on Africa.                         | Essay           |   | 1 |   |  | 1 |
|                                                   |                                              | 3.3.3.LI 2<br>Assess indirect and direct rule systems in West Africa.                                   | Essay           |   | 1 |   |  | 1 |
|                                                   | Response to Colonial Rule                    | 2.3.4. LI.2<br>Identify nationalist movements in Ghana before the World War II (WWII).                  | Source Analysis | 1 |   |   |  | 1 |

|                                             |                                                                |                                                                                                  |                 |   |   |   |  |    |
|---------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|----|
|                                             |                                                                | 2.3.4. LI.3<br>Analyse the activities of nationalist movements before the WWII.                  | Source Analysis | 1 | 1 |   |  | 2  |
| INDEPENDENCE AND POST-COLONIAL DEVELOPMENTS | Socio-economic and political developments in Ghana (1957-2007) | 2.4.1.LI 4<br>Examine the nature of the diarchic system of government in Ghana from 1957 – 1960. | Essay           |   |   | 1 |  | 1  |
|                                             |                                                                | Examine Ghana's socio-economic and political developments from 1969 – 1981.                      | Source Analysis | 1 | 1 | 1 |  | 3  |
|                                             |                                                                | 2.4.1.LI 4<br>Analyse the processes leading to the birth of the Fourth Republic.                 | Essay           |   |   | 1 |  | 1  |
| Total                                       |                                                                |                                                                                                  |                 | 5 | 7 | 6 |  | 18 |

### ITEM SPECIFICATION (PAPER 1)

| Strand                         | Sub-strand                     | Learning indicator                                                                                            | Type of question | DoK Levels |   |   |   | Total |
|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------|------------------|------------|---|---|---|-------|
|                                |                                |                                                                                                               |                  | 1          | 2 | 3 | 4 |       |
| HISTORICAL INQUIRY AND WRITING | 1. Nature and Scope of History | LI.1<br>Trace the origins and meanings of the word 'history' using conventional and non-conventional sources. | Multiple choice  |            | x |   |   | 1     |
|                                |                                | 1.1.1. LI.2<br>Analyse the nature and scope of history as an academic discipline                              | Multiple choice  |            |   | x |   | 1     |

|                                           |                                                  |                                                                                                                                                                     |                 |   |   |   |  |   |
|-------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                           |                                                  | 1.1.1.LI. 1<br>Justify why the study of history is relevant to individuals and the society.                                                                         | Multiple choice |   |   | x |  | 1 |
|                                           |                                                  | 1.1.1. LI.2<br>Analyse the need for the study of history in Ghanaian schools.                                                                                       | Multiple choice |   |   | x |  | 1 |
|                                           | 2. Sources and methods of reconstructing History | 2.1.2. LI.1<br>Categorise sources of history into primary and secondary                                                                                             | Multiple choice |   | x |   |  | 1 |
|                                           |                                                  | 2.1.2. LI.2<br>Examine the authenticity of primary and secondary sources.                                                                                           | Multiple choice | x |   |   |  | 1 |
|                                           |                                                  | 2.1.2. LI.3<br>Assess authentic online historical sources                                                                                                           | Multiple choice |   |   | x |  | 1 |
| STATES AND KINGDOMS IN PRE-COLONIAL TIMES | 1.Emergence of complex states                    | 1.2.1. LI.1<br>Examine the nature of the earliest human culture in Ghana.                                                                                           | Multiple choice | x |   |   |  | 1 |
|                                           |                                                  | 1.2.1. LI.2<br>Analyse the pre-historic periods in Ghana.                                                                                                           | Multiple choice | x |   |   |  | 1 |
|                                           |                                                  | 1.2.1. LI.1<br>Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana. | Multiple choice |   | x |   |  | 1 |

|  |  |                                                                                                                                |                 |   |   |   |  |   |
|--|--|--------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|  |  | 1.2.1 Ll.2<br>Discuss the reasons for the migration of the various ethnic groups into Ghana.                                   | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1. Ll.3<br>Recount factors responsible for the rise and decline of major states and kingdoms in Ghana.                     | Multiple choice | x | x |   |  | 2 |
|  |  | 1.2.1. Ll.1<br>Analyse the socio-cultural organisation of the major kingdoms in pre-colonial Ghana.                            | Multiple choice | x |   | x |  | 2 |
|  |  | 1.2.1. Ll.2<br>Examine the political organisation of states and kingdoms in pre-colonial Ghana.                                | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1. Ll.3<br>Explain the unique methods of providing health care in pre-colonial Ghana.                                      | Multiple choice |   |   | x |  | 1 |
|  |  | 3.2.1. Ll.1<br>Trace the origin of human beings from a diverse point of views including scientific and non-scientific theories | Multiple choice |   |   | x |  | 1 |

|                                                               |                                                 |                                                                                                                 |                 |   |   |   |  |   |
|---------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                                               |                                                 | 3.2.1. LI.2<br>Assess the factors leading to the emergence of the earliest African states and kingdoms.         | Multiple choice |   |   | x |  | 1 |
|                                                               | 2. Pre-Colonial Economy and Economic activities | 1.2.2. LI.1<br>Examine agricultural activities in pre-colonial Ghana.                                           | Multiple choice | x |   |   |  | 1 |
|                                                               |                                                 | 1.2.2. LI.2<br>Investigate the existence and the development of pre-colonial Ghanaian industries.               | Multiple choice |   |   | x |  | 1 |
|                                                               |                                                 | 1.2.2. LI.3<br>Investigate the nature of trade and the development of trading activities in pre-colonial Ghana. | Multiple choice |   |   | x |  | 1 |
|                                                               |                                                 | 3.2.2.LI.1<br>Discuss the origin and nature of the Trans-Saharan Trade in Africa.                               | Multiple choice |   |   | x |  | 1 |
| AGE OF ENCOUNTER AND EXCHANGES UP TO 20 <sup>TH</sup> CENTURY | 1. Religion and religious change                | 1.3.1. LI.1<br>Discuss the indigenous Ghanaian religious beliefs and practices.                                 | Multiple choice |   | x |   |  | 1 |
|                                                               |                                                 | 1.3.1. LI.2<br>Trace the advent and influences of Islam and Christianity in Ghana                               | Multiple choice | x |   |   |  | 1 |

|  |                                              |                                                                                               |                 |   |   |   |  |   |
|--|----------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|  |                                              | 3.3.1. Ll.1<br>Discuss indigenous African religious beliefs and practices.                    | Multiple choice |   |   | x |  | 1 |
|  |                                              | 3.3.1.Ll 2<br>Trace the advent and influence of Islam and Christianity on Africa              | Multiple choice |   | x |   |  | 1 |
|  | 2. Global Connections                        | 2.3.2. Ll.2<br>Explore the diverse motives behind European exploration of the coast of Ghana. | Multiple choice |   | x |   |  | 1 |
|  |                                              | 2.3.2. Ll.3<br>Examine the changing patterns of trade with the coming of Europeans            | Multiple choice | x |   |   |  | 1 |
|  |                                              | 3.3.2. Ll.1<br>Investigate the nature and impact of the Trans-Atlantic Slave Trade.           | Multiple choice | x |   |   |  | 1 |
|  | 3. Prelude to Colonisation and Colonial Rule | 2.3.3. Ll.1<br>Examine sources on the processes leading to colonial rule in the Gold Coast.   | Multiple choice | x | x |   |  | 2 |
|  |                                              | 2.3.3. Ll.2<br>Assess the socio-political effects of European (British) presence in Ghana     | Multiple choice |   | x | x |  | 2 |

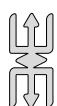
|                                             |                                                                  |                                                                                               |                 |    |    |    |  |    |
|---------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------|----|----|----|--|----|
|                                             |                                                                  | 2.3.3. LI.3<br>Examine the effects of the European presence on the economy of Ghana           | Multiple choice |    |    | x  |  | 1  |
|                                             | 4. Response to Colonial Rule                                     | 2.3.4. LI.2<br>Identify nationalist movements in Ghana before the World War II (WWII)         | Multiple choice |    | x  |    |  | 1  |
|                                             |                                                                  | 2.3.4. LI.3<br>Analyse the activities of nationalist movements before the WWII.               | Multiple choice |    | x  |    |  | 1  |
| INDEPENDENCE AND POST-COLONIAL DEVELOPMENTS | 1.Socio-economic and political developments in Ghana (1957-2007) | 2.4.1.LI 2<br>Assess the socio-economic and political developments in Ghana from 1957 – 1969. | Multiple choice | x  |    | x  |  | 2  |
|                                             |                                                                  | 2.4.1.LI 3<br>Examine Ghana's socio-economic and political developments from 1969 – 1981.     | Multiple choice | x  | x  |    |  | 2  |
|                                             |                                                                  | 2.4.1.LI 4<br>Analyse the processes leading to the birth of the Fourth Republic.              | Multiple choice |    | x  |    |  | 1  |
|                                             |                                                                  | 2.4.1.LI 5<br>Assess the socio-economic and political developments in Ghana from 1993-2007.   | Multiple choice |    |    | x  |  | 1  |
| TOTAL                                       |                                                                  |                                                                                               |                 | 15 | 20 | 15 |  | 50 |

## PLC Session 12

**45 minutes**

### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
  - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



#### Note

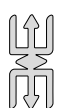
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
  - a. The key assessment for the week is **practice paper 1**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

**10 minutes**

### Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through the problem individually for 3–4 minutes
  - c. the group then works through it together the problem, step by step
  - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



#### Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 13**

**Learning Indicator:** *Assess indirect and direct rule systems in West Africa*

## Focal Areas 1 & 2: **Direct and Indirect Rule Systems in West Africa**

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing indirect and direct rule systems in West Africa:

1. How does indirect rule differ from the direct rule system?
2. Which European countries adopted indirect and direct rule systems?
3. What were the major features of the direct and indirect rule systems?
4. What reasons accounted for the adoption of the indirect and direct rule systems in the different parts of Africa?

### Direct and Indirect Rule Systems in West Africa

The aftermath of the Scramble for Africa, which led to the organisation of the Berlin Conference of 1884-1885, resulted in the adoption of two main administrative blueprints by the European empires to govern their new colonies. These administrative frameworks adopted by the European powers revolved around the systems of indirect and direct rule. The indirect rule system, which is most closely associated with British colonial practice, relied on existing African political hierarchies and structures. Here, colonial officers worked through chiefs, kings, and councils, adapting customary laws to serve imperial interests while keeping day-to-day governance (tax collection, minor justice, local policing) in the hands of recognised local authorities. The direct rule system, favoured by the French, Belgian, Portuguese, and German administrations, replaced or sharply curtailed indigenous leadership. European officials and imported legal codes dominated every level of administration, aiming to “assimilate” colonised peoples into European political, cultural, and economic systems.

**Table 4:** *Features of Indirect and Direct Rule Systems*

| Features of Indirect and Direct Rule Systems                                                                                          |                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indirect Rule System                                                                                                                  | Direct Rule System                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Major role was given to native authorities in the administration of the colonies.</li> </ul> | <ul style="list-style-type: none"> <li>• Power was concentrated in the hands of European colonial officials.</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>• Existence of native treasuries.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Local political structures were ignored or dismantled.</li> </ul>                                               |
| <ul style="list-style-type: none"> <li>• Existence of native courts.</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Europeans held most key administrative positions.</li> </ul>                                                    |
| <ul style="list-style-type: none"> <li>• Existence of the Governor.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• A standardised system of governance was applied across all colonies regardless of local differences.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Recognition of customary laws.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Strong military and political presence.</li> </ul>                                                              |

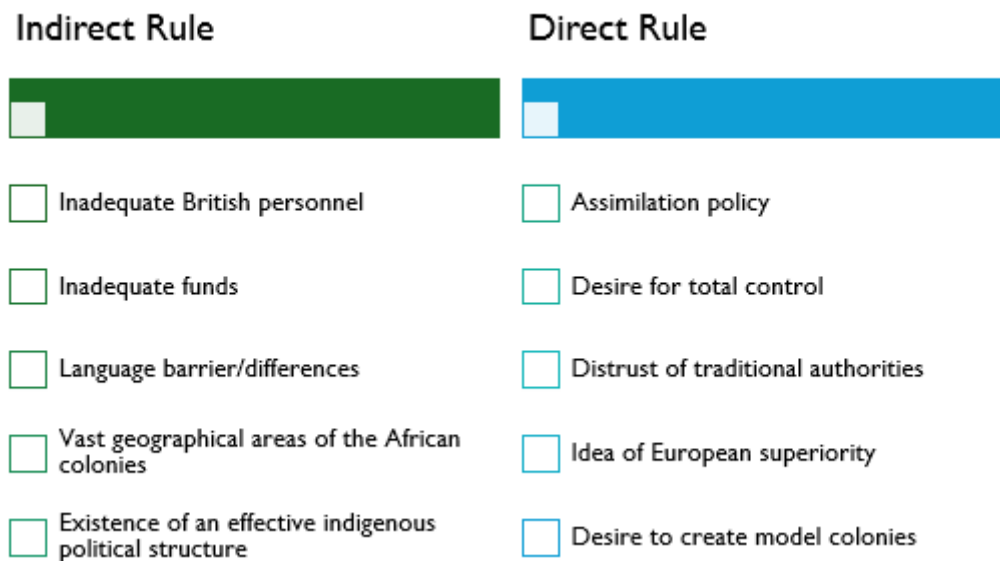


**Figure 49:** *Reasons for the adoption of Direct and Indirect Rule Systems*

**Table 5:** *Advantages and disadvantages of the indirect rule system*

| Advantages and disadvantages of the indirect rule system                                                                           |                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advantages                                                                                                                         | Disadvantages                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Promoted the emergence and development of nationalism in West African countries.</li> </ul> | <ul style="list-style-type: none"> <li>Excluded educated Africans from the political and governance process.</li> </ul>                                                                                      |
| <ul style="list-style-type: none"> <li>Africans were allowed some degree of freedom.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Contributed to the slow pace of constitutional rule.</li> </ul>                                                                                                       |
| <ul style="list-style-type: none"> <li>Deepened the trust between the colonial administration and the protectorate.</li> </ul>     | <ul style="list-style-type: none"> <li>Traditional rulers under the system of indirect rule became corrupt and enriched themselves at the expense of their subjects in some parts of West Africa.</li> </ul> |
| <ul style="list-style-type: none"> <li>It led to the abolition of outmoded cultural practices.</li> </ul>                          | <ul style="list-style-type: none"> <li>Created disunity and disorder between the local chiefs and the educated elites.</li> </ul>                                                                            |
| <ul style="list-style-type: none"> <li>Helped to preserve the native forms of government.</li> </ul>                               | <ul style="list-style-type: none"> <li>Encouraged tribalism and sectionalism.</li> <li>It marginalised women</li> </ul>                                                                                      |
| <ul style="list-style-type: none"> <li>It was cheaper to run.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Interference in traditional chieftaincy succession.</li> </ul>                                                                                                        |
| <ul style="list-style-type: none"> <li>Facilitated the maintenance of law and order.</li> </ul>                                    |                                                                                                                                                                                                              |

**Table 6:** *Advantages and disadvantages of the direct rule system*

| Advantages and disadvantages of the direct rule system                                                                                                      |                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advantages                                                                                                                                                  | Disadvantages                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Facilitates quick decision-making without reliance on intermediaries.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Disregard for African cultures and traditions.</li> </ul>                                                          |
| <ul style="list-style-type: none"> <li>Ensures fairer distribution of national resources.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>High cost of administration.</li> </ul>                                                                            |
| <ul style="list-style-type: none"> <li>Improved the standard of living of citizens successfully assimilated.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Increased Resistance as a result of the strong political control over the colonies.</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Improvement in economic development since the colonies were treated as extensions of metropolitan Europe.</li> </ul> | <ul style="list-style-type: none"> <li>Inadequate African participation in political governance.</li> </ul>                                               |
| <ul style="list-style-type: none"> <li>Improved education for assimilated African citizens.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Facilitated forced labour, land seizures, and other forms of exploitation under tight European control.</li> </ul> |

### Learning Tasks

1. Read brief descriptions of both direct and indirect rule systems and jot down how Indirect Rule differed from Direct Rule system.
2. Create a chart that explains the features of Direct and Indirect rule systems.
3. Research from diverse sources on the reasons why European powers adopted Indirect or Direct Rule in different African regions.
4. Create multimedia presentations on the advantages and disadvantages of indirect and direct rule systems.

### Pedagogical Exemplars

#### 1. Collaborative Learning

- Using the think-pair share activity, learners explain how Indirect Rule differs from the Direct Rule system.
- Learners brainstorm and identify the European countries that adopted Indirect and Direct rule systems.
- In a Jigsaw activity, learners create a chart that explains features of Direct and Indirect rule systems.

#### 2. Technology Enhanced Active Learning (TEAL)

- Using the internet, learners search for the reasons for the adoption of Indirect and Direct rule systems in parts of Africa.
- In mixed ability groups, learners create multimedia presentations on the advantages and disadvantages of indirect and direct rule systems.
- Learners should be encouraged to propose how elements of these systems shaped current governance and also suggest how these could contribute to current challenges.

## Focal Area 3: The Role of Traditional Leaders in Indirect Rule System in West Africa

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the role of traditional leaders in the Indirect Rule system in West Africa:

1. What roles did traditional leaders and the traditional governance structure play in the Indirect Rule System?
2. Why did educated elites oppose the Indirect Rule System?

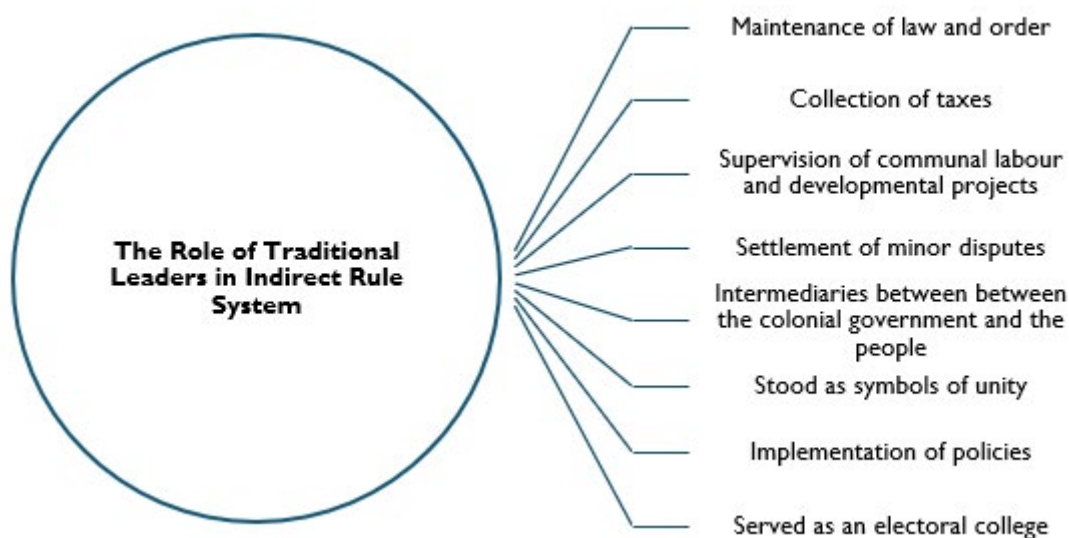


**Figure 50:** *The Role of Traditional Leaders in Indirect Rule System*

### Why the Educated Elites Opposed Indirect System

1. The system sidelined the educated elites in the administration of their territories.
2. Discrimination against Africans in the civil service.
3. Did not provide a representative government (Lack of the elective principle).
4. Recognised and vested more powers in the traditional rulers.
5. Failed to enhance the socio-economic development of the colonies.
6. It delayed constitutional and political development in the various colonies.
7. Embezzlement of funds in the native treasuries by most traditional leaders.

#### Learning Tasks

1. Organise and participate in a seminar focused on exploring the role of traditional leaders in the system of Indirect Rule during colonial governance in Africa.
2. Discuss and present a report on the reasons why educated African elites opposed the Indirect Rule system during the colonial period.

## Pedagogical Exemplars

### 1. Talk for Learning

- With the help of a resource person, learners hold a seminar on the role of traditional leaders in Indirect Rule.
- In a Snowball activity, learners discuss why the educated elites opposed the Indirect system.
- Learners work to examine the reasons why the educated African elites opposed the system of Indirect Rule during colonial governance, and using examples from at least two African countries, explain how this opposition reflects deeper concerns about leadership, governance, and exclusion.

## Key Assessment Level 4: Class Exercise

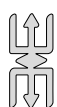
Propose ways modern African states can draw lessons from the role of traditional leaders in the indirect rule system to reform traditional leadership and strengthen local governance today.

## PLC Session 13

45 minutes

### Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



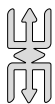
### Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

**10 minutes****Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 14**

**Learning Indicator:** *Assess Africa's role in the First and Second World Wars and how that influenced independence struggle across different regions*

**Recap Weeks**

|        |                                                                                                                                        |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|
| Year 2 | <b>Weeks 11 – 17:</b> Examining resistance to colonial rule in Ghana and the roles that the World Wars and individuals played in this. |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|

**Review**

In Year 2, learners studied how the Gold Coast became involved in both World Wars as a British colony. They learnt that during World War I (1914-1918), the Gold Coast automatically joined Britain in the conflict, with local soldiers fighting in East Africa against German forces whilst the colony provided essential resources like cocoa and gold to support the British war effort. The war brought hardships to local people through food shortages and increased taxation. Similarly, during World War II (1939-1945), the Gold Coast again supported Britain, with many soldiers serving in Burma and other theatres of war whilst the colony contributed money, food, and raw materials to the Allied cause. Significantly, learners discovered that ex-servicemen returned home with new ideas about freedom and independence, which later influenced Ghana's independence movement.

**Focal Area 1: The beginning and end of the WWI and WWII****Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in discussing the World Wars:

1. When did World War I begin and end?
2. When did World War II begin and end?
3. Who were the factions of the wars?
4. What events triggered World War I and World War II, and what longer-term factors made each war likely?"

**World War I (1914–1918): The Great War**

World War I began in August 1914 after a terrible event in Sarajevo. On 28th June 1914, Archduke Franz Ferdinand of Austria-Hungary was killed. This murder started a chain reaction because many European countries had promised to help each other if war broke out.

Insert the text below, before the next paragraph:

The assassination was the immediate trigger rather than the only cause. Long-term factors had already made war likely in Europe:

1. Militarism: the European powers had built large armies and navies and competed to expand them.
2. Alliance systems: the Triple Alliance and the Triple Entente bound states to support one another, so a local dispute could draw in the whole continent.

3. Imperial rivalry: competition for colonies and markets, including in Africa, created tension between the powers.
4. Nationalism: national and ethnic loyalties, particularly in the Balkans, encouraged demands for independence and territorial expansion.

The war had two main sides:

1. **The Allied Powers:** Britain, France, and Russia (later joined by the United States in 1917)
2. **The Central Powers:** Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria

The Map in Figure 51 shows the alliances formed in WWI

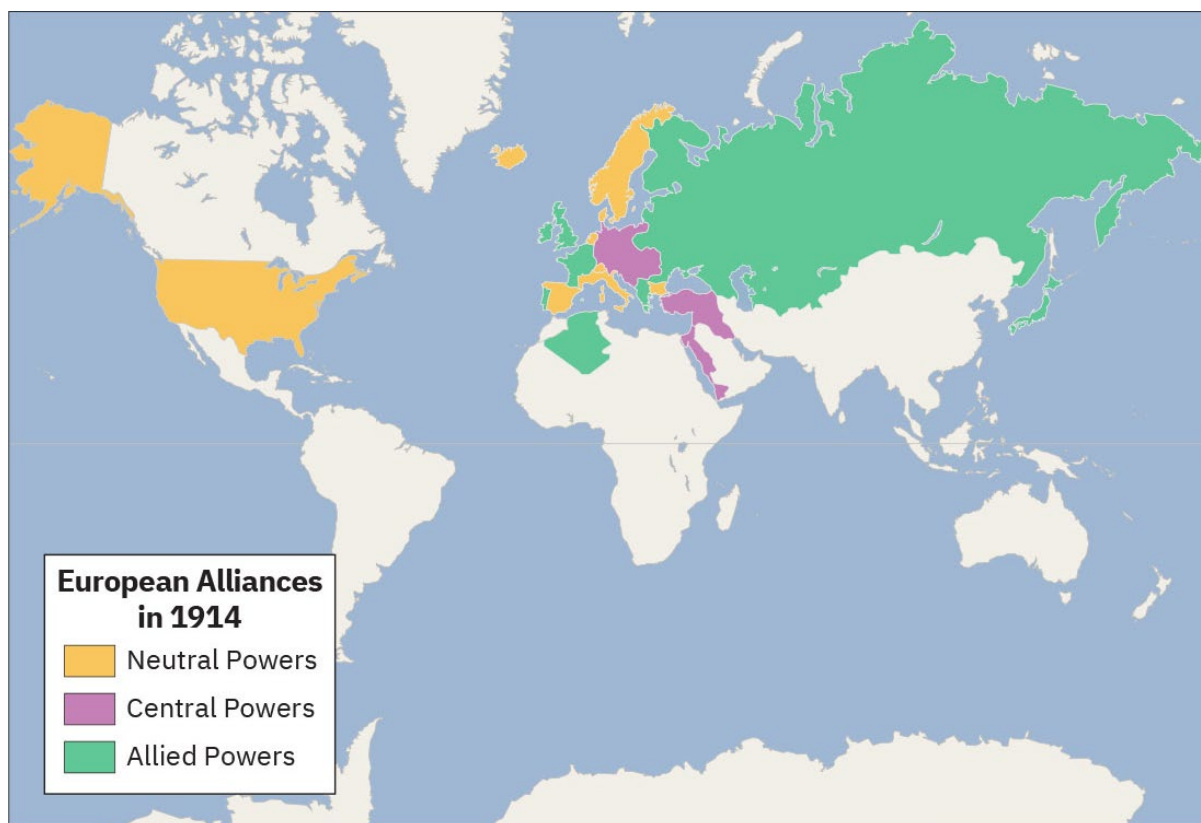


**Figure 51:** A map showing the alliances formed in WWI

The fighting was very different from earlier wars. Soldiers dug long ditches called trenches and faced each other across dangerous ground called “no-man’s land”. New weapons like machine guns, poison gas, tanks, and aeroplanes made this war much more deadly than any war before it.

The war ended on 11th November 1918 when Germany agreed to stop fighting. Germany was very tired from years of war and facing problems at home. The formal end came with the Treaty of Versailles in 1919, which made Germany give up land, reduce its army, and pay money to the winning countries.

## World War II (1939–1945): The Global Conflict

World War II began on 1st September 1939 when Germany, led by Adolf Hitler, attacked Poland. Britain and France declared war on Germany two days later to help Poland.

The war happened because:

1. Germany was angry about the harsh punishment after World War I

2. The world was going through hard economic times in the 1930s
3. Dangerous leaders had taken power in Germany, Italy, and Japan

The war had two main sides:

1. **The Axis Powers:** Germany, Italy, and Japan
2. **The Allied Powers:** Britain, France, the Soviet Union, the United States, and many other countries

This war was fought all over the world and used new technologies like radar, jet engines, and atomic weapons.

The war in Europe ended on 8th May 1945 when Germany surrendered after Hitler killed himself and Soviet forces captured Berlin. The war in the Pacific ended on 15th August 1945 when Japan surrendered after the United States dropped atomic bombs on Hiroshima and Nagasaki.

After the war, the United States and Soviet Union became the world's most powerful countries, whilst European colonial empires became much weaker. This weakness would later help African countries gain independence.

### Learning Tasks

1. Research on the advent of the First and the Second World Wars.
2. Create a timeline showing the key events of the First and Second World Wars.
3. Reflect upon the lessons learned from the advent of the two World Wars.

## Pedagogical Exemplars

### 1. Project-based Learning

- With the help of primary and secondary sources, learners research and discuss the advents of the First and Second World Wars.
- In small groups, learners then create a chronological timeline to show the major historical events the world between 1910s to 1940s including the beginning and end of the WWI and WWII.
- In their groups, learners then present their timelines to the whole class for further discussions.

### 2. Collaborative learning

- Learners gather in small groups and discuss the following: How can African countries today use lessons from the alliance system that caused World War I to build better international partnerships that prevent conflicts rather than create them?
- Learners record their responses in a written response.

## Focal Area 2: Role of Africans in the World Wars

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the role of Africans in the World Wars:

1. *How did the wars involve Africans?*
2. *Where was the WWI and WWII fought especially in Africa?*
3. *What role did Africans play in the World Wars?*

### How Africans were Drawn into the Wars

Africans did not choose to join these wars. They were forced to participate because European countries ruled over them as colonies.

1. **France Made Military Service Compulsory:** France forced about 180,000 French West Africans to fight in Europe during World War I, causing many rebellions across the colony of Upper Senegal and Niger (present-day Mali and Burkina Faso) and the colony of Dahomey (present-day Benin).
2. **Britain Used Different Recruitment Methods:** Britain used voluntary recruitment at first but later expanded their efforts, recruiting soldiers from the West African Frontier Force.
3. **African Territories Had Strategic Military Value:** German Togoland (present-day Togo) had the best wireless transmitter along the Atlantic coast at Kamina, whilst German Kamerun (present-day Cameroon) had one of the finest deep-water ports in West Africa at Douala.”
4. **Economic Contributions:** During the Second World War, British Colonies in Africa were major contributors of food, raw materials and military materials to the British war effort. Parts of Africa were important beef producers, supplying this vital foodstuff to Commonwealth forces in the Middle East. British Somaliland helped raise £7,363.00 to build Spitfire planes, whilst the Maasai of Kenya donated 17,926 cattle to the war effort, which was very precious to them.
5. **Manufacturing Military Equipment:** Between June 1940 and May 1941, South African factories produced 1,300 military vehicles which were used during British campaigns in North East Africa. East African factories produced clothing, mortar barrels, anti-tank mines and reconnaissance vehicles.
6. **Forced Labour in War Industries:** Some people were conscripted to work in these industries, which meant they were given no choice but to assist the war effort.
7. **Replacing Lost Resources from Asia:** In 1941, Japan invaded the British Colony Burma, causing Allied forces to lose access to important raw materials such as rice, rubber and pyrethrum. Africa’s capacity to produce and manufacture materials became vital to the success of the British war effort.
8. **Strategic Location for Military Operations:** West Africa became an important stopping point for convoys and aircraft travelling around the world. Between January 1942 and October 1943, 1,000 American aircraft reached West Africa before fighting in the Middle East.

## The Involvement of African Soldiers in the World Wars

1. **Combat Service on the Front Lines:** African soldiers fought bravely in important battles, with Senegalese troops fighting on the Western Front in France and British recruited soldiers from the King's African Rifles fighting in East Africa and the Middle East.
2. **Military Achievements and Victories:** The Gold Coast Regiment achieved the first Allied victory in World War I when they captured Lomé in German Togoland (present-day Togo)
3. **Essential Support Services:** About 7,000 Sierra Leonean carriers served in Tanganyika during World War I, and hundreds of thousands of Africans worked as carriers and auxiliaries, transporting equipment and supplies.
4. **Skills Development During Military Service:** Many African soldiers learned new skills during their service, becoming tailors, mechanics, drivers, masons, and carpenters, which helped them after the wars.
5. **Heavy Casualties and Sacrifices:** About 65,000 men from French North and West Africa died in World War I, whilst over 375,000 African men and women served in World War II, with 3,387 killed or missing and 5,549 wounded.

## Role of African Women in the World Wars

1. **Military Support:** African women served as camp followers with military forces. They cooked meals for hundreds of soldiers daily and transported military supplies and equipment.
2. **Medical Services:** Women worked in military hospitals as ward assistants. They cleaned wounds, changed bandages, and used traditional healing knowledge to make medicines from local plants.
3. **Agricultural Leadership:** When men left to fight, women took complete control of farming. Some managed up to seven farms at the same time. They increased food production to supply military forces.
4. **Resistance Activities:** Women helped men escape forced military recruitment. They hid refugees and guided them through secret forest paths to safety in neighbouring territories.

### Learning Tasks

1. Discuss how Africans were drawn into the First and Second World Wars, using learning from Year 2
2. Create presentation on the role Africa played in the First and Second World Wars.
3. Examine the role of African women in the First and Second World Wars.

## Pedagogical Exemplars

1. **Technology Enhanced Active Learning (TEAL)**
  - Learners watch documentaries and discuss in small groups how Africans were drawn into WWI and WWII.
2. **Collaborative Learning**
  - In mixed-ability groups, learners create a presentation on the role Africans played in WWI and WWII including supply of soldiers, financial support, supply of foodstuffs, supply of raw materials, etc.

- Learners evaluate the different roles African men and women played in the World Wars and design a plan for how modern African countries should honour and remember these contributions in their national history education.

## Focal Area 3: Impact of the World Wars on Africa

### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in assessing the impact of the World Wars on Africa:

1. How did World War I and II affect the African continent?
2. How did the World Wars influence independence struggle in Africa?

### Social, Political and Economic Impact of the World Wars

| Social Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Political Impact                                                                                                                                                                                                                                                                                                                                                                                                                       | Economic Impact                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Family and Community Disruption:</b> The recruitment of young men disrupted traditional family structures. Women had to take on responsibilities that men previously held.</li> <li>• <b>Skills and Knowledge Acquisition:</b> Many African soldiers learned new technical skills during military service. This contributed to the emergence of new professional classes in African societies.</li> <li>• <b>Broader Perspectives and Consciousness:</b> Military service exposed African soldiers to different cultures and ideas about governance. This later influenced independence movements and nation-building efforts.</li> <li>• <b>Increased demands of social developments:</b> Africans especially, nationalists demanded for improved social developments such as developments in higher education, health care, Africanisation of the civil service, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased demands for constitutional reforms</li> <li>• Breaking of the myth of 'superiority' of Europeans</li> <li>• African soldiers learning how to read and write</li> <li>• Introduction of new ideas such quest for freedom, liberty, self-government, justice</li> <li>• Facilitating nationalist struggles in the colonies</li> <li>• Emergence of political parties, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Emergence of a weak economy</li> <li>• Increased demand for raw materials</li> <li>• Shortage and price hikes</li> <li>• Production of cash crops</li> <li>• Spread of communist and capitalist ideas.</li> </ul> |

Figure 52: Social, Political and Economic Impact of the World Wars

## Learning Tasks

1. Create a mind map that shows the political impact of the World Wars on Africa, recalling knowledge on the beginnings of the independence movements covered in Year 2.
2. Prepare a presentation on the impact of World War I and World War II on the social and economic developments in Africa.

## Pedagogical Exemplars

### 1. Project-based Learning

In small groups, learners create a mind map to explain the impact of the World Wars on political developments in Africa, including constitutional reforms, formation of political parties, quest for self-government, etc.

### 2. Cooperative Learning

- In small groups, learners discuss the impact of the Second World War on Nationalist Movements in Africa including breaking the myth of ‘superiority’ of Europeans; African soldiers learning how to read and write; introduction of new ideas such as quest for freedom, liberty, self-government, justice; facilitating nationalist struggles in the colonies; opposing discrimination, emergence of political parties, etc.
- Using primary and secondary evidence from the World Wars, debate whether the World Wars helped or harmed Africa’s overall development.

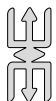
## Key Assessment Level 3: Discussion and Presentation

### PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

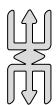
**Note**

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **discussion and presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

**10 minutes****Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
  - c. the group then works through the problem together step by step
  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 6 Review

In this section, learners explored the Berlin Conference of 1884–1885 and its rationale for partitioning Africa amongst European powers. They examined which countries each European nation claimed and analysed African reactions to partition. Learners investigated why Ethiopia and Liberia remained independent. They studied direct and indirect rule systems, identifying their features, advantages, and disadvantages. Learners explored the role of traditional leaders under colonial administration. They examined major world events between the 1910s and 1940s, focusing on both World Wars. Learners analysed African contributions to these conflicts through soldiers, resources, and financial support. Finally, they evaluated how the wars impacted African political, social, and economic development, including the rise of nationalist movements.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 12

### FOCAL AREA 1&2

#### Question 1

| Criteria                    | Excellent                                                                                                                                                                                                                                              | Very good                                                                                                                                                              | Satisfactory                                                                                                                                          | Needs Improvement                                                                                                                             |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Clarity and Focus (4 marks) | 4 marks: Presents a clear central idea explaining the connection between the Berlin Conference and present-day African borders and conflicts, stated early in the response and maintained throughout.                                                  | 3 marks: Presents a clear central idea that explains the connection, though it may not be stated early or consistently maintained throughout the response.             | 2 marks: Presents a central idea, but it is somewhat vague or inconsistently related to the topic.                                                    | 1 mark: Lacks a clear central idea or the idea is unclear and not focused on the Berlin Conference or current borders/ conflicts.             |
| Development (4 marks)       | 4 marks: Uses accurate facts, definitions, and relevant information about the Berlin Conference, the process of border creation, and specific examples of current African borders and conflicts to support and develop the central idea.               | 3 marks: Uses mostly accurate facts and some relevant examples providing adequate support for the central idea but may lack depth or specificity in places.            | 2 marks: Includes some factual information, but development is limited relying mostly on generalisations with few or unclear examples.                | 1 mark: Provides minimal or inaccurate information with weak or no supporting examples with facts that may be irrelevant or incorrect.        |
| Analysis (4 marks)          | 4 marks: Clearly explains how decisions made during the Berlin Conference led to the drawing of current African borders and analyses how these borders have contributed to present-day conflicts, using specific historical and contemporary examples. | 3 marks: Explains how decisions at the Berlin Conference influenced African borders and touches on resulting conflicts, though analysis may lack depth or specificity. | 2 marks: Makes a basic connection between the Berlin Conference and African borders, with limited or weak analysis of conflict with limited examples. | 1 mark: Shows little or no understanding of how the Berlin Conference influenced African borders; fails to connect this to current conflicts. |

|                               |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                      |                                                                                                                                                  |  |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Organisation (3 marks)</b> | <i>3 marks: Includes an engaging introduction that frames the importance of the topic and a strong conclusion that summarises key insights. Uses logical transitions to connect ideas and ensure the explanation flows coherently. Adheres to the required essay structure.</i> | <i>2 marks: Introduction and conclusion are clear but may not be fully engaging or insightful with a structure that is mostly followed with some transitions that connect ideas.</i> | <i>1 mark: Basic structure is present, but transitions may be weak or disjointed with introduction or conclusion that may be underdeveloped.</i> |  |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Question 2**

| <b>Criteria</b>                    | <b>Excellent</b>                                                                                                                                                                                                                                                                                           | <b>Very Good</b>                                                                                                                                                                                   | <b>Satisfactory</b>                                                                                                        | <b>Needs Improvement</b>                                                                                                                      |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Clarity and Focus (4 marks)</i> | <i>4 marks: Clearly justifies or challenges the European motives for the Scramble for Africa by presenting a focused claim early in the essay that addresses motives such as civilising mission, economic development, and order, or exposes real intentions like greed, exploitation, and domination.</i> | <i>3 marks: Presents a clear claim addressing motives for the Scramble for Africa with explanations that may slightly lack depth or consistency in referencing specific motives or intentions.</i> | <i>2 marks: Makes a general claim about the motives, but it may be somewhat vague, unfocused, or delayed in the essay.</i> | <i>1 mark: Lacks a clear or relevant claim that does not directly address the European motives or intentions for the Scramble for Africa.</i> |
| <i>Development (4 marks)</i>       | <i>4 marks: Provides relevant evidence from historical sources, events, or examples to support the claim.</i>                                                                                                                                                                                              | <i>3 marks: Provides generally relevant evidence with some connection to the claim, though a few examples may lack detail or clarity.</i>                                                          | <i>2 marks: Includes limited evidence; some examples may be loosely connected or underdeveloped.</i>                       | <i>1 mark: Provides little to no evidence, or evidence is irrelevant, incorrect, or disconnected from the claim.</i>                          |

|                               |                                                                                                                                                                                                                                                                                |                                                                                                                                                                           |                                                                                                                                                          |                                                                                                                                 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Analysis (4 marks)</b>     | <b>4 marks:</b> In-depth analysis of the evidence to explain its significance and how it supports or challenges the stated motives by discussing the purpose and effects of these motives on Africa and its people.                                                            | <b>3 marks:</b> Explains the significance of the evidence and links it to the motives, with mostly accurate discussion of effects on Africa and its people.               | <b>2 marks:</b> Attempts some analysis, but it may be superficial, vague, or lacking clarity in connecting evidence to broader motives and consequences. | <b>1 mark:</b> Offers little to no analysis by simply listing facts without interpretation or relevance to motives and effects. |
| <b>Organisation (3 marks)</b> | <b>3 marks:</b> Includes an engaging introduction that sets the context for the Scramble for Africa and a strong conclusion that reinforces the claim by using transitions to connect ideas and ensure the essay adheres to structural requirements for clarity and coherence. | <b>2 marks:</b> Has a clear introduction and conclusion, with mostly logical transitions and structure; may lack full connections between the introduction and conclusion | <b>1 mark:</b> Shows basic structure, but transitions may be weak or abrupt with introduction or conclusion that may be underdeveloped.                  |                                                                                                                                 |

### FOCAL AREA 3

#### Question 1

| Criteria                                                                      | Excellent                                                                                                                                                                                                                                                               | Very good                                                                                                                                                          | Satisfactory                                                                                                                                        | Needs improvement                                                                                |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Identification of Traditional Leaders' Role in Indirect Rule (4 marks)</b> | <b>4 marks:</b> Accurately identifies at least four core roles traditional leaders played during indirect rule (e.g., tax collection, dispute resolution, enforcing colonial policy) and linking these roles to their influence and limitations under colonial systems. | <b>3 marks:</b> Identifies at least three roles of traditional leaders under indirect rule with minor lapses in explanation of their functions under colonial rule | <b>2 marks:</b> Mentions at least two roles of traditional leaders under indirect rule, though description may lack clarity or historical accuracy. | <b>1 mark:</b> References traditional leaders vaguely with no clear connection to indirect rule. |

|                                                               |                                                                                                                                                                                                                                   |                                                                                                                                                                     |                                                                                                                                            |                                                                                                         |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <i>Derivation of Practical Lessons from Historical Roles</i>  | <i>4 marks: Extracts at least two concrete lessons from the indirect rule experience (e.g., potential for legitimacy in local governance, importance of integrating traditional authority structures, risks of manipulation).</i> | <i>3 marks: Derives at least one lesson clearly from the historical context. A second may be underdeveloped or implied.</i>                                         | <i>2 marks: Suggests general ideas about learning from the past but does not clearly connect them to the indirect rule experience.</i>     | <i>1 mark: Implies that something should be learned, but no clear or relevant lessons are provided.</i> |
| <i>Proposed Reforms for Traditional Leadership (4 marks)</i>  | <i>4 marks: Proposes at least two specific reforms (e.g., formal legal recognition of traditional councils, participatory mechanisms, clear jurisdiction limits) tied directly to lessons learned.</i>                            | <i>3 marks: Suggests at least two reforms, with at least one linked to historical insights. May lack depth or clarity in explaining how reforms would function.</i> | <i>2 marks: Suggests one or two general reforms but without connecting them clearly to historical context or current governance needs.</i> | <i>1 mark: Mentions reform but gives no workable or context-specific proposals.</i>                     |
| <i>Link to Strengthening Local Governance Today (4 marks)</i> | <i>4 marks: Clearly explains how the proposed reforms would enhance local governance (e.g., increased trust, dispute resolution, accountability). Provides examples or mechanisms of integration.</i>                             | <i>3 marks: Describes how reforms might improve governance, though explanation may be limited to general benefits or only one dimension (e.g., legitimacy).</i>     | <i>2 marks: States that reforms would help governance but do not show how. Connection remains abstract or broad.</i>                       | <i>1 mark: Suggests benefit to governance vaguely, with no explanation of mechanisms or outcomes.</i>   |
| <i>Clarity, Argumentation, and Evidence Use (4 marks)</i>     | <i>4 marks: Constructs a coherent, well-supported argument with logical progression from history to reform to governance outcomes supporting points with accurate examples.</i>                                                   | <i>3 marks: Presents a logical argument with mostly relevant support. Some minor gaps or weak transitions.</i>                                                      | <i>2 marks: Makes a general argument with minimal evidence or limited clarity in reasoning.</i>                                            | <i>1 mark: Presents loosely connected points with little argument structure or factual support.</i>     |

## SECTION 7: RESISTANCE TO COLONIAL RULE IN AFRICA

### 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 nature of African resistance against colonial rule and develop opinions on how resistance against colonialism helped to exhibit traits such as patriotism, loyalty, national consciousness, tolerance, and teamwork*

**Content Standard:** *Demonstrate understanding of African resistance against colonial rule*

### INTRODUCTION AND SECTION SUMMARY

This section explores how Africans fought against colonial domination and achieved independence. Learners will examine the various ways African societies resisted European rule and eventually gained freedom.

By the end of this section, learners will understand the factors that sparked African resistance movements. They will analyse how colonial social and economic policies created widespread opposition. Learners will investigate the vital role of African-owned newspapers, religious groups, and nationalist leaders in organising resistance. Through detailed case studies of Nigeria, Algeria, Kenya, and South Africa, learners will compare different paths to independence. They will examine how Pan-Africanists abroad and local African nationalists contributed to liberation movements across the continent.

This knowledge helps learners appreciate African agency in challenging colonial oppression. It demonstrates how ordinary people and leaders worked together to regain their freedom. Understanding these resistance movements shows how Africans shaped their own destiny rather than being passive victims of colonialism.

**The weeks and the indicators covered by the section are:**

- **Week 15:** Factors leading to African resistance to colonial rule (LI: Discuss the conditions that led to African resistance to colonial rule.)
- **Week 16:** Nature of African resistance against colonial rule (LI: Analyse the nature of African resistance against colonial rule.)
- **Week 17-18:** Case Studies of Independence Struggle in Africa (LI: Analyse the nature of African resistance against colonial rule)

## SUMMARY OF PEDAGOGICAL EXEMPLARS

This section suggests diverse teaching strategies to develop learners' understanding of African resistance and independence movements. Teachers may facilitate collaborative learning through small group discussions, concentric circles, and paired activities. These approaches can help learners analyse colonial policies and their impact on African resistance.

Project-based learning might enable learners to dramatise colonial policies' effects and create biographical charts of African nationalists. Technology-enhanced learning through documentaries could support investigation of key independence leaders across different regions.

Cooperative learning may encourage learners to examine case studies of Nigeria, Algeria, Kenya, and South Africa using primary and secondary sources. Mind mapping activities might help compare violent versus non-violent resistance strategies.

Throughout instruction, teachers should explicitly develop historical thinking skills by:

- formulating historical questions about colonial policies and resistance
- analysing cause and effect relationships between policies and nationalism
- comparing different independence strategies across regions
- evaluating multiple perspectives on resistance movements
- interpreting evidence from biographical and documentary sources
- understanding continuity and change in liberation movements

## ASSESSMENT SUMMARY

Key assessments should target the highest DoK levels to evaluate complex historical understanding. Teachers may assess colonial policy factors through document-based questions that analyse primary sources on social and economic resistance triggers. Independence struggles could be evaluated through comparative case study projects that examine Nigeria, Algeria, Kenya, and South Africa's different liberation paths.

Suggested assessment modes include individual assignments on Pan-Africanist contributions, group work that creates multimedia presentations on nationalist movements, and class projects that dramatise resistance strategies. The role of media and religious groups might be assessed through research projects with oral presentations.

Teachers should develop comprehensive scoring rubrics that specify criteria for historical analysis, evidence evaluation, comparative thinking, and argument construction. Assessment approaches may accommodate diverse learning needs whilst maintaining rigorous expectations for historical thinking. Teachers are encouraged to adapt the same scoring rubrics to suit their specific classroom contexts and learner requirements.

**A summary of the assessment used against the indicator is provided below:**

| Indicators                                                              | DoK Level | Assessment Strategy and/or Mode |
|-------------------------------------------------------------------------|-----------|---------------------------------|
| Discuss the conditions that led to African resistance to colonial rule. | 2         |                                 |
| Analyse the nature of African resistance against colonial rule.         | 3         | Group Work                      |

**WEEK 15**

**Learning Indicator:** *Discuss the conditions that led to African resistance to colonial rule*

**Recap Weeks**

|        |                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------|
| Year 2 | <b>Week 14:</b> Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence. |
|--------|--------------------------------------------------------------------------------------------------------------|

**Review**

In Year 2, learners studied the factors that facilitated the rise of nationalism after World War II. They examined both internal and external influences on activist and nationalist protests in the Gold Coast. They explored how internal factors such as the return of ex-servicemen with new ideas about freedom, economic hardships, and the emergence of educated elites contributed to growing demands for self-governance. External factors included the weakening of European powers after the war, the influence of pan-African movements, and changing international attitudes towards colonialism. Learners discovered how these factors intersected to create the conditions for organised resistance against colonial rule, leading to the formation of political movements and the eventual push for independence.

This Year 3 content expands this understanding by examining the broader African experience of resistance to colonial rule. Teachers should help learners connect the specific Gold Coast experience with the wider patterns of resistance across Africa, showing how similar factors operated in different contexts and time periods to challenge European colonial authority.

**Focal Area 1, 2 & 3: Factors leading to African resistance to colonial rule****Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in discussing the factors leading to African resistance to colonial rule:

1. What conditions led to Africans' resistance against colonial rule?
2. How did these conditions spark up or increase resistance against colonial rule??

**Introduction**

The struggle for African independence did not happen overnight. It was the result of years of harsh colonial policies that affected every part of African life. When European powers colonised Africa, they introduced new systems of government, economics, and social organisation that completely changed how Africans lived, worked, and related to one another. These changes created conditions that eventually led to widespread resistance movements across the continent.

**Social Policies of the Colonial Government and How They Led to African Resistance**

1. **Segregation in Types of Housing Units:** Colonial authorities forced Africans and Europeans to live in separate areas. Europeans lived in the best parts of towns with proper facilities whilst

Africans were pushed into poor areas with no clean water or good roads. This unfair housing system made Africans feel like second-class citizens in their own countries and motivated them to fight for equal treatment.

2. **Low Remuneration to African Civil Servants:** African civil servants received much lower salaries than Europeans doing the same jobs. Even highly educated Africans earned less money than Europeans with basic education. This unfair pay system frustrated educated Africans and pushed them to join independence movements to demand fair wages and equal opportunities.
3. **Discrimination:** Colonial governments treated Africans as inferior to Europeans in all areas of life. Africans could not enter certain shops or public facilities reserved for Europeans only. They faced harsher punishments for the same crimes and in some African countries, Africans were forced to carry identity documents whilst Europeans moved freely. This systematic discrimination made Africans angry and determined to fight for their dignity and equal rights.
4. **Limited Opportunities for Higher Education:** Colonial authorities deliberately restricted African access to universities and professional training. Very few Africans could become doctors, lawyers, or engineers because these opportunities were mainly reserved for Europeans. This educational discrimination prevented Africans from taking leadership roles in their own countries and created resentment among educated Africans who demanded better educational opportunities.

## Economic Policies of the Colonial Governments and How They Increased African Resistance

1. **Exploitation of Resources:** Colonial governments took control of Africa's valuable natural resources like gold, diamonds, and timber. These resources were exported to Europe whilst African communities remained poor despite living on top of valuable wealth. This exploitation made Africans realise they needed independence to control their own resources and benefit from their countries' wealth.
2. **Forced Labour:** Colonial authorities forced Africans to work on European-owned mines and plantations under harsh conditions for very low wages. Many Africans had no choice but to leave their families to work for Europeans. This forced labour system disrupted African families and communities. It created deep resentment and motivated people to resist colonial rule.
3. **Cash Crop Production Issues:** Colonial governments forced African farmers to grow crops like cocoa and cotton for export instead of food for their families. This system led to food shortages and hunger in many communities. The focus on cash crops made Africans angry because their agriculture served European interests rather than feeding their own people, leading to resistance movements.
4. **European Monopoly:** European companies were given exclusive rights to trade in African colonies, controlling all major business activities. Africans were forced to buy expensive European goods and could not develop their own successful businesses. This monopoly system kept wealth in European hands and motivated Africans to fight for economic independence and the right to control their own trade.
5. **Foreign Domination of the Economy:** All major economic decisions in African colonies were made by Europeans, not Africans. Important industries, banks, and trading companies were owned and controlled by Europeans. This foreign control prevented African economic development and made Africans determined to gain independence so they could make their own economic decisions.

6. **High Taxation:** Colonial governments imposed heavy taxes on Africans including hut taxes and poll taxes. These taxes forced Africans to work for Europeans to earn cash to pay the government. Many Africans struggled to pay these taxes, which funded colonial administration that benefited Europeans. This unfair taxation system angered Africans and motivated them to resist colonial rule.

### Learning Tasks

1. Outline the key socio-economic policies of colonial governments in Africa.
2. Analyse the impact of colonial policies on nationalist agitations in Africa.
3. Dramatise how social and economic policies of colonial governments in Africa contributed to nationalistic tendencies in different parts of Africa.

## Pedagogical Exemplars

### 1. Collaborative Learning

- In small groups, learners formulate historical questions to analyse how social policies of the colonial government led to African resistance. E.g., segregation in types of housing units (accommodation), low remuneration to African civil servants, discrimination, limited opportunities for higher education, etc.
- Learners form concentric circles to discuss and present on economic policies of the colonial governments and how they increased African resistance or nationalism. E.g., exploitation of resources, forced labour, cash crop production issues, European monopoly, foreign domination of the economy, high taxation, etc. Learners come to a conclusion about which they think was the most significant policy and support their thoughts with detailed evidence.

### 2. Project-based Learning

Learners dramatise how social and economic policies of colonial governments in Africa contributed to nationalistic tendencies in different parts of Africa.

## Key Assessment Level 2: Essay

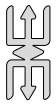
### PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

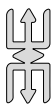
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
- a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

### 10 minutes

### Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - all teachers in the group work through a similar problem individually for 3–4 minutes
  - the group then works through the problem together step by step
  - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

### 30 minutes

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - After the enactment, ask for structured feedback from the group
    - was the concept explained in a way that a learner with no prior knowledge could follow?
    - were the examples grounded in contexts familiar to Ghanaian learners?
    - did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## WEEK 16

**Learning Indicator:** *Analyse the nature of African resistance against colonial rule*

### Recap Weeks

|        |                                                                                                                                                                                                                                                                                                                |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 2 | <p><b>Week 11:</b> Describe the nature of resistance against colonial rule in Ghana.</p> <p><b>Week 12 - 13</b></p> <ol style="list-style-type: none"> <li>1. Identify nationalist movements in Ghana before the WWII.</li> <li>2. Analyse the activities of nationalist movements before the WWII.</li> </ol> |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Focal Areas 1, 2 & 3: Nature of African Resistance Against Colonial Rule

#### Situating the lesson in context

The following enquiry route questions should guide both the teacher and learners in analysing the nature of African resistance against colonial rule in Africa:

1. What was the role of African-owned presses and newspapers in the struggle for Independence across Africa?
2. What was the role of religious reformist groups in the struggle for Independence across Africa?
3. What was the role of African nationalists in the struggle for Independence across parts of Africa?
4. What role did pan Africanists play in the struggle for Independence across parts of Africa?

#### Nature of African Resistance Against Colonial Rule in Africa

African resistance to colonial rule took various forms, ranging from armed uprisings to intellectual, religious, and political uprisings. As colonial structures gained ground, Africans developed more organised and strategic forms of resistance to assert their independence and right to self-rule. One such avenue was the use of African-owned presses and newspapers. These newspapers played crucial roles in exposing colonial injustices, shaping public opinion, and amplifying nationalist ideas that inspired collective action. Religious reformist groups also served as a resistance against colonial rule by challenging both the spiritual and political authority of European missionaries and administrations, often promoting indigenous identity and self-determination. The rise of an elite group of nationalists contributed to the resistance movements against colonial rule by standing as key figures crucial for mobilising the masses, forming political parties, and negotiating constitutional reforms. At the continental level, Pan-Africanists such as Kwame Nkrumah and W.E.B. Du Bois connected African struggles to global movements, promoting unity among people of African descent and calling for the total liberation of the continent. Together, these forces shaped a broad, multi-dimensional resistance that laid the foundation for independence across Africa.

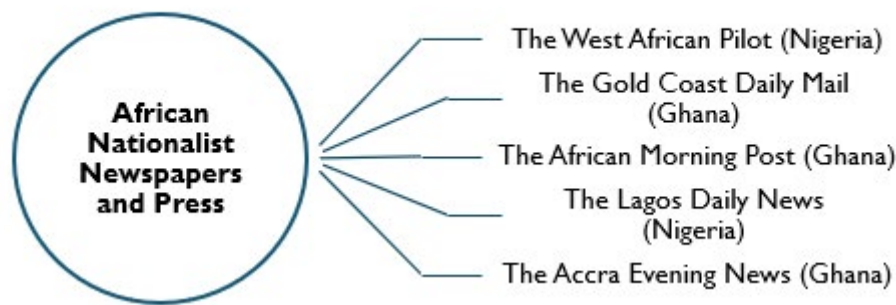


**Figure 53:** *African Nationalist Newspapers and Press*

## **The role of African-owned presses and newspapers in the struggle for Independence across Africa**

1. Creating political awareness by educating the masses about their rights and the injustices of colonial rule.
2. Challenged colonial narratives that sought to portray African societies as inferior and incapable of self-rule by celebrating African cultures, leaders, and histories.
3. Mobilising and organising resistance movements by informing readers about protests, strikes, and nationalist meetings.
4. They served as communication channels for emerging political parties and independence movements.
5. African presses promoted the spread of Pan-African ideas, helping to link independence struggles across the African continent.
6. These newspapers served as training grounds for political leaders since many future nationalist leaders were journalists or newspaper founders.

## **The role of Religious Reformist groups in the Struggle for Independence Across Africa**

1. Encouraged the break from European churches and the formation of new, independent West African churches by promoting an African-centred interpretation of religion that emphasised dignity, equality, and freedom.
2. Demanded for church control be vested in West African lay or clerical leaders.
3. Encouraged the Incorporation of aspects of West African ideas of worship into Christian liturgies, showing more tolerance for West African social institutions like polygamy.
4. The African Church and prophetic movements represented a nationalist reaction against white domination in the religious sphere, which encouraged Africans to adopt African names at baptism, and translate the bible and prayer books into West African languages.
5. Encouraged Africans to embrace Islam as a form of protest against colonialism because it offered a wider world view devoid of the indignity of assimilation to the colonial master's culture.
6. Many religious reformist groups established schools that taught not only religious values but also literacy and political consciousness.
7. Inspired anti-colonial sentiment through calls for religious and political reform.

8. Churches and mosques were used as meeting places where ideas of liberation and self-governance were discussed.

## **The role of African nationalists in the struggle for Independence across parts of Africa**

1. Petitions to the secretary of state for the colonies
2. Formation of political parties
3. Demonstrations against the colonial superstructure
4. Newspaper publications
5. Boycott of European goods
6. Widespread rioting and looting
7. Promotion of Pan-Africanist ideals by encouraging solidarity not just within countries but across the continent and the diaspora.

## **The role of Pan-Africanists Abroad in the struggle for Independence across parts of Africa**

1. Advocacy and Awareness through writing books, articles, and speeches that exposed colonial oppression and argued for self-determination.
2. Organisation of Pan-African Conferences that united African and Diasporan intellectuals to discuss strategies for ending colonial rule and promoting African unity.
3. Building Networks and Alliances that connected African nationalist leaders with sympathetic political groups, trade unions, and anti-colonial activists worldwide.
4. Training and educating followers by influencing them with Pan-Africanist ideas, critical for acquiring new political knowledge and skills to become leaders and activists in their own countries' struggles.
5. Application of Political Pressure on Colonial Powers through lobbying and public campaigns in Western countries,

### **Learning Tasks**

1. Analyse the various forms of African resistance to colonial rule.
2. Research the key African Nationalists Abroad and their influence on the struggle for independence.
3. Focused analysis of a selected nationalist leader.

## **Pedagogical Exemplars**

### **1. Project-based Learning**

- In pairs, learners create charts to describe the nature of African resistance against colonial rule, including the role of African-owned presses and newspapers, as well as the role of religious reformist groups. Learners should select two to three forms of African resistance to colonial

rule (e.g., armed resistance, diplomatic negotiation, press/media, religious movements, etc) and collect information using the following guiding questions:

- a. What type of resistance was it?
- b. What were the aims and outcomes?
- c. Who were the key individuals or groups involved?
- d. What challenges did they face?

## 2. Cooperative Learning

- In small groups, learners create a biographical data/history-makers chart on African Nationalists Abroad, including Marcus Garvey, W.E.B. Du Bois, George Padmore, and others, and how they influenced African nationalists in the struggle for independence.

## 3. Technology-Enhanced Active Learning

- Learners watch documentaries on the role of African nationalists in the struggle for Independence across parts of Africa. E.g., Dr. Kwame Nkrumah of Ghana, Jomo Kenyatta of Kenya, Ahmed Ben Bella of Algeria, Nelson Mandela of South Africa, etc.
- Select one nationalist leader and, using a graphic organiser or template, summarise the activities of this nationalist according to the list below:
  - a. Name of the nationalist
  - b. Country of origin
  - c. Form of resistance used (e.g., political activism, armed struggle, civil disobedience)
  - d. Key contributions to the independence movement
  - e. Challenges faced (e.g., imprisonment, exile, colonial suppression)

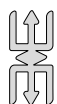
## Key Assessment Level 3: Group Work

### PLC Session 16

**45 minutes**

**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
  - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

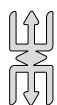
#### 4. Plan the week's key assessment with your app

- The key assessment for the week is **group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the group work (NTS 3k-3q).

**10 minutes**

### Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - all teachers in the group work through a similar problem individually for 3–4 minutes
  - the group then works through the problem together step by step
  - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

**30 minutes**

### Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - After the enactment, ask for structured feedback from the group
    - was the concept explained in a way that a learner with no prior knowledge could follow?
    - were the examples grounded in contexts familiar to Ghanaian learners?
    - did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 17**

**Learning Indicator:** *Analyse the nature of African resistance against colonial rule*

**Recap Weeks**

|        |                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------|
| Year 2 | <b>Week 14–17:</b> Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence. |
|--------|-----------------------------------------------------------------------------------------------------------------|

**Review**

In Year 2, learners studied the comprehensive journey of Ghana's independence struggle by examining the factors that facilitated nationalism after World War II. They explored how internal factors such as the return of ex-servicemen, economic hardships, and the emergence of educated elites combined with external factors like pan-African movements and changing international attitudes to create conditions for independence. Learners investigated the formation of key political organisations including the United Gold Coast Convention (UGCC) in 1947 and the Convention People's Party (CPP) in 1949. They analysed how these parties mobilised popular support for self-governance. They also studied pivotal events such as the 1948 riots, the Watson Commission, and the Coussey Committee, which led to constitutional reforms and the historic elections of 1951, 1954, and 1956. The learners also examined the emergence of opposition movements like the National Liberation Movement (NLM) and the Togoland Congress, and the crucial role women played in the independence struggle, culminating in Ghana's achievement of independence on 6th March 1957 under Kwame Nkrumah's leadership.

Year 3 builds upon this foundation by examining how other African countries achieved independence through different pathways. Teachers should help learners compare and contrast Ghana's relatively peaceful transition with the varied experiences of Kenya, Nigeria, Algeria and South Africa.

## **Focal Areas 1, 2 & 3: Case Studies of Independence Struggle in Africa (Nigeria in 1960 and Algeria in 1962)**

**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in analysing independence struggles in Nigeria and Algeria:

1. What were the main differences between Nigeria's peaceful independence movement and Algeria's violent struggle for freedom from colonial rule?
2. How did the methods used by independence leaders in Nigeria and Algeria reflect the different colonial policies of Britain and France?
3. Why did Nigeria achieve independence in 1960 whilst Algeria had to wait until 1962, and what can these experiences teach us about different paths to African independence?
4. What factors led to the independence movements in Nigeria and Algeria, and how did colonial policies contribute to the desire for self-rule?

The Nigerian anti-colonial movement is a nonviolent movement which reflects responses and resistance to British rule in Nigeria through strike actions, newspaper press and propaganda, trade unionism, boycott, and mass migration. These actions succeeded in causing a great setback to the colonial administration and forcing Britain to relinquish political authority to Nigerians on October 1, 1960.

## Leading Figures in Nigeria's Struggle for Independence

1. Nnamdi Azikiwe
2. Obafemi Awolowo
3. Ahmadu Bello
4. Herbert Macaulay
5. Tafawa Balewa
6. Margaret Ekpo

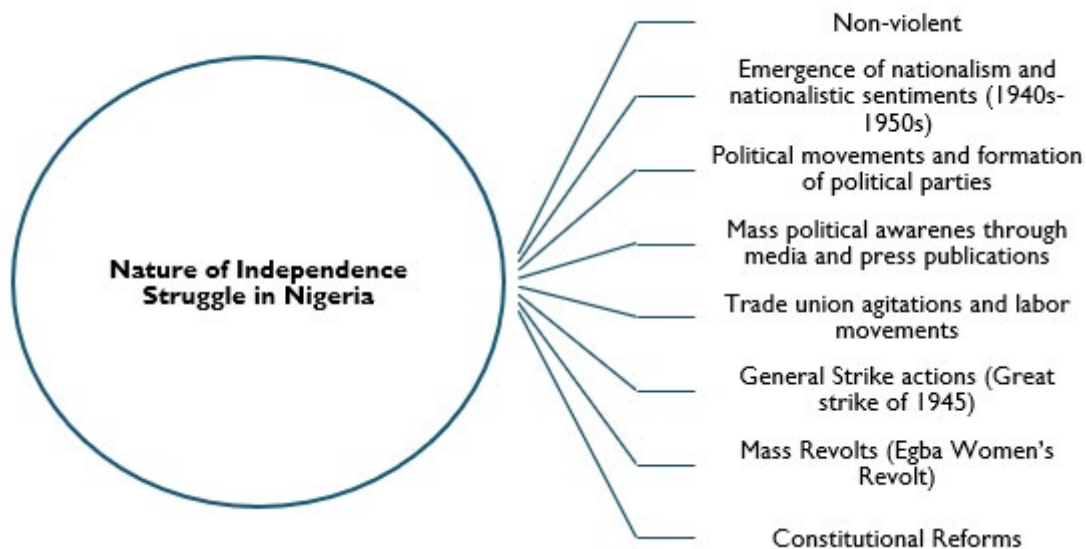


**Figure 54:** *Nature of Independence Struggle in Nigeria*

## Why Nigeria's Colonial Resistance Remained Peaceful

1. Many educated voices pushed for change using logic and law.
2. Each major region had a say, which eased tension.
3. The British, after WWII, did not want another drawn-out war.
4. Unlike Algeria, Nigeria did not have many British settlers trying to hold on.
5. Leaders were patient and willing to work through official channels.

## Nature of Independence Struggle in Algeria (1962)

1. Emergence of Nationalist movements
2. Demonstrations
3. Emergence of Algerian revolutionary groups (FLN)
4. Algerian War of Independence
5. Support for independence by foreign nations.

## Leading Figures in Algeria's Struggle for Independence

1. Ahmed Ben Bella
2. Houari Boumédiène
3. Larbi Ben M'hidi
4. Ferhat Abbas
5. Djamila Bouhired

## Why Algeria's Colonial Resistance Was Violent

1. Settler Presence and Deep Control
2. Racism and Unequal Treatment
3. Failed Reforms and Broken Promises
4. Formation of the FLN and Guerrilla Warfare
5. Global Cold War Pressures and International Attention

### Learning Tasks

1. Examine the chronology of the struggle for independence in Nigeria and Algeria.
2. Compare the roles of leading individuals in the independence movements of Algeria and Nigeria.
3. Assess the differences between the two independence movements, particularly the role of violence and non-violent actions.

## Pedagogical Exemplars

### 1. Project-based Learning

- Using primary and secondary sources, learners examine how the Independence struggles occurred in Nigeria and Algeria.
- Learners create two timelines, one for Nigeria and one for Algeria and on these timelines highlight the key moments in their struggle for independence.

### 2. Cooperative Learning

- In pairs, learners create a two-column chart comparing the roles of leading figures in the independence movements of Algeria and Nigeria.
- In small groups, learners create a mind map to explain the reasons why colonial resistance in Algeria was violent while Nigerian resistance remained nonviolent, etc. Learners should consider the nature of British rule in Nigeria and the influence that this had on the movement.

### 3. Individual Assignment

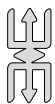
Learners use mind maps and discussions from the lesson to examine why Nigeria's path to independence was mostly peaceful while Algeria's struggle turned violent in an extended piece of writing.

## Key assessment Level 3: Individual Assignment

### PLC Session 17

**45 minutes**
**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand
  - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
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  - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

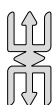

**Note**

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
  - a. The key assessment for the week is **individual assignment**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assignment (NTS 3k-3q).

**10 minutes**
**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through a similar problem individually for 3–4 minutes
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  - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


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**30 minutes****Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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9. Remember to
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  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

**WEEK 18**

**Learning Indicator:** *Analyse the Nature of African Resistance Against Colonial Rule*

**Recap Weeks**

|        |                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------|
| Year 2 | <b>Week 14:</b> Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence. |
|--------|--------------------------------------------------------------------------------------------------------------|

## **Focal Areas 1, 2 & 3: Case Studies of Independence Struggle in Africa (Kenya's Independence in 1963 and South Africa's Transition to Democratic Governance in 1994)**

**Situating the lesson in context**

The following enquiry route questions should guide both the teacher and learners in analysing the independence struggle in Kenya and South Africa:

1. What were the main causes that led to the independence movements in Kenya and South Africa?
2. How did freedom fighters and political leaders in Kenya and South Africa organise their resistance against colonial and apartheid rule?
3. What role did international pressure and support play in helping Kenya achieve independence and South Africa end apartheid and achieve full democratic governance?

**Nature of Independence Struggle in Kenya (1963)**

1. Armed Resistance (Mau Mau Uprising)
2. Political resistance and the formation of political parties (Kenya African Union (KAU), Nairobi People's Convention Party (NPC), etc.)
3. Cultural Resistance through the preservation of indigenous customs, language, and religion as acts of defiance.
4. Early nationalist movements (Kikuyu association, Young Kikuyu association/the East African Association, etc)
5. Role of Educated Elites (Jomo Kenyatta, Oginga Odinga, etc)
6. Mass Mobilisation and Protests through public meetings, rallies, newspapers and media.

**Leading Figures in Kenya's Struggle for Independence**

1. Jomo Kenyatta
2. Dedan Kimathi
3. Tom Mboya
4. Oginga Odinga
5. Harry Thuku
6. Meiktili wa Menza

## Nature of the Anti-Apartheid Struggle in South Africa

The struggle in South Africa was a complex process rooted in fighting racial segregation and apartheid. Unlike Nigeria, Algeria and Kenya, South Africa moved through separate constitutional stages. It became the self-governing Union of South Africa in 1910, gained full legislative independence from Britain under the Statute of Westminster in 1931, and became a Republic in 1961. Therefore, the 1994 struggle was not about anti-colonial independence but an anti-apartheid movement—a long fight by Black South Africans and their allies for democratic rights and racial equality within an already independent country. The first fully democratic elections, permitting all citizens regardless of race to vote, were held on 27 April 1994. The African National Congress won, and Nelson Mandela became South Africa's first Black president, officially ending apartheid. Here's an overview of its nature.

1. Peaceful resistance and political mobilisation (African National Congress (ANC))
2. Mass protests and civil disobedience (Defiance Campaign (1952), Freedom Charter (1955), etc.)
3. Armed struggle
4. Youth and grassroots movements (Soweto uprising of 1976, etc.)
5. International solidarity and pressure
6. Negotiations for the transition of power to black South Africans

## Leading Figures in South Africa's Anti-Apartheid Struggle

1. Nelson Mandela
2. Oliver Tambo
3. Walter Sisulu
4. Steve Biko
5. Albertina Sisulu
6. Desmond Tutu
7. Chris Hani

### Learning Tasks

1. Examine the resistance of Kenyan and South African people towards colonial policies.
2. Analyse the chronological structure of the anti-apartheid struggle in South Africa.
3. Compare the roles of leading figures in the independence movements of Kenya and South Africa.

## Pedagogical Exemplars

### 1. Project-based Learning

- Using primary and secondary sources, learners examine how the independence struggles occurred in some parts of Africa culminating in Kenya attaining independence in 1963, and South Africa achieving full democratic governance with the end of apartheid in 1994.

- In small groups, learners create a presentation (allow for varied formats) on how British colonial policies (e.g., settler farming, forced labour, the “White Highlands”, etc.) fuelled Kenyan colonial resistance. Learners should highlight the varied methods of resistance employed.
- Learners create a chronological timeline featuring at least 10 key events in South Africa’s anti-apartheid struggle and the transition to democratic governance in 1994. They analyze each event through annotation, explaining why it is considered a key moment.

## 2. Collaborative Learning

- In pairs, learners create charts to describe and compare the role of leading figures in the independence struggle of Kenya and the anti-apartheid struggle of South Africa.

## Key Assessment: Practice Paper 2

### Group Work

1. Analyse how colonial policies created the conditions for anti-colonial resistance in any nation that has been studied in Year 3.
2. Compare and contrast the ideas and methods of armed struggle and non-violent resistance used by leaders in any two nations during their independence movements covered in the past few weeks.

### HINT



Conduct **Practice Paper 2**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners’ papers should be marked immediately and scores entered into the SAP.

## TABLE OF SPECIFICATION (PAPER 2)

| Strand                                    | Sub-Strand                  | Learning Indicator                                                        | Type of question | DoK Levels |     |     |   | Total |
|-------------------------------------------|-----------------------------|---------------------------------------------------------------------------|------------------|------------|-----|-----|---|-------|
|                                           |                             |                                                                           |                  | 1          | 2   | 3   | 4 |       |
|                                           |                             |                                                                           |                  | 30%        | 40% | 30% |   |       |
| STATES AND KINGDOMS IN PRE-COLONIAL TIMES | Emergence of complex states | 1.2.1. LI.1<br>Examine the nature of the earliest human culture in Ghana. | Source Analysis  | 3          |     |     |   | 3     |
|                                           |                             |                                                                           | Source Analysis  |            |     | 1   |   | 1     |
|                                           |                             | Analyse the pre-historic periods in Ghana.                                | Essay            |            | 2   |     |   | 2     |

|                                                   |                                              |                                                                                                                                 |                 |   |   |   |  |   |
|---------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                                   |                                              | 1.2.1. LI.1<br>Analyse the socio-cultural organisation of the major kingdoms in pre-colonial Ghana.                             | Short Answer    | 1 |   |   |  | 1 |
|                                                   |                                              |                                                                                                                                 | Essay           |   | 1 |   |  | 1 |
|                                                   |                                              | 3.2.1. LI.1<br>Trace the origin of human beings from a diverse point of views including scientific and non-scientific theories. | Essay           |   | 1 |   |  | 1 |
|                                                   |                                              | 3.2.1. LI.2<br>Assess the factors leading to the emergence of the earliest African states and kingdoms.                         | Essay           |   |   | 1 |  | 1 |
|                                                   | Pre-Colonial Economy and Economic activities | 3.2.2.LI.1<br>Discuss the origin and nature of the Trans-Saharan Trade in Africa.                                               | Essay           | 1 | 1 | 1 |  | 3 |
| AGE OF ENCOUNTER AND EXCHANGES UP TO 20TH CENTURY | Religion and religious change                | 3.3.1. LI.1<br>Discuss indigenous African religious beliefs and practices.                                                      | Essay           |   |   | 1 |  | 1 |
|                                                   | Global Connections                           | 3.3.2. LI.1<br>Investigate the nature and impact of the Trans-Atlantic Slave Trade.                                             | Source Analysis |   | 1 | 1 |  | 2 |

|                                             |                                                                |                                                                                             |              |   |   |   |  |    |
|---------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------|---|---|---|--|----|
|                                             | Prelude to Colonisation and Colonial Rule                      | 2.3.3. LI.1<br>Examine sources on the processes leading to colonial rule in the Gold Coast. | Essay        |   | 1 |   |  | 1  |
| INDEPENDENCE AND POST-COLONIAL DEVELOPMENTS | Socio-economic and political developments in Ghana (1957-2007) | Examine Ghana's socio-economic and political developments from 1969 – 1981.                 | Short Answer | 1 |   |   |  | 1  |
|                                             |                                                                |                                                                                             | Essay        |   |   | 1 |  | 1  |
|                                             |                                                                | 2.4.1.LI 4<br>Analyse the processes leading to the birth of the Fourth Republic.            | Essay        |   | 1 |   |  | 1  |
| Total                                       |                                                                |                                                                                             |              | 6 | 8 | 6 |  | 20 |

### ITEM SPECIFICATION (PAPER 1)

| Strand                         | Sub-strand                     | Learning indicator                                                                                            | Type of question | DoK Levels |     |     |      | Total |
|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------|------------------|------------|-----|-----|------|-------|
|                                |                                |                                                                                                               |                  | 1          | 2   | 3   | 4    |       |
|                                |                                |                                                                                                               |                  | 30%        | 40% | 30% | 100% |       |
| HISTORICAL INQUIRY AND WRITING | 1. Nature and Scope of History | LI.1<br>Trace the origins and meanings of the word 'history' using conventional and non-conventional sources. | Multiple choice  |            |     | x   |      | 1     |
|                                |                                | 1.1.1. LI.2<br>Analyse the nature and scope of history as an academic discipline                              | Multiple choice  |            |     |     |      |       |

|                                           |                                                  |                                                                                                                        |                 |   |   |   |  |   |
|-------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                           |                                                  | LI.3.<br>Investigate some common misconceptions associated with the study of history                                   | Multiple choice |   |   | x |  | 1 |
|                                           |                                                  | 1.1.1.LI. 1<br>Justify why the study of history is relevant to individuals and the society.                            | Multiple choice |   | x |   |  | 1 |
|                                           |                                                  | 1.1.1. LI.2<br>Analyse the need for the study of history in Ghanaian schools.                                          | Multiple choice |   |   | x |  | 1 |
|                                           | 2. Sources and methods of reconstructing History | 2.1.2. LI.1<br>Categorise sources of history into primary and secondary                                                | Multiple choice | x |   |   |  | 1 |
|                                           |                                                  | 2.1.2. LI.2<br>Examine the authenticity of primary and secondary sources.                                              | Multiple choice |   |   | x |  | 1 |
|                                           |                                                  | 2.1.2. LI.3<br>Assess authentic online historical sources                                                              | Multiple choice |   | x |   |  | 1 |
|                                           |                                                  | 3.1.2. LI.1<br>Corroborate historical sources and draw conclusions.                                                    | Multiple choice |   | x |   |  | 1 |
|                                           |                                                  | 3.1.2. LI.2<br>Explore how methods and skills for reconstructing history can provide avenues for societal development. | Multiple choice |   | x |   |  | 1 |
| STATES AND KINGDOMS IN PRE-COLONIAL TIMES | 1.Emergence of complex states                    | 1.2.1. LI.1<br>Examine the nature of the earliest human culture in Ghana.                                              | Multiple choice | x |   |   |  | 1 |

|  |  |                                                                                                                                                                     |                 |   |   |   |  |   |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|  |  | 1.2.1. LI.2<br>Analyse the pre-historic periods in Ghana.                                                                                                           | Multiple choice | x |   |   |  | 1 |
|  |  | 1.2.1. LI.1<br>Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana. | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1 LI.2<br>Discuss the reasons for the migration of the various ethnic groups into Ghana.                                                                        | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1. LI.3<br>Recount factors responsible for the rise and decline of major states and kingdoms in Ghana.                                                          | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1. LI.1<br>Analyse the socio-cultural organisation of the major kingdoms in pre-colonial Ghana.                                                                 | Multiple choice | x | x | x |  | 3 |
|  |  | 1.2.1. LI.2<br>Examine the political organisation of states and kingdoms in pre-colonial Ghana.                                                                     | Multiple choice | x | x |   |  | 2 |
|  |  | 1.2.1. LI.3<br>Explain the unique methods of providing health care in pre-colonial Ghana.                                                                           | Multiple choice |   | x |   |  | 1 |
|  |  | 1.2.1. LI.4<br>Analyse the history of Art and Technology in pre-colonial Ghana.                                                                                     | Multiple choice | x | x |   |  | 2 |

|  |                                                 |                                                                                                                                |                 |   |   |   |  |   |
|--|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|  |                                                 | 3.2.1. LI.1<br>Trace the origin of human beings from a diverse point of views including scientific and non-scientific theories | Multiple choice |   |   | x |  | 1 |
|  |                                                 | 3.2.1. LI.2<br>Assess the factors leading to the emergence of the earliest African states and kingdoms.                        | Multiple choice |   |   | x |  | 1 |
|  |                                                 | 3.2.1. LI.3<br>Analyse the common features of the earliest African civilizations                                               | Multiple choice | x | x |   |  | 2 |
|  | 2. Pre-Colonial Economy and Economic activities | 1.2.2. LI.1<br>Examine agricultural activities in pre-colonial Ghana.                                                          | Multiple choice | x | x |   |  | 2 |
|  |                                                 | 1.2.2. LI.2<br>Investigate the existence and the development of pre-colonial Ghanaian industries.                              | Multiple choice |   |   | x |  | 1 |
|  |                                                 | 1.2.2. LI.3<br>Investigate the nature of trade and the development of trading activities in pre-colonial Ghana.                | Multiple choice | x | x |   |  | 2 |
|  |                                                 | 3.2.2.L1.1<br>Discuss the origin and nature of the Trans-Saharan Trade in Africa.                                              | Multiple choice |   | x |   |  | 1 |

|                                                               |                                  |                                                                                                                             |                 |   |   |   |  |   |
|---------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|--|---|
|                                                               |                                  | 3.2.2.L1.2<br>Assess the socio-economic and political effects of the Trans-Saharan Trade on pre-colonial African societies. | Multiple choice |   | x |   |  | 1 |
|                                                               |                                  | 3.2.2.L1.3<br>Investigate reasons for the decline of the Trans-Saharan Trade.                                               | Multiple choice |   |   |   |  |   |
| AGE OF ENCOUNTER AND EXCHANGES UP TO 20 <sup>TH</sup> CENTURY | 1. Religion and religious change | 1.3.1. LI.1<br>Discuss the indigenous Ghanaian religious beliefs and practices.                                             | Multiple choice |   |   |   |  |   |
|                                                               |                                  | 1.3.1. LI.2<br>Trace the advent and influences of Islam and Christianity in Ghana                                           | Multiple choice | x |   |   |  | 1 |
|                                                               |                                  | 3.3.1. LI.1<br>Discuss indigenous African religious beliefs and practices.                                                  | Multiple choice |   | x |   |  | 1 |
|                                                               |                                  | 3.3.1.LI 2<br>Trace the advent and influence of Islam and Christianity on Africa                                            | Multiple choice |   |   | x |  | 1 |
|                                                               | 2. Global Connections            | 2.3.2. LI.1<br>Identify the European countries whose citizens sailed to the coast of Ghana.                                 | Multiple choice |   | x |   |  | 1 |
|                                                               |                                  | 2.3.2. LI.2<br>Explore the diverse motives behind European exploration of the coast of Ghana.                               | Multiple choice |   |   | x |  | 1 |

|  |                                              |                                                                                                |                 |   |  |  |  |   |
|--|----------------------------------------------|------------------------------------------------------------------------------------------------|-----------------|---|--|--|--|---|
|  |                                              | 2.3.2. LI.3<br>Examine the changing patterns of trade with the coming of Europeans             | Multiple choice |   |  |  |  |   |
|  |                                              | 3.3.2. LI.1<br>Investigate the nature and impact of the Trans-Atlantic Slave Trade.            | Multiple choice |   |  |  |  |   |
|  |                                              | 3.3.2. LI.2<br>Analyse the nature of African resistance against the Trans-Atlantic Slave Trade | Multiple choice |   |  |  |  |   |
|  | 3. Prelude to Colonisation and Colonial Rule | 2.3.3. LI.1<br>Examine sources on the processes leading to colonial rule in the Gold Coast.    | Multiple choice | x |  |  |  | 1 |
|  |                                              | 2.3.3. LI.2<br>Assess the socio-political effects of European (British) presence in Ghana      | Multiple choice | x |  |  |  | 1 |
|  |                                              | 2.3.3. LI.3<br>Examine the effects of the European presence on the economy of Ghana            | Multiple choice | x |  |  |  | 1 |
|  |                                              | 3.3.3. LI.1<br>Assess the Berlin Conference of 1884-85 and its impact on Africa.               | Multiple choice |   |  |  |  |   |
|  |                                              | 3.3.3. LI.2<br>Assess indirect and direct rule systems in Africa.                              | Multiple choice |   |  |  |  |   |

|  |                              |                                                                                                                                                    |                 |  |  |   |  |   |
|--|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--|--|---|--|---|
|  |                              | 3.3.3. LI.3<br>Assess Africa's role in the First and Second World Wars and how this influenced the independence struggle across different regions. | Multiple choice |  |  |   |  |   |
|  | 4. Response to Colonial Rule | 2.3.4. LI.1<br>Describe the nature of resistance against colonial rule in Ghana.                                                                   | Multiple choice |  |  | x |  | 1 |
|  |                              | 2.3.4. LI.2<br>Identify nationalist movements in Ghana before the World War II (WWII)                                                              | Multiple choice |  |  | x |  | 1 |
|  |                              | 2.3.4. LI.3<br>Analyse the activities of nationalist movements before the WWII.                                                                    | Multiple choice |  |  | x |  | 1 |
|  |                              | 2.3.4.LI 4<br>Identify nationalist movements in Ghana after the WWII.                                                                              | Multiple choice |  |  |   |  |   |
|  |                              | 2.3.4. LI.5<br>Examine post-WWII nationalist struggles in Ghana that led to the attainment of independence.                                        | Multiple choice |  |  |   |  |   |
|  |                              | 3.3.4. LI.1<br>Discuss the conditions that led to African resistance to colonial rule                                                              | Multiple choice |  |  |   |  |   |
|  |                              | 3.3.4.LI 2<br>Analyse the nature of African resistance against colonial rule.                                                                      | Multiple choice |  |  |   |  |   |

|                                             |                                                                  |                                                                                                  |                 |    |    |    |  |    |
|---------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------|----|----|----|--|----|
| INDEPENDENCE AND POST-COLONIAL DEVELOPMENTS | 1.Socio-economic and political developments in Ghana (1957-2007) | 2.4.1.LI 1<br>Examine the nature of the diarchic system of government in Ghana from 1957 – 1960. | Multiple choice | x  |    |    |  | 1  |
|                                             |                                                                  | 2.4.1.LI 2<br>Assess the socio-economic and political developments in Ghana from 1957 – 1969.    | Multiple choice |    |    | x  |  | 1  |
|                                             |                                                                  | 2.4.1.LI 3<br>Examine Ghana's socio-economic and political developments from 1969 – 1981.        | Multiple choice |    |    |    |  |    |
|                                             |                                                                  | 2.4.1.LI 4<br>Analyse the processes leading to the birth of the Fourth Republic.                 | Multiple choice |    |    |    |  |    |
|                                             |                                                                  | 2.4.1.LI 5<br>Assess the socio-economic and political developments in Ghana from 1993-2007.      | Multiple choice |    |    |    |  |    |
|                                             |                                                                  |                                                                                                  |                 | 15 | 20 | 15 |  | 50 |

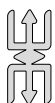
## PLC Session 18

**45 minutes**

**Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
  - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
  - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
  - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



### Note

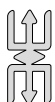
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
  - a. The key assessment for the week is **practice paper 2**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

### 10 minutes

### Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
  - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
  - b. all teachers in the group work through the problem individually for 3–4 minutes
  - c. the group then works through it together the problem, step by step
  - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



### Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

### 30 minutes

### Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
  - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
  - b. After the enactment, ask for structured feedback from the group
    - i. was the concept explained in a way that a learner with no prior knowledge could follow?
    - ii. were the examples grounded in contexts familiar to Ghanaian learners?
    - iii. did any misconceptions surface and if so, how were they addressed?

**5 minutes****Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
  - a. transfer your chats into your learning planner template.
  - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
  - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

## Section 7 Review

In this section, learners explored the factors that sparked African resistance to colonial rule. They examined how discriminatory social policies and exploitative economic practices fuelled nationalist movements across the continent. Learners investigated the crucial role of African-owned newspapers and religious reformist groups in mobilising resistance. Through detailed case studies, they compared independence struggles in Nigeria, Algeria, Kenya, and South Africa, noting different approaches and timelines. Learners analysed the contributions of Pan-Africanists abroad such as Marcus Garvey and W.E.B. Du Bois, alongside local African nationalists like Kwame Nkrumah and Nelson Mandela. Throughout, learners developed skills in historical analysis, source evaluation, and understanding how ordinary people and leaders worked together to achieve freedom from colonial oppression. It is important to note that W.E.B Du Bois naturalised as Ghanaian, died and buried in Ghana.



## MARKING SCHEMES FOR THE KEY ASSESSMENTS

### WEEK 18

#### Question 1

| Criteria                                                              | Excellent                                                                                                                                                                                                                                                                                                                                                                                     | Very Good                                                                                                                                                                                                                                         | Satisfactory                                                                                                                                                                                                 | Needs Improvement                                                                                                                                                    |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Description of Colonial Economic Policies (4 marks)</i>            | <i>4 marks: Clearly explains specific colonial economic policies such as land alienation (Crown Lands Ordinance in Kenya, settler plantations in Algeria), taxation systems (hut tax, poll tax), or forced labour practices (kipande system, corvée labour). Demonstrates understanding of how these policies dispossessed Africans and forced them into colonial economy.</i>                | <i>3 marks: Describes colonial economic policies with mostly accurate detail, identifying at least two specific measures and their general impact on African communities. Some mechanisms may be briefly stated but understanding is evident.</i> | <i>2 marks: Identifies colonial economic policies with minimal explanation or limited reference to specific laws or practices. Shows basic awareness but lacks detailed understanding of implementation.</i> | <i>1 mark: Vague or general mention of economic issues with no clear link to specific colonial policies. Little evidence of understanding how policies operated.</i> |
| <i>Description of Political and Social Control Policies (4 marks)</i> | <i>4 marks: Accurately details political exclusion policies (lack of representation in legislative councils, restriction of African political activity), cultural suppression (language policies, restriction of traditional practices), or administrative control systems (indirect rule manipulation, appointment of compliant chiefs). Explains how these undermined African autonomy.</i> | <i>3 marks: Describes at least two forms of political or social control with contextual understanding of their impact on African societies and traditional authority structures.</i>                                                              | <i>2 marks: Mentions political or social control policies but may oversimplify them or show limited understanding of their implementation and effects.</i>                                                   | <i>1 mark: Refers to political issues vaguely or with significant inaccuracies. Little understanding of how colonial control systems operated.</i>                   |

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                  |                                                                                                                                                                                                              |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Analysis of How These Policies Created Conditions for Resistance (4 marks)</i></p> | <p><i>4 marks: Clearly links colonial policies to specific resistance movements, explaining the causal relationship between dispossession, cultural suppression, political exclusion and anti-colonial activism. Shows understanding of how grievances accumulated and mobilised different groups (educated elite, traditional leaders, ordinary people) into resistance.</i></p>                                   | <p><i>3 marks: Makes clear connections between colonial policies and resistance movements, citing causes such as economic hardship, loss of political autonomy, or cultural suppression, but with less analytical depth.</i></p> | <p><i>2 marks: Suggests connections between policies and resistance but does not fully explain the causal mechanisms or how grievances translated into organised opposition.</i></p>                         | <p><i>1 mark: Mentions resistance movements but without clearly linking them to specific colonial policies. Fails to explain how policies created conditions for resistance.</i></p> |
| <p><i>Use of Historical Examples and Evidence (3 marks)</i></p>                          | <p><i>3 marks: Provides at least two specific, historically accurate examples from studied nations (e.g., Ghana's 1948 riots and ex-servicemen grievances; Nigeria's ethnic tensions and regional disparities; Algeria's FLN formation and settler discrimination; Kenya's Mau Mau uprising; specific colonial laws, resistance movements, or key figures). Examples are well-integrated into the analysis.</i></p> | <p><i>2 marks: Includes at least one well-developed example with clear relevance to the argument. May include additional examples with less detail but still historically accurate and supportive of the analysis.</i></p>       | <p><i>1 mark: Gives limited examples with minimal detail, historical inaccuracies, or unclear relevance to the argument. Examples may be mentioned but not effectively integrated into the analysis.</i></p> | <p><i>0 marks: No relevant examples provided or examples are completely inaccurate.</i></p>                                                                                          |

**Question 2**

| Criteria                                                         | Excellent                                                                                                                                                                                                                                                                                                                                                             | Very Good                                                                                                                                                                                                        | Satisfactory                                                                                                                                                                              | Needs Improvement                                                                                                                                                       |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Identification of Leaders and Movements (4 marks)</i>         | <i>4 marks: Accurately identifies at least three leaders from each chosen nation (e.g., Ghana: Kwame Nkrumah, J.B. Danquah, Obetsebi Lampitey; Nigeria: Nnamdi Azikiwe, Obafemi Awolowo, Ahmadu Bello; Algeria: Ahmed Ben Bella, Ferhat Abbas, Messali Hadj) and clearly explains the movements or political parties they led and their approach to independence.</i> | <i>3 marks: Identifies at least two leaders from each country with mostly accurate information about their roles and movements, though may have minor detail gaps or confusion about specific contributions.</i> | <i>2 marks: Identifies one or two leaders from each country, but information may be unclear, incomplete, or contain some inaccuracies about their roles in the independence movement.</i> | <i>1 mark: Mentions leaders from one or both countries but fails to accurately identify their roles or movements, or provides very limited information.</i>             |
| <i>Explanation of Armed Struggle Methods and Ideas (4 marks)</i> | <i>4 marks: Clearly explains the reasons for choosing armed struggle (e.g., French intransigence in Algeria, failure of negotiations), specific methods used (e.g., FLN guerrilla warfare, bombings, rural mobilisation), ideological foundations (e.g., revolutionary nationalism, anti-imperialism), and their outcomes or effectiveness.</i>                       | <i>3 marks: Describes armed struggle approaches with good understanding of either the reasons, methods, or outcomes, though may lack depth in one area or have minor inaccuracies in details.</i>                | <i>2 marks: Provides basic description of armed struggle with limited explanation of causes, methods, or outcomes. Shows understanding but lacks detail or analytical depth.</i>          | <i>1 mark: Vague, incorrect, or very limited description of armed struggle methods. Little understanding of why this approach was chosen or how it was implemented.</i> |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                        |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Explanation of Non-Violent Resistance Methods and Ideas (4 marks) | 4 marks: Describes goals, methods, and philosophies behind non-violent strategies (e.g., constitutional politics in Ghana and Nigeria, civil disobedience, boycotts, petitions, mass rallies, electoral participation) and links these to underlying ideologies (e.g., Gandhian influence, constitutional nationalism, Pan-Africanism). Explains how leaders justified these approaches. | 3 marks: Describes non-violent resistance methods with good understanding of either the strategies used or the ideas behind them, though may lack depth in explaining the philosophical foundations or specific tactics.          | 2 marks: Mentions non-violent resistance methods with limited explanation of how they worked or why they were chosen. Basic understanding without detailed analysis.                                     | 1 mark: Vague, incomplete, or inaccurate description of non-violent methods. Little understanding of the ideas or strategies involved. |
| Comparative Analysis of Ideas and Methods (3 marks)               | 3 marks: Clearly compares both the ideas and methods used in each country, showing similarities (e.g., pan-African influence, anti-colonial nationalism) and differences (e.g., constitutional vs. revolutionary approaches, peaceful vs. violent methods, federal vs. unitary goals). Demonstrates understanding of why different approaches were used in different contexts.           | 2 marks: Shows some comparative reasoning, identifying at least one similarity and one difference in either ideas or methods, though analysis may not fully develop both aspects or may focus more on one country than the other. | 1 mark: Attempts comparison but analysis is superficial, uneven, or mostly descriptive. May list differences without explaining their significance or context. Limited analytical thinking demonstrated. |                                                                                                                                        |

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