

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

**HISTORY OF GHANA
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC I - 6)**

SEPTEMBER 2019



BASIC I

Strand I: History as a Subject
Sub-Strand I: Why and How We Study History

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.</p>	<p>BI.1.1.1.1 Explain that history deals with past human activities <i>Enquiry route: What event did you witness on your first day at school? Which people took part in the event?</i></p> <ol style="list-style-type: none"> 1. Mention the activity they witnessed on their first day at school 2. Identify any activity performed in the past which has not been performed again 3. List any past events they have witnessed 4. Explain that since those activities were performed in the past, they qualify to be called history 5. Learners sing a song, recite a rhyme or watch a documentary of any past activity. <p>BI.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities <i>Enquiry route: where do we get information about our past? Why do we celebrate birthdays and festivals?</i></p> <ol style="list-style-type: none"> 1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration 3. Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hanged in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday. 4. Build an album of themselves and family members, starting with earlier pictures and photographs to resent ones 	<p>As learners identify and discuss past events, they develop imaginative and critical thinking skills as well as chronological understanding of historical events</p>

Sub-Strand 4: Community History

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.4.2. Recount history about their communities.</p>	<p>BI.1.4.2.1 State the similarities and differences between the communities where learners live.</p> <p><i>Enquiry route: What is unique about your community? How similar/ different is your community from others?</i></p> <ol style="list-style-type: none"> 1. Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. 2. Learners list the names of historical sites starting with the oldest to the most recent 3. learners sketch what they have seen on their visit 4. Compare sketches drawn with pictures of historical sites from other communities 5. Learners discuss their sketches bringing out similarities and differences in the sites they visited 	<p>As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation</p>

Strand 2: My Country Ghana
Sub-Strand 3: How Ghana Got Its Name

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B1.2.3.1. Demonstrate understanding of why Ghana used to be called the Gold Coast'</p>	<p>B1.2.3.1.1 Explain why, in the past, Ghana was known as the Gold Coast.</p> <p><i>Enquiry route: Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?</i></p> <ol style="list-style-type: none"> 1. Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name <i>costa da mina</i> - Gold Coast 2. Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana 3. Discuss the role of Dr J.B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana 	<p>Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana</p>

Sub-Strand 3: How Ghana Got Its Name

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.3.1. Demonstrate understanding of why Ghana used to be called the 'Gold Coast'. Cont'd</p>	<p>BI.2.3.1.2 Recall when the name Ghana came into formal use.</p> <p><i>Enquiry route: How was the name changed? In which year was the name changed?</i></p> <ol style="list-style-type: none"> 1. Discuss the sequence of events leading to the change of name 2. Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana 3. Dramatise a scene in parliament in changing the name Gold Coast to Ghana 4. Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a story form. (A resource person could be invited) 	<p>Learners develop creative, innovative, national identity and national pride as they explore the origin of the name Ghana</p>

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.5.1. Show understanding of significant roles played by Ghanaians from different walks of life</p>	<p>BI.2.5.1.1 Identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh – National flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music, Kofi Antubam – Art and craft, Kow Ansah – Film etc.</p> <p><i>Enquiry route: which individuals have contributed to Ghana’s development? How have they contributed to Ghana’s development?</i></p> <ol style="list-style-type: none"> 1. Identify Ghanaians of diverse professions who have contributed significantly to national development 2. Match individuals with their achievements e. g Theodosia Okoh – national flag. Amon Kotei – coat of arms. Baba Yara – football for Ghana. Ephraim Amu- music, Kofi Antubam- art and craft, Kow Ansah – Film etc. 3. Show and discuss a documentary of significant individuals 4. Guide learners to study about these individuals using the internet 5. Role play what learners want to be in future 	<p>The use of evidence (Flag, coat of Arms etc.) to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate</p>

Strand 3 Europeans in Ghana
Sub-Strand I: Arrival of Europeans

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.3.1.1 Show understanding of Europeans who came to Ghana</p>	<p>BI.3.1.1.1 Explore which Europeans came to Ghana</p> <p><i>Enquiry Route: Which Europeans came to Ghana? Which country came first? Where did they first settle?</i></p> <ol style="list-style-type: none"> 1. Identify the European countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands 2. Arrange the Europeans which they came to Ghana in the order which they came (starting with those who came first) 3. Locate each of these countries on the world map using the internet. 4. Find out where each country first settled in Ghana (From parents, museums etc.) 	<p>As learners use evidence to explore the chronology of events, they enhance their global citizenship, and digital literacy</p>

Strand 6: Independent Ghana
Sub-Strand 1: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.6.1.1. Demonstrate understanding of the presidents that have ruled Ghana since 1960</p>	<p>BI.6.1.1.1. Identify the Presidents Ghana has had since 1960</p> <p><i>Enquiry route: Who was Ghana’s first President? Who ruled Ghana from 1960- 2016?</i></p> <ol style="list-style-type: none"> 1. Name the presidents of Ghana since 1960. 2. Match pictures of Ghana’s presidents with their names (Create an album with the pictures). Match the names of presidents of Ghana with their dates of tenure (Add the names to their pictures). 3. Put learners in groups to create a gallery station on the following lines. <ol style="list-style-type: none"> a. Select a picture of one of the presidents b. Display the picture of the selected president on a large cardboard c. Write the name of the president below the picture d. Add the length of tenure of the president 4. ** Invite learners to visit the gallery station and talk about each group’s presentation 	<p>By using pictorial evidence to appreciate the identity of the presidents that have ruled Ghana since 1960, learners enhance their personal development, communicative and collaborative skills</p>

BASIC 2

Basic 2
Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana	<p>B2.2.1.1.1 Identify the ethnic groups in each region in Ghana <i>Enquiry route: Which ethnic groups are there in your region?</i></p> <ol style="list-style-type: none"> 1. Identify the administrative regions of Ghana 2. Locate the ethnic groups in each region on a map of Ghana 3. With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana 4. Match the ethnic groups with their region 5. List the administrative regions in the order in which they created (starting with the oldest region) 	Learners enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups
B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana	<p>B2.2.1.1.1 State the characteristics of the ethnic groups in Ghana <i>Enquiry route: What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</i></p> <ol style="list-style-type: none"> 1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana 2. Show documentary/pictures/ internet of a festival of one of the ethnic groups 3. Discuss what the documentary entails. 	As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerance and collaborate with others

Strand 2: My Country Ghana
Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana</p>	<p>B2.2.4.1.1 Discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.</p> <p><i>Enquiry route: Where are the major historical locations? What do these locations tell us about our history?</i></p> <ol style="list-style-type: none"> 1. Identify the major historical locations in Ghana (starting with the oldest location). 2. Show and discuss video/documentary/stories/slides about the history of these major historical locations in Ghana. 3. Retell the history of these major historical locations in Ghana. 4. Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district. 5. Visit any historical site in their community. 6. Retell the history of major sites in their community. 	<p>The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.</p>

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.5.1.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana’s development</p>	<p>B2.2.5.1.1. Identify Ghanaian women who have made significant contributions to national development</p> <p>Enquiry Route: Which Ghanaian women contributed to national development? How did they contribute? Which woman inspires you most and why?</p> <p>1.Name some outstanding women in the history of Ghana</p> <p>2.Match these women with their achievements in Ghana e.g. Mrs Charity Zormelo-Fiawoo – first woman university graduate); Squadron Leader Melody Danquah – First female pilot; Elizabeth Ohene – First female editor of a national newspaper (Daily Graphic); Justice Georgina Wood – First female Chief Justice and Justice Joyce Bamford-Addo – First female Speaker of Parliament etc. Using anecdotes/videos learners retell the contributions of these leaders to national development</p> <p>4. Think pair-share-activity: Individual learners identify a woman who they admire most in the community.</p> <p>They choose partners and discuss the reasons for their choice.</p>	<p>The use of evidence to appreciate the significant contributions of some Ghanaian women, learners become creative, innovative and digitally literate.</p>

Strand 3: Europeans in Ghana
Sub-Strand 2: International Trade Including Slave Trade

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.3.2.1. Understand that trade was the major reason why the Europeans settled in Ghana</p>	<p>B2.3.2.1.1 Describe how early trade was carried out between Ghanaians and Europeans</p> <p><i>Enquiry route: How was trade with the Europeans first carried out? How did the method of trade change with time? What items were traded? What towns emerged out of the trade between Ghanaians and Europeans?</i></p> <ol style="list-style-type: none"> 1. Describe how early trade was carried out between Ghanaians and the Europeans 2. Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. 3. Role play the barter trade in those items. 4. Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. 5. Name the towns that emerged on the coast as a result of European trade with Ghanaians. 	<p>As learners describe how early trade was carried out between Ghanaians and Europeans, it enhances their communicative, creative and innovative skills. International trade encourages global citizenship.</p>

BASIC 3

Basic 3
Strand 2: My Country Ghana
Sub-Strand 1: The People of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana</p>	<p>B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana</p> <p><i>Enquiry route: What are the major ethnic groups in Ghana? Where did the major ethnic groups originate? Why did they move to their present locations?</i></p> <ol style="list-style-type: none"> 1. Identify some of the major ethnic groups. Eg. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana. 3. In groups, learners discuss the origin of the major ethnic groups 4. Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing) 5. Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card) 6. Develop a timeline of the periods each ethnic group arrived in Ghana 	<p>As learners learn the origin of the ethnic groups in Ghana, they become appreciative of the uniqueness of each ethnic group and thereby develop cultural identity, creativity and collaboration with their peers</p>

Sub-Strand 2: Inter-Group Relations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</p>	<p>B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups.</p> <p>Enquiry route: <i>What form did the exchanges take? How beneficial were these exchanges to the ethnic groups?</i></p> <ol style="list-style-type: none"> 1. Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. 2. Discuss the benefit of these exchanges 	<p>Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations</p>
	<p>B3.2.2.1.2 Name some of the items exchanged among the various groups.</p> <p>Enquiry route: <i>What items were exchanged among the various ethnic groups? Why were these items exchanged? How and why did cowrie shells (cedie) become the most common medium of exchange? Discuss the transformation from barter system to the use of cowry shells as a medium of exchange</i></p> <ol style="list-style-type: none"> 1. Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils 2. Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt 3. Explain the medium of exchange 4. Trace the origin of the name 'cedi' 	
	<p>B3.2.2.1.3 Describe the conflicts and alliances that existed among the ethnic groups in Ghana</p> <p>Enquiry route: <i>Which ethnic groups were engaged in wars in the past? Which ethnic groups came together to fight a war?</i></p> <ol style="list-style-type: none"> 1. Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. E.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo / Asante in the Ada War of 1869 	

Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.4.1. Demonstrate knowledge of the forts and castle built in Ghana.</p>	<p>B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana</p> <p><i>Enquiry Route: what is the difference between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they built? How have the uses of forts and castles changed over time?</i></p> <ol style="list-style-type: none"> 1. Explain the differences between forts and castles 2. With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built). 3. Explain some of the uses to which these forts and castles have been put since they were built. E.g. Seat of government, trading and education 4. Discuss the use to which these forts and castles were put since Ghana gained independence 5. Match these forts and castles with where they can be located 6. Learners draw their favourite castle 7. Show and discuss a documentary/ slides on forts and castles in Ghana <p>** Visit any of these facilities to model any fort and castle</p>	<p>The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates</p>

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.5.1. Describe the contributions of some outstanding Ghanaian entrepreneurs.</p>	<p>B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant – Businessman, Winifred Tete-Ansa, Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepra – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu - Global Haulage</p> <p>Enquiry route: Which Ghanaian entrepreneurs contributed to national development? How did they contribute? Which entrepreneurs inspires you most and why?</p> <p>1.Name Ghanaian entrepreneurs of note e.g. George Grant – Businessman, Winifred Tete-Ansa, Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepra – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu – Global Haulage</p> <p>2.Show pictures of some outstanding entrepreneurs in Ghana</p> <p>3.Retell the live stories of any of these entrepreneurs from a documentary show</p> <p>4. Identify the entrepreneurs who work inspires you most and give reasons for your choice</p>	<p>The use of evidence to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate</p>

Strand 3: Europeans in Ghana
Sub-Strand 1: Arrival of Europeans

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.3.1.1. Show understanding of the interactions between the local people and early settlers</p>	<p>B3.3.1.1.1 Describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs</p> <p><i>Enquiry route: Which Europeans were the first to come to the Gold Coast? When did they come? Where did they first settled?</i></p> <ol style="list-style-type: none"> 1. Dramatise the meeting between the Portuguese and Kwamina Ansah 2. Explain why other Europeans who came later also settled on the Gold Coast 3. Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people 	<p>As learners explore the cause and consequences of the interaction between Europeans and the locals, they enhance their communicative, collaborative and creativity skills</p>

BASIC 4

Basic 4
Strand 1: History as a Subject
Sub-Strand I: Why and How We Study HISTORY

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.1.1.1. Show understanding of the importance of studying history</p>	<p>B4.1.1.1.1 Explain the importance of studying the history of Ghana.</p> <p><i>Enquiry route: How does history promote our identity as Ghanaians? How does history promote the survival of the ethnic groups? How does history promote national integration? How does history promote national pride and patriotism?</i></p> <ol style="list-style-type: none"> 1. Engage learners to discuss how history defines our identity as Ghanaians 2. Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation. 3. Role play how history can promote national pride, patriotism and integration 	<p>Learners develop their cultural identity creativity and innovative skills as they identify the importance of studying history</p>
<p>B4.1.1.2. Understand the sources for writing history</p>	<p>B4.1.1.2.1 Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.</p> <p><i>Enquiry route: What are the sources of history? What historical knowledge are we likely to acquire from these sources?</i></p> <ol style="list-style-type: none"> 1. List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. 2. Classify these sources under primary and secondary sources. 3. Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire etc.) 	<p>Use of evidence in learning history helps learners develop their critical thinking skills</p>

Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom</p>	<p>B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion.</p> <p><i>Enquiry route: Where was this major Kingdom formed? How was it formed? How did it expand?</i></p> <ol style="list-style-type: none"> 1. Identify the reasons for the rise, expansion and decline of one Kingdom. Eg Savanna Belt States-Mole-Dagbani and Gonja Forest Belt States - Bono, Adansi, Asante, Denkyira and Akwamui. Coastal Belt States - The Anlo, The Fante, Ga-Adangme and Effutu 2. Using the map of Ghana, locate where this major Kingdom is found. 3. By animations, play games on location of major Kingdoms. 	<p>As learners reconstruct and interpret the factors that led to the rise, expansion and decline of one major Kingdom, they develop cultural identity and digital literacy</p>
	<p>B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.</p> <p><i>Enquiry routes: What factors led to the decline of the Kingdom?</i></p> <ol style="list-style-type: none"> 1. Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874. 	

Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana</p>	<p>B4.1.4.1.1 Describe the history of Ghana’s major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.</p> <p><i>Enquiry route: where could these historical locations be found? When were they built? Who built them? Why were they built? How have these historical locations changed overtime?</i></p> <ol style="list-style-type: none"> 1. With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built) 2. Explain some of the uses to which these historical locations have been put since they were built. 3. Match these historical locations to where they can be located 4. Show and discuss a documentary/ slides on these locations in Ghana 5. Retell the stories behind some of the historical location including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc. 	<p>As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative ad digitally literate</p>

SUB-STRAND 5: SOME SELECTED INDIVIDUALS

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.2.5.1. Demonstrate understanding of the role of significant traditional rulers in Ghana's history</p>	<p>B4.2.5.1.1 Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc.</p> <p>Enquiry route: <i>Who were the traditional rulers who contribute to Ghana's development? How did they contribute to Ghana's development? Which traditional rulers inspires you most and why?</i></p> <ol style="list-style-type: none"> 1. Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana's history. Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina Nketsia I of Esikado etc. 2. Show photographs/ documentaries on the roles played by these traditional rulers in national development 3. Retell the live story of any of these from a documentary show 4. Identify the traditional rulers whose work inspires you most and give reasons for your choice 	<p>The use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate</p>

Strand 3: Europeans in Ghana
Sub-Strand 3: Missionary Activities

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.3.3.1. Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana</p>	<p>B4.3.3.1.1 Describe European missionary activities in Ghana</p> <p><i>Enquiry Route: Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of Ghanaians?</i></p> <ol style="list-style-type: none"> 1. Identify the missionary societies that came to Ghana (starting from the first to the last) 2. Locate places where they operated (e.g. Basel-Akuapem, Bremen-Peki etc) 3. Discuss Christianity and formal education as some of the major impacts of European presence in Ghana 4. Show and discuss video/documentary of European activities in Ghana 5. Discuss other activities they engaged in (trade, vocational training centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages) 6. Debate the effects of European activities in Ghana 	<p>As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, creative, communicative learners</p>

Strand 4: Colonisation and Developments under Colonial Rule in Ghana
Sub-Strand 1: Establishing British Rule in Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.4.1.1. Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana.</p>	<p>B4.4.1.1.1. Examine the Bond of 1844</p> <p>Enquiry route: <i>Enquiry route: What led to the signing of the bond of 1844? Where was the Bond of 1844 signed? Which people signed? What was the significance of the Bond?</i></p> <ol style="list-style-type: none"> 1. Discuss events leading to the signing of the Bond of 1844. 2. Using primary evidence provide students with the content of 1884 and discuss it with them 3. With the use of the internet/pictures show the Palaver Hall where the Bond was signed 4. Brainstorm the significance of the Bond of 1844? 	<p>As learners use evidence to analyse and appreciate the significance of the Bond of 1844, they develop their critical thinking, communicative and collaborative skills.</p>

Sub-Strands 1: Establishing British Rule in Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.4.1.2. Show understanding of how the various parts of the country were brought together.</p>	<p>B4.4.1.2.1 Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the Gold Coast</p> <p><i>Enquiry route: What is colonisation? How different was a protectorate from a colony? how did Asante and the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories?</i></p> <ol style="list-style-type: none"> 1. Define the term colonialism 2. Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories. 3. Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map 4. Locate the areas classified as British Togoland on a map 5. Compare the map of the Gold Coast in 1955 and the map of Ghana, today. Discuss your observations 	<p>As learners appreciate how the British colonised the gold coast, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change</p>

Strand 6: Independent Ghana
Sub-Strand I: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.6.1.1. Understand that there have been four Republics in Ghana</p>	<p>B4.6.1.1.1. Explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana’s independence.</p> <p><i>Enquiry route: What is a Republic? Who was the leader of Ghana’s first Republic? What were the limitations to Ghana’s independence until 1960?</i></p> <ol style="list-style-type: none"> 1. Define the term Republic? 2. Discuss the limitations on Ghana’s independence up to June 1960 3. Use the internet identify the positions controlled by British officials up to June 1960 <p>B4.6.1.1.2 State the dates and names of the leaders of the four Republics of Ghana since 1960</p> <p>:</p> <p><i>Enquiry route: how many Republics do we have in Ghana since 1960? Who was the leader of the third republic?</i></p> <ol style="list-style-type: none"> 1. Differentiate between ‘President’ and ‘Head of State’ 2. Match the names of the leaders of the four Republics to the period in which they ruled 	<p>As learners use evidence to examine the causes and consequences of the four Republics, they enhance their critical thinking and digital literacy skills</p>

BASIC 5

Basic 5
Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today</p>	<p>B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.</p> <p><i>Enquiry route: How did our ancestors live? Compare how our ancestors lived and how we live today? What things have changed? What things remain similar?</i></p> <ol style="list-style-type: none"> 1. Identify the kinds of food they ate, the clothes they wore and how they travelled etc. 2. Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology. 3. Produce a photo album (Tactile photo album for visually impaired) of family members including learners 4. Visit ancient sites and museums 5. Use videos/ documentaries/internet to highlight how life today has changed from the past 	<p>Learners become creative and innovative as they compare and analyse life in ancient time and today</p>
	<p>B5.2.1.1.2 Describe some ancient towns in Ghana.</p> <p>:</p> <p><i>Which were the ancient towns in Ghana? Where were they located? Who founded them?</i></p> <ol style="list-style-type: none"> 1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya) 2. Locate some of these towns and places on a map of Ghana 3. Use the internet to learn about these places and share in class 4. Show and discuss a documentary/pictures of some of these towns and places 	

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally</p>	<p>B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally including Dr R.E.G Armattoe (Science and Medicine), Kofi Annan-international diplomacy, Osibisa- popular music, El Anatsui – sculptor, David Adjaye -architect, Ozwald Boateng-fashion, Efua Sutherland- playwright, Prof Francis Allotey- science and History, Prof Akua Kuenyehia- law, Prof. Frimpong Boateng – Surgeon, Abedi Ayew ‘Pele’ – Football, Azumah Nelson – Boxing etc.</p> <p><i>Enquiry Route: which individuals have contributed locally and internationally? What were their contributions? Which among them inspires you most and why?</i></p> <ol style="list-style-type: none"> 1. Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally. 2. Match these personalities with areas of specialty e.g. Dr R.E.G Armattoe (Science and Medicine), Kofi Annan-international diplomacy, Osibisa- popular music, El Anatsui – sculptor, David Adjaye- Architect, Ozwald Boateng-fashion, Efua Sutherland-playwright, Prof Francis Allotey- science and History, Prof Akua Kuenyehia- law, Prof. Frimpong Boateng – Surgeon, Abedi Ayew ‘Pele’ – Football, Azumah Nelson -Boxing etc. 3. Show photographs/ documentary of significant individuals 4. Retell the live stories of any of these from a documentary show 5. With the aid of the internet learners are to develop a documentary/poster of individuals who have contributed significantly in this field 6. Identify the traditional rulers whose work inspires you most and give reasons for your choice 	<p>With the use of evidence to appreciate the significant contributions of some Ghanaians locally and internationally, learners become creative, innovative and digitally literate</p>

Strand 3: Europeans in Ghana
Sub-Strands 2: International Trade Including the Slave Trade

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century.</p>	<p>B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century.</p> <p><i>Enquiry Route: Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</i></p> <ol style="list-style-type: none"> 1. Use a map to explain the concept of Trans-Atlantic slave trade 2. Role play/show documentary on how the slave trade was conducted. 3. Brainstorm the reasons why the Europeans began trading in humans 4. Visit/show pictures of some forts and castles 5. In small groups learners develop a poster on the Trans-Atlantic Slave Trade 6. Groups present their work to the whole class 	<p>As learners use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinkers</p>

Strand 4: Colonisation and Developments under Colonial Rule in Ghana
Sub-Strand 2: Social Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.4.2.1. Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).</p>	<p>B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).</p> <p>:</p> <p><i>Enquiry routes: Which schools were built during the colonial period? Where were they located? What did the British do to promote education?</i></p> <ol style="list-style-type: none"> 1. Identify schools that existed by 1930, where they are located and state some facts about these schools 2. List some of the measures the British took to promote education in the Gold Coast. E.g. Ordinances to make sure all teachers were registered 3. Discuss the role of the churches in Ghana’s education sector 4. Recall the role of the important people in (a) the community and (b) the country who played key role in the educational sector. e.g. Dr Kwegyir Aggrey. <p>NB: Display pictures of such people in the class.</p>	<p>As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills</p>
	<p>B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period.</p> <p><i>Enquiry routes: What health facilities were built during the colonial period? How important were these social services?</i></p> <ol style="list-style-type: none"> 1. Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital- 1923, Kumasi hospital, Takoradi hospital, 2. Brainstorm the significance of these social services 3. Show pictures/documentaries of these facilities to highlight the social facilities during the era 	

Strand 4: Colonisation and Developments under Colonial Rule in Ghana

Sub-Strand 3: Economic Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.4.3.2. Show understanding of the Economic policies and projects during the colonial period (1874-1957)</p>	<p>B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.</p> <p><i>Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?</i></p> <ol style="list-style-type: none"> 1. Identify the economic policies and projects during the colonial era. 2. Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), The construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement. 3. Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become. 4. Visit/show pictures of any of these facilities e.g. Tetteh Quarshie farm. 5. Enumerate contributions of the colonial government to mining sector. 	<p>As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving skills</p>

Strand 5: Journey to Independence
Sub-Strand I: Early Protest Movements

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945</p>	<p>B5.5.1.1.1 Identify the early protest movements in Ghana before 1945.</p> <p>:</p> <p><i>Enquiry routes: what do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements</i></p> <ol style="list-style-type: none"> 1. What is a protest movement? 2. List the main protest movements in Ghana before 1945: -Aborigines Rights Protection Society-ARPS- 1897 - National Congress of British West Africa-NCBWA- 1917 - The Gold Coast Youth Conference- 1929 3. Discuss the sequence of events that led to the formation of these movements (refer to subsequent indicators) 	<p>As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills</p>
	<p>B5.5.1.1.2 Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897</p> <p>:</p> <p><i>Enquiry routes: Who was Joseph Mensah-Sarbah? Where was he born? What was his role in the ARPS?</i></p> <ol style="list-style-type: none"> 1. Identify the key leaders of the ARPS by pictures/documentary 2. Find out from the internet how the ARPS got the land bill withdrawn 3. Present report as a poster 	

Sub-Strand I: Early Protest Movements

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945</p>	<p>B5.5.1.1.3 Examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).</p> <p>Enquiry routes: <i>Who was Joseph Ephraim Casely-Hayford? Where was he born? What was his role in the NCBWA?</i></p> <ol style="list-style-type: none"> 1. Identify Joseph Ephraim Casely-Hayford from photographs 2. Show and discuss a documentary the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC (where possible) 3. Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA 4. Learners retell the story of Joseph Ephraim Casely-Hayford 	<p>As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945</p> <p>CONT'D</p>	<p>B5.5.1.1.4 Examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference</p> <p>Enquiry routes: Who was Joseph Boakye Danquah? Where was he born? What was his role in the Gold Coast Youth Conference?</p> <ol style="list-style-type: none"> 1. Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference 2. Field trip to Danquah Circle in Accra or his home where possible or show picture of Danquah Circle in Accra 3. Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference 	<p>As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills</p>

Strand 5: Journey to Independence
Sub-Strands 3: The 1948 Riots And After

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.5.3.1. Show understanding of the sequence of events leading to the 1948 riots in Ghana</p>	<p>B5.5.3.1.1 Explain why people were unhappy in the country after the Second World War</p> <p><i>Enquiry routes: When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in the war? Why were people unhappy after the war?</i></p> <ol style="list-style-type: none"> 1. Show and discuss a documentary on the general state of affairs after the Second World War –failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. 2. Discuss how government handled their grievances at the time. 3. Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not) 4. Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948 	<p>By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity</p>
	<p>B4.5.3.1.2 Examine sources of evidence about what happened during the 1948 riots.</p> <p><i>Enquiry routes: Who were the ex-service men? Who ordered the shooting of the ex-service men? Where did the shooting occur?</i></p> <ol style="list-style-type: none"> 1. Show a map of Accra indicating the routes that were approved for the ex-service men 2. Use a documentary to illustrate what happened during the 1948 riots and discuss it afterwards 3. Role play the scene of the 1948 riots as evidence for learners 4. Discuss the arrest of the ‘Big Six’ (leaders of the UGCC) 	

BASIC 6

Basic 6
Strand 3: Europeans in Ghana
Sub-Strand 4: Impact Of European Presence

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana</p>	<p>B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.</p> <p><i>Enquiry route: What was the effect of formal education in Ghana? How did it affect the lives of the people? What health facilities were introduced by the Europeans? What negative effects did European presence have on Ghanaians?</i></p> <ol style="list-style-type: none"> 1. Show and discuss a documentary of European presence in Ghana 2. Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible) 3. Debate the impacts of European presence on Ghana 	<p>By evaluating and analysing the impact of European presence, learners enhance their personal development and become good communicators</p>

Strand 4: Colonisation and Developments under Colonial Rule in Ghana
Sub-Strand 4: Political Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6 3.4.1. Show understanding of Political developments under colonial rule, 1874-1957.</p>	<p>B6.4.4.1.1 Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957.</p> <p><i>Enquiry route: how different is ‘direct’ rule from ‘indirect’ rule? How many provinces were created?</i></p> <ol style="list-style-type: none"> 1. Explain the concepts of ‘direct’ and ‘indirect’ rule 2. Discuss the features of ‘direct’ and ‘indirect’ rule 3. Discuss the division of the colony into provinces 4. Discuss the advantages and disadvantages of ‘direct’ and ‘indirect’ rule. 5. Role play indirect rule in the Gold Coast. 	<p>As learners use evidence to analyse and reconstruct political developments during the colonial period, they become creativity and innovation</p>

Strand 5: Journey to Independence

Sub-Strand 2: Formation of Political Parties

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.5.2.1. Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957</p>	<p>B6.5.2.1.1 Describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.</p> <p><i>Enquiry route: What is a political party? Which people formed the first political party in the Gold Coast? Who were the leading members of the UGCC and the CPP? Why were some of the leaders referred to as the 'Big Six'?</i></p> <ol style="list-style-type: none"> 1. Define a political party 2. Discuss the formation of the United Gold Coast Convention (UGCC) in 1947 3. Discuss the formation of the Convention People Party (CPP) in 1949 4. Discuss the role played by the leaders of the UGCC and CPP in the struggle for independence 5. Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo. 6. Learners explain how these leaders became known as 'the Big Six' 7. Show and discuss a documentary on the independence eve rally by the CPP 8. Learners recount an Independence Day celebration in their community 9. Enact the declaration of independence by Kwame Nkrumah 	<p>Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills</p>

Sub-Strand 4: Ghana Gains Independence

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.5.4.1. Demonstrate an understanding of the course of events leading to independence from 1948 to 1957</p>	<p>B6.5.4.1.1 Explain post World War II developments in the Gold Coast</p> <p><i>Enquiry routes: Why was the Watson Commission formed? Who were its members? Why was the Coussey Committee established?</i></p> <ol style="list-style-type: none"> 1. Discuss the establishment of the Watson Commission 2. Report on the findings of the Commission in the form of a paper or performance/poster/role play etc 3. Recount lessons learnt from the Watson Commission’s report- e.g. recommendation to set up the Coussey Committee to review the constitution of the Gold Coast 4. Discuss the main recommendation in the Coussey committee report <p>B6.5.4.1.2 Explain how Ghana gained independence through constitutional means.</p> <p>:</p> <p><i>Enquiry routes: Which political parties took part in the 1951 general elections? What was the outcome of that election?</i></p> <ol style="list-style-type: none"> 1. Discuss the first general elections held in 1951. 2. Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections 3. Discuss the outcome of the 1956 elections 4. Enact a scene of an election at a polling station 	<p>As learners use evidence to explore the chronology and significance of events leading to independence, they sharpen their communicative, creative, and collaborative skills and develop national identity</p>

Strand 6: Independent Ghana

Sub-Strand 1: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.6.1.1. Demonstrate understanding of the Fourth Republic (1992 to date).</p>	<p>B6.6.1.1.1 Describe the events leading to the emergence of the Fourth Republic.</p> <p>Enquiry route: <i>What events led to the emergence of the fourth Republic? Who were the former presidents of the fourth Republic? Who were other key figures in the fourth Republic?</i></p> <ol style="list-style-type: none"> 1. Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.) 2. List the names of all the Presidents of the Fourth Republics and their dates of tenure. 3. Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana. 4. Show and discuss a documentary on the inauguration of a new President of Ghana. 5. Learners recount an inauguration they have witnessed or seen on Television. 6. Discuss other key figures in the fourth Republic (e.g. Chief Justices, Speakers of Parliament, Vice Presidents etc.) 	<p>As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills.</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.6.1.1. Demonstrate understanding of the Fourth Republic (1992 to date).</p> <p>CONT'D</p>	<p>B6.6.1.1.2 Identify the political parties that have governed the country under the Fourth Republic</p> <p>Enquiry Route: Which political parties have governed Ghana under the Fourth Republic?</p> <ol style="list-style-type: none"> 1. Identify the governments that have so far handed over power peacefully through an election. 2. List the parties and their dates of tenure in office in the Fourth Republic 3. Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various governments within their respective districts <p>Learners discuss their findings in class</p>	<p>As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills.</p>

STRAND 6: INDEPENDENT GHANA		
SUB-STRAND 2: MILITARY RULE		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCES
I. Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences.	<p>B6.6.2.1.1 Identify the leaders of the coup d'états and names of their regimes. Exemplification: <i>Enquiry routes: How many coup d'états have Ghana experienced? Who was the leaders of the coup d'états?</i></p> <ol style="list-style-type: none"> 1. List the military regimes since 1966 and their leaders. 2. Show and discuss a documentary on any of the military take overs. <p>B6.6.2.2.2 Assess the consequences of military takeovers on Ghana's development Exemplification <i>Enquiry route: How did the military takeovers affect Ghana's development? Were the takeovers positive or negative?</i></p> <ol style="list-style-type: none"> 1. Show and discuss a documentary of any military takeover 2. Brainstorm the effects of the coup d'états and military rule on Ghana's development (e.g. human right abuse, overthrow of constitutions and imposition of harsh rules). 3. Debate the effects of military takeovers on Ghana's development 	Learners enhance their personal development, creativity and innovative skills by watching documentaries and assessing evidence.

GLOSSARY

Cause and Consequence	'refers to 'why certain things happened and 'consequence' is what happened as a result
Chronology	arrangement of events or dates in the order in which they occurred in time
Colonization	situation whereby a powerful nation establishes administrative control over a foreign territory
Continuity and Change	aspects of the past that have <i>stayed the same</i> over a period and how quickly and to what extent it has <i>changed</i> .
Enquiry routes	leading questions that clarify the issues to be addressed in the indicators
Evidence	sources that survive from the past and can be used in historical inquiry.
Independence	situation where citizens of a particular nation exercise self-government and sovereignty over their territory.
Interpretation	the meaning people attach to past human activities
Primary Sources	sources that are closer to the events in time and space. E.g. pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records, accounts from people who witnessed an event, archival documents and archaeological findings
Political Party	a group of people, with common views, who come together to contest elections with the view to forming a government.
Republic	a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated President rather than a monarch
Secondary Sources	accounts about past events produced based on the interpretation of primary sources. E.g. books, journals, books, articles etc.
Significance	the importance assigned to past events or human activities.
Source	place where information about the past can be acquired.

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