

HISTORY OF GHANA

For Basic Schools

TEACHER'S GUIDE BOOK 1

Cyril K. Attipoe



© Masterman Publications Ltd, 2019

All rights reserved. No part of this book may be reproduced or utilised in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission from the copyright holders.

ISBN: 978 - 9988 - 9013 - 8 -7

Published in Ghana by Masterman Publications Ltd.

P. O. Box AN 19720, Accra -North

Tel: 0302-325057, 0302-325058

E-mail: masterman48@yahoo.com

info@mastermanpublications.com

Website: www.mastermanpublications.com

PREFACE

The History of Ghana for Basic Schools Book 1 is an informational and activity based book, written in conformity with National Council for Curriculum and Assessment(NaCCA) under the Ghana Education Service (GES) Syllabus(2019).

The book is divided into main Chapters and Unit which capture reading text, interesting and fun-filled activities that enable learners to have fun as they learn. This Teacher's Guide is the major resource material that guides the facilitator with methods, strategies and procedures as well as additional information and detailed notes for teaching each topic and activity. It also contains answers to all exercises in the Learner's Book.

It has been written in conformity with all the exercises in the Learner's Textbook. It is meant to serve as an instructional manual to save the facilitator a lot of time by indicating the various specific chapters, unit, activities and exercises. It will, no doubt, prove helpful to the facilitator.

TABLE OF CONTENTS

Chapters	PAGE
Introduction	v
CHAPTER 1: History as a subject	1
Unit 1: Why and how we study history	1
Unit 4: Community History	9
CHAPTER 2: My Country Ghana	14
Unit 3: How Ghana got its name	14
Unit 5: Selected individuals	22
CHAPTER 3: Europeans in Ghana	33
Unit 1: Arrival of Europeans	33
CHAPTER 6: Independent Ghana	42
Unit 1: The Republics	42
Bibliography	53

INTRODUCTION

RATIONALE OF HISTORY AS A SUBJECT OF STUDY IN SCHOOL

History is a subject that explores the past with the aim of understanding the factors that have shaped our world into what and how it is today. History deals with important past activities of people so that we understand how we acquired our identity and culture. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners because it teaches learners to analyse, evaluate and interpret past events carefully in order to understand current events and make informed decisions. The study of history also teaches important moral lessons and provides clear guidelines for everyday life and interactions of people in society.

As Ghanaians, there is less understanding among us about important historical developments and events such as the evolution of the different ethnic groups in the country and their social and economic institutions; the development of state systems; their contact with the outside world and economic, social and political consequences of that contact, such as the loss of political independence, the recovery of sovereignty and the emergence of the modern state of Ghana. Furthermore, there is the need to appreciate the value of our own culture. As learners study Ghana's history, they would appreciate the life and sacrifices of our forebears and learn about the interconnectedness among the various ethnic groups to promote national integration, develop national pride and identity. Learners would learn about statesmen and women, chiefs and other individuals who played various roles to promote Ghana's development. In essence, the youth would consequently become patriotic, learn moral lessons, appreciate traditional Ghanaian values, and become useful national and global citizens.

PHILOSOPHY

The study of history helps people and societies to know their past, their culture and values which together are the essential elements for promoting nationalism, guaranteeing the survival of society and humanity in general. It is therefore not possible for any group of people to determine, reveal and establish values, ideals, goals, principles and norms for a society without reference to historical knowledge. The understanding of this underpins the learning and teaching philosophies envisaged for this curriculum.

TEACHING PHILOSOPHY

The philosophy of learning history is based on the need to produce citizens who are able to reconstruct the present by describing, analysing and evaluating past events. Learners should critically trace patterns of human behaviour and communicate their views on how the past could influence the present from an informed position. In essence, learners would understand that present events have historical antecedents and parallels from which useful lessons could be drawn. Through the learning of history, learners would, specifically, acquire:

- a) Critical thinking skills by comparing, contrasting, evaluating, synthesizing, and applying historical information or knowledge with little or no supervision.
- b) Creative thinking skills to be able to reconstruct important past events confidently.
- c) Digital literacy by using its tools and resources efficiently for investigations and project work.
- d) Effective communication skills to be able to share information at varied levels of interaction.
- e) Values to live as global citizens as they learn about other people and cultures of the world.

LEARNING PHILOSOPHY

The history classroom should be learning-centred, where the facilitator introduces the topic for the day and assists learners to describe and analyse issues raised, trace patterns of societal and human behaviour and where necessary, give their views on current events (in the country) based on their knowledge of the history of Ghana. The class will be encouraged to explore topics through questioning. The history of Ghana curriculum is underpinned by seven historical concepts and classroom activities. The facilitator should emphasise these important concepts in the day to day learning episodes as they are aimed to promote higher order thinking among learners. These concepts are:

- a) Context and chronology
- b) Significance
- c) Cause and consequence
- d) Continuity and change
- e) Similarity and difference
- f) Evidence
- g) Interpretation

Therefore, through the teaching and learning of History, learners are to:

- a) Appreciate the history of themselves, their families and communities.
- b) Acquire the skill of gathering and objectively analysing historical data, using scientific methods that will enable them interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective.
- c) Acquire more knowledge on the history of the people of Ghana.
- d) Apply historical concepts to the study of the history of Ghana.
- e) Develop a discerning approach to studying sources of historical evidence.
- f) Develop a sense of national consciousness and appreciate the factors that make for national unity.

- g) Acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement.
- h) Appreciate the relevance of the study of history in current and future development efforts of the nation.

GENERAL AIM

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

SUBJECT AIMS

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

1. Trace Ghana's origins and its past glories.
2. Develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens.
3. Develop a critical understanding of the past and its impact on the present to help them face the future with confidence.
4. Explain how external factors have shaped the history of Ghana.
5. Gain a sense of national consciousness, identity and appreciation of Ghanaian values in order to help instil values such as tolerance, good citizenship and national pride.
6. Study history of Ghana in an enjoyable and stimulating environment.
7. Make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

INSTRUCTIONAL EXPECTATIONS

The goal of introducing History of Ghana as a subject in the basic school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. This would let them yearn to know more and adopt skills which will be essential for them to function in the society. The enquiry approach of teaching is therefore encouraged in the history classroom. The learner should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources.

Primary sources originate from the past. Essentially, primary sources are closer to the events in time and space. Examples could include pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.

Secondary sources relate to accounts about past events produced based on the interpretation of primary sources. E.g. books, journals, articles etc.

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

The facilitator should serve these expectations by adopting strategies that involve learners in:

1. Observing and collecting historical evidence.
2. Interpreting data as required.
3. Model building.
4. Developing projects.

The following activities are recommended for the facilitator:

1. Sessions considering different sources of historical evidence including discussions with people with historical knowledge (resource persons) and visit to historical sites.
2. Debates among groups on various topics relating to history.
3. Projects using modern technologies to communicate findings clearly and effectively in the form of papers, exhibits/posters, drama and documentaries.

CORE COMPETENCIES

Historical Studies describe a body of skills that facilitators in history at all levels should seek to develop in their learners. They are ways in which practitioners and learners in the history discipline engage with the subject matter as they learn the subject throughout the various phases in their education. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

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



CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem-solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial skills in learners' through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and the world at large. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)

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

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

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

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

ORGANIZATION OF THE LEARNER’S TEXTBOOK AND THE TEACHER’S GUIDE

The content of the Learner’s Textbook is organized into Chapters. Each CHAPTER is made up of a fairly homogeneous body of knowledge within the subject. A Unit is made up of a more related and homogeneous body of knowledge and skills. Each CHAPTER in the Learner’s Textbook has Exercises for learners to answer.

The content of the Teacher’s Guide is organized just like the Learner’s Textbook. After studying each CHAPTER, learners are to answer the Exercises that are relevant to only that particular Unit. Answers to these Exercises have been provided for the facilitator at the end of each CHAPTER.

ORGANIZATION OF THE TEACHER’S GUIDE

After the specific objective of each Unit, you will find:

- The **Chapters** are the broad areas/sections of the history curriculum to be studied.
- The **Unit** are larger groups of related indicators. Indicators from unit may sometimes be closely related.
- **Content Standards**

This refers to the pre-determined level of knowledge, skill and/or attitude that the learner attains by a set stage of education.

- **Subject specific practices and core competencies**

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

- **Planning the Chapter** This is where the facilitator is supposed to plan how he/she intends to teach the Unit and look for the necessary teaching and learning resources.

- **Introduction**

Each Unit has a brief introduction that seeks to give the facilitator a fair idea of what the subject matter in the CHAPTER and Unit is about.

- **Activities**

The activities provide the facilitator with step-by-step guidelines on how to teach the CHAPTER and the Unit to achieve the objectives of the lesson.

- **Additional information**

Here, the author provides an additional information about the CHAPTER or Unit to the facilitator.

- **Diagnostic assessment**

The diagnostic assessment questions provided seek to find out from the learners about their knowledge on the subject matter in the CHAPTER and Unit.

- **Exercises**

This is where the facilitator finds out about learners' understanding of the lesson that has been taught by giving learners relevant questions to answer and discussing the answers to these questions with learners after marking.

Unit 1 WHY AND HOW WE STUDY HISTORY

[Refer to pages 1 to 10 of Learner's textbook]

Content Standards

- Demonstrate understanding of what history is about and how it is part of everyday life.

Subject Specific Practices and Core Competencies

- As learner identify and discuss past events, they develop imaginative and critical thinking skills as well as chronological understanding of historical events.

Planning the Unit

This unit can be taught as illustrated and based on this Teacher's Guide and the activities under this unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook, dictionary, computers or smart phones with internet access, newspapers, magazines, brochures, a diary, video documentaries of pictures, funerals, wedding, birthdays, illustrations etc.

Introduction

Historians are more like detectives. They use evidence to find out what happened and why. This is not an easy task. You must be able to recognise evidence, to decide how useful your evidence is and come to conclusions based on your findings.

History deals with past human activities that has an impact on those who lived at the time of the event or are alive presently.

In this unit, learners will learn about the meaning of history. Learners will also learn about why we study history or the importance of history. The Unit also dwells on learners' own history and family history.

Indicators

After studying this chapter, learners will be able to;

1. Explain that history deals with past human activities
2. Describe how sources of historical evidence help us find out about past human activities.

Performance Indicators

1. Learners mention activities they witnessed on their first day at school.
2. Learners identify activities performed in the past which has not been performed again.
3. Learners list any past events they have witnessed.
4. Learners explain that activities performed in the past qualify to be called history.
5. Learners sing a song, recite a rhyme or watch a documentary of any past activity e.g. birthday, wedding, funeral and festival celebrations.

Activity 1

Put learners into groups and let them brainstorm to explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Keywords

- **History** is an interesting record of important past events of a person, place, thing, family, community or society.
- **Historian** is a scholar who studies and writes about the past.
- **Native** is a person born in a specified place or associated with a place by birth, whether subsequently resident there or not.
- **Biography** is the history of someone written by another person.
- **Autobiography** is the history of someone written by that same person.

Activity 2

Put learners into groups and guide them to perform activity 2 on page 2 of Learner's Textbook.

- i. Encourage learners to tell the class about their first day at school.
 - a) Let learners talk about the activities that they witnessed on their first day at school.
 - b) Let learners mention the names of those who took part in the activities.
- ii. Let learners tell whether their first day at school was a happy experience or a sad one.

In this activity, learners are to talk about their first day at school. This is a past event and an example of history.

Activity 3

Lead learners to read and discuss 'My first day at school' on pages 2 and 3 of Learner's Textbook 1. Let learners identify and describe history using 'activity 1' and 'My first day at school'. Note that this is a past event and an example of history.

My first day at school

My name is Ama Kumi.

I attended Wisdom School.

On my first day at school, the teacher introduced herself. We all introduced ourselves.

We sang lots of songs. We also recited lots of poems. During break-time, we ate rice and chicken stew with salad. It was like Christmas day. The food was very delicious.

My school is very beautiful. The teachers are friendly. The students are also very nice and friendly.

I made a new friend on my first day at School. She is called Olivia. She is very beautiful. She taught me how to play a word formation game called scrabble.

My first day at school was very interesting and fun.

In activity 2 on page 2 of Learner’s Textbook, we talked about interesting things that happened to learners on their first day at school. Learners also spoke about interesting past events that they have witnessed on their first day at school. Let learners know that “history is a recording of important past events”. Note that ‘my first day at school’ is a past event and an example of history.

Activity 4

Lead learners to perform activity 3 on pages 3 and 4 of Learner’s Textbook. This activity is also about a past event which is also an example of history.

- Let learners mention some events that they have witnessed in the past. For example, an outdooring and child naming ceremonies, festivals, funerals and many more.
- Let learners describe the events or what happened.

Let learners identify and describe history as ‘interesting record of important past events’.

Activity 5

Assist learners to explain the term ‘history’. Lead learners to read and discuss the meaning of history in the textbook.

- History is an interesting record of important past events of a person, place, thing, family community or society. Refer to page 4 of Learner’s Textbook.

Activity 6

Lead learners to explain the terms **biography** and **autobiography**. Assist learners through discussions to identify the difference between a biography and an autobiography.

- A person’s history describes that person’s life. A person’s history is called **biography** or **bio** for short. When a person writes his own biography, it is called autobiography. Refer to page 4 of Learner’s Textbook.

Activity 7

Brainstorm to let learners explain the term '**historian**'. Lead learners to read and explain the term 'historian' on page 5 of Learner's Textbook.

A **scholar** who studies and writes about the past is called a historian. A scholar is a person who is highly educated.

Activity 8

Let learners brainstorm to identify and explain sources of historical evidence. Lead learners to discuss 'sources of historical evidence' on page 5 of Learner's Textbook.

Sources of Historical Evidence:

The sources of historical evidence are where we get historical information from. The following are where we can get some historical information from:

- i. You can get historical information from an article, a book, diary, manuscript, magazine and brochure.
 - ✓ An **article** is a piece of writing in a newspaper, magazine, or other publication.
 - ✓ A **diary** is a book in which one keeps a daily record of events and experiences.
 - ✓ A **manuscript** is an author's handwritten or typed text that has not yet been published.
 - ✓ A **magazine** is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.
 - ✓ A **brochure** is a small book or magazine containing pictures and information about a product or service.
- ii. You can also get historical information from biographies and autobiographies.
- iii. Archaeological findings also reveal to us historical findings. **Archaeological** findings are discoveries made by archaeologists through excavations which reveal historical information.

- iv. Songs and poems also give us historical information. They tell us about past events.
- v. Video documentaries of festivals, birthdays, weddings, funerals and other important events also reveal historical information.
- vi. Photo albums also contain historical information.

Activity 9

Assist learners to perform activity 4 on page 7 of Learner's Textbook:

- Let learners sing the Ghana National Anthem.
- Let learners recite the Ghana National Pledge.
- Let learners know the following:

We sing when we are happy or sad. Songs remind us about important past events. For example, the Ghana National Anthem reminds us that Ghana is an independent country and no more a British colony.

Poems also tell us about the past. For example, poems about Our Motherland, Ghana reminds us to do good to our country.

Activity 10

Let learners watch a video of a birthday, festival or a wedding celebration. Let learners watch the documentary carefully and answer these questions:

- a) Is the documentary a past event? Yes or No?
- b) Does the documentary form a historical event? Yes or No?
- c) What did you learn from the documentary?

This activity should be done in class. Encourage each learner to participate through oral contributions and responses to the questions.

Award marks for correct answers and let learners do corrections for the answers that they got wrong.

Activity 11

Assist learners to perform activity 6 of page 9 of their textbook. Learners need a manila card, glue, photographs of themselves and their family members for this activity:

- Guide learners to cut the manila card into a double-page size of a book. Let learners cut more manila cards into the size of a book.
- Let learners fold the manila cards that they have cut into a size of a book and glue the middle parts to make a book.
- Let learners paste the photographs inside the books made with the manila cards to make an album. Let learners paste the pictures, starting with earlier photographs to the most recent ones.

Your photo album gives information about some important events that were photographed. Photo albums are also a good source of historical information.

Additional Information

History is the study of people, societies, events and problems of the past – and our attempts to understand them.

- History can be a tremendous story, a rolling narrative filled with great personalities and tales of turmoil and triumph. Every generation adds their own history to the existing one and attempts to reinterpret existing history.
- History gives us a sense of identity. By understanding where we are coming from, we can better understand who we are and where we want to go.
- History gives us a sense of context for our existence. It helps us to get some understanding of how things are and what we need to do to improve upon them.
- History reminds us about what it means to be human. It highlights the achievements and provides lessons for the human race.
- History also teaches us by providing us with examples from the past to learn from.
- History is not just ‘the past’: it is also our attempts to understand and explain the past.

Diagnostic Assessment

1. Mention activities they witnessed on their first day at school.
2. Mention and identify activities performed in the past which has not been performed again.
3. Mention any past events that you have witnessed.
4. Sing a song and recite a rhyme.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise [*Refer to page 10 of learner's Textbook*]

- A. Let learners discuss the questions under this exercise. Refer to pages 1 to 10 of Learner's Textbook.
- B. Ask learners to provide the correct answers to the questions under Exercise 1 in their Exercise Books. Refer to pages 1 to 8 of Learner's Textbook.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise

1. A record of important human activities that happened in the past is called **history**.
2. An interesting record of important past events of a person, place, thing or family is called **history**.
3. A scholar who studies and writes about past events is called a **historian**.
4. When you write your own history, it called your **autobiography**.
5. When another person writes about your history, it is called **biography**.

Unit 4 COMMUNITY HISTORY

[Refer to pages 11 to 17 of Learner's Textbook]

Content Standards

- Recount history about their communities.

Subject Specific Practices and Core Competencies

- As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation.

Planning the Unit

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook 1, dictionary, computers or smart phones with internet access, pictures and illustrations of historical sites in the community.

Introduction

In this Unit, learners will learn about the meaning of community. Learners will learn about community history and state the similarities and differences between the communities where they live.

Indicators

After studying this chapter, learners will be able to state the similarities and differences between the communities where learners live.

Performance Indicators

1. Visit historical sites in their community e.g. an old chapel, a post office, a chief's palace, grooves, forest, wetlands etc.
2. Name some historical sites starting with the oldest to the most recent.
3. Sketch a historical site in their community.
4. Compare the sketch to the picture of a historical site.

Activity 1

Put learners into groups and let them brainstorm the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Key Words

- **Community** refers to a group of people who live in the same area, village, town or city.
- **Dry Season** is a regular period of prolonged dry weather.
- **Lagoon** is a stretch of salt water separated from the sea by a low sandbank or coral reef.
- **Salt** is a white crystalline substance which gives seawater its characteristic taste and is used for seasoning or preserving food.
- **Historical sites** are where pieces of political, military, cultural or social history have been preserved due to their cultural significance.
- **Landmarks** are things that are easily recognised, such as tall trees or buildings, especially those that help you to know where you are.
- **Mystic** refers to something that is mysterious, strange or impossible to understand by logical interpretation.
- **Grove** refers to a small wood or forested area, usually with no undergrowth.

Activity 2

Brainstorm to let learners explain ‘a community’. Lead learners to read and explain ‘a community’. Assist learners to perform activity 2 on page 12 of Learner’s Textbook’.

1. Mention the name of your community.
2. Name the region and district your community is located.
3. Mention the important landmarks in your community. Make a sketch of one of them.
4. Let learners tell the historical sites that they have in their communities e.g. old chapel, a post office, a chief’s palace, groves, forests, wetlands etc.
5. Let learners list the names of the historical sites in their communities, starting with the oldest to the most recent.
6. Teacher should award marks to each learner according to his or her performance.
7. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.

The history of a community is all the important things that happened to the community in the past. This includes historical sites. A historical site is a place that is important and famous in history. It may be natural or man-made. It is usually maintained for the public to visit and learn a lot about the past.

Activity 3

Let learners perform activity 3 on page 16 and 17 of Learner’s Textbook 1:

1. Let learners make sketches of the historical sites in their community.
2. Let learners compare the sketches with pictures of the historical sites of your community.
3. Let learners tell the similarities and differences of their sketches and the pictures of the sites.
4. Teacher should award marks to each learner according to his or her performance.
5. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.

Additional Information

A **community** is a social unit that has similar norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area (e.g. a country, village, town, or neighbourhood) or in virtual space via communication platforms.

Although communities are usually small relative to personal social ties, they may also refer to large group affiliations known as national communities, international communities, and virtual communities.

Historical sites are also known as heritage sites. These sites are usually protected by law and many of them are recognized with the official national historical status. A historical location may be a building, landscape, site or structure that has local, regional or national significance. These sites are usually visited by members of the public. Examples of historical or heritage sites in Ghana are the Keta Lagoon, the Mystic stone and the Manhyia Palace Museum. These historical sites are treated in the learner's book. Refer to pages 13 to 16.

Other historical sites include;

- Ancient mosques of the northern region
- Nzulezu Stilt settlement
- James Fort, Accra
- Christiansborg castle, Osu – Accra
- Presidential Palace / Golden Jubilee House
- Elmina castle
- Cape Coast Castle and many more

Diagnostic Assessment

1. What is the name of your community?
2. Name some historical sites in your community.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise [*Refer to pages 12 to 17 of Learner's textbook*]

- A. Let learners discuss the meaning of historical sites. Refer to pages 12 to 16 of their textbook.
- B. Ask learners to mention some historical sites in their community. Refer to pages 13 to 16 of learner's textbook.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise

- 1. A historical site is a place that is important and famous in history.
- 2. Responses will differ. Accept any meaningful answer.
- 3. Keta Lagoon
- 4. Larabanga
- 5. 1925

Unit 3 HOW GHANA GOT ITS NAME

[Refer to pages 18 to 27 of learner's Textbook]

Content Standards

- Demonstrate understanding of why Ghana used to be called the Gold Coast.

Subject Specific Practices and Core Competencies

- Learners develop digital literacy, national identify and national pride as they explore the origin of the name Ghana.

Planning the Unit

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook 1, dictionary, computers or smart phones with internet access, pictures and illustrations.

Introduction

In Ghana, when a child is born, that child is kept indoors until the outdoor and naming ceremony is done. Before this, the baby is seen as a visitor. The naming ceremony gives the baby an identity as a Ghanaian and a member of his or her ethnic group.

In this Unit, learners will learn about how Ghana got its name. Learners will also learn about the meaning of Ghana and the role that Dr. J. B. Danquah played to change the name of Gold Coast to Ghana.

Indicators

After studying this chapter, learners will be able to;

1. Explain why, in the past, Ghana was known as the Gold Coast.
2. Recall when the name Ghana came into formal use.

Performance Indicators

1. Why does a country need a name?
2. Use the internet to locate ancient Ghana Empire and the Akan forest regions of Ghana.
3. Locate present-day Ghana on the map of Africa.
4. Discuss the sequence of events that led to the change of name and the role played by parliament and some individuals like Dr. J. B. Danquah.

Activity 1

Put learners into groups and let them brainstorm to explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Key Words

- **Outdooring** is a ceremony in which a new baby is taken out of the house for the first time and given a name.
- **Ancient** means belonging to the very distant past and no longer in existence.
- **Colonial master** refers to countries or those who rule a colony. A colony is a country or area under the full or partial political control of another country and occupied by settlers from that country.
- **Migrate** means to move from one region or habitat to another according to the seasons.
- An **empire** is an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
- **Merchant** is a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.
- A **warrior** is a soldier who has shown a lot of bravery or courage in war.

Meanings of additional key words for the teacher

- **Ghana**, officially the Republic of Ghana, is a country located along the Gulf of Guinea and Atlantic Ocean, in West Africa. It was formerly known as the Gold Coast.
- A **capital city** (or **capital** town or just **capital**) is a **city** or town, specified by law or constitution, by the government of a country, and part of a country, as the location of the government's central meeting place and offices.
- **Independence** is a condition of a person, nation, country, or state in which its residents and population, or some portion thereof, exercise self-government, and usually sovereignty, over the territory. The opposite of independence is the status of a dependent territory
- **Colony** is a country or area under the full or partial political control of another country and occupied by settlers from that country.

Activity 2

Guide learners to locate Ghana on the globe. Assist learners to identify and locate the countries that share boundaries with Ghana using the globe. Refer to activity 2 and page 19 of Learner's Textbook.



A Globe

Activity 3

Ask learners to mention the capital city of Ghana. Let learners identify the capital city of Ghana using the map of Ghana. Ask learners to mention the name of their hometown. Let learners locate the district capital of their hometown on the map of Ghana. Let learners locate their hometown on the map of Ghana. Refer to activity 3 on pages 20 and 21 of Learner's Textbook.

Activity 4

Brainstorm to let learners identify why child outdoorings and naming ceremony is important. Brainstorm to let learners explain why a newly independent country should take a new name, a flag and a new leader. Refer to activity 4 on page 21 of Learner's Textbook.

Ghana was at first called the Gold Coast because it had a lot of gold. In 1957, the Gold Coast gained independence from its colonial masters, the British. Independence of the Gold Coast gave birth to a new country. It was important to give this new country a name just like how a new-born child is named.

Activity 5

Assist learners to perform activity 5 on page 23 of Learner's Textbook. [You will need a globe or a map of Africa and a computer with internet access for this activity]:

- Locate Mali on the globe.
- Identify the location of the old Ghana Empire on the map of Africa. Use the Internet to help you identify the location of the old Ghana Empire on the map of Africa.
- Locate present-day Ghana on the map of Africa. Use the Internet to help you locate Ghana on the map of Africa.

Activity 6

Let learners identify why Ghana was first called the Gold Coast and why it changed its name to Ghana. Lead learners to discuss the meaning of the name **Ghana**. Lead learners to discuss the role played by Dr. J. B. Danquah in renaming the Gold Coast as Ghana. Refer to activity 6 on page 26 of Learner's Textbook.

The name Gold Coast was given to our country by our colonial masters. When Ghana gained independence, our founding fathers wanted to give a name to their new country just like how a new-born baby is named.

Once upon a time, there was a very powerful ancient empire called **Ghana**. This empire was also called the Ghana Empire of West Africa. The name **Ghana** was derived from this great ancient Empire of the Soninke people. The ancient Empire traded in gold and salt with Arab merchants. '**Ghana**' was the title of the Kings of this ancient Empire but the Arabs called both the King and the kingdom, **Ghana**. The name **Ghana** means 'Warrior King'.

The first Europeans who arrived on our shores were the Portuguese. When the Portuguese arrived, they found out that the land had a lot of gold. So they called our country, "**Costa da Mina**" in Portuguese which means **Gold Coast**.

Dr. J. B. Danquah, one of our founding fathers, believed that our country needed a new name because the name Gold Coast was given to the country by the Europeans. Dr. J. B. Danquah suggested that the name Gold Coast should be changed to Ghana when the country gains independence.



Dr. J.B. Danquah

Dr. J. B. Danquah argued that the old Ghana Empire had similarities with the Akan forest regions of the Gold Coast. He believed that civilization of the ancient Ghana Empire was similar to that of the Akan of the forest region.

Dr. J. B. Danquah also believed that most of the people in the Gold Coast migrated from the Ghana Empire. Most of all, he argued that the name Gold Coast was stained of the old slavery days.

During the Legislative Assembly Debates on 18th May, 1956, Dr. Kwame Nkrumah, supported Dr. J. B. Danquah's argument. Dr. Kwame Nkrumah said that "we take pride in the name, not out of romanticism but as an inspiration for the future." Dr. J. B. Danquah's proposal was accepted by the Legislative Assembly and the name Ghana was adopted.

When the Gold Coast gained independence on 6th of March, 1957, Dr. Kwame Nkrumah announced the country's new name as Ghana. A national flag was also adopted and hoisted on Independence Day.

So the new country was given a new name (Ghana), a new leader (Dr. Kwame Nkrumah) and a new National Flag.

Additional Information

Ghana is a country in Africa. It is situated in the Gulf of Guinea of West Africa. Ghana shares boundaries with Togo in the east, Cote d'Ivoire in the west and Burkina Faso in the north. The capital town of Ghana is Accra.

Ghana has a population of about 30 million. It is one of the leading countries in Africa, partly because of its resources or wealth and partly because it was the first black African country south of the Sahara to gain independence from colonial rule.

Ghana became the first of Britain's African colonies to gain independence on the 6th of March, 1957.

According to the records, more than 600 reporters from across the globe covered the event, making Ghana's independence one of the most internationally-reported news events in modern African history.

Richard Nixon, the Vice-President of the United States of America at that time, the Duchess of Kent representing the Queen of England, and the then Governor-General of the Gold Coast, Charles Noble Arden-Clarke were present at the event that marked Ghana's independence day on the 6th of March, 1957.

On this day, the new country hoisted its own National Flag. A new Coat of Arms was also outdoored and a new National Anthem was sang.

Diagnostic Assessment

1. Name the capital city of Ghana.
2. Why was Ghana formerly called the Gold Coast?
3. Who is a warrior?'

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise 1 [Refer to page 26 and 27 of learner's textbook]

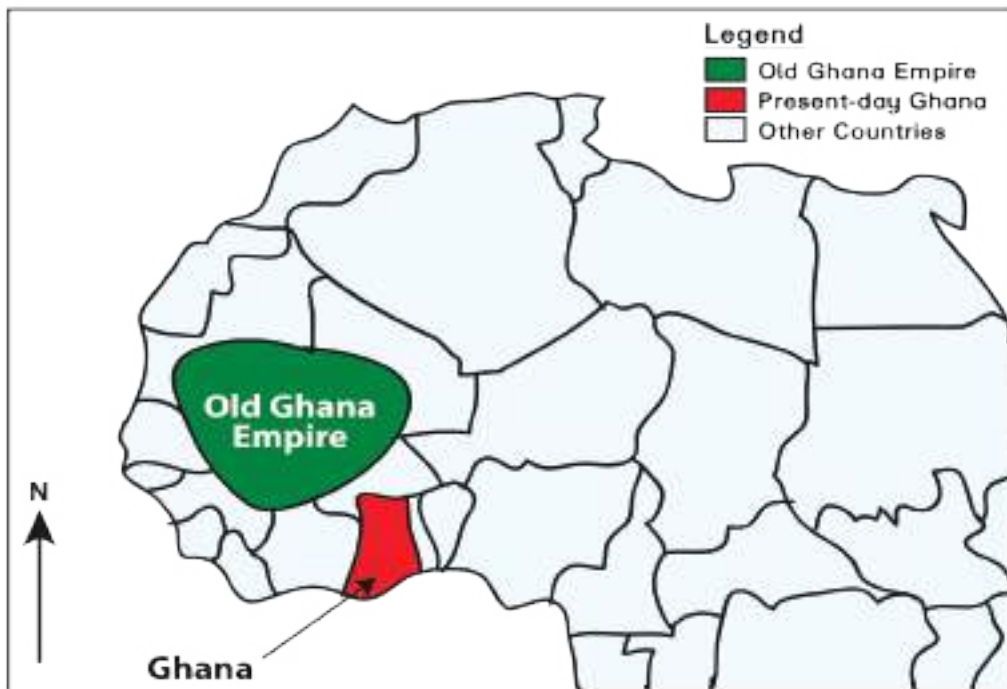
- A. Let learners discuss questions under exercise 1. Refer to pages 26 and 27 of their textbook.
- B. Ask learners to write the answers to the questions under exercise 1 into their exercise books. Refer to pages 21 to 26 of learner's textbook.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 1

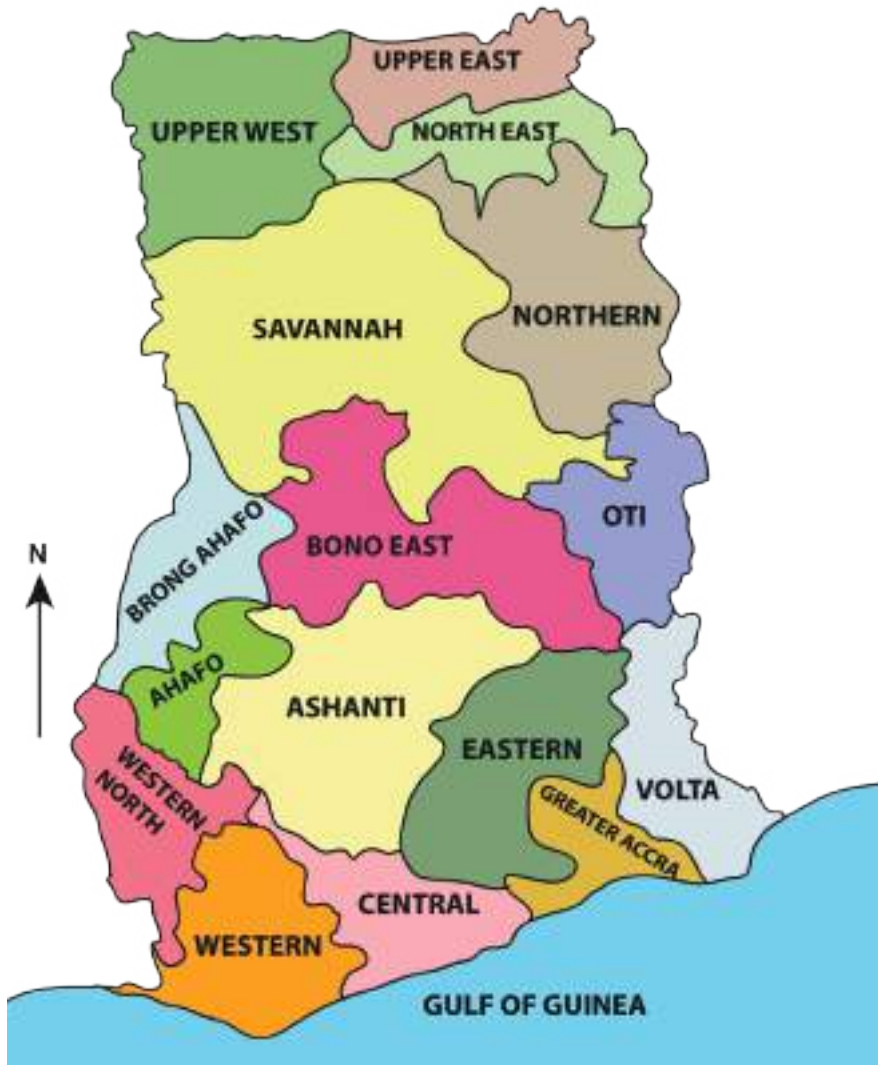
- 1. False
- 2. Warrior King
- 3. Ghana
- 4. Salt and Gold

Exercise 2

- 1. A sketch of the map of Africa showing the old Ghana Empire.



2. A sketch of the map of Ghana.



Unit 5 SELECTED INDIVIDUALS

[Refer to pages 28 and 47 of Learner's textbook]

Content Standards

- Show understanding of roles played by Ghanaians from different walks of life.

Subject Specific Practices and Core Competencies

- The use of evidence (Flag, Coat of Arms etc.) to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digital literate.

Planning the Unit

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook 1, dictionary, computers or smart phones with internet access, pictures of the selected Individuals.

Introduction

In this Unit, learners will learn about some outstanding selected individuals of Ghana such as Mrs. Theodosia Okoh, Dr. Amon Kotei, Mr. Baba Yara, Dr. Ephraim Amu, Mr. Kofi Antobam and Mr. Kwaw Ansah.

Indicators

After studying this Unit, learners will be able to 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), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.

Performance indicators

1. Learners identify and mention some outstanding persons in their community.
2. Learners tell why they consider these persons as outstanding in their community.
3. Learners tell who an artist is.
4. Learners tell who a musician is.
5. Learners tell who a film-maker is.

Activity 1

Put learners into groups and let them brainstorm to explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Key Words

- **National flag** is a **flag** that represents and symbolizes a country. The **national flag** is flown by the government of a country, but can also be flown by citizens of the country.
- An **artist** is a person who creates paintings or drawings as a profession or hobby.
- **Hockey** is a team game played between two teams of eleven players each, using hooked sticks with which the players try to drive a small hard ball towards goals at opposite ends of a field. In North America, it is called *field hockey* to distinguish it from *ice hockey*. *Ice hockey* is played on a field of ice.
- **Surveyor** is a person who examines the condition of land and buildings professionally.
- **Exceptional** means unusual or not typical.
- **Musician** is a person who plays a musical instrument, especially as a profession, or is musically talented.

- **Regalia** refers to the emblems or insignia of royalty, especially the crown, sceptre, and other ornaments used at a coronation.
- **Film-marker** is a person who produces films or movies.

Activity 2

Let learners name some outstanding persons in their community and tell why they consider these persons outstanding.

Activity 3

Lead learners to read about the selected Ghanaians and how they contributed to national development. Discuss the contributions of these Ghanaians to national development.

Some selected individuals.

Below are some outstanding Ghanaians who have contributed a lot to national development: (Refer to Learner's Textbook pages 29 to 40)

1. Mrs. Theodosia Okoh – She was the artist who designed the Ghana National Flag.
2. Dr. Amon Kotei – He was the artist who designed the Coat of Arms.
3. Mr. Baba Yara – He was an outstanding Ghanaian footballer.
4. Dr. Ephraim Amu – He was a musician who composed many songs including a National Patriotic Song.
5. Mr. Kofi Antobam – He was a teacher and an artist. He designed the state regalia: The Presidential Mace and the Presidential Seat.
6. Mr. Kwaw Ansah – He is an outstanding award winning Ghanaian film-maker.

Activity 4

Let learners talk about the selected Ghanaian who inspires them most and give reasons for their choice. Let learners discuss the work they intend to do in the future. Refer to pages 29 to 40 of Learner's Textbook.

Additional information

The Ghana Coat of Arms is usually found on all official government letterheads. It symbolises government's sanction and it is found at important government places like the Presidential Palace / Golden Jubilee House, the Courts and all government offices.

The Ghana Coat of Arms is made up of a shield divided into four quarters by a green St. George's Cross, rimmed with gold. The following are the symbols in the quarters and their meaning.



Ghana Coat of Arms

Crossed linguists' staff and ceremonial sword on a blue background

- Position: Top left-hand quarter. Represents Local Administration

A heraldic castle on a heraldic sea with a light background.

- Position: Top right-hand quarter. This represents National Government.
- **A cocoa tree**
Position: Bottom left-hand quarter. This represents the agricultural wealth of the country
- **A mine shaft**
Position: Bottom right-hand quarter. This represents the mineral wealth of the country

- **A gold lion**

Position: In the centre of the Green St George's Cross. This represents the continuing link between Ghana and the Commonwealth

- **Black five-pointed star rimmed with gold standing on the wreath of red, gold and green colours.**

Position: On top of the shield. This represents the lone star of African Freedom.

- **Two eagles, around each of whose neck hangs a black star suspended from a ribbon of Ghana's colours - red, gold and green.**

Position: Supporting the shield on the left and right hand side. This signifies a protector with strength, very clear and attentive eyes keeping watch over the country.

The motto, **FREEDOM AND JUSTICE**, is found under the shield. It represents national aspirations.



Ghana National Flag

The Ghana flag was designed to replace the flag of Britain when Ghana gained independence on March 6, 1957. The Ghana National Flag was hoisted until 1960, and then reinstated in 1966. It is made up of the Pan-African colours of red, yellow, and green, in horizontal stripes, with a black five-pointed star in the centre of the gold stripe. The Ghanaian National flag was the first African flag after the flag of Ethiopia to feature these colours.

The black star was adopted from the flag of the Black Star Line, a shipping line incorporated by Marcus Garvey that operated between 1919 to 1922. This is where our national football team got its nickname “Black Stars”.

Colours of the Ghana National Flag

- **Red** represents the blood of those who died in the country's struggle for independence.
- **Gold** represents the mineral wealth of the country.
- **Green** symbolizes the country's rich forests and natural wealth of the country.
- **Black Star** symbolizes African unity and emancipation.

A **regalia** is a set of traditional clothes and decorations used at official ceremonies. The state regalia includes the presidential seat and the presidential mace.

Diagnostic assessment

1. Mention some outstanding persons in their community.
2. Tell why you consider these persons as outstanding in their community.

Note:







Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise 1 [*Refer to page 41 of learner's textbook*]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 1 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 1

Matching items to the picture of the person who designed them:

Items	Pictures of Persons who designed them
  	  

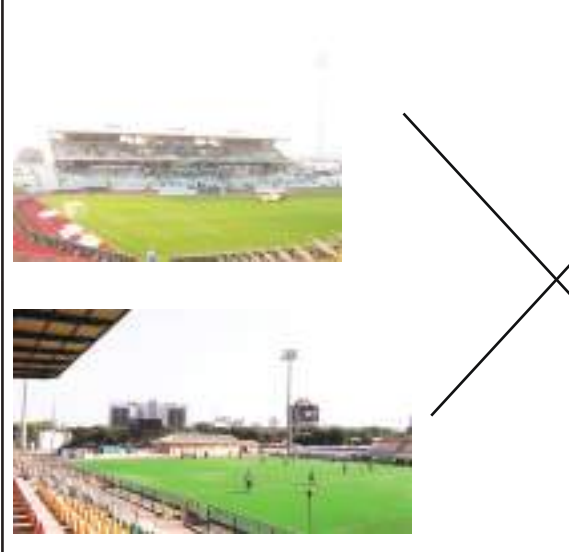
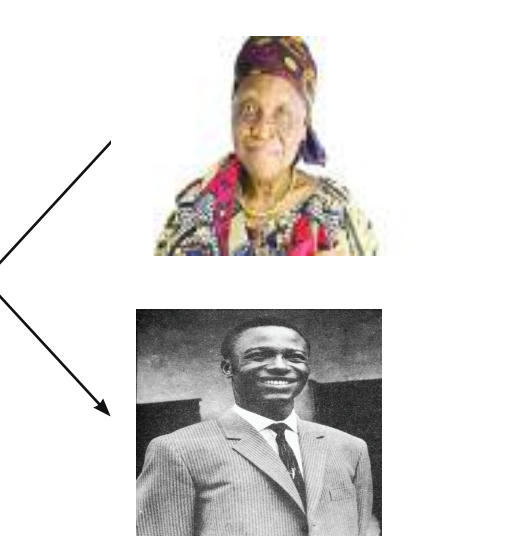
Exercise 2 [Refer to page 42 of learner’s textbook]

- A. Let learners discuss the questions under this exercise. Refer to pages 29 to 38 of Learner’s Textbook.
- B. Ask learners to provide the correct answers to the questions under Exercise 2 in the Exercise Books. Refer to pages 29 to 38 of Learner’s Textbook.

- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 2

Matching the stadiums to the picture of the person who it is named after:



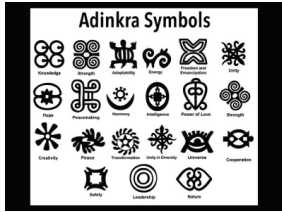

Pictures	Pictures of persons it is named after
	

Exercise 3 [Refer to page 43 of learner's textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 3 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 3

Matching the picture of the item with the person who promoted its use in Ghana:





Pictures	Pictures of persons it is named after
	
	

Exercise 4 [Refer to pages 37 to 44 of learner’s textbook]

- E. Let learners discuss the questions under this exercise.
- F. Ask learners to provide the correct answers to the questions under Exercise 4 in the Exercise Books. Refer to pages 37 to 40 of Learner’s Textbook.
- G. Supervise and guide learners as they do the exercise.
- H. Mark the exercise and assist learners to do corrections.

Answers to Exercise 4

Match the picture of the film to the film maker who produced it:

Pictures	Pictures of film maker who produced it
 	 

Exercise 5 [Refer to pages 45 to 47 of learner's textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 5 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 5

1. Theodosia Okoh
2. Theodosia Okoh
3. 1957
4. Amon Kotei
5. Sinbad
6. Baba Yara
7. Ephraim Amu
8. Ephraim Amu
9. Ephraim Amu
10. Kofi Antobam

Unit 1 ARRIVAL OF EUROPEANS

[Refer to pages 48 and 69 of Learner's Textbook]

Content Standards

- Show understanding of Europeans who came to Ghana.

Subject Specific Practices and Core Competencies

- As learners use evidence to explore the chronological events, they enhance their global citizenship, and digital literacy.

Planning the Unit

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook, dictionary, computers or smart phones with internet access, pictures and illustrations.

Introduction

Someone from Europe is called an 'European'. An European is a native of Europe. A native is a person who was born at a particular place or can trace his or her ancestry to that particular place.

This Unit intends to assist learners to learn about the 'arrival of Europeans in the Gold Coast'. In this Unit, learners will learn about the Europeans who came to the Gold Coast and why they came. Learners will also learn about where these Europeans countries can be located on the World Map and how far they are from the Gold Coast (Ghana).

Indicators

After studying this Unit, learners will be able to explore which Europeans came to Ghana.

Performance Indicators

1. Learners describe an European.
2. Learners mention some European countries.
3. Learners mention European countries whose citizen came to the Gold Coast.

Activity 1

Put learners into groups and let them brainstorm to explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Key Words

- An **European** is a native of Europe.
- **Navigator** is a person who navigates or directs a ship, aircraft, etc.
- **Explore** means to travel through (an unfamiliar area) in order to learn about it.
- **Captain** is the person in command of a ship.

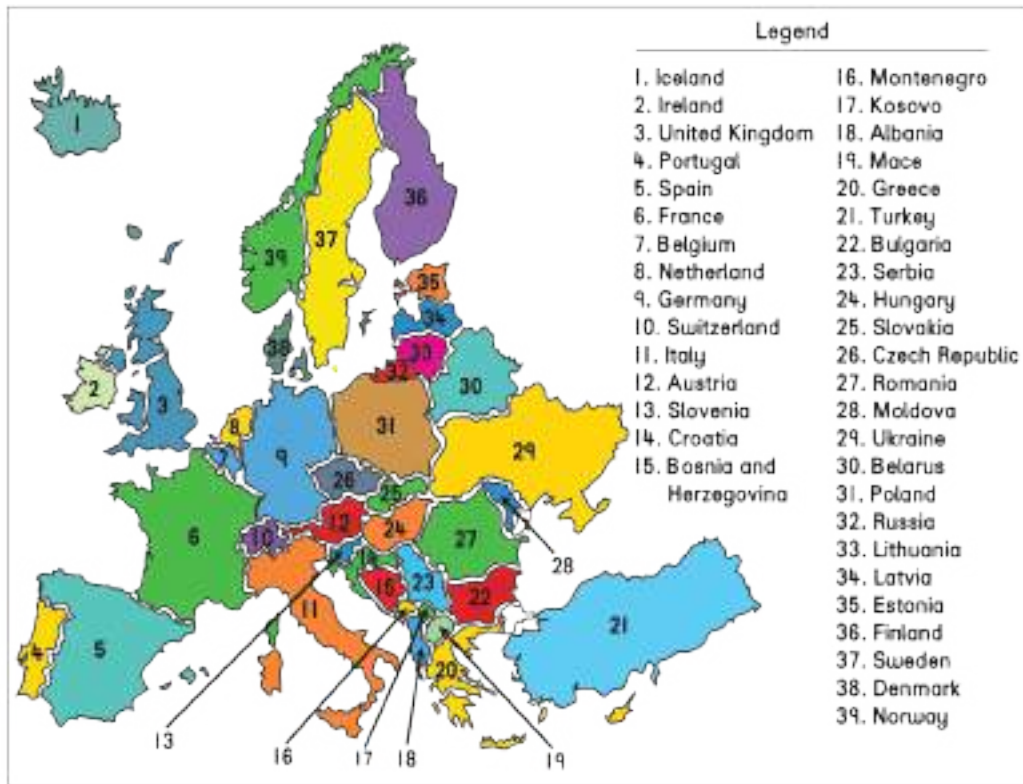
Meanings of additional key words for the teacher

- A **native** is a person born in a specified place or is associated with a place by birth, whether subsequently resident there or not.
- A **Portuguese** is a native of Portugal.
- **British** is a native of Britain.
- **Dutch** is a native of the Netherlands.

- **Swedes** are natives of Sweden.
- **Danes** are natives of Denmark.

Activity 2

Guide learners to locate Europe on the globe. Assist learners to identify and mention the names of some countries in Europe with the help of the Map of Europe. Refer to activity 2 on page 50 of Learner's Textbook.



Map Of Europe

Activity 3

Brainstorm to let learners tell who an European is. Lead learners to explain who is an European on page 50 of Learner's Textbook.

Activity 4

Assist learners to identify the first Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Portugal and Ghana (formerly the Gold Coast). Let learners discuss how far the Portuguese travelled to the Gold Coast.

The first Europeans who came to Ghana named the country ‘Gold Coast’ because they found a lot of gold in the land.

The first Europeans who came to the Gold Coast were the Portuguese. They came from a country called Portugal.

The Portuguese arrived in the Gold Coast in the year 1471. The Portuguese found a lot of gold in the country. So, they named it the Gold Coast. Later, in 1481, the King of Portugal sent Don Diego de Azambuja with a lot of workers and materials to the Gold Coast. When they arrived, Diego and his team met the king of Elmina, Nana Kwamena Ansah and asked for a land to build their fort. The Portuguese later built fort Sao Jorge da Mina (St. Georges Castle) in 1482. This building became the Elmina Castle. *Refer to pages 51 to 52 of Learner’s Textbook.*

Activity 5

Lead learners to read and discuss the second Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Britain and Ghana (formerly the Gold Coast). Let learners discuss how far the British travelled to the Gold Coast. Refer to pages 53 and 54 of Learner’s Textbook.

The second Europeans who came to the Gold Coast were the British. The British are also called the English. They came from a country called Britain. Britain is also known as the United Kingdom (UK). The English arrived in the Gold Coast in the year 1553. They were led by Captain Windham. The English first settled in Cape Coast. It was in Cape Coast that they took control over fort Carlousburg. Fort Carlousburg was built in 1653 by the Swedes. The Dutch later took over the fort in 1660. It was the British who took over the fort in 1665 and by 1700 had developed it into what is now known as the Cape Coast Castle. The British used the Cape Coast Castle as their headquarters until they moved to occupy the Osu Castle in Accra in the year 1877. With time, the British also settled in other towns like Komenda, Anomabo, Kormantse and Winneba. The British finally left the Gold Coast in the year, 1957 after Ghana had gained its Independence.

Activity 6

Lead learners to identify the third Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Netherland and Ghana (formerly the Gold Coast). Let learners discuss how far the Dutch travelled to the Gold Coast.

The Dutch also settled in Elmina. They competed with the Portuguese over the control of the gold trade. The Dutch finally dominated the trade and therefore took control over the Elmina Castle. Between 1770 and 1775, the Dutch rebuilt the Elmina Castle and used it for their trade in slaves and gold. The Dutch finally left the Gold Coast in 1872 after they sold all their forts to the British. *Refer to pages 54 and 55 of Learner's Textbook.*

Activity 7

Lead learners to identify the fourth Europeans who came to the Gold Coast. Guide learners to use the World Map to locate the Denmark and Ghana (formerly the Gold Coast). Let learners discuss how far the Danes travelled to the Gold Coast.

The fourth Europeans who came to the Gold Coast were the Danes. The Danes came from a country called Denmark. They arrived in the Gold Coast in the year, 1642. The Danes settled at Osu in Accra. They built the Christiansborg Castle, now known as Osu Castle in 1661. They also built Fort Prinzenstein at Keta, in today's Volta Region. The Danes traded with the people of Gold Coast for gold and slaves. They finally left the Gold Coast in the year, 1850 after selling their properties including the Osu Castle to the British. *Refer to pages 56 and 57 of Learner's Textbook.*

Activity 8

Lead learners to identify the fifth Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Sweden and Ghana (formerly the Gold Coast). Let learners discuss how far the Swedes travelled to the Gold Coast.

The fifth Europeans who came to the Gold Coast were the Swedes. The Swedes came from a country called Sweden. They arrived in the Gold Coast in the year, 1647. In the Gold Coast, the Swedes first settled in Cape Coast. They built a fort in 1653 and named it Carlousburg, after King Charles X of Sweden. It was this fort which was later rebuilt by the British as Cape Coast Castle. The Swedes competed with other European groups to control trading activities in the Gold Coast. In 1663, the Swedes lost control of their properties including their forts to the Danes and finally left the Gold Coast. *Refer to pages 57 and 58 of Learner's Textbook.*

Activity 9

Lead learners to identify the sixth Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Germany and Ghana (formerly the Gold Coast). Let learners discuss how far the Germans (Brandenburgers) travelled to the Gold Coast.

The sixth Europeans who came to the Gold Coast were the Germans (Brandenburgers). They came from the state of Prussia in the country called Germany. The Germans arrived in the Gold Coast in the year, 1682. They first settled in Princes Town, around Cape Three Points in the Western Region of Ghana. There, they built a fort known as Fort Gross Fredericksburg in 1683. It was in 1721 that the Brandenburgers also left the Gold Coast. *Refer to pages 58 and 59 of Learner's Textbook.*

Activity 10

Lead learners to identify the seventh Europeans who came to the Gold Coast. Guide learners to use the World Map to locate France and Ghana (formerly the Gold Coast). Let learners discuss how far the French travelled to the Gold Coast.

The seventh Europeans that came to the Gold Coast were the French. The French came from a country called France. The French arrived in the Gold Coast in the year 1699. They also came to trade in gold. However, the French did not stay in the Gold Coast for long. *Refer to pages 59 and 60 of Learner's Textbook.*

Activity 11

Lead learners to identify the eighth Europeans who came to the Gold Coast. Guide learners to use the World Map to locate Norway (Northern Germany) and Ghana (formerly the Gold Coast). Let learners discuss how far the Norwegians travelled to the Gold Coast.

The eighth and the last group of Europeans who came to the Gold Coast were the Norwegians. They came from a country called Norway. The Norwegians, just like the French did not stay in the Gold Coast for long. *Refer to page 60 of Learner's Textbook.*

Activity 12

In small groups, guide learners to match the Europeans to Where they first settled in the Gold Coast and When they arrived. Refer to page 65 of Learner's Textbook 1.

Additional Information

During the olden days, people traveled to other countries by foot, horse, camel or by ship. It is believed that the Europeans wanted to explore the whole world. However, their ships were too small and depended on wind to sail. They were afraid that their ships would capsize and sink in the sea because of the stormy nature of the sea. They were also afraid that the sun would scorch them to death. The Europeans were further afraid of the African and the wild animals they might meet when they come to Africa. These were because of the stories they heard about Africa.

However, in the fifteenth century, the Europeans mastered courage and visited the African continent. The first Europeans to visit Africa were the Portuguese. The Portuguese visited Cape Bojador in Africa in the year 1434.

Diagnostic Assessment

1. Tell who an European is.
2. Mention some European countries.
3. Mention one European country that came to the Gold Coast during the olden days.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise 1 [*Refer to page 66 of Learner's Textbook*]

- A. Let learners discuss the questions under this exercise. Refer to pages 50 to 60 of Learner's Textbook.
- B. Ask learners to provide the correct answers to the questions under Exercise 1 in the Exercise Books. Refer to pages 50 to 60 of Learner's Textbook.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 1

1. European
2. Native
3. Portuguese
4. British
5. Dutch
6. Danes
7. Swedes
8. Germans (Brandenburgers)

Exercise 2 [*Refer to page 67 of Learner's Textbook*]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 2 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 2

1. British
2. Dane
3. Swede
4. Portuguese
5. Dutch
6. German
7. Norwegian

Exercise 3 [*Refer to page 69 of Learner's Textbook*]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 3 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 3

- 1. Dutch
- 2. 1471
- 3. Prince Charles

Unit 1 THE REPUBLICS

[Refer to page 70 to 82 of Learner's Textbook]

Content Standards

- Demonstrate understanding of the presidents that have ruled Ghana since 1960.

Subject Specific Practices and Core Competencies

- By using pictorial evidence to appreciate the identity of presidents that have ruled Ghana since 1960, learners enhance their personal development, communicative and collaborative skills.

Planning the Unit

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's textbook, dictionary, computers or smart phones with internet access, pictures and illustrations.

Introduction

The Gold Coast was ruled by the British so many years. Independence of a nation gives that nation the freedom to manage and control her own affairs. The Gold Coast is the first Sub-Saharan African nation to become independent from British Colonial rule on the 6th of March, 1957. It was on this day that the name Gold Coast was changed to Ghana.

Although, Ghana gained independence on 6th March, 1957, Ghana became a republic on 1st July 1960.

This Unit intends to assist learners to learn about 'what is a republic' and the presidents of Ghana from the country became a republic up to today.

Indicators

After studying this chapter, learners will be able to identify the Presidents Ghana has had since 1960.

Performance Indicators

1. Learners explain 'independence of a nation'.
2. Learners explain 'who is a president of a country'.
3. Learners mention the names of some former presidents of Ghana.
4. Learners mention the name of the first president of Ghana.

Activity 1

Put learners into groups and let them brainstorm to explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences.

Meanings of some Key Words

- **Freedom** refers to the power or right to act, speak, or think as one wants.
- **Independence** is a state of being independent where a country is free from outside control; not subject to another's authority.
- **Republic** is 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.
- **President** is the elected head of a republican state.
- **President-elect** is a person who has been elected president but has not yet taken up office.

Activity 2

Brainstorm to let learners explain the term '**independence**'. Lead learners to read and explain the term **independence**. Let learners take note of the date on which Ghana gained independence. Refer to pages 66 to 68 of Learner's Textbook.

The Gold Coast was a British colony for many years. **Independence** gives a country the freedom to manage and control her own affairs. Ghana gained independence from the British on the 6th of March, 1957. It was on this day that the name was changed from Gold Coast to Ghana.

A **republic** is a country that is governed by elected representatives of the people and is led by a president. A republic is also a country not under a monarch (a King or a Queen) you may have an elected representatives alright but if the head of state is a King or a Queen, then that country cannot be a republic. For example, Britain, Malaysia, Japan, Norway, Denmark, etc.

- A **president** is an elected leader of a country. He is the leader that the people themselves have chosen to lead them.

Activity 3

Lead learners to explain the term '**republic**' and take note of when Ghana became a republic. Lead learners to read and explain who is a president of a country. Brainstorm to let learners explain '**president-elect**'. Lead learners to read and explain what is meant by president-elect. Refer to page 68 of Learner's Textbook.

- Someone who has been elected as a new president but has not yet been sworn into office to start work is called '**president-elect**'.

Activity 4

Let learners mention the names of the first and the current presidents of Ghana. Lead learners to read and discuss all the presidents of the Republic of Ghana since 1960. Refer to pages 68 to 71 of learner's textbook.

Ghana became a republic on the 1st of July, 1960. **Below are the Presidents of the Republic of Ghana since 1960:**

1. The first president of Ghana was Dr. Kwame Nkrumah.

Dr. Kwame Nkrumah was president of Ghana from 1st July, 1960, to 24th February, 1966.

2. The second President of the Republic of Ghana was Mr. Edward Akufo Addo. He ruled alongside Dr. Kofi Abrefa Busia who was the Prime Minister. During this time, Ghana had both a President and a Prime Minister. The president was in charge of attending ceremonial functions and representing Ghana in other countries. The prime minister was in charge of government work. Edward Akufo Addo and Dr. Kofi Abrefa Busia ruled from 31st August, 1970 to 13th January, 1972.
3. The third president of the Republic of Ghana was Dr. Hilla Limann.
Dr. Hilla Limann was president of the Republic of Ghana from 24th September, 1979, to 31st December, 1981.
4. The fourth president of the Republic of Ghana was Ft Lt. Jerry John Rawlings.
Jerry John Rawlings became president of the Republic of Ghana from 7th January, 1993 to 7th January, 2001.
5. John Agyekum Kufuor was the fifth president of the Republic of Ghana.
John Agyekum Kufuor was president of the Republic of Ghana from 7th January, 2001 to 7th January, 2009.
6. Professor John Evans Atta Mills was the sixth president of the Republic of Ghana.
Professor John Evans Atta Mills was president of the Republic of Ghana from 7th January, 2009 to 24th July, 2012. He could not complete his first term of four years. His vice-president, John Dramani Mahama, was sworn-in as president to complete the late president's remaining five months of the term.
7. John Dramani Mahama was the seventh president of the Republic of Ghana.
John Dramani Mahama was president of the Republic of Ghana from 24th July, 2012 to 7th January, 2017.
8. The eighth president of the Republic of Ghana is Nana Addo Dankwa Akufo-Addo.
Nana Addo Dankwa Akufo-Addo became president of the Republic of Ghana on the 7th of January, 2017.

Additional Information

Before Ghana became a republic, the country was first granted independence by the British colonial government on the 6th of March, 1957. Although Ghana gained independence from the British, the Queen of England still had to endorse all laws made by the state. It was only when Ghana became a republic on 1st July, 1960, that the country was given full power over

her own affairs. The president of Ghana began to endorse laws made in parliament for them to take effect.

Dr. Kwame Nkrumah became the first Prime Minister of the Gold Coast in the year 1952 when he won 34 seats out of the overall 38 seats in the Legislative Assembly (now, known as parliament). Dr. Kwame Nkrumah also won the first general election in 1954 by 76 percent to retain his position as the Prime Minister of the Gold Coast.

Diagnostic Assessment

1. Explain 'independence of a nation'.
2. Explain 'who is a president of a country'.
3. Mention the names of some former presidents of Ghana.
4. Mention the name of the first president of Ghana.

Note:





Answers to diagnostic questions are in the main lesson content of this lesson. If your learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

Exercise 1 [*Refer to page 77 of Learner's Textbook*]

- E. Let learners discuss the questions under this exercise.
- F. Ask learners to provide the correct answers to the questions under Exercise 1 in the Exercise Books.
- G. Supervise and guide learners as they do the exercise.
- H. Mark the exercise and assist learners to do corrections.

Answers to Exercise 1

Matching pictures of presidents of Ghana with their names:





Pictures	Names
	Dr. Hilla Limann
	John Agyekum Kufuor
	John Dramani Mahama
	Nana Addo Dankwa Akufo-Addo

Exercise 2 [Refer to page 78 of Learner's Textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 2 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 2

Matching pictures of presidents of Ghana with their names:

Pictures	Names
	Dr. Kwame Nkrumah
	Ft. Lt. Jerry John Rawlings
	Edward Akufo Addo
	John Evans Atta Mills

Exercise 3 [Refer to page 79 of Learner's Textbook]

- E. Let learners discuss the questions under this exercise.
- F. Ask learners to provide the correct answers to the questions under Exercise 3 in the Exercise Books.
- G. Supervise and guide learners as they do the exercise.
- H. Mark the exercise and assist learners to do corrections.

Answers to Exercise 3

Matching the names of the presidents with the dates they became president of the Republic of Ghana.

Names of Presidents	Dates they became president
Dr. Kwame Nkrumah	7 th January, 2001
Edward Akufo Addo	30 th August, 1970
John Agyekum Kuffuor	1 st July, 1960
Flt. Lt. Jerry John Rawlings	7 th January, 1993

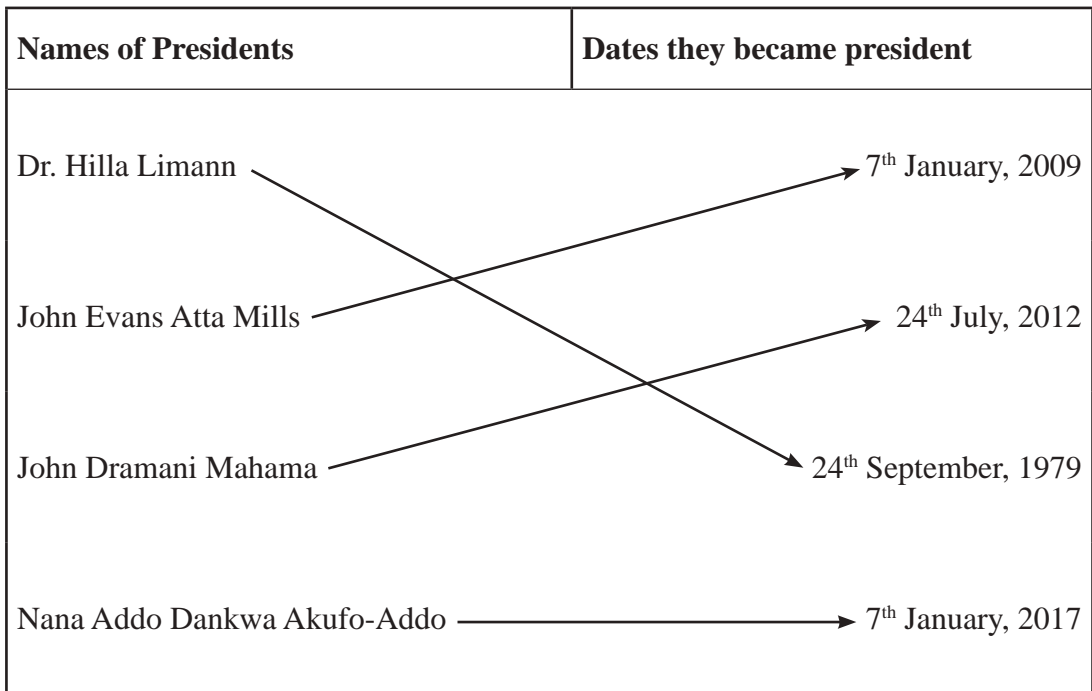
Exercise 4 [Refer to page 80 of Learner's Textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 4 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 4

Matching the names of the presidents with the dates they became president of the Republic of Ghana.

Names of Presidents	Dates they became president
Dr. Hilla Limann	7 th January, 2009
John Evans Atta Mills	24 th July, 2012
John Dramani Mahama	24 th September, 1979
Nana Addo Dankwa Akufo-Addo	7 th January, 2017



Exercise 5 [Refer to page 81 of Learner's Textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 5 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 5

Matching the names of the presidents with the dates they ceased to be president of the Republic of Ghana.

Names of Presidents	Dates they ceased to be president
John Evans Atta Mills	7 th January, 2009
Dr. Hilla Limann	24 th July, 2012
John Agyekum Kufuor	31 st December, 1981
John Dramani Mahama	7 th of January, 2017

Exercise 6 [Refer to page 82 of Learner's Textbook]

- A. Let learners discuss the questions under this exercise.
- B. Ask learners to provide the correct answers to the questions under Exercise 6 in the Exercise Books.
- C. Supervise and guide learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise 6

Matching the names of the presidents with the dates they ceased to be president of the Republic of Ghana.

Names of Presidents	Dates they ceased to be president
Edward Akufo Addo	24 th February, 1966
Dr. Kwame Nkrumah	13 th January, 1972
Ft. Lt. Jerry John Rawlings	7 th January, 2001

BIBLIOGRAPHY

1. A paper on naming of Ghana (2019) <https://www.myjoyonline.com/opinion/2019/January-21st/j-b-danquah-on-naming-the-republic.php>.
2. Briggs, Philips, Ghana, Bradt Travel Guide, page 135. Published by Bradt Travel Guides; 7th edition.
3. Cultural Studies for Junior High Schools Pupil's Books 1, 2 & 3 (1989) – Curriculum Research and Development Division, Ghana Education Service.
4. Ghana's culture, history, and people (Britannica.com). <https://www.britannica.com/place/Ghana>. Accessed on 18th March, 2019.
5. Ghana Museums and Monuments Board - Forts and Castles. <http://www.ghanamuseums.org/forts/forts-castles.php>. Accessed on 17th February, 2019.
6. Ghana (2016): Philip Briggs, Sean Connolly. Published by Bradt Travel Guides; 7th edition.
7. History Curriculum for Primary Schools: Basic 1- 6 (2019): National Council for Curriculum and Assessment (NaCCA) - Ministry of Education, Ghana.
8. J. B. Danquah (2019) From Wikipedia, the free encyclopedia. https://en.wikipedia.org/wiki/J._B._Danquah.
9. Social Studies for Junior High Schools Pupils Book 1, 2 & 3 (1989) – Curriculum Research and Development Division, Ghana Education Service.
10. The birth of Ghana and the emergence of dictatorship. http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p5/baker_p3_12-01_vf/index.htm. Accessed on 17th February, 2019.
11. Vincent Letsa Kobla Djokoto (2019) J. B. Danquah on naming the Republic. <https://www.myjoyonline.com/opinion/2019/January-21st/j-b-danquah-on-naming-the-republic.php>.