

# HISTORY OF GHANA

*For Basic Schools*

## TEACHER'S GUIDE BOOK 3

Cyril K. Attipoe



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P. O. Box AN 19720, Accra -North

Tel: 0302-325057, 0302-325058

E-mail: [masterman48@yahoo.com](mailto:masterman48@yahoo.com)

[info@mastermanpublications.com](mailto:info@mastermanpublications.com)

Website: [www.mastermanpublications.com](http://www.mastermanpublications.com)

## **PREFACE**

The History of Ghana for Basic Schools Book 3 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 units 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, units, activities and exercises. It will, no doubt, prove helpful to the facilitator.

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## **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 units 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 / 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 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 THE PEOPLE OF GHANA**

*[Refer to pages 1 to 23 of Learner's Textbook 3]*

**Content Standards**

- Exhibit knowledge of the unique history of the major ethnic groups in Ghana.

**Subject Specific Practices and Core Competences**

- 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.

**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 2, the Atlas, pictures and illustrations.

**Introduction**

In Book 2, learners learnt that an ethnic group is a group of people who speak a common language and can trace their origin to one ancestor. This means that people who belong to the same ethnic group share the same culture.' We also identified the six (6) major ethnic groups in Ghana: Akan, Ewe, Ga-Adangbe, Mole-Dagbani, Gonja and Guan.

This Unit intends to assist learners to discuss the origins of the major ethnic groups in Ghana.

### **Indicators**

After studying this Unit, learners will be able to discuss the origins of the major ethnic groups in Ghana.

### **Performance Indicators**

1. Learners describe an ethnic group.
2. Learners mention the name of the ethnic group they belong to.
3. Learners mention the major ethnic groups in Ghana.
4. Learners explain the term 'migration'.
5. Recount the origin of one major ethnic group in Ghana.
6. Trace the migratory route of any one of the major ethnic groups in Ghana.

### **Diagnostic Assessment**

1. Describe an ethnic group.
2. Mention the name of the ethnic group you belong to.
3. Mention the major ethnic groups in Ghana.
4. Explain the term 'migration'.
5. Recount the origin of one major ethnic group in Ghana.
6. Trace the migratory route of any one of the major ethnic groups in 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. *[Refer to pages 1 to 15 of Learner's Textbook].*



### Activity 1

Let learners brainstorm to explain the meaning of the key words. Let learners 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. [Refer to pages 1 to 15 of Learner's Textbook 3]

### Meanings of some Key Words

- **Ethnic group** is a group of people who speak a common language and can trace their origin to one ancestor.
- **Ancestor** is a person, typically one more remote than a grandparent, from whom one is descended.
- **Empire** is an extensive group of states or countries ruled over by a single monarch, or a sovereign state.
- **Migrate** means to go and live in another area or country.
- **Settled** means to become familiar with somewhere new, such as a new house, job, or school, and to feel comfortable and happy there
- **Warlord** is a military commander, especially an aggressive regional commander with individual autonomy.
- **Fertile land** is a land that has the necessary soil nutrients to support crop production.
- **Peaceful** means free from disturbance; tranquil.

### Meanings of additional key words for the teacher

- **Origin** is the point or place where something begins.
- **Migration** refer to moving to live in another area or country.
- **Kingdom** is a country, state, or territory ruled by a king or queen.

- **Wicked** is evil or morally wrong.
- **King Agorkoli** was a very wicked king of the Ewes in the ancient days.
- **Harsh** refers to something that is unpleasantly rough.
- **Warrior** is someone who has achieved great success in war.
- **Warlord** is a military commander, especially an aggressive regional commander with individual autonomy.
- **Ndewura Jakpa** was an ancient warlord of the people of Gonja.
- **Red Hunder** was an ancient warrior of the Mole-Dagbani people.

### **Activity 2**

Revise previous lesson in Learner's Book 2 on major ethnic groups of Ghana with learners. Let learners brainstorm the meaning of an ethnic group. Let learners mention the major ethnic groups in Ghana.

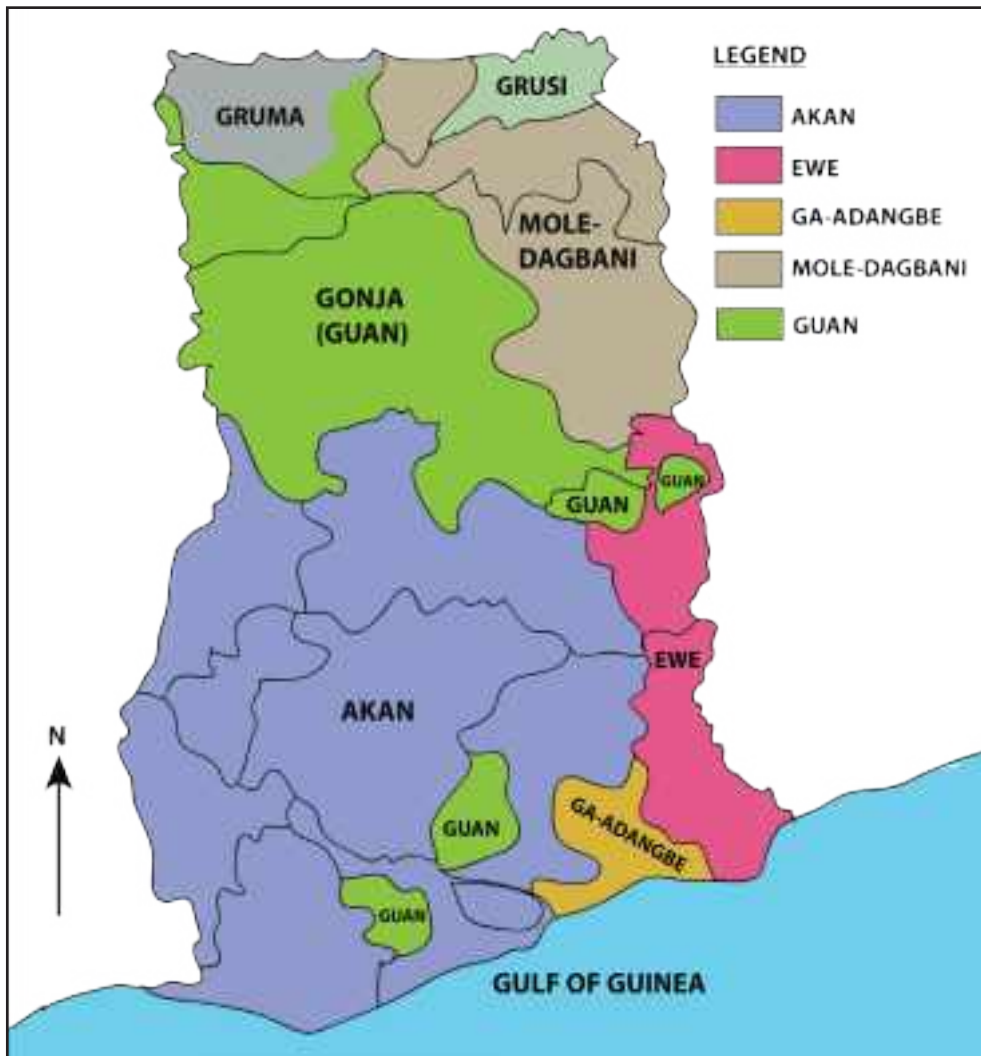
### **Activity 3**

Let learners discuss the introduction to the origin of ethnic groups in Ghana. Let learners describe the major ethnic groups in Ghana. E.g. Akan, Ewe, Mole-Dagbani, Gonja, Ga-Adangme, Guan.

### **Activity 4**

Let learners use a map that shows the major ethnic groups in Ghana to identify where the major ethnic groups are located. Refer to page 3 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.



A map showing the major ethnic groups in Ghana

### Activity 5

Let learners discuss the origin of the Akan ethnic group. Let learners use the map on page 7 of Learner's Textbook 3 and the Atlas to trace the migration routes of the Akan ethnic group into present-day location in Ghana. Let learners perform activities 3 and 4 on pages 6 and 7 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

### **Activity 6**

Let learners discuss the origin of the Ewe ethnic group. Let learners use the map on page 8 of Learner's Textbook 3 and the Atlas to identify and trace the migration routes of the Ewe ethnic group into present-day location in Ghana. Guide learners to perform activity 5 on pages 9 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

### **Activity 7**

Lead learners to discuss the origin of the Ga-Adangbe ethnic group. Let learners use the map on page 9 of Learner's Textbook 3 and the Atlas to trace the migration routes of the Ga-Adangbe ethnic group into their present location in Ghana. Guide learners to perform activity 6 on page 10 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

### **Activity 8**

Let learners discuss the origin of the Mole-Dagbani ethnic group. Let learners use the map on page 11 of Learner's Textbook 3 and the Atlas to identify and trace the migration routes of the Mole-Dagbani ethnic group into their present location in Ghana. Let learners perform activity 7 on page 12 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

### **Activity 9**

Let learners discuss the origin of the Guan ethnic group. Let learners use the Atlas to trace the migration routes of the Guan ethnic group into their present location in Ghana. Let learners perform activity 8 on page 13 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

### **Activity 10**

Let learners brainstorm the reasons for the migration of the various ethnic groups. Let learners discuss the reasons for the migration on pages 13 to 15 of Learner's Textbook 3.

- Encourage learners to ask questions about things they do not understand.
- Teacher should award marks to each member of the groups according to their group's performance.
- 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.

**Exercise 1** [*Refer to pages 16 and 17 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 1**

1. An ethnic group
2. Akan
3. Ga-Adangbe
4. True
5. True
6. Mali
7. Old Ghana Empire
8. Ahafo, Brong Ahafo, Bono East, Eastern, Central, Ashanti, Western and Western North Regions.
9. 1200s

**Exercise 2** [*Refer to pages 18 and 19 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 2**

1. Nigeria
2. Benin
3. Notsie
4. King Agorkorli
5. King Agorkorli
6. Volta Region
7. Aflao
8. Keta, Aflao, Ho, etc

**Exercise 3** [*Refer to pages 19 and 20 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. Nigeria
2. Togo
3. Greater Accra Region
4. Learners mention two Ga-Adangbe towns e.g. Accra, Nunguah, Teshie, Tema, Ningo, Prampram, Ada etc.
5. Accra

**Exercise 4** [Refer to pages 20 to 22 of Learner's Textbook 3]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 4**

1. Lake Chad
2. Hausa Land
3. Tohazie
4. Mali
5. Gbewa, Pusiga
6. Nanumba Kingdom
7. Northern, North East and Savannah regions.
8. Dagbon, Tamale, Yendi, Savelugu, Nanton etc.

**Exercise 5** [Refer to pages 22 to 23 of Learner's Textbook 3]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.



**Answers to Exercise 5**

1. Burkina Faso
2. Black Volta River
3. Guans
4. Ndwura Jakpa
5. Western, Eastern, Oti.
6. Anum, Boso, Larteh, Okere, and Kyerepong, Akpafu/Lolobi, Buem, Nkonya, Likpe, Logba, Amedzofe, etc.
7. Two reasons why ethnic groups migrated in the olden days:
  - i. Most of the ethnic groups migrated to their present places today in search of fertile land.
  - ii. Some people migrated in search of sources of water supply usually because of drought.
  - iii. Some ethnic groups migrated in search of a peaceful or safe place to stay.
  - iv. Some people migrated because they were chased by slave raiders.
  - v. Some people migrated to escape from their wicked rulers.
  - vi. Some migrated in search of a profitable trade.

## Unit 2 INTER-GROUP RELATIONS

*[Refer to pages 24 to 46 Learner's Textbook 3]*

### Content Standards

- Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges were formed.

### Subject Specific Practices and Core Competences

- Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations.

### 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 3, the globe, map of Ghana, Atlas, pictures and illustrations.

### Introduction

This lesson intends to help learners recount the nature of exchanges among the various ethnic groups. It also seeks to help learners identify some items of trade exchanged between the ethnic groups. The lesson will further explore conflicts and alliances that existed among the ethnic groups in Ghana.

### Indicators

After studying this Unit learners will be able to

1. Discuss the nature of exchanges among the ethnic groups.
2. Name some of the items exchanged among various ethnic groups.
3. Describe the conflicts and alliances that existed among the ethnic groups in Ghana.

### Diagnostic Assessment

1. Mention some of the items exchanged among various ethnic groups during the pre-colonial times.
2. Describe the conflicts that existed among ethnic groups in Ghana and their effects.

#### 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 organize remedial lessons on which the questions are based.

### Activity 1

Let learners brainstorm the meaning of the key words. Let learners 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. *[Refer to pages 24 to 42 Learner's Textbook 3]*

### Meanings of some Key Words

- **Handicrafts** are decorative domestic objects made by hand.
- **Pottery** refers to pots, dishes, and other articles made of fired clay.
- **Livestock** means farm animals regarded as an asset.
- **Interior** means situated on or relating to the inside of something; inner.
- **Inhabitant** is a person or animal that lives in or occupies a place.
- **Vow** is a sincere promise to do a specified thing.
- **Invasion** is an instance of invading a country or region with an armed force.
- **Foodstuff** is a substance suitable for consumption as food.

- **Retreat** means withdraw from enemy forces as a result of their superior power or after a defeat.
- **Bodyguard** is a person or group of people employed to escort and protect an important or famous person.
- **Century** means a period of one hundred years.

### **Activity 2**

Let learners brainstorm the forms of exchanges that took place among ethnic groups in the pre-colonial period including inter-marriage. Let learners discuss the forms of exchanges that took place among ethnic groups in the pre-colonial period. Let learners identify the benefits of these exchanges. Refer to pages 25 to 29 of Learner's Textbook 3.

### **Activity 3**

Let learners brainstorm the mode of transporting goods during the pre-colonial period. Lead learners read and discuss the mode of transporting goods during the pre-colonial period. Refer to page 31 and 32 of Learner's Textbook 3.

### **Mode of transporting Goods**



*Camels*

#### **Activity 4**

Let learners read and discuss the influence that ethnic groups had on each other. Refer to pages 34 to 36 of Learner's Textbook 3.

#### **Activity 5**

In small groups, have learners read and discuss inter-marriages among the various ethnic groups. Refer to page 34 to 36 of Learner's Textbook 3.

#### **Activity 6**

Let learners read and discuss some conflicts and alliances that existed among the ethnic groups in Ghana:

1. The Battle of Feyiase
2. The Battle of Akatamanso
3. Krepi war of 1833

Discuss why those who won the war won and why the other people lost. Encourage learners to ask questions. Refer to pages 36 to 42 of Learner's Textbook 3.

#### **Exercise 1** [Refer to pages 43 and 44 of Learner's Textbook 3]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

#### **Answers to Exercise 1**

1. Two items that the Akans used for trade before the arrival of the Europeans included gold, kola etc.
2. Two items that the coastal people used for trade before the arrival of the Europeans included dried fish and salt etc.
3. Exchange of goods and services e.g. barter system. You exchange what you have with what you want.

4. The main products that the Mole-Dagbani people use for trade during the olden days included sorghum, banana, maize, millet, cowpea and livestock i.e. cattle sheep and goat.
5. Goods were transported and exchanged across the Saharan region by horse powered chariot-like vehicles and camels.
6. Goods exchanged across the Saharan region before the arrival of the Europeans were: salt. Smoked fish, dried fish, fruits, horses, beads, cloth, copper, gold, ivory, kola nuts and slaves.
7. One benefit of belonging to a country that has more than one ethnic group e.g. you get to enjoy variety of food by other ethnic groups etc.

**Exercise 2** [*Refer to pages 44 and 45 of Learner's Textbook 3*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 2**

1. Ntim Gyakari
2. 40 years
3. Red clay people
4. Anytime a member of the royal family dies.
5. They were afraid they would be killed or sacrificed.
6. Owusu Koanyama
7. They did not want to be sacrificed.
8. They were tired of their wicked king.
9. Osei Tutu
10. The battle of Feyiase

**Exercise 3** [*Refer to pages 45 and 46 of Learner's Textbook 3*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. Krepí is now called **Peki**. It is in the **Volta** region of Ghana.
2. United
3. 1886
4. The Asante wanted to punish the people of Accra for assisting the other local chiefs and the British in the Battle of Nsamankow. Refer to pages 37 and 38 of learner's textbook.
5. United
6. Dodowa

## Unit 4 MAJOR HISTORICAL LOCATIONS

*[Refer to pages 47 to 87 of Learner's Textbook 3]*

### Content Standards

- Demonstrate knowledge of the forts and castle built in Ghana.

### Subject specific practices and core competences

- The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates.

### 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 3, the globe, map of Ghana, Atlas, pictures and illustrations.

### Introduction

We learnt that a historical location is a site where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value. Historical sites are usually protected by law, and many have been recognized with the official **national historical site** status. A historical location may be any building, landscape, site or structure that is of local, regional, or national significance.

Historical sites and heritage sites are often maintained for members of the public to be able to visit. Visitors usually come out with a sense of nostalgia for that era. They usually wish to learn about their cultural heritage, or general interest in learning about the historical context of the site.

The Europeans built three castles and at least thirty forts on the coast of present-day Ghana. These forts and castles are considered National Monuments.



This Unit intend to assist learners to identify the forts and castles built along the coast of Ghana.

### **Indicators**

After studying this Unit, learners will be able identify the forts and castles built along the coast of Ghana.

### **Performance Indicators**

1. Learners describe what a historical location is.
2. Learners mention the names of some forts and castles.
3. Learners tell who built the forts and castles.
4. Learners name some towns that have forts and castles.
5. Learners tell why the forts and castles where built.

### **Diagnostic Assessment**

1. Describe what a historical location is.
2. Tell who built the forts and castles.
3. Mention the names of some forts and castles.
4. Name some towns that have forts and castles.
5. Tell why the forts and castles where built.

### **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.

### Activity 1

Let learners brainstorm the meaning of the key words. Let learners 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. [Refer to pages 47 to 84 Learner's Textbook 3]

#### Meanings of some Key Words

- **Fortified** means provided with defensive works as protection against attack.
- **Castle** a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and in many cases a moat.
- **Fort** a fortified building or strategic position. It is usually smaller than a castle.
- **Monument** is a statue, building, or other structure erected to commemorate a notable person or event.
- **Trading-post** is a store or small settlement established for trading, typically in a remote place.
- **Victors** is a person who defeats an enemy or opponent in a battle, game, or other competition.
- **Abolish** is to formally put an end to (a system, practice, or institution).
- **Surrender** means to stop resisting to an enemy or opponent and submit to their authority.
- **Lodge** is a small house at the gates of a park or in the grounds of a large house, occupied by a gatekeeper, gardener, or other employee.
- **Renovate** means to restore something old, especially a building to a good state of repair.
- **Ruin** is the physical destruction or disintegration of something or the state of disintegrating or being destroyed.
- **Rehabilitate** means to restore (someone) to health or normal life by training and therapy after imprisonment, addiction, or illness.

### **Activity 2**

In small groups, learners distinguish between forts and castles. Let learners brainstorm to mention the forts and castles in their community and tell the stories about them. What if they don't have a fort in their community? What if there is no fort in the region they live? Let learners mention the forts and castles they know of in their region and tell the stories about them.

Let learners watch a video documentary on some of the major forts and castles in Ghana. In pairs, learners discuss and recount the history of the forts and castles they watched by answering the questions, Who built them? When was it built? Where was it built? Why was it built?

### **Activity 3**

Let learners match the forts and castles to the regions they can be located and tell the stories they know about them. Let learners list the forts and castles in the different regions they can be found.

- Central region has two castles and fifteen forts.
- Western region has 8 forts.
- Greater Accra region has one castle and six forts.
- Volta region has one fort.

### **Activity 4**

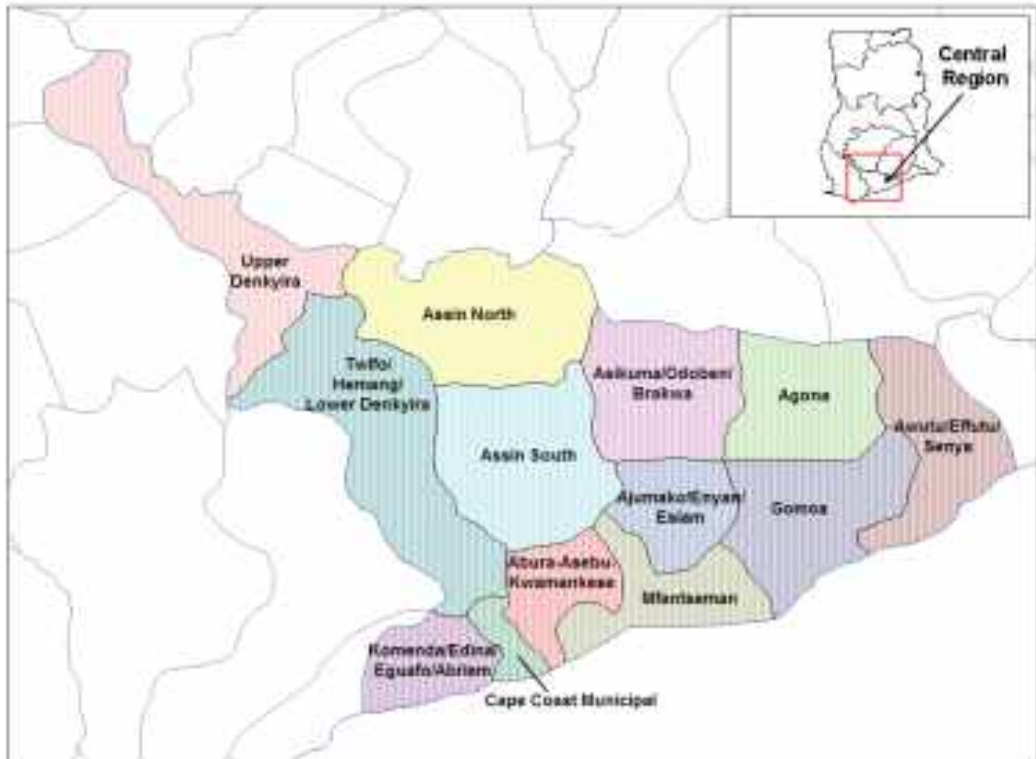
Let learners discuss about the forts and castles in the Central Region. Let learners discuss why the forts and castles are located mainly along the coast. Let learners identify the Europeans who built these forts and castles in the Central Region. Refer to pages 51 to 66 of Learner's Textbook 3.

### **Activity 5**

Let learners use the map of Ghana to identify the locations of the other forts and castles in each region: Let learners perform activity 2 on page 47 of Learner's Textbook 3.

1. Locate Central region on the map of Ghana.
2. Identify the capital of the Central region.
3. Locate the towns that have castles and forts in the Central region.
4. Teacher should award marks to each member of the groups according to their group's 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.
6. Encourage learners to ask questions about things that they do not understand.



A map showing Central region

### Activity 6

Let learners read about the forts and castles in the Western Region. Let learners discuss the forts and castles in the Western Region. Refer to pages 67 to 75 of Learner's Textbook 3. Let learners identify the Europeans who built these forts and castles.

### **Activity 7**

Let learners perform activity 3 on page 63 of Learner's Textbook 3.

1. Locate Western region on the map of Ghana.
2. Identify the capital of the Western region.
3. Locate the towns that have castles and forts in the Western region.
4. Teacher should award marks to each member of the groups according to their group's 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.
6. Encourage learners to ask questions about things that they do not understand.

### **Activity 8**

Let learners discuss about the forts and castles in the Greater Accra Region. Let learners discuss why the forts and castles are located mainly along the coast. Let learners identify the Europeans who built these forts and castles. Refer to pages 76 to 84 of Learner's Textbook 3.

### **Activity 9**

Let learners perform activity 4 on page 72 of Learner's Textbook 3.

1. Locate Greater Accra region on the map of Ghana.
2. Identify the capital of the Greater Accra region.
3. Locate the towns that have castles and forts in the Greater Accra region.
4. Teacher should award marks to each member of the groups according to their group's 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.
6. Encourage learners to ask questions about things that they do not understand.

### **Activity 10**

Let learners discuss about the forts and castles in the Volta Regions. Let learners discuss why the forts and castles are located mainly along the coast. Let learners identify the Europeans who built these forts and castles. Refer to pages 79 and 80 of Learner's Textbook 3.

### **Activity 11**

Let learners perform activity 5 on page 83 and 84 of Learner's Textbook 3.

1. Locate Volta region on the map of Ghana.
2. Identify the capital of the Volta region.
3. Locate the towns that have castles and forts in the Volta region.
4. Teacher should award marks to each member of the groups according to their group's 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.
6. Encourage learners to ask questions about things that they do not understand.

### **Activity 12**

Lead learners to read and discuss about the forts and castles in the Central, Western, Greater Accra and Volta Regions. Lead learners to discuss why the forts and castles are located mainly along the coast. Let learners identify the Europeans who built these forts and castles. Refer to pages 42 to 77 of learner's textbook.

### **Exercise 1** [*Refer to pages 85 and 86 of Learner's Textbook 3*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 1**

1. 3
2. Christianborg Castle
3. Three forts built in the Central Region:
  - i. Fort Nassau at Mouri

ii. Fort William at Cape Coast

iii. Fort William at Anomabu

*Refer to page 45 of Learner's Textbook 3.*

4. Central Region
5. Portuguese
6. Elmina
7. Anomabu in the Central Region
8. Dixcove in the Western Region
9. Beyin in the Western Region
10. Sekondi in the Western Region

**Exercise 2** [*Refer to page 86 Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 2**

1. Accra in Greater Accra Region.
2. Accra in Greater Accra Region.
3. Volta Region
4. Keta in the Volta Region
5. Shama in the Western Region

**Exercise 3** [*Refer to page 87 Learner's Textbook 3*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. The Danes
2. The British
3. The Danes
4. One (1)
5. The British
6. The Europeans built the Cape Coast Castle as a trading post and a place of residence.
7. Chief Assameni
8. The Europeans built forts and Castles in the Gold Coast as trading post and a place of residence.



## **Unit 5 SELECTED INDIVIDUALS**

*[Refer to pages 88 to 119 of Learner's Textbook 3]*

### **Content Standards**

- Describe the contributions of some outstanding Ghanaians entrepreneurs.

### **Subject Specific Practices and Core Competences**

- The use of evidence to appreciate the significant contribution of some Ghanaian women, learners become creative, innovative and digitally 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 3, pictures and illustrations.

### **Introduction**

This unit intends to assist learners to identify some outstanding selected Ghanaian entrepreneurs who have made significant contributions including George Grant, Esther Ocloo, B. A. Mensah, Kwabena Pepra, J. K. Siaw and Alhaji Iddrisu Adamu.

### **Indicators**

After studying this Unit, learners will be able to identify some outstanding selected Ghanaian entrepreneurs who have made significant contributions to national development.

### **Performance Indicators**

1. Learners mention the names of some outstanding entrepreneurs in their community and tell why they think these people are outstanding.
2. Learners mention the names of some outstanding entrepreneurs in Ghana and say why they think they are outstanding.

### **Diagnostic Assessment**

1. Name some outstanding women in their community and tell why they think these women are outstanding.
2. Name some outstanding women in Ghana and say why they think these women are outstanding.

#### **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 organize remedial lessons on which the questions are based.

### **Activity 1**

Let learners mention some outstanding entrepreneurs in their community. Let learners tell the reason for their choice and what they admire about these entrepreneurs.

### **Activity 2**

Mention some outstanding Ghanaian entrepreneurs who have made significant contributions to national development.

1. George Grant
2. Esther Ocloo
3. B. A. Mensah
4. Kwabena Pepra

5. J. K. Siaw
6. Alhaji Iddrisu Adamu.
7. Winifred Tete-Ansa

Let learners tell what they know about any of these distinguished entrepreneurs. Refer to page 85 of Learner's Textbook 3.

### Activity 3

Let learners brainstorm the meaning of the key words. Let learners 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. [Refer to pages 88 to 108 Learner's Textbook 3]

### Meanings of some Key Words

- **Entrepreneur** is a person who sets up a business or businesses, taking on financial risks in the hope of profit.
- **Influential** means to have great influence on someone or something.
- **Treasurer** is a person appointed to administer or manage the financial assets and liabilities of a society, company, local authority, or other body.
- **Recipe** is a set of instructions for preparing a particular dish, including a list of the ingredients required.
- **Preservation** is the action of preserving something.
- **Trustee** is an individual person or member of a board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.
- **Empowerment** is authority or power given to someone to do something.
- **Brewery** is a place where beer is made commercially.
- **Importation** means the bringing of goods or services into a country from abroad for sale.

- **Apprentice** is a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
- **Transporter** is a person or thing that transports something.
- **Pharmacist** is a person who is professionally qualified to prepare and dispense medicinal drugs.

#### **Activity 4**

Let learners read and discuss about Mr. George Alfred Grant on his achievements and contribution to national development. Refer to pages 89 and 90 of Learner's Textbook 3.

#### **Activity 5**

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example google) to find the contextual meanings of the key words that they would come across when reading the story of Madam Esther Ocloo. 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. [Refer to pages 89 to 92 Learner's Textbook 3]

#### **Meanings of some Key Words**

- **Potter** is a person who makes pots, bowls, plates, etc., out of clay: a person who makes pottery by hand.
- **Blacksmith** is a person who works with iron and steel. The blacksmith hammers hot iron on an anvil to change its shape. Blacksmiths make iron and steel tools.
- **Scholarship** is a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.
- **Colonies** are countries or areas under the full or partial political control of another country and occupied by settlers from that country.
- **Poverty** is the state of being extremely poor.
- **Recipes** is a set of instructions for preparing a particular dish, including a list of the ingredients required.
- **Manufacturers** is a person or company that makes goods for sale.

- **Prejudice** is a preconceived opinion that is not based on reason or actual experience.
- **Economic** empowerment is the ability to make and act on decisions that involve the control over and allocation of financial resources
- **Successful** means to accomplishing a desired aim or result.
- **Micro-lending** is the lending of money in small amounts to impoverished individuals and groups who are unable to obtain loans from mainstream banks.

### **Activity 6**

Let learners read and discuss about Madam Esther Ocloo on her achievements and contribution to national development. Refer to pages 89 to 92 of Learner's Textbook 3.



*Esther Ocloo*

### **Activity 7**

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words that they would come across when reading the story of Mr. B. A. Mensah. 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. [Refer to pages 92 to 96 Learner's Textbook 3]

### Meanings of some Key Words

- **Merchandise** are goods to be bought and sold.
- **Invoicing** to prepare an itemized bill for goods sold or services provided, containing individual prices, the total charge, and the terms.
- **Production** is the action of making or manufacturing from components or raw materials, or the process of being so manufactured.
- **Impressed** feeling or showing admiration or respect for someone or something.
- **Import** means to bring (goods or services) into a country from abroad for sale.
- **Carbolic soap** is a disinfectant soap containing phenol.
- **Ammunition** is a supply or quantity of bullets and shells.
- **Yarn** spun thread used for knitting, weaving, or sewing.
- **International** means existing, occurring, or carried on between nations.
- **Ventured** means to undertake a risky or daring journey or course of action.
- **Appropriate** means suitable or proper in the circumstances.

### Activity 8

Let learners read and discuss about Mr. B. A. Mensah on his achievements and contribution to national development. *Refer to pages 92 to 96 Learner's Textbook 3.*

### Activity 9

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words that they would come across when reading the story of Mr. Kwabena Pepra. 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. *[Refer to pages 100 to 103 of Learner's Textbook 3]*

### Meanings of some Key Words

- **Negotiations** refers to discussion aimed at reaching an agreement.
- Majority means the greater number.
- **Solely** means not involving anyone or anything else; only.
- **Shares** means to have portions of (something) with another or others.
- **Operated** means to control the functioning of (a machine, process, or system).

### Activity 10

Lead learners to read and discuss about Mr. Kwabena Pepra on his achievements and contribution to national development. *Refer to pages 100 to 103 of Learner's Textbook 3.*

### Activity 11

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words that they would come across when reading the story of Mr. J. K. Siaw. 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. *[Refer to pages 103 to 105 Learner's Textbook 3]*

### Meanings of some Key Words

- **Established** means having existed or done something for a long time and therefore recognized and generally accepted.
- **Pharmacist** is a person who is professionally qualified to prepare and dispense medicinal drugs.
- **Apprentice** is a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
- **Broker** is a person who buys and sells goods or assets for others.
- **Clerk** is a person employed in an office or bank to keep records, accounts, and undertake other routine administrative duties.

- **Transporter** is a person or thing that transports something.
- **Banned** means to officially or legally prohibit (something).
- **Brewery** is a place where beer is made commercially.
- **Wholly** means entirely; fully.

### Activity 12

Lead learners to read and discuss about J. K. Siaw on his achievements and contribution to national development. *Refer to pages 103 to 105 of Learner's Textbook 3.*

### Activity 13

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words that they would come across when reading the story of Mr. Ahaji Adam Iddrisu. 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. [Refer to pages 106 to 108 of Learner's Textbook 3]

### Meanings of some Key Words

- **Federated** means (of a country or organization) set up as a single centralized unit within which each state or division keeps some internal autonomy.
- **Commodities** a raw material or primary agricultural product that can be bought and sold, such as copper or coffee.
- **Honoured** is regarded with great respect.
- **Reputed** means to be generally regarded as having done something or as having particular characteristics.
- **Quality** the standard of something as measured against other things of a similar kind; the degree of excellence of something.



### **Activity 14**

Let learners read and discuss about Alhaji Adam Iddrisu on his achievements and contribution to national development. *Refer to page 106 to 108 of Learner's Textbook 3.*

### **Exercise 1** [Refer to pages 109 to 111 of Learner's Textbook 3]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 1**

1. Mr. George Alfred Grant
2. Mr. George Alfred Grant
3. Mr. George Alfred Grant
4. Mr. George Alfred Grant
5. Ebenezer Ako-Adjei
6. George Alfred Grant
7. London
8. Sekondi
9. Dr. Kwame Nkrumah
10. Saltpond
11. Mr. Kwabena Pepra
12. Winifred Tete-Ansa

**Exercise 2** [*Refer to pages 111 to 113 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 2**

1. 18<sup>th</sup> April, 1919
2. Farmer
3. Achimota School
4. Food processing
5. Marmalade (jam), orange juice, tie and die textile, shito, palm soup base, etc,
6. Achimota College
7. 1956
8. Madam Esther Ocloo
9. Madam Esther Ocloo
10. Madam Esther Ocloo

**Exercise 3** [*Refer to pages 114 to 116 of Learner's Textbook 3*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. Madam Esther Ocloo
2. Vegetable farmer
3. GB Ollivant
4. Carbolic soap, key soap, Henkes Aromatic Schnapps, EK Gin guns and ammunition.
5. It is used to weave kente cloth.
6. Tobacco
7. 1988
8. They said he was not paying appropriate taxes.
9. Mr. Kwabena Pepra
10. Mr. Kwabena Pepra
11. Land Rover vehicles
12. Tata

**Exercise 4** [*Refer to pages 116 to 118 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 5**

1. Obomeng
2. Basket weaving
3. Mr. J. K. Siaw
4. 3
5. 2
6. Guinness Ghana Breweries

7. Mr. J. K. Siaw
8. 1979
9. They said he was not paying appropriate taxes.

**Exercise 5** [*Refer to pages 118 to 119 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 5**

1. 15
2. 230
3. Alhaji Adam Iddrisu
4. Alhaji Adam Iddrisu
5. Alhaji Adam Iddrisu
6. Alhaji Adam Iddrisu
7. 2015

**Unit 1 ARRIVAL OF EUROPEANS**

*[Refer to pages 120 to 133 of Learner's Textbook 3]*

**Content standards**

- Describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs.

**Subject specific practices and core competences**

- As learners explore the cause and consequences of the interaction between Europeans and the locals, they enhance their communicative, collaborative and creativity 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 3, pictures and illustrations.

**Introduction**

We learnt earlier that the Portuguese were the first Europeans to arrive at the Gold Coast. The Portuguese arrived at the Gold Coast in 1482. In 1482, the Portuguese king, John II sent out an expedition team lead by Don Diego d'Azambuja to seek for permission from Nana Kwamina Ansah, the king of Elmina to build a castle at the time. The leader of the Portuguese, Don Diego d'Azambuja spoke through an interpreter.

Records show how the Portuguese described their meeting with Kwamina Ansah. They said Nana Kwamina Ansah was seated on a high chair dressed in a jacket of brocade, with a golden collar of precious stone and the chiefs were dressed in silk. They also said the 'noblemen'

wore rings and golden jewels on their head and beards. They said King Kwamina Ansah's legs and arms were covered with golden bracelets and rings. They also said that the collar around his neck has some small bells hanging and his plaited beard had golden bars which weighed it down and made it look straight and beautiful. The Portuguese described the King as a man of good understanding both in nature and in dealing with. They also described the King and his people as people who were well mannered and disciplined.

Nana Kwamina Ansah granted the wishes of the Portuguese and St. George's Fort, which we now call Elmina castle, was built.

This Unit intends to assist learners to identify and describe how the Europeans settled on the Gold Coast, including forming alliances with the local people.

### **Indicators**

After studying this Unit, learners will be able to describe how the Europeans settled on the Gold Coast including forming alliances with the local chiefs.

### **Performance Indicators**

1. Learners mention the name of the first Europeans who arrived at the Gold Coast.
2. Learners give reasons why the Europeans settled in the Gold Coast.
3. Learners give reasons why some of the local chiefs formed alliances with the Europeans.

### **Diagnostic Assessment**

1. Mention the name of the first Europeans who arrived at the Gold Coast.
2. Give reasons why the Europeans settled in the Gold Coast.
3. Give reasons why some of the local chiefs formed alliances with the Europeans.

**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.

**Activity 1**

Let learners brainstorm the meaning of the key words. Let learners 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. [*Refer to pages 121 to 129 of Learner's Textbook 3*]

**Meanings of some Key Words**

- **Noblemen** is a man who belongs by rank, title, or birth to the aristocracy; a peer.
- **Jewel** is a precious stone, typically a single crystal or piece of a hard lustrous or translucent mineral cut into shape with flat facets or smoothed and polished for use as an ornament.
- **Disciplined** means showing a controlled form of behaviour or way of working.
- **Mine** is an excavation in the earth for extracting coal or other minerals.
- **Overseas** means in or to a foreign country, especially one across the sea.
- **Illegal** not permitted or forbidden by law, especially criminal law.
- **Possessions** means the state of having, owning, or controlling something. It also means something that is owned or possessed.
- **Invade** means to enter (a country or region) so as to subjugate or occupy it.
- **Negotiate** means to obtain or bring about by discussion.
- **Allies** refers to states formally cooperating with another for a military or other purpose.
- **Alliances** means a union or association formed for mutual benefit, especially between countries or organizations.
- **Inherit** means to receive (money, property, or a title) as an heir at the death of the previous holder..

### **Activity 2**

Let learners brainstorm to discuss the meeting between the Portuguese and Nana Kwamina Ansah. *Refer to pages 121 and 122 of Learner's Textbook 3.*

### **Activity 3**

Let learners perform activity 2 on page 118 of Learner's Textbook 3.

Put learners into two groups:

1. Let learners dramatize the meeting between the Portuguese and Kwamina Ansah. Give each learner a role to play:
  - Let one person play the role of King Kwamina Ansah.
  - Let some people play the role of the Noblemen of Elmina.
  - Let one person play the role of Don Diego d'Azambuja.
  - Let one person play the role of an interpreter.
  - Let the rest play the role of the Portuguese who accompanied Don Diego d'Azambuja.
2. Let learners tell the class why the Europeans wanted to build a trading-post in the Gold Coast.

### **Activity 4**

Let learners discuss how the Europeans settled on the Gold Coast including forming alliances with the local people. *Refer to pages 123 to 125 of Learner's Textbook 3.*

### **Activity 5**

Let learners discuss the relationship that existed between the Europeans and the local people. *Refer to pages 128 and 129 of Learner's Textbook 3.*

### **Exercise 1** [Refer to pages 130 and 131 of Learner's Textbook 3]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.



2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 1**

1. Portuguese
2. 1471
3. Don-Diego d'Azambuja
4. King Kwamina Ansah
5. The Chiefs and Elders of Elmina
6. The Portuguese said that Nana Kwamina Ansah was dressed in a jacket of brocade, with a golden collar of precious stone and the other chiefs were dressed in silk. They also said that the noblemen wore rings and golden jewels on their head and beards.

*Refer to pages 110 and 111 of learner's textbook.*

7. The Portuguese describe the King of Elmina as a man of good understanding both in nature and in business. They also said that the people were well mannered and disciplined. They said Nana Kwamina Ansah granted them their wish to build a fort which later became the St. George's Fort and now known as Elmina Castle.
8. The Portuguese describe King Kwamina Anasah as a man of good understanding both in nature and in business.

### **Exercise 2 [Refer to page 132 of Learner's Textbook 3]**

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 116 to 125 of Learner's Textbook 4.
2. Ask learners to provide the correct answers to the questions into their exercise books. Refer to pages 116 to 125 of Learner's Textbook.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 2**

1. Asantes
2. To give them labour they needed to build stronger states.
3. Gold
4. It was very profitable
5. They Europeans needed slaves to work on the farms and mines in the Americas.
6. This was because they were stronger and resistant to diseases that was killing indigenous people.

**Exercise 3** [*Refer to page 133 of Learner's Textbook 3*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions into their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. Commander Hill
2. Captain George Maclean
3. True
4. True
5. True
6. True

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