

HISTORY OF GHANA

For Basic Schools

TEACHER'S GUIDE BOOK 4

Cyril K. Attipoe



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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 4 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 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 it 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 able 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 origin 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 socio-economic 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

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

The content of the Learner’s Textbook is organised 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 organised 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.

ORGANISATION OF THE TEACHER’S GUIDE

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

- The **Chapters** are the broad areas of content to be studied. These are referred to as Chapters in the Textbook and the Facilitator’s Guide.
- The **unit** are the sub-topics within each Chapter. These are referred to as units in the Textbook and the Facilitator’s Guide.
- **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 WHY AND HOW WE STUDY HISTORY

[Refer to pages 1 to 10 of Learner's Textbook 4]

Content Standards

1. Explain the importance of studying the history of Ghana.
2. Understand the sources for writing history.

Subject Specific Practices and Core Competences

- Learners develop their cultural identify creativity and innovative skills as they identify the importance of studying history.
- Use of evidence in learning history helps learners develop their critical thinking 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, newspapers, magazines, brochures, a diary, video documentaries, pictures and illustrations.

Introduction

Learners have learnt earlier in their previous classes that history is refers to important events that happened in the past. And that includes important events that happened to them in the past. People may know what happened in the past by looking at things from the past through books, newspapers, letters, journals, dairies and artifacts like pottery, tools and the remains of animals and humans.

This unit intends to assist learners to explain the importance of studying the history of Ghana and identify the sources of history including archaeological, numismatics, oral tradition, wall paintings etc.

Indicators

After studying this unit learners will be able to:

1. Explain the importance of studying the history of Ghana.
2. Identify the sources of history including archaeological, numismatics, oral tradition, wall paintings etc.

Performance Indicators

1. Learners explain the meaning of ‘history’.
2. Learners state one reason we study history or an importance of studying history.
3. Learners name some sources of history.

Diagnostic Assessment

1. Explain the meaning of ‘history’.
2. State one reason we study history or an importance of studying history.
3. Name some sources of history.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If your pupils are unable to answer these questions confidently, it may be necessary for you to organize remedial lessons on which the questions are based. *[Refer to pages 1 to 5 of Learner’s Textbook].*

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 1 to 7 of Learner’s Textbook 4]*

Meanings of some Key Words

- **History** is the recordings of everything that happens in the past.
- **Historian** is a scholar who studies and writes about the past.
- **Source** is a place, person, or thing from which something originates or can be obtained.
- **Pottery**
- **Biography** is the history of a person's life written by another person.
- **Autobiography** is the history of a person's life written by himself.
- **Artifacts** are objects made by a human being, typically one of cultural or historical interest.
- **Customs** are traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.
- **Traditions** are long-established customs or beliefs that has been passed on from one generation to another.

Meanings of additional key words for the teacher

- **Survival** is an object or practice that has continued to exist from an earlier time.
- **Pride** confidence and self-respect as expressed by members of a group, typically one that has been socially marginalized, on the basis of their shared identity, culture, and experience.
- **Mock** means to tease or laugh at in a scornful or contemptuous manner.
- **Coexistence** is the state or fact of living or existing at the same time or in the same place.
- **Dairy** is a record of events, transactions, or observations kept daily or at frequent intervals. A daily record of personal activities, reflections, or feelings.
- **Manuscripts** are books, documents, or pieces of music written by hand rather than typed or printed or an author's handwritten or typed text that has not yet been published.

- **Documentaries** are films or television or radio programmes that provides a factual report on a particular subject.
- **Brochures** are small books or magazines containing pictures and information about a product, person or service.
- **Report** is a give spoken or written account of something that one has observed, heard, done, or investigated.
- **Archaeology** is the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. *Archaeological* means relating to archeology.
- **Linguistics** the scientific study of language and its structure, including the study of grammar, syntax, and phonetics.
- **Ethnography** is the scientific description of peoples and cultures with their customs, habits, and mutual differences.

Activity 2

Revise previous lesson in Basic 1 the meaning of history:

- i. Let learners recall and explain the term history.
- ii. Lead learners to read and discuss the meaning.
- iii. Let learners read and discuss the meaning of history on pages 1 and of Learner's Textbook.

In book 1, we leant that important human activities that happened in the past is history. Your history includes any important activity in your past. People may know important events that happened in the past by looking at things from the past through sources like books, newspapers, letters and artifacts like pottery, tools and the remains of animals and human beings.

- The **history of a community** refers to all significant human activities that happened in the past of the community.
- The **history of a family** refers to all significant past events that happened to the family.

History is an interesting record of past events of a person, place, thing or family.

Refer to pages 1 to 3 of Learner's Textbook.

Activity 3

Guide learners to perform activity 2 on page 4 of their textbook:

- i. Let learners discuss the difference between biography and an autobiography.
- ii. Brainstorm to let learners tell 'who is a historian?'

A person's history describes that person's life. A person's history is called a **biography** or bio for short. However, when one writes his own biography, it is known as an **autobiography**.

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

Activity 4

Let learners brainstorm to tell why we study history or the importance of studying history. Lead learners to read and discuss the importance of studying history on pages 1 to 3 of Learner's Textbook.

Importance of studying history

The following are some of the importance of studying history:

- i. The study of history promotes the survival of ethnic groups.
- ii. History allows us to understand the present because of past events.
- iii. History helps us to identify our culture and origin. When you identify your culture and origin it gives you a sense of pride and a feeling of belonging.
- iv. History helps us to understand each other's culture and traditions. When you understand the way of life of people from other ethnic groups, you get to understand them and not judge them or mock them when they do certain things. When you understand the

culture and tradition of other people it becomes easier to live with them peacefully. This promotes peaceful coexistence.

- v. History increases cross culture awareness and understanding. This helps to promote national integration: that is living together as one people.
- vi. History teaches us moral lessons.

Activity 5

Guide learners to perform activity 3 on page 4 of their textbook:

- i. Let learners discuss how history teaches us customs, values, traditions and its importance to the nation.
- ii. Let learners discuss how history can promote national pride, patriotism and integration and our identity as Ghanaians.

Meanings of some Key Words

- **Values** are principles or standards of behaviour; one's judgement of what is important in life.
- **National pride** is love and devotion to one's country, and reinforces the alliance of all citizens of this country who share the same values.
- **Patriotism** the quality of being patriotic; devotion to and vigorous support for one's country.
- **National integration** is the awareness of a common identity amongst the citizens of a country that promotes unity.

Refer to pages 2 and 3 of Learner's Textbook.

Exercise A [Refer to page 5 of Learner's Textbook 4]

- 1. Let learners discuss the questions under this revision 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 A [Refer to pages 1 to 5 of Learner's Textbook]

1. **History** is an interesting record of past events of a person, place, thing or family.
2. A person's history is called *biography* or bio for short. **Biography** is the history of someone written by another person.
3. An **autobiography** is a history of someone written by that person himself.
4. Three importance of history:
 - i. The study of history promotes the survival of ethnic groups.
 - ii. History allows us to understand the present because of past events.
 - iii. History helps us to identify our culture and origin. When you identify your culture and origin it gives you a sense of pride and a feeling of belonging.

[Refer to pages 2 and 3 of Learner's Textbook for more on the importance of history].

Activity 6

Let learners brainstorm the sources of history. Let learners read and discuss the primary and secondary sources of history. *Refer to pages 7 and 8 of Learner's Textbook.*

Sources of history

The sources of history refers to the way through which historical information can be obtained. There are two main sources of history. These are Primary and Secondary:

1. **Primary sources of history**

Primary sources of history may be documentary or non-documentary. Documentary primary source of history simply means the use of written accounts to tell history. Examples of such written accounts provided by people who were living witnesses

to past events include artifacts, manuscripts, recordings, pictures, books, articles, magazines, documentaries, brochures, reports, records, travelers, accounts, diary records and autobiographies.

Non-documentary primary sources of history refers to sources of history that have not been written but provide original historical information. They are known as unwritten sources of history. Examples include oral traditions, archaeological findings, linguistics, ethnobotany, ethnography and numismatics.

- Oral traditions refer to stories of the past, legends and culture (way of life) that have been handover to us from one generation to another.
- Archeological findings are the examination of certain objects obtained through excavations.
- Linguistics refers to the study of languages in the various forms to determine their relationship with other languages.
- Ethnobotany is the scientific study of the traditional knowledge and customs of a people concerning plants and their medical, religious, and other uses.
- Ethnography is the study of the present-day social institutions of people. This includes the study of crafts and artistic skills of people over time.
- Numismatics refers to the scientific analysis and study of money and how people have used money throughout history. It is also means to refer to the collection of coins, currency, tokens, paper money, and related objects. When a coin collector uses the word numismatic, it means the study of coins. Numismatics also means the research and collection of all money-related items such as banknotes, symbols, medals, etc.

2. Secondary sources of history

Secondary sources of history refers to interpretations and analyses that that are given to primary sources of history referred to above. Secondary sources are dependent upon primary sources. Examples include biographies, encyclopaedias, history books and other textbooks.

Activity 7

Guide learners to perform activity 3 on page 5 of Learner's Textbook 4:

1. This activity should be done in class under Teacher's supervision.
2. Each pair or group should give a presentation of the main points from their discussions.
3. Teacher should award marks to each member of the groups according to their group's performance.
4. 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.
 - i. Let learners mention two main sources of history.
 - ii. Let learners discuss and describe the two main sources of history.
 - iii. Let learners provide examples of the two main sources of history.

Additional Information

History comes from Greek (ἱστορία), *historia* which means 'inquiry; knowledge acquired by investigation. History is the study of important past events of the society. Events that occurred before written records are considered prehistory. History relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events.

Exercise B [*Refer to pages 8 to 10 of Learner's Textbook*]

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 B [*Refer to pages 1 to 7 of Learner's Textbook*]

1. (b) biography
2. (c) autobiography
3. (c) Biographies
4. (d) Encyclopaedias
5. True
6. True
7. True
8. history
9. historian
10. secondary

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

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 C [Refer to pages 5 to 7 of Learner's Textbook]

1. Two main sources of history. E.g. (i.e. primary and secondary sources) artifacts, diaries, manuscripts, recordings, pictures, books, articles, magazines, documentaries, brochures, reports, records, travelers account, biographies, autobiographies, oral tradition, archaeological findings, linguistic, and ethnography. **Refer to pages 3 to 5 of pupil's textbook.**
2. The two main sources of history are Primary and Secondary Sources:
 - i. **Primary sources** of history may be documentary or non-documentary. Documentary primary source of history simply means the use of written accounts to tell history. Examples of such written accounts provided by people who were living witnesses to past events include artifacts, manuscripts, recordings, pictures, books, articles, magazines, documentaries, brochures, reports, records, travelers, accounts, diary records and autobiographies.

Non-documentary primary sources of history refers to sources of history that have not been written but provide original historical information. They are known as unwritten sources of history. Examples include oral traditions, archaeological findings, linguistics, ethnobotany and ethnography.
 - ii. **Secondary sources** of history refers to interpretations and analyses that that are given to primary sources of history referred to above. Secondary sources are dependent upon primary sources. Examples include biographies, encyclopaedias, history books and other textbooks.

Unit 1 THE PEOPLE OF GHANA

[Refer to pages 11 to 44 of Learner's Textbook 4]

Content Standards

- Show understanding of some of the factors that led to the rise, expansion and decline of one major kingdom.

Subject Specific Practices and Core Competences

- As learners reconstruct and interpret factors that led to the rise, expansion and decline of a major kingdom, they develop cultural identity 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

Ghana is made of people from different ethnic groups. Ghana has six major ethnic groups. These ethnic groups moved from different places to settle in their present homes. This unit intends to assist learners to learn about the major Kingdoms formed by the ethnic groups, how the kingdoms were formed and how they managed to expand.

Indicators

After studying this unit, learners will be able to:

1. Describe how one major kingdom was formed and the reasons behind its expansion.
2. State the factors that led to the decline of the kingdom you have studied.

Performance Indicators

1. Learners name some of the major ethnic groups of Ghana.
2. Learners name one kingdom that existed in Ghana.
3. Learners outline factors responsible for the formation of the major kingdoms of Ghana.
4. Learners give one reason that led to the decline of any of the kingdoms.

Diagnostic Assessment

1. Name some of the major ethnic groups of Ghana.
2. State any one kingdom that was formed in Ghana.
3. Discuss any one factor that led to the formation of any of the major kingdoms that existed in Ghana.
4. Give one reason that led to the decline of any of the kingdoms.

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 11 to 41 Learner's Textbook 4]*

Meanings of some Key Words

- **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, an oligarchy, or a sovereign state.
- **State** is a community formed by people and exercising permanent power within a specified territory
- **Chiefdom** is an area or region governed by a chief.
- **Alliance** is a union or association formed for mutual benefit, especially between countries or states.
- **Constitution** is a set of rules and regulations that is used to govern the people of a country.
- **Slavery** is the practice or system of owning slaves.
- **Colonialisation** is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
- **Political** means relating to the government or public affairs of a country.
- **Dictatorship** means a country governed by a dictator.

Meanings of additional key words for the teacher

- **Kingdom** is a country, state, or territory ruled by a king or queen.
- **Dynasty** is a line of hereditary rulers of a state, kingdom or country.
- **Successor** is a person or thing that succeeds or replaces another.
- **Reign** means the period of rule of a monarch.
- **Weaken** means to make or become weak in power, resolve, or physical strength.
- **Leadership** is the action of leading a group of people or an organization.
- **Unity** is the state of being united or joined as a whole.

- **Organisation** is the action of making arrangements or preparations for an event or activity.
- **Abolish** means to formally put an end to a system, practice, or institution.
- **Descendant** a person, plant, or animal that has the same ancestor.
- **Dispute** means a disagreement or argument.
- **Monarchy** is a form of government with a king, queen, or emperor as the head.
- **Kingmaker** is a person who brings leaders to power through the exercise of political influence or those who select kings or queens.

Activity 2

Revise previous lesson in Basic 3 about ethnic groups with learners. Let learners perform activity 2 on page 12 of Learner's Textbook 4.

1. This activity should be done in class under Teacher's supervision.
2. Teacher should award marks to each learner according to his or her performance.
3. 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.
 - i. Let learners recall the meaning of an ethnic group.
 - ii. Let learners name some of the major ethnic groups in Ghana and briefly describe them.
 - iii. Let learners find out about the people of their ethnic groups and do a class presentation to describe the people of their ethnic groups.

Learners studied in book 3 that Ghana is made of people from different ethnic groups. 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 a similar culture. Culture is defined as the way a group of people live.

The six major ethnic groups in Ghana are:

1. The Akan
2. The Ewe
3. The Ga-Adangbe
4. The Mole-Dagbani
5. The Guan
6. The Gonja

These ethnic groups present in Ghana today, moved from different places to settle in their present homes. Refer to pages 11 and 12 of Learner's Textbook 4.

Activity 3

Put learners in small groups and have them discuss the Vegetational Zones in Ghana. Let learners read and discuss kingdoms that emerged in the Savannah, Forest and Coastal Zones.

Show the vegetational map of Ghana and have learners identify the kingdoms that were formed in the various zones.

Formation of States and Kingdoms IN Ghana

Before the Europeans came to Ghana, societies in Ghana were based on families, communities and small states. Later, these communities and smaller states grew to become powerful kingdoms with complex social and political systems.

The kingdoms and states were formed across the country in the different vegetational zones. The vegetational zones of Ghana were: **the Savannah Zone, the Forest Zone and the Coastal Zone.**

In the Savannah Zone, there were large centralised kingdoms that were formed. A centralised kingdom was kingdom in which the political power was vested in the hands of one person. As a governing authority, all policies, laws and decisions came from that end. All other political wing which exercised authority at the local level was depending on the consent of the central authority. The two dominant kingdoms that were centralised in the Savannah area were the Mole-Dagbani and the Gonja. The Mole-Dagbani had kingdoms such as Mamprusi, Dagomba (Dagbon) and Nanumba.

Similarly, there were large centralised kingdoms that were formed in the Forest Zone. They included the Adanse, Akwamu, Akyem, Asante, Bono, Denkyira, among others.

In the Coastal Zone, kingdoms such as the Ahanta, Fante, Effutu, Ga-Adangbe, Anlo, and others were formed. These kingdoms were formed along the coastal towns in Southern Ghana. [Refer to pages 13 and 14 of Learner's Textbook 4].

Exercise A [Refer to page 14 of learner's textbook]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise A

1. **Savannah Zone:** Gonja, Mole Dagbani (Dagbon, Nanumba, Mamprusi)
Forest Zone: Akwamu, Asante, Denkyira, Assin, Adansi, Akyem, etc.
Coastal Zone: Fante, Ga-Adangbe, Ewe, Nzema, Effutu, etc.
2. The Gonja and Mole-Dagbani were centralised kingdoms because they practiced a political system whereby the political power was vested in the hands of one person.
3. A non-centralised kingdom was a kingdom that had no central government to make laws and enforce them. They included states such as Vagala, the Sisala, the Talensi, Kokomba, Koma, Tampulensi, Chamba, etc.

Activity 4

Let learners brainstorm and talk about how kingdoms were founded in the ancient times and what led to the decline of these kingdoms. Let learners mention some of these kingdoms or states in the Gold Coast or present-day Ghana.

- Use the map of Ghana to assist learners to locate Asante and identify some of its neighbours. Refer to page 16 of Learner's Textbook 4.

- Let learners perform activity 3 on page 16 of Learner’s Textbook 4.
[Teacher should award marks to each learner based on his or her performance]
 - i. Let learners mention three Asante towns that they know.
 - ii. Let learners identify the Asante Kingdom on the map of Ghana.
 - iii. Encourage learners to ask questions about things that they do not understand.
- Let learners perform activity 4 on page 23 of Learner’s Textbook 4. This activity should be done in class under Teacher’s supervision.
 1. Put class into groups.
 2. In groups, let learners read and discuss the factors that led to the rise of the Asante Kingdom.
 3. In groups, let learners read and discuss the factors that led to the fall of the Asante Kingdom.
 4. Each pair or group should give a presentation of the main points from their discussions.
 5. Teacher should award marks to each member of the groups according to their group’s performance.
 6. 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.
 7. Encourage learners to ask questions about things that they do not understand.

Factors that contributed to the rise and expansion of the Asante Kingdom.

i. Leadership role

The leaders of the Asante kingdom provided very powerful leadership. This made it possible for them to build an Empire in the midst of war and other troubles.

ii. Unity

The people of Asante were united together by the golden stool. The golden stool served as a symbol of national unity for the people of Asante. This unity helped the people of Asante to rise and expand their state into an empire.

iii. Military organization

The people of Asante had a very strong standing army which fought fiercely to defeat their enemies. This made the kingdom to rise and expand.



The Golden stool

iv. Political organization

The people of Asante were very organized. They had a paramount chief or king who was assisted by divisional chiefs and other political officers to rule the kingdom. This also contributed to the rise and expansion of the Asante kingdom.

v. The use of fire arms

During the olden days, it was only those who traded with the Europeans in the Gold Coast who had access to weapons like firearms. The Asantes traded in gold and slaves with the early Europeans in exchange for firearms to protect and expand their kingdom.

vi. The slave trade

The slave trade played a very important role in the rise and expansion of the Asante empire. The Asantes captured and bought a lot of slaves for the purpose of war and also to protect and expand their kingdom. Sometimes, the slaves they captured during wars were sold to the Europeans. So, the slave trade also helped the Asantes to rise and expand their kingdom.

Factors that led to the decline or fall of the Asante Kingdom

- i. Frequent wars against other states to expand and to capture prisoners of war who were then sold into slavery. These frequent wars weakened the state.
- ii. The abolition of the slave trade.
- iii. Colonization of the states and kingdoms by the British through crafty agreements and wars.
- iv. Their large kingdom or territorial expansion led to their decline, because the large size of the state created the problem of effective control over the whole territory.

Exercise B [Refer to page 23 of Learner's Textbook 4]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. Three states that were part of the Asante kingdom:
 - i. Asante state
 - ii. Bono state
 - iii. Nzema state
 - iv. Denkyira state
2. Three factors that led to the rise of the Asante Kingdom:
 - i. Leadership role - The leaders of the Asante kingdom provided very powerful and effective leadership. This made it possible for them to build an empire in the midst of war and other troubles.
 - ii. Unity - The people of Asante were united together by the golden stool. The golden stool served as a symbol of national unity for the people of Asante. This unity helped the people of Asante to rise and to expand their state into an empire.

- iii. Military organization - The people of Asante had a very strong standing army which fought fiercely to defeat their enemies. This made the kingdom to rise and expand.
 - iv. Political organization - The people of Asante were very organized. They had a paramount chief or king who was assisted by divisional chiefs and other political officers to rule the kingdom. This also contributed to the rise and expansion of the Asante kingdom.
 - v. The use of firearms - During the olden days, it was only those who traded with the Europeans in the Gold Coast that had access to weapons like firearms. The Asante traded in gold and slaves with the early Europeans in exchange for firearms to protect and expand their kingdom.
 - vi. The slave trade - The slave trade played a very important role in the rise and expansion of the Asante empire. The Asante captured and bought a lot of slaves for the purpose of war and also to protect and expand their kingdom. Sometimes, the slaves they captured during wars were sold to the Europeans. So, the slave trade also helped the Asante to rise and to expand their kingdom.
3. Three factors that led to the decline of the Asante Kingdom:
- i. Frequent wars against other states to expand and to capture prisoners of war who were then sold into slavery. This frequency of wars weakened the state.
 - ii. The abolition of the slave trade.
 - iii. Colonisation of the kingdom by the British through crafty agreements and wars.
 - iv. Their large kingdom or territorial expansion led to their decline, because the large size of the state created the problem of effective control over the whole territory.

Activity 5

Let learners read and discuss the states that constitute the Savannah Zone i.e. the Gonja and the Mole-Dagbani. Lead learners to read and discuss the Mole-Dagbani Kingdoms. Let learners use the map of Ghana to identify the locations of the Mole-Dagbani people. Let learners identify and name the regions where the Mole-Dagbani's can be located.

The Formation of Kingdoms in the Savannah Zone

The Savannah zone had large and powerful kingdoms such as the Gonja and the Mole-Dagbani kingdoms. Even though these two kingdoms were separate kingdoms and independent of each other, they had certain similar features. For example, their political symbol of authority was the skin. Thus, their kings were enskinned. They also share similar social institutions like festivals. For example, the Damba festival is celebrated in both kingdoms.

- **Mole-Dagbani Kingdoms**

We learnt in Book 3 that the Mole-Dagbani ethnic group lived in an area east of Lake Chad. From Lake Chad, they moved to Zamfara in Hausaland.

When the Mole-Dagbani were migrating to present-day Ghana, they made a stop-over at present-day Mali. It is said that during those days, the people of Mali were heavily losing wars against their neighbouring tribes. So, the King of Mali asked for help from Tohazie, “the Red Hunter”. The Red Hunter and his people helped the people of Mali to defeat their neighbours. This made the Emperor of Mali very happy. The Emperor of Mali wanted to reward Tohazie, so he gave Tohazie his daughter to marry. They were blessed with a son who was called Bawa or Gbewa. Tohazie and his people then moved to N’Gurmah in present-day Burkina Faso in search of slaves. From there, they moved to Pusiga in present-day Ghana.

[Refer to pages 23 to 26 of Learner’s Textbook 4]

Activity 9

Let learners perform activity 5 on page 27 of Learner’s Textbook 4. Learners need an Atlas or a map of Ghana for the activity.

1. Let learners mention three Mole-Dagbani groups that they know.
2. Let learners identify the Mole-Dagbani kingdoms on the map of Ghana.
3. Let learners use the map of Ghana to identify and mention some Mole-Dagbani towns.

Activity 10

Let learners read and discuss factors that contributed to the rise and expansion of the Mole-Dagbani Kingdoms. *Refer to pages 21 and 23 of Learner’s Textbook 4.*

Factors that contributed to the rise and expansion of the Mole-Dagbani Kingdoms

The following are some of the reasons that contributed to the rise and expansion of the Mole-Dagbani Kingdoms.

i. Political organization

One very important factor that contributed to the rise of the Mole-Dagbani states was their political organization. For example, the Mole-Dagbani Kingdoms were ruled by a paramount chief, below whom there were divisional and other political officers.

ii. Agriculture

The people from the Northern and Savanna belts made good use of the agricultural lands available to them. They cultivated crops for domestic use and for sale to earn income. This economic activity helped them to acquire wealth, to rise and to expand their states.

iii. Industries

The Mole-Dagbani Kingdoms established industries based on the raw materials that were found there. This also helped them to gain wealth, which helped the rise and expansion of their states.

iv. Trade routes

Because the Mole-Dagbani Kingdoms were established along trade routes, it made it very easy for the people to trade with foreign merchants. This made them wealthy and also contributed to their rise and expansion.

v. Islamic religion

The foreign merchants from North Africa introduced the Islamic religion to the Northern States. Some Mole-Dagbani Kingdoms rose and expanded because they wanted to spread the Islamic religion.

Activity 11

Let learners read and discuss the factors that led to the decline of the Mole-Dagbani Kingdoms. Refer to page 29 and 30 of *Learner's Textbook 4*.

Factors that led to the decline of the Mole-Dagbani Kingdoms

- i. Frequent wars against other states to expand and to capture prisoners of war weakened their states.
- ii. The abolition of the slave trade.
- iii. Chieftaincy disputes which had to do with who should ascend to the throne when a chief or king died.
- iv. Colonization of the states and kingdoms by the British through crafty agreements and wars.

Activity 12

Let learners perform activity 6 on page 30 of Learner's Textbook 4. Put learners into groups. This activity should be done in class under Teacher's supervision.

1. Let learners read, identify and mention the states that were part of the Mole-Dagbani kingdoms.
2. Let learners, in their groups, read and discuss the factors that led to the rise of the Mole-Dagbani kingdoms.
3. Let learners, in their groups, read and discuss the factors that led to the fall of the Mole-Dagbani kingdoms.
4. Each pair or group should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions about things they do not understand.
6. Teacher should award marks to each member of the groups according to their group's 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.

Activity 13

Let learners do the project work on page 30 of Learner's Textbook 4. Put learners into groups.

1. Each group should carry out a research to find out about the rise and decline of the Gonja state or kingdom.
2. Each group should give a presentation about their research findings.
3. Encourage learners to ask questions about things they do not understand.
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.

Exercise C [Refer to page 30 of learner's textbook]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise C

1. Name three states that formed part of the Mole-Dagbani kingdom:

- i. Mamprugu state
- ii. Dagomba state
- iii. Nanumba state

2. Factors that led to the rise of the Mole-Dagbani kingdom:

The following are some of the reasons that contributed to the rise and expansion of the Mole-Dagbani.

- i. Political organization - One very important factor that contributed to the rise of the Mole-Dagbani states was their political organization. For example, the Mole-Dagbani were ruled by a paramount chief below whom there were divisional and other political officers.
- ii. Agriculture - The Mole-Dagbani made good use of the agricultural lands available to them. They cultivated crops for domestic use and for sale to earn income. This economic activity helped them to acquire wealth, which in turn helped them to rise and expand their states.
- iii. Industries - The Mole-Dagbani established industries based on the raw materials that were found in their geographical areas. This also helped them to gain wealth and to rise and expand their states.
- iv. Trade routes - Because the Mole-Dagbani were established on trade routes, it made it very easy for the people to trade with foreign merchants. This made them wealthy and also contributed to their rise and expansion.

- v. Islamic religion - The foreign merchants from North Africa introduced Islamic religion to the Mole-Dagbani. Some Mole-Dagbani states rose and expanded because they wanted to spread the Islamic Religion.
3. Three factors that led to the decline of the Mole Dagbani kingdom:
- i. Frequent wars against other states to expand and to capture prisoners of war who were then sold into slavery. These wars weakened the Mole Dagbani states.
 - ii. The abolition of the slave trade, which stopped the regular flow of income to the people.
 - iii. Chieftaincy disputes which had to do with who should ascend to the throne when a chief or king died.
 - iv. Colonization of the states and kingdoms by the British through crafty agreements and wars.

Activity 14

Let learners read and discuss the states that constituted the Coastal States i.e. the Anlo, the Fante and the Ga-Adangbe. Lead learners to read and discuss the Ga State. Refer to pages 30 to 41 of Learner's Textbook 4.

Guide learners to perform activities 7, 8 and 9 on pages 32, 34 and 35 of Learner's Textbook:

- i. Let learners mention three Anlo towns they know.
- ii. Let learners locate some Anlo towns on the map of Ghana.
- iii. Let learners mention three Fante towns they know.
- iv. Let learners locate some Fante towns on the map of Ghana.
- v. Let learners mention three Ga towns they know.
- vi. Let learners locate some Ga towns on the map of Ghana.

Coastal States and Kingdoms in Ghana

The coastal states and kingdoms in Ghana are the traditional political units that were found along the coasts of the Gold Coast before the Europeans arrived. These traditional coastal states were the Anlo, the Fante, Effutu, the Ga Adangme, the Nzema and the Ahanta.

The coastal states existed at different times but had similar features. Their political setting was monarchies with powerful kings. These kings were usually from the royal families or clans and were appointed by the kingmakers. Kings among the coastal states were seen as earthly gods of the land. Their power and authority could not be challenged since they would be seen as opposing the will of the gods.

i. The Anlo

The people of Anlo are of the Ewe ethnic group who occupy the South Eastern part of Ghana, close to Togo. They speak Ewe. Some of their towns are Anloga, Keta, Anyako, Tsiamé, Asademe etc. The Anlo established a very powerful state in the olden days.

ii. The Fante

One sub-group of the Akan who speak Fante is called the Fante. The Fante moved from Tekyiman in the Bono state under the leadership of Obunumankoma, Odapagyan and Oson. They finally settled at Mankesim in the Central Region of Ghana. Others settled at Abora, Enyan, Nkusukum and Ekumfi. Gomoa and Ajumako were later founded.

The Fante lived in the coastal area of the Central and Western regions of Ghana. Some notable Fante towns are Cape Coast, Apam, Saltpond, Anomabu, etc.

iii. The Ga-Adangme

The Ga-Adangme is made up of two groups; The Ga people and the Adangme people. The Ga people speak Ga and the Adangme people speak Adangme. However, each one of them understands the other's dialect.

The Ga occupy the grassland areas between the South of Akuapem and the coast. Their towns are Accra (Ga-Mashie) the capital of Ghana, Tema, Dansoman, Osu, La, Teshie, Amasaman, Ofankor and many more.

The Adangme are made up of the people of Krobo, Shia, Ningo, Prampram, Ada and other settlements in the Accra plains to the coast.

The Ga State

When the Ga first moved from the inland of their settlement to the coast, they did not have chiefs. The leaders were priests. They referred to God as their chief. The people of Ga found it necessary to install a chief during the 17th century. This was when they wanted to form a military alliance to defend their state against the Akwamu. Their desire to preserve their middleman role in trade with the Europeans also made them to adopt the chieftaincy institution and to form a centralized state.

The Priest of Accra and leader of the Ga left his religious functions to assume a political role as the chief of Ga. Ga-Mashie started to spread their political power far and wide and by 1634 their territories included Ayawaso, Great Accra, Little Accra, Labadi and Nungua.

The people of Akwamu and Latebi were vassals of the King of Accra. The chief of Akwamu sent his Prince to the court of the king of Accra to be educated. There were other courtiers and assistants in the court of the king of Accra. Those who were hunters became part of the military and were made captains (i.e. Asafoatsemei).

The people of Akwamu invaded Accra in 1659. However, no one won this war. The war resumed in 1677 and the people of Akwamu finally won after three years of fighting. The people of Akwamu invaded Accra because of two main reasons. These were:

1. The people of Ga imposed themselves as middlemen between the Europeans and inland people which included the people of Akwamu and Agona.
2. The Prince of Akwamu was maltreated by the people of Ga. He was even forced to circumcise which was against Akwamu custom. The circumcision of the Akwamu Prince made him unfit to become a king of Akwamu. This made the people of Akwamu very angry.

Activity 15

Let learners perform activity 10 on page 41 of Learner's Textbook:

Let learners read and discuss the factors that contributed to the rise of the Ga state. Refer to pages 36 to 41 of Learner's Textbook 4.

Factors that contributed to the rise of the Ga State

1. Political organization

One very important factor that contributed to the rise of the Ga state was their political organization.

The chief of Ga who was also the paramount chief ruled in close association with divisional and sub-chiefs. These chiefs and some representatives with the Asafo groups, supported the paramount chief and acted as his advisers.

2. Control of traditional commodities

Control of some very important traditional commodities like fish and salt also contributed to the rise of the Ga state in the Gold Coast. This was mainly because the Ga state was close to the sea and had direct access to abundance of fish in the ocean and lagoon. In addition, the Ga state also had access to salt which was a rare commodity at the time.

Among the people of the coastal states, including the Ga, the men went to sea to catch fish and their wives, sisters or other close relatives processed the fish through solar drying or smoking after which they were sold within the community and in the hinterlands. The Ga state also discovered the art of mining salt. The Ga state generated a lot of income through the sale of salt and fish. These made most of them rich and also contributed to their rise.

3. Able Leadership:

The Ga had powerful rulers who developed and expanded the kingdom. Some of these powerful leaders were Okai Kwei, Mamkpon Okai and the renowned Dode Akaibi. During their reign, they embarked on wars of expansion and succeeded in conquering other smaller states. Another king of the Ga called Ayitey, who is believed to be the second king of the Ga kingdom built the Ga capital at Ayawaso after they migrated to Ghana. The rulers of the Ga state contributed to the growth of their kingdom by forming alliances and building a united kingdom. They also ensured that good policies are implemented in the kingdom.

4. The role of Ga Religious practices:

The traditional religious practices and beliefs of the Ga was another factor for their rise. The Ga were ruled by the Wulomei, or the chief priests. The Wulomei were revered priests or priestesses who exercised political and religious authority over the Ga. Among the Ga, religion became a factor for building a united state. Through religious practices, rules and regulations as well as taboos were outlined to be followed by the people. This brought about peace and order in the Ga state.

5. Trade:

Another important factor that led to the rise of the Ga state was trade. The Ga had access to resources such as fish, salt and farm products. They exchanged these items

with people from other kingdoms. They established trade routes in their major towns such as Ayawso. The Ga also played middlemen role in the trade between the Europeans and people from the forest areas. It is believed that, the Ga and other coastal states did not want the European traders to have direct contact with other inland or forest states such as the Asante, Akwamu and Akyem. The trading activities and their role as middlemen made the Ga, a wealthy state.

Activity 15

Let learners read, identify and describe the factors that led to the decline of the Ga state. Refer to page 42 of Learner's Textbook 4.

Factors that led to the decline of the Ga State

1. Chieftaincy disputes which had to do with who should ascend to the throne when a chief or king died.
2. Colonization of the states and kingdoms by the British through crafty agreements and wars.
3. Adoption of western type of governance that weakened the authority of the kings.
4. Ga State imposed themselves as middlemen between the Europeans and inland people which included the people of Akwamu and Agona. This role attracted envy and rivalry from other states and resulted in wars against the Ga state.
5. When the Prince of Akwamu was maltreated by the Ga and forced to circumcise against Akwamu custom, it resulted in war between the two states. The Ga state was defeated after three years of fighting.

Additional Information

The majority of the population in Ghana (98%) is African. The remaining 2% is a combination of Asian, American, and European origins. Even though English is the official language of Ghana, the country is ethnically diverse with several ethnic groups and that speak different languages.

Exercise D [Refer to pages 42 to 44 of Learner's Textbook 4]

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.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise D

1. (b) Ethnic group
2. (c) Twi speaking people
3. (b) In the late 16th century
4. (d) In the late 18th century
5. (c) Asante
6. (d) Leadership and individual heroism
7. False
8. True
9. False
10. False
11. False
12. gold
13. slave trade
14. Nanumba

Unit 4 MAJOR HISTORICAL LOCATIONS

[Refer to pages 45 to 70 of Learner's Textbook 4]

Content Standards

- Demonstrate knowledge of the history of some locations in Ghana.

Subject Specific Practices and Core Competences

- As learners explore change and continuity in the study of historical locations, they enhance their personal development, 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, the globe, map of Ghana, Atlas, pictures and illustrations.

Introduction

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

Historic 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.

This unit intends to assist learners learn more about some major historical locations in Ghana, specifically, The Golden Jubilee House, Burma camp, James Town lighthouse, Gbewaa Palace, Larabanga Mosque etc.

Indicators

After studying this unit, learners will be able to describe the history of Ghana's major historical locations, specifically, The Flagstaff House, Burma camp, James Town lighthouse, Gbewaa Palace, Larabanga Mosque etc.

Performance Indicators

1. Learners describe what a historical location is.
2. Learners name some historical location in their community.
3. Learners mention some historical locations in Ghana.
4. Learners recount the history about some of the historical locations in Ghana.

Diagnostic Assessment

1. Describe what a historical location is.
2. Name some historical locations in their community.
3. Mention some historical locations in Ghana.
4. Recount the history behind some of the historical locations in Ghana.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If 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 45 to 66 of Learner's Textbook 4]*

Meanings of some Key Words

- **Cultural** relates to the ideas, customs, and social behaviour of a society.
- **Social** relates to society or its organization.
- **Heritage** means property that is or may be inherited; an inheritance.
- **Historic** means something that is famous or important in history, or potentially so.
- **Palace** is a large and impressive building forming the official residence of a ruler, pope, archbishop, etc.
- **Mosque** is a Muslim place of worship.
- **Mausoleum** is an external free-standing building constructed as a monument enclosing the interment space or burial chamber of a deceased person or people.
- **Fort** is a fortified building or strategic position.
- **Monument** is an important structure or site that is built or marked and preserved to commemorate persons or events and as a public property.
- **Founding fathers** are people who start or help to start a movement or institution.

Meanings of additional key words for the teacher

- **Historical location** is a site where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value.
- **Nostalgia** is a sentimental longing or wishful affection for a period in the past.
- **Palace** is a large and impressive building forming the official residence of a ruler, pope, archbishop, etc.
- **Residence** is the official home of a government minister or other public or official figure.
- **Famous** means known about by many people.
- **Notoriously** is used to emphasize that a quality or fact, typically a bad one, is well known.
- **Coup** is a sudden, violent, and illegal seizure of power from a government.
- **Mystic** means a person who seeks by contemplation and self-surrender to obtain unity with or absorption into the Deity or the absolute, or who believes in the spiritual apprehension of truths that are beyond the intellect.

- **Restoration** is the action of returning something to a former owner, place, or condition.
- **Mysteriously** means in a way that is difficult or impossible to understand, explain, or identify.
- **Ailment** means illness, typically a minor one.
- **Emerge** move out of or away from something and become visible.

Activity 2

Let learners perform activity 2 on page 46 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners in groups. Let learners read and discuss the meaning of a historical location.
2. Let learners mention a historical location in their locality.
3. Let learners mention some historical sites that they learnt about in the lower primary History textbooks.
4. Each group should give a presentation of the main points from their discussions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. 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 3

Let learners mention the name of where the president of Ghana lives and works. Lead learners to identify, read and discuss where the president of Ghana lives and works i.e. the Presidential Palace or The Flagstaff House. Show pictures of the Presidential Palace of Ghana. Refer to pages 48 and 49 of Learner's Textbook 4.

Presidential Palace – The Golden Jubilee House

The Presidential Palace in Accra is famous for a number of reasons. The Presidential Palace, also known as the Golden Jubilee House, serves as the residence and office for sitting presidents of Ghana. The Golden Jubilee House was built on the site of the building which was constructed and used initially for administrative purposes by the British Colonial government. When Ghana gained independence on the 6th of March, 1957, Dr. Kwame Nkrumah, the first president of Ghana used this place as his office and residence. It was our founding fathers, led by Dr. Kwame Nkrumah, who first named the place ‘Flag Staff House’ because of the purpose it served. The Flag Staff House also had a famous public zoo established by Osagyefo Dr. Kwame Nkrumah.



Presidential Palace - Golden Jubilee House

When Dr. Kwame Nkrumah’s government was overthrown by a coup in 1966, the Flag Staff House became the headquarters of the Ghana Armed Forces. In 1992, the Flag Staff House was taken over by the National Development Planning Commission (NDPC).

Through the leadership of former president John Agyekum Kuffour, a Presidential Palace was built in 2008 on the site of the old Flag Staff House used by Dr. Kwame Nkrumah. President

Kuffour named the Presidential Palace, The Jubilee House. This was because it was built at the time Ghana became fifty (50) years old.

In January, 2009 when Professor John Evans Atta Mills became President of the Republic of Ghana, he renamed the presidential palace, the Flag Staff House. However, in 2017, President Nana Akufo Addo also renamed the Presidential Palace, The Golden Jubilee House. The Presidential palace, which is also known as the Golden Jubilee House, is the home and workplace of the President of the Republic of Ghana.

Activity 4

Let learners mention the name of where soldiers live. Let learners mention the name of any military barracks in their locality or that they know about. Lead learners to read and discuss Burma Camp. Show pictures of Burma Camp. *Refer to pages 50 and 51 of Learner's Textbook 4.*

Burma Camp

Burma Camp is the headquarters of the Ghana Armed Forces and the Ghanaian Ministry of Defence. It can be located in the capital city, Accra. It was noted to be notoriously feared by civilians. This is because it is believed that during previous Ghanaian military regimes, some civilians who entered the camp never returned. Burma Camp was also the site used to stage the June 4, 1979, coup that made Jerry Rawlings Head of State.

Burma Camp was formally named after General Sir George Giffard who was in charge of military affairs for the British in West Africa in 1940. During the Second World War, General Sir George Giffard commanded the 11th Army Group under Mountbatten in Burma from November 1943 to 1944. The name of the Military Base was given when Ghana gained independence in remembrance of World War 2 campaign in Burma in which West African forces served.

Activity 5

Let learners mention the name of where the chief lives. Let learners mention the name of any palace that they know or have visited. Let learners read and discuss Gbewaa Palace. Show pictures of Gbewaa Palace. Refer to page 51 of Learner's Textbook 4.

Gbewaa Palace

Gbewaa Palace is the palace of the Ya Na, King of Dagbon. It is located at Nayilifong along the Yendi-Saboba road in Yendi. This palace was named after the famous warrior Gbewa, grandson of Tohazie, the Red Hunter.

Activity 6

Let learners tell ‘what is a mosque?’ Lead learners to read and discuss the Larabanga Mosque. Show pictures of the Larabanga Mosque. Refer to pages 52 and 53 of Learner’s Textbook 4.

The **Larabanga Mosque** is located in the town of Larabanga, in the West Gonja District of the Savannah Region of Ghana. Larabanga is about 15km north of Damongo and 4km south of Mole National Park.

Larabanga Mosque is the oldest mosque in Ghana and one of the oldest mosques in West Africa. It is usually called the “Mecca of West Africa».

According to legend, in 1421, an Islamic trader known as Ayuba had a dream while staying at where the mosque is today, near a “Mystic Stone”. In the dream, he was instructed to build a mosque. The strange thing was that, when Ayuba woke up, he found out that the foundations of the mosque that he has been instructed to build in the dream has already been laid. So, Ayuba had no other option than to build the mosque on this mystic foundation. This mosque is the Larabanga Mosque.

The mosque has undergone restoration several times since it was built by Ayuba in 1421. The World Monuments Fund (WMF) has contributed substantially to its restoration. The Larabanga mosque is listed as one of the 100 Most Endangered Sites in the world. It is built with mud and plastered with mud. During restoration works mud-plaster is usually used.

It is believed that Ayuba left instructions to be buried close to the mosque when he died and that the baobab which would shoot up on his grave should be preserved from generation to generation. When Ayuba died, he was buried close to the Larabanga mosque and after three days, the baobab shot up on his grave. Today, it is believed that, the leaves and stem of this baobab tree is used to mysteriously heal ailments by the people of Larabanga.

Activity 7

Let learners mention where they have ever seen a light house. Let learners tell what a light house is used for. Let learners read about the James Town Lighthouse. Show pictures of James Town Lighthouse. *Refer to pages 54 and 55 of Learner's Textbook 4.*

A **lighthouse** is a tower, building or other type of structure that is designed to emit light from a system of lamps and lenses that serve as a navigational aid for maritime pilots at sea or on inland waterways.

Lighthouses also used to mark coastlines that are very dangerous, reefs, rocks and safe entries to harbours. They are also used to assist in aerial navigation. Today, the use of lighthouses has reduced because of its expensive maintenance cost and the use of electronic navigational systems.

James Town Lighthouse is located in James Town in Accra also known as Ga Mashie. James Town is the oldest district in Accra that emerged in the 17th century because of the British James Fort and Dutch Ussher Fort during the colonial era.

James Town Lighthouse was built by the British at James Fort in 1871. The original structure was renovated in the 1930s and stands at 28m (92ft) tall. James Town Light House is 34metres (112ft) tall (above sea level). It has a visibility of 30km; on the tower of the lighthouse, you can get a good view of the harbour, James Fort, Bukom district and Ussher fort.

James Town Light House is made up of a store tower which has a lantern and a gallery that is attached to the keeper's house painted in red with white horizontal bands.

Activity 8

Let learner's name any Cathedral they know of. Lead learners to read and discuss the Old Navrongo Catholic Cathedral. Show pictures of the Old Navrongo Catholic Cathedral. Refer to pages 55 to 57 of Learner's Textbook 4.

The **old Navrongo Catholic Cathedral** is located in Navrongo in the Upper East Region of Ghana. It was built in 1920 by three missionaries; Father Chollet, Father Morin and Brother Eugene. These missionaries arrived at Navrongo in the year 1906 to preach the word of God.

The Old Navrongo Catholic Cathedral is a very big Catholic Cathedral. It is 60 metres long and 14 metres wide with a 13-metre bell tower. The building also has a central bell tower over its entrance porch with two smaller towers at each side.

The Old Navrongo Catholic Building is built with mud bricks and plastered with mud mortar. It is roofed with iron sheets and the walls have Nankani-Kassena images and Catholic symbols designed by women of Navrongo, starting from 1973. Although it was built in 1920, it became known as a Cathedral in the year 1934. People still worship in the old Navrongo Catholic Cathedral.

Activity 9

Let learners tell what a defence wall is. Explain the purpose of a defence wall, let learners read and discuss the Gwollu and Nalerigu defence walls (Show pictures of the Gwollu and Nalerigu defence walls). Refer to pages 58 and 59 of Learner's Textbook 4.

i. Gwollu defence Wall

Gwollu is a town which is about 70km north of Wa, in the upper West Region. The Gwollu defence wall was built by Gwollu Koro Limann in the 19th century to defend the local people against slave raiders.

ii. Nalerigu defence Wall

The Nalerigu defence wall was built in the 16th century by Naa Jaringa, a powerful Mamprusi chief. This wall was built to protect the people of Nalerigu from slave raiders. The wall was also built to make sure that Naa Jaringa's name is always remembered. The Nalerigu defence wall can be located at Nalerigu, a village in the East Mamprusi district, 120km south-east of Bolgatanga.

Activity 10

Let learners tell where they have seen buildings on water. Let learners read and discuss the Nzulezu Stilt Settlement. Show pictures of Nzulezu Stilt settlement. Refer to pages 59 and 60 of Learner's Textbook 4.

The name Nzulezu is an Nzema word which means ‘surface of water’. Nzulezu Stilt Settlement is a settlement built on Lake Tadane at Nzulezu, a town in the Western region of Ghana.

At Nzulezu, people do all kinds of activities like cooking and even pounding of fufu. There is a school and a church in Nzulezu. People go to school and church at Nzulezu. This settlement is more than 400 years old.

Activity 11

Let learners describe traditional buildings in the community. Let learners read and discuss the Asante Traditional Buildings and Kumasi fort and military museum. Show pictures of the Asante Traditional buildings. Let learners talk about the pictures and the designs on them. Show pictures of the Kumasi fort and military museum. *Refer to pages 60 to 64 of Learner’s Textbook 4.*

Asante Traditional Buildings

These are very old buildings of the 18th century and the early parts of the 20th century. The walls of the Asante Traditional Buildings were traditionally designed and decorated beautifully.

Images of reptiles, birds, fish, crocodiles, plants, shapes and symbols are usually used to decorate the walls. These buildings were used as palaces, shrines, homes of rich people, and mausoleums. Most of these buildings were replaced by modern buildings by the beginning of the 20th century. By 1960, it was left with only sixteen of the Asante Traditional Buildings and they were declared National Monuments.

Kumasi fort and military museum

The Kumasi fort and military museum is at Uaddara Barracks at Kumasi in the Ashanti region. It was built in 1820 by the Asantehene Osei Asibe Bonsu (Osei Bonsu). The fort was rebuilt in 1897 after it was destroyed by British forces in 1872. It is built with granite and brown soil that was transported from Cape Coast to Kumasi by porters.

Activity 12

Let learners tell what they know about Okomfo Anokye. Let learners read and discuss the Okomfo Anokye Sword. Show pictures of the Okomfo Anokye Sword. Refer to page 64 of Learner's Textbook 4.

Okomfo Anokye Sword

This sword was driven into the ground by Okomfo Anokye, the Chief Priest of Asante over 300 years ago. Many people have tried to remove this sword from the ground. Even machines, cars and trucks have tried to remove this sword from the ground but failed. It is therefore called the irremovable sword (sword that cannot be removed). The Okomfo Anokye sword can be located at Okomfo Anokye Teaching Hospital in Kumasi, capital city of the Ashanti region.

Activity 13

Let learners describe a slave market. Let learners read and discuss the:

- i. Assin Manso slave market
- ii. Paga Nania slave camp
- iii. Salaga slave market
- iv. Slave market of Abonse
- v. Saakpuli

Refer to pages 65 to 67 of Learner's Textbook 4.

Activity 14

Let learners perform activity 3 on page 67 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

- i. Put learners into groups.
- ii. Let learners mention a fort or castle in their community or region.
- iii. Let learners mention other forts and castles in other regions of Ghana.

- iv. Let each group discuss the uses of the forts and castles stated in 1 and 2 above.
- v. Let each group discuss why historical sites or locations are important.
- vi. Let each group discuss how to preserve and protect historical sites or locations.
- vii. Each group should give a presentation of the main points from their discussions.
- viii. Encourage learners to ask questions.
- ix. Teacher should award marks to each member of the groups according to their group's performance.
- x. 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 15

Let learners perform the project work on page 70 of Learner's Textbook.

- i. Put learners into groups.
- ii. Let learners research about a historical location in Ghana that was not mentioned in the Learner's Textbook.
- iii. Each group should give a presentation of the main points from their discussions.
- iv. Encourage learners to ask questions.
- v. Teacher should award marks to each member of the groups according to their group's performance.
- vi. 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

The following are some of the world's most famous Historical Landmarks. The Great Pyramid of Giza in Giza Plateau, Egypt, The Colosseum in Rome, Italy, Taj Mahal in Uttar Pradesh, India, Great Wall of China in the Shanhaiguan District, China, Sistine Chapel in Rome, Italy, Machu Picchu in the Cusco region, Peru, The Acropolis in Athens, Europe and The Great Sphinx of Giza in Egypt.

Exercise A [Refer to pages 67 to 69 of Learner's Textbook 4]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise A

1. (a) The Red Hunter
2. (b) Larabanga Mosque
3. (a) 1421
4. (b) Larabanga Mosque
5. (b) Kumasi
6. True
7. True
8. False
9. a historical site
10. Golden Jubilee House
11. Burma Camp
12. Gbewaa Palace

Exercise B [Refer to page 70 of Learner's Textbook 4]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. A historical location is a site where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value.
2. Examples of a Fort or a castle in a community or region of Ghana:

There are three **Castles** in Ghana. These are the Elmina Castle, Cape Coast Castle and Christiansborg Castle at Osu, Accra.

The forts in Ghana include: Fort Prinzensten at Keta in the Volta Region, Fort Orange at Sekondi and Fort St. Sebastian at Shama in the Western region and many more.

3. Other forts and castles in other regions of Ghana:

The three **Castles** in Ghana are Elmina Castle, Cape Coast Castle and Christianborg Castle at Osu, Accra.

Central Region has two (2) castles and fifteen (15) forts. They are: Elmina Castle, Cape Coast Castle, The Fort at British Komenda, Fort Vendenburg, Dutch Komenda, Fort St. Jago at Elmina, Fort Victoria at Cape Coast, Fort Royal at Cape Coast, Fort William at Cape Coast, Fort McCarthy at Cape Coast, Fort Fredericksburg at Amanful, Fort Nassau at Mouri, Fort William at Anomabu, Fort Little at Anomabu, Fort Amsterdam at Abandzi, The Fort Tantumquery, Fort Patience at Apam and Fort Good Hope at Senya Bereku

Western Region has eight (8) forts. They are: Fort Apollonia at Beyin, Fort St. Anthony at Axim, Fort Gross Friedricksburg at Princetown, Fort Dorothea at Akwida, Fort Metal Cross at Dixcove,,Fort Batenstein at Butre, Fort Orange at Sekondi and Fort St. Sebastian at Shama.

Greater Accra Region has one (1) castle and three (3) forts. They are: Christianborg castle at Osu, Accra; James Fort at James town, Accra; Ussher Fort at Ussher town, Accra; Fort Augustaborg at Teshie, Accra; Fort Kongestein, Ada; Fort Vernon, Prampram and Fort Fredensborg at Old Ningo.

Volta Region has one fort known as Fort Prinzensten at Keta.

4. One use of these forts and castles mentioned in 2 and 3 above:
 - i. They serve as tourist sites.
 - ii. Some of the forts or castles serve as museums.
 - iii. They are used to tell part of the stories of the slave trade and or colonial rule in the Gold Coast, now Ghana.
5. Historical sites or locations are important because they have historical, local, regional, or national significance. They tell a story about the cultural heritage of the people and many more.
6. We can preserve and protect historical sites or locations by taking good care of them and repairing damaged parts to preserve and protect them. We can also preserve and protect historical sites or locations when we turn them into tourist sites and tell their stories to visitors.

Unit 5 SELECTED INDIVIDUALS (TRADITIONAL RULERS)

[Refer to pages 71 to 90 of Learner's Textbook 4]

Content Standards

- Demonstrate the understanding of the role of significant traditional rulers in Ghana's history.

Subject Specific Practices and Core Competences

- The use of evidence to appreciate the significant contributions of some traditional rulers, learners became 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, pictures and illustrations.

Introduction

This unit intends to assist learners to identify some outstanding selected Ghanaian entrepreneurs who have made significant contributions to the development of Ghana. Such individuals include Dode Akaibi I of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I, Nana Sir Ofori Atta I of Akyem Abuakwa, Naa Gbewa of Pusiga and Nana Kobina Nketsia I of Esikado.

Indicators

After studying this unit, learners will be able to identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I, Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc.

Performance Indicators

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

Diagnostic Assessment

1. Name some traditional rulers who have played significant role in your community and tell why you think they were outstanding.
2. Name some traditional rulers who have played significant roles in Ghana and say why you think they are outstanding.

Note:

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

Methodology

The teacher is expected to use demonstrations, pictures, illustrations, discussions and simple examples given in the textbook to assist learners to identify some Ghanaian women who have made significant contributions to national development.

Activity 1

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

Activity 2

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

- i. Dode Akaibi I
- ii. Ndwura Jakpa
- iii. Osei Tutu I
- iv. Torgbui Sri I
- v. Sir Ofori Atta I

Let learners tell what they know about any of these distinguished individuals.

Activity 3

Let learners brainstorm the meaning of the key words that they would come across when reading the story of the selected individuals. 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 71 to 87 of Learner's Textbook 4*]

Meanings of some Key Words

- **Traditional rulers** are chiefs or kings of ethnic groups or particular areas.
- **Moral** is concerned with the principles of right and wrong behaviour.
- **Invader** is a person or group that invades a country, region, or other place.
- **Ordinance** is an authoritative order.
- **Kingdom** is a country, state, or territory ruled by a king or queen.
- **Allegiance** means loyalty or commitment to a superior or to a group or cause.
- **Patriotism** the quality of being patriotic; devotion to and vigorous support for one's country.
- **Criminals** are people who commit crimes.
- **Seminary** is a training college for priests.
- **Knight** (in the Middle Ages) is a man who served his sovereign or lord as a mounted soldier in armour.

Meanings of additional key words for the teacher

- **Encounter** means to unexpectedly be faced with or experience (something hostile or difficult).
- **Commencement** means the beginning of something.
- **Spiritual** means something relating to or affecting the human spirit or soul as opposed to material or physical things.
- **Instead** means an alternative or substitute.
- **Assimilated** means to take in and understand fully (information or ideas).
- **Luxury** is a state of great comfort or elegance, especially when it involves great expense.
- **Miscegenation** is the interbreeding of people considered to be of different racial types.
- **Repugnant** is something extremely distasteful; unacceptable.
- **Customary law** is the established pattern of behavior that can be objectively verified within a particular social setting.
- **Secession** is the action of withdrawing formally from membership of a federation or body, especially a political state.
- **Regalia** is the emblems or insignia of royalty, especially the crown, sceptre, and other ornaments used at a coronation.
- **Paraphernalia** are the miscellaneous articles, especially the equipment needed for a particular activity.
- **Caretaker** is a person or institution employed or appointed to look after something.
- **Deter** means to discourage (someone) from doing something by instilling doubt or fear of the consequences.

Activity 4

Let learners read and discuss Dode Akaibi I on her achievements and contribution to national development. Refer to pages 73 to 76 of Learner's Textbook 4.

Dode Akaibi was the grand-daughter of Wettay, the leader of the Obutus (Awutus), one of the Guan sub-groups and the Guans as a whole, and a princess of Obutus (Awutus). She was married to a Ga king called Mampon Okai also known as Dua Kwei. They had a son who was named Okai kwei, (Okai Koi).

It is believed that the Obutus (Awutus) established a good relationship with the Ga who before their encounter with the Obutus (Awutus) were led by their spiritual leaders. The Obutus had kings and the association of the Ga with them led to their commencement of kings ruling instead of their spiritual leaders.

Even today, though the Awutus are Guans, they are also considered as Ga because of Dode Akaibi's rule in the Ga land and the miscegenation between the Ga and the Obutus (Awutus). The Awutus and Senya Bereku were assimilated into the family of Naiwe in the Ga land and till date, the ruling families of Awutu and Senya Bereku bear the title of "Nai" in recognition of their blood relationship with the Ga.

Dode Akaibi, wife of the Ga Mantse, Mampon Okai also known as Dua Kwei and mother of Okai kwei, ruled as the first female king of the Ga after the death of Mampon Okai. This was due to the fact that, the heir to the throne, Okai kwei, was too young at the time of the demise of the king. Her rule was repugnant to the Ga customary law of succession which only allowed male rulers. She was the caretaker of the late king's regalia and paraphernalia and doubled as his wife.

Dode Akaibi I was the first female political leader of the Gold Coast. She ruled from 1610 to 1635. Before Dode Akaibi became chief of the Ga state, women were not given that honour to rule. However, it is believed that she was one of the greatest chiefs in the history of the Ga. During her reign, she made women proud and encouraged them that what men could do, they could also, and even do better.

Dode Akaibi's authority was not derived from privileged access to any deity. She had to formulate new methods to rule her people. She did this through legislation that drew the anger of her subjects. Dode Akaibi brought a new magnificence to royalty or chieftaincy. She combined western luxury with new standards of culture. It is believed that she introduced jewellery and colourful attires into chieftaincy. Some Ga people believed that it was Dode Akaibi I who introduced the custom of sitting on stools. This is because before she became ruler of the Ga state, stools were mainly carried to war to lift up the morale and the spirits of the warriors. This was to signify that the gods were with the warriors even at the battlefield.

However, Dode Akaibi demanded to sit on the war-stool for the people to see and show her authority over them.

Dode Akaibi I forbade men from using the expression, “bulu”(fool) in reference to their wives. Those who called their wives by such names were ordered to capture a live lion or tiger for her. This was done mainly to deter the men from disrespecting their wives.

Dode Akaibi led the Guan who are made up of the Obutus, Lartehs, Kyereponis, Krachis, Guans, etc to secure so many lands. These lands included Ayawaso, Nsakina, Ablekuma, Amasaman, etc. She also assisted the Akwamu people in so many wars.

She had her personal war stools which present-day are in Bereku and Larteh. These, she took to wars and trained most of the Akwamu warriors. It is said that she trained Nana Yaa Asantewaa, a renowned warrior from Asante.

Activity 5

Let learners perform activity 2 on page 75 of Learner’s Textbook 4. This activity should be done in class under Teacher’s supervision.

1. Put learners into groups.
2. Let learners read and find out more about ‘Dode Akaibi I’. Assist learners to use the Internet and other reliable books or research materials for this research work.
3. Each group should give a presentation on ‘Ndewura Jakpa’.
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.

Exercise A [Refer to page 76 of Learner’s Textbook 4]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 73 to 78 of Learner’s Textbook 4.

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 A

1. True
2. True
3. True
4. True
5. Dode Akaibi demanded to sit on the war-stool for the people to see and to show her authority over the people.
6. Men who called their wives ‘bulu’ (fool) and disrespected them were ordered to capture a live lion or tiger for her.
7. Okai Kwei (Okai Koi)
8. wife

Activity 6

Let learners brainstorm the meaning of the additional key words that they would come across when reading the story of Ndewura Jakpa. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of these additional 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 78 and 79 of Learner’s Textbook 4.

Meanings of additional key words for the teacher

- **Consult** means to seek information or advice from (someone, especially an expert or professional).
- **Followers** are people who support and admire a particular person or set of ideas.
- **Prophecy** is a prediction of what will happen in the future.
- **Mobilize** means to prepare and organize (troops) for active service.
- **Museum** is a building in which objects of historical, scientific, artistic, or cultural interests are stored and exhibited.
- **Establish** means to set up on a firm or something on permanent basis.

Activity 7

Let learners read and discuss Ndwura Jakpa on his achievements and contribution to national development. Refer to pages 78 and 79 of Learner's Textbook 4.

Sumaila Ndwura Jakpa was a Mande invader (from Senegal). He was initially a trader. It is believed that at a point he went bankrupt and consulted a mallam about his fortunes in life. The mallam he consulted told him that even though he came from a royal family, he would never ascend the throne. However, his fortunes lay in foreign lands where he could establish a kingdom for himself, his children and his followers. Somewhere in the 16th century, Sumaila Ndwura Jakpa believed in this prophecy. He mobilized tens and thousands of warriors and other followers and set out to achieve that dream.

Ndwura Jakpa was a very brave warrior. He invaded some parts of the Northern part of Ghana, Togo, Burkina Faso and Benin to establish his kingdom. He founded the Gonja State. He fought many battles to form the Gonja State. Ndwura Jakpa controlled some parts of Northern Ghana, Togo, Burkina Faso and Benin.

Today, there is a museum that is built to honour this great warrior in the North East Region of Ghana. The museum can be located at Buipe in the Central Gonja district of the Northern East region.

Activity 8

Let learners perform activity 3 on page 78 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners read and find out more about 'Ndwura Jakpa'. Assist learners to use the Internet and other reliable books or research materials for this research work.
3. Each group should give a presentation on 'Ndwura Jakpa'.
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.

Exercise B [Refer to page 78 of Learner's Textbook 4]

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 B

1. He was a trader.
2. Mallam
3. Ndwura Jakpa was called the invader because he attacked people in other places and took possession of other people's land and property.
4. Buipe in the Gonja district of the North East region of Ghana.

Activity 9

Let learners brainstorm the meaning of the additional key words that they would come across when reading the story of Osei Tutu I. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of these additional 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 80 to 82 of Learner's Textbook 4]*

Meanings of additional key words for the teacher

- **Concentration** is the action or power of focusing all one's attention.
- **Overlord** is a ruler or a person of great power or authority.
- **Shelter** is a place that gives temporary protection from bad weather or danger.
- **Bonding** is the establishment of a relationship or link with someone based on shared feelings, interests, or experiences.
- **Cemented** means to settle or establish firmly.
- **Unanimously** means without opposition; with the agreement of all people involved.
- **Rebel** means to rise in opposition or armed resistance to an established government or leader.
- **Advocate** is a person who publicly supports or recommends a particular cause or policy.

Activity 10

Let learners read and discuss Osei Tutu I on his achievements and contribution to national development. Refer to pages 80 to 82 of Learner's Textbook 4.

Osei Tutu was the founder of the Asante Confederation. He was born into a royal home. His uncle was ruler of the Asante capital, Kumasi. However, with a large concentration of separate Akan states around this area, it was seen impossible for one state to hold power over the others. This was mostly because the people of Asante have been under the powerful Denkyira kingdom for a long time.

An opportunity came for the people of Asante to challenge their overlords or the people of Denkyira and Osei Tutu seized this great opportunity. First, he started giving shelter to the people of Denkyira who had to run away from their cruel King, Ntim Gyakari.

In 1701, Osei Tutu called a meeting of all the sub chiefs of the Asante states, on the eve of the revolt against Denkyira. With unity brought about over cultural and spiritual bonding, the Asantes united against their Denkyira overlords. This unity was cemented when Okomfo Anokye suddenly commanded a golden stool from the sky.

It is believed that the golden stool fell onto Osei Tutu's lap and he was unanimously declared the king of the Asante.

Osei Tutu I defeated King Ntim Gyakari of Denkyira at the battle of Feyiase. After defeating Denkyira, Osei Tutu I used force and diplomacy to induce the rulers of the other Asante states to declare allegiance to Kumasi, his capital, to establish the Asante kingdom. Osei Kofi Tutu I is considered as the chief founder of the Asante kingdom, assisted by his Chief Priest, Okomfo Anokye. King Osei Tutu became one of the most important kings in West Africa.

Okomfo Anokye was a native of Awukugwa, a town in the Akuapem traditional area in the Eastern region of present-day Ghana. He was made the chief priest of Asante by king Osei Tutu I who happened to be his close friend. Okomfo Anokye was an advocate of spiritual unity. He was also a great adviser to Nana Osei Tutu I and helped him to establish and expand the Asante kingdom.

Activity 11

Let learners perform activity 4 on page 81 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners read and find out more about 'Osei Tutu I'. Assist learners to use the Internet and other reliable books or research materials for this research work.
3. Each group should give a presentation on 'Osei Tutu I'.
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.

Exercise C [Refer to pages 81 and 82 of Learner's Textbook 4]

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 in their exercise books.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise C

1. Ntim Gyakari
2. 1701
3. True
4. False
5. Osei Kofi Tutu I
6. Okomfo Anokye

Activity 12

Let learners brainstorm the meaning of the additional key words that they would come across when reading the story of Torgbui Sri I. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of these additional 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 additional key words for the teacher

- **Maternal** is something that relates to a mother, especially during pregnancy or shortly after childbirth.
- **Intelligent** means having or showing intelligence, especially of a high level.
- **Wreckers** is a person or thing that wrecks something.
- **Obedient** means complying or willing to comply with an order or request; submissive to another's authority.
- **Disobedience** means failure or refusal to obey rules or someone in authority.
- **Diamonds** are precious stones consisting of a clear and colourless crystalline form of pure carbon, the hardest naturally occurring substance.
- **Pearls** are hard, lustrous spherical mass, typically white or bluish-grey substances, formed within the shell of a pearl oyster or other bivalve mollusc and highly prized as a gem.
- **Adorn** means to make more beautiful or attractive.
- **Exalt** means to think or speak very highly of (someone or something).
- **Extravagant** means to lack restraint in spending money or using resources.
- **Persist** means to continue in an opinion or course of action in spite of difficulty or opposition.
- **Wealth** means an abundance of valuable possessions or money.
- **Fifth landing state** is a place where hardened criminals were executed during the olden days in the Anlo state.

Activity 13

Let learners read and discuss Torgbui Sri I on his achievements and contribution to national development. Refer to pages 84 to 86 of Learner's Textbook 4.

Torgbui Kponoe Sri I

Torgbui Kponoe Sri I was the Awomefia of Anlo state. It is believed that Torgbui Kponoe Sri I was assisted by his maternal uncle, Torgbui Madokpui Atsu Wenya, to establish the Anlo State.

Torgbui Kponoe Sri I and his uncle Torgbui Wenya led the people of Anlo (Ewe) from Notsie to their present home. He ruled the people of Anlo from 1468 to 1504. During his era, he ensured unity among his people and enjoyed a lot of good-will from his people as well. He promoted discipline, hardwork, respect for the old and patriotism among his people.

Activity 14

Let learners perform activity 5 on page 86 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners read and find out more about 'Torgbui Kponoe Sri I'. Assist learners to use the Internet and other reliable books or research materials for this research work.
3. Each group should give a presentation on 'Torgbui Kponoe Sri I'.
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.

Exercise D [Refer to pages 84 and 85 of Learner's Textbook 4]

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 in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise D

1. (b) Torgbui Madokpui Atsu Wenya
2. (c) 1504
3. True
4. True
5. False
6. False

Activity 15

Let learners brainstorm the meaning of the additional key words that they would come across when reading the story of Nana Sir Ofori Atta I. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of these additional 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 90 of Learner's Textbook 4.*

Meanings of additional key words for the teacher

- **Public accountability** is the obligations of agencies, public figures and enterprises who have been trusted with public resources, to answer to how public resources are spent.
- **Dynasty** is a line of hereditary rulers of a country.
- **Efficiency** is the state or quality of being efficient. To be efficient means to achieve maximum productivity with minimum wasted effort or expense.

Activity 16

Let learners read and discuss Nana Sir Ofori Atta I on his achievements and contribution to national development. Refer to pages 88 to 90 of Learner's Textbook 4.



Nana Sir Ofori Atta I

Nana Sir Ofori Atta I was born on 11th October, 1881. He was named Kwadwo Fredua Agyeman. He later changed his name to Aaron Emmanuel Boakye Danquah when he became a Christian. His parents were Madam Akosua Buor Gyankromah and Mr. Emmanuel Yaw of Begoro, Akyem-Abuakwa.

Nana Sir **Ofori Atta I** was Okyenhene or King of Akyem Abuakwa, one of the most influential kingdoms in the Gold Coast. He was educated in Basel Mission schools and at its Akropong seminary, which is now known as Presbyterian College of Education, Akropong.

Nana Sir **Ofori Atta I** left the seminary after two years. When he left the seminary, he worked as a clerk and then served in the West African Frontier Force during the Yaa Asantewaa War.

Nana Sir Ofori Atta I was installed the Omaniene of Akyem Abuakwa in 1912. In 1916, he became the second African member of the Legislative Council that represented the Gold Coast (the first was Torgbui Sri II, Awomefia of Anlo). During his reign, he made laws to regulate and protect the sale of state lands. He also promoted public accountability of the use of state resources. He also insisted on payment of fair rents on land use by the mining industry and made sure that the lands were returned to the people after sometime as farmlands.

Nana Sir Ofori Atta I created the Ofori-Atta dynasty. Formal education was a priority for him; he made sure that all his sons and daughters were well educated. In 1925, he supported the Education Ordinance that gave all schools the opportunity to qualify for financial assistance

when they met a certain standard of efficiency. He also championed girl-child education and at a sitting of the 1927-1928 Select Committee of the Legislative Council, he urged government not to shy away from girl-child education.

Nana Sir Ofori Atta I was the brother of Dr. J. B. Danquah of the Big Six and a founding father of Ghana. Among his grandchildren are President Akufo Addo, Ken Ofori Atta and Osagyefo Amoatia Ofori Panin, the Okyenhene of Akyem Abuakwa.

In 1928, he was honoured as Knight of the British Empire for his hard work and role in government and service to the Gold Coast. Nana Sir Ofori Atta I passed away in 1943.

Activity 17

Let learners perform activity 6 on page 87 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners read and find out more about 'Nana Sir Ofori Atta I'. Assist learners to use the Internet and other reliable books or research materials for this research work.
3. Each group should give a presentation on 'Nana Sir Ofori Atta I'.
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.

Additional Information

The stories about these selected individuals are part of their biography and autobiography. These stories describe the events that these persons went through; their mindset, their circumstances, their decisions, their struggles, their failures, their mistakes, relationship, work ethics, their dedication, their sacrifices and their success stories. Use the stories of these selected individual to encourage learners that they too can get to those heights if they work hard.

Exercise E [Refer to pages 88 and 89 of learner's textbook]

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 E

1. (c) Nana Sir Ofori Atta I
2. (d) 1912
3. (d) 1928
4. (b) Akyem Abuakwa
5. True
6. False
7. True
8. True
9. Torgbui Sri II of Anlo State.
10. Two (2) years
11. Nana Sir Ofori Atta I
12. Kwadwo Fredua Agyeman

Activity 18

Let learners perform activity 7 on page 90 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners name a traditional ruler or queen-mother and give reasons why they think

he/she is outstanding in the history of Ghana. Let learners discuss the roles played by the traditional ruler or queen-mother in national development. Assist learners to use the Internet and other reliable books or research materials for this research work.

3. Each group should give a presentation on the traditional ruler or queen-mother that they have researched on.
4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. 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 19

Let learners perform the project work on page 90 of Learner's Textbook.

1. Put learners into groups.
2. Let learners find out more about Nana Kobina Nketsia I of Esikado and how he contributed to Ghana's national development.
3. Each group should give a presentation on Nana Kobina Nketsia I and how he contributed to Ghana's national development.
4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. 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.

Unit 3 MISSIONARY ACTIVITIES

[Refer to pages 91 to 123 of Learner's Textbook 4]

Content Standards

- Demonstrate knowledge of Europeans engagement in other activities other than trade in Ghana.

Subject Specific Practices and Core Competences

- As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, creative, communicative learners.

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, pictures and illustrations.

Introduction

The 1st Europeans who came to the Gold Coast were the Portuguese. The Portuguese arrived in the Gold Coast in the year 1471: that was in the late 15th century. In the 15th century and beyond, other Europeans came to the Gold Coast, now Ghana. The following are why the Europeans came to the Gold Coast:

1. To find alternate sea route to the Far East.
2. To trade
3. To spread Christianity.
4. To bring western formal education to the people of the Gold Coast.
5. To explore the sea and Africa that they knew little about.

The European merchants who came to the Gold Coast introduced western formal education to help their trade. They also introduced Christianity. This Chapter intends to assist learners to identify and demonstrate knowledge of Europeans engagement other than trade in Ghana.

Indicators

After studying this unit, learners will be able to describe European missionary activities in Ghana.

Performance Indicators

1. Learners mention the name of the first Europeans who arrived at the Gold Coast.
2. Learners state why the Europeans settled in the Gold Coast.
3. Learners tell why the Europeans came to the Gold Coast.

Diagnostic Assessment

1. Mention the name of the first Europeans who arrived at the Gold Coast.
2. State why the Europeans settled in the Gold Coast.
3. Tell why the Europeans came to the Gold Coast.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If 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 91 to 101 of Learner's Textbook 4]

Meanings of some Key Words

- **Worship** is the feeling or expression of reverence and adoration for a deity.
- **Christianity** is the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
- **Mullattos** are persons of mixed white and black ancestry, especially a person with one white and one black parent.
- **Scholarships** are grants or payments made to support a student's education, awarded on the basis of academic or other achievement.
- **Chaplain** is a member of the clergy attached to a private chapel, institution, ship, regiment, etc.
- **Missionaries** are people who are sent on a religious mission, especially one sent to promote Christianity in a foreign country.
- **Diplomatic** means the art of dealing with people in a sensitive and tactful way.
- **Catechist** is a teacher of the principles of Christian religion, especially one using a catechism.
- **Dispensaries** are rooms where medicines are prepared and provided.

Meanings of additional key words for the teacher

- **Alternate** means to occur in turn repeatedly.
- **Explore** means to travel through (an unfamiliar area) in order to learn about it.
- **Clerical duties** generally involve day-to-day office tasks, such as answering phones and entering data into spreadsheets. These tasks may be performed by secretaries, office clerks and administrative assistants.
- **Translate** is the process of translating words or text from one language into another.
- **Catechism** is a summary of the principles of Christian religion in the form of questions and answers, used for religious instruction.

- **Philosophy** is the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.
- **Logic** is reasoning conducted or assessed according to strict principles of validity.
- **Harsh** means something that is unpleasantly rough or jarring to the senses.
- **Drown** means to die through submersion in and inhalation of water.
- **Athematic** means having or relating to subjects or a particular subject.
- **Merge** is a combination of two things.

Activity 2

Let learners brainstorm to identify and describe the missionary societies that came to the Gold Coast (Ghana) and why they started schools. Let learners read and discuss why the Europeans came to the Gold Coast. Discuss why the Europeans started schools in the Gold Coast. **Refer to pages 94 to 96 of Learner's Textbook 4.**

The 1st Europeans who came to the Gold Coast were the Portuguese. The Portuguese arrived in the Gold Coast in the year 1471; that was in the late 15th century. In the 15th century and beyond, other Europeans came to the Gold Coast, now Ghana.

The following are why the Europeans came to the Gold Coast:

1. To find alternate sea route to the Far East.
2. To trade
3. To spread Christianity.
4. To bring western formal education to the people of the Gold Coast.
5. To explore the sea and Africa that they knew little about.

The European merchants who came to the Gold Coast introduced western formal education to help their trade.

Even though the Portuguese who came to the Gold Coast were initially only interested in trade, they realized the need to provide formal education to the local people. The type of education provided at the time was to help the Portuguese with their trade. Those who benefited from

the western education that was provided by the Portuguese were mainly children of their business partners. They were taught the Portuguese language and trained on how to handle clerical duties.

The Portuguese also introduced their way of worship to the people; that is Christianity. Apart from the Portuguese, the Dutch and the British also started providing western type of formal education to some of the local people. All these Europeans lived in forts and castles along the coast. The schools they established at the time were called “Castle Schools”.

Most of the people who benefited from the castle schools were sons of European traders by African wives who were called the “Mulattos” and sons of very rich people who were their business partners.

Let us now critically examine the education and missionary works of the European merchants in the Gold Coast, now Ghana.

Activity 3

Let learners perform activity 2 on page 93 of Learner’s Textbook 4. This activity should be done in class under Teacher’s supervision.

1. Put learners into groups.
2. Let each group discuss why the Europeans came to the Gold Coast.
3. Let each group discuss why the Europeans started schools in the Gold Coast.
4. Each group should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group’s 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.

Activity 4

Let learners read and discuss the missionary work of the Portuguese during the Gold Coast era. Discuss how the missionary work of the Portuguese helped the Gold Coast and present-day Ghana. *Refer to pages 97 and 98 of Learner’s Textbook 4.*

Education and Missionary works of European Merchants in the Gold Coast

A missionary is a member of a religious group sent to promote their faith or perform ministries of service in the form of education, social justice, health care and economic development.

The Portuguese

We learnt that the Portuguese arrived at our shores, in 1471 and named the place, the Gold Coast. The Portuguese engaged in trade with the local people for about eleven (11) years. They later requested for a land to build a castle in 1482; they were given the land, on which they built a fort. This fort was called Sao Jorge da mina. The Portuguese established the first school at the castle in 1529 through the order by King John III of Portugal. Their main aim was to teach the children of some of the local people how to read and write. Another aim of establishing these schools was to introduce and promote the Christian religion.

Those who went to these schools were taught in the Portuguese language. The school operated for some time and a few of the school children were given scholarships to study in Portugal. The school collapsed after a few years.

In 1572, four Catholic Augustinian Missionaries came to Elmina in the Gold Coast to revive the school. However, because of poor enrolment they did not succeed. Later the missionaries were killed.

Activity 5

Let learners perform activity 3 on pages 95 and 96 of Learner’s Textbook 4. This activity should be done in class under Teacher’s supervision.

1. Put learners into groups.
2. Let learners discuss the meaning of “missionary”.
3. Let each group discuss the missionary work of the Portuguese during the era of the Gold Coast.

4. Let each group discuss how the missionary work of the Portuguese helped the Gold Coast and present-day Ghana.
5. Each group should give a presentation of the main points from their discussions.
6. Encourage learners to ask questions.
7. Teacher should award marks to each member of the groups according to their group's performance.
8. 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 A [Refer to page 96 of Learner's Textbook.]

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

Answers to Exercise A

1. A **missionary** is a person sent on a religious mission, especially one sent to promote Christianity in a foreign country.
2. Two things that the Portuguese did to help the Gold Coast and present-day Ghana:
 - i. The Portuguese helped to set the foundation for Formal Education in the Gold Coast and present-day Ghana.
 - ii. The Portuguese helped to introduce and promote Christianity in the Gold Coast and present-day Ghana.

Activity 6

Let learners read and discuss the missionary work of the Dutch during the Gold Coast era. Discuss the challenges that the Dutch missionaries faced when they came to the Gold Coast. Discuss how the missionary work of the Dutch helped the Gold and present-day Ghana. Refer to pages 99 to 101 of Learner's Textbook 4.

The Dutch

In 1642, the Dutch drove the Portuguese away from the Gold Coast. Later, a school was established for the Mulattos to teach them how to read and write. They were also introduced to Christianity. The Dutch language was used as a medium of instruction in the schools. After sometime, some of the boys were given scholarship to study in Holland. A few of them returned home to contribute to the development of Education in the Gold Coast.

Jacobus Capitein, a mulatto who studied in Leyden University, returned to the Gold Coast in the year 1737. He was ordained as the first Protestant African Priest and was appointed Chaplain of the Dutch company at Elmina in the Gold Coast.



Jacobus Capitein

In 1740, Jacobus Capitein established a school at Elmina. His students were 45 in total. Jacobus Capitein is considered the pioneer of Vernacular literature. He translated the Apostles' Creed into Fante. He also translated the Lord's Prayer and the Ten Commandments and parts of the Catechism into Fante. By 1747, there were 400 boys and girls attending his school.

In 1707, Anthony Amo, a native of Axim was also given a scholarship by the Dutch to study abroad. He attended the University of Wutenberg. He obtained his degree in 1734 and was appointed Professor of Philosophy and Logic. Anthony Amo also became a counsellor of state in the court of Berlin. He returned to Axim in the Gold Coast after many years abroad where he also worked to contribute to the development of the Gold Coast.

Activity 7

Let learners perform activity 4 on page 98 of Learner’s Textbook 4. This activity should be done in class under Teacher’s supervision.

1. Put learners into groups.
2. Let learners discuss the meaning of “missionary”.
3. Let each group discuss the missionary work of the Dutch during the era of the Gold Coast.
4. Let each group discuss how the missionary work of the Dutch helped the Gold Coast and present-day Ghana.
5. Each group should give a presentation of the main points from their discussions.
6. Encourage learners to ask questions.
7. Teacher should award marks to each member of the groups according to their group’s performance.
8. 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 B [Refer to page 98 of Learner’s Textbook].

- A. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
- B. Ask learners to provide the correct answers to the questions into their exercise books.
- C. Supervise learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

Two things that the Dutch did to help the Gold Coast and present-day Ghana:

- ✓ The missionary work of the Dutch built upon the foundation set by the Portuguese and promoted Formal Education as well as Christianity in the Gold Coast and present-day Ghana.

- ✓ The Dutch established schools to teach people how to read and write. They also introduced Christianity to the local people.
- ✓ Jacobus Capitein, who studied under the Dutch early school in the Gold Coast, helped to translate the Apostles' Creed into Fante. He also translated the Lord's Prayer and the Ten Commandments and parts of the Catechism into Fante.

Activity 8

Let learners identify and name the Christian missionaries that came to the Gold Coast. Let learners discuss who the Basel missionaries were and where they came from. Let learners read and discuss the missionary work of the Basel Missionary Society during the Gold Coast era.

1. Let learners identify the names of the missionaries who came to the Gold Coast.
2. Let learners discuss the challenges that the Basel Missionary Society faced when they came to the Gold Coast.
3. Let learners discuss how the missionary work of the Basel Missionary Society helped the Gold Coast and present-day Ghana.

Refer to pages 102 to 104 of Learner's Textbook 4.

The Christian Missionaries

In our previous lesson, we learnt about the establishment of the castle schools in the Gold Coast which marked the beginning of western formal education in present-day Ghana. However, the rapid spread of education and Christianity in the Gold Coast and present-day Ghana was done by the Christian missionaries.

In this lesson, we shall learn about the activities of the:

1. Basel Missionary Society
2. Wesleyan Missionary Society
3. Evangelical Presbyterian Church Mission
4. The Roman Catholic Mission
5. Seventh-Day Adventist (SDA) Mission

Basel missionary society

The Basel Mission was a German society based at Basel in Switzerland. They came to the Gold Coast due to a request made by the Danish Governor, Major de Richelieu of the Christiansborg Castle of Osu, Accra. The governor wanted the missionaries to work in the schools which the Danes had established in and around the castle.

In December, the first Basel missionaries arrived in the Gold Coast. The names of these missionaries were Holwarth, Salbach, Jaeger and Heinze. Sadly, all these missionaries died within three years due to the harsh weather conditions. Other missionaries volunteered to come to the Gold Coast. These missionaries also got drowned except Andreas Riis who was saved by a local herbalist.

In 1835, the Basel missionaries established their first headquarters in Accra. In 1843, Andreas Riis moved to Akropong and established the first boys' school. He later established a girls' school in 1847. However, the girls' school was transferred to Aburi in 1854.

By the year 1880, the Basel missionaries had established forty-five (45) schools in the Gold Coast. Some of these schools were established in places like Oda, Abokobi, Krobo Odumasi, Kyebi, Anum, Ada, Begoro, Nsaba and Nkroranza.

Students who attended these schools were taught how to read and write. They were also taught Akuapem Twi and Ga. The students also studied Arithmetic and the Bible.

In 1848, the Basel missionaries also opened a seminary at Akropong to train catechists and teachers. Another seminary was opened at Abetifi in 1898. Later, these two seminaries were merged as the only teacher training college until the year 1909.

Activity 9

Let learners perform activity 5 on pages 101 and 102 of Learner's Textbook 4. This activity should be done in class under Teacher's supervision.

1. Put learners in pairs.
2. Let learners identify and mention the names of the missionaries who came to the Gold Coast.
3. Let learners identify and name where the Basel missionaries came from.
4. Let learners discuss the missionary work of the Basel missionaries during the era of the Gold Coast.

5. Let learners identify the challenges that the Basel missionaries faced when they came to the Gold Coast.
6. Let learners discuss how the work of the Basel missionaries helped the Gold Coast and present-day Ghana.
7. Each group should give a presentation of the main points from their discussions.
8. Encourage learners to ask questions.
9. Teacher should award marks to each member of the groups according to their group's performance.
10. 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 C [Refer to pages 102 to 105 of Learner's Textbook 4]

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

Answers to Exercise C

1. (a) To teach the local people about how to manage their economy and to create wealth for themselves.
2. (b) 1471
3. (a) Andreas Riis
4. (a) 1835
5. (c) 1847
6. (b) 1843
7. False
8. False

9. True
10. True
11. 1848
12. 1898
13. To teach the children of some of the local people how to read and write. Another reason was to introduce the Christian religion.
14. Most of the people who benefited from the castle schools were sons of European traders by African wives who were called the “Mulattos” and sons of very rich people who were their business partners.
15. The Basel mission was a German society which came to the Gold Coast due to a request made by the Danish Governor, Major de Richelieu of Christiansborg Castle of Osu Accra. The governor wanted the missionaries to work in the schools which the Danes had established in and around the castle.

Exercise D [Refer to page 105 of Learner’s Textbook.]

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

Answers to Exercise D

1. Two challenges that the Basel missionaries faced when they came to the Gold Coast:
 - i. The Basel missionaries faced harsh weather conditions that killed most of them. The first batch of Basel missionaries who arrived in the Gold Coast died within three days because of the harsh weather conditions. These first Basel missionaries were three in number.
 - ii. The second Batch of Basel missionaries who arrived got drowned and died except Andreas Riis who was saved by a local herbalist.
2. Two things that the Basel mission did to help the Gold Coast and present-day Ghana:

- i. The Basel missionaries promoted formal education in the Gold Coast and present-day Ghana.
- ii. The Basel missionaries also helped to promote Christianity in the Gold Coast and present-day Ghana.

Activity 10

Let learners perform activity 6 on page 108 in the learner's book.

Let learners discuss who the Wesleyan Missionary Society were and where they came from. Let learners read and discuss the missionary work of the Wesleyan Missionary Society during the Gold Coast era.

1. Let learners identify the names of the Wesleyan missionaries who came to the Gold Coast.
2. Let learners (in pairs) discuss how the missionary work of the Wesleyan missionary society helped the Gold and present-day Ghana.
3. Let learners (in pairs) discuss the challenges that the Wesleyan missionary society faced when they came to the Gold Coast.
4. Learners (in pairs) should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group's 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.

Refer to pages 108 to 110 of Learner's Textbook 4.

The Wesleyan Missionary Society

The Wesleyan Missionary Society were encouraged to come to the Gold Coast because of the religious activities of Rev. Philip Quacoo and his Cape Coast colonial schools.

In 1831, William de Draft formed the Wesleyan Missionary Society. Their main aim was to promote Bible knowledge.

In December 1834, the Methodist Society in England sent Rev. Joseph Dunwell to Cape Coast. When he arrived, he realized that there was already a well-established school of 140 boys who could read and write well. Rev. Joseph Dunwell was encouraged to also establish a school in the mission house where he lived. Unfortunately, Rev. Joseph Dunwell died soon after establishing the school.

After the death of Rev. Joseph Dunwell, Mr. and Mrs. Wriggley came to replace him. They also died within a short time due to harsh weather conditions. Mr. and Mrs. Harrop also came to replace the Wriggley's but they also died within a short time due to the harsh weather conditions of the Gold Coast.

Rev. Thomas Birch Freeman was encouraged by Captain George Maclean to lay the roots of the Methodist Church and its schools in the Gold Coast and present-day Ghana. Rev. Birch Freeman used a year to consolidate the schools and gospel works he inherited from his predecessors. He promoted Bible studies in Cape Coast and places like Dixcove and Anomabu.

Rev. Thomas Birch Freeman managed to convince the Asantehene when he travelled to Kumasi to establish a mission. He was given a plot to build a church but was not permitted to open a school, initially. This was because the people of Asante believed that a school would destroy their age-long respectable tradition and institutions.

However, through the diplomatic efforts of Rev. Birch Freeman, assisted by Captain George Maclean, the people of Asante allowed the Wesleyan (Methodist) to open schools on Asante land in the Gold Coast. By 1880, the Wesleyan mission had established eighty-three (83) schools with a student population of over three thousand (3,000). The Mission became the leading promoter of formal education in the Gold Coast.

Exercise E [Refer to pages 108 to 110 of Learner's Textbook 4]

- A. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 108 to 113 of Learner's Textbook 4.
- B. Ask learners to provide the correct answers to the questions into their exercise books. Refer to pages 108 to 113 of Learner's Textbook 4.

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

Answers to Exercise E

- 1. (c) Philip Quacoo
- 2. (c) 1831
- 3. (b) they died
- 4. True
- 5. False
- 6. The missionaries were dying because of harsh weather conditions.
- 7. Captain George Maclean
- 8. Eighty-three (83) schools

Exercise F [Refer to page 110 of Learner's Textbook 4]

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

Answers to Exercise F

- 1. The Wesleyan missionaries were the Methodist Society in England whose aim was to promote Bible knowledge.
- 2. Missionary work of the Wesleyan missionary during the era of the Gold Coast:

The Wesleyan Mission promoted formal education and Bible studies in the Gold Coast. By 1880, the Wesleyan Mission had established eighty-three (83) schools with a student population of over three thousand (3,000) and became the leading promoter of formal education in the Gold Coast.

The Wesleyan Mission also helped to promote Bible studies in the Gold Coast and present-day Ghana.

3. The major challenge that the Wesleyan missionaries faced when they came to the Gold Coast was the harsh weather condition. Most of them died within a short period of time after their arrival in the Gold Coast.

Activity 11

Let learners perform activity 7 on page 112 of learner's book.

Let learners discuss who the Evangelical Presbyterian Church Mission were and where they came from. Let learners read and discuss the missionary work of the Evangelical Presbyterian Church Mission (Bremen North German Mission) during the Gold Coast era.

1. Let learners identify the names of the Evangelical Presbyterian Church Mission who came to the Gold Coast.
2. Let learners (in pairs) discuss the challenges that the Evangelical Presbyterian Church Mission faced when they came to the Gold Coast.
3. Let learners (in pairs) discuss how the missionary work of the Evangelical Presbyterian Church Mission helped the Gold Coast and present-day Ghana.
4. Learners (in pairs) should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group's 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.

Refer to pages 113 to 115 of Learner's Textbook 4.

The Bremen Mission of North German Missionary Society started to evangelize to the Ewe ethnic group of the former German Togoland in the year 1874. This mission was led by Rev. Lorenz Wolf. Their missionary work spread through Anyako, Adaklu Waya and other areas over the decades. The mission had six outstations in the region by the year 1881.

The Bremen Mission opened some schools in the region. They focused mainly on vocational training. They also taught their students how to read and write. Arithmetic was also one important subject that was studied.

The Bremen missionaries left Togoland because of political reasons during the First World War. When they left, the Scottish missionaries came to continue their work. In the year 1890, the Bremen Mission established a seminary at Amedzofe. This seminary trained teachers who also doubled as catechists, so they were called teacher-catechists. Upon completion of the teacher-catechist training, each person went to open a single-class village school. So by 1906, there were about 3,000 pupils attending Bremen Mission schools. This is why the Volta Region, which was then a German colony known as Togoland, had a lot of schools and skilled persons.

Exercise G [Refer to pages 113 and 114 of Learner's Textbook 4]

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

Answers to Exercise G

- 1. (c) 1874
- 2. (d) Rev. Lorenz Wolf
- 3. (c) Vocational training
- 4. False
- 5. True
- 6. Six (6)
- 7. 1890

Exercise H [Refer to page 114 and 115 of Learner's Textbook 4]

- A. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
- B. Ask learners to provide the correct answers to the questions in their exercise books.

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

Answers to Exercise H

1. The Bremen missionaries came from North Germany. They were also known as the North German Missionary Society.

2. The missionary work of the Bremen missionary during the era of the Gold Coast:

Bremen missionaries started to evangelise to the Ewe ethnic group of the former German Togoland in the year 1874. Their missionary work spread through Anyako, Adaklu Waya and other areas over the decades. The mission had six outstations in the region by the year 1881. The Bremen Mission opened some schools in the region. They focused mainly on vocational training. They also taught their students how to read and write. Arithmetic was also one important subject that was studied.

In the year 1890, the Bremen Mission established a seminary at Amedzofe. This seminary trained teachers who also doubled as catechists; so they were called teacher-catechists. Upon completion of the teacher-catechist training, each person went to open a single-class village school. This is why the Volta Region which was then a German colony known as Togoland, had a lot of schools and skilled persons.

3. How the missionary work of the Bremen mission helped the Gold Coast and present-day Ghana:
- iii. The Bremen mission promoted formal education in the Gold Coast and present-day Ghana.
 - iv. The Bremen mission also helped to promote Bible studies in the Gold Coast and present-day Ghana.

Activity 12

Let learners perform activity 8 on page 117 of learner's book.

Let learners identify and name the Roman Catholic Mission that came to the Gold Coast. Let learners discuss who the Roman Catholic Mission were and where they came from. Let learners read and discuss the missionary work of the Roman Catholic Mission during the Gold Coast era.

- 1. Let learners identify the names of the missionaries who came to the Gold Coast.
- 2. Let learners (in pairs) discuss the challenges that the Roman Catholic missionaries faced when they came to the Gold Coast.

3. Let learners (in pairs) discuss how the missionary work of the Roman Catholic Mission helped the Gold Coast and present day Ghana.
4. Learners (in pairs) should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group's 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.

Refer to pages 118 to 120 of Learner's Textbook 4.

The Roman Catholic Mission

The Portuguese merchants were mainly Roman Catholics. The first school that they opened in the Gold Coast was in the year 1529. This school went through some challenges and the final one was when the Dutch defeated the Portuguese in 1637 and drove them away.

In May 1880, Father Auguste Moreau and Father Eugene Murat arrived in the Gold Coast. These two Rev. Fathers came to the Gold Coast to spread the Christian Religion and promote western education. Unfortunately, Father Murrat died a few months after arrival. However, Father Moreau stayed on to continue their work. With the help of some local converts, Father Moreau established a school with five pupils. By the end of 1880, the school had a total population of one hundred and fifty (150) pupils. Pupils who attended this school were taught how to read and write. They also studied arithmetic and religion (Christianity).

Father Pellat, a Frenchman, came to teach in the school. During his time, the best pupils were asked to be in charge of the new stations which were opened in neighbouring towns. A Catholic School was built in Cape Coast. In the year 1901, the school's population was about 5,000 pupils. These pupils were in schools at Elmina, Cape Coast, Keta and Saltpond.

Two Catholic Sisters, Sister Ignatius (an Irish) and Sister Potamienne (a Swiss) arrived in Elmina to take charge of the school and the dispensaries established at the Gold Coast. These two Sisters were from the Our Lady of the Apostles (OLA) society. These Catholic Sisters were tasked to preach Christianity to the African woman in the Gold Coast.

In March 1884, the two Catholic Sisters opened a girls' school with twenty-six (26) pupils. They also started the very first Kindergarten at Elmina in the Gold Coast.

The Catholic Mission extended its work to the Trans-Volta Togoland in 1890. They covered areas like Keta. They also built a chapel and a school in Navrongo in the Northern Region of present-day Ghana.

The Catholic Mission built St. Francis Secondary School for girls at Jirapa. In 1908, they visited Kumasi and established a mission. They also built Opoku-Ware Secondary School. Today, there are a lot of Catholic schools scattered around cities and towns in Ghana.

Exercise I [Refer to pages 118 to 120 of Learner's Textbook 4]

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

Answers to Exercise I

1. (b) 1880
2. (c) Five
3. (a) 150
4. (c) write
5. (d) religion
6. True
7. False
8. True
9. 5,000
10. March, 1884
11. 1890
12. Spread the Christian religion and to promote western education.

Exercise J [Refer to page 120 of Learner's Textbook 4]

- A. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
- B. Ask learners to provide the correct answers to the questions into their exercise books.
- C. Supervise learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise J

1. The Roman Catholic missionaries came from Rome, in Italy. The Roman Catholic missionaries were part of the Christian missionaries that came to our country during the days of the Gold Coast.
2. The missionary work of the Roman Catholic Mission during the era of the Gold Coast:

The first school that the Roman Catholic missionaries opened in the Gold Coast was in the year 1529.

By the end of 1880, the Roman Catholic Mission had a total population of one hundred and fifty (150) pupils. Pupils who attended these schools were taught how to read and write. They also studied arithmetic and religion (Christianity).

Two Catholic Sisters arrived in Elmina to take charge of the school and also opened dispensaries established at the Gold Coast. These two Sisters were from the Our Lady of the Apostles (OLA) society. These Catholic Sisters were tasked to preach Christianity to the African woman in the Gold Coast.

- ✓ The Roman Catholic Mission promoted formal education in the Gold Coast and present-day Ghana.
- ✓ The Roman Catholic Mission also helped to promote Bible studies in the Gold Coast and present-day Ghana.
- ✓ The Roman Catholic Mission provided basic health care needs for the people of the Gold Coast.

Activity 13

Let learners perform activity 9 on pages 123 and 124 of learner's book.

Let learners identify and name the Seventh-Day Adventist (S.D.A.) Mission that came to the Gold Coast. Let learners discuss who the Seventh-Day Adventist (S.D.A.) Mission were and where they came from. Let learners read and discuss the missionary work of the Seventh-Day Adventist (S.D.A.) Mission during the Gold Coast era.

1. Put learners into groups.
2. Let learners identify the names of the Seventh-Day Adventist (S.D.A.) missionaries who came to the Gold Coast.
3. Let learners (in groups) discuss the challenges that the Seventh-Day Adventist (S.D.A.) missionaries faced when they came to the Gold Coast.
4. Let learners (in groups) discuss how the missionary work of the Seventh-Day Adventist (S.D.A.) Mission helped the Gold and present-day Ghana.
5. Learners (in groups) should give a presentation of the main points from their discussions.
6. Encourage learners to ask questions.
7. Teacher should award marks to each member of the groups according to their group's performance.
8. 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.

Refer to pages 124 to 126 of Learner's Textbook 4.

The Seventh-Day Adventist (S.D.A) Mission was first introduced to the Gold Coast through literature (tracts and brochures) in 1888. These tracts and brochures were published by the headquarters of the S.D.A church in North America. The first missionaries sent to the Gold Coast by the S.D.A Mission were Edward L. Sanford and Karl G. Rudolf. These first missionaries arrived at Apam in the Gold Coast on the 22nd of February, 1894.

When the missionaries arrived, they met Francis Dolphine, a Fante who was residing in Apam. Francis Dolphine had already converted as an Adventist through reading some of Adventist literature.

The missionaries, together with Francis Dolphine, embarked on a vigorous evangelistic work at Apam and its environs. However, Edward L. Sanford was frequently falling ill due to malaria fever. He therefore returned home. Karl G. Rudolf continued the work by spreading the gospel through selling of Adventist literature and the provision of basic health care needs

to the people. Other missionaries came later to the Gold Coast to assist in the evangelism work. Some of these missionaries were George P. Riggs, George Kerr and his wife and Dudley Hale. However, the activities of the missionaries were rather slow. There was no significant improvement.

In 1905, David C. Babcock was appointed as the resident missionary of the Gold Coast. He encouraged people to join the church. Notable among these people was Abraham Ackah who preached the first Adventist message in his hometown. Through the efforts of David C. Babcock, the first Adventist Church was established at Kikam in the Western region of present-day Ghana in 1908.

In 1914, W. H. Lewis helped to promote educational activities of the S.D.A. Church at Agona in the Gold Coast. The mission school that was opened by the S.D.A. Church had a total student population of about seventy-two (72) by 1929-1930. The following schools were later opened in 1930; Kofiase S.D.A. Primary, Mampong S.D.A. Primary, Sekyedumasi S.D.A. Primary and Akrofonso S.D.A. Primary.

In 1939, the S.D.A. mission opened a seminary at Bekwai-Asante. This school became a teacher training college in 1945. In 1953, the school was transformed into a secondary school called the Bekwai S.D.A. Secondary school.

The S.D.A. Mission also established a teacher training college at Asokore in 1962. This college was called the Koforidua-Asokore S.D.A. Training College. The Agona-Asante S.D.A. Training College was also established by the S.D.A. Mission in 1963. This college was transformed into a secondary school in 1974. The mission also established a Vocational Institute at Techiman in the Brong Ahafo, Ahafo and the Bono regions of present-day Ghana to promote technical and vocational education for the girl child.

Exercise K [Refer to pages 124 to 126 of Learner's Textbook 4]

- A. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 124 to 130 of Learner's Textbook 4.
- B. Ask learners to provide the correct answers to the questions in their exercise books. Refer to pages 124 to 130 of Learner's Textbook 4.
- C. Supervise learners as they do the exercise.
- D. Mark the exercise and assist learners to do corrections.

Answers to Exercise K

1. (c) 1888
2. (b) North America
3. (a) Karl G. Rudolf
4. (c) Francis Dolphine
5. (b) 1908
6. True
7. True
8. Apam
9. He was frequently getting ill due to malaria fever.
10. Koforidua –Asokore S. D. A. Training College.

Exercise L [Refer to pages 126 and 127 of Learner's Textbook 4]

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

Answers to Exercise L

1. The S.D.A. Missionaries came from North America. They were first introduced to the Gold Coast through literature (tracts and brochures) in 1888.
2. Names of the first S.D.A. missionaries who came to the Gold Coast:

The first missionaries sent to the Gold Coast by the S.D.A Mission were Edward L. Sanford and Karl G. Rudolf. These first missionaries arrived at Apam in the Gold Coast on the 22nd of February, 1894.
3. The S.D.A. missionaries promoted the Christian faith in the Gold Coast. They also encouraged people to join their church. They established the first Adventist Church in the Gold Coast in the year 1908 at Kikam in the Western Region of present-day Ghana.

The S.D.A. missionaries also promoted educational activities in the Gold Coast from 1914. They opened Primary Schools at Kofiase, Mampong, Sekyedumasi and Akrofonso.

The S.D.A. missionaries also opened Secondary Schools, Teacher Training Colleges and Vocational Institutions.

- The S.D.A. missionaries promoted girl-child education.
 - They also provided healthcare facilities.
 - They translated the Bible into local languages.
 - They helped to develop the alphabets for some local languages.
4. Edward L. Sanford was frequently falling ill and that is why he returned home.
 5. How the missionary work of the S.D.A. mission helped the Gold Coast and present-day Ghana:
 - The S.D.A. mission promoted formal education in the Gold Coast and present-day Ghana.
 - The S.D.A. mission also helped to promote Bible studies in the God Coast and present-day Ghana.
 - The S.D.A. mission provided basic health care needs for the people of the Gold Coast.

Additional Information

A **missionary** refers to a member of a religious group who is sent to an area to promote their faith or perform ministries of service, in the form of education, literacy, social justice, health care, and economic development. The word '**Mission**' was used in light of its biblical usage; in the Latin translation of the Bible, Christ used the word when he was sending the disciples to preach the gospel in his name. The term is most commonly used for Christian missions, but can be used for any creed or ideology.

Activity 14 Project Work.

Let learners perform the project work on page 128 of Learner's Textbook 4.

1. Let learners discuss the impact of European presence on formal education in Ghana.
2. Put learners into groups. Let learners research about the impact of European presence on formal education in Ghana. Let learners use the internet and other reliable books for their research work. Let learners visit the school or community library to get more research materials for your research work.
3. Each group should give a presentation of the main points from their discussions.

4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. 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.

Answers to Project Work.

The impact of European presence on formal education in Ghana.

1. They introduced literacy and numeracy which forms the foundation of modern education.
2. They helped to transcribe most Ghanaian languages.
3. They helped to translate the Bible into some Ghanaian languages.
4. They brought about time management through the introduction of time tables in schools.
5. They introduced religious and moral education into the school system.
6. They introduced awards schemes in the form of scholarships to encourage students to study hard. Some of these scholarships helped some Ghanaians to study abroad. Most of these people came back to Ghana to help in building the state.
7. They introduced the opening and closure of activities in schools with prayer and hymns.

Refer to pages 130 and 131 of Learner's Textbook 4.

Unit 1 ESTABLISHING BRITISH RULE IN GHANA

[Refer to pages 129 to 150 of Learner's Textbook 4]

Content Standards

1. Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana.
2. Understanding how the various parts of the country were brought together.

Subject Specific Practices and Core Competences

1. As learners use evidence to analyse and appreciate the significance of the Bond of 1844, they develop their critical thinking, communicative and collaborative skills.
2. As learners appreciate how the British colonised the Gold Coast, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change.

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, pictures and illustrations.

Introduction

This unit intends to assist learners to recognize and demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise the Gold Coast, now Ghana. Learners will learn about how the British came to the Gold Coast as traders and finally became her colonial masters.

Indicators

After studying this unit, learners will be able to;

1. Examine the Bond of 1844
2. Describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast

Performance Indicators

1. Learners tell why the Europeans came to the Gold Coast.
2. Learners give reasons why the Europeans settled in the Gold Coast.
3. Learners tell why the Europeans colonised the Gold Coast.

Diagnostic Assessment

1. Tell why the Europeans came to the Gold Coast.
2. Give reasons why the Europeans settled in the Gold Coast.
3. Tell why the Europeans colonised the Gold Coast.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If 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 129 to 147 of Learner's Textbook 4]*

Meanings of some Key Words

- **Oversee** means to supervise (a person or their work), especially in an official capacity.
- **Governor** is an official appointed to govern a town or region. To govern means to conduct the policy, actions, and affairs of (a state, organization, or people) with authority.
- **Colonialism** is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
- **Colony** is a country or area under the full or partial political control of another country and occupied by settlers from that country.
- **Conquest** means victory that is gained through combat or war; to overcome an obstacle or gain possession of something by force.
- **Surveying** is the profession or work of examining and recording the area and features of a piece of land so as to construct a map, plan, or detailed description of it.
- **Protectorate** is a state that is controlled and protected by another.
- **Plebiscite** is the direct vote of all the members of an electorate on an important public question such as a change in the constitution.
- **Possession** is the state of having, owning, or controlling something.
- **Majority** is the greater number.
- **Human sacrifice** is the act of killing one or more humans, usually as an offering to a deity, as part of a ritual.

Meanings of additional key words for the teacher

- **Conflict** is a serious disagreement or argument, typically a protracted one.
- **Cleverly** means in an intelligent, original, or skilful way.
- **Treaty** is a formally concluded and ratified agreement between states.
- **Administration** is the process or activity of running a business, organization, etc.

- **Success** means the accomplishment of an aim or purpose.
- **Convinced** means to be firm in one's belief with regard to a particular cause or issue.
- **Criminal** is a person who has committed a crime.
- **Social amenities** or public amenities, refer to places, buildings or infrastructural facilities which are to be shared and to become convergence spots for the local and surrounding communities.
- **Persuasion** is the action or process of inducing (someone) to do something through reasoning or argument to believe something, especially after a continual effort.

Activity 2

Let learners brainstorm to identify and state why the British came to the Gold Coast. Let learners read and discuss:

- Why the British came to the Gold Coast.
- Who were the owners of the African Company of merchants.
- Why the British appointed Sir Charles McCarthy to oversee the activities of the Gold Coast.
- The Battle of Nsamankow.
- What happened to Sir Charles McCarthy.
- Why Captain George Maclean was appointed President by the Committee of Merchants.
- Work done by Captain George Maclean in the Gold Coast.
- What caused the Akatamanso War.

Refer to pages 132 to 137 of Learner's Textbook 4.

The British came to the Gold Coast mainly to trade but frequent wars among various ethnic groups constantly disrupted their peaceful trade. The British wanted a peaceful atmosphere to trade. They also wanted to control all trade routes in the Gold Coast. They also wanted to be the only European traders in the Gold Coast.

Before 1820, the British merchants were in charge of trading activities in the Gold Coast and not the British government. The British trading company that was trading in the Gold Coast at the time was called the African Company of Merchants. The African Company of Merchants appointed a governor wherever they settled.

In the year 1821, the British wanted to stop the slave trade and to also have control over trading activities in the Gold Coast. Sir Charles McCarthy, governor of Sierra Leone was appointed to oversee those activities in the Gold Coast as well. He was tasked to stop the slave trade and to also bring peace to the Gold Coast.

Sir Charles McCarthy visited the Gold Coast in the year 1822. When he arrived, he realised that Asante was always fighting other states, especially in the south. These states included Fante, Denkyira, Akyem, Akuapem and Wassa. Sir Charles McCarthy offered protection to the southern states from Asante. The chiefs of the southern states agreed to come under British protection. Sir Charles McCarthy wanted to stop Asante from worrying the other states. So he went to war with Asante. This war was called the Battle of Nsamankow. This war was fought in the Western region. The people of Denkyira and Ga united with the British against Asante. However, the British lost the battle. The British governor could not withstand the defeat so he killed himself. The Asantehene, Osei Bonsu, also died on that same day.

Asantehene Osei Yaw Akoto succeeded Osei Bonsu. The new Asantehene wanted to teach the people of Ga a lesson for helping the British during the Battle of Nsamankow. However, the Asantes lost the battle at Akantamasu. This battle is also known as the Battle of Dodowa. This war was fought at Dodowa, a town in the Greater Accra region.

The British government lost interest in the Gold Coast because of the death of Sir Charles McCarthy. But the merchants did not want to lose their investments in the Gold Coast. So the British government allowed the merchants to take control of trading activities in the Gold Coast. Captain George Maclean was appointed president by the committee of merchants. He was to take charge of trading activities in the Gold Coast.

In 1830, Captain George Maclean arrived in the Gold Coast. He cleverly managed to settle the conflicts between Asante and the other states. So, Captain George Maclean brought some peace to the Gold Coast.

Captain George Maclean signed a peace treaty with Asante and some of the southern states in the year 1831. According to the treaty, Asante gave up claims of control over the southern

states. On the other hand, the southern states also agreed to allow traders safe passage for traders through their lands.

They provided surety to ensure that they will not attack the southern states again. The surety included 19,000 grams of gold and two Asante princes; Prince Owusu Ansa and Prince Owusu Nkwantabisa. Captain George Maclean sent the two princes to study in England. In 1939, Captain George Maclean returned the 19,000 grams of gold and the princes. He also thanked Asante for keeping their promise.

Captain George Maclean promoted Christianity, education, agriculture and trade in the Gold Coast. He set up a system of administration for most of the southern states. He also established courts to settle cases. Maclean also set up the police force to maintain law and order. The British government placed the Gold Coast under the authority of Commander H. Worsley Hill. This was simply because of the success stories of Captain George Maclean.

Activity 3

Let learners perform activity 2 on page 134 of Learner's Textbook 4.

1. Put learners into groups. Lead learners to discuss the major reasons the British came to the Gold Coast.
2. Let learners (in pairs) read and discuss why the British appointed Sir Charles McCarthy to oversee the activities of the Gold Coast.
3. Let learners (in groups) discuss what caused the Battle of Nsamankow and what happened to Sir Charles McCarthy.
4. Each group should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group's 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.

Activity 4

Let learners perform activity 3 on page 134 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss why Captain George Maclean was appointed President by the Committee of Merchants.
2. Let learners (in pairs) read and describe the work done by Captain George Maclean in the Gold Coast.
3. Let learners (in groups) discuss what caused the Akantamasu war. Let learners use the internet and other reliable books for their research work. Let learners visit the school or community library to get more research materials for your research work.
4. Each group should give a presentation of the main points from their discussions.
5. Encourage learners to ask questions.
6. Teacher should award marks to each member of the groups according to their group's 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.

Activity 5

Brainstorm to find out what learners know about the Bond of 1844. Lead learners to read and discuss why the Bond of 1844 was signed and those who signed it. Refer to pages 138 to 140 of Learner's Textbook 4.

The Bond of 1844

When Commander Hill arrived in the Gold Coast, he realised that Captain George Maclean had done a great work. He had extended British influence to many places in the south. However, the relationship between the British and the people of the Gold Coast was not made clear during the era of Captain George Maclean.

Commander Hill wanted the relationship between the local people and the British to be clear. So he invited the southern states of the Gold Coast and convinced them to sign the Bond of 1844. The Bond of 1844 was signed on the 6th of March, 1844 at the Palaver Hall in the Cape Coast Castle.

According to the terms and conditions of the Bond:

- The chiefs were to accept the right of the British to maintain law and order according to British law. The chiefs were also to accept British protection for their people and their property.
- The chiefs and their people were to put a stop to human sacrifice and cruel cultural practices.
- The chiefs and the people were also to present murderers, armed robbers and other criminals to be tried before British judges and traditional rulers.

Eight chiefs signed the Bond of 1844 on behalf of their states. These chiefs were:

1. Kwadwo Tsibu of Denkyira
2. Kwesi Otu of Aboara
3. Tsibu Kuma of Assin Apimanim
4. Tsibu Gyambra of Assin Atandaso
5. Amoonu of Anomabo
6. Kwesi Anka of Domadze
7. Ewusi of Dominase
8. Joseph Aggrey of Cape Coast

Chiefs from other states also joined to sign the Bond of 1844 within ten years. These chiefs who later signed the Bond of 1844 were those of Ajumako, Ekumfi, Wassa Fiase, Wassa Amenfi, Gomoa, Asikuma, James Town, Twifo, Mfuma and Nsabaa.

The chiefs who signed the Bond of 1844 wanted to protect their state against Asante. After signing the Bond of 1844, the southern chiefs also looked up to the British to provide them with social amenities.

Activity 6

Let learners perform the activity 4 on page 137 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss why the Bond of 1844 was signed.
2. Let learners (in groups) read and discuss the terms of the Bond of 1844.
3. Each group should give a presentation of the main points from their discussions.

4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. 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 A [Refer to page 138 of Learner's Textbook 4]

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

Answers to Exercise A

1. The chiefs of the southern states signed the Bond of 1844 because they wanted British protection, especially against Asante.
2. Commander Hill sign the Bond of 1844 with the southern states of the Gold Coast because he wanted the relationship between the local people and the British to be clear for them to accept the authority of the British and to protect the southern states especially against Asante and to stop human sacrifice.
3. Two conditions of the Bond of 1844:
 - i. The chiefs were to accept the right of the British to maintain law and order according to British law.
 - ii. The chiefs were also to accept British protection for their people and their property.
 - iii. The chiefs and their people were to put a stop to human sacrifice and cruel practices.

- iv. The chiefs and the people were also to present murderers, armed robbers and other criminals to be tried before British judges and traditional rulers.
4. The Bond of 1844 gave power to the British and welcomed colonial rule into the Gold Coast.

Activity 7

Let learners brainstorm the meaning of colonialism. Let learners read and discuss the difference between a colony and a protectorate. Refer to pages 140 and 141 of Learner's Textbook 4.

Colonialism is a practice by which a powerful country rules a weaker one and establishes its own trade and society there. The weaker country becomes a colony of the stronger country that acquires political control. The country that acquires political control becomes the colonial master of the weaker one.

Difference between a Colony and a Protectorate

A colony is a country or area that is ruled by a more powerful country. This means that the people of the colony are governed with the laws of the powerful country. Example of a colony was the Gold Coast, which was proclaimed by the British as a Crown Colony in 1874. The British Crown Colony was a colony ruled by the Queen of England.

A protectorate is an area or a country with its own internal government but under the control of a powerful country. This means that the people of a protectorate were governed with the local laws. However, they were under the supervision of the powerful country. They sometimes had to seek approval from the powerful country before they could make bye-laws or collect tax. An example of a protectorate was the Asante nation which was annexed by the British as its protectorate.

Activity 8

Let learners perform activity 5 on page 139 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss how the British managed to colonise the people of the Gold Coast, now Ghana.
2. Let learners (in groups) read and discuss the terms of the Bond of 1844.
3. Each group should give a presentation of the main points from their discussions.

4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement.

Exercise B [Refer to page 139 of Learner's Textbook 4]

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

Answers to Exercise B

1. **Colonialism** is the practice by which a powerful country rules a weaker one and establishes its own trade and society there. So the weaker country becomes a colony of the stronger country that acquires political control. The country that acquires political control becomes the colonial master of the weaker one.
2. **A colony** is a country or area that is ruled by a more powerful country.
A protectorate is an area or a country with its own internal government but under the control of a powerful country.
3. The British became rulers of the Gold Coast by the use of:
 - i. force
 - ii. persuasion and
 - iii. agreements.

Activity 9

Let learners read and discuss how the British became the colonial masters of the people of the Gold Coast, now Ghana. Refer to pages 142 and 143 of Learner's Textbook 4.

How the Different Areas: the Colony, Asante, the Northern Territories and the British Mandated Togoland Became one Territory Known as the Gold Coast

Before colonisation, Ghana was not one country. Different kingdoms and ethnic groups occupied different portions of the land that came to be called Ghana. It was the British who brought the different parts of the country into one single administrative country known as Gold Coast. The British did this by bringing four (4) separate areas together. These areas were: the colony, the Asante, the Northern Territories and the Trans-Volta Togoland.

Southern States (The Colony)

In July 1874, the British established their political control over Southern Ghana which became known as the Colony. This was after the Sagrenti War when the Asante and the British signed the Treaty of Fomena. The Treaty of Fomena forced the Asante to renounce their control over Elmina and some parts of the coastal areas. This made it possible for the British to annex Southern Ghana as its colony.

The Asante Protectorate

Asante was always at war with other states to expand its kingdom and to have control over trade in the Gold Coast. The British tried many times to bring peace between the Asante and the other states. In 1874, the British and the Asante entered into an agreement that will seek to promote peace between them. They signed the Treaty of Fomena. According to the terms of this treaty, Asante was expected to pay indemnity or surety to the British. However, the Asante failed to pay this indemnity. In 1896, the British entered Kumasi and arrested the Asantehene, Prempeh I. Nana Prempeh I was exiled to the Seychelles. In 1900, the Asante rebelled against the British when a British governor demanded for the Golden Stool. In this war, which is popularly referred to as the Golden Stool War or Yaa Asantewaa War, Asante was defeated and the British subsequently proclaimed Asante as a territory to be added to the Gold Coast colony in 1902.

Northern Territories

The Northern Chiefs were persuaded to agree to be under British protection against any future ethnic wars and to prevent any attempt by the Germans or the French to colonise them. George Ekem Ferguson was the man who convinced the Northern chiefs to become a British colony in 1902.

The Role of George Ekem Ferguson in the annexation of the Northern Territories

George Ekem Ferguson was born on 14th July 1864. He was a native of Anomabo, a town in the Central Region of Ghana. Ferguson

worked for the colonial government of the Gold Coast. He studied surveying and was very good with making maps. Ferguson became a civil servant, a surveyor and an agent of the British in the Gold Coast.

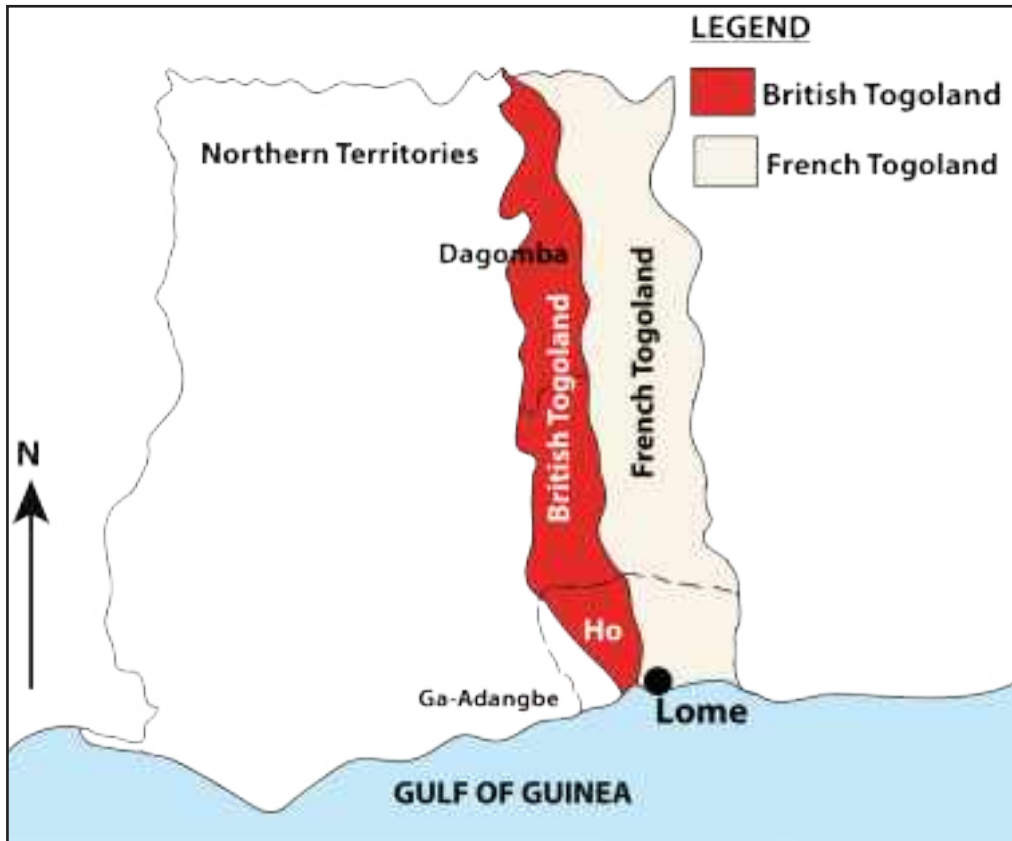
With his experience as a surveyor and a cartographer, he was sent to the Northern parts of the country by the British government to work on how the North can be incorporated to the Gold Coast. In 1890, Ferguson signed a treaty of protection, on behalf of the British with the chiefs and people of Atebubu. In 1894, he succeeded in signing a similar treaty with Wa-Na Seidu Takora of the state of Dargati (Dagaba). It was through the efforts of George Ekem Ferguson that the British declared the northern territories a British colony in 1902. Ferguson was killed near Wa in the Upper West Region in 1897 during one of his missions.

Activity 10

Let learners read and discuss the meaning of the term ‘**protectorate**’ and how Western Togoland became a British Territory. Let learners read and discuss the meaning of the term ‘**plebiscite**’ and how Western Togoland became part of present-day Ghana. Refer to pages 144 to 146 of Learner’s Textbook 4.

Western Togoland

When the First World War was over (1914 – 1918), German possessions of Togoland was divided between the French and the British by the League of Nations. The Western part of German Togoland was given to the British to be added to their Gold Coast colony, as a trust territory.



British mandated Togoland

After the Second World War (1937 - 1945) when Germany was defeated, Western Togoland, also known as the Trans-Volta Togoland, became a British colony. Before Ghana gained independence, a special election known as “Plebiscite” was held in Western Togoland. The purpose of the plebiscite was for the people to decide whether or not to join the Gold Coast as an independent state. The people were to vote a simple “Yes or No”.

The outcome of the Plebiscite shows that majority of the people of Western Togoland voted “Yes” to join the Gold Coast, now Ghana. Thus, Western Togoland became part of present-day Ghana through the 1956 Plebiscite.

A **Trust Territory** is an area under the care and protection of the United Nations or a state chosen by the United Nations.

A **plebiscite** is a direct vote of all members of an electoral area to vote on an important public matter.

Activity 11

Let learners perform activity 6 on page 137 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss how Western Togoland became a British Trust Territory.
2. Let learners (in groups) read and discuss how Western Togoland became part of present-day Ghana.
3. Each group should give a presentation of the main points from their discussions.
4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement.

Additional Information

Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonization in the late 1800s. Most societies put up various forms of resistance against the attempt to colonise their countries and impose foreign domination. In Ghana, the Asante gave the Europeans a very tough fight. However, by the early twentieth century, most parts of Africa, except Ethiopia and Liberia, had been colonised by European powers.

The Europeans came to Africa because of three main factors. These were economic, political, and social. When the slave trade was no longer profitable and was subsequently abolished, there was also the expansion of the European Capitalist Industrial Revolution. Demand for raw materials increased and the Europeans wanted guaranteed and profitable investment so they rushed to get colonies in Africa, so that they could get cheap or free raw materials and make lots of profit.

Exercise C [Refer to pages 147 to 149 of Learner's Textbook 4]

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

Answers to Exercise C

- 1. (b) colony
- 2. (d) protectorate
- 3. (a) Trust territory
- 4. (c) agreements
- 5. (c) 19,000 grams of gold and 2 princes.
- 6. (b) England
- 7. True
- 8. False
- 9. True
- 10. False
- 11. To prevent any future wars and to stop any attempt by the Germans and the French to colonise them.
- 12. To promote peace
- 13. Captain George Maclean
- 14. The Police Force was set up to enforce law and order.

Exercise D [Refer to page 150 of Learner's Textbook 4]

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

Answers to Exercise D

1. A state or an area that is controlled and protected by a more powerful country is called a **protectorate**.

2. **Why Western Togoland became a British Trust Territory:**

When the First World War was over (1914 – 1918), German possessions of Togoland was divided between the French and the British by the League of Nations. The western part of Germany Togoland was given to the British to be added to their Gold Coast colony as a Trust Territory.

3. A **plebiscite** is a direct vote of all members of an electoral area to vote on an important public matter.

4. **How Western Togoland became part of present-day Ghana:**

After the Second World War (1937 - 1945) when Germany was defeated, Western Togoland, also known as the Trans-Volta Togoland, became a British colony. Before Ghana gained independence, a special election known as “Plebiscite” was held in Western Togoland. The purpose of the plebiscite was for the people to decide whether or not to join the Gold Coast as an independent country. The people were to vote a simple “Yes or No”.

The outcome of the Plebiscite shows that majority of the people of Western Togoland voted “Yes” to join the Gold Coast, now Ghana. So, Western Togoland became part of present-day Ghana through the 1956 Plebiscite.

Unit 1 THE REPUBLICS

[Refer to pages 151 to 163 of Learner's Textbook 4]

Content Standards

- Understand that there have been four Republics in Ghana.

Subject Specific Practices and Core Competences

- As learners use evidence to examine the causes and consequences of the four Republics, they enhance their critical thinking and digital literacy 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, pictures and illustrations.

Introduction

A republic is a state in which supreme power is held by the people and their elected representatives which includes the president.

Although Ghana gained independence on 6th March, 1957, the British did not hand over full authority to our leaders. They were still in charge of making certain decisions until the 1st of July, 1960, when Ghana became a republic.

This unit intends to assist learners to identify and understand that there have been four Republics in Ghana. The unit also intends to assist learners to use evidence to examine the causes and consequences of the four Republics.

Indicators

After studying this unit, learners will be able to explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.

Performance Indicators

1. Learners name some Presidents of Ghana.
2. Learners name some military leaders of Ghana.
3. Learners distinguish between military rule and civilian rule.

Diagnostic Assessment

1. Name some Presidents of Ghana.
2. Name some military leaders of Ghana.
3. Distinguish between military rule and civilian rule.

Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If 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 151 to 160 of Learner's Textbook]*

Meanings of some Key Words

- **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.
- **Supreme** is the highest in rank or authority.
- **Independence** is the fact or state of being independent. To be independent means to be free from outside control; not subject to another's authority.
- **Constitution** is a set of rules and regulations that is used to govern the people of a country.
- **Elected** means choose (someone) to hold public office or some other position by voting.
- **Credential** is a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something.
- **Ambassadors** are accredited diplomats sent by a state as its permanent representative in a foreign country.
- **Literature** refers to leaflets and other printed matter used to advertise products or give advice. Written works, especially those considered of superior or lasting artistic merit are also known as literature.
- **Policy** is a course or principle of action adopted or proposed by an organization or individual.
- **Government** is the group of people with the authority to govern a country or a state; a particular ministry in office.

Meanings of additional key words for the teacher

- **Coup d'état** is a sudden, violent, and illegal seizure of power from a government.
- **Limitations** are limiting factors or circumstances; a restriction. A *limit* is a point or level beyond which something does not or may not extend or pass.

Activity 2

Let learners brainstorm the terms ‘republic’ and ‘independence’. Let learners read and discuss the meanings of the terms ‘republic’ and ‘independence’. Refer to pages 150 and 151 of Learner’s Textbook 4.

A **republic** is a state in which supreme power is held by the people and their elected representatives which includes the president. On the other hand, **independence** is political freedom from control by the government of another country.

Activity 3

Let learners read and discuss the limitations to Ghana’s independence until 1960 when Ghana became a republic. Refer to page 151 of Learner’s Textbook 4.

Although Ghana gained independence on 6th March, 1957, the British did not hand over full authority to our leaders. They were still in charge of making certain decisions until the 1st of July, 1960, when Ghana became a republic.

The leader of Ghana’s first republic was Dr. Kwame Nkrumah, the first president of Ghana. From 1960 to now, Ghana has had for (4) republics. The first republic was disrupted by a coup d’état, likewise the second and the third republics.

Limitations to Ghana’s independence until 1960

1. Although Ghana gained independence from the British on the 6th of March, 1957, the Queen of England, Queen Elizabeth II, still had representatives in the Gold Coast who controlled the affairs of the local people until Ghana became a republic on 1st July, 1960.
2. Although Ghana was given independence, there was the need to have her own constitution and a referendum needed to be held to accept or reject the new constitution.
3. The country also needed to elect her own leaders which included the president.
4. The country also needed to set up her own security forces, especially the police and the military, to take over from the colonial masters.

Activity 4

Let learners perform the activity 2 on page 153 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss the limitations to Ghana's independence until 1960 when Ghana became a republic.
2. Each group should give a presentation of the main points from their discussions.
3. Encourage learners to ask questions.
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.

Activity 5

Let learners brainstorm the names of the Presidents of Ghana. Let learners read and discuss Ghana's republics. Refer to pages 152 to 158 of Learner's Textbook 4.

Ghana's Republics:

1. First Republic

The First Republic of Ghana was from 1st July, 1960 to 24th February, 1966. The president of the First Republic was Osagyefo Dr. Kwame Nkrumah.



Dr. Kwame Nkrumah

2. Second Republic

The Second Republic of Ghana was from 31st August, 1970 to 13th January, 1972. The President of the Second Republic was Edward Akufo Addo.

Edward Akufo Addo was a ceremonial President during the Second Republic.

During the era of the Second Republic, Ghana also had a Prime Minister. He was in the person of Dr. Kofi Abrefa Busia.

The **Ceremonial President** is obliged to take part in public ceremonies. His roles included opening of new sessions of Parliament, holding honour investitures, receiving the Credentials of Ambassadors, High Commissioners, welcoming visiting Heads of State, hosting and participating in other civil ceremonies etc.

The **Prime Minister** is the head of the legislature who is nominated by the president but can only be dismissed by the parliament. Usually, there is an agreement on who among the two leaders plays a lead role in policy matters.

3. Third Republic

The Third Republic of Ghana was from the 24th September, 1979 to 31st December, 1981. The president of the Third Republic was Dr. Hilla Limann.

4. Fourth Republic

The Fourth Republic started form 1993. Ghana is still in the Fourth Republic.

- i. The first president of the Fourth Republic was Flt Lt. Jerry John Rawlings. He was president from 7th January, 1993 to 7th January, 2001.
- ii. The second president of the Fourth Republic was John Agyekum Kuffour. He was president from 7th January, 2001 to 7th January, 2009.
- iii. The third president of the Fourth Republic was John Evans Atta Mills. He was president from 7th January, 2009 to 24th July, 2012. President Mills died and could not complete his term of office. His Vice-President, John Dramani Mahama, was sworn-in as president to complete his term of office until 7th January, 2013.

- iv. The fourth president of the Fourth Republic was John Dramani Mahama. He was president from 24th July, 2012 to 7th January, 2017.
- v. The fifth president of the Fourth Republic was Nana Addo Danquah Akuffo Addo. He was sworn in as president of the Republic of Ghana on 7th January, 2017.

A **head of state** is a public person who officially represents the national unity and legitimacy of a sovereign state. A head of state may be a ceremonial or head of government depending upon the country's constitution. Other people also come to power through coup d'états. Such people are not elected by the people but they come to impose themselves on the people. Sometimes, a head of state may be appointed as head of a transition government which eventually hands over to the president-elect.

The **president** is the head of state and head of government of a country. He/She is elected by the people.

Activity 6

Let learners perform the activity 3 on page 160 of Learner's Textbook 4.

1. Put learners into groups. Let learners read and discuss why Ghana is in the fourth republic.
2. Let learners (in groups) discuss the difference between a Head of State and a President.
3. Each group should give a presentation of the main points from their discussions.
4. Encourage learners to ask questions.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement.

Additional Information

Ghana elects at the national level, the president (head of state), and members of the legislature. The president is elected for a four-year term by the people. Members of Parliament are also elected every four years. The presidential election is won by having more than 50% plus 1 of valid votes cast, whilst the parliamentary elections is won by simple majority. Elections have been held every four years since 1992. Presidential and parliamentary elections are held alongside each other, usually on 7th December.

Exercise A [Refer to page 153 of Learner's Textbook 4]

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

Answers to Exercise A

1. A **republic** is a state in which supreme power is held by the people and their elected representatives, which includes the President.
2. **Limitations to Ghana's Independence until 1960 when Ghana became a republic:**
 - i. Although Ghana gained independence from the British on the 6th of March, 1957, the Queen of England, Queen Elizabeth II, still had representatives in the Gold Coast. The British controlled the affairs of the local people until Ghana became a republic on 1st July, 1960.
 - ii. Although Ghana was given independence, the country did not have her own constitution. The country's constitution was drafted and a referendum was held to accept or reject the new constitution.
 - iii. The country did not have elected leaders, which included the President.

A general election was therefore held for the country to elect her own leaders to become a republic.

- iv. The country did not also have her own security forces. The new leaders had to set up her own security forces, especially the police and the military, to take over from the colonial masters.

Exercise B [Refer to page 161 of Learner's Textbook 4]

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

Answers to Exercise B

1. Ghana is in the fourth republic because the first republic was disrupted by a coup d'état, likewise the second and the third republics.
2. A **head of state** is a public person who officially represents the national unity and legitimacy of a sovereign state. A head of state may be a ceremonial or head of government depending upon the country's constitution. Other people also come to power through coup d'états. Such people are not elected by the people but they come to impose themselves on the people. Sometimes, a head of state may be appointed as head of a transition government which eventually hands over to the president-elect.
3. A **president** is the head of state and head of government of a country who is elected by the people.

Exercise C [Refer to pages 161 to 163 of Learner's Textbook 4]

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

Answers to Exercise C

1. (a) Republic
2. (b) 6th March, 1957
3. (c) 1st July, 1960
4. (d) Dr. Kwame Nkrumah
5. (c) Flt. Lt. Jerry John Rawlings
6. False
7. False
8. True
9. True
10. Professor John Evans Atta Mills
11. John Dramani Mahama
12. Nana Addo Danquah Akuffo Addo

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