

# HISTORY OF GHANA

*For Basic Schools*

## TEACHER'S GUIDE BOOK 5

Cyril K. Attipoe



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P. O. Box AN 19720, Accra -North

Tel: 0302-325057, 0302-325058

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

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

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

## PREFACE

The History of Ghana for Basic Schools Book 5 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 Ghanaian people, there is less understanding among us about important historical developments and events such as the evolution of the different ethnic groups in the country and their social and economic institutions; the development of state systems; their contact with the outside world and economic, social and political consequences of that contact, such as the loss of political independence, the recovery of sovereignty and the emergence of the modern state of Ghana. Furthermore, there is the need to appreciate the value of our own culture. As learners study Ghana's history, they would appreciate the life and sacrifices of our forebears and learn about the interconnectedness among the various ethnic groups to promote national integration, develop national pride and identity. Learners would learn about statesmen and women, chiefs and other individuals who played various roles to promote Ghana's development. In essence, the youth would consequently become patriotic, learn moral lessons, appreciate traditional Ghanaian values, and become useful national and global citizens.



## **PHILOSOPHY**

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

## **TEACHING PHILOSOPHY**

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

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

## **LEARNING PHILOSOPHY**

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

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

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



## INSTRUCTIONAL EXPECTATIONS

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

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

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

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

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

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

***The following activities are recommended for the facilitator:***

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

## **CORE COMPETENCIES**

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

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



### **CRITICAL THINKING AND PROBLEM SOLVING (CP)**

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

### **CREATIVITY AND INNOVATION (CI)**

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

### **COMMUNICATION AND COLLABORATION (CC)**

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

### **CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)**

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

## **PERSONAL DEVELOPMENT AND LEADERSHIP (PL)**

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

## **DIGITAL LITERACY (DL)**

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

## **LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**

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

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

## ORGANISATION OF THE LEARNER'S TEXTBOOK AND THE TEACHER'S GUIDE

The content of the Learner's Textbook is organised into Chapter. 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 **Chapter** are the broad areas of content to be studied. These are referred to as Chapter 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 THE PEOPLE OF GHANA****(How our ancestors lived in ancient times)***[Refer to pages 1 to 46 of Learner's Textbook]***Content Standards**

- Demonstrate understanding of how life in ancient times was different from life today.

**Subject Specific Practices and Core Competences**

- Learners become creative and innovative as they compare and analyse life in ancient times and today.

**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**

Every society has its own culture. This simply means that every society has its own ways of live. Societies in the olden days developed a culture that was centred around the food they ate, the cloth they wore, the tools they used, the means of communication, mode of transportation and the way they married.

This Unit intends to assist learners to identify and describe how our ancestors lived in ancient times (before the 15<sup>th</sup> century) and compare it with how we live. The Unit also intends to assist learners to identify and describe some ancient towns in Ghana.

### **Indicators**

After studying this Unit, learners will be able to:

1. Describe how our ancestors lived in the ancient times and compare it with how we live today.
2. Mention some famous ancient sites they know.
3. Describe the famous ancient sites mentioned in '2'.

### **Performance Indicators**

1. Learners describe how our ancestors lived in the ancient times and compare it with how we live today.
2. Learners describe some ancient towns in Ghana.

### **Diagnostic Assessment**

1. Describe how our ancestors lived in the ancient times and compare it with how we live today.
2. Mention some famous ancient sites they know.
3. Describe the famous ancient sites mentioned in '2'

### **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**

Brainstorm to let learners explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. *[Refer to pages 1 to 41 of Learner's Textbook]*



### Meanings of some Key Words

- **Developed** means that something has grown or caused to grow and become more mature, advanced, or elaborate.
- **Ancestors** are people, typically one more remote than a grandparent, from whom one is descended.
- **Environmentally friendly** means activities that are not harmful to the environment.
- **Adulthood** is the state or condition of being fully grown or mature.
- **Democracy** is a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
- **Governance** is the action or manner of governing a state, organization, etc.
- **Ritual** is a religious or solemn ceremony that is made up of a series of actions performed according to a prescribed order.
- **Transitional** relates to or means the characteristic of a process or period of transition.
- **Caravan** means a group of travelers, such as merchants or pilgrims, journeying together for safety in passing through deserts, hostile territory, etc. any group traveling in or as if in a caravan and using a specific mode of transportation, as pack animals or motor vehicles: a caravan of trucks; a camel caravan.

### Meanings of additional key words for the teacher

- **Generation** is all of the people born and living at about the same time, regarded collectively.
- **Stiff** means something that is not easily bent or changed in shape, rigid.
- **Domestic** is something that relates to the running of a home or to family relations.
- **Puberty** is the period during which adolescents reach sexual maturity and become capable of reproduction.
- **Suitor** is a man who pursues a relationship with a particular woman, with a view to marry.
- **Influence** is the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

- **Parliament** is the law making institution of the state.
- **Museum** is a building in which objects of historical, scientific, artistic, or cultural interests are stored and exhibited.

### **Activity 2**

Brainstorm to let learners talk about the way of life of our ancestors e.g. the kinds of food that our ancestors eat, the cloth they wore and how they travelled in the ancient times. Read and discuss the way of life of our ancestors e.g.

- The kinds of food that our ancestors ate
- The cloth they wore
- The buildings they lived in
- Their professions
- How they married
- Technology
- How they travelled in the ancient times
- Mode of communication
- How they traded i.e. The barter system of trade

Compare the lifestyle of our forefathers to that of our current generation.

***Refer to pages 1 to 10 of Learner's Textbook.***

### **How Our Ancestors Lived in Ancient Times and How we Live Today**

Every society has its own culture. This simply means that every society has its own way of live. Societies in the olden days developed a culture that was centred on the food they ate, the clothes they wore, the tools they used, their means of communication, mode of transportation and the way they married.

### **Forms of Education and Training in the Ancient Times**

In the olden days, although most societies did not develop the art of reading and writing, it did not mean that they were not educated. Various traditions, values, ideas and practices were preserved and passed on from one generation to another.

Young girls were taught how to clean the house, set fire and prepare various local dishes/ meals. Girls were also taught housekeeping skills by their mothers or older women.

The boys were trained to farm. They usually followed their fathers, or older men to the farm to learn how to farm. They were also taught the art of hunting. They learned how to set traps and to take care of domestic animals. Examples of these animals included cats, dogs, rabbits, pigs, cattle, sheep, and goats. During the olden days, the boys were trained to be very industrious to be able to provide for the basic needs of their immediate and extended families.

People lived together as one big family. Young boys were encouraged to play, eat, work and share things in order to promote peace, love and co-operation with one another. In those days, it was the primary responsibility for everyone in a community to protect and defend one another and to live peacefully as one big family.

### **Kinds of Food in the Ancient Times**

Our ancestors ate foods like Kenkey, Akple/Banku, Fufu, Tuozaafi, Mportomportor, Dzenow, cooked or fried yam, Dzenkple (Ewe) or Apapransa (Akan). These foods were prepared with the crops that were grown locally.

### **Farming and Crop Cultivation in ancient times**

Our forefathers cultivated many varieties of crops. Some of these crops were vegetables like pepper, tomatoes, garden eggs, okro and many more. Roots and tuber crops like yam, cassava and cocoyam were also grown. Tree crops like mango, orange, coconut were also grown. Other crops were grown and used as food and medicine as well.

### **Hunting and Fishing in ancient times**

Apart from farming, our forefathers were also engaged in hunting. Most of the ancient people were both farmers and hunters. Some were also fishermen. In this way, they were able to eat balanced meals.

A **balanced meal** is a food that contains all the necessary food nutrients in their right proportions.

Our fore fathers did not use chemicals to farm. They used more environmentally friendly ways to farm, hunt and to fish. This made most of them to live healthy lives. Diseases were not very common those days. They also lived longer.

Rivers and lakes were not polluted like we see today. There were stiff rules and regulations to protect water bodies that were used especially for domestic purposes. Water and air pollution were at their barest minimum.

### **Shelter and Clothing in Ancient Times**

During the ancient times when man lived in caves, dresses were made from animal skin. Most of these dresses were only used to cover their private parts. Some people used trees as their homes, others built structures with trees and mud to serve as their homes. As time passed, some of them developed the art of weaving and they started to weave their own clothes. Some made cloth which was later sewn as dresses. The most popular that they made which we still use today is called Kete in Ewe and Kente in Akan.



*Hand woven dress*

*Kente*

### **Means of transport in the olden days**

During the olden days, our forefathers travelled mostly by foot. However, in some communities especially in the northern parts, there were horses and donkeys. People from these areas used horses and donkeys as their means of transport.

Those who lived close to rivers and lakes built or carved canoes that were used to fish and to travel with. There was nothing like cars, motorbikes, bicycles, ships, helicopters and aeroplanes.

Life during the olden days was very difficult. People had to travel long distances to visit friends and relations living in other towns. If one wanted to trade, one had to travel long distance to get to the market place to trade. It usually took days to travel. Those who had to walk carried only what they could afford to carry. Those who had donkeys and horses carried more. Those who used the rivers and lakes with canoes also carried more to the river banks.

### **Mode of Communication in Olden Days**

The gong-gong, talking drum and fire or smoke was used to communicate those days. The talking drum and smoke were used to send messages to people very far way.

### **Hunting Tools in the Olden Days**

Bones of dead animals, wooden spear, stones and traps were used to hunt for bush meat. The metal spear, hoe and cutlass were introduced later for farming.



*Bones*

*Wooden Spear*

*Stones and Traps*

### **Marriage in Ancient Times**

Marriage was a very important issue for our ancestors in the olden days. When a girl got to adulthood, she underwent puberty rites. This was done to introduce the girl into adulthood. She was educated about adult life and marriage. She was taught and trained about how to perform her duties and responsibilities as an adult and a wife. The girl was then given away for marriage when a man came to ask for her hand and her family was pleased with the suitor.

When a boy came of age, he was also introduced into adulthood and taught about his duties and responsibilities. He was then given a land, farm tools and a hat. He chose a girl to marry and he was assisted by his father to marry the girl. In some communities, a girl was chosen for the boy to marry. He or she did not have a say in the choice of spouse.

### **Trading in Ancient Times**

Trade was one very important activity that kept the communities going. People from other communities came to trade with our ancestors. In those days, there was nothing like money. Goods were exchanged for other goods. This type of trade was called the barter trade.

When our ancestors made contact with people from different cultural backgrounds, it affected their way of life. This happened especially with the coming of the Europeans and the Arabs.

### **Lifestyle in Modern times**

Today, foreign culture has a lot of influence on the lives of Ghanaians. Either Ghanaian culture has completely changed or it has been modified. For example, the introduction of foreign religions like Christianity and Islam has changed Ghanaians' ways of worship.

Modern means of communication, for example radio, television, letter writing, email, the use of telephone and the internet has changed the way our forefathers used to communicate.

The introduction of democracy by Ghana's colonial masters has also changed the way our forefather ruled. Today, traditional rulers do not play any major role in the national affairs. The ordinary man with no royal attachment has taken over the role of leadership from the President, Members of Parliament, District or Municipal chief executives, Assemblymen and Unit Committee members. Our governance structure does not include the traditional rulers who were initially in charge of various states and kingdoms.

The introduction of machines has also brought a great change in Ghanaians' way of life. Ghanaians no longer have to do everything manually like their forefather did in the past. There are machines that grind pepper, corn and cassava for us. Today, Ghanaians travel by car, aeroplanes, motor bikes, bicycles, ships and many more. These are faster ways to travel. Farmers or traders are able to carry a lot more goods than before. This way, they are able to grow more to feed a larger group of people and earn more income.

The barter system of trade has also been abolished. These days, money has come to replace the barter system, with its challenges. We also get to eat and enjoy different types of food from different ethnic groups of people. We get to wear varieties of dresses from all walks of life. One can also watch and listen to the radio and television or the internet to know what is happening in other places in real time.

### **Activity 3**

- Let learners perform activity 2 on page 11 of their Textbook.
  - This activity should be done in class under Teacher's supervision.
  - Each pair or group should give a presentation of the main points from their discussions.
  - Teacher should award marks to each member of the groups according to their group's performance.
  - The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
- i. In pairs, discuss the meaning of the term culture and how our forefathers lived in the olden days.
  - ii. In groups, compare the lifestyle of our forefathers to that of the current generation.

- iii. In groups, discuss the meaning of a nuclear family.
  - iv. In groups, discuss the meaning of an extended family.
- **Immediate family** is also known as a nuclear family. It is a family made up of mother, father and children.
  - **Extended family** is a family made up of mother, father, children, uncles, aunts and grandparents.

**Exercise A [Refer to pages 11 to 13 of Learner's Textbook]**

1. Lead 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 A**

1. (b) hunting
2. (a) Television
3. (c) Telephone
4. (c) culture
5. (b) nuclear family
6. (c) nuclear family
7. (c) extended family
8. True
9. True
10. True

**Exercise B [Refer to page 13 of Learner's Textbook]**

1. Lead 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 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. Culture is defined as the way a group of people live i.e. the way they dress, speak, dance, greet, outdoor babies, marry, their religion, their festivals, the food they eat, the tools they use etc.
2. The lifestyle of our forefathers compared to that of the current generation:

Societies in the olden days developed a culture that was centred on the food they ate, the cloth they wore, the tools they used, the means of communication, mode of transportation and the way they married.

In the olden days, although most societies did not develop the art of reading and writing, it did not mean that they were not educated. Various traditions, values, ideas and practices were preserved and passed on from one generation to another.

Young girls were taught how to clean the house, set fire and prepare various local dishes / meals. Girls were also taught housekeeping skills by their mothers or older women.

The boys were trained to farm. They usually followed their fathers, or older men to the farm to learn how to farm. They were also taught the art of hunting. They learned how to set traps and to take care of domestic animals. Examples of these animals include cat, dog, rabbit, pigs, cattle, sheep, and goat. During the olden days, the boys were trained to be very industrious to be able to provide for the basic needs of his immediate and extended family.

Today, foreign culture has a lot of influence on the lives of Ghanaians. Either Ghanaian culture has completely changed or it has been modified. For example, the introduction of foreign religions like Christianity and Islam has changed Ghanaians' ways of worship.

Modern means of communication, for example radio, television, letter writing, email, the



use of telephone and the internet has changed the way our forefathers used to communicate, etc.

3. Nuclear family is a family made up of mother, father and children. Extended family is a family made up of mother, father, children, uncles, aunts and grandparents.

***[Refer to learner's Textbook pages 1 to 10 for more].***

#### **Activity 4**

Let learners mention some famous ancient towns that they know. Assist learners to identify some famous ancient towns in the olden days in the Gold Coast.

Some ancient towns in Ghana include:

- Begho
- Bono Manso
- Salaga
- Daboya
- Keta

***[Refer to pages 13 to 27 of Learner's Textbook]***

#### **Activity 5**

Let learners locate Begho on the Map of Ghana. Let learners use the map to identify the region Begho is located in and its regional capital.

Lead learners to read and discuss the famous ancient town known as Begho on pages 14 and 15 of Learner's Textbook.

- Let learners, in pairs, discuss what the people of Begho traded in during the olden days.
- Let learners tell why Begho was regarded as a very important ancient town in Ghana.

Begho was also called Bitu, Bew or Nsokɔ. This was an ancient trading town located south of the Black Volta at the transitional Zone between the forest and zones of the Bono Regions.

Begho was a very important trading point during the olden days. It was frequently visited by caravans from Mali around 1100AD. It had a population of over 10,000 people. This was a highly populated town in the olden days. It was one of the largest towns in the southern part of West Africa at the time the Europeans came to the Gold Coast. Goods traded in during those days were ivory, gold, salt, leather, kola nuts, cloth and copper alloy.

**Exercise C [Refer to page 16 of Learner's Textbook]**

1. Lead 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 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. Three goods that the people of Begho traded in during the olden days:
  - i. Ivory
  - ii. Gold
  - iii. Salt
2. One reason Begho is regarded as a very important ancient town in Ghana is because it was frequently visited by caravans from Mali around 1100AD. It had a population of over 10,000 people. This was a well-populated town in the olden days. Begho was one of the largest towns in the southern part of West Africa at the time the Europeans came to the Gold Coast.

### **Activity 6**

Let learners locate Bono Manso on the Map of Ghana. Let learners use the map to identify the region Bono Manso is located and its regional capital.

Lead learners to read and discuss the famous ancient town known as Bono Manso on pages 16 and 17 of Learner's Textbook.

- Let learners, in pairs, discuss what the people of Bono Manso traded in during the olden days.
- Let learners tell why Bono Manso was regarded as a very important ancient town in Ghana.

Bono Manso is sometimes called Bono Mansu. This was a trading area in the ancient state of Bonoman and a major trading centre. Bono Mansu can be located in present-day Bono East region.

A lot of caravans visited Bono Manso in the olden days because of trade. Goods traded in included gold, salt, leather and kola nuts. During those days, gold was the most valuable good that was traded in. A lot of caravans visited Bono Manso to trade. It was also a very busy and well-populated town.

### **Exercise D [Refer to page 17 of Learner's Textbook]**

1. Lead 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 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. Three goods that the people of Bono Manso traded in during the olden days:
  - i. Gold
  - ii. Salt
  - iii. Leather
  - iv. Kola nuts

2. Bono Manso was regarded as a very important ancient town in Ghana because they traded in gold which was the most valuable good. A lot of caravans also visited Bono Manso to trade. The town was also very busy and well-populated.

### **Activity 7**

Let learners locate Salaga on the Map of Ghana. Let learners use the map to identify the region Salaga is located in and its regional capital.

Lead learners to read and discuss the famous ancient town known as Salaga on pages 20 and 21 of Learner's Textbook.

- Let learners, in pairs, discuss what the people of Salaga traded in during the olden days.
- Let learners tell why Salaga was regarded as a very important ancient town of Ghana.

Salaga was a very important market centre between the 18<sup>th</sup> and 19<sup>th</sup> centuries. It was especially noted for regional kola trade. Those who controlled Salaga gained monopoly over trade to the North and South. Salaga was known as Timbuktu of the South because of its cosmopolitan population and trade in various goods.

Salaga was made up of the Gonja, Hausa, Wangara, Dagomba, Gurma and other groups. The Gonja ruled Salaga and several other towns during those days. The town served as a central point for other kingdoms. Salaga market served as a transit point to the Northern Sahel and Southern coast of the Sahel. The Salaga market was also a very important slave market where slaves were brought to be transported to the coast, sold and shipped to Europe and the Americas.

### **Exercise E [Refer to page 20 of Learner's Textbook]**

1. Lead 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 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 E**

1. The major product that the people of Salaga traded in during the olden days was slaves.
2. Salaga was regarded as a very important ancient town in Ghana because it was the central point to the Northern Sahel and Southern coast of the Sahel. It was also a very important market where slaves were brought to be transported to the coast, sold and shipped to Europe and the Americas.

### **Activity 8**

Let learners locate Daboya on the Map of Ghana. Let learners use the map to identify the region Daboya is located and its Regional capital.

Lead learners to read and discuss the famous ancient town known as Daboya on pages 21 and 23 of Learner's Textbook.

- Let learners in pairs discuss what the people of Daboya traded in during the olden days.
- Let learners tell why Daboya is regarded as a very important ancient town in Ghana.

Daboya is a town located in the north-western part of Tamale. Daboya was formerly called Burugu which means “a well” in both Tampluma and Dagomba languages. When Ndwura Jakpa conquered Tampluma, he placed the land under the authority of his daughter, Buru Wuche. She was also known as Burugu Wuche which means “Chief of Burugu”.

It is believed that one day a leper visited Tampluma. This leper was taken to Buru Wuche as tradition demands. Buru Wuche referred the visitor to the Jangbologuwura, the indigenous chief of Tampluma. The leper was received very well and taken good care of. He was very pleased with the reception. It is believed that this leper had supernatural powers. When it was time for the leper to leave Tampluma, he decided to bless the chief and his people because of how well he was received and taken good care of. The leper asked the chief to show him a place where grass did not grow. He was taken to a place where grass did not grow. The leper dug a small well and performed some rituals. After this, he told the chief that when it rained the well would be filled with salt water. The time came and there was a heavy rainfall. The well was indeed filled with salt water which was used to produce salt. Salt became available to the people of Tampluma from that time onwards. The leper also told the people of Tampluma that their small stream would expand to become a river. This prediction also came to pass and

the people of Tampluma had water in abundance. During those days, there was constant wars. The Dagombas were constantly harassing the people of Tampluma. Jangbologuwura was afraid that the Dagombas would defeat them if war broke out. The Jangbologuwura advised Buru Wuche to ask for help from his father, Ndewura Jakpa. Buru Wuche took the advice of the Jangbologuwura and went to ask her father for help. She carried along salt and fish as a present for the Yagbonwura, her father. Yagbonwura Jakpa gave some of the present from his daughter to her siblings.

Her siblings were surprised and said in Gonja, “Nda peye bo Anyie yea” which means our elder’s land is better than ours. This has since been shortened as Daboya. So the name Tampluma has since been replaced with Daboya.

Daboya was a very important town that was used as the central route by cattle traders travelling from Navrongo to Kintampo. The people of Daboya became traders of salt, fish and other products. Salt was also used to buy slaves in those days.

#### **Exercise F [Refer to page 23 of Learner’s Textbook]**

1. Lead 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 F**

1. Two goods that the people of Daboya traded in during the olden days:
  - i. Salt
  - ii. fish
2. Daboya was regarded as a very important ancient town in Ghana because it was used as the central route by cattle traders travelling from Navrongo to Kintampo.

#### **Activity 9**

Let learners locate Keta on the Map of Ghana. Let learners use the map to identify the region Keta is located in and its regional capital.

Lead learners to read and discuss the famous ancient town known as Keta on pages 24 to 25 of Learner's Textbook.

- Let learners, in pairs, discuss what the people of Keta traded in during the olden days
- Let learners tell why Keta is regarded as a very important ancient town in Ghana.

Keta is a town that is located in the south eastern part of the Volta Region of Ghana. It is the capital city of the Keta Municipal Assembly.

The people of Keta are Ewe. These people belong to the Anlo sub-group that migrated from Notsie to present-day Ghana. Keta was a very important trading post between the 14<sup>th</sup> and 20<sup>th</sup> centuries. The town attracted the Danes. This was a major trading point for the Danes for the sale of alcohol.

On 2<sup>nd</sup> September, 1823 the North German Missionary Society, also known as the “Bremen Missionaries”, moved their activities from Peki to Dzelukope, Keta.

In the olden days, Keta was known as Quittah and was assigned B27 as its postal trade mark. The Danes built a slave trading post, a fort, at Keta in the year 1784. The fort was called Fort Prinzenstein. Fort Prinzenstein is still at Keta but in ruins.

By 1907, the sea started to eat away a greater part of Keta. Most of the beautiful buildings were buried in the sea due to sea erosion. The Bremen Factory that manufactured and sold alcohol was gone. The Danes also had a coconut plantation. This coconut plantation was also swept away by the sea. Today, the erosion is close to where Fort Prinzenstein is and destroyed some portions of it. However, government started a sea defense project to prevent the sea from causing more damage.

Close to Keta is a notable lighthouse known as Cape St. Paul Lighthouse located at Woe on the beach. It is believed that this lighthouse guides ships away from a mythical massive underwater mountain. Cape St Paul Lighthouse is the oldest in Ghana.

Keta also has a lagoon known as the Keta Lagoon. The Keta Lagoon is the largest lagoon in Ghana. This lagoon covers an area of 300km<sup>2</sup>. It is among the wetlands protected area of 1200mk<sup>2</sup>.

The Keta Lagoon is noted as a stopping point for a large number of birds migrating every season. It also provides a breeding ground for sea turtles.

Most of the people who live around Keta Lagoon are fishermen. When portions of the lagoon dries up, they mine salt. In the olden days, Keta was one of the major towns that traded in salt in large quantities. It is also believed that the Keta Lagoon has large deposits of crude oil.

**Crude oil** is oil that is in its natural condition as it comes out from an oil well before it is made pure or separated into different products like petrol, kerosene, diesel, Liquefied Petroleum Gas (LPG) and many more.

**Exercise G [Refer to pages 28 to 31 of Learner's Textbook]**

1. Lead 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 G**

1. (d) 18th century
2. (d) Salaga
3. (b) Salaga
4. (b) Ewe
5. (c) Salt
6. (b) Fort Prinzenstein
7. (d) 1823
8. True
9. False
10. True
11. False
12. True
13. True
14. True
15. True



16. True

17. True

### **Activity 10**

Brainstorm to let learners explain the term “museum”. Let learners mention any ancient sites and museums that they know of. Lead learners to read and explain the term museum on page 31 of Learner’s Textbook. Lead learners to read and discuss museums in Ghana on pages 31 to 41 of Learner’s Textbook.

A **museum** is a place where important cultural, historical or scientific objects are kept and shown to the public. The Museums Division of Ghana Museums and Monuments Board (GMMB) supervises nine main museums in Ghana. This includes the National Museum. Two of the museums are situated inside a castle, and three are situated inside a fort. Apart from their regular exhibits, the museums also organise temporary exhibitions. The following are the main museums in Ghana:

1. The National Museum
2. The Museum of Science and Technology
3. The Volta Regional Museum
4. The Cape Coast Castle Museum
5. The Upper East Regional Museum
6. The St. George’s Castle (Elmina Castle) Museum
7. The Ussher Fort Museum
8. The Fort Apollonia Museum of Nzema Culture and History
9. Fort San Antonio Museum, Axim

For Ghanaians interested in their local heritage, or visitors wanting to explore Ghana’s culture and history, the GMMB museums are a good place to start.

### **The National Museum**

The **National Museum** was established in the year 1957. It can be located in Accra. At the National Museum visitors are educated about the habits of the Ghanaian in both past and

present days. This is done through the display of unique traditional objects and artworks of the local people.

At the National museum there are tour guides who take visitors round and talk about the traditional objects and artworks at the museum.

### **Museum of Science and Technology**

The Museum of Science and Technology was established in 1963. This museum is also located in Accra. Two very important things that this museum showcases are, a human heart and a piece of stone from the moon. The museum has a library and provides educational activities for children.

### **Volta Regional Museum**

The Volta Regional Museum was established in the year 1973. It is located in Ho, the capital city of the Volta Region. This museum has things like the Chair of State of the last colonial German governor of the Volta region, Volta region Kente designs, masks, chiefs' stools, swords and displays on Asante fetish shrines, local paintings, woodcraft and pottery.

### **The Cape Coast Castle Museum**

The Cape Coast Castle Museum was established in the year 1970. It can be located in one of the wings of the Cape Coast Castle, in the Central region. This museum was given a face-lift in 1994 by funds from UNDP, USAID, the Smithsonian Institution and Counterpart funding from the Government of Ghana and other NGOs.

The Cape Coast Castle Museum educates visitors about the arrival of Europeans in Africa and their interactions with the local communities. The museum showcases:

- Gold weights and measuring scales
- State swords
- Guns
- Stone implements for hunting
- Paintings

- Terracotta figurines
- A palanquin (a structure used to carry chiefs)
- Life-size European engravings that depict west African scenes
- Maps of the slave trade routes
- Examples of items exchanged for slaves (glass, beads, whisky bottles and firearms)
- Shackles
- A black-and-white print of the slave ship
- Nineteenth-century engravings of captives onboard a slave ship
- Clan staffs
- A canoe
- Photographs of famous black people through the years
- Traditional cloths
- Carved wooden utensils
- Musical instruments
- A model of Cape Coast Castle.

This museum also has auction blocks that are used to simulate guests for them to experience a tiny part of the enslaved. Other things that the museum showcases include exhibits on the pre-colonial history of the Central region, displays on contemporary culture of the local people.

The museum shows video documentary to visitors on “Cross Roads of Trade, Cross Roads of People”. Tour guides at the museum give visitors a 45-minute tour, to allow them to see the castle’s dungeons, the condemned cell and the “Door of No Return”.

The Cape Coast Castle Museum has conference halls, a library, an art and craft studio, a book store and gift shop, curio shops and an open courtyard for outdoor activities.

### **Fort Apollonia Museum of Nzema Culture and History**

The “Fort Apollonia Museum of the Nzema culture and history” was established in 2010. This museum is located inside the ancient Fort Apollonia that was founded by the British between 1765 and 1771. This fort is located at Beyin in the Jomoro District.

Fort Apollonia was restored with funds from the Italian Ministry of Foreign Affairs after it was abandoned for many years. This museum is dedicated to Osagyefo Dr. Kwame Nkrumah,

the first president of Ghana.

Fort Apollonia museum showcases to visitors what Nzema chiefs, students, artisans, drummers and dancers and researchers are putting together to represent what they are and what they do. It tells the histories inherited from past generations and gives a picture about the present generation.

At Fort Apollonia museum, visitors learn about the Nzema heritage. They interact with contents, topics and the interpretation of them in a combination of texts reading, objects' touching, smelling and hearing. Visitors also see emblems of various clans, pictures of traditional festivals, Amansuri eco-system and different shades of traditional talking drums.

### **Upper East Regional Museum**

The Upper East Regional Museum was established in 1972. It is in Bolgatanga, the capital of the Upper East region. This museum was installed in its current location in 1991, by the Ghana National Commission on Culture.

The main aim of this museum is to preserve the material culture of the Upper East region and educate the public, especially the youth, about the need to protect and remember their local heritage.

The museum showcases local pottery, paintings, musical instruments, jewelry, weapons, chiefs' possessions, carved dark wood stools and bronze ancestral vases.

The Upper East Regional Museum also offers tours of other sites of interest in the region to visitors. Some of these places that visitors usually tour are the Paga Crocodile Pond, the Tongo-Tengzuk Hills and Shrines.

### **St. George's Castle (Elmina Castle) Museum**

The St. George's Castle Museum was established in 1996. It is located within St. George's Castle, popularly known as Elmina Castle. This museum was established through the efforts of GMMB, the United States Agency for International Development and the Mid-West Universities Consortium for International Activities.

The main aim of establishing this museum is to educate the public about the history of St. George's Castle and to preserve the cultural heritage of the people of the Central region. This

museum showcases photographs of St. George's Castle across the centuries, gold weights, shackles, murals, local textiles, beads, stone, ceramics, bottles, clay, glass and stools.

At the St. George's Castle Museum, visitors get to see former storehouses and slave dungeons, chapels, governor's chamber and the cell where a King of Asante was once held prisoner.

Visitors also get to see birds' surrounding harbours, fishing boats, and the Fort St Jago; all from the walls of the castle.

### **Ussher Fort Museum (2007)**

Ussher Fort Museum was established in 2007. It is located within Ussher Fort, in Accra. This museum was established by Ghana's Ministry of Tourism, in partnership with the European Union and UNESCO.

The main purpose of the museum is to draw the attention of Ghanaians and tourists to the history of the slave trade in Ghana. The museum showcases:

- Shackles
- Weapons
- Drinking cups made of clay
- Large grinding stones
- A model of a slave vessel
- Wall paintings depicting the coming of the Europeans and their subsequent treatment of slaves
- Images of those who fought for the abolition of the slave trade, like William Wilberforce, Sojourner Truth, Harriet Tubman, Frances Ellen Watkins Harper, John Russwurm, John H. Lawson, Henry Highland and Samuel Ringgold Ward.

### **Activity 11**

Assist learners to perform activity 14 on page 42 of learners textbook:

1. Let learners mention museums in the school community. Let learners tell the class what they know about these museums.
2. Let learners tell the class where these museums are located and a brief history about them.

### **Activity 12**

Organize fieldstrips for learners to visit some museums in Ghana.

1. Let learners identify where these museums are located.
2. Let learners find out about the history behind these museums.
3. Let learners write a report to be presented in class about the field trip and the museums that they visited.

### **Activity 13**

Guide learners to do the project work on page 42 of their textbook:

1. Let learners research to find out more about museums. Let learners identify other museums that we have not mentioned or discussed.
2. Let learners identify museums in the school community and tell the class what they know about this museum.
3. Let learners research and tell the class a brief history about these museums.

### **Additional Information**

Ghana is officially known as the Republic of Ghana. It is a country located along the Gulf of Guinea and Atlantic Ocean, in the sub-region of West Africa. Ghana has a land mass of 238,535 km<sup>2</sup> (92,099 sq mi). Ghana shares borders with Ivory Coast in the west, Burkina Faso in the north, Togo in the east and the Gulf of Guinea and Atlantic Ocean in the south.

Ghana has a population of approximately 30 million. According to the 2010 population census, 71.2% of the country's population are Christian, 17.6% are Muslim, and 5.2% practise traditional faiths.

### **Exercise H [Refer to pages 42 to 46 of Learner's Textbook]**

1. Lead 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 H**

1. (b) The Museum of Science and Technology
2. (b) The Cape Coast Castle Museum
3. (c) The Cape Coast Castle Museum
4. (d) Volta Regional Museum
5. (c) Volta Regional Museum
6. (b) Fort Appollonia Museum of Nzema Culture and History
7. (d) Upper East Regional Museum
8. (d) 1996
9. True
10. (d) 2007
11. (b) Accra
12. (c) Museum
13. (b) Fort Little
14. (b) 1957
15. (a) Accra
16. (d) Dungeon
17. True
18. True

## Unit 5 SELECTED INDIVIDUALS

*[Refer to pages 47 to 94 of Learner's Textbook]*

### Content Standards

- Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally.

### Subject Specific Practices and Core Competences

- With the use of evidence to appreciate the significant contributions of some Ghanaians locally and internationally, learners become creative, innovative and digitally literate.

### Planning the Unit

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

### Introduction

This unit intends to assist learners to identify some outstanding selected Ghanaians who made significant contributions locally and internationally. These people include:

1. Dr. R.E.G. Armattoo
2. Kofi Annan
3. Osibisa
4. El Anatsui
5. David Adjaye
6. Oswald Boateng
7. Efua Sutherland



8. Prof Francis Allotey
9. Prof. Akua Kuenyehia
10. Prof. Frimpong Boateng
11. Abedi Ayew ‘Pele’
12. Azumah Nelson

### **Indicators**

After studying this Unit, learners will be able to identify some outstanding selected Ghanaians who made significant contributions locally and internationally.

### **Performance Indicators**

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

### **Diagnostic Assessment**

1. Name three outstanding people in their communities and tell why they think these people are outstanding.
2. Name three outstanding people in Ghana and say why they think these people 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 organize remedial lessons on which the questions are based.

### 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 made significant contributions locally and internationally. Let learners tell what they know about any of these distinguished individuals.

### Activity 3

Brainstorm to let learners explain the meaning of the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. [Refer to pages 47 to 94 of Learner's Textbook]

### Meanings of some Key Words

- **Medical practitioner** is a person qualified to practise medicine, especially one who specializes in diagnosis and medical treatment as distinct from surgery.
- **Nominee** is a person who is nominated as a candidate for election or for an honour or award.
- **Physiology** is the branch of biology that deals with the normal functions of living organisms and their parts.
- **Industrialist** is a person involved in the ownership and management of industry.
- **Anthropology** is the study of human societies and cultures and their development.
- **Diplomat** is an official representing a country abroad.
- **Architecture** is the art or practice of designing and constructing buildings.
- **Professor** is a teacher of the highest rank in a university department.

- **Stirling Prize** is a British prize for excellence in architecture. It is named after the architect James Stirling, organised and awarded annually by the Royal Institute of British Architects.
- **Catwalk** is a platform extending into an auditorium, along which models walk to display clothes in fashion shows.
- **Philosophies** is the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.
- **Genius** means an exceptionally intelligent person or one with exceptional skill in a particular area of activity.

#### **Meanings of additional key words for the teacher**

- **Practitioner** is a person actively engaged in an art, discipline, or profession, especially medicine.
- **Medicine** is the science or practice of the diagnosis, treatment, and prevention of disease (in technical use often taken to exclude surgery).
- **Literature** means written works, especially those considered of superior or lasting artistic merit.
- **Devote** means to give all or most of one's time or resources to a person or activity.
- **Brilliant** means exceptionally clever or talented.

#### **Activity 4**

Lead learners to read and discuss Dr. Raphael Ernest Grail Armattoe on his achievements and contributions locally and internationally. Refer to pages 50 and 51 of Learner's Textbook.

Dr. Raphael Ernest Grail Armattoo was a Ghanaian and a celebrated medical practitioner who was also a nominee for the Nobel Peace Prize for medicine and physiology.

Dr. R.E.G. Armattoo was born on the 12<sup>th</sup> of August, 1913 to the Ayivor family of Denu in the Volta Region. His grandfather was chief Baku Ayivor II of Denu. His father was Mr. Glikpo Armattoo Ayivor an industrialist.

Dr. R.E.G. Armattoo attended elementary school at Keta in the Volta Region. After his elementary school, he went to Mfantshipim School in Cape Coast where he met Prof. Abrefa Busia and they became friends. His friend, Prof. Abrefa Busia, later became Prime Minister of Ghana in the year 1969.



*Dr. R.E.G. Armattoo*

Dr. R.E.G. Armattoo was so brilliant that, at the age of 17, he had completed his secondary-level education. He proceeded to Germany for further studies in the year 1930. He initially studied at Hamburg University but left for France to continue his studies because of the rise of the Nazis. He studied anthropology, literature and medicine at Sorbonne and Lille Universities.

He was married to Leonie Schwartz from Switzerland. Leonie Schwartz later changed her name to Marina. From France, Dr. Armattoo and his family moved to the British Isles where he attended Edinburgh Royal College of Surgeons and became a qualified medical practitioner.

During the Second World War, Dr. Armattoo was appointed to serve under the Civil Defence First Aid Post in Brooke Bark, Derry, from 1939 to 1945. After the Second World War, Dr. Armattoo continued his medical practice at his home. He also devoted his time to writing and public speaking. He established a research centre in memory of his mother. He named the research centre after his mother “Lomeshie”. The research centre was known as Lomeshie Research Centre.

The ‘New York Post’ called him “The Irishman from West Africa”. BBC referred to him as “The African Paracelsus”.

Dr. R.E.G. Armattoo discovered the Abochi drug that was used to save millions of people in Africa in the 1940s. His Abochi drug was used to treat water borne diseases, ring worms and other related diseases.

In 1949, a group of parliamentarians from Stormont, Dail and Westminster signed letters to nominate Dr. R.E.G. Armattoe for the Nobel Peace Prize. Unfortunately, this brilliant man did not live long. Dr. R.E.G. Armattoe died at the age of 40. As if he knew that he would not live long on earth, he wrote a poem titled “The way I would like to die”. Below are the first four lines of this poem:

*This is the way I'd like to go,  
If you must know  
I would like to go while still young  
While the dew is wet on the grass*

### **Activity 5**

Assist learners to perform activity 2 on pages 50 and 51 of Learner’s Textbook:

1. Let learners, in pairs, discuss the life and achievements of Dr. R.E.G. Armattoe.
2. Let learners tell the class why Dr. R.E.G. Armattoe was Nominated for the Nobel Peace Prize.
3. Let learners tell the class what they admire about Dr. R.E.G. Armattoe.

### **Exercise A [Refer to pages 51 to 53 of Learner’s Textbook]**

1. Lead 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 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. (b) Medical practitioner
2. (b) Mfantshipim School in Cape Coast
3. (c) The way I would like to die
4. (c) The Nobel Peace Prize
5. (b) Abochi drug
6. (b) Ringworm
7. (d) The Irishman from West Africa
8. True
9. False
10. True

### Activity 6

Brainstorm to let learners explain the key words that they would come across when reading the story of Osibisa. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 53 to 56 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Saxophonist** is a person who plays the saxophone.
- **Drummer** is a person who plays a drum or drums.
- **Audience** means the assembled spectators or listeners at a public event such as a play, film, concert, or meeting.
- **Decline** means to become smaller, fewer, or less, decrease.
- **Inspire** means to encourage someone by making them feel confident and eager to do something.
- **Delight** means to be pleased greatly.

### **Activity 7**

Lead learners to read and discuss Osibisa on their achievements and contributions locally and internationally. Refer to pages 53 to 56 of Learner's Textbook.

### **Osibisa**

Teddy Osei, Sol Amafiio, Mamon Shareef and Farhen Freere, played in a highlife band known as "The Star Gazers" in the 1950s.

Teddy Osei was a saxophonist, Sol Amafiio was a drummer, Mamon Shareef and Farhen Freere played the flute. They left to form a group known as the Comets with Osei's brother Mac Tontoh. Mac Tontoh handled the trumpet. The group produced a lot of hit songs in the 1950s. One of their popular hit songs in 1958 was titled as "Sorry pete pete".

In 1962, Teddy Osei went to London to study music. He formed a new group known as the Cat's Paw in 1964. This group combined and performed highlife, rock and soul music. Teddy Osei persuaded Sol Amarfiio and Mac Tontoh to join him in London in 1969. This gave birth to a new group called Osibisa.

Other people who were part of the Osibisa music band were Spartacus R from Grenada (brass), Robert Bailey from Trinidad (Keyboard), Wendell Richardson (lead guitarist and vocalist) from Antigua, Mike Odumosu (bass guitar) from Nigeria, Fred Coker (Bass guitar) also from Nigeria and Lasisi Amao (percussionist and Tenor Saxophonist) from Ghana.

Later, Daku Adams (guitar) and Kiki Gyan, both Ghanaians, also joined the Osibisa music. The Osibisa band toured the world during the 1970s. They performed to the admiration of large audience in places like Australia, India, Japan and Africa.

Osibisa was invited to perform in Zimbabwe in 1980 during their Independence Day celebration. In 1983, Osibisa were filmed on stage at the Marquee Club in London.

Osibisa returned to Ghana to set up a recording studio and a theatre complex to help the younger folks in the music industry. At that time, there was a sharp decline in sales for their band. In 1996, Teddy Osei reformed the Osibisa music band and many of their old music pieces were recorded on CDs. They performed in India at November Fest 2010.

The name Osibisa comes from a Fante word "Osibisaba" which means highlife. The Osibisa music band has inspired and influenced many African musicians. The Osibisa music still lives on and is a delight to listen to.

Below are some popular songs of Osibisa:

Name of album	Released in the year
Osibisaba	1971
Woyaya	1971
Heads	1972
Superfly	1973
Happy children	1973
Osibirock	1974
Welcome home	1974
Ojah Awake	1976
Mystic energy	1980
Celebration	1980
African flight	1981
Movement	1989
African Criss-Cross	1990
Monsore	1997
African Dawn, African Flight	2003
Wongo wongo	2004
Osee yee	2009

### Activity 8

Assist learners to perform activity 3 on page 56 of Learner's Textbook:

1. Let learners mention the names of the founders of the Osibisa musical group.
2. Let learners, in groups, discuss the achievements of Osibisa
3. Let learners sing any of the Osibisa songs that they know.
4. Let learners tell the class what they admire about Osibisa.



**Exercise B** [*Refer to pages 56 to 58 of Learner's Textbook*]

1. Lead 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 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) Teddy Osei
2. (d) Robert Bailey
3. (a) Teddy Osei
4. (c) 2010
5. (c) 1974
6. (a) 1971
7. (b) highlife
8. (c) Wendell Richardson
9. True
10. False

**Activity 9**

Brainstorm to let learners explain the key words that they would come across when reading the story of Kofi Annan. Lead learners to use the dictionary to find the meaning of the key words. Let learners use the key words to make correct sentences. Refer to pages 59 to 60 of Learner's Textbook.

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

- **Diplomat** is an official representing a country abroad or a person who can deal with others in a sensitive and tactful way.
- **Economist** is an expert in economics.
- **Tourist** is a person who is travelling or visiting a place for pleasure.
- **Reforms** means to make changes in (something, especially an institution or practice) in order to improve upon it.

### **Activity 10**

Lead learners to read and discuss Kofi Annan on his achievements and contribution to national development. Refer to pages 59 to 60 of Learner's Textbook.

Kofi Atta Annan was a Ghanaian diplomat who served as the Seventh Secretary General of the United Nations from January 1997 to December, 2006.

Kofi Annan was born on the 8<sup>th</sup> of April, 1938, in Kumasi in the Ashanti Region. He had a twin sister known as Efua Atta.

Kofi Annan attended Mfantsipim School, in Cape Coast, from 1954 to 1957. He then went to Kumasi College of Science and Technology, now Kwame Nkrumah University of Science and Technology (KNUST), to study economics.

After completing Kumasi College of Science and Technology, he went for further studies in the United States. He attended Maclester College in St. Paul Minnesota, United States, in 1961. He also studied at the Graduate Institute of International and Development Studies in Geneva, Switzerland, from 1961 to 1962.

Kofi Annan started work with the World Health Organization in 1962. He was a budget officer. He also worked as a manager for the Ghana Tourist Development Company in Accra from 1974 to 1976.

Kofi Annan was appointed head of personnel of the United Nations High Commission for Refugees (UNHCR), in Geneva, Switzerland, in 1980. He became the Director of Administrative Management Services of the UN Secretariat in New York in 1983.

Kofi Annan was later appointed Assistant Secretary General for Human Resource Management and Security Coordinator for the UN System. He also became the Assistant Secretary-General for Program Planning, Budget, Finance and Control in 1990.

In March, 1993, Kofi Annan was appointed Under Secretary General. On the 1<sup>st</sup> of January, 1997, Kofi Annan was elected Secretary General of the United Nations.

Kofi Annan's office as UN Secretary General brought a lot of reforms into the UN, which had a positive effect on the lives of the people in the whole world, especially in developing countries.

Kofi Annan won the Nobel Peace Prize for his work as United Nations Secretary General for a better organised and a more peaceful world. Kofi Annan passed away on the 18th of August, 2018, at the age of 80.

### **Activity 11**

Assist learners to perform activity 4 on page 60 and 61 of Learner's Textbook:

1. Let learners, in pairs, discuss the life and achievements of Kofi Annan.
2. Let learners tell the class why Kofi Annan was awarded the Nobel Peace Prize.
3. Let learners tell the class what they admire about Kofi Annan.

### **Exercise C [Refer to pages 61 to 63 of Learner's Textbook]**

1. Lead 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 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. (d) Kumasi, Ghana
2. (c) Mfantshipim School in Cape Coast
3. (c) Kumasi College of Science and Technology (Kwame Nkrumah University of Science and Technology).
4. (c) From 1974 to 1976
5. (b) 1997
6. (c) Diplomat
7. (c) The Nobel Peace Prize award
8. False
9. True
10. False
11. False

### Activity 12

Brainstorm to let learners explain the key words that they would come across when reading the story of El Anatsui. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 63 to 65 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Depict** means to represent by a drawing, painting, or other art form.
- **Metropolitan** means a large city full of people from different areas and cultural backgrounds.
- **Exhibition** means a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.
- **Demonstration** is an act of showing that something exists or is true by giving proof or evidence.

### **Activity 13**

Lead learners to read and discuss **El Anatsui** on his achievements and contribution to national and international development. Refer to pages 63 to 65 of Learner's Textbook.

El Anatsui was born in Anyako in the Anlo State of the Volta Region of Ghana. He was trained at the College of Art, University of Science and Technology, in Kumasi.

El Anatsui initially started his work with sculpture as a hobby just to keep the tradition he grew up with alive. He taught at the University of Nigeria, Nsukka, in 1975 and became affiliated with the Nsukka group.

El Anatsui used clay, wood and other objects to create sculptures to depict the Ghanaian traditional belief system and many more. In 1990, he had his first important group show at a studio museum in Harlem, New York. He was among the three artists selected and their contracts were extended for five more years.

Since then El Anatsui exhibited his works around the world. This included places such as Brooklyn Museum in 2011, Rice University Art Gallery in Houston 2010, Metropolitan Museum of Art, New York in 2008 to 2009, and many more.

El Anatsui held his first solo exhibition outside Africa, in London, in the year 1995. This exposed him to the world, and opened the eyes of non-western artists. He expressed a variety of themes and demonstrated how African Art could be shown in several ways that are not usually seen.

In 1992, El Anatsui was selected to act as a board member on the International Society for Education through Art (InSEA) World Council because of his contribution to education. In the year 2000, El Anatsui became a founding member and fellow of the Forum for African Arts. He also became a member of the international selection committee for Dakar Biennale in Senegal.

During his school days, he won the first Ghana National Art Competition in 1968 as an undergraduate student. In 1967, he won the Best Student of the year award. El Anatsui was also awarded an honorary degree in 2016 by University of Harvard in the United States.

### **Activity 14**

Assist learners to perform activity 5 on page 65 of Learner's Textbook.

1. Let learners, in groups, discuss the life and achievements of El Anatsui.
2. Let learners tell the class what they admire about El Anatsui.

### **Exercise D [Refer to pages 65 to 67 of Learner's Textbook]**

1. Lead 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 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. (c) Anyako, Ghana
2. (c) Sculpture
3. (a) El Anatsui
4. (b) Harlem, New York
5. (b) The University of Harvard, USA.
6. (b) 1968
7. False
8. False

### **Activity 15**

Brainstorm to let learners explain the key words that they would come across when reading the story of David Adjaye. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 67 to 69 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Architect** is a person who designs buildings and in many cases also supervises their construction.
- **Lecturer** is a person who gives lectures, especially as an occupation at a university or college of higher education.
- **Renowned** means known or talked about by many people, famous.

### Activity 16

Lead learners to read and discuss David Adjaye on his achievements and contribution to national and international development. Refer to pages 67 to 69 of Learner's Textbook.

**David Adjaye** was born in Dar es Salaam, Tanzania. He was a son of a Ghanaian diplomat. David Adjaye lived in Tanzania, Egypt, Yemen and Lebanon before he moved to Britain at the age of nine.

He attended London South Bank University where he graduated with Bachelor of Arts degree in Architecture. He won the Royal Institute of British Architects Award in 1993.

David Adjaye was a lecturer at the Royal College of Arts. In 1994, he also worked with renowned architectural studios of David Chipperfield, Eduardo Soutode Moure and Willaim Russel.

On 15 April, 2009, David Adjaye was selected as part of a team of architects to design the American History and Culture on the National Mall in Washington DC. His designs show a crown motif from Yoruba Sculpture. He also designs private homes.

David Adjaye co-authored two seasons of BBC's Dreamscapes television series and hosts a BBC radio program. His recent works include the museum of contemporary Art in Denver, the Nobel Peace Centre on Oslo and the Skolkovo Moscow School of Management. He also designed the New York City Spyscape Museum.

David Adjaye is a visiting Professor at Princeton University School of Architecture. He was shortlisted for the Stirling Prize for the idea of Whitechapel store built on the remains of a 1960 mall. He was also appointed officer of the order of the British Empire in 2007 for his service to British Architecture. He was also honoured as a Knight in 2017 for his service to Architecture.

### **Activity 17**

Assist learners to perform activity 6 on page 69 of Learner's Textbook.

1. Let learners, in groups, discuss the life and achievements of David Adjaye.
2. Let learners tell the class what David Adjaye is known for.
3. Let learners tell the class what they admire about David Adjaye.

### **Exercise E [Refer to pages 69 to 71 of Learner's Textbook]**

1. Lead 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 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 E**

1. (d) Architecture
2. (c) David Adaye.
3. (c) David Adaye.
4. (b) Knight
5. (c) London South Bank University
6. True
7. False

### **Activity 18**

Brainstorm to let learners explain the key words that they would come across when reading the story of Oswald Boateng. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 71 to 73 of Learner's Textbook.



### Meanings of additional key words for the teacher

- **Designer** is a person who plans the look or workings of something prior to it being made, by preparing drawings or plans.
- **Trademark** is a symbol, word, or words legally registered or established by use as representing a company or product.
- **Fashion** is a popular or the latest style of clothing, hair, decoration, or behaviour.
- **Catwalk** is a platform extending into an auditorium, along which models walk to display clothes in fashion shows.
- **Boutique** is a small shop selling fashionable clothes or accessories.
- **Philosophy** is the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.
- **Amenity** is a desirable or useful feature or facility of a building or place.
- **Summit** is a meeting between heads of government.

### Activity 19

Lead learners to read and discuss Oswald Boateng on his achievements and contribution to national and international development. Refer to pages 71 to 73 of Learner's Textbook.

**Oswald Boateng** is a British designer of Ghanaian descent. He is known for his trademark twist on classic British tailoring and bespoke style. At the age of 16, he was a Computer Science student at Southgate College. His girlfriend introduced him to cutting and deigning with his mother's old sewing machine.

He started designing and sewing with his mother's sewing machine. He also sold some of his works to his colleagues and students of fashion and design.

Oswald Boateng helped a friend to make clothes for a fashion show. His friend received a lot of praise and admiration during and after the fashion show. His friend also sold his first collection to a men's wear shop in Covent Garden. This encouraged Oswald Boateng to continue his art.

In 1987, Oswald Boateng sold his first pieces in Academy and Newburg Street. In 1991, he opened his first studio in Portobello Road and staged his first fashion show during the Paris

Fashion week in 1994. In fact, he was the first tailor to stage a catwalk show in Paris; such a bold move. His Paris show was very successful and he was encouraged to open a boutique on Vigo Street in the South of Savile Row in 1995.

Oswald Boateng designs helped him to create a new appreciation for Savile Row and attracted the younger folks. In June, 2002, he moved fully to Savile Row. In 2005, he was honoured with a major 20 year retrospective event at the Victoria and Albert Museum. This was because of the way he combined highest standards of execution with new and vibrant philosophies successfully which captured the hearts and minds of both the public and the media.

In 2003, Boateng launched an original concept in perfumes for women called “Bespoke”. In 2007, he merged the corporate headquarters of his company with his redesigned flagship store on Savile Row. Today, in addition to a bespoke service, Boateng also produces two ready-to-wear collections each year.

Boateng was appointed Creative Director of Menswear at French Fashion House Givenchy. His first collection was shown in July, 2004, in Paris Hotel de Ville. He designed new amenity kits for Virgin Atlantic’s upper class. This design was rated as the most stylish first class kit and was made available to travelers on any airline. Boateng left Givenchy after the spring 2007 collection.

Oswald Boateng was commissioned by former President John Agyekum Koffour to design and plan a show at the 9<sup>th</sup> Annual African Union Summit held in Accra in 2007. This Summit coincided with the remembrance of 200 years end of slavery and Ghana’s 50 years of independence celebration.

Oswald Boateng was also chosen as the designer for the new uniform of British Airways for 2019 as part of the company’s centenary celebration.

Oswald Boateng, Kola Aluko and Atlantic Energy founded “Made in Africa Foundation”, a UK non-profit organization. The aim of this foundation is to assist in the development of African continent through the provision of first-stage funding for feasibility studies and business development of large scale infrastructure projects.

### **Activity 20**

Assist learners to perform activity 7 on page 73 of Learner’s Textbook:

1. Let learners, in groups, discuss the life and achievements of Oswald Boateng.
2. Let learners tell the class what Oswald Boateng was known for.
3. Let learners tell the class what they admire about Oswald Boateng.

**Exercise F [Refer to page 74 of Learner's Textbook]**

1. Lead 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 F**

1. (d) Oswald Boateng.
2. (a) Perfumes
3. True

**Activity 21**

Brainstorm to let learners explain the key words that they would come across when reading the story of Efuia Theodora Sutherland. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 75 to 78 of Learner's Textbook.

**Meanings of additional key words for the teacher**

- **Drama** is a play for theatre, radio, or television.
- **Studio** is a room where an artist, photographer, sculptor, etc. works. A studio can also be a film or television production company.
- **Launch** means to start or set in motion (an activity or enterprise).
- **Theatre** is a building or outdoor area in which plays and other dramatic performances are given.

- **Practitioner** is a person actively engaged in an art, discipline, or profession, especially medicine.
- **Research associates** are **researchers** (scholars and professionals) that usually have an advanced degree beyond a bachelor's degree. The **research associate** position does not explicitly require mentoring and is a regular staff position with appointment letters processed by Human Resources.
- **Influential** means having great influence on someone or something. To influence means to have the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
- **Pioneer** is a person who is among the first to explore or settle a new country or area.
- **Publishing** is the occupation or activity of preparing and issuing books, journals, and other material for sale.
- **Playwright** is a person who writes plays.
- **Dramatist** is a person who writes plays.
- **Director** is a person who supervises the actors and other staff in a film, play, or similar production.
- **Poet** is a person who writes poems.
- **Educationist** is a person who has a special knowledge of the principles and methods of teaching.
- **Researcher** is a person who carries out academic or scientific research. A researcher is also described as a person whose job involves discovering or verifying information for use in a book, programme, etc.

### **Activity 22**

Lead learners to read and discuss Efua Theodora Sutherland on her achievements and contribution to national and international development. Refer to pages 75 to 79 of Learner's Textbook.

**Efua Sutherland** was born in Cape Coast on the 27th day of June, 1924. She attended St. Monica's Training College in Mampong where she trained as a teacher. When she completed St. Monica's, she went to England to continue her education at Homaton College, Cambridge University. She also attended the school of oriental and African Studies at the University of London. She was one of the first African women to study at these prestigious universities.

Efua Sutherland returned to her homeland in 1951. She taught at Fijai Secondary School at Sekondi and then moved to St. Monica's School from 1951 to 1954. She got married to Bill Sutherland, an African American and a Pan-Africanist who moved to Ghana in 1953.

When Ghana gained independence in the year 1957, Efua Sutherland organized the Ghana society of writers to work on a literary magazine known as "Okyeame". This magazine was first published in 1960. She was the editor of this literary magazine.

She promoted storytelling and drama. Her plays and stories were usually based on Ghanaian traditions. However she occasionally borrowed from the western culture.

Most of her poems and other writings were broadcasted on "Singing Net", a very popular radio programme in the late 1950s and beyond.

Efua Sutherland founded the Ghana Experimental Theatre in 1958. It was based at the Ghana Drama Studio that she which she was very instrumental in building and was launched by President Kwame Nkrumah in 1963. The first Director of the Ghana Experimental Theatre was known as Joe de Graft. This studio helped to train theatre practitioners from all over Africa.

Efua Sutherland became a member of staff of the new school of music and Drama headed by Prof. J.H. Kwabena Nketia in 1962. She became a research Associate at the institute of African Studies at the University of Ghana in 1963.

Some of the books she wrote are "Foriwa" in 1962, "Edufa" in 1975 and "The Marriage of Anansewa" also in 1975. She is the founder of the Ghana Drama Studio, the Ghana Society of Writers, the Ghana Experimental Theater, and a community project known as "The Kodzidan" (story house).

Efua Sutherland was a very influential person in the development of modern Ghanaian theatre. She also helped to introduce the study of African Performance Traditions at the University level. She was a pioneer in publishing. She established Afram Publications in the 1970s.

Efua Sutherland was a cultural advocate for children as early as the 1950s until she passed away on the 21<sup>st</sup> of January, 1996. She played an important role in developing the educational curricula, literature, theatre and film for and about the Ghanaian Child.

In 1960, she co-authored a photo playtime book with Willis E. Bell. This book highlights the importance of play for children. In the 1980s, she helped to promote the building of a model Public Children's Park System for Ghana.

Efua Sutherland was a Ghanaian playwright, director, dramatist, children's author, poet, educationist, researcher, child advocate and a cultural activist.

### **Activity 23**

Assist learners to perform activity 8 on page 78 of Learner's Textbook.

1. Let learners, in groups, discuss the life and achievements of Efua Sutherland.
2. Let learners tell the class what Efua Sutherland was known for.
3. Let learners tell the class what they admire about Efua Sutherland.

### **Exercise G [Refer to pages 78 and 79 of Learner's Textbook]**

1. Lead 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 G**

1. (a) Efua Theodora Sutherland.
2. (d) Efua Theodora Sutherland.
3. (d) Efua Theodora Sutherland.
4. True
5. False
6. False

### Activity 24

Brainstorm to let learners explain the key words that they would come across when reading the story of Professor Kwabena Frimpong-Boateng. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 79 to 81 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Engineer** is a person who designs, builds, or maintains engines, machines, or structures.
- **Physics** is the branch of science concerned with the nature and properties of matter and energy. The subject matter of physics includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.
- **Scholarship** is a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.
- **Surgery** is the treatment of injuries or disorders of the body by incision or manipulation, especially with instruments.
- **Surgeon** is a medical practitioner qualified to practise surgery.
- **Physician** is a person qualified to practise medicine, especially one who specializes in diagnosis and medical treatment as distinct from surgery.
- **Cardiothoracic** means something relating to the heart, chest or lungs.
- **Ostrich** is a flightless swift-running African bird with a long neck, long legs, and two toes on each foot. It is the largest living bird, with males reaching a height of up to 2.75 m.

### Activity 25

Lead learners to read and discuss **Professor Kwabena Frimpong-Boateng** on his achievements and contribution to national and international development. Refer to pages 79 to 82 of Learner's Textbook.

**Professor Kwabena Frimpong-Boateng** was born in 1949. He attended Sekondi College and became an engineer after studying physics and mathematics. He gained a scholarship to study medicine in Germany. He decided to be a heart surgeon because he lost his father due to a heart attack. He is the first heart surgeon of Ghana.

He is a Ghanaian physician and cardiothoracic surgeon. In 1992, he established the National Cardiothoracic Centre. Professor Frimpong-Boateng was the President of the Ghana Heart Foundation.

In 2000, Professor Frimpong-Boateng became a lecturer at the University of Ghana Medical School. He was promoted to a full Professor in the year, 2002. He also became the Chief Executive Officer (CEO) of the Korlebu Teaching Hospital, Accra, in the year 2002. He was also elected to the Ghana Academy of Arts and Sciences in the year 2002.

Professor Frimpong-Boateng is the founder of the Ghana Heart Foundation, an organization that pays for surgeries for some Ghanaians.

Professor Frimpong-Boateng is also a farmer. He established the first Ostrich farm in Ghana in a village called Dedukope in the Volta Region. He is married with five children.

### **Activity 26**

Assist learners to perform activity 9 on pages 80 and 81 of Learner's Textbook:

1. Let learners, in groups, discuss the life and achievements of Professor Frimpong-Boateng.
2. Let learners tell the class what Professor Frimpong-Boateng is known for.
3. Let learners tell the class what they admire about Professor Frimpong-Boateng.

### **Exercise H [Refer to pages 81 and 82 of Learner's Textbook]**

1. Lead learners to discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 79 and 82 of Learner's Textbook.
2. Ask learners to provide the correct answers to the questions in their exercise books. Refer to pages 79 and 82 of Learner's Textbook.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.



### Answers to Exercise H

1. (a) Professor Frimpong-Boateng
2. (a) Professor Frimpong-Boateng
3. (b) heart surgeon
4. True
5. True
6. True

### Activity 27

Brainstorm to let learners explain the key words that they would come across when reading the story of Professor Francis Kofi Ampenyin Allotey. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to form correct sentences. Refer to pages 82 to 85 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Commodity** is a raw material or primary agricultural product that can be bought and sold, such as copper or coffee.
- **Merchant** is a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.
- **Physicist** is an expert in or student of physics.
- **X-ray** is a photographic or digital image of the internal composition of something, especially a part of the body, produced by X-rays being passed through it and being absorbed to different degrees by different materials.
- **Spectroscopy** is the branch of science concerned with the investigation and measurement of spectra produced when matter interacts with or emits electromagnetic radiation.

- **Admirable** means arousing or deserving respect and approval.
- **Theoretical** is concerned with or involving the theory of a subject or area of study rather than its practical application.

### **Activity 28**

Lead learners to read and discuss Professor Francis Kofi Ampenyin Allotey on his achievements and contribution to national and international development. Refer to pages 82 to 86 of Learner's Textbook.

Professor Francis Allotey was born on the 9<sup>th</sup> of August, 1932, at Saltpond in Ghana. His father was called Mr. Joseph Kofi Allotey. His mother was Alice Esi Nyena Allotey. Professor Allotey's father was a general commodities merchant. He also owned a bookshop. This made Professor Allotey develop a great deal of interest in reading. During his free times, he read about biographies of famous scientists. His mother, Alice Allotey, was a dressmaker.

Professor Allotey attended St. John's Baptist Catholic School at Saltpond. He also attended Ghana National College. He left for London for further studies after his secondary school education. He attended the University Tutorial College and London Borough Polytechnic. Professor Allotey also attended Princeton University where he obtained his Master's and Doctorate degrees.

Professor Allotey married Eboris Enid Chandler from Barbados when he was schooling in London. They were blessed with two sons. Eboris sadly passed away and Professor Allotey remarried. His second wife was called Ruby Asie Akuamoah, a Ghanaian. His second marriage was also blessed with two children.

Professor Allotey was a Ghanaian mathematician and physicist. He was well known for the "Allotey Formation" which came from his work on soft X-ray spectroscopy. He received a prestigious award in the United Kingdom (UK) known as the UK Prince Philip Golden Award for his work in 1973. He is a founding member of the African Academy of Sciences.

He became the first Ghanaian full Professor of Mathematics in 1974. He was a former Head of Department of Mathematics, and later became Dean of Faculty of Science at the Kwame Nkrumah University of Science and Technology (KNUST). Professor Allotey founded the computer science centre at KNUST. He later became Pro-Vice Chancellor of KNUST.

Professor Allotey held a lot of admirable positions. He was also the President of the Ghana Academy of Arts and Sciences and a member of the Abdus Salam International Centre for

Theoretical Physics. He also became President of the Ghana Institute of Physics and the President of the African Physical Society. He was also the Chairman of the Board of Trustees of the Accra Institute of Technology.

In 2009, the Accra Institute of Technology established and named a graduate school after him. He also received the Millennium Excellence Award in 2005 from the Government of Ghana. A postage stamp was dedicated to his honour. Professor Allotey was also awarded the Order of the Volta Award.

In 2012, Professor Allotey helped to establish the African Institute of Mathematical Sciences. He was also awarded the Osagyefo Kwame Nkrumah African Genius Award in 2017. He passed away on the 2<sup>nd</sup> day of November, 2017.

### **Activity 29**

Assist learners to perform activity 10 on page 85 of Learner's Textbook:

1. Let learners, in groups, discuss the life and achievements of Professor Francis Allotey.
2. Let learners tell the class what Professor Francis Allotey was known for.
3. Let learners tell the class what they admire about Professor Francis Allotey.

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

1. Lead 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 I**

1. (b) Professor Francis Kofi Ampenyin Allotey.
2. (b) Professor Francis Kofi Ampenyin Allotey.
3. (b) Professor Francis Kofi Ampenyin Allotey.
4. False

### Activity 30

Brainstorm to let learners explain the key words that they would come across when reading the story of Professor Akua Kuenyehia. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 86 and 87 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Law** is the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties. Simply put, law is a rule defining correct procedure or behaviour in society.
- **Judge** is a public officer appointed to decide cases in a law court.
- The **International Criminal Court** (ICC or ICt) is an inter-governmental organization and **international tribunal** that sits in The Hague, Netherlands. The ICC has jurisdiction to prosecute individuals for the **international crimes** of genocide, **crimes** against humanity, war **crimes**, and **crimes** of aggression.
- **Elimination** is the complete removal or destruction of something.
- **Discrimination** is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

### Activity 31

Lead learners to read and discuss Professor Akua Kuenyehia on her achievements and contribution to national and international development. Refer to pages 86 and 87 of Learner's Textbook.

Professor Akua Kuenyehia was born in 1947. She is a Ghanaian. She attended the University of Ghana and the University of Oxford in the UK.

She is a lawyer, writer and a lecturer. She taught most of her life as a lecturer at the University of Ghana. She was a Dean of the Faculty of Law at the University of Ghana Law School. She was also a visiting professor for other universities such as Leiden University and Temple University. She has also written a lot of books on Law.

Professor Kuenyehia was the President of Mountcrest University College, Ghana. She was also one of the Judges who served at the International Criminal Court (ICC) from 2003 to 2015. She was the first Vice President of the ICC.

In 2003, Professor Kuenyehia served on the Committee of United Nations' Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The University of Ghana Faculty Building is jointly named after this great woman and former President John Evans Atta Mills.

### **Activity 32**

Assist learners to perform activity 11 on page 87 of Learner's Textbook.

1. Let learners, in groups, discuss the life and achievements of Professor Akua Kuenyehia.
2. Let learners tell the class what Professor Akua Kuenyehia was known for.
3. Let learners tell the class what they admire about Professor Akua Kuenyehia.

### **Exercise J [Refer to page 88 of Learner's Textbook]**

1. Lead 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 J

1. (c) Professor Akua Kuanyehia.
2. False
3. False
4. True
5. True

### Activity 33

Brainstorm to let learners explain the key words that they would come across when reading the story of Abedi Ayew Pele. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 89 and 90 of Learner's Textbook.

### Meanings of additional key words for the teacher

- **Professional** means engaged in a specified activity as one's main paid occupation rather than as an amateur.
- **Footballer** is a person who plays soccer, a soccer player.
- **Featured** means having distinctive attributes or aspects of a specified kind. OR, (of a newspaper or magazine article, broadcast programme, or show) made a special attraction.
- **Legend** is an extremely famous or notorious person, especially in a particular field.
- **Retired** means having left one's job and ceased to work.

### Activity 34

Lead learners to read and discuss Abedi Ayew Pele on his achievements and contribution to national and international development. Refer to pages 89 and 90 of Learner's Textbook.

Abedi Ayew Pele was born on the 5<sup>th</sup> day of November, 1964. He was popularly known as Abedi Pele. He was born in Kibi (Kyebe) but grew up at Dome, Accra.

Abedi Pele was a former captain of the Ghana National football team, the Black Stars. He played professional football with many big football clubs in Europe. He was one of the few African footballers who started playing football in Europe.

Abedi Pele has three sons and one daughter. All his three sons (Rahim, Dede and Jordan) have played for the Ghana National Team, the Black Stars. His son, Dede, became captain of the Black stars in June, 2019.

Abedi Pele played for Chamois Niort, a French Club. He also played for Montpellier, Lille and Marseille. He won the European Champions League with his club, Marseille, in 1993. He also played for Lyon when he left Marseille. When he left France, he joined the Italian club, Torino. From Torino, Pele played with 1860 Munich in Germany before he retired.

Abedi Pele won the Federation of International Football Association (FIFA), France African Footballer of the year award three times. He was also awarded the BBC African Sports Star of the year in 1992. He also received the African Footballer award two times. Pele won the golden ball award (best player) in the 1992 Africa Cup of Nations tournament.

Abedi Pele featured for Ghana 73 times. He is regarded as one of the greatest African footballer of all time. He is a member of the Football Committee and the Status Committee for both FIFA and CAF.

Abedi Ayew Pele was awarded the Order of the Volta (Civil Division, highest honour of the country) for his service to mother Ghana. He is a legend of Ghana Football and African Football. He owns a football club in Ghana, known as Nania FC.

### **Activity 35**

Assist learners to perform activity 12 on page 90 of Learner's Textbook.

1. Let learners, in groups, discuss the life and achievements of Abedi Ayew Pele.
2. Let learners tell the class what Abedi Ayew Pele was known for.
3. Let learners tell the class what they admire about Abedi Ayew Pele.

**Exercise K [Refer to page 91 of Learner's Textbook]**

1. Lead learners to discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 89 to 91 of Learner's Textbook.
2. Ask learners to provide the correct answers to the questions in their exercise books. Refer to pages 89 to 91 of Learner's Textbook.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise K**

1. False
2. True
3. False

**Activity 36**

Brainstorm to let learners explain the key words that they would come across when reading the story of Azumah Nelson. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 91 to 94 of Learner's Textbook.

**Meanings of additional key words for the teacher**

- **Featherweight** is a weight in boxing and other sports intermediate between bantamweight and lightweight. In the amateur boxing scale, it ranges from 54 to 57 kg.
- **Commonwealth** is an international association consisting of the UK together with states that were previously part of the British Empire including its dependencies.
- **Knockout** is an act of knocking someone out, especially in boxing.



- **Retain** means continue to have (something) or keep possession of.
- **Rematch** is a second match or game between two sports teams or players.
- **Abandon** means cease to support or look after (someone), desert.
- **Vacant** means (of a place) not occupied, empty.
- **Unanimous** means fully in agreement.
- **Hall of fame** is the class or category of those who have excelled in a particular activity or field.
- **Championship** is a contest for the position of champion in a sport or game.
- **Title** is a name that describes someone's position or job.

### **Activity 37**

Lead learners to read and discuss Azumah Nelson on his achievements and contribution to national and international development. Refer to pages 91 to 94 of Learner's Textbook.

Azumah Nelson was a Ghanaian professional boxer. He began his professional boxing career in 1979 in Bukom, Accra.

Azumah Nelson represented Ghana as an amateur boxer in the Featherweight Division at the All Africa Games and the Commonwealth Games in 1978. He won the gold medals in all these two competitions. In the Commonwealth Games, he won with a record of 50 – 2.

In 1981, Azumah Nelson fought Bozzou Aziza in Togo. This was his first professional fight abroad. Azumah won this fight with Bozzou Aziza. Later, he fought with Miguel Ruiz in the United States. He won this fight as well.

On 21<sup>st</sup> July, 1982 Azumah challenged Salvador Sanchez, the WBC featherweight champion. This fight took place at Madison Square Gardens at New York in United States. Azuma lost this fight by a knock out in round 15. Although he lost, this fight gave him a world recognition; he showed the world that he was a force to reckon with in boxing.

Sanchez Salvador had an accident shortly after the fight with Azumah and passed away. Later, Azumah fought Living Mitchell. He knocked Mitchell out in the 8<sup>th</sup> round.

After his fight with Mitchell he had four more fights in 1984. Azumah won all to become the WBC featherweight champion; a title he held for three years. In September 1985, he fought

Juvenal Ordenes in Miami in the United States. He won this fight with a knock out in the 5<sup>th</sup> round to retain his title.

Azumah also fought Pat Coddell in Birmingham, England, in October 1985. He knocked out Coddell in the first round to retain his title.

In 1986, Marcos Villasana and Danilo Cabrera challenged Azumah in Puerto Rico. Azumah won both fights to retain his title.

Mauro Gutterrez challenged Azumah and was knocked out in the 6<sup>th</sup> round. Villasana called for a rematch and was beaten again by Azumah.

Azumah Nelson abandoned his WBC title after his fight with Villasana to fight for a vacant WBC Super featherweight title. He became the WBC Super featherweight champion when he won this fight.

Later, Lupe Suarez challenged Azumah for his new title and was knocked out in the 9<sup>th</sup> round. Sydney Dal Rovere also challenged Azumah and lost in the 3<sup>rd</sup> round.

In 1989, Azumah knocked out Mario “Azabache” Martinez in round 12. He also knocked out Jim MacDonnell in round 12 in London.

On 19<sup>th</sup> May, 1990 Azumah Nelson challenged Pernell Whitaker in the Lightweight Championship title. He lost this fight with a unanimous decision. Azumah Nelson fought with many boxers like Jesse James Leija, Gabriel Ruelas and Genaro Hernandez.

In 1998, Azumah fought with Leija in the Lightweight division. He lost that fight. Azumah Nelson retired from Professional Boxing after this fight. He retired from Professional Boxing with 39 wins which included 28 knockouts, 6 losses and 2 draws.

Azumah Nelson is recognized widely as the greatest African Boxer of all time. On the 8<sup>th</sup> day of January, 2004, he was selected to the International Boxing Hall of Fame and was inducted on 13<sup>th</sup> June, 2004. He is a boxing legend. He calls himself the “Professor of Boxing”.

### **Activity 38**

Assist learners to perform activity 13 on page 94 of Learner’s Textbook.

1. Let learners in groups discuss the life and achievements of Azumah Nelson.
2. Let learners tell the class what Azumah Nelson was known for.
3. Let learners tell the class what they admire about Azumah Nelson.

### **Additional Information**

Biographies and autobiographies provide valuable lessons in life. People who write their autobiographies usually tell interesting stories about the trials and tribulations of their own lives. Every life has a beginning, middle, and an end, and how one has lived one's life should be of great interest to those who are still at the beginning.

It is important to note that to know how others, both famous and not famous, handled the crises in their lives, found their life mates, raised their families, and pursued their interesting careers, whether it be as a merchant, writer, artist, poet, politician, soldier, actor, attorney, inventor, scientist, engineer, physician, nurse, teacher, or any other career you can think of is of prime importance to other people, especially learners.

Since learners, will be choosing their own career or life calling, they will be enlightened by studying how others made their way on the stage of life. Discovering your purpose in life can be aided by examining the lives of others whose purposes have made our lives better or worse.

### **Exercise L** [Refer to page 94 of Learner's Textbook]

1. Lead 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 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 L**

1. True
2. True
3. False

**Unit 2 INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE**

*[Refer to pages 95 to 107 of Learner's Textbook]*

**Content Standards**

- Understand that what began as trade in goods from 1471 soon turned into trade in humans by the 16th century.

**Subject Specific Practices and Core Competences**

- As learners use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinkers.

**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, atlas, pictures and illustrations.

**Introduction**

One reason the Europeans came to the Gold Coast (Ghana), was to find alternate route to the Far East (East Asia). Some of the Europeans who came wanted to explore areas of Africa. Other Europeans came to our shores to trade with the local people.

*International trade is trade that involves exchange of goods and services among two or more countries.*

We learnt in Basic 4 that the first Europeans who came to the Gold Coast were the Portuguese. We also learnt the people who come from Portugal are called Portuguese. When the Portuguese arrived in 1471, they found a lot of gold. They bought gold from the local people. They named our coast the 'Gold Coast' because of the amount of gold they found. News of abundance of gold trade in the Gold Coast spread in Europe. This compelled other Europeans to rush to the Gold Coast to trade in gold.

This lesson intends to assist learners to investigate why the Europeans began trading in humans by the 16th century.

### **Indicators**

After studying this Unit, learners will be able to give reasons and explain why the Europeans began trading in humans by the 16<sup>th</sup> century.

### **Performance Indicators**

1. Learners describe international trade.
2. Learners explain the meaning of 'slave trade'.
3. Learners mention some of the items that were exchanged for slaves in the Gold Coast.
4. Learners recount why Europeans began trading in humans by the 16th century.

### **Diagnostic Assessment**

1. Describe international trade.
2. Explain the meaning of 'slave trade'.
3. Mention four items that were exchanged for slaves in the Gold Coast.
4. Recount why Europeans began trading in humans by the 16th Century.

### **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**

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and the internet to find the contextual meanings of the key words. Let learners use the key words to make correct sentences. *[Refer to pages 95 to 103 of Learner's Textbook]*

### Meanings of some Key Words

- **Alternative** means available as another possibility or choice.
- **Route** is a way or course taken in getting from a starting point to a destination.
- **Explore** means to travel through an unfamiliar area in order to learn about it.
- **Shores** are the lands along the edges of sea, lake, or other large body of water.
- **Alcoholic** means containing or relating to alcohol.
- **Bargain** means to negotiate the terms and conditions of a transaction.
- **Mines** are excavations in the earth for extracting coal or other minerals.
- **Lucrative** means producing a great deal of profit.
- **Guilty** means culpable of or responsible for a specified wrongdoing.
- **Abolished** means to formally put an end to (a system, practice, or institution).

### Meanings of additional key words for the teacher

- **Capture** means to take into one's possession or control by force.
- **Profitable** means (of a business or activity) yielding profit or financial gain.
- **Offence** is a breach of a law or rule; an illegal act.
- **Provocation** means an action or speech that makes someone angry, especially deliberately.
- **Overcrowding** means the presence of more people or things in a space that is not comfortable, safe, or permissible.
- **Starvation** means suffering or death caused by lack of food.
- **Inhumanly** means lacking human qualities of compassion and mercy; cruel and barbaric.

## Activity 2

Brainstorm to let learners identify the first Europeans who came to the country and why they named it the Gold Coast. Brainstorm to let learners explain why other Europeans came to the Gold Coast. *[Refer to page 98 of Learner's Textbook]*

- Assist learners to locate Ghana on the World Map.
- Assist learners to locate Europe on the World Map.
- Assist learners to locate European countries that came to the Gold Coast on the World Map,
- Let learners identify the capital cities of the European countries that came to the Gold Coast.

Brainstorm to let learners explain how the Europeans managed to trade when money did not exist during that era. Lead learners to read and discuss the Europeans who came to the Gold Coast and how they managed to trade when money did not exist during that era.

- Discuss the barter trade and goods that were used for trade by the Europeans and the local people.
- Discuss the challenges you foresee in the barter trade; do you think it was a fair business and no one was cheated?

Other Europeans that came to trade in the Gold Coast were the Dutch (those from Holland / Netherlands), the Danes (those from Denmark), the English (those From England / Britain), and the Germans (those from Germany).

When the Europeans came to the Gold Coast, there was nothing like money. The system of trade was called the barter trade system.

**Barter trade** was a type of trade by which goods were exchanged for other goods. This type of trade did not require money. You simply exchanged your goods with other goods that you needed. For example, the Europeans brought alcoholic drinks to exchange for gold, ivory or pepper.

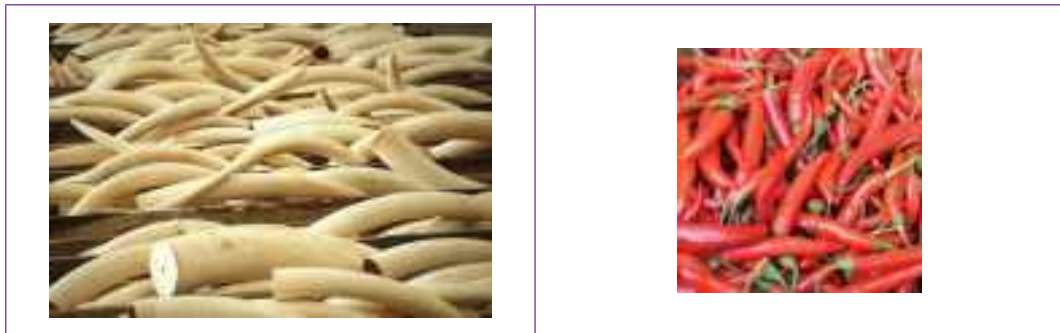
*Some of the goods that were traded in*



*Gin*

*Schnapps*

*Gold*



*Ivory*

*Pepper*

The barter trade was also called the silent trade. This was because both the Europeans and the local people could not speak each other's language. It took some time before they could talk and bargain for goods. Some of the products the Europeans brought were liquor (gin and schnapps), beads, guns, gun-power, sugar, ornaments, textiles and tobacco. These goods were exchanged for gold, pepper, ivory, and later slaves.

**Activity 3**

Brainstorm to let learners explain why the Europeans needed slaves and how the slave trade was carried out; how the Europeans got their slaves. Lead learners to read about the slave trade from pages 100 to 104.

- Discuss why the slave trade was called the Atlantic Slave Trade or the Triangular Trade.



- Discuss how the slaves were kept and taken care of before they were shipped.
- Discuss how the slaves were shipped.
- Discuss how the slaves were treated by their owners.

At the time the Europeans came to the West Coast of Africa, the Spaniards (those from Spain) were also exploring the Americas and West Indies. A lot of Europeans also moved to South and North America during that period. Some of these Europeans became farmers.

When the farms became larger, the Europeans needed people to work on their plantations. They also needed people to work in their homes as house helps. Those who owned mines also needed workers in the mines. The owners of the farms and mines tried to use the Native Americans (referred to as Red Indians) as labourers.

However, the native Americans were not strong enough for the hard work that was required of them. A lot of them became sick and died as a result of the hard work they were doing on the plantations and in the mines.

The European farmers in the Americas turned their attention to West Africa when they heard how the Blackman could work for longer hours and do not show signs of tiredness. They did not get sick easily and die. The owners of the farms and mines then appealed to the Portuguese to buy the Blackman from West Africa as slaves to work on their farms, mines and in their homes.

The Portuguese started the slave trade in 1530. Later other European traders joined the slave trade when they realised how profitable the business was. In the Gold Coast, slaves who were bought or captured were kept in the dungeons of the Castles or Forts before they were shipped to the Americas and West Indies to be resold.

The slave trade was called the Trans-Atlantic Slave Trade. This was simple because all the routes of the slave trade was within the Atlantic Ocean; from Europe to West Africa, to the Americas and West Indies and then back to Europe. The trade continued in that same order in the form of a triangle. This is why the slave trade was also called the Atlantic Slave Trade or Triangular Trade.

When the demand for slaves in the Americas became very high and profitable, the European traders lost interest in other commodities. They wanted only slaves as a means to exchange for their goods. Due to how lucrative the business was, African merchants and agents travelled long distances to buy or capture slaves which were then sold to the Europeans.

In most communities, people who were sold as slaves were those who were found guilty of very serious offenses like armed robbery, murder and rape. In those days, such people were killed. However, because of the slave business, the chiefs and elders sold them instead of killing them.

Some of those slaves were also captured during wars. In some cases, villages were attacked without any provocation simply to capture people to be sold as slaves. Notable slave markets were at Salaga, and Assin Manso.

Some of the slaves died in the castles and forts due to overcrowding, ill health or starvation. Many slaves also died during the long journey on sea. When they died, their masters dumped them into the sea.

In the Americas and West Indies, the slaves were auctioned and sold to buyers. These slaves were usually treated inhumanly by their owners. They worked for very long hours. They were given little food. They were whipped for any little offence that they committed. The women were raped anytime their masters wanted.

The farm produce from these European farmers in the Americas were shipped to Europe as raw materials. Sugarcane was used to produce sugar. Cotton was used to produce cloth and dresses. Tobacco was used to make cigarette and others. The traders, after selling the raw materials in Europe, bought things that the African is interested in for trade and then returned to Africa and the trade continued.

The Trans-Atlantic Slave Trade continued for about 400 years before it was abolished in the year 1807. However, the Europeans stopped the slave trade in the Gold Coast in the year 1850.

#### **Activity 4**

Let learners perform activity 4 on page 104 of their Textbook.

1. Let learners, in groups, discuss what brought about the slave trade.
2. Let learners in groups discuss how the Europeans got their slaves.
3. Let learners in groups discuss why the slave trade was called the Trans-Atlantic Slave Trade or the Triangular Trade.

### **Activity 5**

Let learners perform activity 5 on page 104 of their Textbook.

1. Let learners, in groups, discuss how the slaves were kept and taken care of before they were shipped.
2. Let learners tell the class how the slaves were shipped.
3. Let learners in groups discuss how the slaves were treated by their owners.

### **Additional Information**

When slaves were bought, they were kept in the dungeons before they were shipped. The dungeons were usually not big enough but the slaves were packed inside. Some of them died before the journey begun because of suffocation or ailment. When the slaves were finally packed into the ships, they spent several months travelling to different parts of the coast, where their slave masters bought more cargo before they finally departed. The captives were often kept under poor health conditions because of the physical and mental abuses they suffered. The slaves were usually stripped naked and examined from head to toe by the captain or surgeon before they were bought or allowed to board the ships.

The men were packed together below deck and were secured in chains. The space was so small that they were forced to lie down. Women and children were kept in separate places, but were exposed to violence and sexual abuse from the crew.

Ventilation was terrible and the air was foul. Some of them suffocated and died. Others got sicknesses like fever, dysentery and smallpox and had to suffer without medical treatment for weeks. Those who died were thrown overboard into the sea.

Slaves were forced to eat either once or two times a day. They were also forced to exercise once in a while.

### **Exercise A [Refer to pages 105 to 107 of Learner's Textbook]**

1. Lead 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 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. (c) Portuguese
2. (c) 1471
3. (c) Denmark
4. (c) Barter trade
5. (d) 400 years
6. Dungeon
7. Slave trade
8. True
9. True
10. True
11. True
12. True
13. False
14. True
15. False
16. False
17. False
18. False
19. True
20. True

**Unit 2 SOCIAL DEVELOPMENTS UNDER COLONIAL RULE**

*[Refer to pages 108 to 126 of Learner's Textbook]*

**Content Standards**

1. Demonstrate understanding of the social developments that took place during the colonial period (1874 – 1957).

**Subject Specific Practices and Core Competences**

- As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking skills.
- As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving 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, atlas, pictures and illustrations.

**Introduction**

In Basic Four, we learnt about how colonialism was started in the Gold Coast. We learnt how the British started to rule the Colony and eventually brought other parts of the country together as one country. During the period of colonialism in the Gold Coast, the colonial government made attempts to develop the Gold Coast.

This lesson intends to assist learners to identify and describe the social development projects introduced during the colonial period.

### **Indicators**

After studying this Unit, learners will be able to identify the developments in education, health and housing during the colonial period including transport and communication.

### **Performance indicators**

1. Learners identify some schools built during the colonial era.
2. Learners identify some hospitals built during the colonial era.

### **Diagnostic assessment**

1. Name two schools built during the colonial era.
2. Name two hospitals built during the colonial era.

### **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**

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and the internet to find the contextual meanings of the key words. Let learners use the key words to make correct sentences. *[Refer to pages 108 to 122 of Learner's Textbook]*

### Meanings of some Key Words

- **Distinguished** means very successful, authoritative, and commanding great respect.
- **Governor** is an official appointed to govern a town or region.
- **Credit** means to publicly acknowledge a contributor's role in the production of (something published or broadcast).
- **Development** means the process of developing or being developed or an event constituting a new stage in a changing situation.
- **Constructed** means built or made.
- **Famous** means known about by many people.
- **Dispensaries** are rooms where medicines are prepared and provided.

### Meanings of additional key words for the teacher

- **Social** means something relating to society or its organisation.
- **Political** means something relating to politics.
- **Habour** is a place on the coast where ships may moor in shelter, especially one protected from rough water by piers, jetties, and other artificial structures.
- **Railways** means a track made of steel rails along which trains run.

### Activity 2

Guide learners to discuss the meaning of social development. Let learners mention some social development projects.

### Social Developments Under Colonial Rule

Social development is concerned with the need to put people first when developing the nation. Social development focuses on improving the well-being of every individual in society so they can reach their full potential. During the colonial period, there were a number of social policies and facilities that focused on improving social lives of the people of Gold Coast.

### **Establishment of Educational Institutions:**

During the colonial period, a number of schools were established by both the missionaries and the colonial government. These schools included primary and school educational institutions. Later, tertiary institutions were also established. Let us identify some of the educational institutions that were established during the colonial period.

#### **A. Wesley Girls College, Cape Coast**

Wesley Girls College is located at Cape Coast in the Central Region of Ghana. It was the Wesleyan Missionaries that founded the Wesley Girls Senior High School. Wesley Girls started as a primary school in 1836 with 25 girls as pupils. It was established by a wife of one of the Methodist ministers to provide training for young girls in reading and writing, house-keeping and sewing.

#### **B. Mfantsipim School, Cape Coast**

The Mfantsipim School is an all-boys secondary school located in Cape Coast in the Central Region of Ghana. The Mfantsipim School, popularly known as “The School” was founded by the Wesleyan Missionaries in 1876. The school was established with the aim of training teachers and began with 17 pupils. The founding name of Mfantsipim was Wesleyan High School. In 1905, a graduate of the school called John Mensah Sarbah founded a rival school named Mfantsipim; the name derives from “Mfantsefo-apem”, literally meaning “thousands of Fantes”. In July of the same year, the two schools were merged under the control of the Methodist Church, keeping the name Mfantsipim.

#### **C. Presbyterian Training College (P.T.C), Akropong**

The Presbyterian Training College, now called Presbyterian College of Education is one of the oldest teacher training colleges in Ghana. The college was started by the Basel Mission in 1848 at Akropong-Akuapem in the Eastern Region of Ghana. The main aim for its establishment was to train preachers and catechists who would help the missionaries spread the Gospel of God. The college later trained teachers to occupy the numerous vacancies in the elementary schools.

#### **D. Adisadel College, Cape Coast**

Adisadel College is an all-boys secondary school located in Cape Coast in the Central Region of Ghana. It was originally established as St. Nicholas School. The college was opened in 1910 by the Society for Propagation of the Gospel (SPG) Missionaries (later became Anglican church). The main aim for the establishment of Adisadel College was to train the children of Anglican missionaries and parents to serve the church.



### **E. Achimota College, Accra**

Achimota College was established as a secondary school for both girls and boys by the colonial government. The college will appear to be the first secondary school established by the colonial government. It was formerly known as the Prince of Wales College. The construction of the school was supervised by Governor Sir Gordon Guggisberg and was officially opened in 1927.

### **F. St. Augustines College, Cape Coast**

St. Augustines College is an all-boys secondary school located in Cape Coast in the Central Region of Ghana. It was established by the Roman Catholic Missionaries in 1936.

### **G. Presbyterian Boys Secondary School, Accra**

The Presbyterian Boys Secondary School was established in 1938 at Krobo Odumase in the Eastern Region of Ghana by the Basel Mission. It was later moved to Legon, where its new campus can be found.

### **Activity 2**

Let learners form groups in class. In their groups, guide them to discuss the social developments that were started by the colonial government in the Gold Coast.

Ask learners to state some of the measures taken by the colonial government to promote education in the Gold Coast. *[Refer to pages 124 of Learner's Textbook]*

Apart from establishing and supporting a number of secondary and tertiary educational institutions, the colonial government ensured that some policies and measures were taken to promote education. Some of these measures include:

#### **A. Registration of Trained Teachers**

To promote teacher education and support, the colonial government ensured that all teachers in the country were officially registered. The colonial government established a database to keep track of all trained teachers and promote their effectiveness.

#### **B. Payment of Teachers Salary**

The colonial government established a minimum salary scale for teachers. A salary amount of at least hundred pounds (£100.00) was to be paid to each teacher. This served as motivation packages for all teachers to work hard.

### **C. School Inspectors**

To monitor the work of teachers and promote education in the country, school inspectors were trained and assigned by the colonial government to visit schools across the country. The School Inspectors were to record and report all situations in schools to the colonial office.

### **D. Establishment of higher-level educational institutions**

Apart from the elementary and secondary schools established, the colonial government also established higher educational institutions. The University College of the Gold Coast (now, University of Ghana) was for instance, established in 1948 by the colonial government. In 1952, the colonial government also established the College of Arts, Science and Technology, now Kwame Nkrumah University of Science and Technology in Kumasi.

### **E. Establishment of Technical and Vocational Schools**

The colonial government again made efforts in opening technical and vocational institutions. These institutions included the Asuansi Technical Institute in the Central Region, Mampong Technical Institute in the Ashanti Region and Kyebi Technical School in Eastern Region.

### **F. Grants-In-Aid**

The colonial government also gave financial supports to missionary schools under the Education Ordinances of 1882 and 1887. By this, best performing missionary schools received higher grants to improve the capability and infrastructural developments.

## **Activity 4**

In small groups, learners discuss the role of Churches in promoting Ghana's Educational sector. Refer to pages 115 to 116 of Learner's Textbook 5

### **The Role of Churches in Promoting Ghana's Educational Sector:**

The missionary societies who arrived in the Gold Coast also made great efforts to improve the educational sector. Missionary societies such as the Basel, Wesleyan, Roman Catholics, Anglican and many others played significant roles in the following areas:

#### **A. Establishment of Schools**

The missionaries established a number of elementary (primary), secondary and tertiary institutions. The main aim for the establishment of tertiary institutions such as teacher training colleges, to the missionaries, was to train agents such as catechists, preachers and teachers

who could help them spread the word of God. Among the teacher training colleges established the missionaries were Presbyterian Training College (Basel) and Wesley Training College (Wesleyan).

### **B. Character and Moral Training**

The missionaries also saw to the moral upbringing of children in their schools. Moral education was a key subject taught in the missionary schools. This helped to instill values such as faithfulness, truthfulness, integrity, honesty, unity, love and tolerance in young Ghanaians.

### **C. Translation of Literature**

The missionaries also played a major role in the translation of educational and religious literature into local dialects. For example, Johann Gottlieb Christaller, a German missionary translated the Bible into Akuapem Twi.

#### **Activity 5**

Using Jigsaw approach, learners read and discuss the role of some Ghanaians in Promoting Education. Guide learners to highlight the contributions of:

- (a) Dr. Kwegyir Aggrey                      (b) John Mensah Sarbah

#### **Activity 6**

Lead learners to read and discuss developments in the health sector during the colonial period. Refer to pages 120 of Learner's Textbook 5.

#### **Activity 7**

In pairs, learners read and discuss the provision of housing needs and facilities during the colonial era. Refer to pages 122 of Learner's Textbook 5.

#### **Activity 8**

In small groups, learners read and discuss the significance of the social services under colonial rule. Refer to pages 123 of Learner's Textbook 5.

### **Additional Information**

By 1901, The British had established a colony that incorporated all of the Gold Coast, with its kingdoms and tribes as a single unit. The British exploited and exported our natural resources like gold, metal ores, diamonds, ivory, pepper, timber, grain and cocoa. They also built railways and a complex transport infrastructure to support the shipment of the commodities they were shipping out.

However, this transportation infrastructure formed the basis for the transport infrastructure in present-day Ghana. The British built Western-style hospitals and schools to provide modern amenities to the people of the Gold Coast. Promising Asante and Fante young men were usually sent to complete higher education in Britain at some of its top universities.

### **Exercise A [Refer to pages 124 and 125 of Learner's Textbook]**

1. Lead 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 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. False | 6. False |
| 2. True  | 7. True  |
| 3. False | 8. False |
| 4. False | 9. True  |
| 5. True  | 10. True |

Answers to Exercise B [Refer to pages 125 and 126 of Learner's Textbook]

1.

School	Where it is located	The People who built it
St. Augustine's College	Akropong-Akuapem	Roman Catholic
Wesley Girls' College	Cape-Coast	Colonial Government
Achimota College	Cape-Coast	Wesleyan Missionaries
Presbyterian Training College	Accra	Basel Mission
Mfantsipim School	Cape-Coast	Wesleyan Missionaries

2.a. Establishment of Health Centres

b. Establishment of Health Training Schools

c. Provision of Good Drinking Water

d. Public Health Education

3.a. Dr. Aggrey encouraged the idea of gender inclusion in education. He encouraged both boys and girls to learn the same subjects and skills.

b. He also had a great idea about the role of women in education. He stated that "If you educate a man, you educate only one person, but if you educate a woman, you educate a whole nation". This saying has encouraged many girls to aspire to higher levels.

4.a. Employment

b. Access to Modern Health Care

c. Access to Accommodation

d. Public Education and Awareness

## Unit 3 ECONOMIC DEVELOPMENTS UNDER COLONIAL RULE

*[Refer to pages 127 to 138 of Learner's Textbook]*

### Content Standards

1. Show understanding of the Economic policies and projects during the colonial period (1874 – 1957).

### Subject Specific Practices and core competences

- As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking skills.
- As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving 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, atlas, pictures and illustrations.

### Introduction

This lesson intends to assist learners to identify and describe the economic development projects during the colonial period.

### Indicators

After studying this Unit, learners will be able to describe economic measures introduced during the colonial period including transport and communication.

### **Performance Indicators**

1. Learners mention the name of the harbour that was constructed during the colonial era.
2. Learners mention some road and rail lines constructed during the colonial era.

### **Diagnostic Assessment**

1. Name the harbour that was constructed during the colonial era.
2. Mention some roads and rail lines constructed during the colonial era.

### **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**

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and the internet to find the contextual meanings of the key words. Let learners use the key words to make correct sentences. *[Refer to pages 127 to 134 of Learner's Textbook]*

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

- **Railway system** includes the railway lines and the commercial organisation responsible for operating a **system** of transportation for trains that transport passengers.
- **Export** means to send goods or services to another country for sale. An exporter is someone who sends goods or services to another country for sale.

- **Manganese** is a grayish-white, usually hard and brittle, metallic element that resembles iron but is not magnetic and is used especially in alloys, batteries, and plant fertilizers.
- **Discovered** means found unexpectedly or during a search.
- **Commercial** means the operation of the properties or any portion thereof as a producing mine and the production of mineral products therefrom (but does not include bulk sampling, pilot plant or test operations).
- **Bauxite** is an amorphous clayey rock that is the chief commercial ore of aluminium. It is made up largely of hydrated alumina with variable proportions of iron oxides.
- **Diamonds** are precious stones made up of a clear and colourless crystalline form of pure carbon, the hardest naturally occurring substance.
- **Generate** means produce or create.
- **Foreign Exchange** is the system by which the type of money used in one country is exchanged for another country's money, making international trade easier.
- **Production** means to make goods and services available for human needs and wants.

#### **Meanings of additional key words for the teacher**

- **Development** means the process of developing or being developed or an event constituting a new stage in a changing situation.
- **Economic** means something relating to economics or the economy.
- **Harbour** is a place on the coast where ships may moor in shelter, especially one protected from rough water by piers, jetties, and other artificial structures.
- **Railways** a track made of steel rails along which trains run.



## Activity 2

Brainstorm to let learners mention the names of projects undertaken during the colonial era. Lead learners to read and discuss the economic developments that took place under Sir Fredrick Gordon Guggisberg.

- Discuss the economic development projects that Sir Gordon Guggisberg did for the people of the Gold Coast.
- Discuss why some people did not like Sir Gordon Guggisberg.
- Discuss Tetteh Quarshie’s contribution to cocoa production in Ghana.

*[Refer to page 131 and 133 of Learner’s Textbook]*

**Economic development** is the process of improving upon the economic well-being and quality of life of the nation, region or local community. Terms like “Modernization”, “Westernization”, and especially “industrialization” are often used when discussing economic development.

- **Modernization** refers to the progressive change from a traditional to a modern society. When we say something is modern, it means it belongs to the present time or recent time. Something that is traditional belongs to ancient times or olden days.
- **Westernization** is a process by which societies adopt Western culture in areas like industry, technology, lifestyle, law, customs, traditions, diet, clothing, language, philosophy and religion, typically Christianity.
- **Industrialisation** is the period of social and economic change that transforms a human society from an agricultural society into an industrial society.
  - ✓ An **agricultural society** is a community whose economy is based mainly on producing and maintaining crops and farmlands.
  - ✓ An **industrial society** is a society that is driven by the use of technology to promote mass production and to support large skill population with a high capacity for division of labour.

In our previous lesson, we learnt that Sir Fredrick Gordon Guggisberg was Governor of the Gold Coast from 1919 to 1927. He first came to the Gold Coast and stayed from 1901 to 1908. When he first came, he made survey maps for a large portion of the Gold Coast. So he knew the Gold Coast very well and made some friends when he first came.

We also learnt that Sir Gordon Guggisberg was a war hero who fought in the First World War. We also learnt that he set aside £25 million to take care of his development plan. In this lesson, we shall learn about the economic development that Sir Gordon Guggisberg undertook for the people of the Gold Coast.

1. He built the Takoradi Harbour from 1921 to 1928.
2. He constructed a lot of roads. He improved upon the old roads. He also constructed new roads.
3. He developed the railways. He completed railway lines which had already started. He completed the Accra-Kumasi railway line in 1923. He also started the railway line from Kade to Huni Valley.

The railways helped to carry cocoa from the forest areas to the market centres and the harbour for export.

4. There was substantial increase in mining activities when Sir Gordon Guggisberg was governor. Before the Europeans arrived in the Gold Coast, gold was mined using traditional methods for centuries. However, getting to the end of the 19th century, the Europeans brought in mining firms that introduced deep shaft mining.

These companies operated mainly in Tarkwa and its surroundings. By 1910, the Gold Coast started exporting over £1 million worth of gold every year. Other minerals were also discovered and by 1916, the African Manganese Company began mining manganese at Nsuta near Tarkwa.

Diamond was also discovered at Oda in the Eastern Region and Takoradi in the Western Region in 1919 and by 1920, commercial scientific mining of diamonds began in the Gold Coast.

5. He encouraged more people of the Gold Coast to get into cocoa farming. He also encouraged the local people to grow other crops so that the country did not over rely on cocoa. During that time, people started growing oil palm, groundnut, ginger and sisal.

It was during the time of Sir Gordon Guggisberg that Ghana became the world's largest producer of cocoa. The country was producing and supplying more than half of the world's cocoa.

### **Tetteh Quarshie**

Tetteh Quarshie was born in 1842. He was a farmer and a blacksmith. Tetteh Quarshie was an apprentice of a Basel mission workshop at Akropong. Later, he became a blacksmith. It is believed that his work as a blacksmith made him to travel to many places.

In 1870, Tetteh Quarshie's work as a blacksmith sent him to Fernando Po Island now known as Bioko in Equatorial Guinea. He returned to the Gold Coast after six years with several cocoa beans also known as Amelonado. When he returned, he planted his cocoa beans on his farm at Mampong-Akuapem in the Eastern region of present-day Ghana. His cocoa plant was matured within three to five years and was consumed by the people of Mampong whom he later taught how to grow the crop.



### ***Cocoa***

It was not long before Mampong became noted for cocoa production. Cocoa production later became a huge business that yielded a lot of income for the people and cocoa beans and cuttings were sent to countries like Nigeria and Sierra Leone around 1891.

The Gold Coast exported two bags of its first Cocoa on 1893. Sadly, Tetteh Quarshie did not live to witness this. He died on 25th December, 1982.

A few years later, between 1911 and the 1920's, the Gold Coast became the leading exporter of cocoa in the world. Today, Ghana is the second leading exporter of cocoa. However, cocoa production gives employment to lots of people in the country and generates a lot of foreign exchange for Ghana. It is estimated that the cocoa sector alone employs about 2 million people in Ghana.

### **Activity 3**

Lead learners to read and discuss the economic developments that took place under Sir Alan Burns.

- Discuss the good things that Sir Alan Burns did for the people of the Gold Coast.
- Discuss the economic achievements of Sir Alan Burns.

*Refer to page 134 of Learner's Textbook.*

### **Sir Alan Burns**

We learnt that Sir Alan Burns was appointed as Governor of the Gold Coast in 1941. We also learnt that Sir Alan Burns also did many good things for the local people like Sir Gordon Guggisberg.

In this lesson, we shall learn about the economic development projects that Sir Alan Burns undertook for the people of the Gold Coast.

In our previous lesson, we also learnt that Sir Alan Burns also drew up a development plan for the people of the Gold Coast to fund his development agenda. He introduced a new tax known as the income tax.

The money he got from the taxes he collected were added to what the British government gave him. Sir Alan Burns developed the Nsuta Manganese mines. He also built a railway line from Dunkwa to Awaso to transport bauxite from the mines.

Sir Alan Burns started new factories in the Gold Coast. Some of these factories produced bricks, tiles and lime. Meanwhile, the people of the Gold Coast were demanding for self-rule.

### **Additional Information**

We learnt in our previous lesson that by 1901, The British had established a colony that incorporated all of the Gold Coast, with its kingdoms and tribes as a single unit. The British exploited and exported our natural resources like gold, metal ores, diamonds, ivory, pepper, timber, grain and cocoa. They also built railways and a complex transport infrastructure to support the shipment of the commodities they were shipping out.

However, this transportation infrastructure formed the basis for the transport infrastructure in present-day Ghana. The British built Western-style hospitals and schools to provide modern amenities to the people of the Gold Coast. Promising Asante and Fante young men were usually sent to complete higher education in Britain at some of its top universities.

**Exercise A [Refer to pages 135 to 138 of Learner's Textbook]**

1. Lead 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 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. (b) Sir Fredrick Gordon Guggisberg
2. (b) Sir Fredrick Gordon Guggisberg
3. (b) Sir Fredrick Gordon Guggisberg
4. (d) Tetteh Quarshie
5. (d) Tetteh Quarshie
6. (d) 2 bags
7. (d) 1911 to 1920s
8. (a) Sir Alan Burns
9. (a) Sir Alan Burns
10. (a) Sir Alan Burns
11. True
12. True
13. False
14. True
15. True
16. False

**Unit 1 EARLY PROTEST MOVEMENTS**

*[Refer to pages 139 to 156 of Learner's Textbook]*

**Content Standards**

- Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945.

**Subject Specific Practices and Core Competences**

- As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills.

**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**

A protest is something that you do to show publicly that you think that something is wrong and unfair. For example, refusing to go to work or refusing to buy a company's product or to come together to publicly express disapproval or opposition to something, like thousands of people blocking the street to express their disapproval of something in their interest.

This lesson intends to assist learners to identify the early protest movements in Ghana before 1945 and examine the role of John Mensah Sarbah in the Aborigines Rights Protection Society – ARPS – 1897. This lesson also intends to examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA) and the role of Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference.

### **Indicators**

After studying this Unit, learners will be able to:

1. Identify the early protest movements in Ghana before 1945.
2. Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS-1897.
3. Examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).
4. Examine sources of evidence about the role of Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference.

### **Performance Indicators**

1. Learners explain the term ‘protest’.
2. Learner have been witnessing protest matches or watching them on the television.
3. Learners describe what a protest movement is.

### **Diagnostic Assessment**

1. Explain the term ‘protest’.
2. Describe what a protest movement is.

#### **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

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. Refer to pages 139 to 156 of Learner's Textbook.

### Meanings of some Key Words

- **Protest** is a statement or action expressing disapproval of or objection to something.
- **Aborigines** are persons, animals, or plants that have been in a country or region from earliest times.
- **Natural resources** are materials or substances occurring in nature which can be exploited for economic gain.
- **Right** is a moral or legal entitlement to have or do something.
- **Land tenure** refers to how access is granted to rights to use, control, and transfer land, as well as associated responsibilities and restraints.
- **Custodians** are people who have responsibility for taking care of or protecting something.
- **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.
- **Reform** means to make changes in (something, especially an institution or practice) in order to improve it. *Constitutional reforms* are means by which changes are made to the way the people of a country are governed.
- **Oppression** is a prolonged cruel or unjust treatment or exercise of authority.
- **Political** means something that relates to the government or public affairs of a country.
- **Emancipation** is the fact or process of being set free from legal, social, or political restrictions; liberation.
- **Nationalist** is a person who strongly identifies with their own nation and vigorously supports its interests, especially to the exclusion or detriment of the interests of other nations.



### **Meanings of additional key words for the teacher**

- **Protection** is the action of protecting, or the state of being protected.
- **Indigenous** means originating or occurring naturally in a particular place; native.
- **Threatened** means to state one's intention to take hostile action against (someone) in retribution for something done or not done.
- **Intercede** means to intervene on behalf of another.
- **Instruct** means to tell or order someone to do something, especially in a formal or official way.
- **Undermining** is the action or process of lessening the effectiveness, power, or ability of someone or something, especially gradually or insidiously.
- **Emancipation** is the fact or process of being set free from legal, social, or political restrictions; liberation.
- **Liberate** means to set (someone) free from imprisonment, slavery, or oppression.

### **Activity 2**

Brainstorm to let learners tell what protest movements are. Lead learners to read and discuss 'what is a protest movement' and list of the early protest movements of Ghana before 1945. Refer to pages 140 of Learner's Textbook.

- Discuss the meaning of the word 'protest'.
- Discuss the meaning of a protest movement.
- Mention the early protest movements in Ghana before 1945.

A **protest** is something that you do to show publicly that you think that something is wrong and unfair. For example, refusing to go to work or refusing to buy a company's product or to come together to publicly express disapproval of or opposition to something, like thousands of people blocking the street to express their disapproval of something that is not in their interest.

### **What is a protest movement?**

A protest movement is a group of organised people with a common purpose who protest with regard to a particular issue, event or policy to make their opinions heard publicly. The early protest movements in Ghana were organised during the colonial era before independence.

### **Activity 3**

Read and discuss the Aborigines Rights Protection Society (ARPS). Refer to page 144 of Learner's Textbook.

- Discuss why the Aborigines Rights Protection Society was formed.
- Discuss some major achievements of the Aborigines Right Protection Society.
- Discuss the importance of the Aborigines Right Protection Society to people of the Gold Coast.
- Discuss how the Aborigines Rights Protection Society got the Land Bill abolished.
- Let learners identify the leaders of the Aborigines Rights Protection Society.

### **Early Protest Movements of Ghana (before 1945)**

1. Aborigines Rights Protection Society – ARPS (1897)
2. National Congress of British West Africa – NCBWA (1917)
3. Gold Coast Youth Conference – GCYC (1929)

### **Aborigines' Rights Protection Society (ARPS)**

When the slave trade was abolished in the year 1800s, members of the European companies quickly went to areas that were rich in natural resources. These were places especially rich in gold, diamond and timber. The Europeans paid very little amounts of money for these very valuable natural resources of the people of the Gold Coast. So the owners of these resources were simply cheated.

The colonial government was not happy with the actions of those who cheated the people of their land and forest resources.

In 1894, the British Governor of the Gold Coast passed a law to control the way in which the companies bought the lands with the forest and mineral resources. The local people were very angry. They thought the colonial government had taken their lands from them. They spoke against this new law and it was abolished a few months later.

The colonial government came out with a Land Bill in 1897. This new Land Bill put all lands which were not bought under the care of the colonial government of the Gold Coast. This made the local people extremely angry and they spoke strongly against it. Some of the local people decided to form a society so that their property could not be taken away from them by the colonial masters. This gave birth to the formation of the Aborigines' Rights Protection Society (ARPS).

The Aborigines Rights Protection Society (ARPS) was a protest movement that was formed by some prominent indigenous Africans in the Gold Coast. The ARPS was initially formed to protest against the Crown Land Bill of 1896 and the Land Bill of 1897. The Land Bills were imposed on the people by the masters of the Gold Coast. These Land Bills threatened the land tenure system of the natives and gave authority to the Queen of England over the lands and forest resources of the Gold Coast.

The Aborigines' Rights Protection Society was formed in Cape Coast in the year 1897. It became the voice of the rights of the natives of the Gold Coast. The aims and objectives of ARPS were published in their local newspapers. They also discussed the rights of the people and stated why they should not allow the Land Bill of 1897 imposed on them by the British Colonial government to stand. This was a movement that made the British to realise that they could not easily take away the things that belonged to the local people.

The founding fathers of the Aborigines Right Protection Society were:

1. J.W. de Graft-Johnson
2. Jacob Wilson Sey
3. J.P. Brown
4. J.E. Casely Hayford
5. John Mensah Sarbah



*Jacob Wilson Sey*



*John Mensah Sarbah*

*Two of the Founding Fathers of the Aborigines  
Rights Protection Society*

The president of the Aborigines Right Protection Society was Jacob Wilson Sey from Cape Coast. The secretary was James Kwegyir Aggrey of Anomabu. The Lawyer of the Society was John Mensah Sarbah who did not charge any fee for his services.

The Aborigines' Rights Protection Society demanded that the colonial government should abolish the Land Bill. This demand was rejected by the governor of the Gold Coast. The Aborigines' Right Protection Society then sent a delegation to London to demand that the law be changed. The delegation succeeded and the governor was asked to abolish the Land Bill.

The Aborigines' Right Protection Society did many things for the people of the Gold Coast. They fought for many unfavourable laws to be changed or abolished. They also fought against the House Tax that was imposed by the colonial government of the Gold Coast. They also protected the interest of the local people from their colonial masters.

The Aborigines' Rights Protection Society was the main political movement that led and sustained a campaign to oppose unfavourable policies of the Gold Coast and colonial rule. The actions and inactions of the Aborigines's Rights Protection Society laid the foundation for political action that finally led to the independence of the Gold Coast.

#### **Activity 4**

Read and discuss the role played by John Mensah-Sarbah in the Aborigines Rights Protection Society. Refer to page 145 of Learner's Textbook.

John Mensah-Sarbah was born on the 3<sup>rd</sup> day of June, 1864 at Anomabu in the Gold Coast. He was one of the founding fathers' of the Gold Coast. He attended Wesleyan School which is now known as Mfantshipim School.

One of the people who spoke strongly against the Land Bill on behalf of the ARPS was John Mensah-Sarbah. As a lawyer, he argued that the 1897 Land Bill was not different from the one that the people rejected in 1874. He stated that, accepting the Land Bill would break the family and culture of the Gold Coast. This was because land was valuable to the local people because it represents three generations: the forefathers, the present generation and the unborn generation.

He explained that, since the significance of land is about three generations and that there was only one generation present, they cannot accept the Bill on behalf of the past and the future generation. ARPS then sent a delegation to London to ask the Queen to intercede on their behalf. Through the efforts of John Mensah-Sarbah and others the Queen of English instructed the governor of the Gold Coast to abolish the Land Bill of 1897. This gave way to

the natives of the Gold Coast to be the custodians of their lands. He is also a member of the Legislative Council of the Gold Coast in 1901 and worked in the interest of the local people.

### **Activity 5**

Read and discuss about the National Congress of British West Africa (NCBWA). Refer to pages 137 and 138 of Learner's Textbook.

- Discuss why the National Congress of British West Africa (NCBWA) was formed.
- Discuss the importance of the National Congress of British (NCBWA) to the people of the Gold Coast.
- Mention the names of the founding fathers of the National Congress of British West Africa (NCBWA).
- Mention the names of those whose conversation led to the formation of the National Congress of British West Africa (NCBWA).

### **National Congress of British West Africa (NCBWA)**

The National Congress of British West Africa (NCBWA) was a major political movement in West Africa that worked towards African Liberation. It was founded in 1920 by:

1. J.E Casely Hayford
2. Thomas Hutton-Mills
3. Nanka-Bruce
4. A.B. Quartey-Papafio
5. Henry Van Hein
6. A. Sawyerr
7. Kobina Sekyi

The idea of the formation of the National Congress of British West Africa (NCBWA) was a conversation between J.E. Casely Hayford and Dr. Akinwande Savage of Nigeria.

The National Congress of British West Africa (NCBWA) was formed to address the concerns of West Africans. One other aim if the movement was to have the West African States to develop gain independence from their colonial masters.

The NCBWA's first meeting was held at the Rogers (African) Club in Accra from 11th to 29th of March, 1920. It was attended by fifty-two delegates: forty-two from the Gold Coast itself; six from Nigeria; three from Sierra Leone; and one from the Gambia.

During the 19<sup>th</sup> century, West Africans that had the privilege of formal education were allowed to serve the colonial government in British West Africa. However, the British colonial master began to discriminate against the educated West Africans mostly because they were challenging them or undermining them by working with the local people against them. To protect the local people from British oppression, the National Congress of British West Africa (NCBWA) was formed.

### **Activity 6**

Read and discuss the role played by Joseph Casely Hayford in the National Congress of British West Africa (NCBWA). Refer to page 150 of Learner's Textbook.

Joseph Casely Hayford was also called Ekra-Agiman. He was a lawyer and a politician. He was born on the 29<sup>th</sup> day of September, 1866, in Cape Coast. Casely Hayford attended Wesley Boys School now known as Mfantshipim School. He also attended Fourah Bay College in Freetown, Sierra Leone.

Casely Hayford was also against the Land Management Acts imposed by the colonial masters of the Gold Coast on the local people. He spoke strongly against the Crown Land Bill of 1897 and the Forest Ordinance of 1911. He was also involved in the political movement for the emancipation (liberation) of Africa from their colonial masters. His ideas and a meeting he had with Dr. Akinwande Savage of Nigeria led to the formation of the first Nationalist Movement in West Africa, the National Congress of British West Africa.

The University of Cape Coast named a hall after Joseph Ephraim Casely Hayford. This hall is known as Casford Hall.

### **Activity 7**

Read and discuss the Gold Coast Youth Conference (GCYC). Refer to pages 140 to 142 of Learner's Textbook.

- Discuss why the Gold Coast Youth Conference was formed and what it sought to achieve.
- Mention the names of the leaders of the Gold Coast Youth Conference (GCYC).
- Discuss the aims and objectives of the GCYC.

## **Gold Coast Youth Conference – GCYC**

A number of youth organisations were formed during the 1930s to challenge the colonial masters. Most members of these organisations were older folks, mostly middle age, and not the youth. However, the word “youth” as used by the West Africans in those days symbolized one’s rejection of the past.

During the 1930s, the youth wanted a complete transformation of the colonial system. However, what they saw were gradual reforms. They stated that those who represented the local people on the legislative council did not serve in their interest. They accused them of serving the colonial masters instead of the people.

The Gold Coast Youth Conference was organised by Dr. J. B. Danquah in 1930. This was an annual congregation of societies, unions and clubs. This was a place where issues of national importance were discussed.

The first session of the Gold Coast Youth Conference was held at Achimota. The theme of this session was “The Essentials in the Progress and Development of the Country”. It took the movement eight years to organise the second session of the Youth Conference. This was mainly because of lack of funds.

The second session of the Gold Coast Youth Conference was held at Mfantipim in 1938. The third session was held in 1939 at Kumasi, while the fourth one took place at Akropong in 1940. During all these meetings, the youth conference discussed social and economic problems of the people and offered suggestions to improve upon these areas.

During the youth conferences, the leaders constantly stressed that the movement was not a political organisation. Although it was not a political organisation, it helped to create the awareness on the need for self-rule. It also brought out important national issues that made the people to think about national issues. The aims and objectives of the Gold Coast Youth Conference was:

1. To bring together the chiefs and other educated Africans who opposed each other in the 1920s because of the introduction of the indirect rule introduced by the Colonial government.
2. To bring together the chiefs, other educated Africans and the common people of the Gold Coast to discuss the problems they faced because of the colonial rule and offer suggestions to help improve the system.
3. To create awareness in the youth about the importance of development and progress of the country.

### **Activity 8**

Read and discuss the role played by Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference. Refer to pages 154 of Learner's Textbook

Dr. J. B. Danquah was born on the 18th day of December, 1895, at Bepong in Kwahu. He was a member of the Akyem Abuakwa State royal family.



***Dr. J.B. Danquah***

Dr. J. B. Danquah attended the Basel Mission School at Kyebi. He also attended the Basel Mission Senior School at Begoro. He also attended the University College of London where he earned a Bachelor of Arts degree in Philosophy in 1925. He was called to the Bar in 1926 at the Inner Temple.

Dr. J. B. Danquah returned to the Gold Coast in the year 1927. He assisted J.E. Casely Hayford to form the Gold Coast Youth Conference. He was the secretary of the Youth Conference from 1937 to 1947. He fought for constitutional reforms in the Gold Coast in the early 1940s. He became a member of the legislative council in 1946 and spoke in the interest of the local people.

At Osu in Accra, there is a place named after Dr. J. B. Danquah. This place is called Danquah Circle. Danqua Circle has a statue of Dr. J. B. Danquah.



### **Additional information**

A protest may take different forms such as rally or demonstration, march, vigil, picket, civil disobedience, boycott, press conference, lawsuit etc.

**Rally** is a mass meeting of people making a political protest or showing support for a cause. A demonstration is an action by a mass group or collection of groups of people in favour of a political or other cause or people partaking in a protest against a cause of concern. It often consists of walking in a mass march formation and either beginning with or meeting at a designated endpoint, or rally, to listen to speakers. Rallies or demonstrations are used as a form of protest.

People also march with placards and sing to protest. To march means moving from one location to another; to be distinguished from rotating or walking in a circle with picket signs which by definition, constitutes a picket.

Picket refers to a person or group of people who stand outside a workplace or other venue as a protest or to try to persuade others not to enter during a strike. This may include holding signs; “carrying signs and walking around in a circle”. Holding signs or placards or banners is not the defining criteria; rather, it is holding or carrying those items and walking a circular at a particular place.

Vigils are also used to protest. Vigil is a period of keeping awake during the time usually spent asleep, especially to keep watch or pray at night. Most vigils have banners, placards, or leaflets so that people passing by, despite silence from participants, can ascertain for what the vigil stands.

Civil disobedience is also used as a sign of protest. Civil disobedience is the refusal to comply with certain laws considered unjust, as a peaceful form of political protest.

People also resort to boycotts as a sign of protest. Boycott refers to an organised refusal to buy or use a product or service.

**Press conferences** are also used as a form of protest. This is common with opposition parties. Press conferences are used to disclose information to the public or to educate the public and influence various decision-makers.

**Lawsuit** is also used as a form of protest. Lawsuit is a legal maneuver by social movement organization or group to make their voice heard about their dislike for a particular situation, thing or decisions. Here, people go to court for the court to make a determination on a particular issue or issues.

**Exercise A [Refer to pages 154 to 156 of Learner's Textbook]**

1. Lead learners to discuss the questions under this exercise. Let learners provide answers orally to the questions. Refer to pages 129 to 146 of Learner's Textbook.
2. Ask learners to provide the correct answers to the questions in their exercise books. Refer to pages 129 to 146 of Learner's Textbook.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise A**

1. (a) United Gold Coast Convention
2. (c) 1897
3. True
4. (d) Dr. Kwame Nkrumah
5. (a) John Mensah Sarbah
6. (b) Dr. J. B. Danquah
7. (b) Dr. J. B. Danquah
8. True
9. True
10. False
11. False
12. False
13. False
14. False
15. True
16. False

## Unit 3 THE 1948 RIOTS AND AFTER

*[Refer to pages 157 to 168 of Learner's Textbook]*

### Content Standards

- Show understanding of the sequence of events leading to the 1948 riots in Ghana.

### Subject Specific Practices and Core Competences

- By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, creative skills and national identity.

### 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

Our forefathers fought on behalf of the British and their allies in the Second World War. The Second World War was fought from 1939 to 1945. Native soldiers from the Gold Coast fought in Burma, India and other places. These soldiers from Africa fought very bravely in the war.

During the Second World War, our forefathers who fought in this war realized that they were as good as any other European Soldier. The British fought for freedom and democracy. Many of our forefathers died fighting a war which was not their war. Our forefathers who fought in the Second World War felt that if freedom was good for the British, then freedom was good for the people of the Gold Coast as well.

This lesson intends to assist learners to explain why people were unhappy in the country after the Second World War. The lesson also intends to assist learners to examine sources of evidence about what happened during the 1948 riots.

### Indicators

After studying this unit, learners will be able to:

1. Explain why people were unhappy in the country after the Second World War.
2. Examine sources of evidence about what happened during the 1948 riots.

### Performance Indicators

1. Learners explain why people demonstrate.
2. Learners explain why demonstrations sometimes lead to riots.

### Diagnostic Assessment

1. Explain why people demonstrate.
2. Explain why demonstrations sometimes lead to riots.

### 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

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. *[Refer to pages 157 to 164 of Learner's Textbook]*

### Meanings of some Key Words

- **Forefathers** are a member of the past generations of one's family or people e.g. an ancestor.
- **Allies** are countries that agree to support another country, especially in a war or disagreement. Allies are those you can rely on but are not necessarily your friends.
- **Freedom** is the power or right to act, speak, or think as one wants.
- **Veterans** are soldiers who have returned from war.
- **Petition** is a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause.
- **Unarmed** means not equipped with or carrying weapons.
- **Commission** is a group of people entrusted by a government or other official body with authority to do something.
- **Power** is the capacity or ability to direct or influence the behaviour of others or the course of events.
- **Structure of Government** is made up of the three arms of government: i.e. the executive, the legislature or parliament and the judiciary.
- **Draft Constitution** is a constitution that has not yet been officially accepted by the people.
- **Riot** is a violent disturbance of the peace by a crowd.

### Meanings of additional key words for the teacher

- **Challenges** means difficulties or unfavourable conditions.
- **Conditional** means something that is subject to one or more conditions or requirements being met.
- **Disturbance** means the interruption of a settled and peaceful condition.
- **Loot** means to steal goods from (a place), typically during a war or riot.
- **Draft** is a preliminary version of a piece of writing.

## **Activity 2**

Brainstorm to let learners explain what a riot is and what usually leads to a riot. Lead learners to read and discuss the 1948 riots and after.

- Guide learners to discuss who a veteran is.
- Guide learners to discuss why natives of the Gold Coast soldiers fought in the Second World War.
- Guide learners to discuss why the veterans wanted to present a petition to the British colonial government.
- Assist learners to identify and state three reasons the veterans wanted to present a petition to the British colonial government of the Gold Coast.
- Guide learners to discuss why the three veterans were killed at the Christiansborg Crossroads. Were the veterans armed?
- Assist learners to identify and mention the names of the six leaders of the U.G.C.C. who were arrested after the 1948 riots and give reasons they were arrested.
- Assist learners to identify and name the governor the veterans were going to present their petition to.

## **Activity 3**

- Guide learners to discuss why the Watson Commission was set up.
- Assist learners to identify and mention the name of the leader of the Watson Commission.
- Assist learners to discuss the suggestions that the Watson Commission came out with after they completed their work.
- Assist learners to identify and mention the name of the governor who set up the Coussey Committee.
- Guide learners to identify and mention the names of the leaders of the Coussey Committee.
- Guide learners to discuss the reasons a new governor was appointed to implement the suggestions of the Watson Committee.
- Guide learners to discuss the suggestions of the Coussey Committee.

#### **Activity 4**

Let learners do the project work on page 158 of Learner's Textbook 5.

1. Let learners do a further research on the Big Six.
2. Let learners look for pictures of the Big Six.
3. Let learners use the pictures to make a poster.
4. Let learners use the poster to retell a brief story about how they became known as the Big Six. Your story should include something very interesting about the Big Six that is not in the textbook.
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.

#### **Additional Information**

The ex-servicemen who wanted to present their petition to the governor were veterans of World War II, members of the Gold Coast Regiment, who were among the most decorated African soldiers who fought alongside British troops in Burma. These veterans were promised pensions and jobs before the war. However, when they returned home, jobs were scarce and their pensions were never paid.

Their march on 28 February 1948 was a peaceful attempt to bring a petition to the Governor of the Gold Coast, so that their concerns would be addressed. When they marched toward the Governor's residence at Christiansborg Castle, they were stopped and confronted by the colonial police forces, who refused to let them pass. The British Head of Police, Superintendent Imray, ordered his subordinate to shoot at the protesters. However, the man shot into the air. Superintendent Imray took the gun and shot into the crowd, which killed the three veterans namely, Sergeant Adjetey, Corporal Attipoe and Private Odartey Lamptey. Apart from those who died, 60 other veterans were wounded.

The people of the Gold Coast were every angry and rioted for five days. Asian and European-owned stores and businesses were looted and more deaths occurred. The British Governor was forced to declare a State of Emergency and a new Riot Act was put in place immediately.



*Private Odartey  
Lamptey*



*Corporal Patrick  
Attipoe*



*Sergeant Cornelius  
Francis Adjetey*

**Exercise A [Refer to pages 165 to 167 of Learner's Textbook]**

1. Lead 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 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 A**

1. (c) The British paid some of their pensions that they were promised when they came back.
2. (b) Major Imray
3. (a) Major Imray
4. (d) George Grant
5. (a) De-Graft Johnson
6. True
7. False



8. True
9. True
10. False
11. True
12. False

**Exercise B [Refer to page 167 of Learner's Textbook]**

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

**Answers to Exercise B**

1. The veterans were killed at the Christiansborg Crossroad because they were asked to stop but they refused. No, the veterans were not armed.
2. Names of the six leaders to the U.G.C.C. who were arrested because of the 1948 riots:
  - i. Dr. Danquah
  - ii. Ako Adjei
  - iii. Obetsebi Lamtey
  - iv. Ofori Atta
  - v. Akuffo Addo
  - vi. Dr. Kwame Nkrumah
3. The veterans were going to see Governor Sir Gerald Creasy.

**Exercise C [Refer to page 168 of Learner's Textbook]**

1. Lead 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 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. Sir. Charles Noble Arden-Clarke
2. The leader of the Coussey Commission was Sir Henley Coussey.
3. Learners state why a new governor was appointed to implement the suggestions of the Watson Committee.
4. Two recommendations of the Coussey Committee report include:
  - i. They suggested that the local people should have more control over all things that were done in the Gold Coast.
  - ii. They also suggested that there should be improved work conditions for the people of the Gold Coast. They stated that the people should be made happy at their work places.
  - iii. They also suggested that more schools should be set up in the Gold Coast. They stated that secondary schools and agricultural schools should be set up to prepare the people to serve their country when they eventually gained independence.

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