

HISTORY OF GHANA

For Basic Schools

TEACHER'S GUIDE BOOK 6

Cyril K. Attipoe



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P. O. Box AN 19720, Accra -North

Tel: 0302-325057, 0302-325058

E-mail: masterman48@yahoo.com

info@mastermanpublications.com

Website: www.mastermanpublications.com

PREFACE

The History of Ghana for Basic Schools Book 6 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.

TABLE OF CONTENTS

CHAPTERS	PAGE
Introduction	v
Chapter 3 Europeans in Ghana	1
Unit 4 Impact of European Presence	1
Chapter 4 Colonisation and Developments under Colonial Rule in Ghana	16
Unit 4 Political developments under colonial rule	16
Chapter 5 Journey to Independence	28
Unit 2 Formation of political parties	28
Unit 4 Ghana gains independence	42
Chapter 6 Independent Ghana	68
Unit 1 The Republics	68
Unit 2 Military Rule	78
Bibliography	90

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 Chapters. Each Chapter is made up of a fairly homogeneous body of knowledge within the subject. A Unit is made up of a more related and homogeneous body of knowledge and skills. Each Chapter in the Learner's Textbook has Exercises for learners to answer.

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

ORGANISATION OF THE TEACHER'S GUIDE

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

- The **Chapters** are the broad areas of content to be studied. These are referred to as Chapters in the Textbook and the Facilitator's Guide.
- The **Unit** are the sub-topics within each Chapter. These are referred to as Units in the Textbook and the Facilitator's Guide.

- **Content standards**

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

- **Subject specific practices and core competencies**

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

- **Planning the Chapter**

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

- **Introduction**

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

- **Activities**

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

- **Additional information**

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

- **Diagnostic assessment**

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

- **Exercises**

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

UNIT 4 IMPACT OF EUROPEAN PRESENCE

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

Content Standards

- Demonstrate knowledge of the impact of European presence on Ghana.

Subject Specific Practices and Core Competences

- By evaluating and analyzing the impact of European presence, learners enhance their personal development and become good communicators.

Planning the Unit

This unit can be taught as illustrated in this Teacher's Guide. You would need the following Teaching and Learning Resources (TLR_s) for the lesson: Learner's Textbook, dictionary, pictures and illustrations.

Introduction

Colonial rule was established in the Gold Coast in the early twentieth century. The presence of the Europeans had both positive and negative effects on the people of the Gold Coast, now Ghana. This lesson talks about the impacts that the presence of the Europeans who came to the Gold Coast have on Ghana.

Indicators

After studying this unit, learners will be able to assess the changes that the European presence brought to Ghana.

Performance Indicators

1. Learners can mention some negative effect of the presence of the Europeans in present-day Ghana.
2. Learners can mention positive effects of the presence of the European on present-day Ghana.

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 1 to 18 of Learner's Textbook*

Meanings of some Key Words

- **Colonial rule** is the practice of a wealthy or powerful nation's maintaining or extending its control over other countries, especially in establishing settlements or exploiting resources. In simple terms it is a rule by the wealthy or powerful nation over a weaker country is the colonial rule.”
- **Human rights** are moral principles or norms that describe certain standards of human behaviour and are regularly protected as natural and legal rights in municipal and international law. They are commonly understood as undeniable, fundamental rights “to which a person is inherently entitled simply because she or he is a human being “and which are “inherent in all human beings”, regardless of their age, ethnic origin, location, language, religion, ethnicity, or any other status
- **Abuse** means to treat with cruelty or violence, especially regularly or repeatedly.
- **Seminary** is a training college for priests or rabbis.
- **Inhumanly** means lacking human qualities of compassion and mercy; cruel and barbaric.
- **Pride** refers to confidence and self-respect as expressed by members of a group, typically one that has been socially marginalized, on the basis of their shared identity, culture, and experience.
- **Dignity** is the state or quality of being worthy of honour or respect.

- **Labour** refers to work, especially physical work.
- **Catechist** refers to a teacher of the principles of Christian religion, especially one using a catechism.
- **Evangelise** means to convert or seek to convert (someone) to Christianity or to preach the gospel.
- **Barriers** is a fence or other obstacle that prevents movement or access.
- **Outstations** are branches of an organization situated at some distance from its headquarters.
- **Border** is a line that separates two countries, administrative divisions, or other areas.
- **Assimilate** means to take in and understand fully (information or ideas).
- **Lifestyle** means the way in which a person lives.
- **Industrialization** refers to the development of industries in a country or region on a wide scale.
- **Vocational training** refers to education or training that prepares you for the day-to-day duties that you will be doing in your specific trade, craft, profession, or role. It equips you with real skills, as opposed to theoretical knowledge only.

Meanings of additional key words for the teacher

- **Slave** is (especially in the past) a person who is the legal property of another and is forced to obey them.
- **Bond** in an agreement with legal force.
- **Missionary** is a person sent on a religious mission, especially one sent to promote Christianity in a foreign country.
- **Worship** is the feeling or expression of reverence and adoration for a deity.
- **Translate** means to express the sense of (words or text) in another language.
- **Dispensary** is a room where medicines are prepared and provided.
- **Transportation** is the action of transporting someone or something or the process of being transported.

- **Government** is the group of people with the authority to govern a country or state; a particular ministry in office.
- **Parliament** is the highest law making body of the country.

Activity 2

Brainstorm to let learners talk about the impact of the slave on the Gold Coast and present-day Ghana. Lead learners to read and discuss the impact of the slave trade:

- Discuss and briefly describe how slaves were bought and sent to the Americas.
- Discuss and state why the slave trade was considered inhuman.
- Discuss and state two ways of how the slave trade affected Ghana, West Africa and the African in general.

Refer to page 3 of Learner's Textbook

Slavery existed in almost every society in the world. In the Gold Coast, slaves were used for domestic purposes. They served their masters and sometimes became part of the masters family. The coming of Europeans intensified the slavery. The Europeans bought slaves from the Gold Coast and sent them to the Americas. This is why today there are lots of Africans in the United States of America who call themselves African Americans. These people were our brothers and sisters whose parents or grandparents were sold into slavery to work on the farms of Europeans without pay. They were also treated inhumanly. They suffered the worse forms of human rights abuses that any person can be subjected to. They took away their pride and dignity.



Slaves

These slaves provided the needed labour for the Americas to develop their country. This labour would have contributed to the development of Ghana or West Africa considering the millions of people who were shipped away.

Activity 3

Lead learners to read and discuss how the presence of the Europeans helped to stop human sacrifice. *Refer to page 4 of Learner's Textbook.*

- Discuss and briefly describe why some cultural practices were seen as cruel.
- Assist learners to identify and give three examples of cruel cultural practices.

When the British made the local chiefs to sign the Bond of 1844, they forced them to stop human sacrifices and other bad customs. During the olden days, human sacrifice was very common. There were also some cruel cultural practices. The Bond of 1844, which the British made the local chiefs to sign before they could protect them against the Asantes, forced the chiefs to abandon those cruel cultural practices.

Activity 4

Let learners mention the names of some schools established by the Europeans. Lead learners to read and discuss how the Europeans introduced schools or institutions of learning in the Gold Coast and present-day Ghana. Refer to pages 7 and 19 of Learner's Textbook.

- i. Assist learners to identify and name the Christian missionaries who came to the Gold Coast.
- ii. Discuss how the Basel missionaries contributed to the development of education in Ghana.
- iii. Assist learners to identify and mention any two Basel Mission schools that they know.
- iv. Discuss how the Evangelical Presbyterian (E. P.) Church missionaries (Bremen North German missionaries) contributed to the development of education in Ghana.
- v. Assist learners to identify and mention any two Evangelical Presbyterian (E. P.) Church Mission (Bremen North German Mission) schools that they know.
- vi. Discuss how the Roman Catholic (R. C.) missionaries contributed to the development of education in Ghana.

- vii. Assist learners to identify and mention any two Roman Catholic (R. C.) schools that they know.
- viii. Discuss how the Seventh - Day Adventist (S. D. A.) missionaries contributed to the development of education in Ghana.
- ix. Assist learners to identify and mention any two Seventh - Day Adventist (S. D. A.) schools that they know.
- x. Discuss how our forefathers used to travel during the olden days.
- xi. State and discuss two ways by which the European presence helped to improve transportation in the Gold Coast.
- xii. State and discuss two importance of an improved transportation system.
- xiii. Discuss why Ghanaians prefer foreign goods.
- xiv. Discuss the effects of preference of foreign goods by Ghanaians.
- xv. Discuss how the government system was in the olden days before the arrival of the Europeans.
- xvi. Discuss how the system of government has changed since the arrival of the Europeans.
- xvii. Discuss and group the impact of European presence on Ghana under:
 - a) Positive impacts
 - b) Negative impacts

- **The Europeans introduced schools or institutions of learning.**

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

Although the Europeans who came to the Gold Coast were initially only interested in trade, they realized the need to provide formal education to the local people. The education provided at the time was to help their trade. Those who benefited from the European education were mainly children of their business partners. The type of education they provided focused on the teachings of how to read and write. The schools were also established to help spread the Christian faith; Christianity.

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

In book 4, we learnt about the Christian missionaries. We learnt that the establishment of the castle schools in the Gold Coast, marked the beginning of western formal education in present-day Ghana. However, the rapid spread of education and Christianity in the Gold Coast and present-day Ghana was done by the Christian missionaries. The names of these Christian missionaries were;

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

Basel Missionary Society

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

In Book 4, we learnt that by 1847, the Basel missionaries had established forty-five (45) schools in the Gold Coast. These schools were established in places like Oda, Abokobi, Krobo Odumasi, Kyebi, Anum, Ada, Begoro, Nsaba and Nkroranza.

We also learnt that, in 1948, the Basel missionaries opened a seminary at Akropong to train catechists and teachers. In 1898, the Basel missionaries also opened another seminary at Abetifi. These two seminaries were later changed to become the only teacher training college until 1901.

Through the missionaries the Europeans who came to the Gold Coast built schools to train the local people to become good and responsible citizens. Some of these schools still exist today. Examples are Aburi Girls Senior High School, Aburi College of Education, Akropong College of Education and Abetifi College of Education.

The Wesleyan (Methodist) Missionary Society

The Wesleyan Missionary Society was encouraged to come to the Gold Coast because of the religious activities of Rev. Philip Quacco and his Cape Coast colonial schools. They established the Methodist Schools. Their church is the Methodist Church.

The main reason that the Wesleyan Mission was formed was to promote Bible Knowledge. However, when these missionaries arrived in the Gold Coast, they saw the need to teach the local people how to read and write. Therefore, they opened schools to teach the local people.

We learnt that by 1880, the Wesleyan Mission had established eighty-three schools. They had a student population of over three thousand (3,000). This made them the leading promoters of education by the year 1880.

The Wesleyan Missionaries established the Methodist church and lots of schools in the Gold Coast. Some of these schools still exist in present-day Ghana. Examples of such schools are Wesley Girls at Cape Coast and Mfantsipim, Mmofra from at Kumasi.

Evangelical Presbyterian (E. P.) Church Mission (Bremen North German Mission)

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

The Bremen Mission opened some schools in the region. They focused mainly on vocational training. They also taught their student how to read and write. Arithmetic was also one important subject that was studied. Their schools are known as the E.P Schools.

The Roman Catholic (R. C.) Mission

In Book 4, we learnt that most of the Portuguese merchants who came to the Gold Coast were Roman Catholics. In 1529, the Portuguese opened their first school in the Gold Coast. However, the school went through some challenges and the final one was when the Dutch defeated the Portuguese in 1637 and drove them away.

We also learnt that, a lot of Roman Catholic fathers came to the Gold Coast in the late 1800 and early 1900. Although their main task was to spread the Gospel, they also opened lots of school. Some of these school were opened at Elmina, Cape Coast, Keta, Saltpond and Navrongo.

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

We also learnt that in March 1884, the two Catholic Sisters: Sister Ignatius (from Ireland) and Sister Potamienne (from Switzerland) opened a girls' school with twenty-six (26) pupils. These Catholic Sisters also opened the very first Kindergarten at Elmina in the Gold Coast.

The Catholic mission built St. Francis Secondary School for girls at Jirapa. They also built Opoku-Ware Secondary School. Today, there are a lot of Catholic schools scattered around cities and towns in Ghana. Most of these schools are called R.C. Schools.

The Seventh-Day Adventist (S.D.A) Mission

We learnt in Book 4, that the Seventh-Day Adventist (S.D.A) Mission was first introduced to the Gold Coast through literature (tracts and brochures) in 1888. These tracts and brochures were published by the headquarters of the S.D.A church in North America. The first missionaries sent to the Gold Coast by the S.D.A Mission were Edward L. Sanford and Karl G. Rudolf. These first missionaries arrived at Apam in the Gold Coast on the 22nd of February, 1894.

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

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

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

- **Introduction of Christian Religion**

Before the arrival of the Europeans our people had only one religion. This was the Traditional African Religion. The Europeans also introduced their way of worship to the people, that is Christianity. Today, we have lots of churches at almost every corner in Ghana.

- **They translated the Bible and some Ghanaian Languages**

The Europeans who came to the Gold Coast helped to translate the Bible and some Ghana Languages. For Example, Rev. Johannes Zimmerman (a Basel Missionary) translated the Bible into the Ga language and wrote a Ga grammar book and made Ga the literary language of the Ga-Adangme people. Rev. Christaller, who was also a Basel Missionary, also translated the Bible into the Twi language.

- **They opened health institutions**

During the olden days, the local people did not visit institutions like we have today. When a person fell ill, he/ she saw the herbalist for treatment of the sickness. Today, the coming of the Europeans has introduced health institutions and other foreign medicines which are used to treat sicknesses.

The Europeans built hospitals and clinics to treat the local people when they fell ill. They also brought lots of medicines to treat sicknesses. This helped to save lots of lives. Today, we have lots of hospitals in Ghana. Some of these hospitals were built by the Europeans. Some were built by the European missionaries and others were built by the colonial government. For example, Sir Gordon Guggisberg built the Korle-Bu Teaching Hospital and eighteen smaller hospitals and dispensaries in different parts of the Gold Coast.

- **They created Artificial barriers**

Colonialism created artificial barriers in Ghana. These artificial barriers restricted internal and external trade within the sub-region. The artificial barriers also restricted movement from one country to another. In the past, these barriers or borders did not exist. People in the Gold Coast (now Ghana) used to move about freely. Our forefathers traded among themselves and with people from other African countries as we know them today. In those days, there were states and kingdoms and not countries with the restrictions we see today.

- **Cultural adulteration**

The presence of Europeans in the Gold Coast also affected the culture of the indigenous Ghanaian. We learnt that culture is a way a group of people live. The way we dress, the food we eat, our language, our religion, the way we outdoor our new born, the way we marry forms part of our culture.

The presence of the Europeans has altered our culture. Today, we have assimilated foreign cultures into our own culture. Our way of dressing has changed, we now eat different foods, we now speak English and have even made it our official language. We now have Christianity as a religion in Ghana, our people now go to school, our marriage procedures have changed. Now even after a traditional marriage, people still do European wedding, which is known as church wedding.

The presence of the Europeans also brought about the adoption of Christian or European names. For example; Cyril, David, Pearl, John, Peter and many more.

- **Improved lifestyle**

The presence of the Europeans brought about an improvement in the lifestyle in some parts of the Gold Coast. The colonial government provided the people with potable drinking water in the form of pipe-borne water and bore-holes.

The colonial government also encouraged the rural communities to attach great importance to hygiene. This helped to reduce the spread and effects of some diseases in the rural areas. This brought an improvement in the lifestyle of the people.

- **Improved transportation system**

They improved upon our transport system. They constructed roads and built railways lines. Sir Gorgon Guggisberg and Sir Alan Burns constructed roads and railway lines to improve upon existing ones for the people of the Gold Coast.



Sir Gorgon Guggisberg



Sir Alan Burns

During the olden days, our forefathers travelled long distances on foot, by the use of donkeys, camels and horses. During the colonial era, Sir Gordon Guggisberg constructed railway lines from Sekondi to Kumasi. He completed the Accra to Kumasi railway line in 1923. He also started the railway line from Kade to Huni Valley. Governor Guggisberg

also constructed lots of roads and tarred some of these roads. He improved upon the old roads and also constructed new ones. The era of Sir Alan Burns also saw an improvement in the transportation system in the Gold Coast. He also constructed roads and railway lines.

The Europeans also introduced cars and trains in the Gold Coast. They also introduced ships and later aeroplanes. Today, we also travel by road using cars and trains. We can also travel by sea using ships. You can also travel by air using an aeroplane. This has made travelling faster and more convenient.

- **Preference for foreign goods**

The presence of the Europeans in the Gold Coast made Ghanaians to appreciate or prefer foreign goods to locally made goods. Today, Ghanaians want to wear clothes made by Europeans. This is because most people consider foreign goods as better than those made especially in Ghana.

Preference for foreign goods does not encourage industrialization. It even kills existing local businesses and industries. This is usually because the local industries are unable to compete with the foreign industries mainly because of price. Most foreign industries are able to produce on large scale and so sell their produce at low prices compared to the local industries. Preference for foreign goods leads to high rate of unemployment in the country. When we fail to buy local goods, the local factories are forced out of business and people lose their jobs.

- **System of Government**

During the olden days, our forefathers practiced the state system. Here the local people were ruled by chiefs. Many villages and towns came together to form a state or were conquered in war and put under one state or kingdom. The rulers were kings or chiefs. Their successors were selected from the royal lineage.

However, the presence of the Europeans and colonial rule brought about a different system of government. This system of government is what we call democracy. Under the new system of government, the people are given the opportunity to elect a leader who rules the country. The leader of the country is known as a president. Each political area known as constituency also elects leaders to represent them at parliament.

The colonial system took away power from the chiefs and gave it to elected representatives and government appointees.

Additional Information

It is believed that the most comprehensive analysis of shipping records over the course of the slave trade is the Trans-Atlantic Slave Trade Database, edited by professors David Eltis and David Richardson. In the entire history of the slave trade to the New World, according to the Trans-Atlantic Slave Trade Database, 12.5 million Africans were shipped to the New World between 1520 and 1866. Out of this number, 10.7 million slaves survived the voyage and were sent to North America, the Caribbean and South America.

Diagnostic Assessment

1. Mention some negative effects of the presence of the Europeans in present-day Ghana.
2. Mention positive effects of the presence of the European on present-day Ghana.

Note:

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

Exercise A [Refer to page 18 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

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

1. Slaves were bought or captured and shipped to the Americas.
2. Why the slave trade was considered inhuman:
It did not guarantee personal liberty. Slaves were traded badly. They were not fed properly. They were also kept in dark rooms with little ventilation. They were beaten and forced to work without pay etc.
3. Two ways by which the slave trade affected Ghana, West Africa and the African in general:
 - i. The slave trade took away a lot of human capital from the Gold Coast and Africa. These people would have helped in one way or the other to contribute to the development of Ghana and West Africa.
 - ii. The slave trade left scars in Ghana and West Africa and on the victims. It made most Africans feel inferior to Europeans and people of other races etc.

Exercise B [Refer to pages 20 to 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B [Refer to pages 1 to 19 of Learner's Textbook]

1. (b) Basel Missionary Society
2. (a) 1529
3. (b) Castle Schools
4. (b) Coast
5. (c) Christian Missionaries

6. (d) Germany
7. (b) Britain
8. (c) Methodist Church
9. (d) Apam
10. False
11. False
12. True
13. True
14. False
15. True
16. False
17. True
18. True
19. True
20. False

Unit 4 POLITICAL DEVELOPMENTS UNDER COLONIAL RULE

[Refer to pages 24 to 44 of Learner's Textbook]

Content Standards

- Show understanding of political developments under colonial rule, 1874-1957.

Subject Specific Practices and Core Competences

- As learners use evidence to analyse and reconstruct political developments during colonial period, they become creative and innovative.

Planning the Unit

This unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Chapter. You would need the following Teaching and Learning Resources (TLR_s) for the lesson: Learner's Textbook, pictures and illustrations.

Introduction

Learners learnt earlier that when the British came to the Gold Coast mainly to trade. They did not show that they were interested to rule the Gold Coast until 1874.

- It is believed that they decided to rule so that trade could be smooth without frequent wars.
- They also decided to rule to check the power of Asante.

The British fought and defeated Asante in 1874. The British made the Southern States their colony on 12th September, 1874. Asante became a British colony in 1902. This was after the Yaa Asantewa War in 1901.



Yaa Asantewa

The Northern Territories became a British colony in 1902. This was through the work of George Ekem Ferguson (a Fante Surveyor). Ferguson was asked by the British to persuade the chiefs and the people to accept British protection. This was to prevent the French and the Germans from becoming rulers in the North.

The western part of German Togoland was divided into two in 1922. The British were asked by the United Nations to take one part. The French took the eastern part. So Western Togoland also became a British colony.

This lesson intends to assist learners to identify and describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule from 1874 to 1957. Learners are to learn about the direct and indirect rule and how many provinces were created during the colonial rule.

Indicators

After studying this Chapter, learners will be able to describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule from 1874 to 1957.

Performance Indicators

1. Learners can describe how chiefs rule their people.
2. Learners can distinguish between something that is direct and one that is indirect.

Activity 1

Brainstorm to let learners explain the key words. Lead learners to use the dictionary and the internet to find the meaning of the key words. Let learners use the key words to make correct sentences. *Refer to pages 24 to 38 of Learner's Textbook.*

Meanings of some Key Words

- **Commissioner** is a representative of the supreme authority in an area.
- **Budget** is an estimate of income and expenditure for a set period of time.
- **Official** is a person holding public office or having official duties, especially as a representative of an organization or government department.
- **Governor** is an official appointed to govern a town or region.
- **Directors** are people who is in charge of an activity, department, or organization.
- **Judiciary** is the judicial authorities of a country; judges collectively.
- **Public works** includes works of building such things as roads, schools, and hospitals, carried out by the state for the community.
- **Territory** is an area of land under the jurisdiction of a ruler or state.
- **Central authority** refers to an agency or organization that is designated to play a key facilitating role in the implementation and operation of an international treaty in public and private international law.

Meanings of additional key words for the teacher

- **Province** is a principal administrative division of a country or empire.
- **Governor** is an official appointed to govern a town or region.
- **Legislative** relates to having the power to make laws.
- **Executive** relates to having the power to put plans or actions into effect.
- **Direct** is extending or moving from one place to another without changing direction or stopping.
- **Indirect** means (of a route) not straight; not following the shortest way.
- **Administration** the process or activity of running a business, organization, public affairs; government.
- **Constabulary** is a police force covering a particular area or city.

- **Regiment** is a permanent unit of an army typically commanded by a lieutenant colonel and divided into several companies, squadrons, or batteries and often into two battalions.

Activity 2

Brainstorm to let learners tell why the Europeans came to the Gold Coast. Lead learner to:

- Read, discuss and state why the British decided to rule the Gold Coast.
- Identify and mention the provinces that the Gold Coast had.
- Read and discuss how the provinces were ruled.
- Read and discuss the legislative council.
- Read and discuss the executive council.
- Identify and name of the first two native Gold Coast persons who became part of the Executive council.

Refer to page 29 of Learner's Textbook.

The British stated how their colonies should be ruled. Before the British colonised the Gold Coast they already had other territories in West Africa. These territories included The Gambia, Sierra Leone and Nigeria.

When the Gold Coast became a British colony, the country was divided into three provinces. These were the:

- 1. Western Province**
- 2. Central Province**
- 3. Eastern Province**

Each province was divided into divisions. These divisions were headed by a District Commissioner. The British also had Regional Officers. The District Commissioners worked under the Regional Officers. However, Asante was placed under a Chief Commissioner. Asante was then divided into districts.

The Gold Coast had a Governor who was appointed by the Queen of Britain. The Governor was made the head of the colony. At the time the Gold Coast became a British colony, Queen Victoria was Queen of Britain.

The Governor had two very important councils that helped to rule the colony. These two councils were known as the:

- 1. Legislative Council**
- 2. Executive Council**

Legislative Council

The Legislative Council made laws for the people of the Gold Coast. This Legislative Council also approved yearly budgets that were used to run the Gold Coast. The Legislative Council was made up of:

- **The Governor**
- **Official Members**
- **Non-official Members**

The official members of the Legislative Council were Europeans who worked under the Governor. The non-official members were natives of the Gold Coast. The first native who became a member of the Legislative Council was George Kuntu Blankson of Anomabu.

The Legislative Council had twenty-nine members by 1925. Out of these, nine were natives of the Gold Coast. Among these nine members, were six chiefs. However, the Legislative Council had more natives as members by the year 1946.

The Legislative Council later became known as the Legislative Assembly. At the time the Gold Coast gained independence and changed its name to Ghana, the Assembly had 104 seats.

Executive Council

The Executive council advised the Governor on how to rule the local people. This council was made up of the Governor and some British officials. However, in 1943, two Ghanaians became members of the Executive Council. These Ghanaians were appointed by the British Governor. They were:

1. Nana Sir Ofori Atta I
2. Sir Arku Korsah

Nana Sir Ofori Atta I was the paramount chief of Akyem Abuakwa. Sir Arku Korsah was an important lawyer in the Gold Coast. Sir Arku Korsah later became the first Chief Justice of Ghana.

The Governor also appointed directors of various departments in the Gold Coast. These departments included health, education, agriculture, judiciary and public works.

The Capital city of the Gold Coast during the olden days was Cape Coast. However, it was moved from Cape Coast to Accra in 1876. Ever since, Accra has remained the capital city of the Gold Coast and present-day Ghana.

Activity 3

Brainstorm to let learners describe how our chiefs rule. Brainstorm to let learners describe and distinguish between the direct and indirect rule. Lead learners to read and discuss the features of direct and indirect rule system that the British used to rule the people of the Gold Coast.

- Discuss the meaning of the direct rule.
- Discuss the difference between direct rule and indirect rule.
- Discuss why the colonial government introduced indirect rule.
- Discuss how the chief ruled the local people under the indirect rule system
- Discuss the problems that indirect rule faced in the Gold Coast.
- Identify and discuss the advantages and disadvantages of the direct rule system.
- Identify and discuss the advantages and disadvantages of the indirect rule system.

Refer to pages 38 and 39 of Learner's Textbook.

Direct rule

Direct rule is a system that involves the establishment of a centralized foreign authority within a territory, which is run by colonial officials.

Direct rule gives the central government greater control. This is because a central authority makes all the laws for another country, state or province.

The opposite of direct rule is indirect rule, which integrates pre-established local authorities and native institutions into the administration of the colonial government.

Below are Some Reasons Assign to the Introduction of the Indirect Rule

1. The Europeans could not speak the local language.
2. They wanted to avoid trouble with the local people.
3. They did not have enough officials.
4. They did not have enough money to spend.

5. Transportation and communication network was poor.
6. They wanted to allow the chiefs to take part in ruling the country.

Features of Indirect Rule

Generally, it can be said that certain institutions were needed for Indirect rule to work. These institutions or pillars were;

1. Native Authorities

Under Indirect Rule, traditional rulers were recognised as indigenous authorities. For instance, in the Akan society, the Omanhene (paramount chief) and his council of elders were recognised as indigenous authority and given additional powers.

2. Hierarchy

Indirect Rule was hierarchical in nature. The Governor was at the top followed by Provincial Commissioners, District Commissioners, Chiefs, Traditional authorities and the people. The policies of the colonial government were transmitted from the governor through these people for implementation.

3. Native Courts

Under Indirect Rule, native courts were used for the administration of justice. A native court was composed entirely of indigenous judges. The native courts administered customary laws and some British common laws.

4. Native Treasuries

As part of native administration, a number of ordinances (laws) were passed to establish native treasuries. A Native Treasury was simply a fund attached to a native authority. The chief and his subjects collected tax and paid into the native treasury. Each native authority was allowed to keep a fixed amount of the taxes collected and use it for local development. The remainder was paid to the central government.

5. Exclusion of Educated Africans

Virtually, the educated Africans were excluded from the indirect rule system of administration. The educated elite were not so happy about this and as such opposed indirect rule.

6. Supervision by British Officers

British officials (Resident officers, District Commissioners and Provincial Commissioners) were posted to the native authority areas to be responsible for supervising the native administration and implementation of government policies at the local level.

Initially, the indirect rule system worked very well for the British Government and the chiefs. The chiefs became more powerful. Later, indirect rule had problems. Some of these problems were:

1. Only people from the royal family or chiefs were allowed to take part in indirect rule. Others felt excluded, especially the educated elite. The people became angry.
2. The colonial government controlled the chiefs. The chiefs were taking orders from the colonial government and did not involve their people in decision making. This made the people very angry.

Additional Information

<p style="text-align: center;">Direct Rule</p> <p>Colonial power bring in their own officials and soldiers to administer and rule colonies - as seen with France.</p> <p>Goal: Impose French culture on their colonies and turn into French Provinces-government based only on Colonial power.</p>	<p style="text-align: center;">Indirect Rule</p> <p>Colonial power rules through cooperation with local/native rule or rulers giving area limited self rule and may keep some local rules based on European style.</p> <p>Great Britian used sultans, chiefs or local rulers and encouraged their children to be educated in English creating a westernized generation of leaders spreading British culture and continued control.</p>
<p>Forms Of Imperialism</p>	
<p style="text-align: center;">Protectorate</p> <p>Local rulers were left in place with its own internal government, but under the control of a Colonial Power who gave advice to be followed such as trade, economics, industries, and missionary activity.</p>	<p style="text-align: center;">Sphere of Influence</p> <p>An area of a country in which an outside power claimed exclusive investment or control on production and trading priviledges to prevent conflict with other powers, as seen in China.</p>

Diagnostic Assessment

1. Describe how chiefs rule their people.
2. Distinguish between something that is direct and one that is indirect.

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.

Exercise A [Refer to page 29 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. It is believed that the British decided to rule the Gold Coast so that trade could go on smoothly and to check the power of Asante.
2. The Gold Coast had three (3) provinces.
3. The provinces of the Gold Coast under colonial rule were:
 - i. Western Province
 - ii. Central Province
 - iii. Eastern Province
4. How the provinces were ruled:

Each province in the Gold Coast was divided into divisions. These divisions were headed by a District Commissioner. The British also had Regional Officers. The District Commissioners worked under the Regional Officers. However, Asante was placed under a Chief Commissioner. Asante was then divided into districts.

The Gold Coast had a Governor who was appointed by the Queen of Britain. The Governor was made the head of the colony. At the time the Gold Coast became a British colony, Queen Victoria was then Queen of Britain.

Exercise B [Refer to page 39 of Learner's Textbook]

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

Answers to Exercise B

1. The **Legislative Council** made laws for the people of the Gold Coast. The Legislative Council also approved yearly budgets that were used to run the Gold Coast. The Legislative Council was made up of:
 - i. The Governor
 - ii. Official Members
 - iii. Non-official Members
2. The Executive council advised the Governor on how to rule the local people. This council was made up of the Governor and some British officials but in 1943, two Ghanaians became members of the Executive Council.
3. The two Ghanaians who became members of the Executive Council were:
 - i. Nana Sir Ofori Atta I
 - ii. Sir Arku Korsah

Exercise C [Refer to page 40 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise C

1. Direct rule is a system that involves the establishment of a centralized foreign authority within a territory, which is run by colonial officials. Direct rule gives the central government greater control. This is because a central authority makes all the laws for another country, state or province.
2. The opposite of direct rule is indirect rule, which integrates pre-established local authorities and native institutions into the administration of the colonial government.
3. Why the British introduced the indirect rule
 - i. They wanted to avoid trouble.
 - ii. They did not have enough officials.
 - iii. They did not have enough money to spend.
 - iv. The Europeans could not speak the local language.
 - v. Poor transportation and communication network.
 - vi. They wanted to allow the chiefs to take part in ruling the country.
4. How the chiefs ruled the local people under the indirect rule system:

A traditional ruler with his council of chiefs and elders formed the “Native Administration”. The Native Administration later became known as the “Native Authority”. The Paramount Chief of a traditional area was the head of the Native Authority. The chiefs were allowed to:

 - ✓ Try cases.
 - ✓ Have their own prisons.
 - ✓ Have full time registrars.
 - ✓ Levy local taxes and tolls.

However, each native authority was controlled by a District Commissioner.
5. Some of these problems were:
 - i. Only people from the royal family or chiefs were allowed to take part in the indirect rule. Others felt excluded. Especially the educated elite. The people became angry.
 - ii. The colonial government controlled the chiefs. The chiefs were taking orders from the colonial government and did not involve their people in decision-making. This made the people very angry.

Exercise D [Refer to pages 40 to 44 of Learner's Textbook]

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

Answers to Exercise D

1. (c) 1902
2. (c) George Ekem Ferguson
3. (b) 1922
4. (a) Southern Province
5. (c) Queen Victoria
6. (d) The executive council
7. (c) Sir Arku Korsah
8. (a) Sir Arku Korsah
9. (c) The legislative council
10. (c) Europeans
11. (d) Both natives and Europeans
12. (a) George Kuntu Blankson
13. (d) Cape Coast
14. (b) Accra
15. (b) Indirect rule
16. True
17. False
18. True

Unit 2 FORMATION OF POLITICAL PARTIES

[Refer to pages 45 to 60 of Learner's Textbook]

Content Standards

- Appreciate the role played by leadership of political parties in the struggle for independence from 1947 to 1957.

Subject Specific Practices and Core Competences

- Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills.

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 (TLR_s) for the lesson: Learner's Textbook, pictures and illustrations.

Introduction

In book 5, learners were taught about how Ghanaians fought against unfair laws imposed on them by the colonial Government. After the Second World War, the local people began to form groups to fight colonial rule and to free the Gold Coast from the imperialists. These groups were known as Political Parties.

This lesson intends to assist learners to identify and describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.

Indicators

After studying this unit, learners will be able to identify and describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.

Performance Indicators

1. Learners can describe a political party.
2. Learners can mention the names of some political parties in present-day Ghana.
3. Learners can mention at least one political party before independence in the Gold Coast.

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 45 to 56 of Learner's Textbook.*

Meanings of some Key Words

- **Motto** is a short sentence or phrase chosen as encapsulating the beliefs or ideals of an individual, family, or institution.
- **Liberate** means to set (someone) free from imprisonment, slavery, or oppression.
- **Convinced** means to be completely certain about something.
- **Unemployed** means without a job.
- **General Secretary** is a title given to the principal administrator of some organizations.
- **Achieve** means to successfully bring about or reach (a desired objective or result) by effort, skill, or courage.

- **Mentor** is an experienced and trusted adviser.
- **Humanitarian** is concerned with or seeking to promote human welfare.
- **Contrast** is the state of being strikingly different from something else in juxtaposition or close association.

Meanings of additional Key Words for the Teacher

- **Political** means something relating to the government or public affairs of a country.
- **Party** is a formally constituted political group that contests elections and attempts to form or take part in a government.
- **Election** is a formal and organized choice by vote of a person for a political office or other position.
- **Economics** is the branch of knowledge concerned with the production, consumption, and transfer of wealth.
- **Sociology** is the study of the development, structure, and functioning of human society.
- **Theology** is the study of the nature of God and religious belief.
- **Dismissed** means ordered or allowed to leave; send away.
- **Rally** is a mass meeting of people making a political protest or showing support for a cause.
- **Shadow government** is also known as secret government or invisible government. It has the notion that real and actual political power resides not with the publicly elected representatives but with private individuals who are behind the scenes and beyond the scrutiny of democratic institution.

Activity 2

Brainstorm to let learners describe a political party and give examples. Lead learners to read and discuss the definition of a political party. *Refer to page 50 of Learner's Textbook.*

A **political party** is an organised group of people who have the same ideology and field candidates for elections in the attempt to get them elected so that they can implement their political agenda. OR: A political party is an organised group of people who believe in the same ideology with specific programmes and objectives to capture political power through elections.

Activity 3

Lead learners to read and discuss the first political party of the Gold Coast, now Ghana i.e. United Gold Coast Convention (U. G. C. C.). Assist learners to identify and name the founding fathers of the UGCC and other leading members. *Refer to pages 50 to 56 of Learner's Textbook.*

- Discuss why the U. G. C. C. was formed.
- Discuss the importance of the U. G. C. C. to the people of the Gold Coast.
- Mention the names of the founding fathers of the U. G. C. C. and other leading members.
- Discuss why Dr. Kwame Nkrumah returned to the Gold Coast in December, 1947.
- Discuss the biography of Dr. Kwame Nkrumah.
- Discuss why Dr. Kwame Nkrumah formed the C. Y. O.
- Discuss why Dr. Kwame Nkrumah was dismissed from the U. G. C. C.
- Discuss why Dr. Kwame Nkrumah, J. B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo became known as 'the Big Six'.

The United Gold Coast Convention (U.G.C.C.)

The first Political Party of the Gold Coast was formed in 4th August, 1947. This Political Party was known as the United Gold Coast Convention (U.G.C.C.). The founding fathers of the UGCC were:

1. Dr. J. B. Danquah
2. Ako Adjei
3. George Grant



Dr. J. B. Danquah



Ako Adjei



George Grant

The leading members of the UGCC were:

1. Dr. J. B. Danquah
2. Ako Adjei
3. George Grant
4. E. A. Akuffo Addo
5. Obetsebi Lamptey
6. William Ofori Atta
7. Francis Awoonor-Williams
8. R. S. Blay
9. De-Graft Johnson
10. Kobina Kesse
11. J. W. Tseboe

The motto of the U.G.C.C. was “Self-Government within the shortest possible time”. The leadership of the U.G.C.C. were very wise and experienced men who wanted to help liberate the people of the Gold Coast. They wanted Ghanaians to support them to fight for independence of the Gold Coast.

The U.G.C.C. did not want to rush the fight for independence. They wanted independence from the colonial masters within the shortest possible time. The U.G.C.C. received support from thousands of the local people, including the chiefs.

The U.G.C.C. needed a full time secretary. Ako Adjei recommended Dr. Kwame Nkrumah, who was then studying and working in London, for the position. Ako Adjei convinced the leaders that Dr. Kwame Nkrumah was the best man for the job. Some of the leaders of the U.G.C.C also knew Dr. Kwame Nkrumah and so were convinced that he could do the work.

Dr. Kwame Nkrumah was invited to take up the General Secretary position in the U.G.C.C. He returned to the Gold Coast in December, 1947.

The U.G.C.C did not achieve much but made the local people realise the need for independence. The local people also realised that independence was important and possible if they worked hard for it.

Dr. Kwame Nkrumah

Kwame Nkrumah was born on the 21st day of September, 1909, at Nkroful, a village in Nzema. He attended Roman Catholic Primary and Middle School at Half-Assini. During those days, parents paid school fees for their children to attend school. They also had to buy the books they used in school.

Kwame Nkrumah reared chicken to raise funds to support his father to pay his school fees. Kwame Nkrumah loved to read a lot. He also used some of this income to buy story books.

When Kwame Nkrumah completed elementary school, he taught as a “pupil teacher” for some time. Later, he went to Achimota College to train as a teacher. During holidays, he worked to get some pocket money. Nkrumah was a sportsman at Achimota College. He also took part in cultural drumming and dancing. He loved speech writing and giving speeches. So, he joined the debating club of Achimota College and learned how to write and give speeches.

Kwame Nkrumah had a mentor. He was called Kwegyir Aggrey. Dr. Aggrey studied and taught in America for many years. At the time, Kwame Nkrumah was a student at Achimota College. Dr. Aggrey was the Assistant Principal of Achimota College.

Through Dr. Aggrey, Kwame Nkrumah was encouraged to go and study in America. When Kwame Nkrumah completed his training as a teacher, he taught for some time. Nkrumah taught at Axim and other places. He left to study in America in the year 1935. From America, Kwame Nkrumah went to continue his education in Britain. Nkrumah spent ten years in America and two years in Britain.

Kwame Nkrumah attended University of Lincoln. He received a Bachelor of Arts degree in Economics and Sociology at University of Lincoln. He also received a Bachelor of Theology degree from the University of Lincoln. Dr. Kwame Nkrumah taught at the University of

Lincoln for some time. He was later honoured with a Doctorate degree in law. This was mainly because of the great work he did after leaving the University. This is why we call him Doctor (Dr.).

When Dr. Kwame Nkrumah completed university in America, many universities wanted him to teach in their universities. Dr. Kwame Nkrumah joined the political activities of the Pan-African Movement abroad. These movements were formed to fight for the independence of their countries in Africa. In Britain, Nkrumah did some humanitarian jobs. He looked for jobs for unemployed Africans in Britain. He also arranged for those who could not get jobs to be sent back to their home countries in Africa.

In Britain, Nkrumah became secretary to a group of Africans who were making plans for their home countries to gain independence. It was through these activities that Dr. Kwame Nkrumah met Ako Adjei. Ako Adjei met Dr. Kwame Nkrumah in America and Britain. It was Ako Adjei, one of the founding fathers of the U.G.C.C. who recommended Dr. Kwame Nkrumah as secretary of the U.G.C.C.

Dr. Kwame Nkrumah and the U.G.C.C.

We learnt that Dr. Kwame Nkrumah took up the post as General Secretary of the U.G.C.C. in January, 1948. When Nkrumah took this post, the first thing he did was to set up an office for the party. He also drew up a plan which was approved by the leaders of the party. Among the plan was the formation of a Shadow Government. This was done in preparation for self-government.

The leaders of the U.G.C.C. organised a rally on the 20th day of February, 1948. The venue of the rally was Palladium Cinema Hall in Accra. Thousands of people attended this rally. Among the people who spoke during the rally was Dr. Kwame Nkrumah. This was the first time Dr. Kwame Nkrumah spoke to the people of the Gold Coast. People said there was a very long applause just after Dr. Kwame Nkrumah spoke during the rally.

Dr. Kwame Nkrumah also helped to open branches of party offices in the regions. These offices were opened in the Greater Accra, Central, Western and Ashanti Regions. He also travelled to every part of the Gold Coast to speak to the people to join the struggle to gain independence. He also tried to set up branches of the party in every town and village.

Dr. Kwame Nkrumah realised that the U.G.C.C. was made up of two groups of people. One group was made up of the rich; chiefs, lawyers and businessmen. The other group was made up of the ordinary man, especially the youth. However, the second group formed the majority of the U.G.C.C. Dr. Kwame Nkrumah saw an opportunity. He formed a youth group known as “Committee on Youth Organisation” (C.Y.O.).

The C.Y.O. wanted independence almost immediately. The leadership of the U.G.C.C. became very angry with Dr. Kwame Nkrumah. They did not like the formation of this new organisation. They felt Dr. Kwame Nkrumah was taking matters into his own hands.

When six leading members of the U.G.C.C. were arrested and imprisoned after the 1948 riots, the leadership blamed Dr. Kwame Nkrumah. They were angry with him and accused him of being the cause of their suffering. They also regretted making him their General Secretary. Due to these problems, Dr. Kwame Nkrumah was suspended from the U.G.C.C. and later dismissed as the General Secretary.

Activity 4

Lead learners to read and discuss about the formation of the Convention People's Party (C.P.P.). Assist learners to identify and name the founding fathers of the C. P. P. and other leading members. *Refer to pages 55 and 56 of Learner's Textbook.*

- Discuss what led to the formation of the C.P.P.
- Mention the names of the founding fathers of the C.P.P.
- Discuss how different the motor of the C.P.P. was from that of the U.G.C.C.

Formation of the Convention People's Party (C.P.P.)

We learnt that Dr. Kwame Nkrumah was dismissed from the U.G.C.C. This was because of the problems or disagreements he had with the leaders. When Dr. Kwame Nkrumah was dismissed from the U.G.C.C, he and some of his colleagues formed a new political party known as the Convention People's Party (C.P.P.).

The founding fathers of the C.P.P. were:

1. Dr. Kwame Nkrumah
2. Kojo Botsio
3. K. A. Gbedemah
4. N.A. Welbeck
5. Kwesi Plange
6. Krobo Edusei
7. Kofi Baako
8. Akua Asabea

The leading members of the C.P.P. organized a rally to announce the formation of the C.P.P. This rally was held on the 12th day of June, 1949, in Accra. It is believed that about sixty thousand people attended this rally.

During the rally, Dr. Kwame Nkrumah also announced the motto of the C.P.P. “self-government now”. This motto was in sharp contrast with the motto of the U.G.C.C. which said “self-government within the shortest possible time”. The people loved Dr. Kwame Nkrumah and his ideas. He and the C.P.P. had a huge following.

Additional Information

There were 30 registered political parties on the list of the Electoral Commission of Ghana during the Fourth Republic in 2012. However, this number dropped to 24 in 2018. Below are the Political Parties in Ghana as at 2018.

1. All People’s Congress (APC), founded 2016, split from People’s National Convention.
2. Convention People’s Party (CPP) - Nkrumahist tradition, formed 12 June 1949, banned 1966, reformed 1996 from parties below
3. Democratic Freedom Party (DFP) - founded 2006, merged with the National Democratic Congress in 2012^[5]
4. Democratic People’s Party (DPP) - founded 1992
5. Every Ghanaian Living Everywhere (EGLE Party) - founded 1992
6. Ghana Democratic Republican Party (GDRP) - founded 1992
7. Great Consolidated Popular Party (GCPP) - founded 1995
8. Ghana Freedom Party (GFP) - founded 2012
9. Ghana National Party (GNP) - founded 2007
10. Independent People’s Party (IPP) - founded 2011
11. National Democratic Congress (NDC) - ‘Rawlings’ tradition - founded 1992
12. National Democratic Party (NDP) - founded October 2012, split from NDC
13. New Patriotic Party (NPP) - ‘Danquah/Busia’ tradition, ruling party
14. New Vision Party (NVP) - founded 2008

15. People's National Convention (PNC) - founded 1992
16. Progressive People's Party (PPP) - founded 2012
17. Reformed Patriotic Democrats (RPD) - founded 2007
18. United Development System Party (UDSP) - founded 2012
19. United Front Party (Ghana) (UFP) - founded 2011
20. United Ghana Movement (UGM) - founded 1996
21. United Love Party (ULP) - founded 2008
22. United Progressive Party (UPP)
23. United Renaissance Party (URP) - founded 2007
24. Yes People's Party (YPP) founded 2012

Diagnostic Assessment

1. Describe a political party.
2. Mention the names of some political parties in present-day Ghana.
3. Mention at least one political party before independence in the Gold Coast.

Note:

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

Exercise A [Refer to page 50 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.

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. A political party is an organized group of people who have the same ideology and field candidates for elections in the attempt to get them elected so that they can implement their political agenda. OR: A political party is an organized group of people who believe in the same ideology with specific programmes and objectives to capture political power through elections.

The first political party of Gold Coast was the United Gold Coast Convention (U.G.C.C.).

2. The importance of the U.G.C.C:

The U.G.C.C. was formed to win independence for the Gold Coast within the shortest possible time and to give them hope.

3. The founding fathers of the U.G.C.C. were:

- i. Dr. J. B. Danquah
- ii. Ako Adjei
- iii. George Grant

4. The motto of the U.G.C.C. was ‘Self-Government within the shortest possible time’.
5. Ako Adjei
6. Dr. Kwame Nkrumah returned to the Gold Coast to take up the post of General Secretary of the U.G.C.C.

Exercise B [Refer to page 55 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. Why Dr. Kwame Nkrumah formed the C.Y.O:
Dr. Kwame Nkrumah realized that the U.G.C.C. was made up two groups of people. One group was made of the rich; chiefs, lawyers and businessmen. The other group was made up of the ordinary man, especially the youth. However, these second group formed the majority of the U.G.C.C. Dr. Kwame Nkrumah saw an opportunity. Therefore, he formed a youth group known as “Committee on Youth Organization” (C.Y.O.).

Exercise C [Refer to page 57 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise C

1. Dr. Kwame Nkrumah and his colleagues formed the C.P.P. because Dr. Kwame Nkrumah was dismissed from the U.G.C.C. and because they wanted to continue to fight for the independence of the Gold Coast.
2. The founding fathers of the C.P.P. were:

- i. Dr. Kwame Nkrumah
 - ii. Kojo Botsio
 - iii. K. A. Gbedemah
 - iv. N.A. Welbeck
 - v. Kwesi Plange
 - vi. Krobo Edusei
 - vii. Kofi Baako
 - viii. Akua Asabea
3. The motto of the U.G.C.C. was ‘self-government within the shortest possible time’.
 4. The motto of the C.P.P. was ‘self-government now’.

Exercise D [Refer to pages 57 to 60 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise D

1. (a) Dr. Kwame Nkrumah
2. (c) Tetteh Quashie
3. (a) Sir Arku Korsah
4. (c) George Kuntu Blankson
5. (b) Kobina Kesse
6. (b) Dr. Kwame Nkrumah
7. (a) Dr. J.B Danquah

8. (b) Ako Adjei
9. (a) Akua Asabea
10. (c) United Gold Coast Convention (U.G.C.C.)
11. (b) Dr. Kwame Nkrumah
12. (d) Dr. Aggrey
13. True
14. True
15. True
16. False
17. False

Unit 4 GHANA GAINS INDEPENDENCE

[Refer to pages 61 to 93 of Learner's Textbook]

Content standards

- Demonstrate an understanding of the course of events leading to independence from 1948 to 1957.

Subject Specific Practices and Core Competences

- As learners use evidence to explore the chronological and significance of events leading to independence, they sharpen their communicative, creative and collaborative skills and develop 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 (TLR_s) for the lesson: Learner's Textbook, pictures and illustrations.

Introduction

In Book 5, learners learnt that our forefathers fought on behalf of the British and their allies in 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 this war.

It was during the Second World War that our forefathers realized that they were as good as any other European, especially their soldiers. We learnt that 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 unit intends to assist learners to identify and explain post World War II developments in the Gold Coast; and explain how Ghana gained independence through constitutional means.

Indicators

After studying this unit, learners will be able to;

1. Identify and explain post-World War II developments in the Gold Coast.
2. Explain how Ghana gained independence through constitutional means.

Performance Indicators

1. Learners are familiar with what led to the 1948 riots.
2. Learners can explain why the veterans wanted to present a petition to the governor of the Gold Coast.
3. Learners can explain why Dr. Kwame Nkrumah and five of his colleagues were arrested and later named the 'Big Six'.
4. Learners can explain the term independence.

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 61 to 85 of Learner's Textbook.

Meanings of some Key Words

- **Petition** refers to a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause.
- **Unicameral** means (of a legal body) having a single legislative chamber.
- **Mandated** means to give (someone) authority to act in a certain way.
- **Liberation** refers to the action of setting someone free from imprisonment, slavery, or oppression; release.
- **Policy** refers to a course or principle of actions adopted or proposed by an organization or individual.

- **Hoist** means to raise something by means of ropes and pulleys e.g. a flag.
- **Spectacular** means beautiful in a dramatic and eye-catching way.
- **External affair** refers to matters having to do with international relations and with the interests of the home country in **foreign** countries.
- **Recommendations** are suggestions or proposals as to the best course of action, especially one put forward by an authoritative body.

Meanings of additional key words for the teacher

- **Freedom** is the power or right to act, speak, or think as one wants.
- **Democracy** is a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
- **Constitution** is a set of rules that is used to govern the people of a country.
- **Legislation** is laws, considered collectively.
- **Independence** is the fact or state of being independent.
- **Self-government** is government of a country by its own people, especially after having been a colony.
- **Guilty** is culpable of or responsible for a specified wrongdoing.
- **Sentenced** means to declare the punishment decided for (an offender).
- **Prison** is a building in which people are legally held as a punishment for a crime they have committed or while awaiting trial.
- **Plebiscite** is the direct vote of all the members of an electorate on an important public question such as a change in the constitution.
- **Majority** is the greater number.
- **Minority** is the smaller number or part, especially a number or part representing less than half of the whole.
- **Anthem** is a rousing or uplifting song identified with a particular group, body, or cause.

Activity 2

Let learners tell what they know about the 1948 riots, why the veterans wanted to present a petition to the governor of the Gold Coast and why Dr. Kwame Nkrumah and five of his colleagues were arrested and later named the 'Big Six'. Lead learners to read and discuss the 'post-World War II developments in the Gold Coast'. Refer to page 65 of Learner's Textbook.

- Discuss who a veteran is.
- Discuss why native Gold Coast soldiers fought in the Second World War.
- Discuss why the veterans wanted to present a petition to the British colonial government of the Gold Coast.
- Let learners identify and name the veterans who were killed and discuss why these three veterans were killed at the Christiansborg Crossroad.
- Assist learners to identify and name the governor who the veterans were going to present their petition to.

Post World War II developments in the Gold Coast

In Book 5, we learnt that 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 this war.

It was during the Second World War that our forefathers realised that they were as good as any other European, especially their soldiers. We learnt that 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 equally good for the people of the Gold Coast.

The soldiers from the Gold Coast returned from the World War in 1945. A soldier who returned from war was called a veteran. We also learnt that there were many challenges in the Gold Coast when the veterans returned.

Some of the challenges that the veterans came face to face with were:

1. They could not get jobs to do to take care of themselves and their families.
2. Some did not even get houses to sleep in.
3. The British failed to pay them the pensions that they were promised before they left for the war.
4. Prices of goods in the country became too high.

5. The European merchants introduced ‘conditional sales’. This meant that traders were forced to buy goods that they did not want in addition to those that they actually needed.
6. Cocoa farms were attacked by the swollen shoot disease. Farmers were asked to cut down all affected cocoa trees and set fire to all of them to prevent them from attacking uninfected trees.

There was hardship in the Gold Coast and the people were very unhappy. They were also angry with the British colonial government.

The veterans wrote and signed a petition which contained all the things that were making life difficult and bitter for them. On the 28th day of February 1948, a group of veterans was given permission to present their petition to the governor of the Gold Coast.

The veterans were asked to use a particular route to the Christiansborg Castle where the governor lived. When the veterans got to the Christiansborg crossroads, they were commanded by a British colonial police officer to stop. The veterans refused to obey the command.

This police officer, known as Major Colin Imray, then ordered his men to shoot at the veterans. As a result, three of the veterans were killed and several others were injured. The names of those who were killed were;

1. Private Odartey Lamptey
2. Corporal Patrick Attipoe
3. Sergeant Cornelius Francis Adjetey

Private Odartey Lamptey, Corporal Patrick Attipoe and Sergeant Cornelius Francis Adjetey- pg. 62 of learner’s bk.

The people of the Gold Coast were very angry with this cruel action of the British. This brought about the 1948 riots. The people expressed their anger with riots and disturbances in Accra and other towns in the Gold Coast. Shops that were owned by Europeans were looted and burnt. Many people were also killed.

The governor of the Gold Coast, Sir Gerald Creasy blamed the leaders of the UGCC for the riots and disturbances. Six leaders of the UGCC were arrested and sent to different prisons in the Northern, Upper East and Upper West Regions. These six leaders of the UGCC arrested were:

1. Dr. Danquah
2. Ako Adjei
3. Obetsebi Lamptey

4. Ofori Atta
5. Akuffo Addo
6. Dr. Kwame Nkrumah

These six leaders were imprisoned for about eight weeks. The arrest made them very popular and their supporters named them the “Big Six”.



The Big Six

Activity 3

Lead learners to read and discuss about why the Watson Commission was set up. Assist learners to identify and name the leaders of the Watson Commission. Discuss the recommendations that the Watson Commission came out with after they completed their work. *Refer to pages 66 and 67 of Learner's Textbook.*

The Watson Commission

After the 1948 riots and disturbances, the British colonial government wanted to find out what caused the riots. The governor set up a Commission which was headed by Mr. Aiken Watson. This Commission was known as the Watson Commission.

The Watson Commission completed its investigations and made some important recommendations for the colonial government to consider.

1. It recommended that the local people should have more control over all things that were done in the Gold Coast.
2. The Commission advised that there should be improved work conditions for the people of the Gold Coast. It stated that the people should be made happy at their work places.
3. It recommended that more schools should be set up in the Gold Coast. It stated that schools like secondary schools and agricultural schools should be set up to prepare the people to serve their country when they eventually gained independence.

Sir Charles Noble Arden-Clarke was appointed governor of the Gold Coast to replace Sir Gerald Creasy. The new governor was tasked to carry out the recommendations of the Watson Commission.

Activity 4

Lead learners to read and discuss why the Coussey Commission was set up. Assist learners to identify and name the leaders of the Coussey Commission. Discuss the recommendations that the Coussey Commission came out with after they completed their work. *Refer to pages 68 and 69 of Learner's Textbook.*

The Coussey Committee

When the Watson Commission completed its work, a new governor was appointed to the Gold Coast. This new governor was called Sir Charles Noble Arden-Clarke.

When Sir Charles Noble Arden-Clarke took the post as governor of the Gold Coast, he immediately set up a Committee made up of 39 natives of the Gold Coast. The duty of this Committee was to plan how to implement the recommendations of the Watson Commission. This Committee was led by a learned Gold Coast judge known as Sir Henley Coussey. This Committee was called the Coussey Committee.

The Coussey Committee was also tasked to draft a new constitution for the people of the Gold Coast. This new constitution was to give the natives of the Gold Coast control over how they were governed.

In October 1949, the Coussey Committee completed the job it was given by the governor. The Committee recommended a new structure of government. It stated that local government should be headed by the chiefs. The Committee also presented a draft constitution, which gave more power to the natives of the Gold Coast.

The following were some other recommendations by the Committee:

1. Those who were 25 years or above were eligible to vote.
2. There should be a single or unicameral legislature or parliament with two thirds of members elected by the people.

Activity 5

Lead learners to read and discuss how Ghana gained independence through constitutional means from pages 70 to 72 of Learner's Textbook.

- Discuss why the Coussey Committee Report was rejected by the people of the Gold Coast.
- Discuss what Dr. Kwame Nkrumah and the C.P.P. did on behalf of the people to express their displeasure about the Coussey Committee Report.
- Discuss what Dr. Kwame Nkrumah meant by 'Positive Action'.
- Discuss why Dr. Kwame Nkrumah and some leaders of the C.P.P. were jailed.
- Discuss the changes that the colonial government made based on the recommendations of the Coussey Committee Report.
- Discuss the first General Elections that was held in the Gold Coast.
- Let learners identify and mention the post that Dr. Kwame Nkrumah was given after the first general election.
- Identify and state the year in which Dr. Kwame Nkrumah was appointed the Prime Minister of the Gold Coast.
- Discuss the five-year development plan Dr. Kwame Nkrumah and the C.P.P. drew up after they formed a government.
- Discuss the other changes that Dr. Kwame Nkrumah and the C.P.P. made when they formed a government.
- Discuss who an ex-officio member is.
- Let learners identify and state the date that the Gold Coast (Ghana) gained self-rule.

How Ghana gained independence through constitutional means

We learnt about why the Coussey Committee was set up. We also learnt about the recommendations of the Coussey Committee Report. The Report of the Coussey Committee was published in October, 1949.

The people of the Gold Coast were not satisfied with the recommendations of the Coussey Committee Report. Therefore, they rejected the report. This was mainly because the report failed to recommend self-government.

Dr. Kwame Nkrumah organised a meeting for all groups and associations at “arena” in Accra soon after the Coussey Committee report was published. Over fifty organisations attended this meeting. However, the U.G.C.C. and a few other organisations failed to attend. This meeting was called the “Ghana People’s Representative Assembly”.

During the meeting, Dr. Kwame Nkrumah told the people that the recommendations of the Coussey Committee were not good for Ghanaians. This was because the report did not give political power to the natives of the Gold Coast. The Assembly wrote a petition to the Governor. It stated that the people did not accept the Coussey Committee Report. The petition also demanded that the people should be granted self-government immediately. The Assembly also planned the type of government they wanted as part of the new constitution.

The Assembly presented the petition to the colonial government. However, the Governor of the Gold Coast refused to respond to the petition. Dr. Kwame Nkrumah had a meeting with the other leaders of the C.P.P. and wrote a letter to the Governor on the 15th of December, 1949. In the letter, he stated that if after two weeks the C.P.P. did not receive a response to their petition, they would declare “Positive Action” against the colonial government.

Positive Action was a nation-wide political strike and boycott. This meant natives would no longer co-operate with the colonial government. People would not go to work. However, only the police, those who work in hospitals, electricity, water and sewage corporations would be allowed to work.

Dr. Kwame Nkrumah travelled to some parts of the country to educate the public about Positive Action. He told the people that Positive Action must last until the colonial government agreed to their demands. He also stressed that it must be peaceful and that there should be no looting and burning of houses like what happened during the 1948 riots.

The colonial government failed to respond to the petition presented by the C.P.P. on behalf of the people of the Gold Coast. On the 9th day of January, 1950, Dr. Kwame Nkrumah declared Positive Action.

After Positive Action was declared by Dr. Kwame Nkrumah, all stores were closed and the natives did not go to work. Only the police, those who worked with electricity, water and sewage corporations went to work. Although Dr. Kwame Nkrumah and the C.P.P. wanted a peaceful Positive Action, there were riots and disturbances in some parts of the country. Some people even died and many others were injured in the capital.

The colonial government blamed Dr. Kwame Nkrumah and the C.P.P. for declaring Positive Action and causing trouble. Some leaders of the C.P.P, including Dr. Kwame Nkrumah, were arrested. They were arraigned before court. They were tried, found guilty and sentenced to prison.

Although Dr. Kwame Nkrumah and some leaders of the C.P.P. were imprisoned, the party grew in strength and numbers. Many people, especially the youth, joined the party.

The colonial government drew up a new constitution based on the recommendations of the Coussey Committee Report. This new constitution came into force in January, 1951. Under this new constitution;

- A Legislative Assembly (Parliament) was established to replace the Legislative Council. The Legislative Assembly was made up of 84 members. It also had a Speaker who acted as the Chairman. Some of the 84 members were elected by the people while others were appointed by the colonial government.

There were two groups of those who were elected.

1. The first group had 38 members. Members of this group were elected by the people.
2. The second group had 37 members. Members of this group were elected by the chiefs and the traditional councils.

There were also six special members. Three of these members represented the interests of European mining firms. The other three represented the interests of European trading companies.

The Assembly also had three ex-officio members. These people were top British Civil Servants who represented the interests of the colonial government. The ex-officio members were appointed by the British Governor

There was also an Executive Council. The Executive Council was made up of the Governor and 11 members. The Governor was the Chairman of the Executive Council. Three members of the Executive Council were ex-officio or top British Civil Servants; Secretary of Defence, Secretary of External Affairs and Secretary of Finance and Justice. The other eight members were Ghanaians.

An announcement was made by the British Governor that a general election would be held on the 8th day of February, 1951. The political parties that took part in the 1951 elections were more than two but it was only the CPP, UGCC and an independent candidate that won seats.

The two political parties that won seats in first general election of the Gold Coast were the U.G.C.C. and the C.P.P. Other political parties like the National Democratic Party (NDP) also took part in the election but failed to win a seat.

People who do not belong to any political party but stand for an election are called **independent candidates**.

Although Dr. Kwame Nkrumah and some other leaders of the C.P.P. were in prison, they were allowed to stand for the general elections. These were the results of the general elections;

- The C.P.P. won 34 seats out of the 38 seats.
- The U.G.C.C. won three seats.
- An independent candidate won one seat.

Among those who won were Dr. Kwame Nkrumah. He stood as a candidate for Accra Central while in prison. Eligible voters were 21 years or above.

Dr. Kwame Nkrumah and his colleagues were released from prison when it was clear the C.P.P. had won the elections. Dr. Kwame Nkrumah was invited to the Castle by the Governor the day after his release from prison. The Governor asked him to form a government. Dr. Kwame Nkrumah was given the post of “Leader of Government Business”. This post was similar to that of a Prime Minister.

Dr. Kwame Nkrumah formed his government. There were eleven(11) ministers in Dr. Kwame Nkrumah’s government. Eight (8) of these ministers, including Dr. Kwame Nkrumah, were natives of the Gold Coast. Among these ministers were;

1. Kojo Botsio – Minister of Education and Social Welfare
2. K. A. Gbedemah – Minister of Health and Labour
3. A. Casely-Hayford – Minister of Agriculture and Natural Resources

When Dr. Kwame Nkrumah and his government took office, they drew up a five-year development plan for the Gold Coast. This plan outlined what the government wanted to do for the people of the Gold Coast. Among these were:

- Development of the Agricultural sector
- Building of industries
- Provision of social services like housing and health
- Provision of Education

The government saw education as the key to national development. So, it wanted to build more schools and colleges. Children of school-going age in the Gold Coast started attending school. There was also improvement in higher education. Kumasi College of Technology, now known as Kwame Nkrumah University of Science and Technology (KNUST), was set up in 1951.

Dr. Kwame Nkrumah became the first Prime Minister of the Gold Coast in the year 1952. He then formed a cabinet that replaced the Executive Council. The new government of the Gold Coast drew up a new constitution for the country in June, 1953. Based on this new constitution, all ministers were elected. The three ex-officio British Ministers were also replaced by native ministers. This new constitution of the Gold Coast was approved in April, 1954. The approval of the new constitution gave way to complete internal self-government for the people of the Gold Coast.

Activity 6

Discuss the meaning of a plebiscite. Read and discuss ‘the 1956 plebiscite’ that made Western Togoland part of the Gold Coast, now Ghana. Refer to pages 79 to 81 of Learner’s Textbook.

- Discuss why one part of Togoland was given to the French and the other part to the British to take care of.
- Discuss the Plebiscite of Western Togoland, also known as British mandated Togoland.
- Discuss the results of the Plebiscite of Western Togoland, also known as British mandated Togoland.

The 1956 Plebiscite

We learnt that the Ewe ethnic group occupies the southeastern part of the Gold Coast and present-day Ghana. Like other areas in West Africa, the Ewes were also colonised by the Europeans. The Europeans who colonized the Ewes were the Germans and the British.

The British extended the power to Anlo land by 1874. The European powers decided to divide West Africa among themselves in the year 1884. Germany was given the TransVolta Togoland, which later became German Togoland.

Germany and Britain signed boundary agreements between 1885 and 1890 to peacefully divide Eweland between themselves. Eweland was divided between Britain and Germany by 1890. By this division, Anlo, Some, Klikor, Peki and Tongu became part of the Gold Coast colony. The rest of Eweland became part of German colony of Togoland. This made the Ewes very angry. They held a lot of protests to express their displeasure. When World War 1 broke out in 1914, some European nations and America fought against Germany. Germany lost the World War 1.

When Germany lost the war, all her colonies were taken away. This included Western Togoland. The French were asked to look after the eastern part of Togoland. The British were given the rest of Togoland to take care of. The Ewes did not like these divisions at all. They tried many times to get united but failed.

When the Gold Coast gained self-rule in 1951, Dr. Kwame Nkrumah decided to unite British mandated Togoland (Western Togoland) with the Gold Coast. The Ewes of Western Togoland were asked to decide either to unite with the Gold Coast when she gained independence or to remain under British rule.

However, in 1954 the British declared at the United Nations that they would not continue to rule the people of Western Togoland when the Gold Coast gained independence. The United Nations sent people to Western Togoland in 1955 to find out if they would like to join the Gold Coast when she gained independence. The Ewes expressed divided views. Some of them wanted to join the Gold Coast when she gained independence. Others wanted Western Togoland to become an independent nation.

The United Nations decided to allow the people of Western Togoland to vote Yes or No on these issues. This vote was called the Plebiscite of British Togoland.

The United Nations appointed Espinoza Prieto as the plebiscite commissioner. First, he was asked to ensure that the people of Western Togoland understood what they were voting for. On the 9th day of May, 1956, a plebiscite was held for the people of Western Togoland. The people were to vote Yes or No to decide whether they wanted to join the Gold Coast when it gained independence or not. Majority of the people voted to join the Gold Coast. Western Togoland or British mandated Togoland became part of the Gold Coast, now Ghana.

Activity 7

Lead learners to read and discuss about the 1956 General Elections and Independence on pages 82 to 85 of Learner's Textbook.

- Discuss why Dr. Kwame Nkrumah's government was opposed by other political parties.
- Let learners identify and mention any two new major political parties that were opposing Dr. Kwame Nkrumah.
- Discuss why the political parties held many rallies to oppose Dr. Kwame Nkrumah's government.
- Discuss the difference between unitary government and federal government.
- Discuss why the second general election was held.
- Discuss why Ghana is a Unitary State.
- Discuss why the British flag was lowered and the Ghana flag raised up on the day Ghana gained independence.

The 1956 General Elections and Independence

Some people in the Gold Coast were not satisfied with Dr. Nkrumah and the C.P.P. government, although the government was trying to improve upon the lives of the people. The government started to provide social services like schools and hospitals. These people felt that they were not receiving their fair share of development projects. They did not also like how Dr. Kwame Nkrumah was ruling the Gold Coast.

A number of political parties were formed to challenge Dr. Kwame Nkrumah and the C.P.P. These political parties included the Northern People's Party (N.P.P.), National Liberation Movement (N.L.M.), Togoland Congress Party (TCP), Muslim Association Party (MAP) and Federation of Youth Organisation (FYO).

The Northern People's Party (N.P.P.) was formed in the Northern and Upper Regions. The National Liberation Movement was formed in the Ashanti Region. These two political parties that won some seats did not want the Gold Coast to run a Unitary Government.

Unitary government is a type of government under which the central government plans and carry out development plans of all the regions. Under the type of government, there is no regional government. So, power is not shared with regional governments. The central government does everything.

These new political parties wanted Federal Government. Some of the new political parties were formed in Greater Accra and the Volta Regions as well.

Federal government is a type of government that under which power is shared between the regional governments and the central government. The development of each region is the responsibility of the regional government.

The new political parties held rallies to oppose the unitary system of government that Dr. Kwame Nkrumah was running. Most of these rallies resulted in violence. Some people even died during these rallies.

This became a great worry to the colonial governor. He ordered Dr. Kwame Nkrumah to organise another general election for the people to decide on the form of government they wanted. This general election was held on the 17th of July, 1956.

All the opposing political parties united against the C.P.P. They came together to form a new political party known as the United Party (U.P.). The election was held between the C.P.P. and the U.P. In this election, 104 seats were to be contested for in parliament. Any party which won more than half of the parliamentary seats was to form a government.

The results of the second general elections showed that the C.P.P. won. The C.P.P. won 72 seats out of the 104 seats. The C.P.P. won with a clear majority in parliament. Dr. Kwame Nkrumah was allowed by the Governor to form a government based on the unitary system of government.

After the second general election, a date was fixed for the Gold Coast to be granted full self-rule. 6th March, 1957 was chosen. This was because it was on the 6th of March that the Bond of 1844 was signed, which gave way to colonial rule.

On the 6th day of March 1957, the British flag was lowered at the National Assembly building and the Ghana flag was hoisted. Dr. Kwame Nkrumah declared the Gold Coast an independent nation with a spectacular speech. The Ghana National Anthem was then played.

Additional Information

Independence Day is an official state holiday celebrated by the people of Ghana on the 6th day of March every year. Independence Day is celebrated to mark the day Ghana gained independence from the British on 6th March, 1957. This made Ghana the first sub-Saharan African country to achieve independence from the British. This day is usually a public holiday. However, if Independence Day falls on a weekend, the following Monday is observed as a public holiday.

Diagnostic Assessment

1. Explain why the 1948 riots occurred.
2. Explain why the veterans wanted to present a petition to the governor of the Gold Coast.
3. Explain why Dr. Kwame Nkrumah and five of his colleagues were arrested and later named the 'Big Six'.
4. Explain the term independence.

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.

Exercise A [Refer to page 66 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. Supervise and guide learners as they do the exercise.
3. Mark the exercise and assist learners to do corrections.

Answers to Exercise A

1. A soldier who returned from war is called a veteran.
2. The veterans wanted to present a petition to the British colonial government of the Gold Coast because of the following reasons:
 - i. They could not get jobs to do to take care of themselves and their families.
 - ii. Some did not even get houses to sleep in.
 - iii. The British failed to pay them the pensions that they were promised before they left for the war.
 - iv. Prices of goods in the country became too high.
 - v. The European merchants introduced ‘conditional sales’. This meant that traders were forced to buy goods which they did not want in addition to those that they actually needed.
 - vi. Cocoa farms were attacked by the swollen shoot disease. Farmers were asked to cut down all affected cocoa trees and set fire to all of them to prevent them from attacking uninfected trees.

Exercise B [Refer to page 66 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 59 to 63 of Learner’s Textbook.
2. Ask learners to provide the correct answers to the questions. Refer to pages 59 to 63 of Learner’s Textbook.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. The veterans were killed at the Christiansborg Crossroad because they refused to stop when they were asked to. The veterans were not armed.

2. The six leaders of the U.G.C.C. who were arrested because of the 1948 riots were:
 - i. Dr. Danquah
 - ii. Ako Adjei
 - iii. Obetsebi Lamptey
 - 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 68 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 64 and 65 of Learner's Textbook.
2. Ask learners to provide the correct answers to the questions. Refer to pages 64 and 65 of Learner's Textbook.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise C

1. The Watson Commission was formed to find out what caused the 1948 riots.
2. Mr. Aiken Watson
3. Two recommendations given by the Watson Commission:
 - i. They recommended that the local people should have more control over all things that were done in the Gold Coast.
 - ii. They also recommended 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 further recommended that more schools should be set up in the Gold Coast. They stated that school like secondary schools and agricultural schools should be set up to prepare the people to serve their country when they eventually gain independence.

EXERCISE D [Refer to pages 69 and 70 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise D

1. Sir Charles Noble Arden-Clarke
2. Sir Henley Coussey
3. A new governor was appointed to implement the suggestions of the Watson Commission because the local people did not trust Sir Gerald Creasy. This was done to build trust and confidence with the local people.
4. Two recommendations of the Coussey Committee report:
 - i. The Committee recommended a new structure of government. It stated that local government should be headed by the chiefs.
 - ii. The Committee also presented a draft constitution which gave more power to the natives of the Gold Coast.

These were some other recommendations by the Committee:

- iii. Those who were 25 years and above were eligible to vote.
- iv. They also recommended the establishment of a single or unicameral legislation with two thirds of members to be elected by the people.

Exercise E [Refer to page 73 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 68 to 70 of Learner’s Textbook.
2. Ask learners to provide the correct answers to the questions. Refer to pages 68 to 70 of Learner’s Textbook.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise E

1. The people of the Gold Coast rejected the Coussey Committee report because it failed to recommend self-government.
2. Dr. Kwame Nkrumah and the C.P.P. did on behalf of the people to express their displeasure of the Coussey Committee report:

Kwame Nkrumah organized a meeting for all groups and associations at Arena in Accra soon after the Coussey Committee Report was published. Over fifty organizations attended this meeting. However, the U.G.C.C. and few other organizations failed to attend. This meeting was called the “Ghana People’s Representative Assembly”.

During the meeting, Dr. Kwame Nkrumah told the people the recommendations of the Coussey Committee was not good for Ghanaians. This was because the report did not give political power to the natives of the Gold Coast. The Assemble wrote a petition to the Governor. They stated that the people did not accept the Coussey Committee Report. The petition also demanded that the people should be granted self-government immediately. The Assembly also planned the type of government they wanted as part of the new constitution.

The Assembly presented the petition to the colonial government. However, the Governor of the Gold Coast refused to respond to the petition. Dr. Kwame Nkrumah had a meeting with the other leaders of the C.P.P. and wrote a letter to the Governor on the 15th of December, 1949. In the letter, he stated that if after two weeks the C.P.P. did not receive a response to their petition, they would declare “Positive Action” against the colonial government.

- 3. Positive Action** was a nation-wide political strike and boycott. This meant natives would no longer co-operate with the colonial government. People would not go to work. However, only the police, those who worked in hospitals, electricity, water and sewage corporations would be allowed to work.
4. Why Dr. Kwame Nkrumah and some leaders of the C.P.P. were jailed after the Positive Action:

The colonial government failed to respond to the petition presented by the C.P.P. on behalf of the people of the Gold Coast. On the 9th day of January, 1950, Dr. Kwame Nkrumah declared Positive Action.

After Positive Action was declared by Dr. Kwame Nkrumah, all stores were closed and the natives did not go to work. Only the police, those who worked with electricity, water and sewage corporations went to work. Although Dr. Kwame Nkrumah and the C.P.P. wanted a peaceful Positive Action, there were riots and disturbances in some parts of the country. Some people even died and many others were injured in the capital.

The colonial government blamed Dr. Kwame Nkrumah and the C.P.P. for declaring Positive Action and causing trouble. Some leaders of the C.P.P. including Dr. Kwame Nkrumah were arrested. They were arraigned before court. They were tried, found guilty and sentenced to prison.

Exercise F [Refer to page 78 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise F

1. Dr. Kwame Nkrumah and the C.P.P. were asked to form a government because they won the general election.
2. Dr. Kwame Nkrumah was given the post of Prime Minister.

Exercise G [Refer to page 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise G

1. 1951
2. Ex-officio members were top British Civil servants who represented the interest of the colonial government.
3. 1957

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

Answers to Exercise H

1. Why one part of Togoland was given to the French and the other part to the British to take care of:

When World War 1 broke out in 1914, some European Nations and America fought against Germany. Germany lost the World War 1.

When Germany lost the war, all her colonies were taken away. These included Western Togoland. The French were asked to look after the eastern part of Togoland, while the British were given the rest of Togoland to look after.

2. Plebiscite is the direct vote of all the members of an electoral area on an important public question such as a change in the constitution.
3. Western Togoland became part of present-day Ghana because the majority of the people voted in favour of the 1956 plebiscite.

Exercise I [Refer to page 86 of Learner's Textbook]

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

Answers to Exercise I

1. Why Dr. Kwame Nkrumah's government was faced with very strong opposition by other political parties:

Political parties opposed Dr. Kwame Nkrumah because they did not want a unitary system of government. Others opposed Dr. Kwame Nkrumah's government because they claimed that they were not receiving their fair share of development in their areas.

2. The two new political parties which were opposing Dr. Kwame Nkrumah were:
 - i. United Gold Coast Convention (U.G.C.C.)
 - ii. National Democratic Party (N.D.P.)

Exercise J [Refer to page 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise J

1. **Unitary government** is a type of government under which the central government plans and carries out development plans in all the regions. Under this type of government, there is no regional government. So, power is not shared with regional governments. The central government does everything.
2. **Federal government** is a type of government under which power is shared between the regional governments and the central government. The development of each region is the responsibility of the regional government.
3. The second general election was held to find out which system of government the people of the Gold Coast wanted i.e. unitary or federal system of government.
4. The British flag was lowered and the Ghana flag raised to signify independence and self-rule.

Exercise K [Refer to pages 86 to 93 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise K

1. (c) 28th February, 1948
2. (b) 1945
3. (d) They were happy with the colonial government.
4. (b) Major Colin Imray
5. (d) Major Colin Imray
6. (c) 8 weeks
7. (a) Mr. Aiken Watson
8. (c) Sir Charles Noble Arden-Clarke
9. (b) Sir Henley Coussey
10. (d) 1951
11. (c) 3
12. (b) Dr. Kwame Nkrumah
13. (a) Kojo Botsio
14. (b) K. A. Gbedemah
15. (c) A. Casely-Hayford

16. (c) 1956
17. (a) Dr. Kwame Nkrumah
18. (c) Sir Gerald Creasy
19. (c) U.G.C.C.
20. (a) Big Six
21. (b) What caused the 1948 riots and disturbances
22. (b) five-year
23. (d) 1957
24. False
25. True
26. False
27. True
28. True

Unit 1 THE REPUBLICS

[Refer to pages 94 to 108 of Learner's Textbook]

Content Standards

- Demonstrate understanding of the Fourth Republic (1992 to date).

Subject Specific Practices and Core Competences

- As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative 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 (TLR_s) for the lesson: Learner's Textbook, pictures and illustrations.

Introduction

Although Ghana gained independence on the 6th of March, 1957, the Queen of Britain was still the Head of State of the country. The Governor-General of the Gold Coast represented the Queen of Britain. The Governor-General signed all laws made by the government of Ghana before it became effective. Sir Charles Arden-Clarke became the first Governor-General of Ghana.

In 1960, the Constitution of Ghana was reviewed. After this review, the Governor-General ceased to sign any law before it became effective in the country. The people were also given the right to elect their own Head of State.

Ghana became a republic on 1st July, 1960. The Governor-General of Ghana at the time was Lord Listowel. Dr. Kwame Nkrumah who was the Prime Minister was also the Head of State.

This lesson intends to assist learners to identify and describe the events leading to the emergence of the Fourth Republic. This lesson also intends to assist learners to identify and name the presidents of Ghana and the political parties that have governed the country under the Fourth Republic.

Indicators

After studying this unit, learners will be able to identify and describe the events leading to the emergence of the Fourth Republic. The lesson will also assist learners to identify political parties that have governed the country under the Fourth Republic.

Performance Indicators

1. Learners can name some presidents of Ghana.
2. Learners can mention the name of the current president of Ghana under the Fourth Republic.
3. Learners can describe some events that led to the Fourth Republic.

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 94 to 119 of Learner's Textbook*

Meanings of some Key Words

- **Amend** means to make minor changes to (a text, piece of legislation, etc.) in order to make it fairer or more accurate, or to reflect changing circumstances.
- **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.
- **Election** is a formal and organized choice by vote of a person for a political office or other position.

- **Military** is the armed forces or soldiers of a country.
- **Overthrown** means to remove forcibly from power.
- **Civilian** is a person not in the armed services or the police force.
- **Re-election** is the election of someone to a further term of office.
- **Parliament** is the highest law making body of a country.

Meanings of additional key words for the teacher

- **Republic** is a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.
- **Constitution** is a set of rules that is used to govern the people of a country.

Activity 2

Let learners name some presidents of Ghana and state when they became president. Let learners mention the name of the current president of Ghana under the Fourth Republic. Let learners describe some events that lead to the Fourth Republic. Read and discuss the events that lead to the emergence of the Fourth Republic on pages 94 to 104 of Learner's Textbook.

- Discuss the meaning of a **republic**.
- Discuss why Ghana had a First, Second, Third and Fourth Republics.

Dr. Kwame Nkrumah was elected President of the Republic of Ghana in 1960. He was also the Head of State. Dr. Kwame Nkrumah was the President of Ghana's First Republic.



Dr. Kwame Nkrumah – President of the First Republic of Ghana

The first Republic of Ghana was interrupted when Dr. Kwame Nkrumah was overthrown by a coup d'état on the 24th of February, 1966.

The first military government after Dr. Kwame Nkrumah ruled for two and a half years. The military government announced the return of Ghana to civilian rule in April, 1969. This led to the formation of additional political parties. Some of these additional political parties were the:

1. Progress Party (P.P.)
2. National Alliance of Liberals (N.A.L.)

The Progress Party was led by Dr. K. A. Busia, while Mr. K. A. Gbedemah was the leader of the National Alliance of Liberals.

The Parties contested for 140 seats in Parliament. A general election was held in which the Progress Party (P. P.) won 105 seats and the National Alliance of Liberals won 29 seats. Three other political parties won 6 seats.

Mr. Edward Akuffo Addo became President of the Second Republic of Ghana and Dr. K. A. Busia was made the Prime Minister.

The Second Republic was overthrown on 13th January, 1972. A new military government (National Redemption Council) was formed. This government was also overthrown to give way to another military government. The second military government (Supreme Military Council I and II) under the Second Republic was also over-thrown to give way to another military government on June 4, 1979.

The third military government (Provisional National Defence Council) of the second republic organised general elections. 140 seats were in parliament by then. Out of the 140 seats;

- People's National Party (P.N.P.) won 71 seats
- Popular Front Party (P.F.P.) won 42 seats
- United National Convention (U.N.C.) won 13 seats
- Action Congress Party (A.C.P.) won 10 seats

Dr. Hilla Limann of the P. N. P. was sworn in as President of the Third Republic.

The 3rd Republic lasted for two years. Dr. Hilla Limann's government was overthrown on 31st December 1981, by the same military government that handed over power to him led by Flt-Lt J. J. Rawlings. This new military government ruled for about 11 years. A new constitution was drafted and adopted by the people of Ghana in 1992. After that, a general election was held to return the country to civilian rule.

ACTIVITY 3

Read and discuss the Fourth Republic on pages 98 to 103 of Learner's Textbook.

- Discuss how many terms a President can serve under the 1992 constitution.
- Mention the number of years that make one term for a President of Ghana.
- Let learners identify and name all the Presidents of the Fourth Republic. Let learners list the names of all the Presidents of the Fourth Republic and their dates of tenure. Let learners also identify and list the political parties that these presidents belong to that have governed over the years.
- Put learners into groups and let them find out more about the Presidents of the Fourth Republic and do a presentation on them in class.
- Show and discuss a documentary on the inauguration of a new President of Ghana.
- Discuss the key figures of the fourth Republic e.g. Chief Justice, Speaker of Parliament, Vice President etc.

The Fourth Republic

The first President of the Fourth Republic was Flt-Lt J. J. Rawlings. He became President of the Republic of Ghana on 7th January, 1993.

The 1992 constitution of the Republic of Ghana allows presidents to be elected into office every four years. Presidents are allowed to stand for re-election when their first term ends. However, presidents are not allowed to stand for elections after they have served two terms in office.

President Rawlings served two terms in office as President of the Republic of Ghana.

- 7th January, 1993 to 7th January, 1997 – First Term
- 7th January, 1997 to 7th January, 2001 – Second Term

Under the 1992 constitution, the electorate vote for Presidents and Parliamentary Candidates of various electoral areas known as constituencies.

Flt-Lt J. J. Rawlings won the presidential elections twice. That was in 1992 and 1996 as the presidential candidate of the National Democratic Congress(NDC). The NDC Government also had majority in parliament during the two terms Flt-Lt J. J. Rawlings was president.

Mr. John Agyekum Kufuor became the 5th President of Ghana. He was also the 2nd President of the Fourth Republic.

Mr. John Agyekum Kufuor became president when he won the general election held in December, 2000. He was sworn in as President on 7th January, 2001.

President Kufuor also served two terms in office as President of the Republic of Ghana.

- 7th January, 2001 to 7th January, 2005 – First Term
- 7th January, 2005 to 7th January, 2009 – Second Term

Mr. John Agyekum Kufuor won the presidential election twice; in 2000 and 2004 on the ticket of the New Patriotic Party (NPP). The NPP Government also had majority in parliament during the two terms Mr. John Agyekum Kufuor served as president.

Professor John Evans Atta Mills was the sixth President of the Republic of Ghana. He was also the 3rd President of the Fourth Republic. He became president when he won the 2008 Presidential elections with the NDC. The NDC also won majority of the parliamentary seats. Professor John Evans Atta Mills was sworn in as President on 7th January, 2009.

President Mills died on 24th July 2012, while in office as President. His Vice President, Mr. John Dramani Mahama, was sworn in as President to complete his term of office.

Mr. John Dramani Mahama was elected President of the Republic of Ghana in the 2012 Presidential elections. The NDC also won majority of the parliamentary seats. Mr. John Dramani Mahama was sworn in as President on 7th January, 2013. He was the 4th President of the Fourth Republic.

Mr. John Dramani Mahama lost the presidential election to Nana Addo Dankwa Akufo-Addo in the 2016 presidential elections. He served one term as President from 7th January, 2013 to 7th January, 2017.

Nana Addo Dankwa Akufo-Addo became president after he won the 2016 Presidential elections. He was sworn in as President of the Republic of Ghana on 7th January, 2017. He won the Presidential elections with the NPP. The NPP won majority of Parliamentary seats.

Nana Addo Dankwa Akufo-Addo was sworn in as the 8th President of the Republic of Ghana. He is the 5th President of the Fourth Republic.

REPUBLIC	PRESIDENTS
First Republic	Dr. Kwame Nkrumah
Second Republic	Mr. Edward Akufo Addo
Third Republic	Dr. Hilla Limann
Fourth Republic	Flt-Lt J. J. Rawlings Mr. John Agyekum Kufuor Professor John Evans Atta Mills Mr. John Dramani Mahama Nana Addo Dankwa Akufo-Addo

Additional information

A **civilian** is a person who is not a member of the military or of a police or firefighting force”. The definition distinguishes from persons whose duties involve risking their lives to protect the public at large from hazardous situations such as terrorism, riots, conflagrations, or wars etc. “Criminals” are also excluded from the category.

A **republic** is a form of government in which the country is considered a “public matter”, not the private concern or property of the rulers. Here, the power within a republic is not inherited, but is achieved through democracy, oligarchy, or autocracy. It is a form of government under which the head of state is not a hereditary monarch.

Diagnostic assessment

1. Name some presidents of Ghana.
2. Mention the name of the current president of Ghana under the Fourth Republic.
3. Describe some events that led to the Fourth Republic.

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.

Exercise A [*Refer to page 104 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.
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. Republic is a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.
2. Two (2) terms
3. Four (4) years
4. Four (4) years

Exercise B [*Refer to page 104 and 105 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. Dr. Kwame Nkrumah
2. Mr. Edward Akuffo Addo
3. Dr. Hilla Limann
4. Flt-Lt. Jerry John Rawlings
5. Mr. John Agyekum Kuffour
6. Dr. K. A. Busia
7. Professor John Evans Atta Mills
8. Mr. John Dramani Mahama
9. Nana Addo Dankwa Akuffo-Addo
10. Nana Addo Dankwa Akuffo-Addo

Exercise C [Refer to pages 105 to 108 of Learner's Textbook]

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

Answers to Exercise C

1. (d) 1st July, 1960
2. (c) Sir Charles Noble Arden-Clarke
3. (d) Sir Lord Listowel
4. (d) 1960
5. (c) Mr. Edward Akuffo Addo

6. (d) Dr. K. A. Busia
7. (d) Dr. Hilla Limann
8. (b) Flt-Lt J.J. Rawlings
9. (c) Professor John Evans Atta Mills
10. (b) Mr. John Dramani Mahama
11. (d) Nana Addo Dankwa Akufo-Addo
12. (d) 24th February, 1966
13. (b) 13th January, 1972
14. True
15. True
16. False

Project Work

Ask learner's to do the Project work on page 108 of Learner's Textbook.

1. Ask learners to do a further research on the Presidents of the Republic of Ghana.
2. Let learners look for pictures of the Presidents of the Republic of Ghana.
3. Ask learners to use the pictures to do a poster.
4. Let learners use the poster to retell a brief story about how they became President and why they ceased to be President of the Republic of Ghana. Your story should include something about the Presidents 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.

Unit 2 MILITARY RULE

[Refer to pages 109 to 126 of Learner's Textbook]

Content Standards

- Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences.

Subject Specific Practices and Core Competences

- Learners enhance their personal development, creativity and innovative skills by watching documentaries and assessing evidence.

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 (TLMs) for the lesson: Learner's Textbook, pictures and illustrations.

Introduction

Ghana experienced the civilian government and military government from 6th March 1957 to 1988. That is the civilian governments and the military governments. The civilian governments are the First Republic, Second Republic, Third Republic and the Fourth Republic.

This lesson intends to assist learners to identify the leaders of the coup d'états and name their regimes. This lesson also intends to assess the consequences of military takeovers on Ghana's development.

Indicators

After studying this Chapter, learners will be able to:

1. Identify the leaders of the coup d'états and name their regimes.
2. Assess the consequences of military takeovers on Ghana's development.

Performance Indicators

1. Learners can explain the meaning of a coup d'état.
2. Learners can name some coup makers of the Republic Ghana.
3. Learner can explain the effects that coup d'états have on the Republic of Ghana.

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 109 to 119 of learner's textbook.*

Meanings of some Key Words

- **Military** relates to or characteristic of soldiers or armed forces.
- **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.
- **Honesty** is the quality of being honest. To be honest means to be free of deceit; truthful and sincere.
- **Assassinate** refers to murder (an important person) for political or religious reasons.
- **Crime** is an action or omission which constitutes an offence and is punishable by law.
- **Interrupted** means to stop the continuous progress of an activity or process.
- **Self-help** means the use of one's own efforts and resources to achieve things without relying on others.
- **Coup d'état** is another term for coup. Coup is a sudden, violent, and illegal seizure of power from a government.
- **Destiny** is the events that will necessarily happen to a particular person or thing in the future.

- **Tolerance** is the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
- **Lieutenant** is a rank of officer in the army, above second lieutenant and below captain
- **Revolutionary** means engaged in or promoting political revolution. A revolution refers to a forcible overthrow of a government or social order, in favour of a new system.
- **Corruption** means dishonest or fraudulent conduct by those in power, typically involving bribery.

Meanings of additional key words for the teacher

- **Civilian** is a person not in the armed services or the police force.
- **Republic** a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.
- **Inefficient** means not achieving maximum productivity; wasting or failing to make the best use of time or resources.
- **Resources** means a stock or supply of money, materials, staff, and other assets that can be drawn on by a person, organization or country in order to function effectively.

Activity 2

Let learners explain the meaning of **coup d'état** and give the names of some coup makers in the Republic Ghana. Let learners explain the effects that coup d'états have on the Republic of Ghana. Lead learners to read and identify the leaders of the coup d'états in Ghana and the names of their regimes. Refer to pages 109 to 119 of learner's textbook.

- Discuss the difference between a civilian rule and a military rule.
- Identify and mention how many military takeovers occurred in Ghana from 1957 to date.
- Discuss the first military takeover and how that government ruled Ghana.
- Discuss the second military takeover and how that government ruled Ghana.

- Discuss the third military takeover and how that government ruled Ghana.
- Discuss the fourth military takeover and how that government ruled Ghana.
- Show and discuss a documentary of any military takeover.
- Assess the consequences of military takeovers on Ghana's development.

Ghana experienced the civilian government and military government from 6th March 1957 to 2001. The civilian governments are the First Republic, Second Republic, Third Republic and the Fourth Republic.

Four Military governments have so far ruled Ghana after the country gained independence. The names of these military governments were:

1. National Liberation Council (N. L. C.)
2. National Redemption Council (N. R.C.) also known as Supreme Military Council (S.M.C. I and II)
3. Armed Forces Revolutionary Council (A. F. R. C.)
4. Provisional National Defence Council (P. N. D. C.)

When Ghana gained independence, Dr. Kwame Nkrumah ruled as a Prime Minister from 1957 to 1960. During that period, a lot of schools and colleges were built. Hospitals and health centres were also established. A lot of roads and bridges were also built. Other important projects also took off. For example, the Akosombo Dam, Tema Harbour, Tema Township and Tema Motorway. The Kwame Nkrumah University of Science and Technology (KNUST) also reached a University status during that time.

Dr. Kwame Nkrumah was President of the Republic of Ghana from 1960 to 1966. During the period, that Dr. Kwame Nkrumah helped to establish The University of Cape Coast. The State House was also built during that time. Workers Brigade was also established. These people worked on State Farms and other government projects.

In 1964, a law was passed to make Dr. Kwame Nkrumah's C.P.P. the only political party in Ghana. He did so because members of other political parties saw their rival political parties as enemies. This made the country unsafe. It is believed that many innocent lives were lost because they belonged to different political parties. Several attempts were made to assassinate him by his political opponents.

Dr. Kwame Nkrumah tried use one political party to unite the people of Ghana. Many people were angry with him because of this action. People felt he had become too powerful and did

not want to share this power with anyone. People were also angry because they felt he did not want anyone to speak ill about his government. It is said that it was a crime to speak bad about his government during those days.

In Unit 1, we learnt that, the First Republic of Ghana was interrupted when Dr. Kwame Nkrumah was overthrown by a coup d'état on the 24th of February, 1966.

The Ghana Armed Forces and the Police led by Lieutenant-Colonel E. K. Kotoka, Major A. A. Afrifa and Mr. J. W. K. Harley (Commissioner of Police) overthrew Dr. Nkrumah's C. P. P. government. This group of people formed a new government on the 26th day of February, 1966. Their government was called the National Liberation Council (N.L.C.).

The N. L. C. had eight military officers and police officers on their Council. The first Chairman of the N. L. C. was Lt – General J. A. Ankrah. The second Chairman of the N. L. C. was Brigadier A. A. Afrifa. The National Liberation Council (N. L. C.) created the Centre for Civic Education. This was to help Ghanaians know and understand their rights and responsibilities. Dr. Kofi Abrefa Busia was the national chairman of this centre. During those days public lectures were organised throughout the country to educate the people about their rights and responsibilities. The people were also educated about the importance of honesty, tolerance, forgiveness and self-help.

The military take-over affected economic development of Ghana. During that time, many State Corporations that failed to make profit were sold to rich people. The Russian engineers and economic advisors who were invited by Dr. Kwame Nkrumah to help develop Ghana were sent home by the military government. In April 1967, a group of young lieutenants tried to overthrow the N.L.C. but failed. However, the leader of the N.L.C. coup, Lieutenant-Colonel E. K. Kotoka, was killed. In April, 1969, Lt-General Ankrah resigned as Chairman of the N. L. C and Brigadier A. A. Afrifa became the Chairman. Brigadier A. A. Afrifa announced the return of Ghana to civilian rule. New political parties were formed. These included the Progress Party (P. P.) and National Alliance of Liberals (N. A. L.) The Progress Party (P. P.) was led by Dr. K. A. Busia and the National Alliance of Liberals (N. A. L.) was led by Mr. K. A. Gbedemah. The country had 140 seats in Parliament. A general election was held in which the Progress Party (P. P.) won 105 seats and the National Alliance of Liberals won 29 seats. Three other political parties won 6 seats. Mr. Edward Akuffo Addo became President of the Second Republic of Ghana and Dr. K. A. Busia was made the Prime Minister. The Second Republic was overthrown on 13th January, 1972, in a coup d'état led by Colonel Ignatius Kutu Acheampong.

The second military government was known as the National Redemption Council (N. R. C.). This government was made up of young military officers. It is believed that the N. R. C. did well during their first two years in office. During their time, Colonel Kutu Acheampong introduced a programme known as “Operation Feed Yourself”. A lot of Ghanaians began to

farm. Almost every household had a backyard garden. The N. R. C. also educated the people about the importance of national unity. The slogan during those days was, “One Nation, One People, One Destiny”. However, it is believed that Colonel Kutu Acheampong failed to continue his good work between his third and fifth years in office as Head of State. It is believed that he formed the Supreme Military Council I (S.M.C. I) in October, 1975 to satisfy senior military officers. Members of the S. M.C. I included Heads of the Army, Navy, Air Force and the Police. Some Ghanaians who included military officers were not happy with Colonel Kutu Acheampong’s government. Therefore, General Fred Akuffo who was a member of the same regime overthrew Colonel Kutu Acheampong through a coup d’état (The Palace Coup).

Acheampong was forced to resign in July 1978 by his Chief of Staff, Lt. General Frederick Akuffo. He also formed a new military government known as Supreme Military Council II (S.M.C II). He promised that a general election would be held on 18th June, 1979. However, General Frederick Akuffo was overthrown by a group of junior officers led by Flt-Lt J. J. Rawlings on June 4, 1979. This group of junior officers formed a government known as the Armed Forces Revolutionary Council (A. F. R. C.).

The A. F. R. C. accused the S. M. C. (I and II) of corruption and inefficient management of national resources. Those who were accused of corruption were tried. Those found guilty were jailed. Some were even killed including three former Heads of State, namely, General Frederick Akuffo, Colonel Kutu Acheampong and Brigadier A. A. Afrifa. The A. F. R. C. announced a general election to return the country to civilian rule. This election was held on 18th June 1979 as planned. A number of political parties contested in the election. The parliamentary seats were still 140. The results of the election were as follows;

- People’s National Party (P. N. P.) won 71 parliamentary seats
- Popular Front Party (P. F. P.) won 42 parliamentary seats
- United National Convention (U. N. C.) won 13 parliamentary seats
- Action Congress Party (A. C. P.) won 10 parliamentary seats
- Social Democratic Front (S. D. F.) won 3 parliamentary seats
- An independent candidate won a seat

The A. F. R. C. stayed in office for 112 days. They handed over power to the P. N. P. led by Dr. Hilla Limann. Dr. Hilla Limann became the President of the Third Republic.

Not long after Flt-Lt J. J. Rawlings handed over power to the P. N. P, he accused them of doing the same things that the S. M. C. I and II did. On 31st December, 1981, Flt-Lt Jerry John Rawlings overthrew the P. N. P. government in another military coup d’état. He formed a new government known as the Provisional National Defence Council (P.N.D.C.).

When the P.N.D.C. came to power, they carried out many important projects to develop Ghana. Factories that had closed down resumed production. Many roads were constructed. The railway system was also revived.

The P.N.D.C. government led by Flt-Lt J. J. Rawlings ruled for about 11 years. A new constitution was drafted and adopted by the people of Ghana in 1992. A general election was held to return the country to civilian rule.

Additional information

Consequences of Military Takeovers on Ghana's Development

Military regimes have a lot of consequences on the development of a country. In Ghana for instance, military takeovers affected the economic and political progress of the country. Let us look at the specific impacts that military rule had on Ghana's development.

1. Overthrow of Constitutions

Whenever a Coup Detat occurred, the existing constitution does not work anymore. This means, the constitution will be overthrown and the rules and regulations enshrined in such a constitution does not work again. The military, always ruled by decree. They dictated the rules to be followed. Military takeovers in Ghana overthrew the 1960, 1969 and 1979 Republican Constitutions of Ghana.

2. Abuse of Human Rights

During Coup Detat, peoples rights were infringed upon. Human rights and freedoms were not regarded. Abuses such as unwarranted arrests and detention of people without trial occurred. People were also tortured and sometimes properties of innocent people were seized.

3. Weakening of National Institutions

Coup detat in Ghana contributed to the weakening of national institutions such as the Judiciary (law courts) and the Legislature (parliament). Weakening political institution reduces the ability to promote good governance.

4. Corruption

Most of the military regimes cited corruption as one of its reasons for overthrow of a civilian government. However, they usually turn out to be more corrupt than even the civilian governments.

5. Absence of Democracy

During military rule, there is absence of democracy. There is no rule of law. This does not allow the people to speak their minds and share ideas freely. Absence of democracy also leads to imposition of decisions and ideas on the people. This does not also allow important national institutions such as the media, parliament and the courts to function freely or independently.

A military government is any government that is controlled by military forces, whether this government is legal or not under the laws of the jurisdiction at issue, and whether this government is formed by natives or by an occupying power. It is usually carried out by military workers.

Some types of military government include:

- Military dictatorship is an authoritarian government that is controlled by a military and its political designees, called a **military junta**.
- Military junta refers to a government led by a committee of military leaders.
- Stratocracy is a government traditionally or constitutionally run by a military.
- Military occupation refers to acquired foreign territory and the administration thereof.
- Martial law is temporary military rule of domestic territory

Diagnostic Assessment

1. Explain the meaning of a coup d'état.
2. Name some coup makers of the Republic Ghana.
3. Explain the effects that coup d'états have on the Republic of Ghana.

Note:

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

Exercise A [Refer to page 120 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.
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. Learners explain the difference between a civilian rule and a military rule.
2. From 1957 to date, Ghana had four military takeovers. Learners state the dates these military takeovers occurred.
3. The first coup makers of the first military takeover said that the government they have overthrown was corrupt.
4. Three (3) years
5. Lt. General J. A. Ankrah

Exercise B [Refer to page 121 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise B

1. The second coup makers of the second military takeover said that the government they have overthrown was corrupt.
2. Seven (7) years
3. Colonel Kutu Acheampong

4. The names of the second military governments were:
5. National Redemption Council (N.R.C.)
6. Supreme Military Council (S.M.C. I and II)

Exercise C [Refer to page 121 of Learner's Textbook]

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

Answers to Exercise C

1. The third coup makers of the third military takeover said that the government they have overthrown was corrupt.
2. 112 days
3. Flt-Lt Jerry John Rawlings
4. Armed Forces Revolutionary Council (A. F. R. C.).

Exercise D [Refer to page 122 of Learner's Textbook]

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

Answers to Exercise D

1. The A. F. R. C. accused the S. M. C. of corruption and inefficient management of national resources.
2. 11 years
3. Flt-Lt Jerry John Rawlings
4. Provisional National Defence Council (P.N.D.C.).

Exercise E [Refer to pages 122 to 126 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.
3. Supervise and guide learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

Answers to Exercise E

1. (d) Mr. J. W. K. Harley
2. (b) Lt. General J. A. Ankrah
3. (c) Colonel Ignatius Kutu Acheampong
4. (a) Col. Ignatius Kutu Acheampong
5. (c) General Fredrick Akuffo
6. (d) Armed Forces Revolutionary Council (A. F. R. C.)
7. (a) Provisional National Defence Council (P. N. D. C.)
8. (d) 1992
9. (d) Lieutenant-Colonel E.K Kotoka
10. (b) National Redemption Council (N. R. C.)
11. (c) National Liberation Council (N. L. C.)

12. (b) National Redemption Council (N. R. C.)
13. True
14. False

Project Work

Ask learner's to do the Project work on page 126 of Learner's Textbook.

1. Ask learners to do a further research on the various Heads of States of Ghana.
2. Let learners look for pictures of the various Heads of States of Ghana.
3. Ask learners to use the pictures to do a poster.
4. Let learners use the poster to retell a brief story about when they became Heads of State and when they cease to be Heads of States of Ghana. Your story should include something very interesting about the Presidents 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.

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