



# ESSENTIAL History Primary 3

Teacher's Guide

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## WELCOME TO THIS HISTORY SERIES

Welcome to our History series for Ghana, which was specially developed for you and for the lower and upper primary (Basic 1–6) learners.

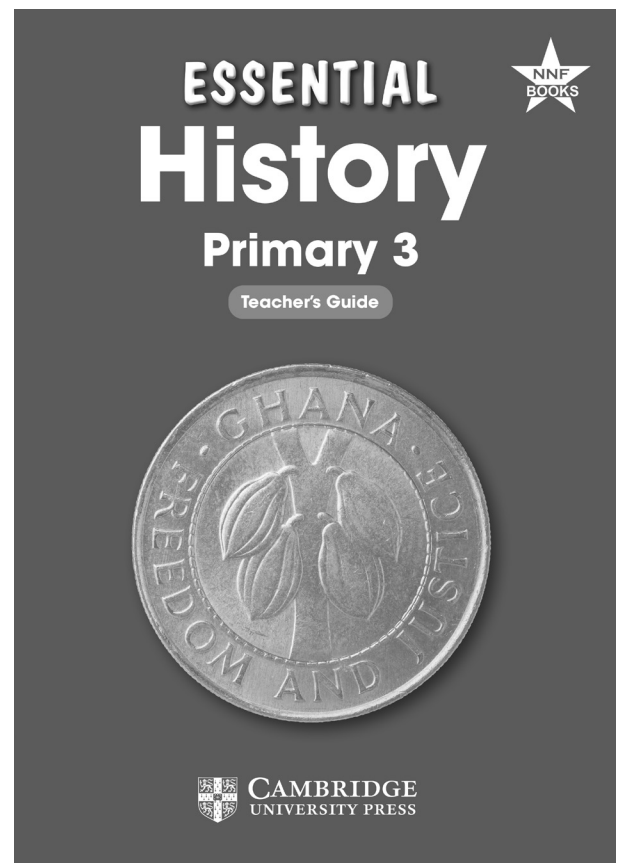
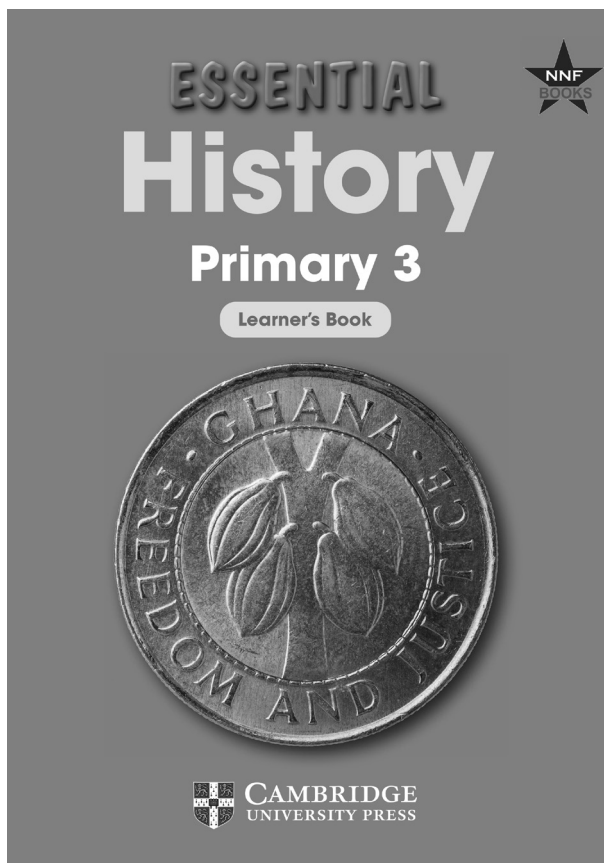
This Teacher's Guide works together with the History Learner's Book for Basic 3. We hope that you will find it an important and useful tool that will guide you with the teaching of History to your learners using a task-oriented and communicative approach. For further information, also consult the *History of Ghana Curriculum for Primary Schools 2019* and the *Resource Guide for the Orientation of Primary School Teachers Towards the Implementation of the Revised Curriculum* from the NaCCA.

Each Learner's Book and Teacher's Guide in this series follows the History syllabus from the new curriculum for Ghana's primary schools. Both components of this series encourage the creation of a learning-centred classroom, offering many

opportunities for learners to engage in diverse, practical and interactive activities where all the curriculum strands, sub-strands, content standards, indicators, core skills, competencies and values are carefully addressed and aim to be achieved through meaningful real-life situations and examples.












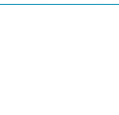
This history series for Ghana integrates a learning-centred pedagogy with differentiation, scaffolding and the integration of Information and Communication Technology (ICT) as a teaching and learning tool for the achievement of some of the new expected outcomes.

This series further integrates the principles of assessment as learning, for learning and of learning, as well as the use of questioning. The suggested activities enable the consolidation of content and core skills, allowing for continuous monitoring and assessment.



# Structure of this Teacher's Guide

This Teacher's Guide is divided into three main sections:

<p><b>1. Introduction:</b> This section provides an overview of the New Primary Curriculum and the History syllabus (Primary Basic 1–6), methodology, features, time allocation and assessment.</p>	<div><div>Introduction</div><div><h3>INTRODUCTION</h3><p><b>Rationale and philosophy of the History curriculum</b></p><p>History is a subject that explores the past with the aim of understanding the factors that have shaped our world. In an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners. History is also a discipline that aims to impart to learners a range of important moral lessons, and provide them with guidelines for everyday living and interactions with people in society.</p><p>The objective of this Teacher's Guide is to make teaching and learning interesting, useful and enjoyable.</p><p><b>Teaching philosophy</b></p><p>Through the learning of History, learners would, specifically, acquire:</p><ul style="list-style-type: none"><li>critical thinking skills by comparing, contrasting, evaluating, synthesising and applying historical information or knowledge with little or no supervision</li><li>creative thinking skills to be able to reconstruct important past events candidly and to reconstruct history by using IT tools and resources efficiently for investigations and project work</li><li>digital literacy by using IT tools and resources effectively for investigations and project work</li><li>effective communication skills to be able to share information at a varied level of instruction</li><li>values to live as global citizens, as they learn about other people and cultures of the world.</li></ul><p><b>Learning philosophy</b></p><p>The History classroom should be learning-centred. Introduce the topic for the day and invite learners to describe and analyse issues raised, trace patterns of social and human behaviour and, where possible, put their views on current events (in the country) based on their knowledge of the History of Ghana. Encourage learners to explore topics through questioning.</p><p>The History curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily learning, as they are aimed at promoting higher-order thinking among learners:</p><ul style="list-style-type: none"><li>context and chronology</li><li>cause and consequence</li><li>continuity and change</li><li>similarity and difference</li></ul></div></div>	<div><div>Introduction</div><div><p>study the History of Ghana in an enjoyable and stimulating environment</p><ul style="list-style-type: none"><li>make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.</li></ul></div><div><h3>Instructional expectations</h3><p>The goal of introducing History of Ghana as a subject in the primary school is to offer positive change in the values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons that involve learners in the learning process. The enquiry approach of teaching is therefore encouraged in the History classroom. Learners should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources:</p><ul style="list-style-type: none"><li>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.</li><li>Secondary sources refer to accounts about past events that were produced, based on interpretation of primary sources, for example, books, journals, articles, etc.</li></ul><p>Instructional expectations for your History lessons include the following:</p><ul style="list-style-type: none"><li>Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of your learners.</li><li>Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana.</li><li>Encourage discourse among learners and challenge them to accept and share responsibility for their own learning, based on their unique intellectual differences.</li><li>Use multiple methods to systematically gather and provide feedback to both learners and parents.</li><li>Collaborate with colleagues within and across disciplines and grade levels to develop communication of learners who have the ability of enquiry and exhibit attitudes and social values conducive to learning.</li></ul></div><div><h3>Organisation of the curriculum</h3><p>The curriculum is organised under 'Strands, Sub-strands, Content standards, Indicators and exemplification'. In this curriculum, 'Ghana' represents Pre-colonial and Post-colonial Ghana.</p><p><b>Strands</b> are the broad areas of the History Curriculum to be studied.</p><ul style="list-style-type: none"><li>Sub-strands are larger groups of related indicators. Indicators from sub-strands may sometimes be clearly related.</li><li>Content standards refer to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set range of education.</li><li>Indicators are a clear measure or reference standard in a year.</li><li>Exemplar refers to support and guidance that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.</li><li>Example refers to support and guidance as an indicator and suggests what teaching and learning activities could be used to support the facilitator/teacher in the delivery of the curriculum.</li></ul><p>The curriculum for Basic 1 is organised under two strands with five sub-strands:</p><ul style="list-style-type: none"><li>Strand 1: My country Ghana<ul style="list-style-type: none"><li>Sub-strand 1: The people of Ghana</li><li>Sub-strand 2: In my country Ghana</li><li>Sub-strand 3: Major historical locations</li><li>Sub-strand 4: Major historical locations</li><li>Sub-strand 5: Some selected individuals</li></ul></li><li>Strand 2: European in Ghana<ul style="list-style-type: none"><li>Sub-strand 1: Arrival of Europeans</li></ul></li></ul></div></div>
<p><b>2. Suggestions to design lesson plans:</b> This section provides:</p> <ul style="list-style-type: none"><li>detailed guidelines</li><li>answers to the activities in the Learner's Book</li><li>suggestions for remedial and extension activities</li><li>guidelines for assessment</li><li>suggestions for activities from the Learner's Book that may be used as homework.</li></ul>	<div><div>Strand 2: My country Ghana</div><div><h3>Introduction</h3><p>The major ethnic groups should not be new to learners as it should be part of their heritage and cultural background. This section was also covered extensively in Basic 2.</p><p>Basic 3 covers the following sub-strands:</p><p><b>Strand 2: My Country Ghana</b></p><ul style="list-style-type: none"><li>Sub-strand 1: The people of Ghana</li><li>Sub-strand 2: In my country Ghana</li><li>Sub-strand 3: Major historical locations</li><li>Sub-strand 4: Major historical locations</li><li>Sub-strand 5: Some selected individuals</li></ul><p>In Sub-strand 1: The people of Ghana, learners revise the 16 regions and capitals from Basic 2, the regional capital as well as where the office of the president is located. They learn about all the ethnic groups in Ghana, and their customs and traditions, festivals and celebrations. Learners discover where each ethnic group of Ghana came from, trace their migratory routes on a map and draw up a timeline for when the ethnic groups arrived in Ghana.</p></div><div><h3>Opener activity</h3><p>Let us learn about ... (LB page 5)</p><p>The opener activity provides an opportunity to assess learners' basic knowledge of the different ethnic groups of Ghana. The questions have been structured to broadly cover the sub-strand in Strand 1: Sub-strand 1: The People of Ghana.</p><p><b>Answers</b></p><ol style="list-style-type: none"><li>Learners name any three: Ga, Mole-Dagbon, Aka, Ewe and Gɔ-Adangbe.</li><li>a The ethnic groups in Volta are: the Ewe and Gɔ-Adangbe.</li><li>b The Ewe live in the Greater Accra Region.</li><li>c The Ga live in the Greater Accra Region.</li></ol></div><div><h3>Diagnostic assessment</h3><p>Observe learners and use their answers to assess their understanding and skill levels. This content has been covered in Basic 2. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, and leading questions to identify their strengths, weaknesses and any knowledge gaps. If learners struggle, refer them to the map on pp. 20–21 of the LB.</p></div></div>	<div><div>Strand 2: My country Ghana</div><div><h3>Sub-strand 1: The people of Ghana</h3><p><b>The unique history of the major ethnic groups in Ghana</b> (R.2.1.1.1)</p><p>Learners will continue to learn about the people of Ghana, their origins, where they migrated from and where they settled.</p><p>Learners talk about the different ethnic groups of Ghana, if they belong to an ethnic group and their immediate and distant families.</p></div><div><h3>The people of Ghana</h3><p><b>The origins of the major ethnic groups in Ghana</b> (LB pages 6–21)</p><p>Learners will discover that the people of Ghana came from different regions and speak different languages.</p><p>An ethnic group is a group of people who share a common language, origin, history, culture and traditions. The main ethnic groups of Ghana are the Aka, Ewe, Mole-Dagbon, Ga, and Gɔ-Adangbe.</p><p><b>Content standard: R.2.1.1.1</b></p><p><b>Indicator: R.2.1.1.1.1</b></p><p>Discuss the origins of the major ethnic groups in Ghana</p><p>Identify some of the major ethnic groups, for example, Ga, Mole-Dagbon, Ga, and Gɔ-Adangbe, Ewe.</p><p><b>Resources:</b> LB pp. 6–21; Musical instruments, for example, drums.</p><p><b>Key words:</b> ethnic group, tradition, customs, and traditions, celebrations, dialect, music, dance, craft, weaving, language, migration.</p><p><b>Helpful links:</b> https://www.pwsschool.com/curriculum/curriculum/ethnic-groups-and-culture-in-ghana.html</p><p><b>Teaching instructions</b></p><p>Use these teaching suggestions to create your own lesson plans to address the performance indicators.</p></div><div><h3>Phase 1: Start</h3><ul style="list-style-type: none"><li>Start the lesson by asking learners what they know about the different ethnic groups of Ghana. Bring items to class of different ethnic groups, such as clothing and cloth, or have pictures available of them.</li><li>Establish what learners know about traditional clothes. Can they name and describe the items?</li><li>Invite parents or other members of the community to address learners in their traditional clothes.</li><li>Hold a cultural day at school where learners, teachers and even parents or other community members can come to school wearing their traditional ethnic clothes.</li><li>Learners can write notes on the board, under the title of the ethnic group.</li></ul><p><b>Phase 2: Explore suggestions</b></p><ul style="list-style-type: none"><li>Read through the information first on the different ethnic groups, then their origins and lastly on the migratory routes.</li><li>There is a lot of information prior to the lesson and read through each section slowly.</li><li>Check to see if learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.</li><li>Discuss the meaning of any difficult words. Learners can underline any words that they do not understand and ask for clarification.</li></ul><p><b>Phase 3: Reflect suggestions</b></p><ul style="list-style-type: none"><li>Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.</li><li>Reflect on how learners feel about traditional clothes and cultural practices. Do they still wear these clothes for special events or festivals?</li><li>Collate learners' drawings into books for each ethnic group. Add these to the book corner for all learners to read.</li></ul></div></div>
<p><b>3. Extra resources:</b> Wherever appropriate, this section provides extra resources for specific themes and units of the Learner's Book.</p>	<div><div>Resource 5: Bartering cards (continued)</div><div><p>Shea butter</p><p>Cowrie shells</p><p>Tubers of yam</p><p>Building a house</p><p>Kente cloth</p><p>Livestock</p></div></div>	<div><div>Resource 6: Ghanaian entrepreneur cards</div><div><p>Alhaji Adamu Iddrisu</p><p>Dr. Esther Ocloo</p><p>Winifred Tete-Ansa</p><p>Benjamin Amponsah Mensah</p><p>George (Paa) Grant</p><p>J.K. Siaw (draw your own picture)</p></div></div>

## The Learner's Book

The user-friendly Learner's Book addresses the new History curriculum features and criteria with a clear and logical structure that incorporates these features.

### Strand openers:

- incorporate an activity to introduce the topics that learners will explore in each unit
- allow for diagnostic assessment
- build excitement about the new content to be learnt in each unit
- prompt debates and content integration with ICT, where relevant and appropriate.

### Text and content:

- use language that is appropriate to the level, age, knowledge and background of the learners
- are representative of Ghana's diversity
- have a good gender balance and portray no gender stereotypes.

### Illustrations and photos:

- are high-quality and representative of Ghana's diversity
- balance the text on every page and add to learners' understanding of the content
- have captions and labels that are simple, relevant, appropriate, and clear
- reflect a variety of learners (including learners with special needs)
- show no gender stereotypes.

**Strand 2**

### My country Ghana




**Let us learn about ...**

- Name three ethnic groups who live in Ghana.
- Name the ethnic groups from these regions:
  - the Volta Region
  - the Greater Accra Region
  - the Bono East Region.

**Strand 3**

### Europeans in Ghana



**Let us learn about ...**

- In Basic 2, you learnt about what items Europeans traded in Ghana. Talk to your friend about what you remember.
- The slave trade was a time when European people bought and sold people from the Gold Coast to work as slaves on cotton farms in the Americas. How did this affect our history? Talk to your friend about this type of trade.

**Strand 2: My country Ghana**

### The people of Ghana

In Basic 2, you learnt about the people of Ghana. You also learnt about the regions they live in and found out about the capital cities of these regions.

**The origins of the major ethnic groups in Ghana**

The people of Ghana come from different regions and speak different languages. In this lesson, you will learn more about where the main ethnic groups of Ghana come from. There are 16 regions in Ghana. Here is the list of the regions.

1 Ashanti Region Capital: Kumasi	2 Western Region Capital: Sekondi	3 Eastern Region Capital: Kofoidua	4 Volta Region Capital: Ho
5 Northern Region Capital: Tamale	6 Bono East Region Capital: Techiman	7 Central Region Capital: Cape Coast	8 Greater Accra Region Capital: Accra
9 Upper East Region Capital: Bolgatanga	10 Upper West Region Capital: Wa	11 Bono Region Capital: Sunyani	12 Ahafo Region Capital: Goaso
13 Oti Region Capital: Dambai	14 North East Region Capital: Nalerigu	15 Savannah Region Capital: Damongo	16 Western North Region Capital: Sefwi Wiawso

Which region do you come from?

**Strand 2**

### The main ethnic groups of Ghana

An ethnic group is a group of people who share the same language, origin, history, culture and tradition.

The main ethnic groups of Ghana are the Guan, Mole-Dagbani, Akan, Ga-Adangme and the Ewe people.

**KEY WORDS**  
ethnic group  
tradition

**Activity 1.1**

On your own, think about one tradition your family has or one day your family celebrates.

- Tell the group the name of the tradition or celebration.
- What is the tradition or celebration about?
- What happens during the celebration?
- Are there any special things you do? These could be preparing a special meal, dressing in traditional clothes and dancing.

**Exercise 1.1**

- Draw a picture to show your tradition or celebration. In your picture, show what you eat, what you wear and what you do.
- Write three to five sentences about your picture.

**HOMEWORK**

- When you go home, ask your parents to tell you about their ethnic groups.
- Ask them to tell you about the history of their ethnic groups, or about the culture or traditions of their ethnic groups. Make short notes.
- Share what you find out with the class.

**EXTENSION**

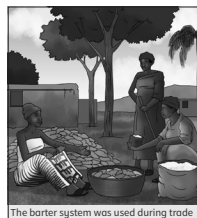
If other learners are from the same ethnic group as you, put your notes together to make one story. Share your story with the class.

**Strand 2: My country Ghana**

### Using the barter system for trade

The other way that people paid for things they needed was by using the barter system.

In the barter system, a person would exchange items that they had for items that they needed. There was no money involved. It worked like this: I have a lot of tubers of yam but no salt, for example. I take my tubers of yam to my neighbour or to the market square and try to exchange them for salt. The number of tubers of yam I exchange depends on how much salt I need.



The barter system was used during trade

**Activity 1.16**

- Talk to your partner and in your own words explain:
  - using cowrie shells for trade
  - using barter for trade.
- Talk about these issues:
  - What do you think were advantages and disadvantages of the cowrie shell and barter system for trade?
  - Is the barter system still used today? How does it work (give an example)?
  - What do you think of using the promissory notes that were introduced by the Europeans? Is this system still used today, perhaps in another form (think about money)?

**Strand 2**


### Trade items that were exchanged amongst ethnic groups

In the past, different things were traded amongst ethnic groups such as salt, gold, fish, kola, shea butter, pottery, cloth and iron utensils. Let us look at these items in more detail.

- Salt has always been a good item to trade. It is a product that all people in Ghana use and need every day. The hot climate makes people sweat and lose body salt. So, to make up for the salt lost through sweating, Ghanaian people often put lots of salt in their food. It adds flavour and can be used to preserve food. Salt also has no expiry date, so it does not become old.

**DID YOU KNOW?**  
Salt was so valuable that Roman soldiers were paid with it.

**KEY WORD**  
expiry



A Ghanaian woman selling salt at the local market

**Exercise 1.9**

Use the internet, books or speak to your parents or some elders in your community and ask them about the trade of salt in Ghana. Ask them to tell you why salt was important for the people in your region and how salt was used.



<p><b>‘Did you know?’ boxes:</b></p> <ul style="list-style-type: none"> <li>provide interesting facts and extra information.</li> </ul>	<div data-bbox="1203 213 1419 243">DID YOU KNOW?</div> <p>The Berbers were an ethnic group made up of different nations mostly from North Africa. Today many follow the Islamic religion and speak the Berber language.</p>
<p><b>Key word boxes and a Glossary:</b></p> <ul style="list-style-type: none"> <li>build subject-specific vocabulary gradually, enabling learners to understand key concepts, and confidently and clearly apply these concepts it in context and through different exercises.</li> </ul>	<div data-bbox="646 427 862 459">KEY WORDS</div> <p>exchange alliances inter-marriage conflict</p> <div data-bbox="1300 427 1403 447">GLOSSARY</div> <p><b>A</b>  <b>advantageous</b> creating favourable circumstances that increase the chances of success  <b>alliance</b> an agreement between different groups to work together to achieve a common goal  <b>ammunition</b> things that can be shot from a weapon  <b>ancestry</b> people related to you who lived a long time ago  <b>B</b>  <b>bases</b> a place where food and supplies are kept  <b>C</b>  <b>carpenters</b> people who make things out of wood  <b>colonisers</b> a group of people or nation that uses their power to control another group or nation  <b>commerce</b> the buying and selling of goods and services  <b>confer</b> to give someone an official title of honour  <b>conflict</b> a disagreement between two or more people or groups that they cannot work out or settle  <b>credit</b> to praise or honour</p> <p><b>customs</b> the usual way of acting in given circumstances  <b>D</b>  <b>demolish</b> to destroy  <b>dependent</b> to rely on someone else for something  <b>dialect</b> a form of a language that people speak in a particular part of a country. It may have its own vocabulary, grammar and pronunciation  <b>disagreement</b> when two or more people do not agree about something  <b>dominant</b> to take control in a group  <b>durable</b> to last a long time because it does not break  <b>E</b>  <b>economic</b> relating to the production, development, and management of material wealth  <b>economic empowerment</b> to help poorer people to earn a living and make money so that they can take control of their own lives  <b>entrepreneurs</b> people who take great financial risks to set up a business</p>
<p><b>ICT boxes:</b></p> <ul style="list-style-type: none"> <li>include research activities</li> <li>emphasise the core competencies</li> <li>contain extra activities for multi-ability learning.</li> </ul>	<div data-bbox="1333 1219 1386 1246">ICT</div> <p>Read more about the life of George Grant at: <a href="http://ghanaculturepolitics.com/profile-on-george-alfred-grant/">ghanaculturepolitics.com/profile-on-george-alfred-grant/</a></p>
<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>makes learning more relevant and contextual</li> <li>allows learners to apply their knowledge in different ways</li> <li>allows learners to demonstrate their ability to work independently</li> <li>demonstrates learners’ ability to apply skills such as critical thinking, problem solving, decision making, analysis, innovation, communication and creativity, as well as to do focused research using a variety of methods and tools, including ICT.</li> </ul>	<div data-bbox="662 1402 727 1423">PROJECT</div> <p>Make a poster and a video clip. Work in small groups of four to five people. For this project, you need to continue the research into how the Europeans settled on the Gold Coast, and what happened as a result of this event 600 years ago? Use the internet or your library as a resource. Use maps, pictures and drawings on your poster. For example, you can draw the ships that the Portuguese used for exploration in the 15th Century, or the forts and castles they built, or the cowrie shells that were used for trade.</p> <div data-bbox="841 1678 862 1696">TIP</div> <p><b>Tips for working in a group:</b></p> <ul style="list-style-type: none"> <li>Give your group a name.</li> <li>Choose one learner to lead the group. This person must help to resolve any conflicts in the group.</li> <li>Listen to each other without interrupting.</li> <li>Give each person work to do and to bring back to the group.</li> <li>Every group member must be involved in the final presentation of the project.</li> </ul> <p><b>A</b> model of a Portuguese explorer ship from the 15th Century  European settlements on the Gold Coast  Elmina Castle  Cowrie shells used for trade</p> <div data-bbox="1333 1402 1403 1423">PROJECT</div> <p><b>I</b> Do research to find answers to the following questions:</p> <p><b>A</b> The arrival of the Europeans:  <b>1</b> Which Europeans were the first to come to the Gold Coast?  <b>2</b> When did they come?  <b>3</b> Why did they come?  <b>4</b> How did they trade with the chiefs? (Hint: Remember what you have learnt about trade and the different methods of exchange.)</p> <p><b>B</b> Alliances:  <b>1</b> Why did the chiefs and the Europeans form alliances?  <b>2</b> What were the benefits of the alliances to the chiefs?  <b>3</b> What were the benefits of the alliances to the Europeans?</p> <p><b>C</b> Settlements:  <b>1</b> Where did the Europeans first settle on the Gold Coast?  <b>2</b> Why did they build forts?  <b>3</b> Why did they build castles?</p> <p><b>D</b> Marriage to local people:  <b>1</b> Who are Euro-Africans?  <b>2</b> What roles have they played in our history?</p> <p><b>E</b> How did European arrival affect our history?  <b>1</b> How did the arrival and settlement of the Europeans on the Gold Coast affect our history?  <b>2</b> What do you think would have happened if the chiefs never accepted the Europeans into Ghana?  <b>3</b> Would things have been different today for the people of Ghana? Explain.</p> <p><b>2</b> Write a song or a poem about what you have learnt. Make a video clip of it to present to your class.  <b>3</b> Present your poster and your video clip to the rest of the class.</p>



### Activities:

- incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt
- address the syllabus content standards and core competencies
- are representative of the indicators and exemplars
- have instructions and text that are consistent and clearly presented to learners
- promote problem solving and subject understanding
- compensate for multi-ability learning
- allow learners to practise the core skills, in context and while engaging in practical activities.

### Exercises:

- allow learners to answer questions about what they have learnt and consolidate learning.

### Homework activities:

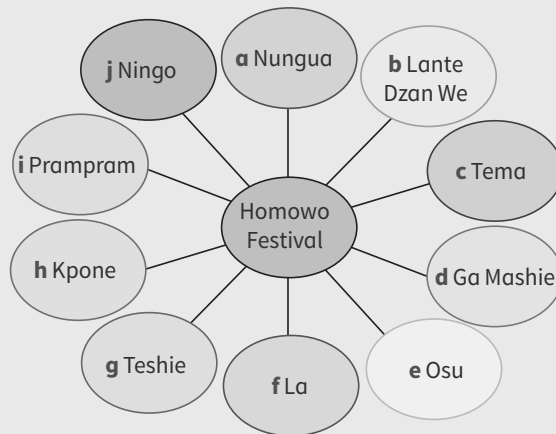
- let learners explore, build on and practise what they have learnt at school.

### Activity 1.5



Find out more about the Homowo Festival.

- Find out this year's dates of the Homowo Festival for these areas:



- Choose one area and find out what happens during the Homowo Festival in that area. Use the internet or books to help you find information, or speak to one of the elders in your community.
- Choose one area and dramatise what happens. Think about:
 

a the clothes they wear	b the foods they eat
c the ceremonies	d the music
e any other important information.	

### Exercise 1.5

- Find these words in the Word Search below. They can run across or down the boxes. There is one example for you.

Goaso Tamale Damongo Accra Guan Akan Ewe

A	G	D	A	K	A
B	U	A	C	D	E
T	A	M	A	L	E
A	N	O	C	G	W
K	H	N	C	I	E
A	J	G	R	K	F
N	G	O	A	S	O

- Make up a question to go with each word. For example: Goaso: What is the capital of the Ahafo Region?
- Work with a partner. Take turns to ask your questions.

### HOMEWORK

- Do research to find out more about the conflict between the people who lived on the Gold Coast and the Europeans who arrived there.
- Share what you find out with the rest of the class.

**Note:** You will learn more about this later this year.

### Revision activities:

- help learners to revise content
- feature self-assessment that gives learners an opportunity to reflect on their knowledge and learning
- promote problem solving and subject understanding
- are representative of the indicators and exemplars
- provide opportunities to assess learners both formatively and summatively.

**REVISION**

1 Match the form of exchange in Column A with its definition in Column B.

Forms of exchange	Definition
Trade	Marriage between people of different religions, tribes, ethnic groups or racial groups
Inter-marriage	When two or more people disagree on something
Conflict	An agreement among people to achieve a common goal
Alliance	The buying and selling of goods and services

2 Fill in the missing words.  
An \_\_\_\_\_ is an agreement amongst people to achieve \_\_\_\_\_.  
When people or communities \_\_\_\_\_ achieve a goal by themselves, they \_\_\_\_\_ to work with other people or communities to \_\_\_\_\_ their goal.

3 Say if the following are **true** or **false**.  
a When conflicts are not resolved people become united. (1)  
b Alliances make it possible for us to achieve our goals. (1)  
c Trade does not allow Ghanaians the freedom to choose the goods and services they need. (1)  
d Trade provides very little opportunities for different ethnic groups in Ghana to learn new skills from one another. (1)  
e A conflict can result in an argument or a fight. (1)  
f People who inter-marry learn to live with the culture and traditions of each others' ethnic group. (1)  
g Children born to inter-marriages do not enjoy the benefits of two different ethnic groups. (1)  
h Trade provides us with a variety of products to choose from. (1)  
i Alliances help us trust each other more. (1)

**REVISION**

4 Fill in the correct answer in the sentences below. Choose from these words:  
livestock leaders Ewe women disagreement fair  
unify Akan nation conflict economic

a In the past, trade happened mostly amongst \_\_\_\_\_ in the different ethnic groups.  
b \_\_\_\_\_ activity is related to the production, development and management of material wealth.  
c Domestic animals, such as cattle or horses that are raised on a farm for home use or to sell are called \_\_\_\_\_.  
d The \_\_\_\_\_ people traded eggs, milk and fish.  
e The \_\_\_\_\_ people had gold.  
f A conflict happens when there is a \_\_\_\_\_ that cannot be settled.  
g It is important to try to settle conflict in a \_\_\_\_\_ way.  
h An alliance between \_\_\_\_\_ of different groups can help them reach their goals.  
i When there is peace and unity, people can give their best and this leads to a better \_\_\_\_\_.  
j Different ethnic leaders work together to \_\_\_\_\_ all Ghanaians.

**Self-assessment**

I can ...

	😊	😐	😞
Identify the different forms of exchange.			
Explain the form that the exchanges took.			
Talk about the benefit of trade to different ethnic groups.			
Talk about the benefit of inter-marriage.			
Talk about the benefit of settling conflicts to unify people.			
Talk about how alliances help different groups achieve their goals.			

### Assessment:

- provides an opportunity for learners and teachers to assess what they have learnt.

**ASSESSMENT**

1 Complete the sentences below. Choose from these words.  
exchange cowrie Ewe forts barter castles

a There were two ways in which people paid for their goods. They used \_\_\_\_\_ shells and they use the \_\_\_\_\_ system. (2)  
b The medium of \_\_\_\_\_ is something that is used in trading goods and services. (1)  
c \_\_\_\_\_ were bases for soldiers. They were not residences. (1)  
d The \_\_\_\_\_ people designed Ghana's famous kente cloth. (1)  
e \_\_\_\_\_ were buildings in which lords or nobles lived. (1)

2 Say if each sentence is **true** or **false**.  
a The main ethnic groups of Ghana are the Guan, Mole-Dagbani, Akan, Ga-Adangme and the Ewe people. (1)  
b The Battle of Fejioase led to the fall of the Denkyira Kingdom, and the formation of the Asante Union. (1)  
c The Guan people migrated from the Mossi region of Burkina Faso before the 11th Century. (1)  
d Before cotton and silk came from Europe, people used the bark of the tree called Kyejen in Akan to make clothes. (1)  
e Forts took a long time to build and were surrounded by thin walls. (1)

3 Dr. Esther Adua Ocloo is one of Ghana's most well-known female entrepreneurs. Put her life history below in the correct order.  
a Received the African Prize for Leadership. (1)  
b Became one of the founding members of the Women's World Banking. (1)  
c Started Nkulenu Industries Ltd. (1)  
d Born on 18 April. (1)

4 Name five trade items that were exchanged amongst ethnic groups. (5)

**ASSESSMENT**

5 Match Column A with Column B. (6)

Column A	Column B
Battle of Fejioase	During the conflict nearly all the Ewe people in the north and west united under Chief Kwadzo Dei's leadership.
Krepi War	The Asante army was defeated by an alliance made up of the British, Ga-Adangme people, Fante people, Akwem people, Akwamu people, Krepi people, Anlo people and Denkyira people.
Battle of Akatamanso	The King of Denkyira, Denkyirahene Ntim Gyakari, thought he was doing well in the war. He had driven the Asante people from Adinku, Abuentem and Aputuogga.

6 Choose the correct answer. (4)

a What was so valuable that Roman soldiers were paid with it?  
A cowrie shells B gold C salt  
b How did people make clothes before cotton and silk came from Europe?  
A They used the bark of the Shea trees  
B They used the bark of the Kola trees  
C They used the bark of the Tsobo/Kyejen trees  
c Who introduced the cedi notes and coins in Ghana?  
A Ghana's first President  
B The Europeans  
C The Akan ethnic group  
d What does entrepreneurship mean?  
A It is the person who sets up and runs a business.  
B It is the process of creating, launching and running a new business.  
C It is the process of paying tax from a business to a country.

Total: 30

### End-of-year exam:

- provides learners with an opportunity to check their knowledge and understanding of the work they have learnt during the year
- allows learners to practise exam-type questions and identify any gaps in their knowledge
- provides an additional opportunity for summative assessment.

**END-OF-YEAR EXAM**

4 Use the words below to help you fill in the missing words in the sentences. (10)  
prevented Katamanso Krepi people collecting taxes  
Denkyira people British

The Battle of \_\_\_\_\_ decided the Gold Coast history when the Asante people were forced to surrender their rulership over the southern states of Ghana. The Asante people were \_\_\_\_\_ from castles and forts along the coast. The Assin people, the \_\_\_\_\_ and the Akwamu people were paying rent to them. However, this stopped when the Asante people were defeated by \_\_\_\_\_.

The Asante army was defeated by an alliance made up of the \_\_\_\_\_, Ga-Adangme people, Fante people, Akwem people, Akwamu people, \_\_\_\_\_, Anlo people and Denkyira people. The Ga-Adangme people won the war and \_\_\_\_\_ the Asante people from dominating the coast.

5 Answer the following questions in your own words. (3)  
a Name three of the main trade items that were exchanged amongst ethnic groups. (3)  
b Why do you think the Europeans were attracted to the gold and fertile lands in Ghana? Explain your answer. (2)  
c Explain how conflict can be a benefit during an exchange. (1)  
d Where did the Akan people migrate from, and where did they settle in Ghana? (2)  
e Explain how kola can be used. (2)

**END-OF-YEAR EXAM**

6 Read the information and then answer the questions below.

Forts were built to serve as bases from where soldiers could fight wars. They did not live in them.

Forts were used by different Europeans to protect themselves from being attacked.

Forts were surrounded by strong, thick walls. They were not built to last for a long time.

a Who do you think the Europeans needed protection from? Explain your answer. (2)  
b Many European countries wanted to find a way into Africa, which was rich in resources. Do you think these forts would stop other European nations from coming into Africa and using up its resources? Explain your answer. (2)  
c Sometimes there was conflict between the Europeans and the ethnic groups. Do you think the ethnic groups could protect themselves if they were being attacked from a fort? Explain. (2)  
d Did the Europeans have the right to defend certain areas on the Gold Coast – either from other Europeans or from the ethnic groups? Why or why not. (2)

# INTRODUCTION

## Rationale and philosophy of the History curriculum

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners. History is also a discipline that aims to impart to learners a range of important moral lessons, and provide them with guidelines for everyday living and interactions with people in society.

The objective of this Teacher's Guide is to make teaching and learning interesting, useful and enjoyable.

### Teaching philosophy

Through the learning of History, learners would, specifically, acquire:

- **critical thinking skills** by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with little or no supervision
- **creative thinking skills** to be able to reconstruct important past events confidently
- **digital literacy** by using IT tools and resources efficiently for investigations and project work
- **effective communication skills** to be able to share information at varied levels of interaction
- **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. Introduce the topic for the day and assist learners to describe and analyse issues raised, trace patterns of societal and human behaviour and, where possible, give their views on current events (in the country) based on their knowledge of the history of Ghana. Encourage learners to explore topics through questioning.

The History curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily learning, as they are aimed at promoting higher-order thinking among learners:

- context and chronology
- significance
- cause and consequence
- continuity and change
- similarity and difference

- evidence
- interpretation.

Therefore, through the teaching and learning of History, learners should:

- appreciate their personal history, as well as the history of their families, and their communities
- acquire the skill of gathering and objectively analysing historical data, using scientific methods, which will enable them to interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective
- acquire more knowledge on the history of the people of Ghana
- apply historical concepts to the study of the history of Ghana
- develop a discerning approach to studying sources of historical evidence
- develop a sense of national consciousness and appreciate the factors that make for national unity
- acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement
- appreciate the relevance of the study of history in current and future development efforts of the nation.

### General aim of the curriculum

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 National Curriculum for the History of Ghana aims to ensure that learners can:

- trace Ghana's origins and its past glories
- develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens
- develop a critical understanding of the past and its impact on the present, to help them face the future with confidence
- explain how external factors have shaped the history of Ghana
- gain a sense of national consciousness, identity and appreciation of Ghanaian values, in order to help to instil values, such as tolerance, good citizenship and national pride

- study the History of Ghana in an enjoyable and stimulating environment
- 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 primary school is to effect positive change in the values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons that involve learners in the learning process. The enquiry approach of teaching is therefore encouraged in the History classroom. Learners 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 that were produced, based on interpretation of primary sources, for example, books, journals, articles, etc.

Instructional expectations for your History lessons include the following:

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of your learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana.
- Encourage discourse among learners and challenge them to accept and share responsibility for their own learning, based on their unique individual differences.
- Use multiple methods to systematically gather data about learner understanding and ability in order to guide teaching and learning and 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 enquiry and exhibit attitudes and social values conducive to learning.

As the teacher, you should serve as a facilitator by prompting learners to:

- observe and collect historical evidence
- interpret data as required
- build models
- develop projects.

The following activities are recommended:

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

### Organisation of the curriculum

The curriculum is organised under Strands, Sub-strands, Content standards, Indicators and exemplifications. In this curriculum, 'Ghana' represents Pre-colonial and Post-colonial Ghana.

- **Strands** are the broad areas/sections of the History Curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content standards** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- **Indicators** are a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- **Exemplar** refers to support and guidance that clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be used to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 3 is organised under two strands with five sub-strands:

- **Strand 2: My country Ghana**
  - **Sub-strand 1:** The people of Ghana
  - **Sub-strand 2:** Inter-group relations
  - **Sub-strand 4:** Major historical locations
  - **Sub-strand 5:** Some selected individuals
- **Strand 3: Europeans in Ghana**
  - **Sub-strand 1:** Arrival of Europeans

## Time allocation

For adequate coverage of the curriculum, the following time allocation is advised for Basic 3: 4 periods of 30 minutes per week. Two periods should run consecutively for practical lessons and revision where needed.

## Classroom management

Most teachers in Ghana work with large classes, and are skilled in large-class methodologies. Here are a few reminders about group, pair and individual work that could be helpful with large classes.

### Group work

Many of the activities, especially those related to listening and speaking, are done in groups. Group work needs to be carefully planned and used thoughtfully. For group work to be successful, the whole class has to be well behaved. Therefore, it is important for you to set very definite ground rules.

- Learners must listen to each other.
- They must give all group members the opportunity to share their ideas.
- They must be polite and courteous.
- Tell learners exactly how loudly they are expected to talk.
- Inform them as to whether they are allowed to get up out of their seats or not.
- Make them aware of the consequences if they do not adhere to the ground rules.
- If a learner misbehaves, it is usually best to remove them from the group and for them to complete the activity on their own.
- Have signals that will tell your learners that the activity is coming to an end or the noise level is getting too loud. For example, flicker the lights on and off or ring a bell. It is best not to use your voice as you will end up shouting to be heard above the group discussions.

Circulate and supervise. This is not free time for you. You need to listen to discussions, check if groups have understood the instructions and conduct informal assessments.

Vary groups. Three to five members per group is ideal. If groups are too large, you will usually find someone is not participating.

### Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is

an ideal opportunity for learners to assist each other, and for them to assess each other.

- Working with a desk mate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.
- Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together, so that they can proceed more quickly with the work, while you assist the slower pairs.

### Individual work

Individual work usually follows a group discussion or a reading by you, the teacher. The learner will by now be familiar with the vocabulary required for the individual work, and will usually have been involved in a discussion about the text. This means that he or she is now ready to work alone and answer comprehension questions or write a paragraph.

While learners are working individually, walk around the classroom, checking what they are doing and offering help where it is needed.

## 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 discussed in the following text.

### Knowledge, understanding and application

Under this domain, learners may acquire some knowledge through their learning experiences. They may show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating various ideas to formulate a plan, solve a problem, compose a story or a piece of music.

Further, learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to



create, invent, compose, design and construct. The learning behaviours Knowing, Understanding, Applying, Analysing, Synthesising, Evaluating and Creating fall under the domain 'Knowledge, Understanding and Application'.

### Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include Observing, Classifying, Comparing, Communicating/Reporting, Predicting, Analysing, Generating possibilities, Evaluating, Designing, Interpreting, Recording and Generalising.

### Attitudes and values

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others. The History Curriculum thus focuses on the development of these attitudes and values:

#### Attitudes:

- **Curiosity** – This is the inclination or feeling toward seeking information about how things work in a variety of fields.
- **Perseverance** – This is the ability to pursue a problem until a satisfying solution is found.
- **Flexibility in idea** – This is the willingness to change opinion in the face of more plausible evidence.
- **Respect for evidence** – This is the willingness to collect and use data in one's investigation, and have respect for data collected by others.
- **Reflection** – This is the habit of critically reviewing ways in which an investigation has been carried out, to see possible faults and other ways by which the investigation could be improved upon.

#### Values:

- **Respect** – This includes respect for the nation of Ghana, its institutions, laws, culture and respect among its citizens and friends of Ghana.
- **Diversity** – Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation

development. The curriculum therefore promotes social cohesion.

- **Equity** – The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources, based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds that require the provision of equal opportunities to all and that all strive to care for one another, both personally and professionally.
- **Commitment to achieving excellence** – Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.
- **Teamwork/collaboration** – Learners are encouraged to participate in team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all people.
- **Truth and integrity** – The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, they should be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners should be true to themselves and be willing to live the values of honesty and compassion. Equally importantly, the ethos or culture of the workplace, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

## Methodology

History is a talking subject and teaching it is quite different compared to teaching other subjects. Learners are more likely to respond positively to the subject when their teachers are enthusiastic and energetic, and adopt an innovative approach to their delivery of the content.

Look for ideas to challenge learners other than only using written work. A creative and interactive learning environment makes learning fun and inspires more positive reactions from learners. It helps them develop the required imaginative and critical thinking skills and takes away the feeling of learning under duress.

Creative and interactive teaching and learning includes the approaches, methods and strategies for ensuring that every learner benefits from appropriate



and relevant teaching and learning episodes that are assessed continuously, and feedback that is provided to the learner and other stakeholders, such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes.

The curriculum emphasises:

- the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies ensure learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies to ensure that no learner is left behind
- the use of ICT as a pedagogical tool
- the identification of subject-specific instructional expectations needed to make learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process, and as an accountability strategy
- the use of questioning techniques that promote deeper learning.

### Learning-centred pedagogy

As the teacher, you should create a learning atmosphere that ensures that:

- learners feel safe and accepted
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways
- the teacher assumes the position of a facilitator or coach who helps learners to identify a problem that is suitable for investigation via project work
- problems are connected to the context of the learners' world so that it presents authentic opportunities for learning
- subject matter is centred around the problem, not the discipline
- learners responsibly define their learning experience and draw up a plan to solve the problem in question
- learners collaborate while learning
- learners demonstrate the results of their learning through a product or performance
- it is more productive for learners to find answers to their own questions, rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

### Inclusion

Inclusion entails access and learning for all learners, especially those who are disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met.

The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities
- learning that is meaningful because it aligns with learners' ability (for example, learning that is oriented towards developing general capabilities and solving the practical problems of everyday life)
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

### Differentiation and scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches:

- **Differentiation** is a process by which differences between learners (learning styles, interest, readiness to learn, etc.) are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome.
- **Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

Differentiation and scaffolding involve breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engaging them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure that learners have developed a thorough understanding of the text before engaging them to read the full text.

In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners to enable teachers to adapt their teaching. This will in turn help learners to progress steadily in the areas where they need to improve.

Assessment is viewed in terms of Assessment as learning and Assessment as, for and of learning.

- **Assessment as learning:** This relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility of their own learning to improve. Learners set their own goals and monitor their progress towards these goals.
- **Assessment for learning:** This occurs throughout the learning process. It is an approach used to seek and interpret evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

## Scaffolding

A spiral approach has been adopted in the course. The content begins with the learner's immediate environment, broadening to an exploration of his or her wider community, and finally extending to the wider world. Through active participation in activities, learners get to develop appropriate value systems and contextual understanding.

Effective teaching and learning in History depends upon the use of actively participatory methods. These include the following:

- Discussion
- Drama, role play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

Ghanaian content and examples have been used wherever relevant and appropriate to enhance understanding and provide opportunities for

learners to apply their acquired knowledge to real-world situations.

Gender-sensitive issues and the representation of people with special learning difficulties successfully operating in normal life are emphasised to ensure inclusivity and avoid stereotyping. This emphasis is interwoven closely with the consistent development and promotion of requisite attitudes and values, such as curiosity, perseverance, flexibility in ideas, respect, commitment to achieving excellence, teamwork and collaboration, truth and integrity, as well as an inherent appreciation of Ghana's cultural, ethnic and environmental diversity.

In addition to gender equality and equity, and inclusive education, other issues addressed in relevant contexts include:

- comprehensive sexuality education
- energy efficiency and conservation
- anti-corruption
- climate change
- green economies
- sanitation
- road safety.

This approach will help to achieve the key goals of the curriculum, which are to build character, nurture values and raise literate, confident and engaged citizens who are able to think critically and take responsibility for themselves and others.

## Core competencies

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

### 1. Critical thinking and problem solving (CP)

This competence develops learners' cognitive and reasoning abilities to enable them to analyse and solve problems.

### 2. Creativity and innovation (CI)

This competence 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.

### 3. 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.

**4. 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.

**5. Personal development and leadership (PL)**

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, and fulfilling dreams and aspirations.

**6. Digital Literacy (DL)**

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

## Teaching instructions

The teaching instructions provide suggestions for each of three phases (Phase 1, Phase 2 and Phase 3) in the lesson plans. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plans for the relevant exemplar(s) in that section of content.

## Activities

Learners enjoy exploring; getting them involved in related activities is a fun way to reinforce what has been taught. As a facilitator, you can arrange excursions to cultural centres, museums or Parliament.

Relating the lesson to current national and international events and inviting guest speakers into your classroom to elaborate on topics are also fun activities that can be adopted but do not underestimate the application of group work, debates and research work, designing posters and paintings, and so on. These are all excellent ways of making the History lessons interactive.

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true or false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher grades) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

## Use of ICT

To be successful in life, it is essential to have knowledge of ICTs. ICT is an abbreviation for Information and Communication Technology. It includes the following:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

ICTs are useful teaching tools in the classroom. The internet can be accessed on laptop or desktop computers, tablets or smartphones. Try to use whatever resources you have available to assist you in your teaching and learning programme. Here are some ideas for how to do this:

- Listening to recorded texts is an excellent way of enlisting learners' attention and observing them at the same time. Recordings that support the topics in the syllabus can be found on CDs or online, or you can make your own.
- Project and research work is important in the learning process. Teachers and learners can use the internet to find information and do research. Learners can also watch video clips that give more information about topics they are learning about.
- The internet gives access to a wide range of visual material, which can be used to support the learning process. This is particularly useful for learners with a limited frame of reference, and who can benefit from visual support in order to understand environments that are foreign to them, for example the city for rural learners, and the ocean for learners who have never seen the ocean. Visual material on the internet includes video clips, animated applications and images.
- You can enhance your teaching by using websites to access material online for extension or assessment purposes. In the section of this Teacher's Guide that offers guidance to the activities in the History Basic 3 Learner's Book, specific suggestions are made regarding the use of ICTs. However, the extent to which you can use ICTs in the classroom depends on the access that your school has to them. Some schools have internet connections and can access the

internet to use a wide variety of applications, such as resource websites, video channels, live interviews, and so on. However, if a connection is not available, the internet can be accessed through cellular data on tablets or smartphones. If you are in a situation where you have access to the internet and the relevant applications only outside of the classroom, then you can download material and play these offline in the classroom.

## Assessment

In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners, and in so doing, to enable teachers to adapt their teaching. This will, in turn, help learners to progress steadily in the areas in which they need to improve.

Assessment is viewed in terms of Assessment as learning, Assessment for learning and Assessment of learning.

- **Assessment as learning:** This relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility for their own learning. Learners set their own goals and monitor their progress towards these goals.
- **Assessment for learning:** This occurs throughout the learning process. It is an approach that seeks and interprets evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

### 1. Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson:

- Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next topic
- Ask learners to define key words and terms.

### 2. Formative assessment

Formative assessment is the methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

### 3. Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, or a whole semester, term or year's work.

## School-Based Assessment

The new SBA system provides schools with an internal assessment system.

Level of Proficiency	Equivalent Numerical Grade	Meaning	Grade descriptor
1	80% +	Advance (A)	Learner exceeds core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic performance tasks.
2	75-79%	Proficient (P)	Learner develops fundamental knowledge, skills and core understanding; can transfer them independently through authentic performance tasks.
3	70-74%	Approaching Proficiency (AP)	Learner develops fundamental knowledge and skills and core understanding; with little guidance; can transfer understanding through authentic performance task.
4	65-69%	Developing (D)	Learner possesses the minimum knowledge and skills but needs help throughout the performance of authentic task.
5	64% and below	Beginning (B)	Student is struggling with his/her understanding due to lack of essential knowledge and skills.

The SBA consists of twelve assessments a year. These include:

- End-of-month/Strand tests
- Homework assignments (specially designed for SBA)
- A project.

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well-informed about the lesson content and teach with passion. The facilitator is always the best person to decide how to adapt lessons and diverge from set time frames in order to accommodate the capabilities of learners. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure the attentiveness and involvement of every learner.

Be positive and confident about the subject matter and explicit in your directions to learners about what they need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the learners towards the lesson!

## Resources

There is a Resources section on pages 101–115 of this Teacher's Guide, with additional resources you can use during your History lessons. Each resource is linked to a specific section of work in the Learner's Book. You can adapt these resources as needed to suit the ability levels of the learners in your class.

## Planning your teaching

This section in the Teacher's Guide aims to help you, the teacher, think about planning your teaching and to further develop the skills you already have.

The planning of lessons aims to ensure that the objectives of learning are met. It is never easy to find time to plan every lesson, particularly in Ghanaian schools where classes are often large and workloads heavy. Yet, without planning our lessons, we might well become disorganised and will not achieve the learning objectives.

Planning gives the teacher the opportunity to mobilise enough teaching and learning resources and to avoid challenges that might arise during instructional time.

It is absolutely vital that you have read the Learner's Book before teaching any lesson and that you have planned how you are going to develop your material for the classroom. This Teacher's Guide aims to help you in that process and to give you ideas as to how each lesson can be conducted.



Before each term begins, spend some time going through each of the strands and sub-strands you need to cover in that term. Work out how much time you might need to cover each of them. Determine how you will find relevant and sufficient teaching and learning resources. You will be able to check and revise your estimate after the first few lessons. Be adaptable, as some units will take more time than you had planned. Have some materials at hand to fully engage those students who finish early. These materials could take the form of revision for a test, a class game or a plan for a discussion or debate.

### Know the syllabus/ Curriculum well

Knowing the curriculum well will help you in your lesson preparation, especially your scheme of learning, learning plan and even preparation for the year's work. It would be beneficial to read and perhaps note down the titles of themes and to summarise the more detailed pages. It will also help you to know what the syllabus sets out to achieve and what you should be looking for in assessing learners' progress termly and yearly.

Teachers are expected to give weightings to learners' progress of work in the following ways:

- Learners need to have increased their **knowledge and understanding** of the facts and concepts of the course. This is weighted at **30%** of the expected achievement. The curriculum developers say that knowledge is not everything.
- Learners **should know how to apply this knowledge** to given situations. This is weighted at **30%**. They say that the application of knowledge is just as important as gaining that knowledge.
- The most important aims concern, however, are learners' **attitudes, values and process skills**. These are weighted at **40%**.

This is very **different from traditional educational aims**, which overemphasised the importance of knowledge.

When preparing lessons, you need to keep the general aims and profile dimensions in mind so that they include the following:

- **the facts** and how these can best be understood
- **practical work** designed to illustrate how the learners' new knowledge and understanding can be put into practice
- **overall development** of beneficial values and attitudes.

This does not mean that every lesson should contain all three elements. That is too much to ask. A theoretical lesson can, for example, be followed by a practical lesson and then by a class discussion directed towards building principles and values.

Combining teaching facts and practice might seem very difficult for a new teacher. Feel free to talk to more experienced members of staff and ask for help. They know how to combine the teaching of facts with practice and the building of values.

### Scheme of learning

Never go into a class unprepared, even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage and learners behave better when a lesson is organised well.

- You might want to develop a regular pattern such as the following:
- A brief period of revision. What did we do last time?
- The introduction of new material, given in the form of a class lesson.
- Activities, undertaken in pairs, groups or individually.
- A class discussion of what everyone has done.
- Reflection on what has been taught.

When learners are used to being occupied the whole time, they tend to be more cooperative and to value the lesson more.

### Points to remember in preparing a scheme of learning

Important points to remember when developing a scheme of learning are the following:

- Know your syllabus.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes.
- Take into account school events which take up time (for example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out absolutely perfectly. Learners, especially at the higher levels, can be very critical if they think a syllabus has not been covered or if it is rushed and they cannot keep up.
- Always remember that facts are only a part of education. Keep in mind the skills you wish to develop, particularly those of easy



communication, of cooperation and the development of mutual tolerance and respect.

- Make sure you have all the materials ready and at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start any theme, revise your aims and work out how you will determine if you have achieved them. This is called **evaluation**.
- When preparing materials and activities, take into account the different abilities of your learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult. This Teacher's Resource Pack will help you to plan further activities.

## Useful teaching tips

### Teaching tip 1: Keep learners occupied

One of the most important skills in classroom management, is the ability to ensure your learners are occupied for the whole lesson. If a group has finished a task and the learners have nothing else to do, they are likely to become disruptive. To counter this, break up your lesson into different parts and include the following:

- full class work
- individual work
- practical activities.

### Teaching tip 2: Earn respect

The teacher needs to earn respect by being punctual, clean, tidy and knowledgeable. Learners need to know that when a teacher asks for silence, he or she means it and will not continue until there is silence. The first few lessons are important to ensure that the teacher's expectations are evident to learners very early on.

### Teaching tip 3: Mark work promptly and efficiently

When you have a large class, the marking of learners' work can become a burden. If it is postponed, the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as possible.

Some marking of work can be done by learners themselves by swapping papers.

You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask questions without feeling embarrassed. Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

### Teaching tip 4: Use the local environment

The study of History is about the whole of your learners' physical, social and cultural surroundings. Your resources are all around you – inside and outside of the classroom. Do not rely solely on the written word or pictures. Use your own knowledge and that of your learners about the world around you.

- **Go outside and look with new eyes at your surroundings.** Take the learners out into the environment (farms, rivers, lakes, the sea shore, offices, workshops, factories) and encourage them to do the same on their own.
- **Invite people to the school** to talk about their roles in the community (farmers, nurses, engineers, councillors)
- **Make the most of local examples.** You could look outside when it is raining and show learners how miniature streams are created, for example. You could encourage learners to look at the sky when they are on the playground to learn about the different types of clouds and what they might indicate about future weather.

Learners could learn about the economics of running a business from the local shop owner or from local market traders.

*Enjoy your History teaching experience.*

## Scope and sequence matrix

Strand	Sub-strand	Basic 3
History as a subject	Why and how we study history	
	The learner's own history	
	Family history	
	Community history	
My country Ghana	The people of Ghana	✓
	Inter-group relations	✓
	How Ghana got its name	
	Major historical locations	✓
	Some selected individuals	✓
Europeans in Ghana	Arrival of Europeans	✓
	International trade including slave trade	
	Missionary activities	
	Impact of European presence	
Colonisation and developments under colonial rule in Ghana	Establishing colonial rule in Ghana	
	Social development	
	Economic development	
	Political development	
Journey to independence	Early protest movements	
	Formation of political parties	
	The 1948 riots	
	Ghana gains independence	
Independent Ghana	The Republics	
	Military rule	

## Scheme of Learning by term

### Term 1

Week	Time allocation/ Period	Section	LB page(s)
1	30 mins (1 period)	<b>Strand 2: Sub-strand 1</b> <b>Teach content:</b> The people of Ghana <b>Learners do:</b> Let us learn about ... activity	5–6
	30 mins (1 period)		
	1 hour (2 periods)		
2	30 mins (1 period)	<b>Teach content:</b> The main ethnic groups of Ghana <b>Learners do:</b> Activity 1.1; Exercise 1.1; Homework and Extension	7
	1 hour (2 periods)		
	30 mins (1 period)		
3	30 mins (1 period)	<b>Teach content:</b> The Guan ethnic group <b>Learners do:</b> Activity 1.2; Exercise 1.2	8–9
	1-hour (2 periods)		
	30 mins (1 period)		
4	30 mins (1 period)	<b>Teach content:</b> The Mole-Dagbani ethnic group <b>Learners do:</b> Activity 1.3; Homework; Exercise 1.3 and Extension	10–12
	1 hour (2 periods)		
	30 mins (1 period)		
5	1 hour (2 periods)	<b>Teach content:</b> The Akan ethnic group <b>Learners do:</b> Activity 1.4 and Exercise 1.4	13–14
	30 mins (1 period)		
	30 mins (1 period)		
6	30 mins (1 period)	<b>Teach content:</b> The Ga-Adangme ethnic group <b>Learners do:</b> Activity 1.5; Homework; Activity 1.6 and ICT activity	15–17
	1 hour (2 periods)		
	30 mins (1 period)		
7	30 mins (1 period)	<b>Teach content:</b> The Ewe ethnic group <b>Learners do:</b> Activity 1.7	18–19
	1 hour (2 periods)		
	30 mins (1 period)		
8	30 mins (1 period)	<b>Teach content:</b> Where each ethnic group of Ghana came from <b>Learners do:</b> Exercise 1.5; Activity 1.8; Activity 1.9 and Homework	20–25
	1 hour (2 periods)		
	30 mins (1 period)		
9	30 mins (1 period)	<b>Teach content:</b> Where each ethnic group of Ghana came from (continued) <b>Learners do:</b> Exercise 1.6; Activity 1.10; Extension; ICT activity; Exercise 1.7 and Revision exercise	26–29
	1 hour (2 periods)		
	30 mins (1 period)		
10	30 mins (1 period)	<b>Strand 2: Sub-strand 2</b> <b>Teach content:</b> Inter-group relations: Different forms of exchanges <b>Learners do:</b> Activity 1.11; Homework; Extension; ICT activity	30–33
	1 hour (2 periods)		
	30 mins (1 period)		
11	30 mins (1 period)	<b>Learners do:</b> Inter-marriage, Conflicts and Alliances Activity 1.12 and Extension; Homework; ICT activity; Activity 1.13 and Activity 1.14	34–37
	1-hour (2 periods)		
	30 mins (1 period)		
12	30 mins (1 period)	<b>Teach content:</b> The benefits of exchanges <b>Learners do:</b> Exercise 1.8; Revision exercise and Self-assessment	38–41
	1 -hour (2 periods)		
	30 mins (1 period)		

## Term 2

Week	Time allocation/ Period	Section	LB page(s)
13	30 mins (1 period)	<b>Strand 2: Sub-strand 2</b> <b>Teach content:</b> Trading amongst ethnic groups <b>Learners do:</b> Activity 1.15; Extension and Activity 1.16	42–44
	30 mins (1 period)		
	1 hour (2 periods)		
14	30 mins (1 period)	<b>Teach content:</b> Trade items that were exchanged amongst ethnic groups <b>Learners do:</b> Exercise 1.9 and Activity 1.17; Activity 1.18; Exercise 1.10 and ICT activity	45–48
	1 hour (2 periods)		
	30 mins (1 period)		
15	30 mins (1 period)	<b>Teach content:</b> Trade items that were exchanged amongst ethnic groups (continued) <b>Learners do:</b> Activity 1.18; Exercise 1.10; ICT activity; Activity 1.19 and Activity 1.20 and ICT	47–49
	1-hour (2 periods)		
	30 mins (1 period)		
16	30 mins (1 period)	<b>Teach content:</b> Trade items that were exchanged amongst ethnic groups (continued) <b>Learners do:</b> Activity 1.21; Homework; ICT activity and Extension	50–51
	1 hour (2 periods)		
	30 mins (1 period)		
17	1 hour (2 periods)	<b>Teach content:</b> Trade items that were exchanged amongst ethnic groups (continued) <b>Learners do:</b> Activity 1.22; Activity 1.23 and Activity 1.24	52–53
	30 mins (1 period)		
	30 mins (1 period)		
18	30 mins (1 period)	<b>Teach content:</b> Trade items that were exchanged amongst ethnic groups (continued) <b>Learners do:</b> Activity 1.25; Exercise 1.11	54–55
	1 hour (2 periods)		
	30 mins (1 period)		
19	30 mins (1 period)	<b>Teach content:</b> Medium of exchange <b>Learners do:</b> Exercise 1.12; Homework and Activity 1.26	56–59
	1 hour (2 periods)		
	30 mins (1 period)		
20	30 mins (1 period)	<b>Teach content:</b> History of the cedi <b>Learners do:</b> Activity 1.27; Homework; Revision exercise and Self-assessment	60–63
	1 hour (2 periods)		
	30 mins (1 period)		
21	30 mins (1 period)	<b>Teach content:</b> Conflicts and alliances between the ethnic groups in Ghana <b>Learners do:</b> Activity 1.28. Activity 1.29; Exercise 1.13; Exercise 1.14 and Activity 1.30	64–67
	1 hour (2 periods)		
	30 mins (1 period)		
22	30 mins (1 period)	<b>Teach content:</b> Battle of Akatamanso <b>Learners do:</b> Activity 1.31; Activity 1.32; Homework; Activity 1.33 and Revision exercise	68–73
	1 hour (2 periods)		
	30 mins (1 period)		
23	30 mins (1 period)	<b>Strand 2: Sub-strand 4</b> <b>Learners do:</b> Major historical locations <b>Teach content:</b> ICT activity; Activity 1.34;	74–79
	1-hour (2 periods)		
	30 mins (1 period)		
24	30 mins (1 period)	<b>Teach content:</b> The uses of forts and castles and Revision <b>Learners do:</b> Activity 1.35; ICT activity; Homework; Revision exercise and Self-assessment	80–83

## Term 3

Week	Time allocation/ Period	Section	LB page(s)
25	30 mins (1 period)	<b>Strand 2: Sub-strand 5</b> <b>Teach content:</b> Some selected individuals: George Grant; Winifred Tete-Ansa and Dr. Esther Ocloo <b>Learners do:</b> Activity 1.36 and ICT activity; Activity 1.37 and Exercise 1.15	84–87
	30 mins (1 period)		
	1 hour (2 periods)		
26	30 mins (1 period)	<b>Teach content:</b> Some selected individuals: Benjamin Amponsah Mensah and J.K Siaw <b>Learners do:</b> Activity 1.38; Activity 1.39; Homework and Exercise 1.16	88–91
	1 hour (2 periods)		
	30 mins (1 period)		
27	30 mins (1 period)	<b>Teach content:</b> Alhaji Adamu Iddrisu <b>Learners do:</b> ICT activity and Activity 1.40; Exercise 1.17 and Activity 1.41	92–94
	1-hour (2 periods)		
	30 mins (1 period)		
28	30 mins (1 period)	<b>Content:</b> Revision <b>Learners do:</b> Activity 1.42 and Project	95–99
	1 hour (2 periods)		
	30 mins (1 period)		
29	1 hour (2 periods)	<b>Content:</b> Revision <b>Learners do:</b> Revision and Assessment exercises	100–103
	30 mins (1 period)		
	30 mins (1 period)		
30	30 mins (1 period)	<b>Strand 3: Sub-strand 1</b> <b>Teach content:</b> How the Europeans settled on the Gold Coast <b>Learners do:</b> Let us learn about ...; Extension and Exercise 2.1	104–108
	1 hour (2 periods)		
	30 mins (1 period)		
31	30 mins (1 period)	<b>Teach content:</b> How the Europeans settled on the Gold Coast (continued) <b>Learners do:</b> Activity 2.1	108–109
	1 hour (2 periods)		
	30 mins (1 period)		
32	30 mins (1 period)	<b>Teach content:</b> Why other Europeans also settled on the Gold Coast <b>Learners do:</b> Activity 2.2 and Exercise 2.2	110–111
	1 hour (2 periods)		
	30 mins (1 period)		
33	30 mins (1 period)	<b>Teach content:</b> Why other Europeans also settled on the Gold Coast (continued) <b>Learners do:</b> Activity 2.3 and Exercise 2.3	112–113
	1 hour (2 periods)		
	30 mins (1 period)		
34	30 mins (1 period)	<b>Teach content:</b> Revision of Strand 3 <b>Learners do:</b> Project	114–115
	1 hour (2 periods)		
	30 mins (1 period)		
35	30 mins (1 period)	<b>Teach content:</b> Revision and Assessment <b>Learners do:</b> Project; Revision exercise; Self-assessment and Assessment exercise	116–118
	1-hour (2 periods)		
	30 mins (1 period)		
36	30 mins (1 period)	<b>Content:</b> End-of-year exam <b>Learners do:</b> End-of-year exam	119–124
	1 -hour (2 periods)		
	30 mins (1 period)		

## Integration, core competencies and learning domain matrixes

Strand 2: My country Ghana Sub-strand 1: The people of Ghana	Learner's Book pages 5–29
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people; Religious and moral instruction
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>Strand opener activity page 5</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>Activity 1.1 and Exercise 1.1 page 7</li> <li>Activity 1.2 and Exercise 1.2 page 9</li> <li>Activity 1.3 page 11</li> <li>Homework and Exercise 1.3 page 12</li> <li>Activity 1.4 page 14 and Exercise 1.4 page 15</li> <li>Activity 1.5 and Homework page 16</li> <li>Activity 1.6 and ICT activity page 17</li> <li>Activity 1.7 page 19</li> <li>Activity 1.8 page 23</li> <li>Exercise 1.5 and Activity 1.9 page 24</li> <li>Homework page 25</li> <li>Exercise 1.6 and Activity 1.10 on page 26</li> <li>Exercise 1.7 page 27</li> <li>Revision pages 40–41</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>Assessment pages 102–103</li> <li>End-of-year examination pages 119–124</li> </ul>



Strand 1: History as a subject Sub-strand 2: Inter-group relations	Learner's Book pages 30–73
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people; Religious and moral instruction
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 1.12 on page 34 and Homework page 35</li> <li>• Activity 1.13 and ICT activity page 36</li> <li>• Activity 1.14 page 37 and Exercise 1.8 page 39</li> <li>• Activity 1.15 page 43 and Activity 1.16 page 44</li> <li>• Exercise 1.9 page 45 and Activity 1.17 page 46</li> <li>• Activity 1.18 page 47 and Exercise 1.10 page 48</li> <li>• Activity 1.19, 1.20 and ICT activity page 49</li> <li>• Activity 1.21, Homework and ICT activity page 50</li> <li>• Activity 1.22 page 52, Activity 1.23 and 1.24 page 53</li> <li>• Activity 1.25 and Exercise 1.11 page 55</li> <li>• Exercise 1.12 page 57 and Homework page 58</li> <li>• Activity 1.26 page 59 and Activity 1.27 page 60</li> <li>• Homework page 61 and Activity 1.28 page 64</li> <li>• Activity 1.29 page 65 and Exercise 1.13 page 66</li> <li>• Exercise 1.14, Activity 1.30 page 67 and Activity 1.31 page 69</li> <li>• Activity 1.32, Homework page 70 and Activity 1.33 page 71</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision pages 40–41, 62–63 and 72–73</li> <li>• Assessment pages 102–103</li> <li>• End-of-year examination pages 119–124</li> </ul>

Strand 2: My country Ghana Sub-strand 2: Major historical locations	Learner's Book pages 74–83
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people; Religious and moral instruction
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• ICT activity page 78</li> <li>• Activity 1.34 page 79</li> <li>• Homework page 80</li> <li>• Activity 1.35, ICT activity and Homework page 81</li> <li>• Revision pages 82–83</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision pages 82–83</li> <li>• Assessment page 102–103</li> <li>• End-of-year examination pages 119–124</li> </ul>

Strand 2: My country Ghana Sub-strand 5: Some selected individuals	Learner's Book pages 84–103
<b>Subject integration</b>	Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Activity 1.36 page 84</li> <li>• ICT activity page 85</li> <li>• Activity 1.37 and Exercise 1.15 page 87</li> <li>• Activity 1.38 page 89</li> <li>• Activity 1.39 and Homework page 90</li> <li>• Exercise 1.16 page 91</li> <li>• ICT activity page 93</li> <li>• Activity 1.40, 1.41 and Exercise 1.17 page 94</li> <li>• Activity 1.42 page 95</li> <li>• Project pages 98–99</li> <li>• Revision pages 100–101</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Revision pages 100–101</li> <li>• Assessment pages 102–103</li> <li>• End-of-year examination pages 119–124</li> </ul>

Strand 3: Europeans in Ghana Sub-strand 1: Arrival of Europeans	Learner's Book pages 104–124
<b>Subject integration</b>	Numeracy; Language and literacy; Creative arts; Our world and our people
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital literacy (DL)
<b>Contemporary issues</b>	Inclusive education
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysing; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; analysing; evaluating; designing; interpreting; recording
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility
<b>Inclusion</b>	Special needs and differently-abled learners are placed in pairs and groups with able learners. This facilitates the inclusion of all learners and allows them to participate equally in the activities and exercises, while accommodating and compensating for any differences in their abilities. Able learners provide the necessary support to their differently-abled classmates, and learners take on the roles and responsibilities best-suited to their abilities and skill set. This process enables both abled and differently-abled learners to develop and extend themselves, while building a supportive learning environment in which all learners can thrive.
<b>Assessment</b>	<p><b>Diagnostic assessment:</b></p> <ul style="list-style-type: none"> <li>• Strand opener activity page 104</li> </ul> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Exercise 2.1 page 108</li> <li>• Activity 2.1 page 109</li> <li>• Activity 2.2 and Exercise 2.2 page 111</li> <li>• Activity 2.3 and Exercise 2.3 page 113</li> <li>• Project pages 114–115</li> <li>• Revision page 116</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Revision page 116</li> <li>• Assessment pages 117–118</li> <li>• End-of-year examination pages 119–124</li> </ul>

## Curriculum reference numbering system

The examples below explain the reference numbering system used in the curriculum document.

*Example: B1.2.3.4.1*

Annotation	Meaning/Representation
<b>B1.</b>	Year/class
<b>1</b>	Strand number
<b>2</b>	Sub-strand number
<b>3</b>	Content standard number
<b>4</b>	Learning/ performance indicator number

Strand 2: My country Ghana Sub-strand 4: Major historical locations			
KG1	KG2	KG3	KG4
<b>KG1.1.2.1</b> Demonstrate understanding of their own individual history.	<b>KG2.1.2.1</b> Recount history about themselves and their families.	<b>B1.1.1.1</b> Show understanding of history as part of everyday life.	<b>B4.1.1.1</b> Show understanding of importance of studying history.
<b>KG1.1.2.1.1</b> Share information about themselves and acknowledge that since they are past, they qualify to be called history.	<b>KG2.1.2.1.1</b> Share more detailed information about themselves, for example, where they were born and their hometowns.	<b>B1.1.1.1.1</b> Explain that history deals with past human activities.	<b>B4.1.1.1.1</b> Explain how history defines our identity as Ghanaians – Akan, Ewe, Gonja, etc.

## Content standards, indicators, subject specific practices and core competencies

Strand 2: My country Ghana Sub-strand 1: The people of Ghana			
Content standards	Subject specific practices and core competencies	Indicators and exemplars	LB page numbers
<b>B6.3.4.1.</b> Demonstrate knowledge of the impact of European presence on Ghana.	As learners learn the origin of the ethnic groups in Ghana, they become appreciative of the uniqueness of each ethnic group and thereby develop cultural identity, creativity and collaboration with their peers.	<b>B3.2.1.1.1</b> Discuss the origins of the major ethnic groups in Ghana. <i>Enquiry route: What are the major ethnic groups in Ghana? Where did the major ethnic groups originate? Why did they move to their present locations?</i>	5–27
		1. Identify some of the major ethnic groups. For example, Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe.	7–19
		2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.	23, 26
		3. In groups, learners discuss the origin of the major ethnic groups.	26
		4. Compose a song with names of the major ethnic groups and where they originated. (In the special schools, resource persons should assist the hearing impaired to sing.)	26
		5. Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)	(See Activity on p. 48 in this TG.)
		6. Develop a timeline of the periods each ethnic group arrived in Ghana.	22–27



Sub-strand 2: Inter-group relations			
Content standards	Subject specific practices and core competencies	Indicators and exemplars	LB page numbers
<b>B3 2.2.1.</b> Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges.	Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations.	<b>B3 2.2.1.1</b> Discuss the nature of exchanges among the ethnic groups.  <i>Enquiry route: What form did the exchanges take? How beneficial were these exchanges to the ethnic groups?</i>	30–39
		1. Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.	30–37
		2. Discuss the benefit of these exchanges.	38–39
		<b>B3.2.2.1.2</b> Name some of the items exchanged among the various groups.  <i>Enquiry route: What items were exchanged among the various ethnic groups? Why were these items exchanged? How and why did cowrie shells (cedie) become the most common medium of exchange? Discuss the transformation from barter system to the use of cowrie shells as a medium of exchange.</i>	42–61
		1. Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery, and cloth and iron utensils.	42–61
		2. Match items with the areas/sources where the items were obtained, for example shea butter – Savannah belt.	42–61
		3. Explain the medium of exchange.	56–61
		4. Trace the origin of the name ‘cedi’.	60–61
		<b>B3.2.2.1.3</b> Describe the conflicts and alliances that existed among the ethnic groups in Ghana.  <i>Enquiry route: Which ethnic groups were engaged in wars in the past? Which ethnic groups came together to fight a war?</i>	64–71
		1. Discuss inter-group wars such as the Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. For example, The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869.	64–71

Sub-strand 4: Major historical locations			
Content standards	Subject specific practices and core competencies	Indicators and exemplars	LB page numbers
<b>B3.2.4.1.</b> Demonstrate knowledge of the forts and castle built in Ghana.	The use of evidence to appreciate the significance of historical locations helps learners to become critical thinkers and digital literates.	<b>B3.2.4.1.1</b> Identify the forts and castles built along the coast of Ghana.  <i>Enquiry Route: what is the difference between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they built? How have the uses of forts and castles changed over time?</i>	74–81
		1. Explain the differences between forts and castles.	76–79
		2. With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built).	79
		3. Explain some of the uses to which these forts and castles have been put since they were built. For example, Seat of government, trading and education.	80–81
		4. Discuss the use to which these forts and castles were put since Ghana gained independence.	80–81
		5. Match these forts and castles with where they can be located.	79
		6. Learners draw their favourite castle.	81
		7. Show and discuss a documentary/slides on forts and castles in Ghana.	81
		** Visit any of these facilities to model any fort and castle.	(See Activity on p. 78 of this TG.)

Sub-strand 5: Some selected individuals			
Content standards	Subject specific practices and core competencies	Indicators and exemplars	LB page numbers
<b>B3.2.5.1.</b> Describe the contributions of some outstanding Ghanaian entrepreneurs.	The use of evidence to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate.	<b>B3.2.5.1.1</b> Describe Ghanaian entrepreneurs who have made significant contributions including George Grant – Businessman, Winifred Tete-Ansa, Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepira – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu – Global Haulage.  <i>Enquiry route: Which Ghanaian entrepreneurs contributed to national development? How did they contribute? Which entrepreneurs inspires you most and why?</i>	84–99
		1. Name Ghanaian entrepreneurs of note, for example, George Grant – Businessman, Winifred Tete-Ansa, Dr. Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepira – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adamu Iddrisu – Global Haulage.	85–92
		2. Show pictures of some outstanding entrepreneurs in Ghana.	85–92
		3. Retell the life stories of any of these entrepreneurs from a documentary show.	(See p. 87 in this TG)
		4. Identify the entrepreneurs whose work inspires you most and give reasons for your choice.	94, 98–99

Strand 3: Europeans in Ghana Sub-strand 1: Arrival of Europeans			
Content standards	Subject specific practices and core competencies	Indicators and exemplars	LB page numbers
<b>B3.3.1.1.</b> Show understanding of the interactions between the local people and early settlers.	As learners explore the cause and consequences of the interaction between Europeans and the locals, they enhance their communicative, collaborative and creativity skills.	<b>B3.3.1.1.1</b> Describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs.  <i>Enquiry route: Which Europeans were the first to come to the Gold Coast? When did they come? Where did they first settled?</i>	104–113
		1. Dramatise the meeting between the Portuguese and Kwamina Ansah.	109
		2. Explain why other Europeans who came later also settled on the Gold Coast.	110–113
		3. Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.	112–113

## Strand 2: My country Ghana

### Introduction

The major ethnic groups should not be new to learners as it should be part of their heritage and cultural background. This section was also covered extensively in Basic 2.

Basic 3 covers the following sub-strands:

#### Strand 2: My Country Ghana

- Sub-strand 1: The people of Ghana
- Sub-strand 2: Inter-group relations
- Sub-strand 4: Major historical locations
- Sub-strand 5: Some selected individuals

In Sub-strand 1: The people of Ghana, learners revise the 16 regions and capitals done in Basic 2, the regional capital as well as where the office of the president is located. They learn about all the ethnic groups in Ghana, and their customs and traditions, festivals and celebrations. Learners discover where each ethnic group of Ghana came from, trace their migratory routes on a map and draw up a timeline for when the ethnic groups arrived in Ghana.

Sub-strand 2: Inter-group relations, is a new section for learners. Learners will discover the different forms of exchanges such as trade, alliances, inter-marriage and conflict.

Learners go on to explore these inter-group relations further in Sub-strand 3: Conflicts and alliances between the ethnic groups in Ghana, where they learn about the Battle of Feyiase, the Krepí War, and the Battle of Akatamanso.

In Sub-strand 4: Major historical locations, learners build on their knowledge of forts and castles from Basic 2. They will discover the differences between forts and castles and their uses over time.

In Sub-strand 5: Some selected individuals, learners explore six Ghanaian entrepreneurs that made a big impact on Ghana and its people.

### Opener activity

#### Let us learn about ... (LB page 5)

The opener activity provides an opportunity to assess learners' basic knowledge of the different ethnic groups of Ghana. The questions have been structured to broadly cover the sub-strand in Strand 1: Sub-strand 1: The People of Ghana.

#### Answers

- 1 Learners name any three: the Guan, Mole-Dagbani, Akan, Ewe and Ga-Adangme.
- 2
  - a The ethnic groups in Volta are: the Ewe and Ga-Adangme.
  - b The Ewe live in the Greater Accra Region.
  - c The Guan live in the Bono East Region.

#### Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This content has been covered in Basic 2. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths, weaknesses and any knowledge gaps. If learners struggle, refer them to the map on pp. 20–21 of the LB.

## Sub-strand 1: The people of Ghana

### The unique history of the major ethnic groups in Ghana (B2.2.1.1.1)

Learners will continue to learn about the people of Ghana, their origins, where they migrated from and where they settled.

Learners talk about the different ethnic groups of Ghana, if they belong to an ethnic group and their similarities and differences.

## The people of Ghana

### The origins of the major ethnic groups in Ghana ..... (LB pages 6–21)

Learners will discover that the people of Ghana come from different regions and speak different languages.

An ethnic group is a group of people who shares a common language, origin, history, culture and tradition. The main ethnic groups of Ghana are the Akan, Ewe, Mole-Dagbani, Guan and Ga-Adangme.

**Content standard: B3.2.1.1.**

**Indicator: B3.2.1.1.1**

**Discuss the origins of the major ethnic groups in Ghana**

Identify some of the major ethnic groups, for example, Guan, Mole-Dagbani, Gonja, Akan, Ga-Adangme, Ewe.

**Resources:**

LB pp. 6–21; Musical instruments, for example, drums

**Key words:**

ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated

**Helpful links:**

- <https://www.youtube.com/watch?v=VbbnfrZC5PQ>
- <https://www.worldatlas.com/articles/ethnic-groups-and-tribes-in-ghana.html>

#### Phase 1: Start

- Start the lesson by asking learners what they know about the different ethnic groups of Ghana.
- Bring items to class of different ethnic groups, such as clothing and cloth, or have pictures available of these.
- Establish what learners know about traditional clothes. Can they name and describe the items?
- Invite parents or other members of the community to address learners in their traditional clothes.
- Hold a cultural day at school where learners, teachers and even parents or other community members can come to school wearing their traditional ethnic clothes.
- Learners can write notes on the boards, under the title of the ethnic group.

#### Phase 2: Explore suggestions

- Read through the information first on the different ethnic groups, then their origins and lastly on the migratory routes.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words. Learners can underline any important information about the different ethnic groups.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.
- Reflect on how learners feel about traditional clothes and cultural practices. Do they still wear these clothes for special events or festivals?
- Collate learners' drawings into books for each ethnic group. Add these to the book corner for all learners to read.

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicators.



## Use of ICT

- If there is time, learners can research the different ethnic groups online.
- Find photographs or videos of clothing items, musical instruments and so on from the past and show to learners.

## Activity 1.1

(LB page 7)

In Activity 1.1, learners think about one tradition their family has or a special day their family celebrates.

### Answers

- 1 Learners' own answers about the name of the tradition or celebration.
- 2 Learners' own answers describing what the tradition or celebration is about.
- 3 Learners' own answers about what happens during the celebration.
- 4 Learners' own answers about the special things they do such as preparing a special meal, dressing up in traditional clothes, playing music, dancing, etc.

### Individual work

Learners work on their own to do this activity. Place learners of different abilities together in the group, so that the stronger learners can help those who are differently abled or who struggle with the activity. Encourage all learners to participate in the discussion and share their traditions and special days with the rest of the group. Each learner should be given an opportunity to talk about the special things they do in their traditions.

### Formative assessment

- Walk around the classroom and listen to and observe learners as they talk in their groups. Assist any learners who seem to be struggling.
- Give learners enough time to discuss the questions and then let the groups share their answers with the class.
- Make a note of those learners who lack confidence in sharing their traditions and stories and give them more practice opportunities in later lessons.

### Differentiated learning

- Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. This method will provide those learners with an example answer to use as a guideline when answering their own question.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- If learners are struggling, let them do the homework activity first (on LB p. 7), then complete the activity in the next lesson.

### Extension activity

- Ask learners to write a poem about their traditions.
- Let them swap poems with a partner and read each other's poems out loud.
- Encourage them to give each other positive feedback on the poems.
- You could also use the extension on p. 7 of the LB. Group learners according to their ethnic groups and let them tell or role-play a story for the class.

## Exercise 1.1

(LB page 7)

Learners work on their own to draw a picture of their tradition or celebration and write a few sentences.

### Individual work

Learners work on their own to answer this question.

### Answers

- 1 Learners' own picture about what they wear, do or eat for their traditions or celebrations.
- 2 Learners' own sentences about their pictures.

### Formative assessment

- Walk around the classroom and listen to and observe learners as they are working. Assist any learners who seem to be struggling.
- Give learners enough time to draw and write.
- Invite learners to share their drawings and sentences with the class. Display learners' drawings and sentences in the classroom. When they are taken down, bind them in folders per ethnic group and add them to the book area of the classroom for learners to read when they have finished their work ahead of other learners.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair up stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activities

- If learners are struggling, let them do the activity in pairs. Some learners will not be able to draw as well as others. Let those who are struggling trace a picture and then colour it.

### Extension activities

- Ask learners to research, draw and write about another ethnic group's traditions or celebrations.
- Ask learners to role-play a celebration with other learners or demonstrate a traditional dance.

### Homework

(LB page 7)

Learners interview their parents or extended family members about the history of their ethnic group and their culture and traditions. Learners may want to consult their grandparents or other elders. Allow learners enough time to be able to do this.

### Answers

- 1 Learners' own answers about their ethnic group.
- 2 Learners' own notes about the history, culture or traditions of their ethnic group.

### Classwork

Although learners conducted the research for this activity as homework, do this activity as classwork. Allow learners time to each share what they found out with the class. Make summary notes on the board under a heading for each group.

### Formative assessment (Assessment as learning)

- Help learners when necessary when they are giving feedback to the class. Assist them with the correct vocabulary if necessary.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Walk around the classroom and ensure that each learner has brought notes from home. If they have not done so, then pair them with a stronger learner of the same ethnic group and ask that learner to share his or her information with the weaker learner first, before giving feedback to the class.
- Some learners are not good orators. Give them further practice in presenting to the class. They can start by saying one or two sentences and building up from there. Encourage them to relax, to make eye contact with the class and speak loudly and clearly.

### Extension activity

- Ask learners to draw up a table with similarities and differences between the various ethnic groups.
- Ask learners to role-play a celebration with other learners or demonstrate a traditional dance.

### Activity 1.2

(LB page 9)

In this activity, learners think about the effects of climate change for subsistence farmers. They watch a video online and discuss it with a partner.

### Answers

- 1 Learners' own answers – but they should mention that failed crops for subsistence farmers would be devastating as they would have no food or fodder for their animals, money or seed to plant for the next year, and so on.
- 2 Learners' own answers – but they should mention that subsistence farmers rely solely on their produce for food for their families, so failed crops mean that the family would starve.

### Pair work

Put learners into pairs for this activity. Try to pair stronger and weaker learners so that stronger learners can help weaker ones. Encourage them to think about all the implications that climate change could have on subsistence farming.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their pairs. Assist any learners who seem to be struggling.
- Make a note of those learners who find it difficult to discuss the implications of climate change. Ask them questions to ensure that they understand what climate change is. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

Arrange for a local farmer to address learners about subsistence farming and climate change. Ask learners to prepare questions for him or her. This will give them an excellent opportunity to fully understand the issues.

### Extension activity

- Ask learners to do more research about climate change and its effect on subsistence farmers. They could also interview local subsistence farmers. Ask them to give feedback to the class about what they have found out.

**Exercise 1.2**

(LB page 9)

**Individual work**

Learners work on their own to complete this exercise. Give learners enough time to complete the activity.

**Answers**

- 1 Subsistence farmers grow their own crops and care for animals.
- 2 A migrant worker moves to a different region for a short time to work there.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to rewrite their sentences.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

**Extension activity**

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles.

**Activity 1.3**

(LB page 11)

In Activity 1.3, learners conduct research about mosques in the Northern Region.

**Answers**

Learner's own answers based on the research they did.

**Group work**

Learners then work in groups to complete this activity. Encourage them to share their traditions and special days with the rest of the group. Each learner should be given an opportunity to talk about the special things they do in their traditions.

**Exercise 1.3**

(LB page 12)

Learners work on their own to answer these questions.

**Individual work**

Learners work on their own to complete this exercise. Give learners enough time to work.

Learners explore more about Islam in the Homework activity on page 12.

**Answers**

- 1 Dagomba, Mamprusi and Mossi.
- 2 Dagbani
- 3 Damba, Bugum and Islamic Festivals
- 4 Islam
- 5 a Learners' own answers about basket weaving and crafts of the Mole-Dagbani people.  
b Learner's own research. They could bring or find pictures in books or online.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to look for pictures and write their sentences.
- Make a note of those learners who are finding it difficult. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, write a sentence with them as an example, or pair them with a stronger learner.

**Extension activity**

- Learners who are capable can write a paragraph and draw a picture. Collect these pages, mark them and bind them to become a resource book in the book corner. Give the book the title: *Basket weaving among the Mole-Dagbani people*.

**Extension**

(LB page 12)

In this activity, learners make up a song about the Mole-Dagbani ethnic group and the smaller groups that make up this ethnic group. This is an extension for learners who have completed Exercise 1.3. Allow learners to go outside so that they do not disturb learners who are still working.

### Group work

Learners work in small groups to complete this activity. Help them to find a tune they know and then write a few sentences as lyrics. Give groups enough time to practise their songs. Groups can perform their songs for the class.

### Activity 1.4

(LB page 14)

In this activity, learners answer questions about the Asante people.

#### Answers:

- 1 They speak an Asante dialect of Twi.
- 2 They migrated from the ancient Ghana Empire.
- 3 It means 'because of war'.
- 4
  - a False. They are coastal Akan.
  - b False. The Akan groups have fertile land rich in gold.
  - c False. They resisted the British until the 19th Century.

### Pair work

Learners work in pairs to complete this activity. Encourage them to share their traditions and special days with the rest of the group. Each learner should be given an opportunity to talk about the special things they do in their traditions.

#### Formative assessment

- Walk around the classroom and observe as learners discuss and answer the questions. Assist any learner who seems to be struggling.
- Give learners enough time to complete the activity.
- Ask a few pairs to share their answers with the class.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- Give learners a word search to complete about the Asante.
- Pairing stronger learners with slower learners will assist with differentiated learning. Stronger learners can help the slower learners to find the answers.

#### Extension activity

- Ask learners to ask their partners two of their own questions about the Asante. Their partner then answers.

### Exercise 1.4

(LB page 15)

Learners research more about the Aday Kese festival by doing research online and interviewing older family, friends or elders in the community.

### Individual work

Learners work on their own to complete this exercise. Give learners enough time to work. They will also need time to interview older family members, friends or elders in the community to find out more information.

#### Answers

##### Aday Kese festival

- 1 The Aday Kese festival is celebrated by the people of the Akan ethnic group. It is celebrated every six weeks throughout the Akan calendar year. The chiefs or rulers go into the stool house on special days to offer food and drink to the spirits of their ancestors. Everyone who is part of the festival helps to prepare decorations, food and drink the day before the festival starts. Drummers play special drums to ask their ancestors to bless the Aday Kese celebrations. The drink that the Akan leaders offer to the spirits of their ancestors during this festival is called 'libation'.
- 2 Check students' pictures.

#### Formative assessment

- Help learners to find information online by typing 'Aday Kese' festival in the search engine. Assist any learners who seem to be struggling.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Pair up stronger and weaker learners so that stronger learners can help weaker ones. Help learners to understand concepts such as festivals and celebrations.

#### Extension activity

- Ask learners to write a paragraph and draw more pictures on what they found out. They can share their paragraph and picture with the class. Display these on the classroom walls.
- Ask a few learners to role-play the festival.

### Activity 1.5

(LB page 16)

In this activity, learners find out more about the dates for the Homowo Festival, and the details of what happens during this festival in an area. They also dramatise the event.

### Group work

Learners work in groups to complete this activity. Encourage each learner to participate in the discussions. Every learner should also have a part in the role play of the event.

Allow students enough time to do research, perhaps assigning this as a homework activity the lesson before. Give students enough time to practise their role plays before performing them for the class.

#### Answers:

- 1
  - a 6th July
  - b 3rd August
  - c 9th August
  - d 17th August
  - e 27th August
  - f 27th August
  - g 27th August
  - h 27th August
  - i 27th August
  - j 27th August
- 2 Learners' own answers about the Homowo Festival in a particular area.
- 3 Learner's own role plays.

#### Formative assessment

- Walk around the class and watch as learners do research online and discuss what they found out from elders or other family members. Help learners to find information online by showing them how to enter particular words in a search engine such as 'Homowo' and the name of the region. Assist any learners who appear to be struggling.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activities

- Pair up stronger and weaker learners in the group so that stronger learners can help weaker ones.

#### Extension activities

- Ask learners to find out about the festival in other areas. They can draw up a table giving the similarities and differences of the festival from region to region.
- Ask a few learners to prepare a short talk on what they found out and present it to the class.

### Activity 1.6

(LB page 17)

In this activity, learners talk to their parents or any elder in their community about the dancing and drumming practiced by the Ga-Adangme people.

#### Group work

Learners work in groups to learn, practise and perform a dance. Encourage each learner to participate in the discussions and the dances. Learners have already had some time to do research at home (see the Homework activity on page 16). Give students enough time to practise their dances before performing them for the class. Learners then make a short video clip so that they can review and assess their performance. If possible, give them another opportunity to perform their dances if their first performance did not go well. Show learners how to record a video clip using a cell phone or tablet.

#### Answers:

- 1–3 Groups' own dance performances and self-assessment of their performance according to the checklist on page 17 of the LB.

#### Formative assessment

- Walk around the class and watch as learners discuss what they found out from elders or other family members about the dancing and drumming of the Ga-Adangme people. Watch their dances and assist where necessary. Ensure that at least one learner per group knows how to record and play back a video clip.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Pair up stronger and weaker learners in the group so that stronger learners can help weaker ones, especially with the dance or recording of the video clip.

#### Extension activity

- Arrange a viewing where the class can review all of the video clips.
- Try to arrange a cultural day at the school where learners can perform various dances, wear ethnic clothes, and learn more about the different ethnic groups.

### Activity 1.7

(LB page 19)

In this activity, learners explore the different traditional dances of the Ewe people. They conduct research into learning more about these dances online or through interviews.

#### Pair work

Pairs research the various dances, then write a few sentences to summarise their findings.



## Answers

Pairs' own answers on the research they found.

## Formative assessment

- Walk around the classroom. Observe learners as they conduct their research. Help any learners who seem to be struggling.

## Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

- Pair stronger and weaker learners so that stronger learners can help weaker ones.

## Remedial activity

- Give students a writing frame or table in which they can note their answers.
- Ask pairs to give you oral answers instead of written ones.

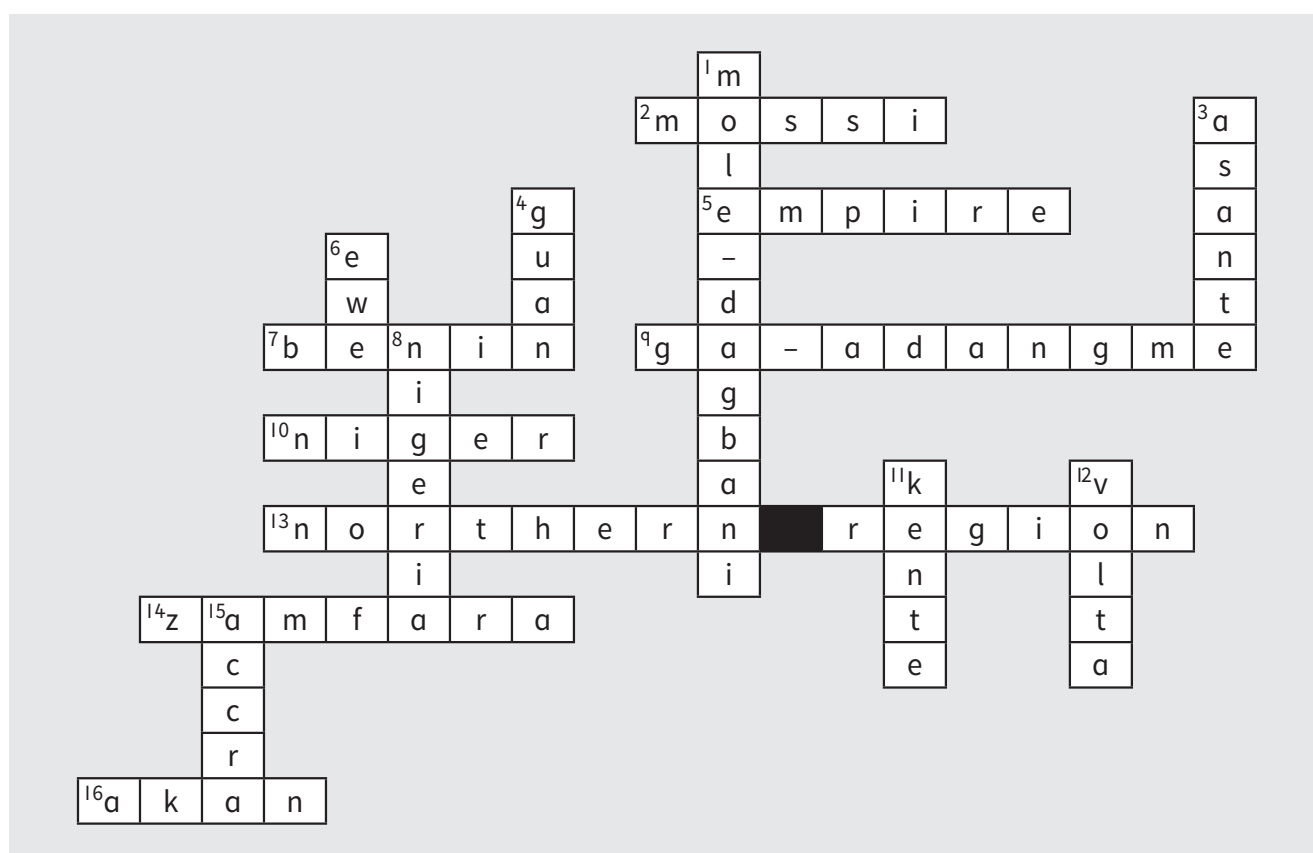
## Extension activity

- More confident learners can learn and perform the dances for the class.

## Homework

(LB page 25)

Learners complete the crossword puzzle.



(Use Resource 2 on page 102 of this Teacher's Guide.)

## Clues and answers across

- The Guan people migrated from the **MOSSIE** region of Burkina Faso.
- The Akan people migrated from the ancient Ghana **EMPIRE**.
- The Ewe people migrated from **BENIN** and Nigeria in the 17th Century.
- Which people arrived in Ghana in the 13th Century? **GA-ADANGME**
- The Akan crossed the **NIGER** River when they first travelled to Ghana.
- The first group of Guan people settled in the **NORTHERN REGION**.

**14** The Mole-Dagbani people moved into Northern Ghana from **ZAMFARA**.

**16** This ethnic group are very wealthy and powerful people. **AKAN**

## Clues and answers down

- Who is the second largest ethnic group in Ghana? **MOLE-DAGBANI**
- This word means 'because of war'. **ASANTE**
- Who were the first settlers in Ghana? **GUAN**
- Which people arrived in the 17th Century? **EWE**
- The Ga people migrated from **NIGERIA**?
- What famous Ghanaian cloth did the Ewe people design? **KENTE**



- 12 Ewe people in Ghana are mostly in the **VOLTA** Region.
- 15 The Ga people settled in the Greater **ACCRA** Region.

### Where each ethnic group came from..... (LB pages 22–27)

Learners will discover that the people of Ghana come from different regions and speak different languages.

An ethnic group is a group of people who shares a common language, origin, history, culture and tradition. The main ethnic groups of Ghana are the Akan, Ewe, Mole-Dagbani, Guan and Ga-Adangme.

#### Content standard: B3.2.1.1.

##### Indicator: B3.2.1.1.1

- 1 Discuss the origins of the major ethnic groups in Ghana.
- 2 Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.
- 3 In groups, learners discuss the origin of the major ethnic groups.
- 4 Compose a song with names of the major ethnic groups and where they originated. (In special schools, resource persons should assist the hearing impaired to sing or chant.)
- 5 Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)
- 6 Develop a timeline of the periods each ethnic group arrived in Ghana.

#### Subject-specific practices and core competencies:

As learners learn the origin of the ethnic groups in Ghana, they become appreciative of the uniqueness of each ethnic group and thereby develop cultural identity, creativity and collaboration with their peers

#### Resources:

Musical instruments, drums, map of the areas of Ghana and the neighbouring countries, stickers, string

#### Helpful links:

- <https://www.youtube.com/watch?v=VbbnfrZC5PQ>
- <https://www.worldatlas.com/articles/ethnic-groups-and-tribes-in-ghana.html>

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address these performance indicators.

#### Phase 1: Start

- Start the lesson by asking learners what they know about the different ethnic groups, of Ghana.
- Bring items to class of different ethnic groups, such as clothing and cloth, or have pictures available of these.
- Establish what learners know about traditional clothes. Can they name and describe the items?
- Invite parents or other members of the community to address learners in their traditional clothes.
- Hold a cultural day at school where learners, teachers and even parents or other community members can come to school wearing their traditional ethnic clothes.
- Learners can write notes on the boards, under the title of the ethnic group.

#### Phase 2: Explore suggestions

- Read through the information first on the different ethnic groups, then their origins and lastly on the migratory routes.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words. Learners can underline any important information about the different ethnic groups.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.
- Reflect on how learners feel about traditional clothes and cultural practices. Do they still wear these clothes for special events or festivals?
- Collate learners' drawings into books for each ethnic group. Add these to the book corner for all learners to read.

### Use of ICT

- If there is time, learners can research the different ethnic groups online.
- Find photographs or videos of clothing items from the past to show learners.

- If possible, show them documentaries of how traditional cloth is woven on a hand loom.
- Compare this to the modern-day versions of cloth woven on large machines in factories.

### Activity 1.8

(LB page 23)

Learners make a poster about one of the ethnic groups.

#### Group work

Learners work in groups to complete this activity. Allow them time to find information in their books, online and by asking older family members, friends or elders in the community. Encourage them to work together as a team to create their posters.

#### Answers

The poster should contain:

- The name of the ethnic group
- Pictures of the traditional clothing of the ethnic group
- Pictures of the traditional food that the people of the ethnic group eat
- Information about where the ethnic group migrated from
- Information about where the ethnic group settled
- Any other special information.

#### Formative assessment

- Help learners to find information online by typing in specific search terms in the search engine. Assist any learners who seem to be struggling. Show groups how to plan their posters, for example, they could cut blocks of paper and mark them as 'heading' or 'picture 1, 2, 3', etc. and lay them out on the cardboard to plan their design. Make sure that all group members participate. Give learners a rubric for the poster so that they know how they will be marked. Encourage groups to do self-assessment. They should also write a rough draft, then rewrite it neatly.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Pair up stronger and weaker learners in a group so that stronger learners can help weaker ones. Let learners do a mini-task on an A4 sheet of paper, for example, answering one of the questions and adding pictures. This will help them to plan their layout on a smaller scale first.

#### Extension activity

- Encourage groups to interact with other groups' posters and assess them.
- Invite groups to present their posters to the class and choose the best group to present their poster to other classes.

### Exercise 1.5

(LB page 24)

Learners work on their own to complete the word search. (Resource 1 on page 101 of this Teacher's Guide.)

#### Individual/Pair work

Learners work on their own to complete the word search. Then they make up questions with each of the words. Then they pair with a partner and take turns to ask and answer questions.

#### Answers

1

A	G	D	A	K	A
B	U	A	C	D	E
T	A	M	A	L	E
A	N	O	C	G	W
K	H	N	C	I	E
A	J	G	R	K	F
N	G	O	A	S	O

2–3 Learners own questions and answers with these words: Goaso, Tamale, Damongo, Accra, Guan, Akan, Ewe.

#### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling to find the words.
- Give learners enough time to find the words.
- Make a note of those learners who are finding it difficult. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise or demonstrate how to find a word. Remind them that words can be horizontal or vertical, forwards or backwards.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Extension activity**

- Ask learners to make up a word search with words from this lesson for their partners to find. Then they swap roles.
- Invite some pairs to share their questions and answers with the class.

**Activity 1.9**

(LB page 24)

In this activity, learners answer questions about the main ethnic groups in Ghana.

**Pair work**

Learners pair with a partner and take turns to ask at least five questions and then answer questions in turn.

**Answers:**

- 1 Islam is the main religion of the Mole-Dagbani.
- 2 Damba, Bugum and the Islamic festivals.
- 3 The Akan ethnic group is the largest ethnic group in Ghana.
- 4 The Shai, Ga, Ningo, Kpone, Osudoku, Krobo, Gbugbla and Ada people are all part of the Ga-Adangme ethnic group.
- 5 Homowo Festival
- 6 The Ewe people now live in the Volta Region of Ghana.
- 7 Mossi region of modern Burkina Faso
- 8 Lake Chad region
- 9 Nigeria
- 10 Nigeria and Benin

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling to ask or answer questions.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Extension activity**

- Invite some pairs to show the class how to ask and answer questions. They could also write a few of their own questions and answers to demonstrate for the class.

**Homework**

(LB page 25)

Learners complete the crossword puzzle. You can give learners Resource 2 on p. 101 in this Teacher's Guide to make it easier for learners to complete. Explain to learners what a crossword puzzle is and do an example or two with them to show how to fill in the answers. Tell learners that if words have a hyphen (-), that the hyphen must be written in its own block. If two words are written with a space, then the words are written together.

**Individual work**

Learners work on their own to complete this exercise. Give learners enough time to complete the activity. You can give them a map outline to use (See Resource 9 on page 111). Help them to use a key, either by using colours or shapes to indicate the different ethnic groups.

**Answers**

(See the completed crossword puzzle on p. 112 of this Teacher's Guide.)

**Clues across**

- 2 Mossi
- 5 Empire
- 7 Benin
- 9 Ga-Adangme (Note: put the hyphen in its own block)
- 10 Niger
- 13 Northern Region (Note: Write these two words without a space between the words)
- 14 Zamfara
- 16 Akan

**Down**

- 1 Mole-Dagbani (Note: put the hyphen in its own block)
- 3 Asante
- 4 Guan
- 8 Nigeria
- 11 Kente
- 12 Volta
- 15 Accra

**Formative assessment**

- Walk around the classroom and observe learners' filled-in crossword puzzles. Assist any learners who were not able to complete their crossword puzzles.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Allow learners more time to complete the Homework exercise. Ask them to show you their answers for each clue, and correct and assist where necessary. Pair stronger and weaker learners so that stronger learners can help the weaker ones.

**Extension activity**

- Ask confident learners to make their own very simple crossword puzzles (for example, with five words) and give it to their partners to complete.

**Answers**

2

Ethnic group	Where they came from
<b>Guan</b>	Migrated from the Mossi region of modern Burkina Faso.
<b>Mole-Dagbani</b>	Migrated from northeast of Lake Chad in Nigeria.
<b>Akan</b>	Migrated from the ancient Ghana Empire. Others also believe they came from Lake Chad and the Benue River.
<b>Ga</b>	Migrated from Nigeria to the Accra plains. Others migrated through Cameroon and into Ghana. They migrated in the 11th Century.
<b>Ewe</b>	The Ewe people migrated from Benin and Nigeria. They migrated in the 17th Century.

3 Check students' maps.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling with the table or their maps.
- Give learners enough time to complete their maps.
- Make a note of those learners who are finding it difficult to complete the tables or maps without paging back and forth excessively. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Allow learners more time to complete the exercise. Show them how to fill in the first row of the table. Show them how to indicate where an ethnic group, such as the Ewe, live on the map. Also allow them to do the exercise in pairs, with a stronger learner as a partner.

**Extension activity**

- Ask confident learners to draw the outlines of the countries around Ghana and show the migratory routes of the different ethnic groups on it. They will need an A3 or larger piece of cardboard.

**Exercise 1.6**

(LB page 26)

In this exercise, learners complete a table about where all the ethnic groups came from. They then trace a map and indicate where the different groups settled.

**Individual work**

Learners work on their own to complete this exercise. Give learners enough time to complete the activity. You can give them a map outline to use (see Resource 9 on page 111). Help them to use a key, either by using colours or shapes to indicate the different ethnic groups.

**Activity 1.10**

(LB page 26)

In this activity, learners discuss where ethnic groups come from. They write a short sentence about the origin of each ethnic group. Then they put the sentences together to create a song. They practise their song and perform it for the rest of the class.

**Group work**

Learners work in groups to complete this activity. Allow them enough time to write and practise their songs. Allow students to bring musical instruments to class or use those made in another activity such as during a creative arts lesson.

**Answers**

Learners' songs will differ. Ensure that they have included all five main ethnic groups and that they have at least one sentence about the origin of each group.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any groups who seem to be struggling.
- Make a note of those learners who are finding it difficult to say where the ethnic groups come from. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Ask learners to write their sentences first. Review these. Then ask them to compose two lines of a song, then add another two lines and so on. Group learners with more confident learners.

### Extension activity

- Allow confident groups to sing their songs for other classes or even for the school! As mentioned in the ICT Activity on page 26, the songs can be recorded and played in assembly.

## Exercise 1.7

(LB page 27)

- In this exercise, learners work in small groups to fill in a timeline and then answer questions

on their own about when the different groups migrated to Ghana and where they migrated from.

- Discuss what a timeline is: It records the time of events in order. Show a few examples on the board, for example, a timeline of daily events, a timeline about your life achievements, a timeline of school events.

### Group work/Individual work

- Put learners into small groups to read through the information on when each ethnic group arrived in Ghana. Underline the date that each ethnic group arrived in Ghana. On the timeline learners fill in when each ethnic group arrived in Ghana.
- Learners work on their own to answer the questions.

### Answers

- 1 See the timeline below.

Before the 11th Century	In the 11th Century	In the 12th Century	End of the 13th Century	In the 17th Century
The Guan people migrated from the Mossi region of modern Burkina Faso.	The Ga people migrated from Nigeria to the Accra plains. Others migrated through Cameroon.	The Akan people migrated from the ancient Ghana Empire.	The Mole-Dagbani people migrated from northeast of Lake Chad in Nigeria.	The Ewe people migrated from Benin and Nigeria.

- 3 a B  
b A  
c C

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to do the activity.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, fill in the first part of the timeline with them, or pair them with a stronger learner.

### Extension activity

- Ask learners to make up a timeline and leave out dates or events for their partners to fill in. Then they swap roles.



## Summary: The people of Ghana

- An **ethnic group** is a group of people who share the same language, origin, history, culture and tradition. The main ethnic groups of Ghana are the Guan, Mole-Dagbani, Ewe, Akan and Ga-Adangme.

### The Guan ethnic group

- They can be found in many regions in Ghana. Their language and customs are often mixed up with those of other ethnic groups.
- The Guan people used to be subsistence farmers and many were migrant workers.
- The Guan people scattered throughout Ghana and joined other large ethnic groups as they arrived. They migrated into the country in three groups.
- Before the 11<sup>th</sup> Century, they migrated from the Mossi region of Burkina Faso.

### The Mole-Dagbani ethnic group

- The Mole-Dagbani are the second largest ethnic group in Ghana. They are made up of smaller groups, such as the Dagomba, Mamprusi and Mossi and speak Dagbani.
- Drumming and oral traditions are a part of the Mole-Dagbani people's culture.
- The Mole-Dagbani people are skilful in basket weaving and other African art like making masks, painting and pottery.
- At the end of the 13<sup>th</sup> Century, the Mole-Dagbani people migrated from northeast of Lake Chad in Nigeria.

### The Ga-Adangme ethnic group

- The Ga-Adangme ethnic group's culture includes dancing and drumming.
- The Ga people have some rituals such as the yearly Homowo Festival which is like the Passover rituals of the Jewish people.

- The Ga-Adangme people's culture was also influenced by other cultures.
- The Ga people migrated from Nigeria to the Accra plains. Others migrated through Cameroon and into Ghana. They migrated in the 11<sup>th</sup> Century.

### The Ewe ethnic group

- The Ewe people's traditional religion is centred on Mawu, the creator god, along with other lesser gods, however many Ewe people have become Christians in modern times but still practice some of their traditional rituals.
- The Ewe people are organised into independent divisions with a number of villages. Each division has a paramount chief and its own capital with sub-chiefs in each village.
- The Ewe people are fishermen and farmers.
- The Ewe people have social gatherings where dancing and drumming are practised.
- The Ewe people, together with the Ashanti, are the designers of Ghana's famous kente cloth.
- The Ewe people migrated from Benin and Nigeria in the 17<sup>th</sup> Century.

### The Akan ethnic group

- The Akan are the largest ethnic group.
- The Akan group's land was rich in gold and fertile for producing crops like kola nuts. This made them very wealthy and powerful.
- They learnt and included the British culture and language into their customs.
- They migrated from the ancient Ghana Empire in the 12<sup>th</sup> Century.
- The Asante is the largest group within the Akan.



## Sub-strand 1: Revision

(LB pages 28–29)

Use this *Sub-strand 1: The people of Ghana* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

## Answers

- 1 a False. The Ashanti Region's capital is Kumasi.  
b False. The North East region's capital is Nalerigu.  
c True.  
d True.  
e False. The traditions and cultures of the Mole-Dagbani people are influenced by Islam.
- 2 a The Akan people are spread throughout Ghana. After crossing the lower Niger River, they travelled through the forests of modern-day Benin and Togo before reaching the Ghanaian coast.  
b The Ewe people moved to Ghana in three groups after the mid-13th Century. They can be found mostly in the Volta region, south and east of the Volta River. You will also find many Ewe people in Accra. The current traditional home is in Anloga and Keta.
- 3 a A  
b B

4

1 ethnic group	c People who speak the same language, have the same origin, culture and traditions.
2 dialects	h A form of a language that people speak in a particular area.
3 rituals	d Routines or practices used in a ceremony.
4 colonisers	b One group/country using their power to control another.
5 customs	g The usual way of acting in certain circumstances.
6 oral tradition	a Stories, beliefs and customs handed down from generation to generation especially by word-of-mouth.
7 mosque	i A place of worship for people who follow Islam.
8 famine	e A shortage of food.
9 migrated	l To move from one town or country to another.
10 voting	k Choosing your own leader.
11 celebration	f A happy event to remember something special.
12 exiled	j To be forced out of your country or home.

## Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.

## Sub-strand 2: Inter-group relations

### Demonstrate knowledge of how inter-group alliances, conflicts and other exchanges affected Ghana

(B3.2.2.1)

In this section, learners will discuss the nature of exchanges amongst the ethnic groups and identify the forms of exchanges, the items that were exchanged and learn about the conflicts and alliances that existed amongst the ethnic groups.

#### The nature of exchanges among the ethnic groups ..... (LB pages 30–39)

There are many forms of exchange among the ethnic groups in Ghana. Some of these are:

- Trade
- Inter-marriage
- Conflict
- Alliances

People from one ethnic group can participate in many activities with another ethnic group. We call such activities an exchange. Each of these will be discussed in detail.

#### Content standard: B3 2.2.1.

Demonstrate knowledge of how inter-group alliances, conflicts and other exchanges

#### Indicator: B3 2.2.1.1

Discuss the nature of exchanges among the ethnic groups.

- 1 Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.
- 2 Discuss the benefit of these exchanges.

#### Subject-specific practices and core competencies:

Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing inter-group relations

#### Resources

Images of trade items that were exchanged among the various groups, (if possible, cowrie shells), map of the areas of Ghana, labels of the trade items, box, items to trade that are worth a lot to your learners, drum, posters and materials to decorate

#### Keywords:

alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve

#### Helpful links:

- [https://en.wikipedia.org/wiki/Ethnic\\_conflict\\_in\\_Ghana](https://en.wikipedia.org/wiki/Ethnic_conflict_in_Ghana)

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

#### Phase 1: Start

Start the lesson by asking learners:

- Do you think fishermen were also subsistence farmers?
- How would they have gotten meat or vegetables?
- Where did people from the north get salt?
- What is trade?
- What happens when there is conflict between the ethnic groups?
- What are the benefits of alliances?

These are warm-up questions for an informal benchmark assessment.

#### Phase 2: Explore suggestions

- Read through the information first on the nature of exchanges among the ethnic groups, then the items that were exchanged and lastly on conflicts and alliances.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns to read.
- Discuss the meaning of any difficult words. Learners can underline any important information.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.

### Use of ICT

- If there is time, learners can research items that were traded in Ghana, the sources of the items and how the monetary system evolved.
- The learners will need to research the conflicts and alliances among the ethnic groups.
- They can use the images of alliances for their poster, if they can be printed.
- Possibly provide a documentary for this section.

**Activity 1.11**

(LB page 32)

Learners work in pairs to do research online and conduct interviews with parents or elders to find out more about livestock farmers, fishing, gold mining and the building of homes. They write notes and then use their notes to compile five sentences.

**Pair work**

Learners work in pairs to do research. They will need time to interview elders and parents at home – so either the lessons must span periods on different days or give them the first part of the activity as homework on the day before the lesson.

**Answers:**

**1–4** Learners' own answers according to the research they conducted.

**Formative assessment**

- Walk around the class and watch as learners discuss what they found out from elders or other family members. Take note of which learners struggled to compile sentences. They will need more practice in further activities.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Ask students to say their sentences if they are struggling to write them. Help them with the necessary spelling and vocabulary.

**Extension activity**

- Ask learners to draw pictures and display their sentences in the class. Invite learners to share their sentences with the class.
- Collect the sentences and bind them in a book titled *Trade in the ethnic groups* for the book corner in class.

**Homework**

(LB page 33)

Learners conduct research about the land that subsistence farmers use to grow crops.

**Individual work**

Learners work on their own to complete the activity at home. If learners do not have access to the internet at home, then make some time available for them to do their research at school but write their answers for homework.

**Answers:**

**1–5** Learners' own answers depending on the research they have done.

**Formative assessment**

- Take in learners' answers. Take note of which students struggled to complete the activity or do it correctly.

**Differentiated learning**

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair learners with a stronger learner and discuss their answers. Learners can then rewrite their answers to hand in.

**Extension activity**

- Ask learners to prepare a presentation for the class on what they found out.
- Learners could also compile a simple slide show to show to the class, especially including the Extension activity if possible.

**Activity 1.12**

(LB page 34)

Learners' own answers about the people they know that have inter-married.

**Group work**

Learners work in groups to complete this activity. Encourage them to share what they know about family members or even their parents that have inter-married. Allow learners enough time to complete this activity. Groups give feedback to the class.

**Formative assessment**

- Walk around the class and observe as groups are having their discussions. Assist where necessary. Make sure that every learner has a chance to speak and participate in the discussion.

**Differentiated learning**

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair weaker learners with stronger learners in a group so that the stronger learners can help the weaker ones, or form a group of the weaker learners and guide their discussions by asking questions. Make sure that learners understand what inter-marriage is.

### Extension activity

- Ask learners to interview their parents, elders and other friends and family. They prepare a presentation for the class on what they found out. Guide them not to follow stereotypes about specific groups.
- Learners could also compile a simple slide show to show to the class, which answers the questions in the extension activity.

### Activity 1.13

(LB page 36)

In this activity, learners work on their own to answer questions about whether they have had disagreements that have led to a bigger conflict and how they settled that conflict.

#### Pair work

Learners work in pairs to complete this activity. Each learner should be given an opportunity to share his or her experience.

#### Answers:

- 1–2 Students' own answers about a conflict/ disagreement or misunderstanding they had and how they resolved it.

#### Formative assessment

- Walk around the classroom and observe as learners discuss and answer the questions. Assist any learner who seems to be struggling.
- Give learners enough time to complete the activity.
- Ask a few pairs to share their answers with the class.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- Ask learners to give you their feedback individually. Give learners a word search to complete about the Asante.
- Pairing stronger learners with slower learners will assist with differentiated learning.

#### Extension activity

- Ask learners to interview different teachers, parents and elders about the best ways to solve conflict and then share what they have learnt with the class.

### Activity 1.14

(LB page 37)

In this activity, learners role-play a form of exchange. Discuss examples of the forms of exchange. Try to guide learners in providing authentic examples that are based on the ethnic groups.

### Group work

Learners work in groups of four or five to role-play an exchange. Give each group a different form of exchange to role-play. Allow groups adequate time to prepare. Groups then role-play to complete this activity.

- Learners form small groups, each with about four learners. They choose one form of exchange to role-play, either trade, inter-marriage, conflict or alliances.
- Then they decide what example they can act out for their chosen form of exchange. You need to guide learners in their planning stages. The example needs to include two ethnic groups of Ghana. It needs to be realistic.
- Decide what role or character each learner will play.
- Learners must remember to include a benefit of the form of exchange for an ethnic group.
- Groups practise the role play.
- Learners perform their role play in class. The class should be able to say what form of exchange they chose.

#### Formative assessment

- Walk around the class, observe and listen to learners working in groups. Help where needed.
- Make a note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Give learners enough time to discuss their ideas and then plan their role play.
- Encourage all learners to take part in the discussions.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Let stronger learners start the discussion so that learners who need more support have an example to copy when adding to the discussion.
- Give each member of the group a task and role-play according to their strengths, so that they are all involved with the task.

#### Remedial activity

- Encourage less confident learners to take a small role in the beginning to build their confidence.

#### Extension activity

- Ask learners to write a script for their role play. Let them act it out with the words for their friends.
- Let learners make use of simple costumes for their role play.
- They can record their role plays as videos and play it for the class and other classes.

## Exercise 1.8

(LB page 39)

In this exercise, learners need to complete sentences using the words in blocks provided at the beginning of the exercise.

**Individual work**

- Learners work on their own in this exercise to rewrite the sentences, filling in the blanks with the given words.
- Give learners time to work.

**Answers**

- 1 a Inter-marriage is between two people from different ethnic groups.
- b Two or more groups agree to work together in an alliance to achieve their common goals.
- c In the past, women were mainly involved in trade.
- d Fishing is very important to the Ewe people.
- e Trade allowed the different ethnic groups to learn skills from each other.
- f Livestock are domestic animals raised for use or profit, especially on a farm.
- g The Akan's land was rich in gold and they had crops like kola nuts.
- h Trade provided opportunities to all ethnic groups in Ghana.
- i Economic activity is activity that is related to producing, developing and managing wealth.

- j Settling conflict in a friendly way can bring about more unity.
- k Trade lets us choose from a variety of products.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Check learners' work to see if they have got the answers correct.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

**Extension activity**

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles.

## Summary: Inter-group relations

**Different forms of exchanges****Trade**

- Trade is an economic activity that happens between one community and another.

**Inter-marriage**

- Inter-marriage is when a man and a woman from different ethnic groups marry.

**Conflicts**

- Conflict happens when two or more people do not agree about something.
- There can be conflict between two people, or between families, ethnic groups or even between nations.

**Alliances**

- An alliance is an agreement between different groups of people to work together to achieve a common goal.

**The benefits of exchanges**

- **Trade:** wide variety of goods, freedom of choice, opportunity to learn new skills.
- **Inter-marriage:** more understanding, unity and trust amongst different ethnic groups; children enjoy the benefits of two different ethnic groups
- **Conflicts:** when settled in a friendly way and both parties are treated fairly, the parties become more united and secure. This brings about peace and unity.
- **Alliances:** develop trust, mutual protection and help to achieve important goals.



## Sub-strand 2: Revision

(LB pages 40–41)

Use this *Sub-strand 2: Inter-group relations* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

## Answers

1

Forms of exchange	Definition
Trade	The buying and selling of goods and services
Inter-marriage	Marriage between people of different religions, tribes, ethnic groups or racial groups
Conflict	When two or more people disagree on something
Alliance	An agreement among people to achieve a common goal

- 2 a alliance, a common goal, cannot, form an alliance, achieve
- 3 a False. When conflicts are resolved, people become united.  
 b True  
 c False. Trade allows Ghanaians the freedom to choose the goods and services they need.

d False. Trade provides very many opportunities for different ethnic groups in Ghana to learn new skills from one another.

e True

f True

g False. Children born to inter-marriages do enjoy the benefits of two different ethnic groups.

h True

i True

- 4 a In the past, trade happened mostly amongst women in the different ethnic groups.
- b Economic activity is related to the production, development and management of material wealth.
- c Domestic animals, such as cattle or horses that are raised on a farm for home use or to sell are called livestock.
- d The Ewe people traded eggs, milk and fish.
- e The Akan people had gold.
- f A conflict happens when there is a disagreement that cannot be settled.
- g It is important to try to settle conflict in a fair way.
- h An alliance between leaders of different groups can help them reach their goals.
- i When there is peace and unity, people can give of their best and this leads to a better nation.
- j Different ethnic leaders work together to unify all Ghanaians.

## Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.



## Trading amongst ethnic groups ..... (LB pages 42–63)

### Using cowrie shells and the barter system for trade

In this section, learners will learn about some items that were exchanged among the various ethnic groups, why they were exchanged and how they were paid for. Learners will also discuss the different mediums of exchange.

#### Content standard: B3 2.2.1.

Demonstrate knowledge of how inter-group alliances, conflicts and other exchanges

#### Indicator: B3 2.2.1.2

Name some of the items exchanged among the various groups.

- 1 Identify trade items that were exchanged amongst ethnic groups: salt, fish, gold, kola, shea butter, pottery, cloth and iron utensils
- 2 Match items with the areas/sources where the items were obtained, for example, shea butter – savannah belt
- 3 Explain the medium of exchange
- 4 Trace the origin of the name ‘cedi’

#### Subject-specific practices and core competencies:

Learners develop appreciation of interdependence amongst ethnic groups and communicative skills by discussing inter-group relations

#### Resources:

images of trade items that were exchanged amongst the various groups, (if possible, cowrie shells), map of the areas of Ghana, labels of the trade items, box, items to trade that are worth a lot to your learners, drum, posters and materials to decorate

#### Key words:

forged, promissory notes, expiry, inland, durable, mallets, utensils, unique, geometric, medium of exchange, commerce

#### Helpful links:

- <https://theculturetrip.com/africa/ghana/articles/ghs-explaining-the-ghanian-cedi/>

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

#### Phase 1: Start

Start the lesson by asking learners:

- What did the people of the Gold Coast use as payment before they had money?
- How do you think they good buy goods and services without money?
- What kinds of things did villages produce and have to trade?

These are warm-up questions for an informal benchmark assessment.

#### Phase 2: Explore suggestions

- Read through the information first on the nature of exchanges among the ethnic groups and then the items that were exchanged.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving onto the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words. Learners can underline any important information.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.

### Use of ICT

- If there is time, learners can research items that were traded in Ghana, the sources of the items and how the monetary system evolved.
- The learners will need to research the trade items such as uses of kola nuts and shea butter; how pottery is made; how bartering took place and the history of the cedi.
- Possibly provide a documentary for this section.

### Activity 1.15

(LB page 43)

Learners discuss cowrie shells as a means of payment and then work together to perform an exchange between an elder and a European trader.

#### Group work

In this activity, learners discuss why cowrie shells were used as a form of payment. Then learners role-play an exchange between an elder and a European trader.

#### Group work

- Learners form small groups, each with about four learners.

- They then decide what role or character each learner will play.
- Groups practise the role play.
- Groups perform their role play for the class.

### Answers

**1** Learners' own answers. Example answers: cowrie shells were readily available, are a distinctive and recognisable item, were reasonably durable, were mostly of uniform size.

**2–4** Learners' own role plays.

### Formative assessment

- Walk around the class. Observe and listen to learners working in groups. Help where needed.
- Make a note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Give learners enough time to discuss their answers and then plan their role play.
- Encourage all learners to take part in the discussions.
- Use or adapt the rubric on page 128 of this Teacher's Guide to grade the role plays.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Let stronger learners start the discussion so that learners who need more support have an example to copy when adding to the discussion.
- Give each member of the group a task and role according to their strengths, so that they are all involved with the task.

### Remedial activity

- Encourage less confident learners to take a small role in the beginning to build their confidence.

### Extension activity

- Ask learners to write a script for their role play.
- Let learners make use of simple costumes for their role play.
- They can record their role plays as videos and play it for the class, and other classes.
- Learners can do the Extension activity on page 43 of the Learner's Book. Ask them to think how the exchange might have been different if the traders had the cedi to use.

## Activity 1.16

(LB page 44)

In this activity, learners discuss the bartering system.

### Pair work

Pair stronger learners with weaker ones, so that the stronger ones can help the weaker ones. Read through the questions with learners and then ask them to discuss the questions. You could also use the Think-Pair-Share technique.

### Answers

Learners' own answers. Example answers:

- a** Using cowrie shells for trade: Trade items were given set values in cowrie shells. One sold goods for cowrie shells and then used the shells to trade for other items.  
**b** Using barter for trade: People would use goods to trade for other goods; in other words, they would give up some of something that they had in exchange for other items they needed. They would, for example, trade a sack of peanuts for a cooking pot, or a hoe for a nice basket.  
Cowrie shells were used as payment for things they needed.
- a** Advantages of bartering is that one did not need any currency, but rather could use what you had directly in order to get other goods or services.  
Disadvantages of bartering is that one had to have goods that other people wanted to trade for, or that it was not always easy to trade directly, especially for larger or more valuable items. One may have needed to take things you did not want or need in order to barter.  
Disadvantages of cowrie shells are that they are larger than coins would have been and were not practical for larger or more expensive items, as they all had the same value. They could be stolen, and it would be difficult to prove ownership as they are so similar.  
Advantages of the cowrie shell system is that it is a uniform system that everyone understood. Cowrie shells were readily available and were of similar size and colour.  
**b** Yes, people sometimes trade goods or services. Learners provide their own examples. Accept any reasonable answer.  
**c** Promissory notes are still used in the form of bank cheques.

### Formative assessment

- Walk around the class. Observe and listen to learners as they work in pairs. Help where needed.
- Make sure that all learners participate.
- Give learners enough time to discuss their answers, then have a class discussion.

**Differentiated learning**

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair weaker learners with stronger ones so that more confident learners can help the less confident ones.

**Extension activity**

- Ask learners to do more research on how bartering is used in modern society. They can ask their family and other members of their community. Then they share their findings with the class.

**Exercise 1.9**

(LB page 45)

In this exercise, learners interview their parents or elders to ask them about the trade of salt in Ghana.

**Individual work**

Learners work on their own to complete this exercise at home. Give learners enough time to write a few sentences about their findings in class.

**Answers**

Learners' own answers according to their research. Example answer: Salt was important as it was so scarce. People needed salt because they lost a lot of salt due to sweating in a hot climate. They use salt in their food to add flavor. Salt is also used to preserve food.

**Formative assessment**

- Ask learners to show you their interview notes. Make a note about learners that could not do the activity or who struggled to answer all the questions.
- Give learners enough time to rewrite their sentences.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, especially if they struggled to find someone suitable to interview.

**Extension activity**

- Ask learners to find out more about how salt was used as a trade item.

**Activity 1.17**

(LB page 46)

In this activity, learners must work together to gather research on gold and the trade of gold in Ghana and must then present a video presentation.

**Group work**

Learners work in groups to complete this activity. Show learners how to make a short video. Make sure that every group has at least one member who is ICT literate to help the other members. Learners will need time to do research and then to prepare and present their videos.

**Answers**

- 1 Ghana's largest gold mine is in Tarkwa.
- 2 Learners' own answers. Example answer: There was more gold inland in the forest regions and the Portuguese had their base of operations at the coast. They also weren't as skilled in the practice of mining as the local people of the Gold Coast. It was unfair of the Europeans to expect the Ghanaians to mine the gold for them.
- 3 Learners make a short video presentation of their findings.

**Formative assessment**

- Walk around the class and observe learners as they work in groups and make their video presentations. Assist any learners who appear to be struggling.
- Give learners a rubric for this activity. You can use or adapt the rubric for presentations (oral and digital) on page 122 of this Teacher's Guide.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional opportunities to present information, such as a short talk on the name and location of the largest gold mine.

**Extension activity**

- Learners share their presentations with the class, and other classes.
- Groups could make a longer slide show presentation.

- You could also arrange a special parents' evening where you can showcase all of the learners' work.

### Activity 1.18

(LB page 47)

In this activity, learners read a passage about kola nuts and then answer questions. They then conduct more research about how kola nuts are collected in the present day.

#### Individual work

Learners work on their own to do research about the importance of kola nuts to the chiefs in Ghana.

#### Answers

- 1 Kola nuts are used in many ceremonial traditions. It is given as sign of respect. It is shared among people and gives them strength and vitality.
- 2 Kola nuts can be collected by hand by plucking it off the tree, or mechanically, by using a harvester.

#### Individual work

Learners should work on their own to do this exercise. Give learners adequate time to do research.

#### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Make a note of those learners who find it difficult to research information and use it to answer questions. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Remedial activity

Let learners do the activity in pairs rather than on their own.

#### Extension activity

- Ask learners to conduct interviews with elders or village chiefs and confirm the information that they found online.

### Exercise 1.10

(LB page 48)

Learners talk to elders in the community to find out about other sicknesses that kola nuts can treat. Ask

students to write a few sentences about what they found out.

#### Answers:

Learners' own answers according to the answers they received from elders. Note: Each kola nut has the same amount of caffeine as two large cups of regular coffee! So, it has the same effects as caffeine, to make people feel more alert and energetic. Elders may say that it helps stomach ailments such as morning sickness, intestinal diseases, constipation and ulcers, or coughs and asthma, toothache and infections, eye problems, skin diseases, depression, and so on.

#### Individual/class work

- Learners work on their own in this exercise. This is a homework exercise, but allow learners enough time in class to give their feedback. You could ask a few learners to give their feedback and then have a class discussion. Else, use the Think-Pair-Share technique.

#### Formative assessment

- Ensure that all learners participate in the class or group discussion.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Ask any learners who did not participate in specific questions to answer individually after the discussion to ensure that they understand the work. If learners did not manage to interview an elder, find out if the person was unavailable (and thus learners can do this activity at a later time), or if learners were too shy to approach them. Help them by role-playing interview skills.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Extension activity

- Ask learners to write a paragraph and draw a picture. Collect these pages from learners and mark them. Display these pages on the classroom walls with the heading 'Kola nuts'.

### Activity 1.19

(LB page 49)

In this activity, learners discuss shea butter and its effect on the Ghanaian people.

#### Group work

Learners then work in groups to complete this activity. They should discuss the questions and then

appoint a speaker to give feedback to the class. You could also ask learners to bring in products from home (that have shea butter as an ingredient) or draw pictures of them as a homework activity.

### Answers

- 1 Learners' own answers. There are many shea butter products available for sale. Learners just have to say which products they have seen in a store.
- 2 Learners' own answers. Example answer: People benefit by getting money from its sale and also benefit from its many benefits in the beauty industry and for cooking or making soaps

### Formative assessment

- Walk around the class as learners are working. Make sure that every learner is participating. Offer assistance to any group that is struggling.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Put weaker learners in a group with stronger learners.
- Ask learners to answer some questions individually.

### Extension activity

- Ask learners to prepare a presentation for the class on what they found out.
- Learners could also compile a simple slide show to show to the class.

## Activity 1.20

(LB page 49)

In this activity, learners visit a place where shea butter is made and processed. If this is not possible, then show them a video online (see the video suggested on page 49 of the LB in the ICT activity) or invite a person who works in such a place to come to school and address learners.

Learners should prepare questions on the processing of shea butter and the products that are made from it.

### Individual work

Learners work on their own to do this activity. They should ask parents or caregivers to take them to a shea processing plant, if there is one in their region. Learners can research their location as an extension activity.

### Formative assessment

- Observe students at the processing plant and see if they interact, ask questions and take notes. If you cannot arrange a class visit, then ask learners to prepare a short talk (1–2 minutes) of what they observed at the plant or while watching a video or documentary..

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Pair a weaker learner with a stronger learner and allow them to do this activity as pair work.
- Give learners a writing frame which they can fill in. Allow them to draw pictures to explain what they observed.

### Extension activity

- Ask learners to prepare a slide show presentation for the class on what they observed at the plant.

## Activity 1.21

(LB page 50)

In this activity, learners visit a place where pottery is made and fired. If this is not possible, then show them a video online or invite a person who works in a pottery studio to come to school and address learners.

### Individual work

Learners work on their own to complete this activity. Before visiting the pottery centre, they should prepare questions. Learners take notes on the trip and then prepare an oral or written presentation about the visit or on the videos they watched.

### Formative assessment

- Observe students at the pottery studio and see if they interact, ask questions and take notes. If possible, arrange for learners to make a small bowl from clay using the coiling technique.
- If you cannot arrange a class visit, then ask learners to prepare a short talk (1–2 minutes) of what they observed at the pottery studio or centre or while watching videos or a documentary.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.



### Remedial activity

- Ask learners to watch some videos online about making pottery and tell you orally what they observed.
- Arrange for a local potter to address the learners and show them some examples or pictures of their work. Encourage learners to ask lots of questions. They can then give you oral feedback about what they have learnt.

### Extension activity

- Ask learners to make their own bowl and arrange to have it fired at a local pottery studio or kiln.

## Homework

(LB page 50)

In this activity, learners investigate the properties of clay and learn how it was made. Then they write a few sentences and draw a picture.

### Individual work

Learners work on their own to do this activity. They should take notes and draw pictures of the clay pot or bowl, then write a few sentences. They then share their notes and pictures with the class.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Ask learners to draw a very simple bowl and write a single sentence or two.
- Allow students to give you oral feedback about what they have discovered.

### Extension activity

- Ask learners to design their own bowl or other pottery item. Paste their designs on the walls of the classroom.
- Ask learners to investigate local pottery techniques and demonstrate them to the class using salt dough or play dough.

## Activity 1.22

(LB page 52)

In this activity, learners think about the different uses of iron utensils and firewood. They prepare a traditional food dish of which they must present to their class.

### Group work

Learners work in groups to complete this activity. They read through the questions together and then reread the information in the Learner's Book.

They choose a traditional Ghanaian dish and find out what ingredients they need to prepare it. Give learners the format to write a recipe for it. Learners then each bring one of the ingredients to school to prepare it.

Note: Discuss safety issues with learners regarding working with fire. (For example, never running around a fire as they might slip and fall in the coals.) Never leave learners unattended when they are working with fire.

### Formative assessment

- Observe learners as they do group work, both inside and outside the classroom. Ensure that every learner participates and that every learner is given a chance to speak.
- Give learners a rubric for this activity on group work. Use or adapt the rubrics on page 125 of this Teacher's Guide.
- Make a note of those learners who still lack confidence in participating in a group.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Put weaker learners in a group with stronger learners so that the stronger learners can help them.

### Remedial activity

- Ask learners to write a recipe for the favourite Ghanaian recipe. They should then describe to you how it is made. They can mime the actions.

### Extension activity

- Arrange a heritage day at school where learners can make and sample different traditional foods.
- Ask groups to do more research and compile recipes for a few Ghanaian dishes. Collect all the recipes and bind them in a book for the class.

## Activity 1.23

(LB page 53)

In this activity, learners work together to do research into a trading item and present their findings to the class. The eight trading items are: salt, fish, gold, kola, shea butter, pottery, cloth, iron, and utensils.

### Group work

Put the class in eight groups, one for each trading item. Put the name of each trading item in a bowl. Invite a representative from each group to pick the name of a trading item. Learners then conduct research on that trading item. Question 1 could be



given as a homework activity, and then learners share what they have found in the next lesson. Learners choose a spokesperson for their group to give feedback to the class.

#### Formative assessment

- Walk around the class and observe learners as they do group work. Ensure that every learner participates and that every learner is given a chance to speak.
- Give learners a rubric for this activity on group work or internet research. Use or adapt the rubrics on page 125 or page 128 of this Teacher's Guide.
- Make a note of those learners who still lack confidence in doing research or participating in a group.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Let stronger learners start the class discussion so that learners who need more support can model their responses.

#### Remedial activity

- Help students to formulate sentences from their notes. Let learners give you oral feedback if they struggled to write down the response.

#### Extension activity

- Ask learners to interview more than one person, then compare the results.

### Activity 1.24

(LB page 53)

In this activity, learners work on their own to do research about the worth of at least two of the eight trade items.

#### Individual/Class work

Learners conduct an interview with an elder from their community. Ask learners to ask the questions and take note of the responses. They then share their findings with the class. Have a class discussion. Write a summary on the board of learners' findings.

#### Answers

Learners' own answers according to the responses to the questions in the interview. Learners should be able to say:

- What the item was worth.
- What the benefits of the item were.
- What people would barter for the item.

#### Formative assessment

- Give learners a rubric for this activity. Use or adapt the rubric on page 119 of this Teacher's Guide.
- Make a note of those learners who still lack confidence in conducting interviews.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Let stronger learners start the class discussion so that learners who need more support can model their responses.

#### Remedial activity

- Help students to formulate sentences from their notes. Let learners give you oral feedback if they struggled to write down the response.

#### Extension activity

- Ask learners to interview more than one person, then compare the results.

### Activity 1.25

(LB page 55)

In this activity, learners must complete the given sentences by filling in the missing words.

#### Individual work

Learners work on their own to complete the cloze activity.

#### Answers

- 1 Shea butter was made in the Savannah and Northern Region of the country.
- 2 Kola nuts were produced in the forest areas: Ashanti Region, Brong-Ahafo Region, Central Region, Eastern Region, Western Region and Volta Region
- 3 All ethnic groups made pottery because clay was found in almost all areas.
- 4 Gold came from the underground mines in the Western and Ashanti Region, with the rest coming from the riverbeds in the Central Region.
- 5 Fishing and salt production were the main activities along the coast.

#### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Check learners' work to see if they have got the answers correct.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

### Extension activity

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles and fill in the words in their partners' sentences.

## Exercise 1.11

(LB page 55)

Learners work on their own to match the trading items with the areas in which they are found.

### Individual work

Learners work on their own to complete this exercise. Give learners enough time to complete the activity.

### Answers

Column A – Trade Item	Column B – Area
Salt	Central
Fish	Central
Gold	Ashanti
Kola	Ashanti
Shea butter	Savannah
Pottery	All areas
Cloth	Volta

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it difficult to match the items. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise.

- Allow them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

### Extension activity

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles and complete their partners' sentences.

## Exercise 1.12

(LB page 57)

In this exercise, learners interview someone in their town or village about the bartering system. They ask the person to explain it to them.

### Individual work

Learners interview an older family member or a local elder about the bartering system. Invite learners to share what they learnt and have a class discussion.

### Answers

Learners' own answers according to the interviews they conducted.

### Formative assessment

- Make a note of learners who did not participate in the class discussion. Ask them specific questions about their interviews.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- If learners were unable to conduct the interview due to people being unavailable, then give them another opportunity to do an interview. If they are still struggling to conduct interviews, then let them role-play an interview with another learner.

### Extension activity

- Ask learners to demonstrate the bartering system to the class.

## Extension and Homework

(LB page 58)

Learners complete a fair exchange exercise and then reflect on their learning in this section by answering the questions for homework.

### Individual work

- Explain how the fair exchange system works by referring learners to the Extension activity. They can do this activity with a partner or a small group. Allow them time to finish the activity in class.

- Then learners work on their own to reflect on their learning and complete the questions for homework. Review the format of a diary entry so that they know what to do for question 1 of the homework activity.
- Take in their books for marking.

### Answers

- 1 Learners' own diary entries.  
2–5 Learners' own answers based on their experience in the extension activity.

## Activity 1.26

(LB page 59)

In this activity, learners are put into groups and practise bartering.

### Group work/Individual work

- Learners work in groups to complete this activity. Read through the instructions with the group and make sure they know what to do. Let them practise first before they begin bartering.
- Learners work on their own to draw a cartoon of a story of two ethnic groups who are involved in silent bartering.

### Formative assessment

- Walk around the class and observe learners. Ensure that all learners participate in the bartering activity. Ask some learners individual questions to see if they understand the concept of silent bartering.
- Ask learners to tell you the stories as they are drawing.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Pair stronger and weaker learners so that stronger learners can help weaker ones.
- Some learners have more natural drawing ability than others. Tell learners that they can draw very simple figures, with speech bubbles for text instead of long paragraphs of text.

### Extension activity

- Ask learners to share their stories and cartoons with the class. They could role-play their stories with members of the group.

## Activity 1.27

(LB page 60)

In this activity, learners must research the history of the cedi and create a timeline of its development and use. Then learners must explain why Ghana

stopped using the British currency once gaining their independence.

### Group work

Learners work in groups to complete this activity. Learners should first do research about the cedi using the internet, books or interview parents and elders. Give groups enough time to complete the activity.

### Answers

- 1 Learners' own research as summarised in the timeline below.

2

Date	Event
In the 14th Century	Came to West Africa through trade with Arab merchants
1796	First modern coins used only at the Gold Coast
19 July 1965	Used First cedi as currency of Ghana
23 February 1967	Used Second cedi as currency of Ghana
3 July 2007	Used Third cedi as currency of Ghana

- 3 Learners' own answers. Example answer: Ghana wanted to show its independence by breaking away from all things British, including her currency.

### Formative assessment

- Ensure that all learners participate in the class or group discussion.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Ask any learners who did not participate specific questions after the discussion to ensure that they understand the work. If learners did not manage to interview an elder, find out if the person was unavailable (and thus learners can do this activity at a later time), or if learners were too shy to approach them. Help them by role-playing interview skills.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.
- Ask learners to write more timelines, perhaps using their own lives as examples.

### Extension activity

- Ask learners to research the currency of other countries in Africa. They then say how these currencies are similar or different from the cedi.

## Homework

(LB page 61)

Learners complete the crossword puzzle.

### Individual work

Learners work on their own to complete this exercise. Give learners enough time to complete the activity. You can give learners Resource 6 on p. 107 in this TG to make it easier for learners to fill in the crossword. Review what a crossword puzzle is and do an example with them to show how to fill in the answers. If an answer has two words, they are written without a space in the crossword puzzle.

### Answers

(See the completed crossword puzzle on p. 113 of this TG.)

### Across

3 clay, 6 gold, 7 kolanuts, 9 utensils, 12 bolga, 13 silent

### Down

1 bark, 2 shea, 3 cedi, 4 fish, 5 cowrie, 8 language, 10 salt, 11 kente

### Formative assessment

- Walk around the classroom and observe learners' completed crossword puzzles. Assist any learners who were not able to complete their crossword puzzles.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Allow learners more time to complete the homework exercise. Ask them to show you their answers for each clue, and correct and assist where necessary. Pair stronger and weaker learners so that stronger learners can help the weaker ones.

### Extension activity

- Ask confident learners to make their own very simple crossword puzzles (for example, with 5 words) and give it to their partners to complete.

## Summary: Trade amongst ethnic groups

The ethnic groups were trading different goods and services long before the Europeans arrived on the Gold Coast.

There were two main ways in which people paid for the goods they bought.

These were:

- using cowrie shells
- using the barter system.

Cowrie shells were used as monetary assets to buy things that people required.

In the barter system, a person would exchange items that they had for items that they needed. There was no money involved.

### Barriers when bartering

One barrier to bartering is language. The Ghanaians created the silent barter or the dumb bartering system.

### Medium of exchange

- A medium of exchange is something that is largely accepted and used in the trade of goods and services, such as shells or coins. It is recognised by all people as having value.
- Between AD 300 and 1200, the Ghanaian people were rich. The country's wealth came from the commerce of gold and salt.

### History of the cedi

- The Europeans were the first people to bring printed money and coins to Ghana.
- These printed notes replaced the use of cowrie shells and the barter system.
- The cedi was introduced when Ghanaians stopped using the British Colonial money system.

## Sub-strand 2: Revision

(LB pages 62–63)

Use this *Sub-strand 2: Trade amongst ethnic groups* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

### Answers

- 1 Make sure that learners have plotted the items correctly on their maps. Check their map keys to make sure that they are correct.

Trade Item	Area
Salt	Central
Fish	Central
Gold	Ashanti
Kola	Ashanti
Shea butter	Savannah
Pottery	All
Cloth	Volta
Iron utensils	All

- 2 Learners explain in their own words why they think the cedi was created. Example answers:  
It was currency that was designed for Ghana and was used once they gained independence from Britain.

- 3 Cloth involved forming and drying material with various berries and roots. Before the introduction of cotton and silk by the Europeans, clothes were made from the bark of the tree called Kyenkyen in Akan and Tsobo in Dagme. Long narrow pieces of the bark were cut and placed in water to make them soft. They were then laid on tree trunks and beaten with wooden mallets.

- 4
  - a Central Region
  - b Western and Ashanti Regions
  - c Ashanti Region, Brong-Ahafo Region, Central Region, Eastern Region, Western Region and Volta Region
  - d Savannah and Northern Regions
  - e All options
  - f Northern region

- 5 One ethnic group would leave trade goods in a place and then move away. Then someone would use a gong, fire or drum to signal that they had left their goods. A second ethnic group would come to the place. They would check the goods and if they liked them, they would leave their trade goods in exchange. The first group would return and either accept the trade by taking the goods or not accept it and wait for another group to bring their goods. Usually salt or gold were traded in this way.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.



## Conflicts and alliances between the ethnic groups in Ghana .. (LB pages 64–73)

In this section, learners will learn about the many conflicts and wars that were fought between the different ethnic groups and the alliances that were formed to stand against the European colonisation.

### Inter-group wars and alliances

#### Content standard: B3 2.2.1.

Demonstrate knowledge of how inter-group alliances, conflicts and other exchanges.

#### Indicator: B3 2.2.1.3

#### Describe the conflicts and alliances that existed among the ethnic groups in Ghana

1. Discuss inter-group wars, such as the Battle of Feyiase and the Krepi War of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. For example, The Battle of Akatamanso, where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869

#### Subject-specific practices and core competencies:

Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing inter-group relations

#### Resources:

Pictures of the wars; a map to locate the place where the wars took place; Resource 8: Word search on page 110 of this Teacher's Guide

#### Key words:

dominant, independent, taxes

#### Helpful links:

- <https://www.youtube.com/watch?v=esMSfUMzDpA>

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

#### Phase 1: Start

Start the lesson by asking learners:

- What is conflict?
- How did the ethnic groups resolve conflict?
- Do you know about any of the famous wars in Ghana? What was the outcome of these wars?
- What happens when there is conflict between the ethnic groups?
- What are the benefits of alliances?

These are warm-up questions for an informal benchmark assessment.

#### Phase 2: Explore suggestions

- Read through the information on conflicts and alliances.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words.
- Learners can underline any important information.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.

#### Use of ICT

- The learners will need to research on the conflicts and alliances among the ethnic groups.
- They can use the images of alliances for their poster, if they can be printed.
- Possibly provide a documentary for this section.

### Activity 1.28

(LB page 64)

In pairs, learners remind each other what conflicts and alliances mean. They can go back in their books to check their answers. In this lesson, we will study a number of such conflicts and alliances.

#### Pair work

Learners then work in groups to complete this activity. Encourage them to consult dictionaries and online sources to find the meaning of these words. (Learners should do this with any new words that they do not understand.)



**Answers**

In order to gain power and to defeat the Europeans, conflicts occurred among the ethnic groups. They also formed alliances. Learners give their own definitions for conflict and alliance.

**Conflict**

Conflict happens when two or more people do not agree about something. Perhaps there was a disagreement that they could not work out, or an argument that they could not resolve. Conflict can happen when there is a misunderstanding and people do not talk to each other clearly. It also happens when one person bullies another or treats another person unfairly.

**Alliances**

An alliance is an agreement between different groups of people to work together to achieve a common goal. For example, when different ethnic groups in Ghana cannot do something by themselves, they form an alliance to work together to get things done.

**Formative assessment**

- Walk around the classroom. Observe pairs as they complete their definitions. Assist any learners who seem to be struggling, for example, with vocabulary.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- If learners cannot write definitions, then ask them to explain the concepts to you verbally. Help them to identify key words and turn the key words into a sentence. Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Extension activity**

- Ask learners to share their definitions with the class.
- Ask learners to draw pictures to illustrate their definitions. Take the best one and add it to a class history dictionary that you bind for the class to reference.

**Activity 1.29**

(LB page 65)

In groups, learners discuss the battle of Feyiase and the events and consequences of the battle, and debate whether there could have been a different outcome to that battle.

**Group work**

Learners work in groups to complete this activity. Then they share their feedback with the class. Each learner should be given an opportunity to take part in the discussion.

**Formative assessment**

- Walk around the classroom. Observe groups as they discuss the issue. Assist any learners who seem to be struggling, for example, with vocabulary.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Ask learners to add a single point to the discussion.
- Give learners a framework in which to formulate an answer, for example: I think the Battle of Feyiase could have had a different outcome because ..., or I do not think the Battle of Feyiase could have had a different outcome because ....
- Group weaker learners with stronger ones so that stronger learners can help the weaker ones.

**Extension activity**

- Ask learners to write their points to form an argument. They can draw a picture to show the other outcome. Display these in the classroom.
- Let learners record the arguments to make short video clips of learners. Play these for other classes or in the assembly.

**Exercise 1.13**

(LB page 66)

Learners answer questions with true or false and then draw a mind map.

**Individual work**

Learners work individually to answer the true and false questions. Learners could be paired or put in small groups to draw the mind map in question 2. Remind learners what a mind map is and give them a few examples.

**Answers:**

- False. Each village had its own leader.
  - True
  - False. The Peki formed an alliance with the rest of the Ewe people.
  - False. During the Krepi War, the Ewe people defeated the Akwamu people.
- Learners' own mind maps.

**Formative assessment**

- Walk around the class and watch as learners answer the true or false questions. Encourage them to correct the statement if they answer 'false' for any of the questions. Take note of learners who struggle to answer the true or false questions. Give them more opportunities in remedial activities.
- When everyone has completed the exercise, go through the answers with learners. Pairs could also swap books and get their partner to mark their work. Ask learners who had different answers to explain why. Clear up any misunderstandings. Assist any learners who seem to be struggling.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair up stronger and weaker learners so that stronger learners can help weaker ones. Ask learners to do a single branch of the mind map first.

**Extension activity**

- Ask learners to write their own true or false questions. Then they swap with a partner and ask and answer their questions.
- Invite some learners to talk through their mind maps with the class.
- Display the best mind maps in class.

**Exercise 1.14**

(LB page 67)

In this activity, learners find ten key words in the word search. This word search is in Resource 7: Worksheet on page 109 of this Teacher's Guide. Then they formulate questions with each hidden word and ask a partner to answer them.

**Individual/pair work**

Learners work on their own to complete the word search in question 1 and make up a question to go with each word in question 2. Then they partner with another learner in question 3 and take turns to ask and answer questions.

**Answers**

- Hidden words are: war, European, colonisers, dominant, Dukowo, Peki, Krepi, Katamanso, Akwamu and Ewe.

E	U	R	O	P	E	A	N	V	K
E	H	K	W	E	R	S	T	W	R
W	A	R	A	K	W	A	M	U	E
E	X	E	G	I	A	K	W	A	P
Y	D	P	E	D	E	N	K	Z	I
F	E	O	D	U	K	O	W	O	B
A	K	A	T	A	M	A	N	S	O
D	O	M	I	N	A	N	T	A	C
C	O	L	O	N	I	S	E	R	S

**Formative assessment**

- Walk around the class as learners are completing the word search. Remind learners that words may be written horizontally or vertically. Observe pairs asking and answering questions. Assist any learners who seem to be struggling. They will need further practice in further tasks and remedial activities.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair up stronger and weaker learners so that stronger learners can help weaker ones. Demonstrate how to search for a word. Give learners tips on how to find a word, such as scanning for letters that make up the word.
- Demonstrate how to make questions from words, for example, by using the hidden word as the answer to the question.

**Extension activity**

- Ask learners to create their own small word searches (with about five hidden words). They then swap with a partner to complete the word searches.
- Show learners who are extremely confident in finding words in word searches and creating their own word searches how to hide a word in the letters that remain after all the words have been found. For example, they could leave the letters k w a d z o d e i as the remaining letters after the words have been found and then ask the question, 'Which chief organised an alliance of the Krepi people and the rest of the Ewe people?' (Chief Kwadzo Dei)

**Activity 1.30**

(LB page 67)

In this activity, learners pair with a partner and ask them three of the questions listed. Then they say if their partner's answers are correct or incorrect.

**Pair work**

Suggest to learners that they each choose three questions and search for the answers first if they do not know them. Then they ask their partners the questions. They should say if their partner is correct or incorrect. They should read through the section of work together if there are any discrepancies.

**Answers:**

- 1 Some ethnic groups formed alliances to stand against European colonisation.
- 2 The Battle of Feyiase
- 3 Denkyirahene Ntim Gyakari
- 4 Osei Tutu
- 5 Bosomtwe District
- 6 Chief Kwadzo Dei

**Formative assessment**

- Walk around the class and observe pairs asking and answering questions. Assist any learners who seem to be struggling. They will need further practice in further tasks and remedial activities.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Let each learner partner with a few other stronger learners to ask and answer questions.
- Demonstrate how to search for the answer by scanning the text for key words.

**Extension activity**

- Ask learners to create their own questions. Then they swap with a partner to ask and answer questions.

**Activity 1.31**

(LB page 69)

Learners must provide their understanding of tax collections and the types collected from different ethnic groups. They also discuss alliances and whether the battle against the Asante could have been won without an alliance.

**Individual work**

Learners work on their own to complete this activity. Allow them enough time to complete the activity.

**Answers:**

Learners' own answers. Here are some suggested answers:

- 1 Tax is an amount of money paid to the government or ruling people. Taxes could be in the form of money, goods or trade items.
- 2 a An alliance is an agreement between different groups of people to work together to achieve a common goal. For example, when different ethnic groups in Ghana cannot do something by themselves, they form an alliance to work together to get things done.  
b No. If there was no alliance, the Asante army could not have been defeated as they were one of the biggest and strongest ethnic groups in Ghana.

**Formative assessment**

- Walk around the class and observe learners as they complete the activity. Assist any learners who seem to be struggling. Go through the answers with learners. They could swap books with a partner and mark each other's work. Else, take the exercise in for marking. Take note of learners who had trouble completing the exercise, or whose answers are incorrect. They will need further practice with further tasks and remedial activities.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Let each learner partner with a stronger learner and complete the activity in pairs.
- Ask learners to answer orally first, and then write their answers.

**Extension activity**

- Ask learners to do further research on taxes and the alliance that was formed. They then share their answers with the class.

**Activity 1.32**

(LB page 70)

In this activity, learners design an alliance poster.

**Group work**

Put the class into small groups. Give each group a piece of paper to note their thoughts, opinions and discussion points for questions 1–3. Then give them a sheet of poster board on which to design their poster. Allow them enough time to have a discussion and then plan and complete their posters.

### Answers

- Learners should not clutter their poster with too much information, colour or pictures. They need to plan their poster so that it is neat and the information can be seen.

### Formative assessment

- Walk around the class and observe learners as they discuss questions 1–3. Make sure that all learners are participating and that every learner gets a chance to speak. Also observe learners as they make their posters. Each learner should have a task, for example, the learners that are better at drawing and design work to draw pictures and do the layout of the poster. Other learners write the information. One learner is the group leader and coordinates the activities.
- Each group presents their poster to the class.
- The class can vote on if they would like to join their alliance. Ensure that the learners' criticism is constructive and beneficial. This criticism can be used to assess the poster.
- Give learners a rubric for the poster so that they know how they will be marked. Encourage groups to do self-assessment. They should also write a rough draft, then rewrite it neatly.
- Show groups how to plan their posters, for example, they could cut blocks of paper and mark them as 'heading' or 'picture 1, 2, 3', etc. and lay them out on the cardboard to plan their design.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Pair up stronger and weaker learners in a group so that stronger learners can help weaker ones. Let learners do a mini-poster on an A4 sheet of paper. This will help them to plan their layout on a smaller scale first.

### Extension activity

- Encourage groups to interact with other groups' posters and assess them.
- Invite groups to present their posters to the class and choose the best group to present their poster to other classes.

## Homework

(LB page 70)

Learners research the following questions:

- Did the conflict change our history? How did it change our history?
- Explain what happened during the conflict.

- How was the conflict settled?
- What happened in the end?

### Individual work

- Learners work on their own in this exercise. If learners do not have access to the internet at home, then let them do their research in class and just write their answers for homework.

### Answers:

Learners' own answers according to the research they conducted.

### Formative assessment

- Walk around the classroom. Observe learners as they complete their sentences. Ensure that all learners brought in notes or key words after their research. Assist any learners who seem to be struggling, for example, with vocabulary.
- Take learners' answers in for marking.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- If learners cannot answer the questions, then ask them to tell you orally about the research they conducted and extra information they found out from parents or elders through interviews.

### Extension activity

- Ask learners to write a paragraph and draw a picture. Invite learners to share what they have learnt with the class.
- Collect the pages from learners and mark them. Display these pages on the classroom walls under the heading 'Other conflicts between groups in Ghana'.

## Activity 1.33

(LB page 71)

Learners must answer the questions asked by the children in the activity for question 1. Then they formulate questions for question 2.

### Individual

Learners work on their own to complete the exercise.

### Answers

- 1 a It was a war involving the Krepi people.  
b the Peki  
c the Ga-Adangme
- 2 Learners must think of questions from their gathered knowledge and the textbook.

**Formative assessment**

- Walk around the class as learners are completing the exercise. Assist any learners who seem to be struggling. They will need further practice in further tasks and remedial activities.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Pair up stronger and weaker learners so that stronger learners can help weaker ones. Demonstrate how to formulate a question for question 2. Ask learners to tell you the questions or answers orally first, before writing them.

**Extension activity**

- Ask learners to create their own questions and answers and pair with a partner to repeat the exercise. Invite some learners to share their answers with the class.

## Summary: Conflicts and alliances between the ethnic groups in Ghana

- To gain power and to defeat the Europeans who came into Ghana, many conflicts and wars were fought between the different ethnic groups.

**Battle of Feyiase**

The Battle of Feyiase led to the fall of the Denkyira Kingdom, and the formation of the Asante Union.

**Krepi War**

- The Krepi people are Ewe people who settled in the central part of the present-day Volta Region of Ghana. In 1829, the Ewe people were not happy because of the way the Akwamu people treated them.
- Chief Kwadzo Dei of Peki organised an alliance of the Krepi people and the rest of the Ewe people.

- They defeated the Akwamu people and became independent.

**Battle of Akatamanso**

- During the Battle of Akatamanso, the Asante people were forced to give up their rulership over the southern states of Ghana.
- The Asante people were collecting taxes from castles and forts along the coast. The Assin people, the Denkyira people and the Akwamu people were paying taxes to the Asante.
- The Asante army was defeated by an alliance made up of the British, Ga-people, Fante people, Akyem people, Akwamu people, Krepi people, Anlo people and Denkyira people.



## Strand 2: Revision

(LB pages 72–73)

Use this *Sub-strand 2: Conflicts and alliances between the ethnic groups of Ghana* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

### Answers

#### Battle of Feyiase

This was the battle that led to the fall of the Denkyira kingdom and the formation of the Asante Union.

Before this battle, the King thought he was doing well in the war because he had succeeded in driving away the people of Asante.

He did not know that the previous defeats were all part of Osei Tutu's plan to trap the Denkyira troops at Feyiase. The King was killed by the people of Adunku. The people of Adunku were from Feyiase.

#### Krepi War

The Ewe people migrated from Notsie in groups. When they arrived in Ghana, these groups built independent small villages (Dukowo). Each village had a leader. They never formed a single group, even though they were all Ewe people. They stayed a loose collection of small groups.

The Krepi people are Ewe people who settled in the central part of the present-day Volta Region of Ghana.

The Peki people became the leader of a new bigger group of people. During the war nearly all the Ewe people in the north and west united under its leadership.

- True
  - True
  - False. At Feyiase, the army of Denkyira was defeated and their king, Ntim Gyakari, was killed by the people of Adunku.
  - True
  - True
- Any conflict of the learner's choosing that was taught to them.
- The Asante
  - Chief Kwadzo Dei of Peki organised an alliance of the Krepi people and the rest of the Ewe people. The Peki people became the leaders of a new, bigger group of Ewe people.
  - The Asante people were collecting taxes from castles and forts along the coast. The Assin people, the Denkyira people and the Akwamu people were paying taxes to them.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.



## Sub-strand 4: Major historical locations

### Demonstrate knowledge of the forts and castles built in Ghana --- (B3.2.4.1)

In this section learners will identify the forts and castles along the coast of Ghana. They will explore what the difference is between a fort and a castle,

where the forts and castles are located, who built them, when they were built, why they were built and how these forts and castles have been used over time.

## Major historical locations

### The forts and castles on the Ghana coast..... (LB pages 74–83)

In order to protect their trading activities, Europeans built several castles and forts as trading centres in Ghana. These buildings were built more than four hundred years ago. They are places of historical importance and are very unique. Castles were a sign of wealth and power. Most of the buildings are now popular sites where tourists can visit.

#### Content standard: B3.2.4.1.

Demonstrate knowledge of the forts and castles built in Ghana.

#### Indicator: B3.2.4.1.1

#### Identify the forts and castles built along the coast of Ghana

- 1 Explain the differences between forts and castles.
- 2 With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built).
- 3 Explain some of the uses to which these forts and castles have been put since they were built. For example, Seat of government, trading and education.
- 4 Discuss the use to which these forts and castles were put since Ghana gained independence.
- 5 Match these forts and castles with where they can be located.
- 6 Learners draw their favourite castle.
- 7 Show and discuss a documentary/ slides on forts and castles in Ghana.

#### Subject-specific practices and core competencies:

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

#### Resources:

Map on the coastal towns of Ghana, paper and art stationery, short videos on castles or forts built along the coast of Ghana, Resource 8 on page 110 of this Teacher's Guide

#### Key words:

military, colonial authorities, trespassers, bases, lords, nobles, moat, residences, sites

#### Helpful links:

- <https://www.youtube.com/watch?v=rjaqxSTSReA>
- [https://www.youtube.com/watch?v=0KdEDc\\_Ab9I](https://www.youtube.com/watch?v=0KdEDc_Ab9I)
- [https://www.youtube.com/watch?v=GpjtPH8Q\\_H0](https://www.youtube.com/watch?v=GpjtPH8Q_H0)
- [https://www.easytrackghana.com/tour-ghana\\_forts-castles.php](https://www.easytrackghana.com/tour-ghana_forts-castles.php)
- <https://www.youtube.com/watch?v=XPkig1VpHU4>
- <https://whc.unesco.org/en/list/34/video/>

## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

### Phase 1: Start suggestions

Start the lesson by asking learners:

- Have you ever been to a fort or castle?
- Explain why you went and what you experienced there.
- What do you think is the difference between a fort and a castle?

These are warm-up questions for an informal benchmark assessment.

### Phase 2: Main

- Read through the information first on the differences between forts and castles, then on the different forts and castles on the coast.
- There is a lot of information; pace the lessons and read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity.
- Learners can take turns in reading.
- Discuss the meaning of any difficult words. Learners can underline any important information.

### Phase 3: Reflect

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.

### Use of ICT

- The learners will need to research the castles on forts found in Ghana on the coast.
- They can use images for their research, if they can be printed.
- Possibly provide a field trip or a documentary on the forts and castles built along the coast of Ghana.

### Activity 1.34

(LB page 79)

In this activity, learners learn more about Ghana's major forts and castles. Learners will need access to the internet or library or relevant books on forts and castles.

#### Pair work

In pairs, learners research the major forts and castles on Ghana's coast. They say why each fort or castle was built, when they were built and for what reason. They then use a map to show where each fort or castle is located.

#### Answers

Fort / Castle	Which European group built it	When was it built?	Why was it built?
Elmina Castle	Portuguese	1482	To serve as their trade centre and to protect their trading activities from other foreigners who were also interested in trading in gold and slaves
Cape Coast Castle	Swedish	1653	Trading and protection centre
Osu Castle	Denmark	1661	The seat of government in Ghana

Fort	Location
Good Hope	Senya Breku, Central Region
St. Anthony	Axim, Western Region
Amsterdam	Abanji, Central Region
Orange	Axim; Western Region
Sao Jago	Elmina; Central Region
Ussher Fort	Usshertown, Accra Region
Metal Cross	Dixcove, Western Region
Patience	Apam, Central Region
San Sebastian	Shama, Western Region
James Fort	Jamestown, Accra
Victoria	Cape Coast, Central Region
Fort William (Lighthouse)	Cape Coast, Central Region
Fort William at Anomabu	Anomabu, Central Region
Fort Groß Friedrichsburg at Prince's Town	Princes Town, Western Region
Fort Apollonia	Beyin, Western Region

#### Formative assessment

- Walk around the class and observe pairs as they do research. Help and assist where necessary.
- Go through the answers with learners. Many learners may need more practice with further activities or exercises, as this is a difficult section of work.
- As learners may struggle to write the names of the forts or castles on the map due to a lack of space, encourage them to use simple symbols such as a star or triangle and show them how to add a legend or key to their maps.
- Observe learners as they draw their castles or forts. Offer guidance where necessary.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- If learners struggle to draw the map of Ghana, then give them a political map of the country, showing its regions. (See Resource 110 on page 112 of this Teacher's Guide.)
- Work through a few forts and show learners how to find and indicate them on the map.

**Extension activity**

- Ask learners to draw a large map on poster paper and include the castles and as many forts as they can.
- Ask some learners to talk about their maps and why they chose to indicate the forts they did.
- Ask a few confident learners to make a slide show of the castles and forts of Ghana as if they were a tour guide, showing these historical locations to tourists.

**Homework**

(LB page 80)

Learners research how other castles and forts have changed over time, especially after independence. Ask students to write a few sentences about what they found out.

**Answers:**

Learners' own answers according to the research they conducted.

**Individual work**

- Learners work on their own in this exercise. This is a homework exercise but allow learners enough time in class to finish writing their sentences. Ask learners to share their sentences with a partner. Invite a few learners to share their work with the class.

**Formative assessment**

- Walk around the classroom. Observe learners as they complete their sentences. Ensure that all learners brought in notes or key words after their research. Assist any learners who seem to be struggling, for example, with vocabulary.
- Take learners' sentences in for marking.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- If learners cannot write sentences, then ask them to tell you orally about the research. Help them to identify key words and the main points. Turn each main point into a sentence. To answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities. Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Extension activity**

- Ask learners to write a paragraph and draw a picture. Collect these pages from learners and

mark them. Display these pages on the classroom walls under the heading 'How castles and forts have changed over time'.

**Activity 1.35**

(LB page 81)

In this activity, learners draw their favourite castles.

**Group work**

Learners then work in groups to complete this activity. They discuss the following points first.

- 1 What did you like the most about castles or forts? Explain.
- 2 What part of the building did you like? Explain.
- 3 If you could design a castle or fort, what would it look like?

Then they draw their favourite castle or fort and share it with the class.

**Answers**

Learners should include the important features of the fort or castle, people or soldiers and background scenery.

**Formative assessment**

- Walk around the class and observe groups' discussions. Make sure that all learners participate and ask learners questions individually if necessary. Take note of which learners struggled to name the features or parts of a fort or castle. They will need more practice in further activities or exercises.
- Observe learners as they draw their castles or forts. Offer guidance where necessary.

**Differentiated learning**

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

**Remedial activity**

- Review pictures of forts and castles and ask learners to identify their features and parts.
- Allow learners to trace parts of a picture to draw their own fort or castle.

**Extension activity**

- Ask learners to expand their drawings and make a larger castle or fort on an A3 or A2 sheet of paper.
- Learners can make models of their forts or castles from waste material such as cardboard and paper. Display the posters and models. Arrange an exhibition for other classes to view their work. Invite a few learners to discuss their work.

## Homework

(LB page 81)

In this activity, learners write a short diary entry of when they visited a fort or castle.

### Individual work

Learners work on their own to write a diary entry. The activity will be easier to do if learners have watched the videos listed on the ICT activity on page 81. If learners do not have access to the internet at home, then make some time available for them to do their research at school.

### Answers

Learners' diary entries will differ. The diary entries should be in the past tense and in the first person. It should contain the following information:

- Where the fort or castle was located.
- What the fort or castle was used for.
- What they saw there.
- What they experienced.

### Formative assessment

- Take in learners' diary entries. Take note of which learners struggled to write the diary entry or did not include all the required information.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Review the format of a diary entry with learners. Give them a writing frame to write into. Pair them with a stronger learner and let them repeat the activity, this time using another fort or castle.

- Give learners a model diary entry as an example.
- Ask learners to tell you about the visit orally before they write their diary entries.

### Extension activity

- Ask learners to add pictures and expand the diary entry to include more details. Invite them to share their diary entries with the class.

## Project: Make a model of a fort or castle

In small groups, learners make a model of a fort or castle.

### Group work

- Put learners into group of 4. Learners make a model of the fort or castle they have visited (or seen in a documentary).
- They should use waste materials such as cardboard boxes and scrap paper.
- Groups should draw plans first, decide on their materials and give each person in the group a role.
- Give groups time to build their models. Groups should present their work to the class.
- Display the models. Arrange an exhibition for other classes to view their work.

### Formative assessment

Use or adapt the Group Assessment rubric on page 125. Ask learners to assess how well they performed in this project.

## Summary: Major historical locations

### The forts and castles on the Ghana coast

More than 400 years ago, the Europeans built many forts and castles while they were in Ghana.

- These castles and forts were used as trading centres.
- They also served as places of protection and as military bases.
- They were used as offices from where the Europeans ran their businesses.
- Castles were used as residences.
- They were regarded as a sign of wealth and power.

### Differences between forts and castles

<ul style="list-style-type: none"> <li>• Forts served as bases from where soldiers could fight wars. People do not live in forts.</li> <li>• Forts had strong, thick walls around them. However, they were not built to last for a long time. Some were built quickly during times of battle.</li> <li>• Forts were used by different groups of Europeans to protect themselves from being attacked.</li> </ul>	<ul style="list-style-type: none"> <li>• Castles were the homes of the lords or nobles. A castle has many rooms, large halls and many corridors.</li> <li>• A group of people would use a castle as a base to rule over the communities around them.</li> <li>• Castles were also used by different groups of Europeans to protect themselves from being attacked.</li> <li>• A castle is a safe place. The building is surrounded by tall and strong walls to protect people against an attack.</li> <li>• The walls have holes through which the Europeans fired guns at the enemy.</li> <li>• A castle is usually surrounded by a moat to stop attacks from the enemy.</li> </ul>
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## Sub-strand 4: Revision

(LB pages 82–83)

Use this *Sub-strand 4: Major historical locations* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.

- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

### Answers

1

Castle	Fort
Castles were the residence of the lords or nobles. It is a large residence with several rooms, large halls and many corridors.	Forts were built to serve as bases from where soldiers could fight wars. They cannot be lived in.
They were the base from which a group of people ruled over the surrounding communities.	Forts were used to defend specific areas.
They were used by different Europeans to protect themselves from being attacked.	They were used by different Europeans to protect themselves from being attacked.
A castle is a secured structure. The building is surrounded with tall and strong walls to protect people against attack. These walls have holes through which the Europeans fired guns at the enemy. The castle is usually surrounded by moats in order to hold back attacks from the enemy.	Forts were surrounded by strong, thick walls. They were not built to last for a long time. Some were quickly built during times of battle.

- 2 Elmina Castle – near Cape Coast  
Cape Coast Castle – Cape Coast  
Osu Castle – Accra  
Fort William – Anomabo  
Fort Amsterdam – Central Region
- 3 Learner's own logical explanation.
- 4 Learner's own answer. They should answer no or say that it would have been much more difficult.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.



## Sub-strand 5: Some selected individuals

### Describe the contributions of some outstanding Ghanaian entrepreneurs

(B3.2.5.1)

#### Ghanaian entrepreneurs

Entrepreneurship is the process of creating, launching and running a new business. It often starts as a small business. The people who create these businesses are called entrepreneurs.

#### Ghanaian entrepreneurs that contributed to national development ..... (LB pages 84–103)

In this section learners will learn about entrepreneurs who have made significant contributions to Ghana. These individuals include George Grant, Winifred Tete-Ansa, Dr. Esther Ocloo, Benjamin Amponsah Mensah, J.K. Siaw and Alhaji Adam Iddrisu.

Learners will learn about how these entrepreneurs have contributed to national development, and then look at which entrepreneurs inspire them the most.

Next, they will identify some modern-day entrepreneurs and learn about what they are doing to contribute to Ghana's development.

##### Content standard: B3.2.5.1.

Describe the contributions of some outstanding Ghanaian entrepreneurs.

##### Indicator: B3.2.5.1.1

Describe Ghanaian entrepreneurs who have made significant contributions including George Grant – Businessman, Winifred Tete-Ansa, Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepra – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu – Global Haulage

- 1 Name Ghanaian entrepreneurs of note for example, George Grant – Businessman, Winifred Tete-Ansa, Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepra – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu – Global Haulage
- 2 Show pictures of some outstanding entrepreneurs in Ghana
- 3 Retell the life stories of any of these entrepreneurs from a documentary show
- 4 Identify the entrepreneurs who se work inspires you most and give reasons for your choice

##### Subject-specific practices and core competencies:

The use of evidence to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate

##### Resources:

Short videos and documentaries on Ghanaian entrepreneurs, Resource 5 on page 105 of this Teacher's Guide

##### Key words:

entrepreneurship, launching, entrepreneurs, impact, export, political activist, processing, micro-lending, loans, economic empowerment, import, ammunition, manufactured, seizure, industrialist, visionary, mogul, tax evasion, patriot, exile, honorary doctorate, conferred, socio-economic, credit, perseverance, fleet, inspires

##### Helpful links:

- <https://yen.com.gh/104191-best-entrepreneurs-ghana-do.html>
- <https://www.dailyhawker.com/articles/esther-afua-ocloo-the-ghanian-pioneer-of-micro-lending/>
- [ghanaculturepolitics.com/profile-on-george-alfred-grant/](https://ghanaculturepolitics.com/profile-on-george-alfred-grant/)

#### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

##### Phase 1: Start suggestions

- Start the lesson by asking learners if they know of George Grant – Businessman, Winifred Tete-Ansa, Dr. Esther Ocloo – Nkulenu Industries, B.A. Mensah – Pioneer Tobacco Ltd. Kwabena Pepra – Paramount Distilleries, J.K. Siaw – Tata Brewery, Alhaji Adam Iddrisu – Global Haulage and to share what they know.
- These are warm-up questions for an informal benchmark assessment.

### Phase 2: Explore suggestions

- Read through the information on Ghanaian entrepreneurs.
- Read through each section slowly, accompany each Ghanaian entrepreneur with a documentary or video on their life.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words.
- Learners can underline any important information.

### Phase 3: Reflect suggestions

- Let learners talk in groups about famous Ghanaians. They can say who they like and why.
- Ask learners to pretend and role-play one of the great Ghanaians doing what they are famous for and let the group or class guess the Ghanaian's name.
- Students reflect on entrepreneurship – what it requires, what skills people need to be successful and how entrepreneurship by a few individuals has changed Ghana's history.

### Use of ICT

- The learners will need to research Ghanaian entrepreneurs.

### Activity 1.36

(LB page 84)

In pairs, learners explain what an entrepreneur is and what it means to be one and then learners must explain what the concept of entrepreneurship is.

#### Pair work

Learners work in pairs to complete this activity. Encourage them to look online, in dictionaries, and so on, to come up with their own definitions.

#### Answers:

Entrepreneurship is the process of creating, launching and running a new business. It often starts as a small business.

The people who create these businesses are called entrepreneurs.

#### Formative assessment

- Walk around the classroom. Observe pairs as they complete their definitions. Assist any learners who seem to be struggling, for example, with vocabulary.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- If learners cannot write definitions, then ask them to explain the concepts to you orally. Help them to identify key words and turn the key words into a sentence. Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Extension activity

- Ask learners to share their definitions with the class.
- Ask learners to draw pictures to illustrate their definitions. Take the best one and add it to a class history dictionary that you bind for the class to reference.

### Activity 1.37

(LB page 87)

In pairs, learners must draw up mind maps detailing the activities of Paa Grant, Winifred Tete-Ansa and Dr. Esther Ocloo and present their mind maps to the teacher for marking.

#### Pair work

Learners then work in groups to complete this activity. First, they should re-read all the information for these three entrepreneurs. Then they plan and do their mind maps.

#### Answers

Students' own mind maps showing the activities of Paa Grant, Winifred Tete-Ansa and Dr. Esther Ocloo.

#### Formative assessment

- Walk around the class and watch as learners read, plan and do mind maps. Make sure that all learners participate. Take note of learners who struggle to do a mind map. They will need more practice later. (They could turn their summaries in Activity 1.42 into mind maps.)

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activities

- Pair up stronger and weaker learners in a group so that stronger learners can help weaker ones.

Ask learners to do a single branch of the mind map first.

#### Extension activities

- Ask learners to do their mind maps as large posters.
- Invite some groups to talk the class through their mind maps.
- Display the best mind maps in class.

### Exercise 1.15

(LB page 87)

Learners work on their own to answer this question.

#### Individual work

Learners work on their own to interview a local entrepreneur. Give learners enough time to complete the activity. This exercise will require at least two periods on different days. In the first lesson, let learners plan their interviews, write some questions to ask the shop owner and role-play conducting an interview to gain confidence. Share basic interview skills with the class. Remind them to be polite and thank the person for their time when the interview is complete.

#### Answers

Learners' own interviews with a local shop owner.

#### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it difficult to write questions or conduct an interview. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- If learners are really not confident enough, allow them to do the activity in pairs. You could also arrange that a few shop owners visit and address the class. Learners will then get an opportunity to ask questions without having to conduct an entire interview.
- Give learners an interview frame with some questions already added for them to use and to which they can add their own questions.

#### Extension activity

- Ask learners to interview several shop owners and then make a presentation on what they found out. They present this to the class.

### Activity 1.38

(LB page 89)

Learners are to write a paragraph on their thoughts after reading the given diary entry on B.A. Mensah.

#### Pair work

Put learners into pairs. Let pairs read the diary entry together. Then they write a paragraph. Show them how to write a good paragraph by using a topic sentence that explains what the paragraph is about. Encourage learners to plan their paragraphs and write a draft first.

#### Answers

Pairs' own paragraphs of about 4–5 lines.

#### Formative assessment

- Walk around the class and observe learners as they work in pairs. Help with language or vocabulary where needed.
- Make a note of those learners who seem to be struggling to write a paragraph. They will need more practice opportunities in later lessons.

#### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Pair less confident learners with stronger ones so that the stronger learners can help the weaker ones. Let learners write one sentence, then build it up to two, and so on, until they can write a paragraph.

#### Extension activity

- Invite some learners to share their diary entries with the class. They can draw a picture next to their entries and display their works on the class walls.

### Activity 1.39

(LB page 90)

Learners discuss the life of J.K. Siaw, what it means to be in exile, why Siaw went into exile and conclude by drawing a timeline of his life.

#### Group work

Learners work in groups to complete this activity. They should first conduct their research about what exile is and then discuss the reasons for J.K. Siaw going into exile.

Review the format of a timeline as done earlier in this strand. Encourage all students to take part in the discussions and drawing of the timeline.

### Answers

- 1 Exile means that a person has been banned (prevented) from entering his own country.
- 2 Accept any reasonable answer about the political situation in Ghana at the time. They thought that his wealth could only have been collected due to corruption.
- 3 Timelines will differ according to the number of events that groups add. It should start in 1923 and end in 1986.

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to do research, have a discussion and draw a timeline.
- Make a note of those learners who are finding it difficult to draw a timeline. Ensure that they understand what the term 'exile' means. Help them to find its meaning online and in their textbooks and dictionaries.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this activity.

### Extension activity

- Ask learners to draw timeline of the lives of the other notable entrepreneurs named in this section.

## Exercise 1.16

(LB page 91)

Learners work on their own to answer this question.

### Individual work

Learners work on their own to complete this exercise. Give learners enough time to complete the activity.

### Answers

Term	Meaning	Example
entrepreneur	sets up a business	B.A. Mensah
export	to send items to another country for sale	timber

import	to bring in products from another country for sale	soap and ammunition
political activist	a person who believes strongly in change in society or in the laws and takes part in activities to try to make this happen	George Grant
commodities	items that can be traded	cocoa
micro-lender	A person who gives people small loans to grow their own businesses	Dr. Esther Ocloo
ammunition	things that can be shot from a weapon	bullets
mogul	an important person who is rich or powerful	B.A. Mensah
patriot	A person who loves their country	J.K. Siaw
entrepreneur	A person who takes great financial risks to set up a business	Winifred Tete-Ansa

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to complete the table.
- Make a note of those learners who are finding it difficult to complete the table. Ensure that they understand the terms. Help them to find the meaning of the terms online and in their textbooks and dictionaries.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow

them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

#### Extension activity

- Ask learners to conduct more research about the entrepreneurs discussed in this section. They should share what they have found with the class in the next period.

### Activity 1.40

(LB page 94)

In groups, learners must tabulate the achievements of Alhaji Adam Iddrisu's life and the dates for the respective achievements, list the companies he owned, the vehicles GHGL started with and how many trucks used per day.

#### Group work

Learners work in groups to complete this activity. Encourage learners to first read the questions carefully, then to read the Case Study together as a group.

#### Answers

1

Date	Achievement
1953	Founded Global Haulage Limited (GHGL)
1986	Greater Accra District Best Farmer
1987	Greater Accra Regional Best Farmer
1992	Africa International Awards in Tunisia
1999	European award (in Brussels)
2003	European award
2015	Honorary doctorate at the Kwame Nkrumah University of Science and Technology

- Eleven companies are part of the GHGL. These are the Global Haulage Company Limited, the Royal Bank, Imperial General Insurance, Federated Commodities, Trans Royal Ltd, Cocoa Merchant, Royal Commodities, Isudam Construction and more recently, Global Automobile Limited. GHGL also has the GG Farms and Global Haulage Real Estate, which builds warehouses and homes.
- It started with 15 vehicles in 1971.
- They now own and run 230 trucks daily.

#### Formative assessment

- Walk around the classroom. Observe groups as they work. Assist any learners who seem to be struggling.

- Give learners enough time to complete all of the questions.
- Work through the answers by inviting groups to share their answers with the class.
- Make a note of those learners who are finding it difficult to complete any of the work in this section. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this activity. Allow them more time to complete the exercise, fill in the first word with them, or pair them with a stronger learner.

#### Extension activity

- Ask learners to list the achievements of Dr. Esther Ocloo in the same way.
- Learners can make a video about the life of Alhaji Adamu Iddrisu. They can show it to the class. The best videos can be shown to other classes.

### Exercise 1.17

(LB page 94)

Learners work on their own to answer questions about the entrepreneurs they have learnt about and then write a paragraph.

#### Individual work

Learners work on their own to complete this exercise. Give learners enough time to complete the activity.

#### Answers

1–4 Learners' own answers.

#### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Make a note of those learners who are finding it difficult to complete the sentences. Ask them the questions orally. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.



### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise or pair them with a stronger learner.

### Extension activity

- Ask learners to share their paragraphs with the class.

## Activity 1.41

(LB page 94)

In groups, learners are to role-play the life story of one of the entrepreneurs they were taught about.

They must:

- write a script
- practice their role play
- present their role play to the rest of the class.

### Group work

Learners work in groups to role-play the life of an entrepreneur. If necessary, allocate a specific entrepreneur per group to ensure that all entrepreneurs will be role-played. Allow groups adequate time to prepare.

### Method:

- Learners form small groups, each with about four or five learners.
- Then they decide what part(s) of the entrepreneur's life they will role-play. You need to guide learners in their planning stages. It needs to be realistic.
- Students write a script.
- They decide what role or character each learner will play.
- Groups practice the role play.
- Learners perform their role play in class. The class should be able to say which entrepreneur they are role-playing.

### Formative assessment

- Walk around the class, observe and listen to learners working in groups. Help where needed.
- Make a note of those learners who lack confidence in role play and give them more practice opportunities in later lessons.
- Encourage all learners to take part in the planning, script writing and actual role play.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

- Give each member of the group a task and role-play according to their strengths, so that they are all involved with the task.

### Remedial activity

- Encourage less confident learners to take a small role in the beginning to build their confidence.

### Extension activity

- Let learners make use of simple costumes for their role play.
- They can record their role plays as videos and play it for the class and other classes.

## Activity 1.42

(LB page 95)

In pairs, learners must make a summary of the work that they have done this year in this strand.

### Pair work

Work through the example in the Learner's Book and show learners how to write a summary. Then put the class in pairs to complete the activity. Give pairs enough time to work. This may take longer than a period to complete.

### Answers

Pairs' own summaries. The points must be short and in bullet form for each section. Learners must do a summary for every section of the work.

### Formative assessment

- Walk around the class, observe learners as they work in pairs. Help where needed.
- Make a note of those learners who seem to be struggling with a particular section of work as they will need more practice opportunities in later lessons.
- Ensure that learners know how to summarise. It is important that they do not just rewrite all the text in each section. Ask them to tell you the main points or key words in a section of work. Help them to turn each key word into a point.

### Differentiated learning

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Pair less confident learners with stronger ones so that they can help them.

### Extension activity

- Let learners turn their summaries into a slide show (with a slide for each section). They then share these with the class.



## Project: Design a poster (LB pp. 98–99)

In small groups, learners conduct research and make a poster on Ghanaian entrepreneur.

### Group work

Put learners into group of 4. Learners can either choose one entrepreneur or assign a particular entrepreneur to them. They do research to answer the task questions. Then they design a poster and present it to the class.

### Answers:

Groups' own answers according to the research they found. Check that they have followed the guidelines.

### Formative assessment

- Walk around the classroom. Observe groups as they complete their task. Assist any learners who seem to be struggling.
- Give groups a rubric to use for this project. Use the rubrics for Posters (page 120), Group work (page 125), Projects (page 126) and Internet research (page 128) to help you.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Give learners further practice with the section of the project with which they struggled. This could be in the form of helping them to decide on the words to enter in a search engine, sorting and summarising work, writing information in their words, participating more in the group, planning their layout on a poster, and so on.
- Learners prepare a short individual talk about the entrepreneur they have chosen.

### Extension activity

- Ask learners to make a slide show presentation of their work. They can present it to the class, and possibly, to other classes.

Ghananian entrepreneur checklist	Yes, no, comment
<b>Have groups provided the following information?</b>	
<b>a</b> Where and when the entrepreneur was born?	
<b>b</b> Which ethnic group the entrepreneur belongs to?	
<b>c</b> What is the ethnic group well-known for?	
<b>d</b> Describe the migratory route of this ethnic group.	
<b>e</b> What inspired them to become an entrepreneur?	
<b>f</b> What business have they gone into or are well-known for developing?	
<b>g</b> Explain what inspires you about them.	
<b>h</b> How is the person growing and developing this business?	
<b>i</b> Does the business employ other people?	
<b>J</b> What inspires you about this entrepreneur?	
<b>Have groups followed these instructions?</b>	
<b>1</b> Printed or drawn images of the Ghanaian entrepreneur and their life.	
<b>2</b> Written or typed the information under each question in their own words.	
<b>3</b> Pasted the information and images on a poster.	
<b>4</b> Made sure that their posters are easy to read, colourful, neat and interesting?	

## Project: Retell the life story of an entrepreneur

Learners watch a documentary of an entrepreneur and then retell their life story.

### Group work

- Put learners into group of 3 or 4. Learners choose an entrepreneur (or assign one to them so that not all groups do the same person).

- Learners watch a documentary on the person and then retell their life story to the class.

Summative assessment Use or adapt the Speeches/Orals rubric on page 122 to assess learners.

## Summary: Some selected individuals

Entrepreneurship is the process of creating, launching and running a new business. It often starts as a small business. The people who create these businesses are called entrepreneurs.

### George Grant (1878–1956)

- He set up his own company known as George Grant and Company.
- He was successful as a timber merchant and had an export business.
- Paa Grant was also a political activist and one of Ghana's Founding Fathers.
- He arranged for Dr. Kwame Nkrumah to return to Ghana from the United States. Dr. Kwame Nkrumah then led Ghana towards independence in 1957 and became Ghana's first president.

### Winifred Tete-Ansa

- He was a successful cocoa trader and contributed towards Ghana being one of the main cocoa producers in the world.
- He opened a bank to support businesses that belonged to Africans because European banks did not want to help them

### Dr. Esther Ocloo (1919–2002)

- In 1942, Dr. Esther Ocloo started Nkulenu Industries Limited (Ltd). It is a well-known food processing company in Ghana.
- Dr. Esther Ocloo then started a business in micro-lending.

- In 1990, she received the African Prize for Leadership for her work to bring about the economic empowerment of women.

### Benjamin Amponsah Mensah (1924–present)

- In 1951, he started his own import/export company that imported soap and different types of alcoholic drinks.
- He then set up another company called Textile Spinning Works Limited.

### J.K. Siaw (1923–1986)

- In 1969, he started Tata Brewery Ltd. He opened the largest and first completely African-owned brewery company in West Africa.
- In 1979, all his money and possessions were taken because he was accused of tax evasion.

### Alhaji Adamu Iddrisu

- Alhaji Adamu Iddrisu received his honorary doctorate in 2015.
- The Honorary Doctorate was in recognition of his contribution to society.
- He founded the Global Haulage Group Limited (GHGL) in 1953.

## Sub-strand 5: Revision

(LB pages 100–101)

Use this *Sub-strand 5: Some selected individuals* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what history is about and how it is part of everyday life.

## Answers

- True
  - False. He was falsely accused; he did pay his taxes.
  - True
  - True
  - True
- Dr. Esther Ocloo started Nkulenu Industries Ltd. It is a well-known food-processing company in Ghana. She started the company so that she could have work for herself. When she left college, there were no jobs available because of the Second World War. It soon grew into a very successful business. Paa Grant was a political activist and one of Ghana's Founding Fathers. People called him the 'father of Gold Coast politics'. He arranged for Dr. Kwame Nkrumah to return to Ghana from the United States. Dr. Kwame Nkrumah then led Ghana towards independence in 1957 and became Ghana's first president.

3	Column A	Column B
	Winifred Tete-Ansa	Promoted the cocoa-growing regions of the Gold Coast.
	B.A. Mensah	Imported soap and different types of alcoholic beverages to Ghana.
	Dr. Esther Ocloo	Started a business in micro-lending
	Alhaji Adamu Iddrisu	Received an honorary doctorate in December 2015.
	George Grant	The Father of Gold Coast politics
	J.K. Siaw	Started Christ College with his father, which became Ghana Secondary School in Effiduase.

## Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.

## Strand 2: Assessment

(LB pages 102–103)

Use this *Strand 2* for summative assessment of the first, second, fourth and the fifth sub-strands. Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Make sure that learners can demonstrate understanding of the work done in the three sub-strands.

## Answers

- 1
  - a There were two ways in which people paid for their goods. They used cowrie shells and they use the barter system. (2)
  - b The medium of exchange is something that is used in trading goods and services. (1)
  - c Forts were bases for soldiers. They were not residences. (1)
  - d The Ewe people designed Ghana's famous kente cloth. (1)
  - e Castles were buildings in which lords or nobles lived. (1)
- 2
  - a True
  - b True
  - c True
  - d True
  - e False. They could be erected faster than a castle and had thick walls. (5)

3 d, c, b, a (4)

4 salt, gold, pottery, fish and kola beans (5)

5 (6)

Column A	Column B
Battle of Feyiase	The king of Denkyira, Denkyirahene Ntim Gyakari, thought he was doing well in the war. He had driven people of the Asante from Adunku, Abuontem and Aputuogya.
Krepi War	During the conflict nearly all the Ewe people in the north and west unit under Chief Kwadzo Dei's leadership.
Battle of Akatamanso	The Asante army was defeated by an alliance made up of the British, Ga-Adangme, Fante, Akyem, Akwamu, Krepi people, Anlo and Denkyira people.

- 6
  - a C
  - b C
  - c A
  - d B

(4)

**Total: 30**

## Strand 3: Europeans in Ghana

### Introduction

In Basic 1, learners identified the European countries whose citizens came and settled in Ghana, such as Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway and The Netherlands. They learnt in which order these Europeans came to Ghana, and located the countries they came from on a map of the world. Then they explored where these Europeans first settled in Ghana and the types of settlements they built.

In Basic 2, in Sub-strand 2, International trade including the slave trade, they learnt about the interactions between the people of the Gold Coast and the Europeans, how trade was first carried out and which goods and services were bartered. They discovered how some of these items remained a part of everyday Ghanaian life. They investigated how this trade changed over time and how it led to towns, forts and castles being built and how this led to the establishment of the slave trade in Ghana.

### Opener activity

The questions have been structured to broadly cover sub-strand in Strand 3: Sub-strand 1: Europeans in Ghana.

#### Answers

- 1 Learners' answer will differ according to what they remember from Basic 2. All the content is listed above.
- 2 Learners' own answers. Example answer: The slaves gave the Europeans a valuable commodity to trade. It led to many European countries establishing forts and castles in Ghana.

#### Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

## Sub-strand 1: Arrival of Europeans

### Show an understanding of the interactions between the local people and early settlers

(B3.3.1.1)

Learners will learn about which Europeans were the first to come to the Gold Coast, when they came and

where they settled.

## Europeans in Ghana

### How the Europeans settled on the Gold Coast ..... (LB pages 104–119)

The Portuguese had several reasons for travelling south. Some of these were:

- They were attracted by stories of gold and ivory in Africa, with its fertile lands.
- They wanted to avoid Arab traders and establish direct trade with Asia.

#### Content standard: B3.3.1.1.

Show understanding of the interactions between the local people and early settlers

#### Indicator: B3.3.1.1.1

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

- 1 Dramatise the meeting between the Portuguese and Kwamina Ansah
- 2 Explain why other Europeans who came later also settled on the Gold Coast
- 3 Investigate how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs and marrying the local people

#### Subject-specific practices and core competencies:

As learners explore the cause and consequences of the interaction between Europeans and the locals, they enhance their communicative, collaborative and creativity skills

#### Resources:

Access to a computer and an internet connection for research

#### Key words:

thriving, masons, carpenters, negotiations, advantageous, demolish, retaliation, opposition, lease, dependence, treaties, fortified, ancestry, nobility, intermediaries

#### Helpful links:

- <https://www.britishempire.co.uk/maproom/goldcoast.htm>

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the performance indicator and exemplars.

#### Phase 1: Start suggestions

- Start the lesson by asking learners: Why would foreign nations want to come to Ghana? What are they looking for?
- These are warm-up questions for an informal benchmark assessment.

#### Phase 2: Explore suggestions

- Read through the information on how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs.
- Read through each section slowly.
- Check that all learners understand the concepts before moving on to the next paragraph or activity. Learners can take turns in reading.
- Discuss the meaning of any difficult words.
- Learners can underline any important information.

#### Phase 3: Reflect suggestions

- Put the learners into small groups to discuss the notes that they underlined and to see if they have all the important information.

### Use of ICT

Investigate how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs and marrying the local people.

### Exercise 2.1

(LB page 108)

Learners work on their own to answer this exercise.

#### Individual work

Learners work on their own to complete this exercise. They do research and then write 4–5 sentences to present their findings. Give learners enough time to complete the activity.



**Answers**

Learners' answers will differ.

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to rewrite their sentences.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, or pair them with a stronger learner.

**Extension activity**

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles.

**Activity 2.1**

(LB page 109)

In this activity, learners role play the meeting between the Portuguese and Kwamina Ansa.

**Group work**

- Learners work in groups of 11 learners to role-play the meeting between the Portuguese and Kwamina Ansa.
- Groups need adequate time to prepare. Groups then perform their role play.
- Characters:
  - Captain Diego D'Azambuja
  - Kwamina Ansa
  - João Bernaldes
  - Four Portuguese
  - A mason, a carpenter and two soliders
  - Four Fante people
- Decide what role or character each learner will play.
- Groups practice the role play.
- Learners perform their role play in class.

**Formative assessment**

- Walk around the class, observe and listen to learners working in groups. Help where needed.

- Make a note of those learners who lack confidence in role play. Give them more practice opportunities in later lessons.

**Differentiated learning**

- Use the remedial activities as practice for those who find the task challenging and the extension activities for those learners who need more of a challenge.
- Give each member of the group a role according to their strengths so that they are all involved with the task.

**Remedial activity**

- Encourage less confident learners to take a small role in the beginning to build their confidence.

**Extension activity**

- Ask learners to write a script for their role play. Let them act it out with the words for their friends.
- Let learners make use of simple costumes for their role play.
- They can record their role plays as videos and play it for the class, and other classes.

**Activity 2.2**

(LB page 111)

Follow the same guidelines as in Activity 2.1. This time, groups perform a short role play about members of an ethnic group that come across a group of Europeans that have just arrived on the shores.

**Group work**

Learners work in groups of 4–5. They need to write a script first. Learners need to practise and perform it for other classes.

**Exercise 2.2**

(LB page 111)

Learners answer questions in this exercise on their own.

**Individual work**

Learners work on their own to complete this exercise. Give learners enough time to complete the activity.

**Answers**

- 1 What did the Portuguese call Elmina and why? They called it 'A Mina', which means 'the Mine', because of all the gold that could be found there.

- 2 Who were the Berbers?  
The Berbers were an ethnic group made up of different nations mostly from North Africa. Today many follow the Islamic religion and speak the Berber language. They were traders.
- 3 Why did Captain Diego D’Azambuja come to the Gold Coast?  
To build a fort on the coast.
- 4 What and who did Captain Diego D’Azambuja bring with him?  
Masons, carpenters and materials
- 5 What do you think ‘advantageous trading terms’ means?  
Made the trade more attractive by offering more goods, or goods at a lower cost.
- 6 Who were the Fante people?  
The Akan people who lived at the coast.
- 7 Who was João Bernaldes?  
A Portuguese soldier who was supposed to send payment and gifts to the Fante people, but he failed to do so and upset the Fante people.
- 8 Who was Benya?  
The river god who the people of Elmina thought had a rock for a home.
- 9 Why did other Europeans want to settle on the Gold Coast?  
They wanted to participate in the gold trade and they liked the fertile land and wanted to trade directly with Asia.
- 10 Why were these other Europeans happy to accept an alliance with the local chiefs?  
They were given favourable trading terms and gifts

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist any learners who seem to be struggling.
- Give learners enough time to complete the exercise.
- Make a note of those learners who are finding it difficult to answer the questions. Give them more practice opportunities in later lessons or tasks.
- Take in learners’ answers for marking or go through the answers in class.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time to complete the exercise, fill in the first few questions with them or allow

learners to complete the exercise in pairs, where weaker learners are paired with stronger ones.

### Extension activity

- Ask learners to make up three of their own sentences and leave out words for their partners to fill in. Then they swap roles.

## Activity 2.3

(LB page 113)

In groups, learners are to make a booklet about the Europeans arriving in Ghana.

### Group work

Learners work in groups of 4–5. They will need time to do the necessary research, plan their work, write the information and draw pictures.

### Answers

The booklet should contain a timeline showing which Europeans came to Ghana and when they came. It should explain why they came to Ghana, what alliances they formed with the chiefs of Ghana, what they exchanged with each other and why they began to build forts. The booklet should be around four to six pages and should include drawings, maps and pictures. It should also be colourful and must have a cover page with a title and a list of the group members.

### Formative assessment

- Walk around the classroom. Observe groups as they work. Assist any learners who seem to be struggling.
- Assist learners to find information online.
- Show learners how to plan their booklet.
- Give groups a rubric to show that [or how?] they will be marked.
- Remind learners to write a draft first.
- Make a note of those learners who are finding it difficult to complete the sentences. Give them more practice opportunities in later lessons or tasks.
- Encourage groups to organise themselves, making sure that everyone knows what to do and has a role.

### Differentiated learning

- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

### Remedial activity

- Ask learners to do a mini-task first on an A4 sheet of paper. Ask them to give information orally. All learners have strengths and weaknesses. Encourage groups to use learners’ strengths, for

example by using learners who can draw well to draw the pictures.

#### Extension activity

- Bind the booklets and add them to the book corner in the classroom. Arrange an evening for parents, guardians or caregivers to view learners' work.

### Exercise 2.3

(LB page 113)

Learners conduct interviews with parents or elders to find out their opinions about the Euro-African marriages.

#### Individual work

Learners will need time to interview elders and parents at home – so either the lessons must span periods on different days or give them the first part of the activity as homework on the day before the lesson. Learners need to write the questions they will be asking, and the interviewee's responses.

#### Formative assessment

- Ask students to hand in their interviews for marking. Take note of which learners struggled with this task. They will need more practice in further activities.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

#### Remedial activity

- Ask learners to give you oral feedback about the task (or help them to compile questions beforehand).
- Help them with the necessary spelling and vocabulary.

#### Extension activity

- Ask learners to draw pictures and display their interviews in class. Invite learners to share their interview sentences with the class.
- Try to record a few interviews and let the class view and discuss them.

## Summary: Arrival of Europeans

- The Portuguese were amongst the first Europeans to explore the Gold Coast. They named it 'A Mina', which means, 'the Mine', after the gold that could be found or mined there.
- The first ships to explore the African coast in 1482 were sent by Prince Henry the Navigator, a 15th Century Portuguese prince.
- After Prince Henry the Navigator, Fernão Gomes explored the African coast. He and his men reached Elmina in 1482. He found a thriving gold trade already going on amongst the local people, the Arabs and the Berber traders. Gomes then built his own trading post at Elmina. This was the first European settlement in West Africa.
- Europeans wanted to share in the thriving gold trade in Africa
- The Berbers were an ethnic group made up of different nations mostly from North Africa.
- Trade negotiations between Elmina and Portugal went well during this time.
- The Portuguese then decided to build a fort on the coast to protect the trade. All the building materials the Portuguese needed to build the fort were brought to the Gold Coast by ships.
- Chief Kwamina Ansa gave the traders permission to build the fort. But in return, he said that they had to:
  - follow Fante trading customs
  - pay their taxes, other fees and provide gifts
  - give the Fante advantageous trading terms.
- A number of events happened that led to conflict between the Portuguese and the Fante people.
  - The Portuguese were asked to demolish the homes of some of the local villagers.
  - The Portuguese only agreed to do this after they had been paid.
  - The Fante people attacked the Portuguese
- The Portuguese started to lease the right to build trading posts to any person or company who would form an alliance with the local chiefs. Some kings and leaders accepted the alliance because they wanted to be less dependent on the Portuguese and involve other Europeans in their trading activities.
- Treaties were signed between the Europeans and the local chiefs, to make these alliances more formal and effective.
- During the 17th and 18th Centuries, many different European groups came to settle on the Gold Coast. First the Portuguese, then the Dutch arrived, then the English, then the Danish and Swedish
- On the Gold Coast, the Europeans built fortified trading stations that were well protected against an attack.
- Gold Coast Euro-Africans were born when European men and African women had children. This happened during the late 15th Century up until 1957.
- After Ghana became independent, Euro-Africans usually lived in coastal urban settlements. The Europeans used their marriages as a way to live and trade or work on the Gold Coast.
- Euro-Africans also formed relationships with important coastal or Akan families of royal ancestry and nobility. As a result, Euro-Africans were used as intermediaries between Europeans and Ghanaian people.

## Sub-strand 1: Revision

(LB page 116)

Use this *Sub-strand 1: Arrival of Europeans* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate an understanding of what impact the Europeans had on the history of Ghana.

## Answers

- a Portuguese
  - b They came to trade for ivory.
  - c Dutch, English, Swedish and Danish
- a True
  - b False. He found a thriving gold trade.
  - c True
  - d Euro-Africans also formed relationships with important coastal or Akan families of royal ancestry and nobility.

- a The Portuguese, under Captain Diego de Azanbujá, and his men (were / were not) well received.
  - b The Portuguese (had to / did not have to) demolish the homes of some villagers.
  - c João Bernabes (paid / failed to pay) the Fante people.
  - d (Some kings / No kings) and leaders accepted the alliance with other European groups because they wanted to be less dependent on the Portuguese.
  - e (Sometimes there was / There was never) conflicts with local inhabitants as they formed alliances with local chiefs.

## Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.

## Strand 3: Assessment

(LB pages 117–118)

## Summative assessment

Use this *Strand 3: Assessment* for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Make sure that learners can demonstrate understanding of the work done in this sub-strand.

## Answers

- 1
  - a The first ships to explore the African coast in 1418, were sent by Prince Henry the Navigator. (1)
  - b Fernão Gomes reached Elmina in 1482. (1)
  - c Fernão Gomes found a thriving gold trade already going on amongst the natives, the Arab and Berber traders. (2)
  - d Masons and carpenters were brought to Elmina to build a fort. (1)
  - e Diego D'Azambuja went ashore to meet Kwamina Ansa. (1)
  - f Euro Africans were born when European men and African women had children. (1)
  - g To make alliances between chiefs and Europeans more formal and effective, treaties were signed. (2)
  - h Chief Kwamina Ansa asked the traders to follow Fante trading customs. (1)
- 2
  - a True
  - b False. The Portuguese were asked to demolish the homes of some of the local villagers.
  - c True
  - d False. Despite opposition from the Fante, the Portuguese built the first storey of the fort in 20 days.
  - e True
  - f False. Euro-African people could be used as intermediaries between the Europeans and the people of the Gold Coast.
  - g False. The traders were expected have to pay taxes or other fees to the Fante.
  - h False. The Portuguese soldiers set fire to the local village.
  - i False. The Portuguese started to lease the right to build trading posts to any person or company who would form an alliance with the local chiefs.
  - j True (10)
- 3 e, b, d, a, c (5)
- 4
  - a He brought masons and carpenters. He wanted to build a fort there.
  - b Kwamina Ansa
  - c peace ritual
  - d He only asked that they followed Fante trading customs, gave frequent tributes and advantageous trading terms. (5)
- 5 They too wanted to profit from the trade taking place in Ghana. (2)
- 6 They were prepared to make alliances with the local rulers in Ghana, so they could get good trade terms. (1)
- 7 They built fortified trading posts to protect their trading posts from attacks by exterior threats. (2)
- 8 Conflict. Any suitable answer given by learner. (2)
- 9
  - a These are people who were born when Europeans had children with native Africans on the Gold Coast.
  - b They are people who act as a link between other people. (3)

**Total: 40**



## End-of-year exam

(LB page 117–118)

This exam summarises all the work covered throughout the year and tests the learners on all the material covered in the subject.

### Summative assessment

Use this end-of-year exam for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you individually.

Take in the exercise books or listen to the oral answers and assess learners' work.

Make sure that learners can demonstrate understanding of the work done in the two strands and the five sub-strands.

### Answers

I (10)

Terms	Meaning
1 ethnic group	A group of people who speak the same language, come from the same place, share the same culture and traditions.
2 colonisers	One group or nation uses its power to take control of another group or nation.
3 alliance	An agreement among people to achieve a common goal.
4 trade	The buying and selling of goods or services.
5 entrepreneur	A person who sets up and runs a new business.
6 retaliation	A counter-attack.
7 economic	Relating to the production, development and management of money and wealth.
8 treaties	An official agreement between governments or government officials.

9 medium of exchange	Something that has value that is used to buy goods or services.
10 conflict	A disagreement between people or groups which they cannot resolve quickly or in the usual way.

- 2 a C  
b D  
c A  
d D  
e B  
f B

(6)

3

(14)

Dr. Esther Ocloo	Benjamin Mensah
Started a business in microlending	Started school at the age of 10
Started Nkulenu Industries Ltd	Started working as a clerk in 1944
Born in 1919	Born in 1924 in Kumawu Ashanti
Received the African Prize for Leadership	Started an import/export business in 1951
Started a business to support themselves	Set up a company called Textile Spinning Works Limited
Empowers many women	Set up International Tobacco Ghana Limited

- 4 The Battle of Katamanso decided the Gold Coast history when the Asante people were forced to surrender their rulership over the southern states of Ghana. The Asante people were collecting taxes from castles and forts along the coast. The Assin people, the Denkyira people and the Akwamu people were paying rent to them. However, this stopped when the Asante people were defeated by the Krepi people.

## End-of-year exam (continued)

(LB page 119–124)

The Asante army was defeated by an alliance made up of the Krepi people, Ga-Adangme people, Fante people, Akyem people, Akwamu people, British, Anlo people and Denkyira people. The Ga-Adangme people won the war and prevented the Asante people from dominating the coast. (10)

- 5 a Learners must give three of the following: salt, fish, gold, kola, shea butter, pottery, cloth, iron utensils. (3)
- b They wanted gold because it was valuable and they wanted to trade directly with Asia. They were interested in what could be grown and harvested and the stories of ivory. (2)
- c When conflict is settled in a friendly way, the parties become more united and this unity makes those involved feel more secure. When there is peace and unity among people, they can give of their best. This leads to a better nation or country. And this leads to national development. (1)
- d In the 12th Century, the Akan people migrated from the ancient Ghana Empire. Others also believe they came from around Lake Chad and the Benue River. They settled throughout Ghana. (2)
- e Each kola nut has the same amount of caffeine as two large cups of regular coffee! So, it has the same effects as caffeine, to make people feel more alert and energetic. Elders may say that it helps stomach ailments such as morning sickness, intestinal diseases, constipation and ulcers, or coughs and asthma, toothache and infections, eye problems, skin diseases and depression. (2)
- 6 a The Europeans needed protection from other Europeans (as shown by the way the canons faced towards the sea). (2)

b Learners' own answers. Example answer: Yes, they gave people a base of operations and allowed them to protect their trade. (2)

c No, the ethnic people could not protect themselves if attacked from a fort as it was fortified with high walls, and they had guns, etc. (2)

d No, it was not their land. They had to lease the right to build trading posts or form an alliance with the local chiefs. (2)

7 a The (Berbers/Portuguese) were the first Europeans to explore the Gold Coast.

b The Europeans wanted to share in the (gold trade/salt trade) that was thriving at the Gold Coast.

c (Fernão Gomes/Prince Henry the Navigator) reached Elmina in 1482.

d (João Bernaldes/Captain Diego D'Azambuja) brought the masons and carpenters to the Gold Coast to build a fort.

e The Portuguese (were/were not) asked to demolish the homes of some of the local villagers.

f The Portuguese (succeeded/did not succeed) in breaking a rock which was the home of the river god, Benya.

g The (Fante/Ga) people opposed the Portuguese soldiers.

h The Dutch arrived in the (17th/18th) Century to settle on the Gold Coast.

i Europeans built (fortified/unprotected) trading stations.

j Gold Coast Euro-Africans were used to resolve (peace/conflict) (7)

8 a True

b True

c False. The Europeans wanted the local people to use promissory notes.

d True

e True

f True

g False. The Portuguese called Elmina, 'A Mina'. (7)

**Total: 75**

## Resource 1

Find these words in the word search below. They can run across or down the boxes. There is one example for you.

Goaso

Tamale

Damongo

Accra

Guan

Akan

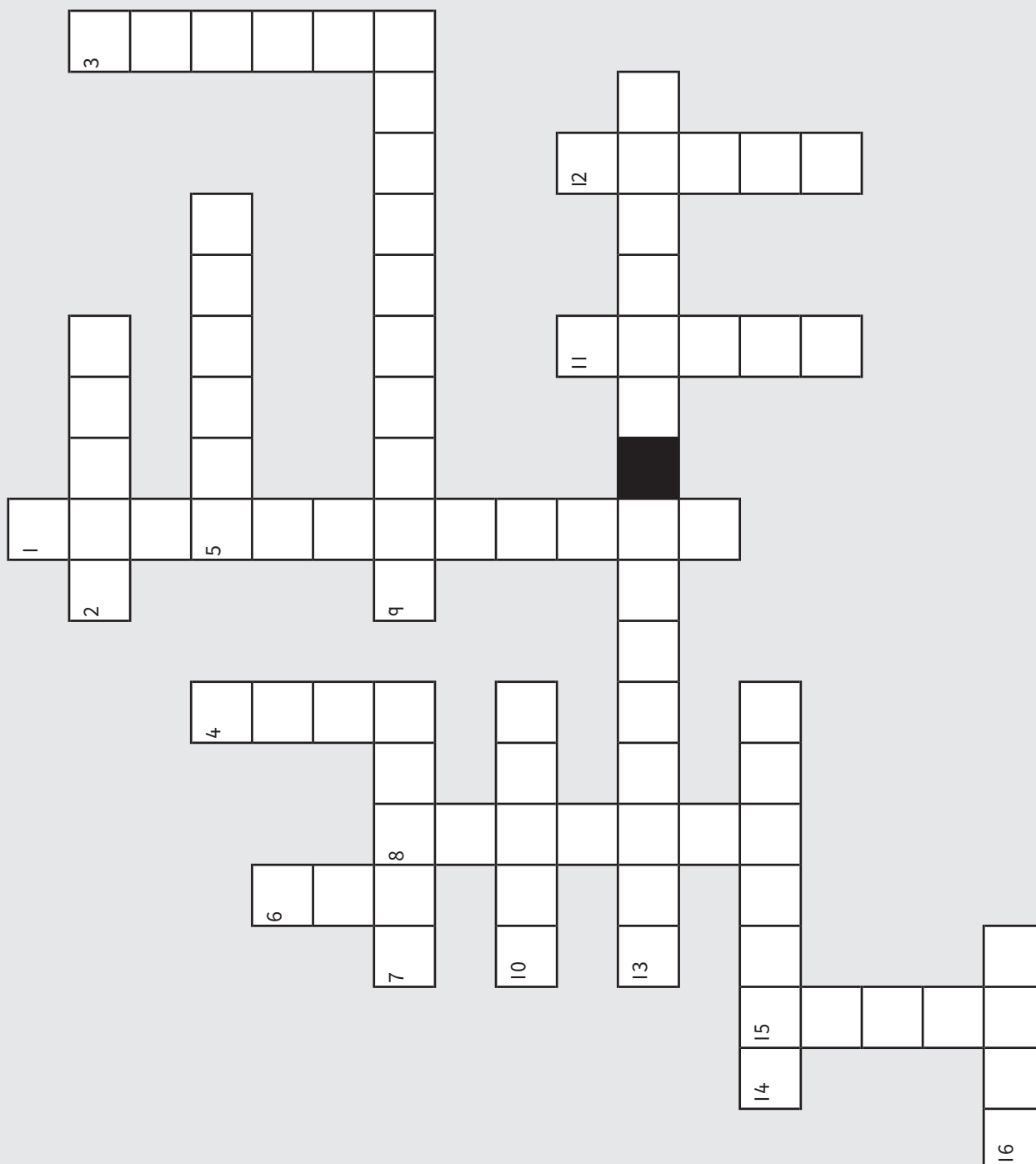
Ewe

A	G	D	A	K	A
B	U	A	C	D	E
T	A	M	A	L	E
A	N	O	C	G	W
K	H	N	C	I	E
A	J	G	R	K	F
N	G	O	A	S	O

## Resource 2

Complete the following crossword puzzle.

Use the clues on page 25 of your Learner's Book.



## Resource 3

Timeline to show when the ethnic groups arrived in Ghana

Date	Who arrived
Pre-11th Century	
11th Century	
12th Century	
13th Century	
14th Century	
15th Century	
16th Century	
17th Century	
18th Century	

## Resource 4

### Forts and castles

Fort / Castle	Which European group built it?	When was it built?	Why was it built?



## Resource 5: Bartering cards



**Fish**



**Pottery**



**Salt**



**Kola nuts**



**Gold**



**Bolga basket**

## Resource 5: Bartering cards (continued)



**Shea butter**



**Cowrie shells**



**Tubers of yam**



**Building a house**



**Kente cloth**



**Livestock**

**Resource 6: Ghanaian entrepreneur cards****Alhaji Adamu Iddrisu****Dr. Esther Ocloo****Winifred Tete-Ansa****Benjamin Amponsah  
Mensah****George (Paa) Grant****J.K. Siaw**  
(draw your own picture)



**Resource 6: Ghanaian entrepreneur cards (continued)**

**The father of Gold Coast politics**

**Received an honorary doctorate in December 2015**

**Started Christ College with his father, which became Ghana Secondary School, in Effiduase**

**Promoted the cocoa-growing regions of the Gold Coast**

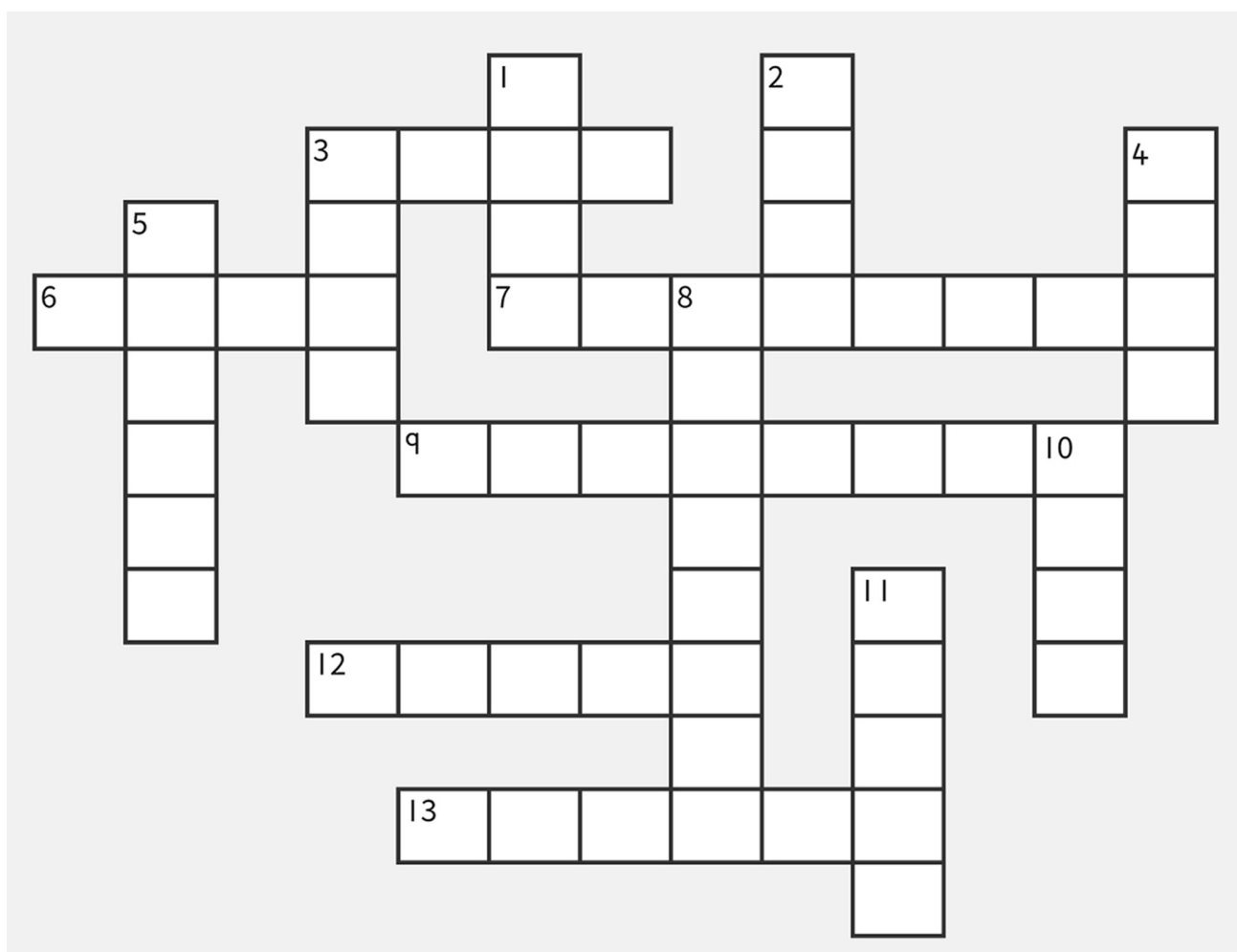
**Started a business in microlending**

**Imported soap and different types of alcoholic beverages to Ghana**

## Resource 7

Complete the following crossword puzzle.

See the clues on page 61 of your Learner's Book.



## Resource 8

Find these words in the word search below. They can run across or down the boxes.

war

European

colonisers

dominant

Dukowo

Peki

Krepi

Akatamanso

Akwamu

Ewe

E	U	R	O	P	E	A	N	V	K
E	H	K	W	E	R	S	T	W	R
W	A	R	A	K	W	A	M	U	E
E	X	E	G	I	A	K	W	A	P
Y	D	P	E	D	E	N	K	Z	I
F	E	I	D	U	K	O	W	O	B
A	K	A	T	A	M	A	N	S	O
D	O	M	I	N	A	N	T	A	C
C	O	L	O	N	I	S	E	R	S



## Resource 9

Match these forts and castles with where they can be found.



Elmina Castle



Osu Castle



Fort William



Fort Amsterdam



Cape Coast Castle

Anomabo

Cape Coast

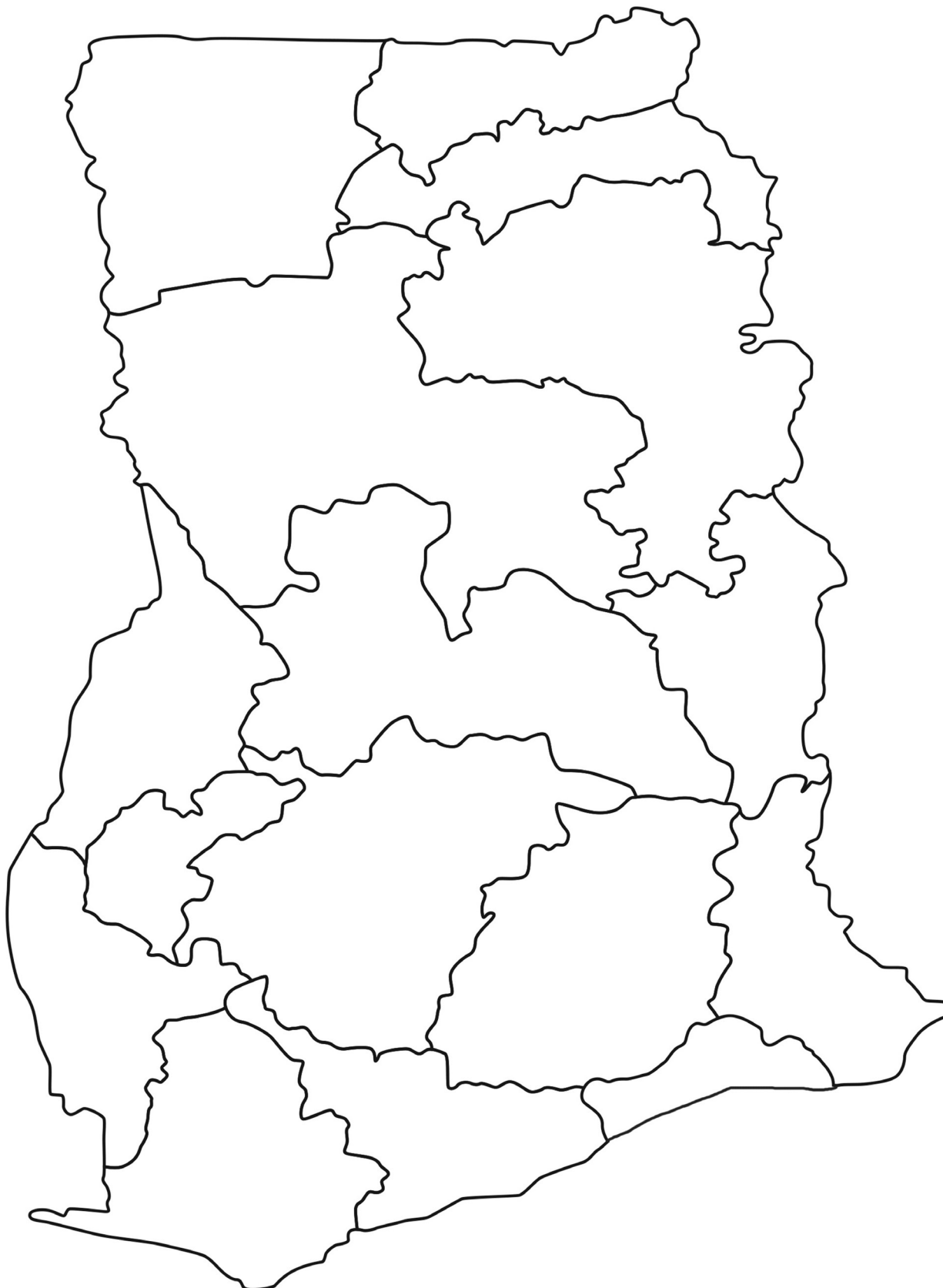
Central Region

near Cape Coast

Accra

## Resource 10

Fill in the names of the regions and capitals on this map of Ghana.



### Resource 1 (Answers)

Find these words in the word search below. They can run across or down the boxes. There is one example for you.

Goaso Tamale Damongo

Accra Guan Akan Ewe

A	G	D	A	K	A
B	U	A	C	D	E
T	A	M	A	L	E
A	N	O	C	G	W
K	H	N	C	I	E
A	J	G	R	K	F
N	G	O	A	S	O

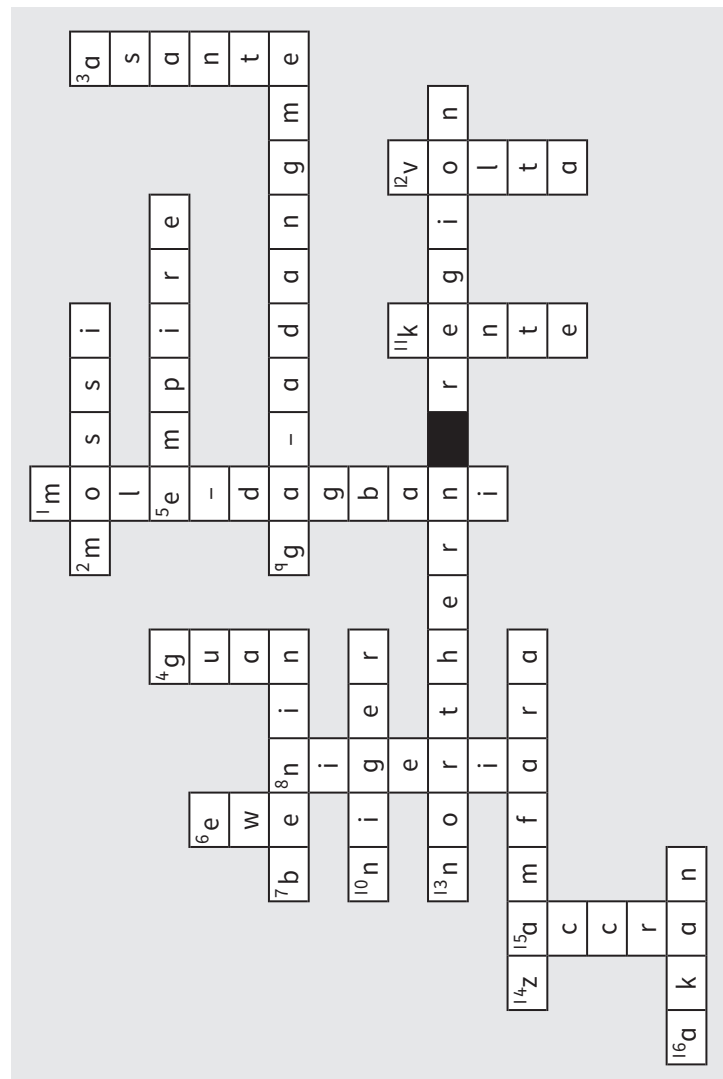
### Resource 3 (Answers)

Timeline to show when the ethnic groups arrived in Ghana

Date	Who arrived
Pre-11th Century	The Guan people migrated from the Mossi region of modern Burkina Faso.
11th Century	The Ga people migrated from Nigeria to the Accra plains. Others migrated through Cameroon.
12th Century	The Akan people migrated from the ancient Ghana Empire.
13th Century	The Mole-Dagbani people migrated from northeast of Lake Chad in Nigeria.
14th Century	
15th Century	
16th Century	
17th Century	The Ewe people migrated from Benin and Nigeria.
18th Century	

### Resource 2 (Answers)

Complete the following crossword puzzle. Use the clues on page 25 of your Learner's Book.



## Resource 4 (Answers)

Forts and castles

Fort / Castle	Which European group built it?	When was it built?	Why was it built?
Elmina Castle	Portuguese	1482	To serve as their trade centre and to protect their trading activities from other foreigners who were also interested in trading in gold and slaves
Cape Coast Castle	Swedish	1653	Trading and protection centre
Osu Castle	Denmark	1661	The seat of government in Ghana

## Resource 8 (Answers)

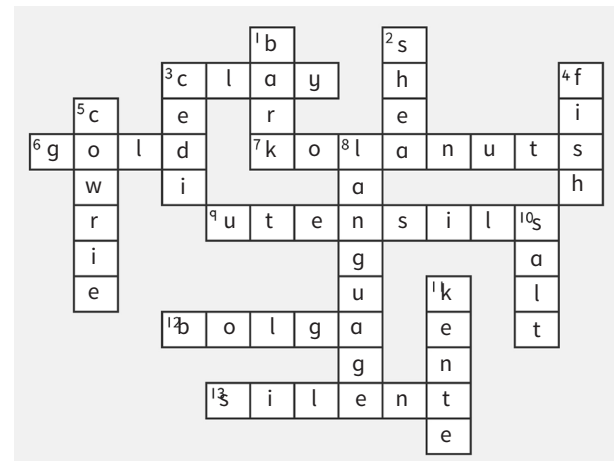
Find these words in the word search below. They can run across or down the boxes.

war European colonisers dominant Dukowo  
Peki Krepi Akatamanso Akwamu Ewe

E	U	R	O	P	E	A	N	V	K
E	H	K	W	E	R	S	T	W	R
W	A	R	A	K	W	A	M	U	E
E	X	E	G	I	A	K	W	A	P
Y	D	P	E	D	E	N	K	Z	I
F	E	I	D	U	K	O	W	O	B
A	K	A	T	A	M	A	N	S	O
D	O	M	I	N	A	N	T	A	C
C	O	L	O	N	I	S	E	R	S


## Resource 7 (Answers)

Complete the following crossword puzzle. See the clues on page 61 of your Learner's Book.




## Resource 9 (Answers)


Match these forts and castles with where they can be found.




Elmina Castle




Osu Castle



Fort William



Fort Amsterdam



Cape Coast Castle

Anomabo

Cape Coast

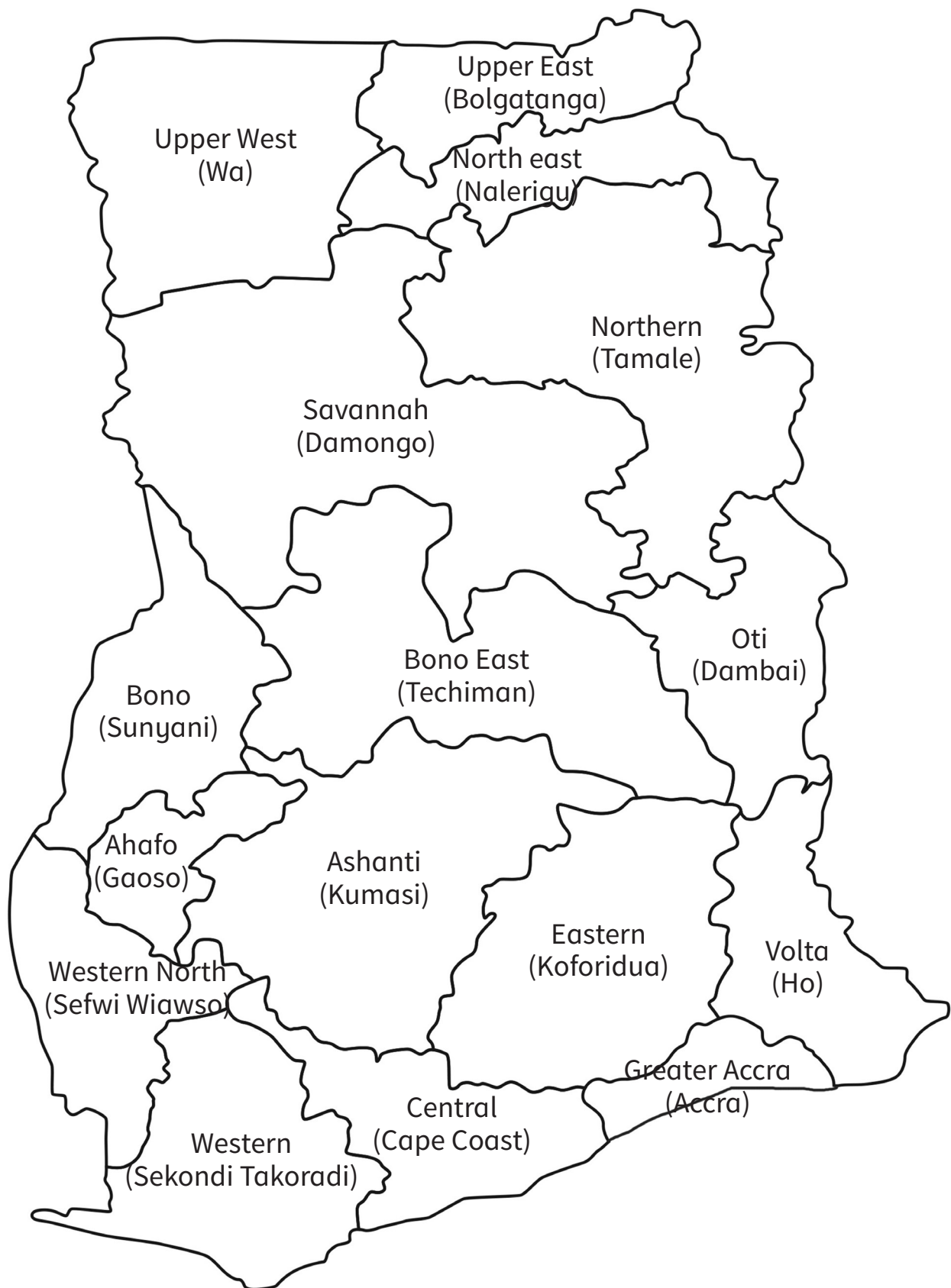
Central Region

near Cape Coast

Accra

**Resource 10 (Answers)**

Fill in the names of the regions and capitals on this map of Ghana.



# Checklists and Rubrics

## Checklists

Learner observation checklist

Learner's name: \_\_\_\_\_ Year: \_\_\_\_\_

Basic: \_\_\_\_\_ Subject: \_\_\_\_\_

Activity	Core competencies	Knowledge	Skills	Attitudes	Values



## Checklists and Rubrics (continued)

## Class observation checklist

[illegible]

## Checklists and Rubrics

Names of learners in the group: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity: \_\_\_\_\_

Date: \_\_\_\_\_

	Always	Sometimes	Seldom	Never
We participated equally.				
We contributed ideas and made suggestions.				
We listened to one another.				
We asked one another useful questions.				
We provided helpful feedback.				
We settled any arguments in a friendly and positive way.				
We shared the workload.				
We helped and encouraged one another.				
We stayed focused on the activity requirements.				
We completed our individual parts of the activity.				
We worked together as a team to complete the activity.				

## Checklists and Rubrics (continued)

### Interviews

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is well-prepared and has researched the topic well</li> <li>• introduces the topic and person being interviewed clearly in a vibrant and interesting way, providing all of the necessary details</li> <li>• asks appropriate, open-ended questions to obtain relevant and specific information about the topic</li> <li>• uses appropriate language, gestures and techniques.</li> </ul>
2	75–79%	Proficient (P)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is mostly well-prepared and has researched the topic</li> <li>• introduces the topic and person being interviewed clearly and in an interesting way, providing most of the necessary details</li> <li>• asks mostly appropriate, open-ended questions to obtain relevant and specific information about the topic</li> <li>• uses appropriate language, gestures and techniques most of the time.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• had done some preparation and research on the topic</li> <li>• introduces the topic and person being interviewed clearly, providing some of the necessary details</li> <li>• asks some appropriate, open-ended questions to obtain relevant and specific information about the topic</li> <li>• uses appropriate language, gestures and techniques only some of the time.</li> </ul>
4	65–69%	Developing (D)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• has done very little preparation and research on the topic</li> <li>• introduces the topic and person being interviewed, but provides no detail</li> <li>• asks very few appropriate, open-ended questions to obtain relevant and specific information about the topic</li> <li>• uses almost no appropriate language, gestures and techniques.</li> </ul>
5	64% and below	Beginning (B)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• has done no preparation and research on the topic</li> <li>• does not introduce the topic and person being interviewed</li> <li>• does not ask appropriate, open-ended questions to obtain relevant and specific information about the topic</li> <li>• does not use appropriate language, gestures and techniques</li> <li>• needs teacher support.</li> </ul>

## Checklists and Rubrics

### Posters

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains all of the important points and details required</li> <li>contains accurate information, which is well-organised, and easy to read and understand</li> <li>uses excellent language and visual elements</li> <li>displays excellent layout and design elements.</li> </ul>
2	75–79%	Proficient (P)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains most of the important points and details required</li> <li>contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>uses good-quality language and visual elements</li> <li>displays good layout and design elements.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains some of the important points and details required</li> <li>contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>uses some good-quality language and visual elements</li> <li>displays some good layout and design elements.</li> </ul>
4	65–69%	Developing (D)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains few of the important points and details required</li> <li>contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>uses few good-quality language and visual elements</li> <li>displays few good layout and design elements.</li> </ul>
5	64% and below	Beginning (B)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains none of the important points and details required</li> <li>contains no accurate information, which is poorly organised and not easy to read and understand</li> <li>uses no good-quality language and visual elements</li> <li>displays no good layout and design elements.</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Role plays

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present all points and ideas clearly and logically</li> <li>• use well-researched and factual information</li> <li>• perform their roles convincingly and with enthusiasm</li> <li>• speak confidently and clearly</li> <li>• demonstrate excellent body language skills including eye contact and gestures</li> <li>• use props effectively</li> <li>• demonstrate excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present most points and ideas clearly and logically</li> <li>• use mostly well-researched and factual information</li> <li>• perform their roles accurately and mostly with enthusiasm</li> <li>• speak confidently and clearly most of the time</li> <li>• demonstrate good body language skills including eye contact and gestures</li> <li>• use props well</li> <li>• demonstrate good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some points and ideas clearly and logically</li> <li>• use some information that is well-researched and factual</li> <li>• perform their roles adequately and with some enthusiasm</li> <li>• speak confidently and clearly some of the time</li> <li>• demonstrate adequate body language skills including eye contact and gestures</li> <li>• use some props, but not well</li> <li>• demonstrate adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some points and ideas, but with little logical structure</li> <li>• use little information that is researched and factual</li> <li>• perform their roles poorly and with little enthusiasm</li> <li>• speak nervously and unclearly</li> <li>• demonstrate few body language skills</li> <li>• use only a few props poorly</li> <li>• demonstrate poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present points and ideas incoherently with no logical structure</li> <li>• use no researched and factual information</li> <li>• perform their roles ineffectively and with no enthusiasm</li> <li>• speak nervously and unclearly</li> <li>• demonstrate no body language skills</li> <li>• use no props</li> <li>• demonstrate no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics

### Presentations/Speeches (oral and digital)

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	Learners: <ul style="list-style-type: none"> <li>• present all information and ideas clearly and logically</li> <li>• use well-researched and factual information</li> <li>• speak confidently and clearly</li> <li>• demonstrate excellent body language skills</li> <li>• show excellent use of time management</li> <li>• demonstrate excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	Learners: <ul style="list-style-type: none"> <li>• present most points and ideas clearly and logically</li> <li>• use mostly well-researched and factual information</li> <li>• speak confidently and clearly most of the time</li> <li>• demonstrate good body language skills</li> <li>• show good use of time management</li> <li>• demonstrate good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	Learners: <ul style="list-style-type: none"> <li>• present some points and ideas clearly and logically</li> <li>• use some information that is well-researched and factual</li> <li>• speak confidently and clearly some of the time</li> <li>• demonstrate adequate body language skills</li> <li>• show adequate use of time management</li> <li>• demonstrate adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	Learners: <ul style="list-style-type: none"> <li>• present some points and ideas, but with little logical structure</li> <li>• use little information that is researched and factual</li> <li>• speak nervously and unclearly</li> <li>• demonstrate few body language skills</li> <li>• show poor use of time management</li> <li>• demonstrate poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	Learners: <ul style="list-style-type: none"> <li>• present points and ideas incoherently with no logical structure</li> <li>• use no researched and factual information</li> <li>• speak nervously and unclearly</li> <li>• demonstrate no body language skills</li> <li>• show no time management</li> <li>• demonstrate no teamwork.</li> </ul> Learners need teacher support.



## Checklists and Rubrics (continued)

### Debates

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present all arguments clearly and logically</li> <li>• use arguments well-supported by appropriate facts</li> <li>• use effective and well-positioned counter arguments</li> <li>• speak confidently and clearly</li> <li>• demonstrate excellent body language skills</li> <li>• show excellent use of time management</li> <li>• demonstrate excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present most arguments clearly and logically</li> <li>• use arguments mostly supported by appropriate facts</li> <li>• use mostly effective and well-positioned counter arguments</li> <li>• speak confidently and clearly most of the time</li> <li>• demonstrate good body language skills</li> <li>• show good use of time management</li> <li>• demonstrate good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some arguments clearly and logically</li> <li>• use some arguments supported by appropriate facts</li> <li>• use some effective and well-positioned counter arguments</li> <li>• speak confidently and clearly some of the time</li> <li>• demonstrate adequate body language skills</li> <li>• show adequate use of time management</li> <li>• demonstrate adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some arguments, but incoherently with little logical structure</li> <li>• use only a few arguments supported by appropriate facts</li> <li>• use only a few counter arguments that are mostly ineffective</li> <li>• speak nervously and unclearly</li> <li>• demonstrate few body language skills</li> <li>• show poor use of time management</li> <li>• demonstrate poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present no clear and logical arguments</li> <li>• use arguments that are unsupported by appropriate facts</li> <li>• use no appropriate counter arguments</li> <li>• speak nervously and unclearly</li> <li>• demonstrate no body language skills</li> <li>• show no time management</li> <li>• demonstrate no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics

### Pair work (assessment by teacher)

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen to each other and respond appropriately</li> <li>• ask each other useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage each other all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen to each other and respond appropriately most of the time</li> <li>• ask each other useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage each other most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate, but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen to each other and respond appropriately some of the time</li> <li>• ask each other useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage each other some of the time</li> <li>• stay focused on the activity requirements some the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask each other few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer each other little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt each other constantly without any listening</li> <li>• ask each other no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide each other with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics (continued)

### Group work (assessment by teacher)

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen and respond appropriately</li> <li>• ask useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage one another all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen and respond appropriately most of the time</li> <li>• ask useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage one another most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate, but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen and respond appropriately some of the time</li> <li>• ask useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage one another some of the time</li> <li>• stay focused on the activity requirements some the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer one another little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt one another constantly without any listening</li> <li>• ask no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide one another with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics

### Projects

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a well-developed and researched theme</li> <li>• contains all of the important points and details required</li> <li>• contains accurate information, which is well-organised, and easy to read and understand</li> <li>• is highly original and creative</li> <li>• uses excellent language and visual elements</li> <li>• contains excellent layout and design elements</li> <li>• demonstrates exceptional use of multimedia.</li> </ul>
2	75–79%	Proficient (P)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a developed and researched theme</li> <li>• contains most of the important points and details required</li> <li>• contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>• is original and creative</li> <li>• uses good-quality language and visual elements</li> <li>• contains good layout and design elements</li> <li>• demonstrates good use of multimedia.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a partly developed and researched theme</li> <li>• contains some of the important points and details required</li> <li>• contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>• has some original and creative elements</li> <li>• uses some good-quality language and visual elements</li> <li>• contains some good layout and design elements</li> <li>• demonstrates adequate use of multimedia.</li> </ul>
4	65–69%	Developing (D)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a poorly-developed and poorly-researched theme</li> <li>• contains few of the important points and details required</li> <li>• contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>• has few original and creative elements</li> <li>• uses poor-quality language and visual elements</li> <li>• contains poor-quality layout and design elements</li> <li>• demonstrates poor use of multimedia.</li> </ul>
5	64% and below	Beginning (B)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has no theme</li> <li>• contains none of the important points and details required</li> <li>• contains inaccurate information, which is poorly organised, and not easy to read and understand</li> <li>• has no original and creative elements</li> <li>• uses no or inappropriate language and visual elements</li> <li>• contains no or inappropriate layout and design elements</li> <li>• uses no forms of multimedia.</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Timelines

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The timeline:</p> <ul style="list-style-type: none"> <li>contains at least 9–10 appropriate, topic-related events</li> <li>contains accurate facts for all events</li> <li>lists all events in the correct chronological order</li> <li>shows the correct dates for all events</li> <li>labels all events correctly</li> <li>is neat and easy to read.</li> </ul>
2	75–79%	Proficient (P)	<p>The timeline:</p> <ul style="list-style-type: none"> <li>contains at least 7–8 appropriate, topic-related events</li> <li>contains accurate facts for most events</li> <li>lists most events in the correct chronological order</li> <li>shows the correct dates for most events</li> <li>labels most events correctly</li> <li>is mostly neat and easy to read.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The timeline:</p> <ul style="list-style-type: none"> <li>contains at least 5–6 appropriate, topic-related events</li> <li>contains accurate facts for some events</li> <li>lists some events in the correct chronological order</li> <li>shows the correct dates for at least 50% of events</li> <li>labels some events correctly</li> <li>is untidy but still fairly easy to read.</li> </ul>
4	65–69%	Developing (D)	<p>The timeline:</p> <ul style="list-style-type: none"> <li>contains at least 3–4 appropriate, topic-related events</li> <li>contains a mix of accurate and inaccurate facts for events</li> <li>lists all events in a muddled chronological order</li> <li>shows the incorrect dates for most events</li> <li>labels all events incorrectly</li> <li>is untidy and difficult to read, with a few spelling mistakes.</li> </ul>
5	64% and below	Beginning (B)	<p>The timeline:</p> <ul style="list-style-type: none"> <li>contains at least 1–2 appropriate, topic-related events</li> <li>contains only inaccurate facts for events</li> <li>lists events in a muddled chronological order, with some events missing</li> <li>shows the incorrect dates for all events</li> <li>has no labels for all events</li> <li>is untidy and difficult to read, with many spelling mistakes.</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Internet research

Level of proficiency	Equivalent numerical grade	Meaning	Description
1	80% +	Advance (A)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• drew up many questions and key words related to the research topic</li> <li>• looked at search results on five or more pages</li> <li>• sourced information from ten or more reliable websites</li> <li>• cross-checked facts for accuracy on five or more websites</li> <li>• asked many appropriate questions to look for bias in research information</li> <li>• documented all sources correctly.</li> </ul>
2	75–79%	Proficient (P)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• drew up many questions and key words that mostly related to the research topic</li> <li>• looked at search results on four different pages</li> <li>• sourced information from eight or more reliable websites</li> <li>• cross-checked facts for accuracy on four different websites</li> <li>• asked some appropriate questions to look for bias in research information</li> <li>• documented most sources correctly.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• drew up some questions and key words that mostly related to the research topic</li> <li>• looked at search results on three different pages</li> <li>• sourced information from six or more reliable websites</li> <li>• cross-checked facts for accuracy on three different websites</li> <li>• asked one or two appropriate questions to look for bias in research information</li> <li>• documented some sources correctly.</li> </ul>
4	65–69%	Developing (D)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• drew up only one or two questions and key words related to the research topic</li> <li>• looked at search results on two different pages</li> <li>• sourced information from four or more reliable websites</li> <li>• cross-checked facts for accuracy on two different websites</li> <li>• asked random questions to look for bias in research information</li> <li>• documented all sources incorrectly.</li> </ul>
5	64% and below	Beginning (B)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• drew up no questions and key words related to the research topic</li> <li>• looked at search results on the first page only</li> <li>• sourced information from two reliable websites</li> <li>• did not cross-check facts for accuracy on different websites</li> <li>• did not ask questions to look for bias in research information</li> <li>• documented no sources.</li> </ul> <p>The learner needs teacher support.</p>