YEAR 2

**SEMESTER 1** 

# Four-Year B.Ed. Course Manual

# ECONOMIC HISTORY OF GHANA: FROM PRE-COLONIAL TIMES TO THE END OF THE COLONIAL PERIOD









### The Government of Ghana









### **FOREWORD**

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

### **ACKNOWLEDGEMENTS**

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce these sets of resources for tutors/lecturers, mentors and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copies resulting in a set of materials that are easy to use, read and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team is approach used to produce these manual.

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In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and who have directly or indirectly, shared their views on the curriculum with us.

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### INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

#### The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

#### Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
  - 1. What is to be taught and why.
  - 2. how it can be taught.
  - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

#### Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

### **USING THIS MANUAL**

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is	
In view of this philosophy, I	will facilitate this course by/through

### **Course Manual**

#### A. Course Information

Title Page: Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period

#### i. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Course Details										
Course name	Econo	Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period								
Pre-requisite										
Course Level	300	Course Code	Credit Value	3	Semester 2					
Table of contents		Code	1 1							

#### 1. Goal for the Subject or Learning Area

The goal for this subject area is to prepare History student teachers for basic school education by teaching them how to: Conduct historical research, engage in how to criticize and examine historical issues, disseminate information to learners, as well as promote the study of history as a discipline and a guide for life. It also seeks to train student teachers to possess the ability to explain current developments in Ghana through a critical study of major past events.

#### 2. Key contextual factors

Although man has since pre-historic times engaged in economic activities, studies in Ghana's history rather emphasize governance and political activities. Very little attempt has been made by Ghanaians to study the economic history of Ghana since earliest times. Some scholars such as Agbodeka, Boahen, Buah, Amenumey and Hug have written on some aspects of economic history of Ghana but details are not taught in Ghanaian schools. This course therefore focuses on studies in economic activities in Ghana since the earliest times. It seeks to expose student teachers to the productive and commercial activities of the people of Ghana in the period before the establishment of colonial rule from African perspective. Also, through this course, student teachers will be effectively informed and educated to critique the general assumption that the indigenous Ghanaian economy was simple and unchanging. But rather, the indigenous economy underwent major historical changes and the organization of the economy of Ghana was more complex than is generally assumed. Additionally, the course will help student teachers appreciate the fact that indigenous economy of Ghana was based among other things on agriculture, hunting, fishing, variety of manufactures, gold -mining and trade and that all these played important parts in serving the economic needs of the people before the arrival of the Europeans.

#### 3. Course Description

This course introduces the student teachers to the economic history of Ghana from the pre-colonial period to the colonial period. It explores the predominant pre-colonial economic activities namely; agriculture, trade and the local industries, highlighting the gendered facets of these economic activities during the pre- colonial period. The course further addresses the extent of Ghana's economic development before the colonial encounter; indigenous entrepreneurs significant role in the colonial economy; the patterns of trade in Ghana at the beginning of the 19th century; factors explaining the transition from slave trade to cash crop production. A combination of interactive instructional strategies including the use of documentaries, interviews with economists, archival documents, newspapers, and books on politics, history and government. The development of historical products in the form of posters, term paper presentation, documentaries and end of semester exam will form part of assessing student teachers learning outcomes. Student teachers will be expected to relate their knowledge in the economic history of Ghana from the earliest times to the end of the colonial period into teaching such a topic in the JHS through an understanding of some NTS, NTECF expectations and requirements (NTS 2c p. 13, NTS 3a p. 14, NTS 1a p.12, NTS 3f p. 14, NTECF p.45)

#### 4. Core and transferable skills and cross cutting issues, including equity and inclusion

Critical Thinking, Equity and Inclusivity, Social Collaboration/Team work, Creativity, Innovation, Problem solving, reflection, developing historical skills and Inquiry

5. Course Learning Outcomes	6. Learning Indicators
1. Appraise Ghana's economic development	1.1 Identify the agricultural and industrial activities
before the colonial encounter. (NTS 2c p. 13,	undertaken in the pre-colonial period.

NTECF p. 45)	1.2 Explain how these pre-colonial economic activities sustained the nation.
	1.3 Assess the gender roles of pre-colonial economic
	activities.
2. Account for the change in patterns of trade in Ghana at the beginning of the 19th century. (NTS 2c p. 13, NTECF p. 45)	<ul><li>2.1 Explain the various forms of trade that existed in precolonial Ghana</li><li>2.2 Write a report on the change in patterns of trade with the arrival of the Europeans.</li></ul>
3. Understand the transition from slave trade to	1.1 Explain the events leading to the transition from slave
cash crop production. (NTS 2c p. 13, NTECF p.	trade to cash crop production
45)	1.2 Identify the cash crops which were introduced and in
	demand by industries in Europe
Appreciate the role indigenous entrepreneurs played in the pre-colonial and colonial economies. (NTS 2c p. 13, NTECF p. 45)	4.1 Assess the role played by indigenous entrepreneurs in the pre- colonial and colonial economies
5. Analyse the nature and structure of the colonial economy in the Gold Coast. (NTS 2c p. 13, NTECF p.	5.1 Explain the nature and structure of the colonial economy in the Gold Coast.
45)	5.2 Compare and contrast the nature and structure of the pre-
	colonial and colonial economies.
6. Engage in field work to reconstruct pre-colonial economic history of Ghana. (NTS 2c p. 13, NTECF p. 45)	6.1 Research and develop their personal essays on the pre-colonial economic history of Ghana
7. Plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. (NTS 3a p. 14, NTECF p. 45)	7.1 Prepare lesson notes on the pre- colonial economic history of Ghana.
8. Demonstrate equal interest in both male and	8.1 Design student reflective logs, journals or portfolios.
female issues and in SEN learners. (NTS 3f p.14,	8.2 Seek advice from experienced teachers and SEN specialists.
NTECF p. 45 )	8.3 Design a Gender Responsive Scorecard

### 7. Course Content

Unit/Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the
			learning outcomes
1	Introductory		Use of various approaches such as (Brainstorming,
	lesson		Question and Answers, Spidergram) by student
			teachers, the content of the course will be
			introduced and discussed.
2	The Pre-colonial	Agriculture	Sketch and locate on a map of Ghana the various
	Economy	Industry	geographical areas and their economic activities
		Trade	Individual/Group, in-class research, library
			research on the various economic activities during
			the pre-colonial era.
3	Trade and	Atlantic slave trade	Use of various approaches such as (Think- Pair- Share,
	Economic Change in		shower thought, debates, role play) by student
	the Gold Coast (I)		teachers on the processes in the Trans- Atlantic slave
			trade and the factors for the change in trade from slave
			trade to cash crop production
4	Trade and	Legitimate Trade	Use of various approaches such as (Think- Pair-
	Economic Change in		Share, shower thought, debates, role play) by
	the Gold Coast.(II)		student teachers on the processes in the Trans-
			Atlantic slave trade and the factors for the change
			in trade from slave trade to cash crop production
5	Indigenous		Use of various approaches such as (Think- Pair- Share,
	entrepreneurship in		shower thought, debates, individual/group
	the Gold Coast		presentations, in-class research) to discuss the activities
			of some indigenous entrepreneurs in the Gold Coast .
			Reconstruct the history of some entrepreneurs in their
			community
6	The Emergence of		Use of various approaches such as (Think- Pair- Share,

	Cash Crop and Export Production		shower thought, debates, individual/group presentations, in-class research) to discuss the introduction and emergence of cash crops in the Gold Coast.
7	Economic Developments in the Colonial Era (I)		Use of various approaches such as (Think- Pair- Share, shower thought, debates, individual/group presentations, field/ in-class research) to discuss economic development in the colonial period.  Visit to the Public Archives and Records Administration Department (PRAAD) to collect relevant materials on colonial economic activities and reconstruct their own histories
8	Economic Developments in the Colonial Era (II)		Use of various approaches such as (Think- Pair- Share, shower thought, debates, individual/group presentations, field/ in-class research) to discuss economic development in the colonial period.  Visit to the Public Archives and Records Administration Department (PRAAD) to collect relevant materials on colonial economic activities and reconstruct their own histories
9	Problems of economic development in Ghana (I)		Use of various approaches such as (shower thought, debates, individual/group presentations, in-class research)  Case study of underdeveloped areas in Ghana (causes/solutions).
10	Problems of economic development in Ghana (II)		Use of various approaches such as (shower thought, debates, individual/group presentations, in-class research)  Case study of underdeveloped areas in Ghana (causes/solutions).
11	Fieldwork presentation	Fieldwork presentation	
12	Course Review	Reflections and review of the semester.	

#### 1. Teaching and Learning Strategies

Verbal exposition, Peer presentation, Mind mapping, Debates, Tutorial sessions, Think-Pair-Share, Brainstorming, Field/archival studies, Resource persons.

#### 2. Course Assessment Components

#### Component 1: Subject Portfolio Assessment: (30% overall score)

- Selected items of students work (3 of them- 10% each) 30%
- Midterm assessment, 20%
- Reflective Journals project and learning(40%)
- Organisation and presentation of the subject portfolio (10% and how it is presented and organized)

#### Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO 4

#### Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project-20%
- Substantive or main section -40%
- Conclusion 30%

Assesses Learning Outcomes: CLO 5, CLO 6, CLO 7
Component 3: End of Semester Examination (40%)
sesses Learning Outcomes: CLO 1,2,3,4,5,6,7

### 3. Required Reading and Reference List

Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana Universities Press.

Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra: Woeli Publishing Services.

Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.

Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African Historical Studies, vol. 5. No. 2. Pp. 235-247.

Dickson K. B. (1968). "Background to the problem of economic development in Northern Ghana." Annals of the Association of American Geographers, vol. 58. No. 4. Pp. 686-696.

Dummet, E. R. (1999). El-Dorado in West Africa: The gold mining frontier, African labour, and colonial capitalism in the Gold Coast, 1875-1900. Athens, OH: Ohio University Press.

Dummet, E. R. (1983). "African merchants of the Gold Coast, 1860-1905: Dynamics of

indigenous entrepreneurship". Comparative Studies in Society and History, vol. 25(4): 661-693.

Kea, E. R. (1982). Settlements, trade and politics in the 17th Century Gold Coast. Baltimore: John Hopkins University Press.

Plange, N. K. (1979). "Underdevelopment in Northern Ghana: Natural Causes or Colonial Capitalism." Review of African Political Economy, No. 15 Vol. 6. Pp. 4-14

Reynolds, E. (1973). "Agricultural Adjustments on the Gold Coast after the end of the slave trade, 1807-1874." Agricultural History, vol. 47, no. 4. Pp. 308-318

Reynolds, E. (1974). Trade and Economic Change on the Gold Coast, 1807-1874. Pp. 103-138.

#### 11. Teaching and learning resources

Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera

#### 12. Course related professional development for tutors/ lecturers

Workshop for tutors on:

- historical writing and research
- field and archival studies
- integrating ICT in teaching history
- Teaching and Learning Resources (audio-visuals and visuals)

Title of Lesson	Introduct	ory lesson		Lesson D	uration	3 Hours	3 Hours		
Lesson description	This lesson seeks to introduce student teachers to the course syllabus, expectations and requirements for the course. The objectives of the lesson will be to guide student teachers in their understanding and appreciation of the course for the semester. It will also introduce student teachers to the nature and development of pre-colonial economic societies. As an introductory lesson, it seeks to dispel the erroneous notion of either a non-existing or unproductive economy prior to foreign contact and engagement. This first lesson introduces students to the course learning outcomes and the 3 assessment components of the course.								
Previous student teacher knowledge, prior learning (assumed)		From the course on <i>Introduction to the Study of History</i> , students have prior knowledge of the importance of history and it's significance in the society.							
Possible barriers to learning in the lesson	Student t	eachers have	knowledge		history and it's	relevance as a co			
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face [v]	Practical Activity [ ]	Work- Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities	Practicum []		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-f	<b>ace:</b> Discussio <b>lent Study:</b> In	n, Demons quiry Learr		e reports and pr	esent findings			
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to encourage student teachers to appreciate the relevance of acquiring knowledge on the economic history of the precolonial period. The lesson seeks to achieve the following domain of the National Teachers' Standards:  "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).								
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes  Learning Indicators  Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or								
	und cou and	monstrate derstanding of urse requirement dexpectations mester.	ents	1. Identify a discuss s the expe the cours	ome of ctations of	Gender baland inclusivity and will be developed grouping stud according to n abilities, and be into a commo pupil of different ethnicities.  Develop the a integrate ICT selesson deliver identifying relevant to the Critical thinking problem-solving inclusives and the composition of the composition	diversity ped by ents nixed by putting n group ent bility to kills into y through evant s or videos e topic. g and		

	relevan course of precolo Ghanaia 1. Exhibit with the the prececonom	anding of the ce of a con the nial an economy. Familiarity	Explain the relevance of a course on the history of precolonial Ghanaian economy.  Discuss key aspects of precolonial Ghanaian economy.	creative and innovative ways in solving social problems will be developed through debates.	
Content of lesson picked and developed from the course specification	Sub Topic	Time or Stag	depending on delivery	to achieve learning outcomes: mode selected. Teacher led, ork or independent study	
Topic Title			Teacher Activity	Student Activity	
Introductory Lessonto Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period	the semester		Face-to-face: Tutor introduces the course a expectations of student teachers. Gives student teachers copies of Courmanual.  Tutor leads student teachers to read through the Course Learning Outcomes (CLOs) and discuss how lessons will structured.	questions about the course requirements and expectations, further clarifications on the Course Maunal	
	What is Economic History and why is such a course relevant  Assessments modes	80minutes  20 minutes	Face-to-face  • Tutor discusses wi student teachers we to expect in this contained and elicits response from student teacher and their own expectations for the course.  Face-to-face:	what how the course will be taught and it's relevance. hers  Practical Activity:	
			Tutor discusses with student teachers how assessment will be done the course	Student teachers are grouped and assigned responsibilities for the semester.	

Lesson assessments – evaluation of learning: of,	CLO 1  NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content
for and as learning within the lesson	knowledge for the school and grade they teach in.
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/laptops, LCD projector/screen, video/ audio player and camera
Required Text (core)	Course Manual Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana Universities Press. Dummet, E. R. (1983). "African merchants of the Gold Coast, 1860-1905: Dynamics of indigenous entrepreneurship". Comparative Studies in Society and History, vol. 25(4): 661-693.
Additional Reading List	Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra: Woeli Publishing Services.  Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press. Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African Historical Studies, vol. 5. No. 2. Pp. 235-247.  Dickson K. B. (1968). "Background to the problem of economic development in Northern Ghana." Annals of the Association of American Geographers, vol. 58. No. 4. Pp. 686-696.  Dummet, E. R. (1999). El-Dorado in West Africa: The gold mining frontier, African labour, and colonial capitalism in the Gold Coast, 1875-1900. Athens, OH: Ohio University Press.  331  Kea, E. R. (1982). Settlements, trade and politics in the 17th Century Gold Coast. Baltimore: John Hopkins University Press.  Plange, N. K. (1979). "Underdevelopment in Northern Ghana: Natural Causes or Colonial Capitalism." Review of African Political Economy, No. 15 Vol. 6. Pp. 4-14  Reynolds, E. (1973). "Agricultural Adjustments on the Gold Coast after the end of the slave trade, 1807-1874." Agricultural History, vol. 47, no. 4. Pp. 308-318  Reynolds, E. (1974). Trade and Economic Change on the Gold Coast, 1807-1874. Pp. 103-138.
CPD Requirement	Workshops for tutors on:  - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to Practice New Skills etc.  - Integrating ICT in teaching history  - Teaching and Learning Resources (audio-visuals and visuals)

Title of Lesson	Pre-Colonial Economy			Lesso	Lesson Duration			3 Hours		
Lesson description	This lesson seeks to introduce student teachers to the basic component of the pre-colonial economy: Agriculture, Trade and the indigenous Industries. Students teachers are to appreciate existing economic activities and their developments before contact with the outside world, specifically European encounter. Lesson will be taught from the developments of an agrarian life through to specialisation of labour in various fields of the industrial economy and trading activities.									
Previous student					activities from the					
teacher knowledge,				Ü				,		
prior learning										
(assumed)										
Possible barriers to	Student te	eachers may	project their	contempora	ary understanding	of Agri	culture, Indu	ustrial and		
learning in the lesson	trading ac	tivities.								
Lesson Delivery –	Face-to-	Practical	Work-	Seminars	Independent	e-lea	arning	Practicum		
chosen to support	face [v]	Activity	Based		Study [V]	oppe	ortunities	[]		
students in achieving		[]	Learning [							
the outcomes			]							
Lesson Delivery – main			ivered using t	_	g methods					
mode of delivery			on, Demonsti							
chosen to support					e reports and pres	ent fin	dings			
student teachers in	Seminar:	Presentation	ns of models,	mapping of	the concepts					
achieving the learning										
outcomes.										
Purpose for the lesson,				-	achers to understa		-			
what you want the			-		it to present cond	itions.	The lesson s	eeks to achieve		
students to achieve,		_	of the Nation							
serves as basis for the					nowledge and ped	agogica	al content kr	lowledge for		
learning outcomes. An	the school	I and grade t	they teach in	' (NTS 2c).						
expanded version of										
the description.										
Write in full aspects of the NTS addressed										
	Loarning (	Jutcomoc		Learning Ir	adicators	Ido	ntify which	cross – cutting		
Learning Outcome for the lesson, picked and	Learning (	Juttomes		Learning II	luicators			transferable		
developed from the								y. Equity and		
course specification							-	ersity. How will		
Learning indicators for							se be addre	=		
each learning outcome							eloped	3564 01		
Causi icanimi g cattorino	1. Dem	onstrate un	derstanding	Mention a	nd explain the	0.01	•	reciation of the		
	<ul> <li>Demonstrate understanding of some agricultural and industrial systems in precolonial Ghana</li> <li>Mention and explain the agricultural systems in precolonial Ghana</li> <li>An appreciation of the need for gender balance, inclusivity and diversity.</li> </ul>									
	the v indus color	onstrate kno variousindeg strial activiti nial Ghana	enous es in pre-	Ghana	s industrial ns in pre-colonial	<ul> <li>Develop the ability to integrate ICT skills into lesson delivery.</li> <li>Develop Critical</li> </ul>				
	tradi	onstrate kno ng activities nial Ghana	•		ne various trading n pre-colonial		<ul> <li>Develop Critical thinking and problen solving skills, creative and innovative ways in solving social problems.</li> </ul>			

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study		
Topic Title			Teacher Activity	Student Activity	
Pre-colonial Economy	Agriculture Trade Industry	60 minutes	Face-to-face  Brainstorm with student teachers to identify some agricultural activities among the people of pre-colonial Ghana. (Gathering, Farming, livestock rearing, hunting)  Group student teachers to discuss the agricultural activities. Guide students to appreciate the existence of these agricultural activities before European contact and engagement.	Student teachers list down some agricultural activities.     Student teachers groups to identify on the map areas in pre-colonial societies and their predominant agricultural activities.	
	Industry	60minutes	Group activity  Guide student teachers to discuss the industries that developed as a result in specialisation in pre-colonial Ghana.	Explain different industrial activities in pre-colonial Ghana.     Individually outline the ethnic groups that practices matrilineal and/or patrilineal system of inheritance	
	Trade	60minutes	<ul> <li>Brainstorm the types of trade contacts In precolonial Ghana.(Intra and Inter Trade)</li> <li>Guide student teachers and discuss the meaning of the trade contacts in pre-colonial Ghana.</li> </ul>	Seminar  Student teachers brainstorm and come out with trade contacts that existed in pre-colonial Ghana. Sketch a map outlining tading routes and the form of trade practiced; interstate and intrastate trade, long distance trace with societies outside precolonial Ghana.  Students teachers answer questions some examples of intra and inter trade contacts in precolonial Ghana.  Guide student	
				Guide student teachers to conclude on the lesson.	

Losson assessments	Drange a man showing the places with predominant precelenial economy
Lesson assessments –	Prepare a map showing the places with predominant precolonial economy.
evaluation of	CLO 3
learning: of, for and as	NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content
learning within the	knowledge for the school and grade they teach in.
lesson	
Teaching Learning	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD
Resources	projector/screen, video/ audio player and camera
Required Text (core)	Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana
	Universities Press.
	Dummet, E. R. (1983). "African merchants of the Gold Coast, 1860-1905: Dynamics of
	indigenous entrepreneurship". Comparative Studies in Society and History, vol. 25(4):
	661-693.
	Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.
Additional Reading	Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra:
List	Woeli Publishing Services.
	Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.
	Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African
	Historical Studies, vol. 5. No. 2. Pp. 235-247.
CPD Requirement	Workshops for tutors on:
	- Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of
	appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple
	opportunities to <i>Practice New Skills etc.</i>
	- Integrating ICT in teaching history
	- Teaching and Learning Resources (audio-visuals and visuals).

Title of Lesson	Trade and	d Economic Cha	ange in the G	Gold	Lesson Duration	3	Hours		
Lesson description	to Legitin and the p	This lesson seeks to introduce student teachers to economic change from the Trans Atlantlic Slave to Legitimate trade. It seeks to expose student teachers to the origins of the Atlantic Slave Trade and the purpose for its change to Legitmate trade.							
Previous student	Student t	Student teachers have been introduced to the coming of the Europeans in previous lessons.							
teacher knowledge,									
prior learning									
(assumed)	Ch d t. t					1			
Possible barriers to	Student t	eacners may pi	oject a skew	ea unaersta	anding of the topi	c on slavery			
learning in the lesson Lesson Delivery –	Face-	Practical	Work-	Seminars	Independent	e-learning	Practicum		
chosen to support	to-face	Activity [ ]	Based		Study [v]	opportunities	[]		
students in achieving	[v]	Activity[]	Learning	[v]	Study [V]	opportunities	1.1		
the outcomes	[4]		[]						
mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.	The purp slavery as domain of "Has secu	ose of this lessond its import or	uiry Learning of models, m on is to help s n the Ghanaia Feachers' Sta wledge, ped	sto prepare napping of the student tead an economy andards: agogical kno	reports and present concepts  chers to understa  The lesson seek	nd the different as to achieve the	following		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes  Learning Indicators Identify which issues, core and skills, inclusive addressing difference these be addressed in these be addressed in the second in t					Identify which Issues, core an skills, inclusivit addressing dive these be addressing developed	d transferable cy. Equity and ersity. How will		
	cour Tran	tify some Europ ntries that took is Atlantic Slave	part in the Trade.	European their locat world ma		need for gender balance, inclusivity and diversity.  • Develop the ability to			
2. Exhibit knowledge of the factors for the rise of the Atlantic Slave Trade.  Give vivid explanations for the factors for the emergence of the Atlantic Slave Trade.				ctors for the e of the	lesson de  Develop ( and probl	livery. Critical thinking em-solving			
	why	nonstrate knowl Atlantic Slave T ered on for cent	rade			skills, crea innovative social pro	e ways in solving		

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Topic Title			Teacher Activity	Student Activity			
Trade and Economic Change in the Gold Coast.	Trans Atlantic Slave Trade.	10 minutes	Face-to-face  Revision with students of the previous lesson.	Students mention some agricultural activities in pre-colonial Ghana.			
	Factors for the rise of the Trans Atlantic Slave Trade.	80minutes	<ul> <li>Group activity</li> <li>Relying on the course reading, tutor assists students to discuss the factors for the emergence of the Atlantic Slave Trade.</li> </ul>	<ul> <li>Group activity</li> <li>Student teachers in mixgroups make presentations of a factor for the rise of Atlantic Slave Trade.</li> <li>Student teachers in are guided to understand why it is called the Trans Atlantic Slave Trade.</li> </ul>			
	Why the Atlantic Slave Trade was abolished.	70minutes	Tutor leads student teachers to discuss the developments for which the Atlantic Trade was Abolished.     Tutor guides students to summarize today's lesson.	Face-to-face:  • Student teachers discuss the reasons for the abolishing of the Atlantic Slave Trade.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	slave trade emphasis CLO 2	ing on the econo	lge, pedagogical knowledge an				
Teaching Learning Resources Required Text (core)	Primary data (picture projector/screen, vid Amenumey, D. E. K. ( Woeli Publishing Serv Daaku, K. Y. (1970). T	es, videos/docum eo/ audio player 2008). A concise vices. rade and politics	nentary, archival documents), rand camera history from pre-colonial time s in the Gold Coast. 1600-1720	es to the 20th century. Accra:  . Oxford: Clarendon Press.			
Additional Reading List		Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.  Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African Historical Studies, vol. 5. No. 2. Pp. 235-247.					
CPD Requirement	appropriate Scaffolds opportunities to Prac - Integrating ICT in te	story Instruction s and Handouts t stice New Skills e aching history	n ie. Using Historical Question is support Student Learning, potc. audio-visuals and visuals)				

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123 <b>4</b> 5678910 11 12
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Title of Lesson	From the trade.	e trade in slave	es to 'Legit	imate'	Less	on Duration		3 Hc	ours	
Lesson description	Slave to	This lesson seeks to introduce student teachers to economic change from the Trans Atlantlic Slave to Legitimate trade. It seeks to expose student teachers to change from Trans Atlantic Slave Trade (so-called illegitimate trade) to Legitmate trade.								
Previous student teacher knowledge, prior learning (assumed)	Student	teachers have	been expo	sed to trade	in slav	es and preco	olonial econor	ny		
Possible barriers to learning in the lesson	Student at the tir	teachers may f ne.	ind it diffi	cult to identi	fy the	complex nat	ure of these e	conor	nic changes	
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face [v]	Practical Activity []	Work- Based Learning	Semii [V]	nars	Independer Study [v]	e-learnin opportun	_	Practicum []	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed	Face-to- Indepen Seminar  The purp colonial National "Has sector the s "Employ thinking. "Pays at ensuring	The course will be delivered using the following methods  Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings  Seminar: Presentations of models, mapping of the concepts  The purpose of this lesson is to help student teachers to identify the complexities of precolonial and colonial economy. The lesson seeks to achieve the following domain of the National Teachers' Standards:  "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).  "Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)  "Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)  "Employs instructional strategies appropriate for mixed ability, multilingual and multi-age						the nowledge and critical I Needs,		
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes Learning Indicators		lss sk ad	entify which caues, core and ills, inclusivity dressing dive ese be addres	trans . Equi rsity.	ferable ity and How will				
each learning outcome		iibit understand at legitimate tr	_	Identify and Legitimate T			<ul> <li>An appreciation of the need for gender balance,</li> </ul>			
	of v iter qua	monstrate know what ms/commodition whified as legiting de for trade.	es was	List some co that served a items at the	as trac time.	ling	<ul> <li>inclusivity and diversity.</li> <li>Develop the ability to integrate ICT skills into lesson delivery.</li> <li>Develop Critical thinking and problem-solving skills, creative and innovative ways in solving social problems.</li> </ul>			
	on Atla	monstrate knov the change fro antic Slave Trac imate trade	m the	Debate the sof the obser rites of pass Ghanaian so	vance age in					

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage				
Topic Title			Teacher Activity	Student Activity		
Trade and Economic Change in the Gold Coast.	Relevant Previous Knowledge	20	Face-to-face: Tutor leads student teachers to review previous lesson on Atlantic Slave Trade.	Discussion: Student teachers discuss the previous lessons identifying areas of weakness that needs to be addressed.		
	Legimate Trade.	90 minutes	Discussion:  Brainstorm the meaning of Legitimate Trade.  Assist students Identify why it was necessary to engage in legimate trade in the 19 <sup>th</sup> Century.	Discussion: Brainstorm and come out with the meaning of rite of passage  Make an outline of the centres for which trading activities were carried.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	CLO 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.  3e Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3 g Employs instructional strategies appropriate for mixed ability, multilingual and multiage classes.  3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.					
Teaching Learning	Primary data (pictures, vi	deos/document	examples familiar to students tary, archival documents), com	puters/ laptops, LCD		
Resources	projector/screen, video/					
Required Text (core)	Universities Press. Dummet, E. R. (1983). "A indigenous entrepreneur 661-693. Gocking, R. (2005). The H	frican merchant ship". Compara istory of Ghana	y of Ghana from the earliest tires of the Gold Coast, 1860-1905 tive Studies in Society and Histo.	i: Dynamics of ory, vol. 25(4):		
Additional Reading List	Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra: Woeli Publishing Services.  Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.  Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African Historical Studies, vol. 5. No. 2. Pp. 235-247.  Dickson K. B. (1968). "Background to the problem of economic development in Northern Ghana." Annals of the Association of American Geographers, vol. 58. No. 4. Pp. 686-696.					
CPD Requirement	l	y Instruction ie. d Handouts to Si New Skills etc. ing history	<b>Using</b> Historical Question to Foundary of the United Historical Question to Foundary of the United Historical Provides the United Historical Provisuals and Visuals)			

1234**5**6789101112 Year of B.Ed. 2 Place of lesson in semester Semester 1

misconceptions associated with

issue.

Student

sensitive

this

This lesson seeks to expose student teachers to the history of indigenous Entreprenuers in the Gold Coast. The main focus of the lesson is to address the nature and developement of entrepreneurship in the Gold Coast in pre-colonial times before the arrival on the Europeans. Student teachers have contemporary understanding of what entrepreneurship is and also, indigenous industrial activities in pre-colonial Ghana.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  The tendency to project modern-day concepts and understanding of the term entrepreneurship in the Galacian interaction with resource persons who are experienced and accomplished teachers to elearning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.  The purpose of this lesson is to help student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  The purpose of this lesson is to help student	Title of Lesson	Indigenous Entreprenuers in the Gold Coast. Lesson Duration 3 Hours								
Gold Coast. The main focus of the lesson is to address the nature and development of entrepreneurship in the Gold Coast in pre-colonal times before the arrival of the Europeans.  Student teachers have contemporary understanding of what entrepreneurship is and also, indigenous industrial activities in pre-colonal Ghana.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  Lesson Delivery — chosen to support student teachers in achieving the outcomes  Lesson Delivery — main mode of delivery—thosen to support student teachers in achieving the learning outcomes.  Face-to-face — Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers in achieving the learning outcomes.  Face-to-face — Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. Interaction with resource persons who are experienced and accomplished teachers and educators should be showed for analysis, reflections and discussions.  Seminars: to generate group and individual opinion, discussion and reflection: student and/or outcomes, using the face of the NTS and the student teachers to generate group and individual opinion, discussion and reflection: student and/or outcomes, as basis for the flearning opportunities — Videos from You Tube of shared experiences of accomplished teachers to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  The purpose of this lesson. This can be part of any of the above modes.  The purpose of this lesson is to help student teachers to demonstrate understanding of the background to indigenous entrepreneurship in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:  Write	Lesson description									
entrepreneurship in the Gold Coast in pre-colonial times before the arrival of the Europeans.  Student teacher knowledge, prior (assumed) Possible barriers to learning in the Ison (largenous industrial activities in pre-colonial Ghana.  The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.  Lesson Delivery — chosen to support student teachers in achieving the customer with teachers in achieving the learning opportunities — Prace to face — Discussion, lecture, think, pair share should be used in facilitating lessons. Independent student teachers in achieving the learning opportunities — Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.  **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes.  **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes.  **Overarching outcome for the learning outcomes.  **Overarching outcome for the learning outcomes.**  An expanded version of the description.  **Write in full aspects of the NTS achoes of the NTS and the service of the NTS and the service of the NTS addressed  Learning Outcome for the learning outcome for the learning outcomes and developed from the course specification experiences.** ("NTS 3e)  **Capital outcome for the learning outcome seek to achieve the object of the NTS and the learning outcome for the le	·									
Student teacher   Indigenous industrial activities in pre-colonial Ghana.			entrepreneurship in the Gold Coast in pre-colonial times before the arrival of the Europeans.							
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The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.	prior learning									
Instead of looking at it from a historical perspective.	(assumed)									
Face-to-   face [v]   Activity	Possible barriers to				•	nderstanding of	the term entre	preneurship		
student teachers in achieving the outcomes  Lesson Delivery — main mode of delivery chosen to support student teachers in achieving the learning opportunities — Videos from YouTube of shared experiences of accomplished teachers should be showed for analysis, reflections and discussions.  Seminars: to generate group and individual opinion, discussion and reflection: student and/or tutor led independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  Overarching outcome, what you want the student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  The purpose of this lesson is to help student teachers to demonstrate understanding of the background to indigenous entrepreneurship in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:  "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in' (INTS 2c).  "Employs a variety of instructional strategies that encourages student participation and critical thinking." (INTS 3e).  "Employs and the strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g).  "Explains concepts clearly using examples familiar to students." (NTS3i).  Learning Outcome for the lesson, picked and developed from the course specification tearning indicators for each learning outcome  Learning Outcome for the learning outcome for each learning outcome for the learning outcome for the learning outcome for each learning outcome for each learning outcome for each learning outcom	learning in the lesson	instead of	_	m a historical pe	rspective.					
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### Face-to-face — Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers and educators should be showed for analysis, reflections and discussions.  #### Seminars: to generate group and individual opinion, discussion and reflection: student and/or tutor led independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  ##### Overarching outcome, what the student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.  ###################################	chosen to support	face [ v]	-		[]	=				
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Face-to-face — Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers in achieving the learning outcomes.   Seminars: to generate group and individual opinion, discussion and reflection: student and/or tutor led Independent study: to enable student teachers to enable student teachers to achieve, serves as basis for the learning outcomes.   The purpose of this lesson is to help student teachers' to achieve, serves as basis for the learning outcomes.   An expanded version of the description.   Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning outcome   1. Demonstrate understanding of what entrepreneurship is.   2.   2. Discuss how entrepreneurship is.   2.   2. Discuss how indigenous entrepreneurship is.   3.   3.   3.   3.   3.   3.   3.	achieving the									
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Topic Title: Slavery and the slave trade in Ghana (I)	Sub-topic	Stage/time	with dev ope and wea	knesses and accountability. vities to achieve outcomes mode selected. Teacher-led			
	Introduction	20 minutes	Face -to-Face:  Tutor discusses previous lesson with student teachers.  Tutor introduces the lesson by explaining the concepts of indigenous entrepreneurship.	Face -to-Face:  • Tutor engages student teachers in a discussion on indigenous entrepreneurship.			
	Indigenous industries	80 minutes	Face -to-Face:  In groups, tutor guides student teachers in presentations, various indigenous industries in pre-colonial Ghana.  (Soap Making, Bead Making, Pottery, Basketry, Gold Mining, Salt Mining, trading activities)	Face -to-Face  ◆ Student teachers are allotted time limits to discuss various entreprenuerships in pre-colonial Ghana.			
	Indigenous Entreprenuers in the Gold Coast.	80 minutes	Tutor leads a discussion on the reasons for the introduction of the Atlantic slave trade in the Gold Coast.     Tutor discusses with student teachers the parties involved in the Trans-Saharan slave trade and how.	<ul> <li>Student Activity</li> <li>Using required reading materials, teacher tasks student teachers to outline the reasons for the introduction of the Atlantic slave trade.</li> <li>Tutor puts student teachers in a mixed group setting and tasks them to critique the outlined reasons for the introduction of the Atlantic slave trade in Ghana.</li> </ul>			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	knowledge for t 3e Employs a va thinking. 3f Pays attentio ensuring their p 3 g Employs ins classes.	CLO 4  NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.  3e Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.  3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.					
Instructional Resources Required Text (core)	Primary data ( projector/scree Dummet, E. R. (	pictures, videos/docun n, video/ audio player aı 1983). "African merchar	nentary, archival documents	-			

Additional Reading List	Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana						
	Universities Press.						
	Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.						
CPD needs	Workshop for tutors on:						
	-historical writing and research						
	- integrating ICT in teaching history						
	- Teaching and Learning Resources (audio-visuals and visuals)						

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This lesson seeks to introduce students teachers to the emergence of cash crop and export production in Ghana. It explores cash crops production during the nineteenth century. It examines the nature and features of the export production in the creation of the Ghanalaneconomy. The lesson will further probe into why there was a transition of Ghanalan farmers into the cash crop production.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers have been exposed to the crops which formed the basis of the legitimate trade.  Student teachers in achiever particular trade.  Student teachers in achiever particular trade.  Student teachers in achievers particular trade.  S	Title of Lesson	The Eme	ergence of Cash	Crop and Export I	Production	Lesson Dui	ration	3 Hours		
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cash crops. their production with particular appreciate the fact that the			-		_		_			
reference to the quick introduction of the cash crop is		555116	- I <del></del> -			•				
transition. responsible for the decline of					-			•		

3. To demonstrate the Nature and features of the export production in pre-colonial Ghana.		3. Identify the key components that characterized the Ghanaian export production.  the indigenous crops and farming. Student teachers will thus be able to deal with sensitive issues and thus develop qualities of tolerance and open-mindedness, appreciating and accommodating human				
				weaknesses and accountability		
Topic		_		s to achieve outcomes depending on		
Title: The	Sub-topic	Stage/time		acher-led collaborative group work or		
Emergence of Cash Crop and			independent. Teacher Activity	Student Activity		
Export	Introduction	30 minutes	Face -to-Face:	Face -to-Face and Class Activity:		
Production.			Tutor reviews the previous	Tutor calls on student teachers to		
			lesson and draws the	recall some of the key points in the		
			connection with the present	previous lesson. Tutor asks student		
			lesson.	teachers to identify and write down		
				points in the present lesson that will be used later in analyzing the		
				connection between the legitimate		
				trade and the emergence of the		
				cash crop and export production.		
	Reasons for	40 minutes	Face -to-Face:	Face -to-Face & Practical Activity		
	the Transition		Tutor leads a discussion on reasons for the the transition	Tutor tasks student teachers to		
	indigenous Farming to Cash		from the Idigenousfarming to	outline the main reasons for the transition from indigenous farming		
	crop		the cash crop production.	to the cash crop production.		
	production.					
	Cash Crop	50 minutes	Face-to-Face	Student Activity & e-learning:		
	Production in the Gold coast		Tutor leads the discussion on	In a mixed group setting, tutor		
	the Gold coast		the Cash Crop production in the Gold coast and the key	engages student teachers on the dynamics of the introduction of cash		
			role played by the European	crop economy in the Gold coast.		
			traders, missionaries and			
			colonialists.			
	Main Components of	50 minutes	Face-to-Face Tutor leads a discussion on	Face-to-Face		
	Components of the export		the main components of the	Teacher engages student teachers in a discussion on the features and		
	economy in the		export production in the	components of the export		
	Gold coast.		Gold coast	production in the Gold coast .		
Lesson assessments – evaluation of	economy and the		work interviewing elderly people e taken place since.	on their perception of cash crop		
learning: of, for and as learning	CLO 4	secure contant b	nowledge nedagogical knowledge	e and pedagogical content knowledge		
within the				e and pedagogical content knowledge		
lesson	for the school and grade they teach in.					
Instructional	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD,					
Resources Required Text		, video/ audio play		t times Accra: Ghana		
(core)	Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana Universities Press.					
,	Dummet, E. R. (1983). "African merchants of the Gold Coast, 1860-1905: Dynamics of					
	indigenous entrepreneurship". Comparative Studies in Society and History, vol. 25(4):					
	661-693.	- D /2005) TI :	lists and Charles and Charles	anticut. Consum. 15		
Additional			History of Ghana. Westport, Connicts in the Gold Coast. 1600-1720.			
Reading List		•	e-Colonial Akan Economy." The Int			
	-	, vol. 5. No. 2. Pp.		and the state of t		
	Dickson K. B. (196	58). "Background t	to the problem of economic devel	·		
	Dickson K. B. (1968). "Background to the problem of economic development in Northern Ghana." Annals of the Association of American Geographers, vol. 58. No. 4. Pp. 686-696.					

CPD needs	Workshop for tutors on:
	historical writing and research
	integrating ICT in teaching history
	Teaching and Learning Resources (audio-visuals and visuals)

Title of Lesson	Economic Development In the Colonial Era I Lesson Duration 3 Hours										
Lesson description	The course seeks to expose student teachers to the Economic Development In Colonial										
	Era during	Era during colonialism. It further seeks to expand arguments on how the local economy									
	was diver	sified to sui	t the demar	nds of the co	lonists.						
Previous student teacher	Student teachers have knowledge of the Cash Crop and Export Production from previous										
knowledge, prior learning	lesson.										
(assumed)											
Possible barriers to learning in	Student to	Student teachers lack concrete understanding on the colonial economy.									
the lesson		,									
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Independent	e-learning	Practicum				
support student teachers in	to-face										
achieving the outcomes	[√]	[]	Leaning		[√]	[]					
Lesson Delivery – main mode	Face-to-fa	ice – Discus	sion, lectur	e, think-pair-	share should be	used in facilitatir	ng lessons.				
of delivery chosen to support	Interactio	n with reso	urce persor	s (history pro	ofessors, teache	r unionist, retired					
student teachers in achieving	education	ist) who are	e experienc	ed and know	ledgeable about	the key develop	ments in				
the learning outcomes.	the educa	tion sector.									
	Seminars	to generat	e group and	d individual c	reativity, discuss	sion and reflectio	n on some				
	of the ma	jor educatio	nal challen	ges, key edu	cational policies	and their outcom	nes and				
	reflect on	the way for	ward.								
	Practical a	activity- Stu	dents will b	e engaged ir	a historical indi	vidual fieldwork.	Student				
	teachers	vill choose	a relevant t	opic related	to developments	s in the education	sector and				
	write on i	t.									
	Work Bas	ed leaning-	Tutor will e	engage stude	nt teachers in di	scussion and in-c	lass-work				
	on similar	topics they	may be wo	orking on.							
Overarching outcome,					teachers to appr	eciate how the lo	ocal				
what you want the	economy	was diversi	fied to suit	the demands	of the colonists	. The lesson seek	s to achieve				
student teachers to	the follow	ing domair	of the Nat	ional Teache	rs' Standards:						
achieve, serves as basis	"Has secu	re content	knowledge,	pedagogical	knowledge and	pedagogical cont	ent				
for the learning outcomes.	knowledg	e for the sc	hool and gr	ade they tea	ch in" (NTS 2c).						
An expanded version of	"Employs	a variety of	instruction	nal strategies	that encourages	s student particip	ation and				
the description.	critical th	inking." (NT	S 3e)								
•	"Pays att	ention to al	l learners, e	especially girl	s and students v	vith Special Educa	ational				
	Needs, er	suring thei	r progress."	(NTS 3f)							
	"Employ	s instructio	nal strategi	es appropriat	te for mixed abil	ity, multilingual a	nd multi-				
	age classe	es." (NTS 3g	)								
	"Sets mea	aningful tas	ks that enco	ourages learn	er collaboration	and leads to pur	poseful				
	learning.'	(NTS 3h)									
<ul> <li>Learning Outcome for the</li> </ul>	Learning	Outcomes	Learn	ing Indicator	rs:	Identify which c	ross cutting				
lesson, picked and						issues – core and					
developed from the						transferable skil					
course specification						inclusivity, equit	-				
<ul> <li>Learning indicators for</li> </ul>						addressing diver	-				
each learning outcome						will these be add	dressed or				
						developed?					
	1.Apprec				ous nature of	A well-grounded	-				
		the colonia	I the c	olonial econd	omy.	the history and o	•				
	economy					of education in G					
						equips student to					
						the professional					
						trained teachers					
						teachers are bet	-				
						address issues of	-				
						and inclusivity in	their				
						profession					

		the development of the		2.Write an essay on the development of colonial economy.				
		3.Appreciate the role of colonial agents in the development of the colonial economy.		3.Identify the key roles played bycolonial agents in the development of the colonial economy.				
		effects of the colonial economy on the Gold		cri na	Write a two-page essay tiquing the impact of the ture of colonial economy on e Gold Coast society.			
Topic Title:  • Economic Development in Colonial	Sub-top		Stage/time		Teaching and learning activi depending on the delivery m collaborative group work or Teacher Activity	node selected. Teacher-led		
Era I	Nature of the colonial Economy		10 minutes		Face-to-face:  • Tutor introduces the lesson by explaining briefly the legitimate trade and how it will gradually usher in colonialism and colonial economy.	Discussion:  • Student teachers share their personal perceptions on the relevance of the legitimate in the creation of the colonial economy.		
			50 minute s		Discussions:  Tutor leads a discussion on the nature of the colonial economy and the economic development it attached to it. Tutor leads a discussion on the main components of the colonial economy.	Student teachers engaged in the discussion on the features of the colonial economy and its economic implications on the Gold Coast.		
	Colonia Econom the exis indigen econom activitie	ny and sting ous nic	60 minutes		Discussions:  Tutor explains the how the colonial economy interacted with the existing indigenous economic activities .	• Student teachers discuss the colonial economy and its interaction with already existing indigenous and how shaped the indigenous activities in the Gold Coast.		
			60 minutes		Discussion:  Tutor leads a discussion on the major reasons behind the creation of the colonial economy and the major drivers of the colonial economy.	Group Discussion:  Student teachers through a mixed group activity, write down the roles played out by the major drivers of the colonial economy.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers to use archival materials and newspaper report towrite a two-pageessay critiquing the nature of the colonial economy.  CLO 4  NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.							

Instructional	Some Secondary Sources: (Books, Media reports (based on primary sources and appear after an
Resources	event)some <b>Primary Sources:</b> (Letters, Eyewitness articles, Newspaper reports, Videotapes,
	Speeches,) computers/ laptops, LCD projector/screen.
Required Text (core)	Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana
	Universities Press.
	Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.
Additional Reading	Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra:
List	Woeli Publishing Services.
	Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.
CPD needs	Workshop for tutors on:
	-historical writing and research
	- integrating ICT in teaching history
	- Teaching and Learning Resources (audio-visuals and visuals)

Title of Lesson	Econom	Economic Developments in the colonial Era II Lesson Duration 3 Hours									
Lesson description	This less	This lesson seeks to introduce student teachers to the continuation of the economic									
	develop	development during the colonial era. It will expose student teachers to the major									
	tracject	ories in the	world and	how these s	shaped the colon	ial economy . It v	will further show				
	the maj	or( internal a	and extern	al) forces tha	t shaped the cold	onial economy .					
Previous student teach	<b>er</b> Student	teachers ha	ve studied	the major dr	rivers of the colo	nial economy.					
knowledge, prior learni	ng										
(assumed)											
Possible barriers to	Student	Student teachers may struggle in identifying the main drivers of the colonial economy.									
learning in the lesson		, 55 , 5									
Lesson Delivery – chosen	Face-	Practical	Work-	Seminars	Independent	e-learning	Practicum				
to support student	to-	Activity	Based	[]	Study	opportunities					
teachers in achieving the	face [	[]	Leaning		[٧]						
outcomes	٧]										
Lesson Delivery – ma	in Face-to	-face – Discu	ssion, lect	urette, think-	pair-share shoul	d be used in facil	itating lessons.				
mode of delivery chose					orofessors, teach		-				
to support stude			-				education sector.				
teachers in achieving t	he Semina	<b>rs-</b> to genera	ite group a	nd individua	I creativity, discu	ssion and reflecti	ion on some of the				
learning outcomes.	major e	ducational c	hallenges,	key educatio	nal policies and t	heir outcomes a	nd reflect on the				
	way for	ward.									
	Practica	ı <b>l activity</b> - St	udents wil	I be engaged	in a historical inc	dividual fieldworl	k. Student				
	teacher	s will choose	a relevant	t topic relate	d to developmen	ts in the education	on sector and				
	write or	n it.									
	Work B	ased leaning	- Tutor wil	II engage stud	dent teachers in o	discussion and in	-class-work on				
	similar t	opics they n	nay be wor	king on.							
<ul> <li>Overarching</li> </ul>	The purpose	of this lesso	on is to hel	p student tea	achers to underst	and the social ar	nd cultural				
outcome, what	diversities a	nd appreciat	e the effe	cts of other fo	oreign cultures o	n the socio-cultu	ral organization of				
you want the	the Ghanaia	he Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers'									
student teachers	Standards:										
to achieve, serves	"Has secure	content kno	wledge, pe	edagogical kr	nowledge and pe	dagogical conten	t knowledge for				
as basis for the	the school a	_	-								
learning		-	structional	strategies th	at encourages st	udent participati	on and critical				
outcomes. An	thinking." (N	•									
expanded version				ecially girls a	nd students with	Special Education	onal Needs,				
of the	ensuring the										
description.			strategies	appropriate f	for mixed ability,	multilingual and	multi-age				
• Write in full	classes." (N	ГS 3g)									
aspects of the											
NTS addressed											
60 Learning	Learning Ou	itcomes		Learnin	g Indicators:	-	hich cross cutting				
Outcome for						issues – c					
the lesson,						transferal	•				
picked and						-	, equity and				
developed							g diversity. How				
from the							be addressed or				
course						develope	d?				
specification	<ol> <li>Apprec</li> </ol>		factors		nt findings on the						
61 Learning	-	sible for gr			responsible for						
indicators for		ucation sect	or since	_	n in the education						
each learning	indepe	ndence		sector	since independe	nce.					
outcome											
		knowledge			e various educa						
	major	reforms		reform	-	ince					
	educati		since	indepe	endence.						
	indepe	ndence.									

Topic Title:	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
s in the			Teacher Activity	Student Activity			
colonial Era II	Review of previous lesson	10 minutes	Face-to-face  ● Tutor-led review of previous lesson.	<ul> <li>Discussion</li> <li>Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.</li> </ul>			
	Colonial Economy in the 1930's	70 minutes	<ul> <li>Discussions:</li> <li>Tutor leads discussion on how Great depression evolved in Europe especially(Britain)</li> <li>Tutor leads discussion on how the Great depression and the influence it had on the colonial economy in Ghana .</li> </ul>	Group Discussion and Presentation:  Student teachers to discuss the implications the great depression of 1930's had on the colonial government and subsequently their African colonies. It furthers discuss the impact it had on the colonial economy in general.			
	Colonial economy and the world wars in Ghana .	60 minutes	Discussions:  Tutor guides student teachers to discuss the first world war and the changes it had on the colonial economy.	Group Discussion:  Student teachers break into groups to succinctly discuss the influence of the first world war and the changes that affected the colonial economy.			
		40 minutes	Face-to face  Tutor to lead discussions on the origin of the second world war and its demands from the colonies.  Tutor explain the implications of the second world war on the colonial economy in 1940's.	Face-to-face Student teachers discuss the dynamics the second world war took and how it shaped the colonial economy in the Ghanaian economy .			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment as, for and of Project assessment: Task student teachers to evaluate the outcomes of some of the major educational reforms since independence. Weighting: None scoring CLO 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.  3e Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.  3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.						
Instructional Resources	Some Seconda event)somePri	ary Sources: (Books imary Sources: (L		mary sources and appear after an Newspaper reports, Videotapes,			
Required Text (core)		2). Settlements, tra		ury Gold Coast. Baltimore: John			

	Plange, N. K. (1979). "Underdevelopment in Northern Ghana: Natural Causes or Colonial
	Capitalism." Review of African Political Economy, No. 15 Vol. 6. Pp. 4-14
Additional Reading	Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana
List	Universities Press.
	Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra:
	Woeli Publishing Services.
	Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.
CPD needs	Workshop for tutors on:
	historical writing and research
	field and archival studies
	integrating ICT in teaching history
	Teaching and Learning Resources (audio-visuals and visuals)

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Problems o	f Economic	Developmer	nts in Ghana I	. Le	sson Dura	ation 3 Hou	urs						
Lesson description	This lesson seeks to expose student teachers to inherent challenges to economic consolidation													
		during the colonial period. It seeks to examine such challenges as revenue generation,												
	_	ion and labo				0	<b>G</b>	,						
Previous student teacher	· · · · · · · · · · · · · · · · · · ·	Student teachers have prior knowledge of the nature of the colonial colonial.												
knowledge, prior														
learning (assumed)														
Possible barriers to	Student te	Student teachers may face difficulty with overcoming their pre-conceived ideas about some												
learning in the lesson		cultural and religious practices.												
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Indepen	dent	e-learning	Practicum						
to support student	face	Activity	Based	0	Study		opportunities							
teachers in achieving the	[٧]	[]	Leaning	-	[v]		0							
outcomes														
Lesson Delivery - main	Face-to-fac	Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons.												
mode of delivery chosen	Interaction	with resour	ce persons (	librarians, his	tory profe	ssors) wh	o are experience	d and						
to support student				riting a histori			·							
teachers in achieving the	e-learning	opportunitie	<b>es –</b> Videos f	from YouTube	of shared	experier	ces of accomplish	ned teachers						
learning outcomes.	and educat	ors should b	e showed fo	or analysis, re	flections a	nd discus	sions.							
	Seminars- t	to generate	group and ir	ndividual crea	tivity, disc	ussion an	d reflection of soi	me research						
	techniques	and some c	hallenges as	sociated with	writing a	historical	research and idea	ntify ways of						
	overcoming	g these chall	enges.											
	Practical ac	<b>tivity</b> - Stude	ents will be	engaged in a l	nistorical ii	ndividual	fieldwork.							
<ul> <li>Overarching</li> </ul>	The lesson	seeks to ach	ieve the foll	lowing domai	n of the Na	ational Te	achers' Standards	s:						
outcome, what you					owledge ar	nd pedage	ogical content kno	owledge for						
want the student		and grade th												
teachers to achieve,			nstructional	strategies tha	t encoura	ges stude	nt participation a	nd critical						
serves as basis for	thinking." (	-												
the learning	-		-	ecially girls ar	nd student	s with Sp	ecial Educational	Needs,						
outcomes. An	_	eir progress												
expanded version of			l strategies a	appropriate fo	or mixed a	bility, mu	Itilingual and mul	ti-age						
the description.	classes." (N	ITS 3g)												
Write in full aspects														
of the NTS addressed														
Learning Outcome for	Learning O	utcomes	L	earning Indic	ators	_	which cross cutt	_						
the lesson, picked and							d transferable ski	•						
developed from the								inclusivity, equity and addressing						
course specification							y. How will these	_						
Learning indicators for	4.5		4.11		addressed or developed?									
each learning outcome		1. Demonstrate 1. Identify various By exposing student teachers to the												
	knowledge of the economic challenges core tenets and values of the different							be? hers to the						
	_	ge of the	eco	onomic challe	•	core ter	sing student teac nets and values of	hers to the the different						
	challenge	ge of the es in the	ecc fac	onomic challe ed in the colo	•	core ter	sing student teac nets and values of s in Ghana, they v	hers to the the different will develop						
	challenge colonial e	ge of the es in the	ecc fac ecc	onomic challe	•	core ter religion values s	sing student teac nets and values of s in Ghana, they v uch as religious to	hers to the the different will develop olerance and						
Toute Title	challenge	ge of the es in the	ecc fac ecc 2.	onomic challe ed in the colo onomy.	nial	core ter religion values s the nee	sing student teac nets and values of s in Ghana, they v uch as religious to d for peaceful co-	hers to the the different will develop olerance and existence.						
Topic Title:	challenge colonial e 2.	ge of the es in the economy	ecc fac ecc 2.	onomic challe ed in the colo onomy. hing and lear	nial  ning activi	core ter religion values s the nee	sing student teac nets and values of s in Ghana, they v uch as religious to d for peaceful co- chieve outcomes o	hers to the the different vill develop olerance and existence.						
<ul> <li>Problems of</li> </ul>	challenge colonial e	ge of the es in the	ecc fac ecc 2. Teac the d	enomic challe ed in the colo pnomy. hing and lear elivery mode	nial  ning activi	core ter religion values s the nee	sing student teac nets and values of s in Ghana, they v uch as religious to d for peaceful co-	hers to the the different vill develop olerance and existence.						
<ul> <li>Problems of Economic</li> </ul>	challenge colonial e 2.	ge of the es in the economy	ecc fac ecc 2. Teac the d or inc	onomic challed and in the color onomy.  Thing and lear elivery mode dependent.	nial  ning activi	core ter religion values s the nee	sing student teachets and values of sin Ghana, they where the single state of the sing	hers to the the different vill develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2.	ge of the es in the economy	ecc fac ecc 2. Teac the d or inc	enomic challe ed in the colo pnomy. hing and lear elivery mode	nial  ning activi	core ter religion values s the nee	sing student teac nets and values of s in Ghana, they v uch as religious to d for peaceful co- chieve outcomes o	hers to the the different vill develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic</li> </ul>	challenge colonial e 2.	ge of the es in the economy	ecc fac ecc 2.  Teac the d or inc Teach	onomic challed and in the color onomy.  Thing and lear elivery mode dependent.	nial  ning activi	core ter religion values s the nee	sing student teachets and values of sin Ghana, they where the single state of the sing	hers to the the different will develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2. Sub-topic	ge of the es in the economy  Stage/time	ecc fac ecc 2.  Teac the d or inc Teacl	chomic challed ed in the color onomy.  Ching and lear elivery mode dependent.  The chiral characteristic charac	nial  ning activi  selected.	core ter religion values s the nee ties to ac Teacher-	sing student teachets and values of s in Ghana, they wuch as religious to d for peaceful cohieve outcomes old collaborative	hers to the the different will develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2. Sub-topic	ge of the es in the economy  Stage/time	ecc fac ecc 2.  Teac the d or inc Teacl  Face • Tu	onomic challed ed in the color onomy.  hing and lear elivery mode dependent. her Activity  to face:	nial  ning activi  selected.	core ter religion values s the nee ties to ac Teacher-	sing student teachets and values of sin Ghana, they wuch as religious to d for peaceful cochieve outcomes of led collaborative  Student Activit  Discussion  Student tea	hers to the the different will develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2. Sub-topic	ge of the es in the economy  Stage/time	ecc fac ecc 2.  Teac the d or inc Teacl  Face • Tu	conomic challed ed in the color onomy.  hing and lear elivery mode dependent. her Activity  to face: utor-led review	nial  ning activi  selected.	core ter religion values s the nee ties to ac Teacher-	sing student teachets and values of s in Ghana, they wuch as religious to d for peaceful co-chieve outcomes of led collaborative  Student Activit  Discussion  Student tead discuss previous and values of the second discussion of the second discuss	hers to the the different will develop olerance and existence.  depending on group work						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2.  Sub-topic  Review of previous	ge of the es in the economy  Stage/time	ecc fac ecc 2.  Teac the d or inc Teacl  Face • Tu	conomic challed ed in the color onomy.  hing and lear elivery mode dependent. her Activity  to face: utor-led review	nial  ning activi  selected.	core ter religion values s the nee ties to ac Teacher-	sing student teachets and values of sin Ghana, they wuch as religious to differ peaceful co-chieve outcomes of led collaborative  Student Activit  Discussion  Student teadiscuss preventing key	hers to the the different vill develop olerance and existence.  depending on group work  y  chers to vious lesson,						
<ul> <li>Problems of Economic Developments in</li> </ul>	challenge colonial e 2.  Sub-topic  Review of previous	ge of the es in the economy  Stage/time	ecc fac ecc 2.  Teac the d or inc Teacl  Face • Tu	conomic challed ed in the color onomy.  hing and lear elivery mode dependent. her Activity  to face: utor-led review	nial  ning activi  selected.	core ter religion values s the nee ties to ac Teacher-	sing student teachets and values of sin Ghana, they wuch as religious to differ peaceful co-chieve outcomes of led collaborative  Student Activit  Discussion  Student teadiscuss preventing key and identify	hers to the the different will develop olerance and existence.  depending on group work  y  chers to vious lesson, y issues raised						

	Problems of Economic Develop ments in Ghanal.	110 minu tes	Face-to-face:	Discussion: Student teachers in small groups discuss the problems of the economic developments in Ghana. Student teachers make a presentation on their findings about the problems of economic developments based on their group discussions.				
		40 minutes	<ul> <li>Discussions:         <ul> <li>Tutor discusses with student teachers the antecedents of the problems of economic development in Ghana.</li> <li>The tutor summarizes student teachers presentation and make historical connections to the topic discussed.</li> </ul> </li> </ul>	Group Discussion and Presentation:  Student teachers put across their difficulties based on their presentation and tutor addresses such difficulties.				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	economy ar NTS: 2c: Ha knowledge	nd display them one secure content for the school an	knowledge, pedagogical knowledge and degrade they teach in.	l pedagogical content				
Instructional Resources	after an eve	<b>Some Secondary Sources:</b> (Books, Paintings, Media reports (based on primary sources and appear after an event) <b>somePrimary Sources:</b> (Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.						
Required Text (core)								
Additional Reading List								
CPD needs	- historical v - field and a - integrating	or tutors on: writing and resea rchival studies g ICT in teaching and Learning Reso						

Title of Lesson	Probler	ns			Le	esson Duration	3 Hours			
Lesson description	This les	This lesson seeks to expose student teachers to government interventions to the inherent								
		challenges to economic consolidation during the colonial period. It seeks to examine the								
		_		_	c development d					
Previous student teacher					nature of the col					
knowledge, prior			•	J		•				
learning (assumed)										
Possible barriers to										
learning in the lesson										
Lesson Delivery – chosen	Face-	Practical	Work-	Seminars	Independent	e-learning	Practicum			
to support student	to-	Activity	Based	[ \rangle ]	Study	opportunities				
teachers in achieving the	face	[]	Leaning		[]	(i)				
outcomes	[٧]		[]							
Lesson Delivery - main	Face-to	-face – Discu	ussion, lect	turette, think-pai	r-share should be	used in facilitati	ng lessons.			
mode of delivery chosen	Interac	tion with res	ource pers	sons who are exp	erienced and acc	omplished teach	ers.			
to support student			-		eativity, discussio	-				
teachers in achieving the	and/or	tutor led								
learning outcomes.	Indepe	ndent study	- To enable	e student teacher	rs to engage with	relevant and app	ropriate			
				•	can be part of an					
<ul> <li>Overarching</li> </ul>				_	ain of the Nation					
outcome, what you					nowledge and pe	dagogical conten	t knowledge			
want the student		_		teach in" (NTS 20	•					
teachers to achieve,			of instruct	onal strategies th	nat encourages st	udent participati	on and critical			
serves as basis for		g." (NTS 3e)								
the learning	-				and students with	n Special Education	onal Needs,			
outcomes. An		ig their progi	-	•						
expanded version of	-	-	onal strate	gies appropriate	for mixed ability,	, multilingual and	multi-age			
the description.	classes.	." (NTS 3g)								
Write in full aspects										
of the NTS										
addressed						T				
50 Learning		ng Outcomes		Learning Indica		<u> </u>	which cross			
Outcome for the		tudent sho			fy various respor	_	ssues – core			
lesson, picked		ble to	identify	_	rnment to ecor					
and developed		arious resp		challenge	s during the perio		<del>-</del>			
from the course		ne governn		2 Francisco	:	• •	nd addressing			
specification		conomic ch	_		interventions by	-	. How will			
51 Learning indicators for	l u	uring the per	iou.	challenge	overnment to mi	•	addressed or			
each learning	2. St	tudent sho	uld bo	developm			ear			
outcome		ble to dem		implicatio		its				
outcome		nderstanding		•	ent during the pe	nomic				
		iterventions	-	developin	ient during the pe	illou.				
		olonial gov	-							
		o mitigate ch								
	to	_	economic							
		evelopment								
		nplications	for							
		conomic	101							
		evelopment	during							
		ne period.	during							
	"	ie periou.								

Topic Title:  Colonial responses to problems of economic	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.  Teacher Activity  Student Activity					
development	Review of previous lesson	20minutes	Face to face:  • Teacher-led review of previous lesson	Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.				
	Colonial responses to problems of economic development.	80minutes	Face -to-Face:  Tutor provides student teachers with news papers on various economic developments and task students to indentify various policy interventions by the colonial government.  Tutor leads discussion how the various government interventions at resolving economic challenges were implemented during the colonial period.	Student teachers list various policy interventions by the colonial government.      Student teacher discuss how the various government interventions at resolving economic challenges were implemented during the colonial period.				
	Responses to colonial economic interventions	80	Tutor leads student     teachers to examine the     ramifications of economic     interventions by the     colonial government.	Face to face/presentation  1. Student teachers present their findings on the ramifications of economic interventions by the colonial government.				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson Instructional Resources	sources outlinir secure content the school and Primary data ()	ng colonial resp knowledge, pe grade they tea pictures, video	s, student teachers design a poster conses to the nature of the colonice edagogical knowledge and pedago ch in. os/documentary, archival docume to player and camera	r using colonial government al economy . NTS: 2c: Has gical content knowledge for				
Required Text (core)  Additional Reading List								
CPD needs	<ul><li>field an</li><li>integra</li></ul>	cal writing and od archival stude ting ICT in teach	lies	suals)				

Title of Lesson	Fieldwork presentation Lesson D			n Duratio	ration 3 Hours			
Lesson description	The lesson seeks to offer student teachers opportunity to present and critique their draft							
	research							
Previous student teacher	Student teachers have been exposed to the sources and methods of doing historical							
knowledge, prior learning	research in a different course							
(assumed)								
Possible barriers to learning in	Accessing primary and secondary materials/data from the field to write the report							
the lesson								
Lesson Delivery – chosen to	· · · · · · · · · · · · · · · · · · ·						Practicum	
support student teachers in	to-face Activity Based [ V ] Study opportunities							
achieving the outcomes	[] Leaning []							
Lesson Delivery – main mode	The course will be delivered using this method  Seminars: to generate group and individual creativity, discussion and reflection: student							
of delivery chosen to support	_	nerate gro	oup and ir	idividual ci	reativity,	aiscuss	sion and reflection	on: student
student teachers in achieving	and/or tutor led							
the learning outcomes.	The purpose of t	hic loccon	is to affo	rd student	toachor	c an on	nortunity to pro	ont thoir
Overarching outcome, what you want the	project assignme							
what you want the student teachers to	lesson will contr				-			
achieve, serves as basis	following NTS:	ibute tow	aius attaii	illing all CLC	Js ariu w	OIK LOV	varus acmeving t	iie
for the learning outcomes.	_	out small.	scale acti	on researc	h to imp	rove pr	actice (NTS 3b).	
An expanded version of					-	-	ourages student	
the description.	participation and	-			aregies ti	iat circ	ouruges stauerre	
Write in full aspects of the					ng and le	arning	resources includ	ling ICT, to
NTS addressed	enhance learning			,	0			g , , , ,
			s and give	es construc	tive feed	dback (I	NTS 3I).	
Learning Outcome for the	Learning		rning Indi				ich cross cutting	g issues –
lesson, picked and	Outcomes		sentation		ne core	and tr	ansferable skills	,
developed from the	1. Present a historical problem, the inclusivity, equity and addressing					essing		
course specification	summary of context, the questions asked, diversity. How will these be address					e addressed		
Learning indicators for	their research	the pri	mary and	l seconda	ry or d	evelop	ed?	
each learning outcome	findings sources used in writing on As student teachers present their							
				evelopme			nding they will de	-
		of the	•				ition, personal d	evelopment
			economy			lifelong	g learning skills.	
		Critique   2. critique student teachers'						
	research	_	from the	eir researd	ch			
	findings	work.	I =					
Topic Title:	Sub-topic	Ct /		_	_		o achieve outco	
Fieldwork	Stage/ depending on the delivery mode selected. Teacher-led					er-ied		
presentation		time collaborative group work or independent.  Teacher Activity Student Activity						
			reachei	Activity			Student Activ	vity
	Research	180	Semina	r	T	Presen	tation on the his	torical
	presentation	mins	• Gu	uide studer	nt	proble	m, the context, t	he
				achers to		-	ons asked, the pr	-
				scuss their			ary sources used	d in the
		research findings			research			
		Provide feedback					-	
		to student			-	tation by asking	the	
		teachers by asking following questions:						
		the following • What was most interest			teresting			
		questions:				about this paper?		
		✓ What was • What suggestions can I					s can I	
	most provide?							
	interesting							

	about this					
	paper?					
	✓ What					
	suggestions					
	can I					
	provide?					
Lesson assessments –	N/A					
evaluation of learning: of, for						
and as learning within the						
lesson						
Instructional Resources	Computers/ laptops, LCD projector/screen, video/ audio player and camera					
mstructional Resources	computers/ laptops, LCD projector/screen, video/ additio player and camera					
Required Text (core)						
Additional Reading List						
CPD needs	Workshop for tutors on:					
CPD needs	Workshop for tutors on:					
	historical writing and research					
	field and archival studies					
	integrating ICT in teaching history					

Title of Lesson	Course review			Lesson Duration		3 Hours			
Lesson description	Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the concept discussed during the various lessons.								
Previous student teacher knowledge, prior learning (assumed)	Lessons learnt from lesson 1 through the semester using all the learning approaches.								
Possible barriers to	Difficulty with some concepts not adequately understood.								
Lesson Delivery – chosen to support students in	Face- to-face	Practical Activity	Work- Based	Seminars	Independen t Study [v]	e-learning opportunities	Practicum [ ]		
achieving the outcomes	[√]	[]	Learni ng[]						
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning Outcome for the	<ul> <li>The course will be delivered using the following methods</li> <li>Face-to-face: Discussion, Demonstration</li> <li>Independent Study: Inquiry Learning to prepare reports and present findings</li> <li>Seminar: Presentations of models, mapping of the concepts</li> <li>The purpose of this lesson is to help students refresh their minds on all the learning that happened in the semester and provide opportunities for them to seek support for learning outcomes they are yet to master. This lesson will contribute towards the attainment of all the CLOs and help address the following aspects of NTS:</li> <li>Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice (NTS 1e).</li> <li>Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes (NTS 3g).</li> <li>Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).</li> </ul>								
lesson, picked and developed from the course specification Learning indicators for each learning outcome	nthe ation tors for						ntify which cross – ting Issues, core I transferable skills, lusivity. Equity and dressing diversity. w will these be dressed or		
	to i and lear the	monstrate the dentify weard strengths in the control of the contro	kness n urse for		of Weaknesses on poster paper	s and As a less wo student	As tutors review lessons through group work and presentation, student teachers develop Collaborative, critical thinking and		
	to reflect on lessons learnt so far and state			Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media			Communication skills from the reflective activities.		
	Cor mis mis ear	nibit skills in recting sconception sinformation lier (lesson 2 sons and dis	for l – 12)	models link	tions/misinform				

<b></b>	1			Т		
	with the studer					
	teachers the various areas to develop their					
		p their				
Content of lesson picked	thought Sub Topic	Time or	Teaching and learning to achiev	o learning outcomes:		
and developed from the	Sub Topic	Stage				
course specification		Stage	depending on delivery mode selected. Teacher led, collaborative group work or independent study			
Topic Title			Teacher Activity	Student Activity		
1	Reviewing the	60 minutes	Face-to-face	Student – Teachers		
Course review	understanding of the student teachers of the lessons covered throughout the semester		<ul> <li>Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them.</li> <li>Provided student teachers with a checklist</li> </ul>	responds to Tutor questions on weaknesses/difficu lties and strengths  Working in groups and with the checklist student-teachers identify and record all possible		
	Remedies to	120 minutes	on each topic so that they are able to list weakness and strengths	weaknesses and strengths in the lessons learnt throughout the semester.		
		120 minutes		Students work in the		
	course topics		<ul> <li>Group student – teachers according to</li> </ul>	Students work in the special group (Same		
			remedy need and	remedy need group) on		
			mixed-ability groups and provide specific task assistance in the	tasks to remedy their learning need.		
			areas on concept needing remedy.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul> <li>Student – Teachers presentations during group work helps to assess them of learning (Presentations to last for each group a 10-15minutes) working in groups score 10% of score for group presentation.</li> <li>Teachers working in groups on remedial tutoring helps to assess them for learning 3fPays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</li> <li>Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</li> <li>Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</li> <li>Explains concepts clearly using examples familiar to students</li> </ul>					
Teaching Learning	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD					
Resources	projector/screen, video/ audio player and camera					
Required Text (core)						
Additional Reading List						
CPD Requirement	Workshop for tutors  historical w					
	<ul> <li>historical writing and research</li> <li>field and archival studies</li> </ul>					
	<ul> <li>integrating ICT in teaching history</li> </ul>					
		_	ources (audio-visuals and visuals)			
Course Assessment			ssessment: (30% overall score)			
Course Assessment				4		
	• Selected items of students work (3 of them- 10% each) – 30%					
	Midterm assessment –(20%)					

 $^{\rm 1}\,{\rm See}$  rubrics of Sucbject Portfolio Assessment in Annex 6 of NTEAP

- Reflective Journals project and learning(40%)
- Organisation and presentation of the subject portfolio (10%)

### <sup>2</sup>Component 2: Subject Project: (30% overall semester score)

- Introduction: a clear statement of aim and purpose of the project 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project-20%
- Substantive or main section -40%
- Conclusion 30%

Component 3: End of Semester Examination (40%)

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 $<sup>^{\</sup>rm 2}$  See rubrics of Subject Project Assessment in Annex 6 of NTEAP

