

YEAR 2

SEMESTER 1

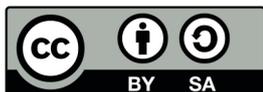
# Four-Year B.Ed. Course Manual

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





The Government of Ghana



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# 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.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

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 .....

<b>Course Manual</b>					
<b>A. Course Information</b>					
<i>Title Page: Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period</i>					
<b>i. The vision for the New Four-Year B.Ed. Curriculum</b>					
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					
<b>ii. Course Details</b>					
<b>Course name</b>	<b>Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period</b>				
<b>Pre-requisite</b>					
<b>Course Level</b>	300	Course Code		Credit Value	3
					Semester 2
<b>Table of contents</b>					
<b>1. Goal for the Subject or Learning Area</b>					
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.					
<b>2. Key contextual factors</b>					
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.					
<b>3. Course Description</b>					
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)					
<b>4. Core and transferable skills and cross cutting issues, including equity and inclusion</b>					
<b>Critical Thinking, Equity and Inclusivity, Social Collaboration/Team work, Creativity, Innovation, Problem solving, reflection, developing historical skills and Inquiry</b>					
<b>5. Course Learning Outcomes</b>			<b>6. Learning Indicators</b>		
1. Appraise Ghana's economic development before the colonial encounter. (NTS 2c p. 13,			1.1 Identify the agricultural and industrial activities 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)	2.1 Explain the various forms of trade that existed in pre-colonial Ghana 2.2 Write a report on the change in patterns of trade with the arrival of the Europeans.
3. Understand the transition from slave trade to cash crop production. (NTS 2c p. 13, NTECF p. 45)	1.1 Explain the events leading to the transition from slave trade to cash crop production 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. 45)	5.1 Explain the nature and structure of the colonial economy in the Gold Coast. 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 female issues and in SEN learners. (NTS 3f p.14, NTECF p. 45 )	8.1 Design student reflective logs, journals or portfolios. 8.2 Seek advice from experienced teachers and SEN specialists. 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 lesson		Use of various approaches such as (Brainstorming, Question and Answers, Spidergram) by student teachers, the content of the course will be introduced and discussed.
2	The Pre-colonial Economy	Agriculture Industry Trade	Sketch and locate on a map of Ghana the various geographical areas and their economic activities Individual/Group, in-class research, library research on the various economic activities during the pre-colonial era.
3	Trade and Economic Change in the Gold Coast (I)	Atlantic slave trade	Use of various approaches such as (Think- Pair- Share, shower thought, debates, role play) by 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
4	Trade and Economic Change in the Gold Coast.(II)	Legitimate Trade	Use of various approaches such as (Think- Pair- Share, shower thought, debates, role play) by 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 entrepreneurship in the Gold Coast		Use of various approaches such as (Think- Pair- Share, shower thought, debates, individual/group 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%)

**Assesses 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)

# Lesson 1

<b>Year of B.Ed.</b>	<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Place of lesson in semester</b>	<b>1</b>	2	3	4	5	6	7	8	9	10	11	12
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<b>Title of Lesson</b>	Introductory lesson			<b>Lesson Duration</b>			<b>3 Hours</b>		
<b>Lesson description</b>	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.								
<b>Previous student teacher knowledge, prior learning (assumed)</b>	From the course on <i>Introduction to the Study of History</i> , students have prior knowledge of the importance of history and its significance in the society.								
<b>Possible barriers to learning in the lesson</b>	Student teachers have knowledge on economic history and its relevance as a course								
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning [ ]</b>	<b>Seminars [v]</b>	<b>Independent Study [v]</b>	<b>e-learning opportunities</b>	<b>Practicum [ ]</b>		
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	The course will be delivered using the following methods <b>Face-to-face:</b> Discussion, Demonstration <b>Independent Study:</b> Inquiry Learning to prepare reports and present findings <b>Seminar:</b> Presentations of models, mapping of the concepts								
<b>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</b>	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).								
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross – cutting issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed</b>		
	1. Demonstrate understanding of the course requirements and expectations for the semester.			1. Identify and discuss some of the expectations of the course.			<ul style="list-style-type: none"> <li>Gender balance, inclusivity and diversity will be developed by grouping students according to mixed abilities, and by putting into a common group pupil of different ethnicities.</li> <li>Develop the ability to integrate ICT skills into lesson delivery through identifying relevant documentaries or videos relevant to the topic.</li> <li>Critical thinking and problem-solving skills,</li> </ul>		

			creative and innovative ways in solving social problems will be developed through debates.
	2. Develop understanding of the relevance of a course on the precolonial Ghanaian economy.	Explain the relevance of a course on the history of precolonial Ghanaian economy.	
	1. Exhibit familiarity with the history of the precolonial economy in the Ghanaian society.	Discuss key aspects of precolonial Ghanaian economy.	
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
<b>Introductory Lesson to Economic History of Ghana: From Pre-Colonial Times to the End of the Colonial Period</b>	<b>Course requirements and expectations for the semester</b>	80 minutes	<b>Face-to-face:</b> Tutor introduces the course and expectations of student teachers. Gives student teachers copies of Course manual.  Tutor leads student teachers to read through the Course Learning Outcomes (CLOs) and discuss how lessons will be structured.
	<b>What is Economic History and why is such a course relevant</b>	80minutes	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Tutor discusses with student teachers what to expect in this course and elicits responses from student teachers and their own expectations for the course.</li> </ul>
	<b>Assessments modes</b>	20 minutes	<b>Face-to-face:</b> Tutor discusses with student teachers how assessment will be done for the course
			<b>Student Activity</b>
			<b>Face-to-face:</b> <ul style="list-style-type: none"> <li>Student teachers ask questions about the course requirements and expectations, further clarifications on the Course Manual</li> </ul>
			<ul style="list-style-type: none"> <li>Student teachers ask questions about how the course will be taught and it's relevance.</li> </ul>
			<b>Practical Activity:</b> <ul style="list-style-type: none"> <li>Student teachers are grouped and assigned responsibilities for the semester.</li> </ul>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	CLO 1 <b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
<b>Teaching Learning Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera
<b>Required Text (core)</b>	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.
<b>Additional Reading List</b>	Amenume, 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.
<b>CPD Requirement</b>	Workshops for tutors on: - <b>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.</b> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

# Lesson 2

<b>Year of B.Ed.</b>	<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Place of lesson in semester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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<b>Title of Lesson</b>	<b>Pre-Colonial Economy</b>			<b>Lesson Duration</b>			<b>3 Hours</b>		
<b>Lesson description</b>	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 developmets of an agrarian life through to specialisation of labour in various fields of the industrial economy and trading activities.								
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are familiar with agricultural activities from the various societies they come from.								
<b>Possible barriers to learning in the lesson</b>	Student teachers may project their contemporary understanding of Agriculture, Industrial and trading activities.								
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning [ ]</b>	<b>Seminars</b>	<b>Independent Study [v]</b>	<b>e-learning opportunities</b>	<b>Practicum [ ]</b>		
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	The course will be delivered using the following methods <b>Face-to-face:</b> Discussion, Demonstration <b>Independent Study:</b> Inquiry Learning to prepare reports and present findings <b>Seminar:</b> Presentations of models, mapping of the concepts								
<b>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</b>	The purpose of this lesson is to help student teachers to understand the precolonial economic activities of Ghanaians in the past and connect it to present conditions. 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).								
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed</b>		
	1. Demonstrate understanding of some agricultural and industrial systems in pre-colonial Ghana			Mention and explain the agricultural systems in pre-colonial Ghana			<ul style="list-style-type: none"> <li>• An appreciation of the need for gender balance, 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>		
	2. Demonstrate knowledge of the various indigenous industrial activities in pre-colonial Ghana			Identify the various indigenous industrial occupations in pre-colonial Ghana					
	3. Demonstrate knowledge in trading activities in pre-colonial Ghana			Describe the various trading activities in pre-colonial Ghana.					

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	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Brainstorm with student teachers to identify some agricultural activities among the people of pre-colonial Ghana. (<i>Gathering, Farming, livestock rearing, hunting</i>)</li> <li>Group student teachers to discuss the agricultural activities. Guide students to appreciate the existence of these agricultural activities before European contact and engagement.</li> </ul>	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Student teachers list down some agricultural activities.</li> <li>Student teachers groups to identify on the map areas in pre-colonial societies and their predominant agricultural activities.</li> </ul>
	Industry	60minutes	<b>Group activity</b> <ul style="list-style-type: none"> <li>Guide student teachers to discuss the industries that developed as a result in specialisation in pre-colonial Ghana.</li> </ul>	<b>Group activity</b> <ul style="list-style-type: none"> <li>Explain different industrial activities in pre-colonial Ghana.</li> <li>Individually outline the ethnic groups that practices matrilineal and/or patrilineal system of inheritance</li> </ul>
	Trade	60minutes	<b>Seminar</b> <ul style="list-style-type: none"> <li>Brainstorm the types of trade contacts In pre-colonial Ghana. (<i>Intra and Inter Trade</i>)</li> <li>Guide student teachers and discuss the meaning of the trade contacts in pre-colonial Ghana.</li> </ul>	<b>Seminar</b> <ul style="list-style-type: none"> <li>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 intra-state trade, long distance trace with societies outside precolonial Ghana.</li> <li>Students teachers answer questions some examples of intra and inter trade contacts in pre-colonial Ghana.</li> <li>Guide student teachers to conclude on the lesson.</li> </ul>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Prepare a map showing the places with predominant precolonial economy. CLO 3 <b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
<b>Teaching Learning Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera
<b>Required Text (core)</b>	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.
<b>Additional Reading List</b>	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.
<b>CPD Requirement</b>	Workshops for tutors on: - <b>Best Practices in History Instruction ie. Using <i>Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning</i></b> , providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals).

# Lesson 3

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Trade and Economic Change in the Gold Coast</b>			<b>Lesson Duration</b>			<b>3 Hours</b>
<b>Lesson description</b>	This lesson seeks to introduce student teachers to economic change from the Trans Atlantic 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 Legitimate trade.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to the coming of the Europeans in previous lessons.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may project a skewed understanding of the topic on slavery						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning [ ]</b>	<b>Seminars [v]</b>	<b>Independent Study [v]</b>	<b>e-learning opportunities</b>	<b>Practicum [ ]</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	The course will be delivered using the following methods <b>Face-to-face:</b> Discussion, Demonstration <b>Independent Study:</b> Inquiry Learning to prepare reports and present findings <b>Seminar:</b> Presentations of models, mapping of the concepts						
<b>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</b>	The purpose of this lesson is to help student teachers to understand the different perspectives on slavery and its import on the Ghanaian 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).						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>		<b>Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed</b>	
	1. Identify some European countries that took part in the Trans Atlantic Slave Trade.			Prepare an outline of European countries and their location on the world map.		<ul style="list-style-type: none"> <li>An appreciation of the need for gender balance, 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>	
	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.			
3. Demonstrate knowledge of why Atlantic Slave Trade lingered on for centuries.							

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.	<b>Trans Atlantic Slave Trade.</b>	10 minutes	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Revision with students of the previous lesson.</li> </ul>	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Students mention some agricultural activities in pre-colonial Ghana.</li> </ul>
	<b>Factors for the rise of the Trans Atlantic Slave Trade.</b>	80minutes	<b>Group activity</b> <ul style="list-style-type: none"> <li>Relying on the course reading, tutor assists students to discuss the factors for the emergence of the Atlantic Slave Trade.</li> </ul>	<b>Group activity</b> <ul style="list-style-type: none"> <li>Student teachers in mix-groups 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>
	<b>Why the Atlantic Slave Trade was abolished.</b>	70minutes  20minutes	<b>Face-to-face:</b> <ul style="list-style-type: none"> <li>Tutor leads student teachers to discuss the developments for which the Atlantic Trade was Abolished.</li> <li>Tutor guides students to summarize today's lesson.</li> </ul>	<b>Face-to-face:</b> <ul style="list-style-type: none"> <li>Student teachers discuss the reasons for the abolishing of the Atlantic Slave Trade.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Write an essay critiquing the reasons given by scholars on the introduction and abolition of the slave trade emphasising on the economic factor. CLO 2 <b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
<b>Teaching Learning Resources</b>	Primary data (pictures, videos/documentary, archival documents) , computers/ laptops, LCD projector/screen, video/ audio player and camera			
<b>Required Text (core)</b>	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.			
<b>Additional Reading List</b>				
<b>CPD Requirement</b>	Workshops for tutors on: - <b>Best Practices in History Instruction ie. Using <i>Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning</i>, providing students multiple opportunities to <i>Practice New Skills</i> etc.</b> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

# Lesson 4

<b>Year of B.Ed.</b>	<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Place of lesson in semester</b>	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>From the trade in slaves to ‘Legitimate’ trade.</b>			<b>Lesson Duration</b>		<b>3 Hours</b>	
<b>Lesson description</b>	This lesson seeks to introduce student teachers to economic change from the Trans Atlantic Slave to Legitimate trade. It seeks to expose student teachers to change from Trans Atlantic Slave Trade (so-called illegitimate trade) to Legitimate trade.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been exposed to trade in slaves and precolonial economy						
<b>Possible barriers to learning in the lesson</b>	Student teachers may find it difficult to identify the complex nature of these economic changes at the time.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity []</b>	<b>Work-Based Learning []</b>	<b>Seminars [v]</b>	<b>Independent Study [v]</b>	<b>e-learning opportunities</b>	<b>Practicum []</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>The course will be delivered using the following methods</p> <p><b>Face-to-face:</b> Discussion, Demonstration</p> <p><b>Independent Study:</b> Inquiry Learning to prepare reports and present findings</p> <p><b>Seminar:</b> Presentations of models, mapping of the concepts</p>						
<b>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</b>	<p>The purpose of this lesson is to help student teachers to identify the complexities of pre-colonial and colonial economy. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p>						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross – cutting issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed</b>		
	1. Exhibit understanding of what legitimate trade is.		Identify and outline what Legitimate Trade is.				
	2. Demonstrate knowledge of what items/commodities was qualified as legitimate trade for trade.		List some commodities that served as trading items at the time.				
	3. Demonstrate knowledge on the change from the Atlantic Slave Trade to Legitimate trade		Debate the significance of the observance of the rites of passage in Ghanaian society				

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.	<b>Relevant Previous Knowledge</b>	20	<b>Face-to-face:</b> Tutor leads student teachers to review previous lesson on Atlantic Slave Trade.	<b>Discussion:</b> Student teachers discuss the previous lessons identifying areas of weakness that needs to be addressed.
	<b>Legitimate Trade.</b>	90 minutes	<b>Discussion:</b> <ul style="list-style-type: none"> <li>Brainstorm the meaning of Legitimate Trade.</li> <li>Assist students Identify why it was necessary to engage in legitimate trade in the 19<sup>th</sup> Century.</li> </ul>	<b>Discussion:</b> Brainstorm and come out with the meaning of rite of passage <ul style="list-style-type: none"> <li>Make an outline of the centres for which trading activities were carried.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>CLO 2</p> <p><b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>3e Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i Explains concepts clearly using examples familiar to students</p>			
<b>Teaching Learning Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
<b>Required Text (core)</b>	<p>Agbodeka, F. (1992). An economic history of Ghana from the earliest times. Accra: Ghana Universities Press.</p> <p>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.</p> <p>Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.</p>			
<b>Additional Reading List</b>	<p>Amenumey, D. E. K. (2008). A concise history from pre-colonial times to the 20th century. Accra: Woeli Publishing Services.</p> <p>Daaku, K. Y. (1970). Trade and politics in the Gold Coast. 1600-1720. Oxford: Clarendon Press.</p> <p>Daaku, K. Y. (1972). "Aspects of Pre-Colonial Akan Economy." The International Journal of African Historical Studies, vol. 5. No. 2. Pp. 235-247.</p> <p>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.</p>			
<b>CPD Requirement</b>	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> <li>- <b>Best Practices in History Instruction ie. Using <i>Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning</i>, providing students multiple opportunities to <i>Practice New Skills etc.</i></b></li> <li>- Integrating ICT in teaching history</li> <li>- Teaching and Learning Resources (audio-visuals and visuals)</li> </ul>			

# Lesson 5

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Indigenous Entrepreneurs in the Gold Coast.</b>				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This lesson seeks to expose student teachers to the history of indigenous Entrepreneurs in the Gold Coast. The main focus of the lesson is to address the nature and development of entrepreneurship in the Gold Coast in pre-colonial times before the arrival of the Europeans.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have contemporary understanding of what entrepreneurship is and also, indigenous industrial activities in pre-colonial Ghana.						
<b>Possible barriers to learning in the lesson</b>	The tendency to project modern-day concepts and understanding of the term entrepreneurship instead of looking at it from a historical perspective.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ v ]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning [ ]</b>	<b>Seminars [ ]</b>	<b>Independent Study [ v ]</b>	<b>e-learning opportunities [ v ]</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p><b>e-learning opportunities</b> – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p><b>Seminars:</b> to generate group and individual opinion, discussion and reflection: student and/or tutor led</p> <p><b>Independent study:</b> 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.</p>						

<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>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:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p> <p>“Explains concepts clearly using examples familiar to students.” (NTS3i)</p>						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	1.Demonstrate understanding of what entrepreneurship is.		1. Explain various avenues where indigenous entrepreneurship expressed their skills		An understanding of the background and development and features of the slave trade and slavery as an institution in Ghana will equip student teachers with better knowledge of the history of slavery and thus dispel the misconceptions associated with this sensitive issue. Student		
	2.		2. Discuss how Indigenous entrepreneurship evolved				
3.		3.					

			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.	
<b>Topic Title:</b> Slavery and the slave trade in Ghana (I)	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	
	<b>Introduction</b>	20 minutes	<b>Face -to-Face:</b>	<b>Student Activity</b>
			<ul style="list-style-type: none"> <li>Tutor discusses previous lesson with student teachers.</li> <li>Tutor introduces the lesson by explaining the concepts of indigenous entrepreneurship .</li> </ul>	<ul style="list-style-type: none"> <li>Tutor engages student teachers in a discussion on indigenous entrepreneurship.</li> </ul>
<b>Indigenous industries</b>	80 minutes	<b>Face -to-Face:</b>	<b>Face -to-Face</b>	
		<ul style="list-style-type: none"> <li>In groups, tutor guides student teachers in presentations, various indigenous industries in pre-colonial Ghana. <i>(Soap Making, Bead Making, Pottery, Basketry, Gold Mining, Salt Mining, trading activities)</i></li> </ul>	<ul style="list-style-type: none"> <li>Student teachers are allotted time limits to discuss various entrepreneurships in pre-colonial Ghana.</li> </ul>	
	<b>Indigenous Entrepreneurs in the Gold Coast.</b>	80 minutes	<b>Face-to-Face:</b>	<b>Student Activity</b>
			<ul style="list-style-type: none"> <li>Tutor leads a discussion on the reasons for the introduction of the Atlantic slave trade in the Gold Coast.</li> <li>Tutor discusses with student teachers the parties involved in the Trans-Saharan slave trade and how.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>CLO 4</p> <p><b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>3e Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i Explains concepts clearly using examples familiar to students</p>			
<b>Instructional Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.			
<b>Required Text (core)</b>	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.			

<b>Additional Reading List</b>	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.
<b>CPD needs</b>	Workshop for tutors on: -historical writing and research - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

# Lesson 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	The Emergence of Cash Crop and Export Production				<b>Lesson Duration</b>	3 Hours											
<b>Lesson description</b>	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 Ghanaianeconomy.The lesson will further probe into why there was a transition of Ghanaian farmers into the cash crop production.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been exposed to the crops which formed the basis of the legitimate trade.																
<b>Possible barriers to learning in the lesson</b>	Student teachers may have a skewed and limited understanding of the complexities in discerning between cash crop and export production.																
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ v ]	<b>Practical Activity</b> [ ]	<b>Work-Based Learning</b> [ ]	<b>Seminars</b> [ v ]	<b>Independent Study</b> [ v ]	<b>e-learning opportunities</b> [ v ]	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p><b>e-learning opportunities</b> – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p><b>Seminars:</b> to generate group and individual opinion, discussion and reflection: student and/or tutor led</p> <p><b>Independent study:</b> 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.</p>																
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The purpose of this lesson is to help student teachers to complexities in discerning between cash crop and export production. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p>																
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>				<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>									
	1.Exhibit understanding of what constitute Cash Cropeconomy.			1. outline how the Cash crop production evolved in Ghana.				An understanding of the background , nature and features of export and cash crop production in Ghana will equip student teachers with better knowledge and to appreciate the fact that the introduction of the cash crop is responsible for the decline of									
	2.Exhibit keen understanding of why some crops were seen as cash crops.			2. Identify significant implications of the introduction of cash crops on the indigenous farmers and their production with particular reference to the quick transition.													

	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	
<b>Topic</b> Title: The Emergence of Cash Crop and Export Production.	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	
			<b>Student Activity</b>	
	<b>Introduction</b>	30 minutes	<b>Face -to-Face:</b> Tutor reviews the previous lesson and draws the connection with the present lesson.	<b>Face -to-Face and Class Activity:</b> Tutor calls on student teachers to recall some of the key points in the previous lesson. Tutor asks student 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.
	<b>Reasons for the Transition indigenous Farming to Cash crop production.</b>	40 minutes	<b>Face -to-Face:</b> Tutor leads a discussion on reasons for the the transition from the Idigenousfarming to the cash crop production.	<b>Face -to-Face &amp; Practical Activity</b> Tutor tasks student teachers to outline the main reasons for the transition from indigenous farming to the cash crop production.
<b>Cash Crop Production in the Gold coast</b>	50 minutes	<b>Face-to-Face</b> Tutor leads the discussion on the Cash Crop production in the Gold coast and the key role played by the European traders, missionaries and colonialists.	<b>Student Activity &amp; e-learning:</b> In a mixed group setting, tutor engages student teachers on the dynamics of the introduction of cash crop economy in the Gold coast.	
<b>Main Components of the export economy in the Gold coast.</b>	50 minutes	<b>Face-to-Face</b> Tutor leads a discussion on the main components of the export production in the Gold coast .	<b>Face-to-Face</b> Teacher engages student teachers in a discussion on the features and components of the export production in the Gold coast .	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Student teachers to engage in fieldwork interviewing elderly people on their perception of cash crop economy and the changes that have taken place since. CLO 4 <b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
<b>Instructional Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.			
<b>Required Text (core)</b>	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.			
<b>Additional Reading List</b>	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.			

<b>CPD needs</b>	Workshop for tutors on: <ul data-bbox="319 145 1037 250" style="list-style-type: none"><li>• historical writing and research</li><li>• integrating ICT in teaching history</li><li>• Teaching and Learning Resources (audio-visuals and visuals)</li></ul>
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# Lesson 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	Economic Development In the Colonial Era I				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	The course seeks to expose student teachers to the Economic Development In Colonial Era during colonialism. It further seeks to expand arguments on how the local economy was diversified to suit the demands of the colonists.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the Cash Crop and Export Production from previous lesson.						
<b>Possible barriers to learning in the lesson</b>	Student teachers lack concrete understanding on the colonial economy.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [v]	<b>Practical Activity</b> []	<b>Work-Based Learning</b>	<b>Seminars</b> []	<b>Independent Study</b> [v]	<b>e-learning opportunities</b> []	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecture, think-pair-share should be used in facilitating lessons. Interaction with resource persons (history professors, teacher unionist, retired educationist) who are experienced and knowledgeable about the key developments in the education sector.</p> <p><b>Seminars</b>- to generate group and individual creativity, discussion and reflection on some of the major educational challenges, key educational policies and their outcomes and reflect on the way forward.</p> <p><b>Practical activity</b>- Students will be engaged in a historical individual fieldwork. Student teachers will choose a relevant topic related to developments in the education sector and write on it.</p> <p><b>Work Based learning</b>- Tutor will engage student teachers in discussion and in-class-work on similar topics they may be working on.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> </ul>	<p>The purpose of this lesson is to help student teachers to appreciate how the local economy was diversified to suit the demands of the colonists. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p> <p>“Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.” (NTS 3h)</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators:</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	1.Appreciate the nature of the colonial economy.	1.Outline the various nature of the colonial economy.			A well-grounded insight into the history and development of education in Ghana equips student teachers with the professional skills as trained teachers. Student teachers are better placed to address issues of diversity and inclusivity in their profession		

		2.Exhibit knowledge on the development of the colonial economy.	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 by colonial agents in the development of the colonial economy.	
		4.Understand the effects of the colonial economy on the Gold Coast.	4.Write a two-page essay critiquing the impact of the nature of colonial economy on the Gold Coast society.	
<b>Topic Title:</b> <ul style="list-style-type: none"> <li>Economic Development in Colonial Era I</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Introduction</b>	10 minutes	<b>Face-to-face:</b> <ul style="list-style-type: none"> <li>Tutor introduces the lesson by explaining briefly the legitimate trade and how it will gradually usher in colonialism and colonial economy .</li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li>Student teachers share their personal perceptions on the relevance of the legitimate in the creation of the colonial economy .</li> </ul>
	<b>Nature of the colonial Economy</b>	50 minutes	<b>Discussions:</b> <ul style="list-style-type: none"> <li>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 .</li> </ul>	<b>Group Discussion</b> <ul style="list-style-type: none"> <li>Student teachers engaged in the discussion on the features of the colonial economy and its economic implications on the Gold Coast.</li> </ul>
	<b>Colonial Economy and the existing indigenous economic activities</b>	60 minutes	<b>Discussions:</b> <ul style="list-style-type: none"> <li>Tutor explains the how the colonial economy interacted with the existing indigenous economic activities .</li> </ul>	<b>Group Discussion:</b> <ul style="list-style-type: none"> <li>Student teachers discuss the colonial economy and its interaction with already existing indigenous and how shaped the indigenous activities in the Gold Coast.</li> </ul>
		60 minutes	<b>Discussion:</b> <ul style="list-style-type: none"> <li>Tutor leads a discussion on the major reasons behind the creation of the colonial economy and the major drivers of the colonial economy .</li> </ul>	<b>Group Discussion:</b> <ul style="list-style-type: none"> <li>Student teachers through a mixed group activity, write down the roles played out by the major drivers of the colonial economy .</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Student teachers to use archival materials and newspaper report to write a two-page essay critiquing the nature of the colonial economy. CLO 4 <b>NTS: 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			

<b>Instructional Resources</b>	<b>Some Secondary Sources:</b> (Books, Media reports (based on primary sources and appear after an event)some <b>Primary Sources:</b> (Letters, Eyewitness articles, Newspaper reports, Videotapes, Speeches,) computers/ laptops, LCD projector/screen.
<b>Required Text (core)</b>	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.
<b>Additional Reading List</b>	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.
<b>CPD needs</b>	Workshop for tutors on: -historical writing and research - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

# Lesson 8

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 <b>8</b> 9 10 11 12
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<b>Title of Lesson</b>	Economic Developments in the colonial Era II				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This lesson seeks to introduce student teachers to the continuation of the economic development during the colonial era. It will expose student teachers to the major trajectories in the world and how these shaped the colonial economy. It will further show the major (internal and external) forces that shaped the colonial economy.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have studied the major drivers of the colonial economy.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may struggle in identifying the main drivers of the colonial economy.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [v]	<b>Practical Activity</b> []	<b>Work-Based Learning</b>	<b>Seminars</b> []	<b>Independent Study</b> [v]	<b>e-learning opportunities</b> []	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (history professors, teacher unionist, retired educationist) who are experienced and knowledgeable about the key developments in the education sector.</p> <p><b>Seminars</b>- to generate group and individual creativity, discussion and reflection on some of the major educational challenges, key educational policies and their outcomes and reflect on the way forward.</p> <p><b>Practical activity</b>- Students will be engaged in a historical individual fieldwork. Student teachers will choose a relevant topic related to developments in the education sector and write on it.</p> <p><b>Work Based learning</b>- Tutor will engage student teachers in discussion and in-class-work on similar topics they may be working on.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The purpose of this lesson is to help student teachers to understand the social and cultural diversities and appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:</p> <p>"Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).</p> <p>"Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)</p> <p>"Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)</p> <p>"Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g)</p>						
<b>60 Learning Outcome for the lesson, picked and developed from the course specification</b>	<b>Learning Outcomes</b>			<b>Learning Indicators:</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>	
<b>61 Learning indicators for each learning outcome</b>	1. Appreciate factors responsible for growth in the education sector since independence			1.1 Present findings on the factors responsible for the growth in the education sector since independence.			
	1. Exhibit knowledge of the major reforms in the education sector since independence.			2.1 List the various education reforms since independence.			

<b>Topic Title:</b> <ul style="list-style-type: none"> <li>Economic Development s in the colonial Era II</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Review of previous lesson</b>	10 minutes	<b>Face-to-face</b> <ul style="list-style-type: none"> <li>Tutor-led review of previous lesson.</li> </ul>	<b>Discussion</b> <ul style="list-style-type: none"> <li>Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.</li> </ul>
	<b>Colonial Economy in the 1930's</b>	70 minutes	<b>Discussions:</b> <ul style="list-style-type: none"> <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>	<b>Group Discussion and Presentation:</b> <ul style="list-style-type: none"> <li>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 .</li> </ul>
	<b>Colonial economy and the world wars in Ghana .</b>	60 minutes	<b>Discussions:</b> <ul style="list-style-type: none"> <li>Tutor guides student teachers to discuss the first world war and the changes it had on the colonial economy .</li> </ul>	<b>Group Discussion:</b> <ul style="list-style-type: none"> <li>Student teachers break into groups to succinctly discuss the influence of the first world war and the changes that affected the colonial economy.</li> </ul>
		40 minutes	<b>Face-to face</b> <ul style="list-style-type: none"> <li>Tutor to lead discussions on the origin of the second world war and its demands from the colonies.</li> <li>Tutor explain the implications of the second world war on the colonial economy in 1940's.</li> </ul>	<b>Face-to-face</b> Student teachers discuss the dynamics the second world war took and how it shaped the colonial economy in the Ghanaian economy .
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Assessment as, for and of</b> Project assessment:Task student teachers to evaluate the outcomes of some of the major educational reforms since independence. Weighting: None scoring CLO 2 <b>NTS: 2c:</b> 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. 3g 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. 3i Explains concepts clearly using examples familiar to students			
<b>Instructional Resources</b>	<b>Some Secondary Sources:</b> (Books, Media reports (based on primary sources and appear after an event) <b>somePrimary Sources:</b> (Letters, Eyewitness articles, Newspaper reports, Videotapes, Speeches,)computers/ laptops, LCD projector/screen.			
<b>Required Text (core)</b>	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." <i>Review of African Political Economy</i> , No. 15 Vol. 6. Pp. 4-14
<b>Additional Reading List</b>	<p>Agbodeka, F. (1992). <i>An economic history of Ghana from the earliest times</i>. Accra: Ghana Universities Press.</p> <p>Amenumey, D. E. K. (2008). <i>A concise history from pre-colonial times to the 20th century</i>. Accra: Woeli Publishing Services.</p> <p>Daaku, K. Y. (1970). <i>Trade and politics in the Gold Coast. 1600-1720</i>. Oxford: Clarendon Press.</p>
<b>CPD needs</b>	<p>Workshop for tutors on:</p> <ul style="list-style-type: none"> <li>• historical writing and research</li> <li>• field and archival studies</li> <li>• integrating ICT in teaching history</li> <li>• Teaching and Learning Resources (audio-visuals and visuals)</li> </ul>

# Lesson 9

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12
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<b>Title of Lesson</b>	Problems of Economic Developments in Ghana I.			<b>Lesson Duration</b>	<b>3 Hours</b>		
<b>Lesson description</b>	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, transportation and labour issues.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have prior knowledge of the nature of the colonial colonial.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may face difficulty with overcoming their pre-conceived ideas about some cultural and religious practices.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [√]	<b>Practical Activity</b> []	<b>Work-Based Learning</b>	<b>Seminars</b> []	<b>Independent Study</b> [√]	<b>e-learning opportunities</b> []	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research.</p> <p><b>e-learning opportunities</b> – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p><b>Seminars</b>- to generate group and individual creativity, discussion and reflection of some research techniques and some challenges associated with writing a historical research and identify ways of overcoming these challenges.</p> <p><b>Practical activity</b>- Students will be engaged in a historical individual fieldwork.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The lesson seeks to achieve the following domain of the National Teachers' Standards:</p> <p>"Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).</p> <p>"Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)</p> <p>"Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)</p> <p>"Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g)</p>						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	1. Demonstrate knowledge of the challenges in the colonial economy 2.		1. Identify various economic challenges faced in the colonial economy. 2.		By exposing student teachers to the core tenets and values of the different religions in Ghana, they will develop values such as religious tolerance and the need for peaceful co-existence.		
<ul style="list-style-type: none"> <li><b>Topic Title:</b></li> <li>Problems of Economic Developments in Ghana I.</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>				
	<b>Review of previous lesson</b>	20	<b>Teacher Activity</b>		<b>Student Activity</b>		
			<b>Face to face:</b>		<b>Discussion</b>		
			<ul style="list-style-type: none"> <li>Tutor-led review of previous lesson</li> </ul>		<ul style="list-style-type: none"> <li>Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.</li> </ul>		

	Problems of Economic Developments in Ghana.	110 minutes	<p><b>Face-to-face:</b></p> <ul style="list-style-type: none"> <li>• Tutor leads a discussion on problems of economic development in Ghana.</li> <li>• Tutor guides student teachers on the presentation of their findings.</li> </ul>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Student teachers in small groups discuss the problems of the economic developments in Ghana.</li> <li>• Student teachers make a presentation on their findings about the problems of economic developments based on their group discussions.</li> </ul>
		40 minutes	<p><b>Discussions:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Group Discussion and Presentation:</b></p> <ul style="list-style-type: none"> <li>• Student teachers put across their difficulties based on their presentation and tutor addresses such difficulties.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Student teachers should be tasked to do newspaper cutting outlining major problems on the colonial economy and display them on cardboards. NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
<b>Instructional Resources</b>	<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.			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>				
<b>CPD needs</b>	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)			

# Lesson 10

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 <b>10</b> 11 12
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Title of Lesson	Problems							Lesson Duration	3 Hours
<b>Lesson description</b>	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 implications of these interventions to economic development during the period.								
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have prior knowledge on the nature of the colonial economy.								
<b>Possible barriers to learning in the lesson</b>									
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ ✓ ]	<b>Practical Activity</b> [ ]	<b>Work-Based Learning</b> [ ]	<b>Seminars</b> [ ✓ ]	<b>Independent Study</b> [ ]	<b>e-learning opportunities</b> [ ]	<b>Practicum</b>		
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face</b> – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p><b>Seminars</b>- To generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p><b>Independent study</b>- To enable student teachers to engage with relevant and appropriate issues related to teaching as a profession. This can be part of any of the above modes.</p>								
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p>								
<p><b>50 Learning Outcome for the lesson, picked and developed from the course specification</b></p> <p><b>51 Learning indicators for each learning outcome</b></p>	<p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Student should be able to identify various response of the government to economic challenges during the period.</li> <li>Student should be able to demonstrate understanding of interventions by the colonial government to mitigate challenges to economic development and its implications for economic development during the period.</li> </ol>		<p><b>Learning Indicators</b></p> <ol style="list-style-type: none"> <li>List identify various response of the government to economic challenges during the period.</li> <li>Examine interventions by the colonial government to mitigate challenges to economic development and its implications for economic development during the period.</li> </ol>			<p><b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b></p>			

<b>Topic Title:</b> <ul style="list-style-type: none"> <li>Colonial responses to problems of economic development</li> </ul>	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
	Review of previous lesson	20minutes	<b>Face to face:</b> <ul style="list-style-type: none"> <li>Teacher-led review of previous lesson</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.</li> </ul>
	Colonial responses to problems of economic development.	80minutes	<b>Face -to-Face:</b> <ul style="list-style-type: none"> <li>Tutor provides student teachers with news papers on various economic developments and task students to indentify various policy interventions by the colonial government.</li> <li>Tutor leads discussion how the various government interventions at resolving economic challenges were implemented during the colonial period.</li> </ul>	<b>Discussion&amp; Presentation:</b> <ul style="list-style-type: none"> <li>Student teachers list various policy interventions by the colonial government.</li> <li>Student teacher discuss how the various government interventions at resolving economic challenges were implemented during the colonial period.</li> </ul>
	Responses to colonial economic interventions	80	1. Tutor leads student teachers to examine the ramifications of economic interventions by the colonial government.	<b>Face to face/presentation</b> 1. Student teachers present their findings on the ramifications of economic interventions by the colonial government.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	Project assessment: In Groups, student teachers design a poster using colonial government sources outlining colonial responses to the nature of the colonial economy . NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
<b>Instructional Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>				
<b>CPD needs</b>	Workshop for tutors on: <ul style="list-style-type: none"> <li>historical writing and research</li> <li>field and archival studies</li> <li>integrating ICT in teaching history</li> <li>Teaching and Learning Resources (audio-visuals and visuals)</li> </ul>			

# Lesson 11

<b>Year of B.Ed.</b>	2	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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Title of Lesson	Fieldwork presentation				Lesson Duration		3 Hours	
<b>Lesson description</b>	The lesson seeks to offer student teachers opportunity to present and critique their draft research							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been exposed to the sources and methods of doing historical research in a different course							
<b>Possible barriers to learning in the lesson</b>	Accessing primary and secondary materials/data from the field to write the report							
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ ]	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> [ v ]	<b>Independent Study</b>	<b>e-learning opportunities</b> [ ]	<b>Practicum</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	The course will be delivered using this method <b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and/or tutor led							
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose of this lesson is to afford student teachers an opportunity to present their project assignments and be able to orally justify their decisions about the project. This lesson will contribute towards attaining all CLOs and work towards achieving the following NTS: <ul style="list-style-type: none"> <li>Carries out small-scale action research to improve practice (NTS 3b).</li> <li>Employs a variety of instructional strategies that encourages student participation and critical thinking (NTS 3e).</li> <li>Produces and uses a variety of teaching and learning resources including ICT, to enhance learning (NTS 3j)</li> <li>Listens to learners and gives constructive feedback (NTS 3l).</li> </ul>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b> 1. Present a summary of their research findings  2. Critique research findings	<b>Learning Indicators</b> 1. Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in writing on the nature and development of the precolonial and colonial economy.  2. critique student teachers' findings from their research work.	<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b> As student teachers present their research finding they will develop communication, personal development and lifelong learning skills.					
<b>Topic Title:</b> <ul style="list-style-type: none"> <li>Fieldwork presentation</li> </ul>	<b>Sub-topic</b>	<b>Stage/ time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>					
			<b>Teacher Activity</b>			<b>Student Activity</b>		
	Research presentation	180 mins	<b>Seminar</b> <ul style="list-style-type: none"> <li>Guide student teachers to discuss their research findings.</li> <li>Provide feedback to student teachers by asking the following questions:               <ul style="list-style-type: none"> <li>✓ What was most interesting</li> </ul> </li> </ul>			Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in the research Student teachers will critique the presentation by asking the following questions: <ul style="list-style-type: none"> <li>What was most interesting about this paper?</li> <li>What suggestions can I provide?</li> </ul>		

			about this paper? ✓ What suggestions can I provide?	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>N/A</b>			
<b>Instructional Resources</b>	Computers/ laptops, LCD projector/screen, video/ audio player and camera			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>				
<b>CPD needs</b>	Workshop for tutors on: <ul style="list-style-type: none"> <li>• historical writing and research</li> <li>• field and archival studies</li> <li>• integrating ICT in teaching history</li> <li>• Teaching and Learning Resources (audio-visuals and visuals)</li> </ul>			

# Lesson 12

<b>Year of B.Ed.</b>	<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>
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<b>Title of Lesson</b>	<b>Course review</b>			<b>Lesson Duration</b>			<b>3 Hours</b>
<b>Lesson description</b>	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.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Lessons learnt from lesson 1 through the semester using all the learning approaches.						
<b>Possible barriers to learning in the lesson</b>	Difficulty with some concepts not adequately understood.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning [ ]</b>	<b>Seminars</b>	<b>Independent Study [v]</b>	<b>e-learning opportunities</b>	<b>Practicum [ ]</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>The course will be delivered using the following methods</p> <p><b>Face-to-face:</b> Discussion, Demonstration</p> <p><b>Independent Study:</b> Inquiry Learning to prepare reports and present findings</p> <p><b>Seminar:</b> Presentations of models, mapping of the concepts</p>						
<b>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</b>	<p>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:</p> <ul style="list-style-type: none"> <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>						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed</b>
	1. Demonstrate the ability to identify weakness and strengths in learning the course for the period under review.			Make a list of Weaknesses and strengths on poster papers for sharing			
	2. Demonstrate the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies			Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media			
	3. Exhibit skills in Correcting misconception / misinformation for earlier (lesson 1 – 12) lessons and discuss			Present concept maps and/or models linking misconceptions/misinformation to new insights			

	with the student teachers the various areas to develop their thought			
<b>Content of lesson picked and developed from the course specification</b>	<b>Sub Topic</b>	<b>Time or Stage</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
<b>Topic Title</b>			<b>Teacher Activity</b>	<b>Student Activity</b>
<b>1 Course review</b>	Reviewing the understanding of the student teachers of the lessons covered throughout the semester	60 minutes	<b>Face-to-face</b> <ul style="list-style-type: none"> <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 on each topic so that they are able to list weakness and strengths</li> </ul>	<ul style="list-style-type: none"> <li>Student – Teachers responds to Tutor questions on weaknesses/difficulties and strengths</li> <li>Working in groups and with the checklist student-teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester.</li> </ul>
	Remedies to course topics	120 minutes	<b>Seminar</b> <ul style="list-style-type: none"> <li>Group student – teachers according to remedy need and mixed-ability groups and provide specific task assistance in the areas on concept needing remedy.</li> </ul>	Students work in the special group (Same remedy need group) on tasks to remedy their learning need.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <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</li> </ul> <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i) Explains concepts clearly using examples familiar to students</p>			
<b>Teaching Learning Resources</b>	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>				
<b>CPD Requirement</b>	Workshop for tutors on: <ul style="list-style-type: none"> <li>historical writing and research</li> <li>field and archival studies</li> <li>integrating ICT in teaching history</li> <li>Teaching and Learning Resources (audio-visuals and visuals)</li> </ul>			
<b>Course Assessment</b>	<sup>1</sup> <b>Component 1: Subject Portfolio Assessment: (30% overall score)</b> <ul style="list-style-type: none"> <li>Selected items of students work (3 of them- 10% each) – 30%</li> <li>Midterm assessment –(20%)</li> </ul>			

<sup>1</sup> See rubrics of Subject Portfolio Assessment in Annex 6 of NTEAP

	<ul style="list-style-type: none"> <li>• Reflective Journals project and learning(40%)</li> <li>• Organisation and presentation of the subject portfolio (10% )</li> </ul> <p><sup>2</sup><b>Component 2: Subject Project: (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• Introduction: a clear statement of aim and purpose of the project – 10%</li> <li>• Methodology: what the student teacher has done and why to achieve the purpose of the project-20%</li> <li>• Substantive or main section -40%</li> <li>• Conclusion – 30%</li> </ul> <p><b>Component 3: End of Semester Examination (40%)</b></p>
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<sup>2</sup> See rubrics of Subject Project Assessment in Annex 6 of NTEAP



