



MINISTRY OF EDUCATION

# History

TEACHER MANUAL

YEAR 1 - BOOK 1



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

# History

## Teacher Manual

Year One - Book One



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**

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# CONTENTS

INTRODUCTION	1
ACKNOWLEDGEMENTS	3
SCOPE AND SEQUENCE	10
SECTION 1: INTRODUCTION AND IMPORTANCE OF STUDYING HISTORY	11
<b>Strand: Historical Inquiry and Writing</b>	11
Sub-Strand: Nature and Scope of History	11
<i>Theme or Focal Area 1: Origins and Meaning of History</i>	13
<i>Theme or Focal Area 2: Misconceptions Associated with the Study of History</i>	15
<i>Theme or Focal Area 3: Importance of History to the Individual and the Society</i>	17
<i>Theme or Focal Area 1: Features of History as an Academic Discipline</i>	21
<i>Theme/Focal Area (s) 2: Branches/Types of History</i>	23
<i>Theme/Focal Area (s) 3: Key Concepts in History</i>	25
SECTION 2: GHANAIAAN PRE-HISTORY	33
<b>Strand: States and Kingdoms in Pre-Colonial Times</b>	33
<i>Theme or Focal Area 1: Lifestyle of the first Hunter-Gatherers of Ghana</i>	35
<i>Theme or Focal Area 2: Evidence of earliest material culture in rock shelters/ ancient sites in Ghana</i>	36
<i>Theme/Focal Area 3: Elements of Earliest Human Culture in Ghana</i>	39
<i>Theme or Focal Area 1: Pre-Historic Periods in Ghana</i>	42
<i>Theme or Focal Area 2: Features of Ghana’s Middle Stone Age and Late Stone Age</i>	44
<i>Theme or Focal Area 3: Characteristics of Earliest Farmer-Settlers or Community Builders in Ghana</i>	46
SECTION 3: MIGRATION, RISE AND DECLINE OF STATES AND KINGDOMS IN GHANA	50
<b>Strand: States and Kingdoms in Pre-Colonial Times</b>	50
<i>Theme or Focal Area 1: Accounts of the origin of the Guan</i>	52
<i>Theme or Focal Area 2 &amp; 3: Accounts of the Origin of ethnic Groups in the Savannah Zone of Ghana</i>	54
<i>Theme or Focal Area 1: Accounts of the Origin of the Akan</i>	58
<i>Theme or Focal Area 2 &amp; 3: Accounts of the Origin of the Major Ethnic Groups in the Coastal Zone (Ga-Adangbe and Ewe)</i>	60
<i>Theme or Focal Area 1 &amp; 2: Contributions of some key Leaders of the Major Ethnic Groups during their Migration and Settlement</i>	63
<i>Theme or Focal Area 3: Reasons for the Migration of the Major Ethnic Groups into Ghana</i>	65
<i>Theme or Focal Area 1: The Rise and Decline of States in the Savannah Zone of Ghana</i>	68
<i>Theme or Focal Area 2: The Rise and Decline of States in the Forest Zone</i>	70
<i>Theme/Focal Area 3: The Rise and Decline of States in the Coastal Zone</i>	73

<b>SECTION 4: SOCIO-CULTURAL AND POLITICAL ORGANISATION OF STATES AND KINGDOMS IN PRE-COLONIAL GHANA</b>	<b>76</b>
<b>Strand: States and Kingdoms in Pre-Colonial Times</b>	<b>76</b>
Sub-Strand: Emergence of Complex States	76
<i>Theme or Focal Area 1: Family Structure, Kinship and Inheritance System in Pre-colonial Ghana</i>	78
<i>Theme or Focal Area 2: Rites of Passages I (Naming Ceremonies in Pre-colonial Ghana)</i>	80
<i>Theme or Focal Area 3: Rites of Passages II (Puberty Rites in Pre-colonial Ghana)</i>	81
<i>Theme or Focal Area 1: Rites of Passages III (Marriage Rites)</i>	84
<i>Theme or Focal Area 2: Rites of Passages IV (Funeral Rites in Pre-colonial Ghana)</i>	86
<i>Theme or Focal Area 3: Traditional Ghanaian Games Through Time</i>	87
<i>Theme or Focal Area 1: Pre-colonial Ghanaian Dances and Songs</i>	91
<i>Theme or Focal Area 2: How Socio-cultural Practices affected the Development of Pre-colonial Ghanaian Societies</i>	93
<i>Theme or Focal Area 3: Changes and Continuities in Socio-cultural Practices of Ghanaians.</i>	95
<i>Theme or Focal Area 1: Centralised Political systems in Pre-colonial Ghana</i>	98
<i>Theme or Focal Area 2: Non-centralised Political Systems in Pre-colonial Ghana</i>	100
<i>Theme or Focal Area 3: Theocratic Political Systems in Pre-colonial Ghana</i>	103

# INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21<sup>st</sup> Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for History covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 12 weeks of Year One, with the remaining 12 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

## Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

## Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

## Integrating 21<sup>st</sup> Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21<sup>st</sup> Century skills and competencies. These are:

1. **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
2. **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
3. **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

## Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:



1. Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
2. External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

### **An Inclusive and Responsive Curriculum**

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

1. Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
2. Incorporating strategies and measures, such as differentiation and adaptive pedagogies ensuring equitable access to resources and opportunities for all learners.
3. Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
4. Making provision for the needs of gifted and talented learners in schools.

### **Social and Emotional Learning**

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

### **Philosophy and vision for each subject**

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for History is:

**Philosophy:** Learners can understand the historical past as a holistic template of change and continuity to develop and progress in life, as well as forecast future desired goals to solve problems of local and global significance.

**Vision:** A learner with relevant historical skills and competencies capable of critically examining historical records and exploring scientific details to solve problems of local and global relevance.

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# SCOPE AND SEQUENCE

## History Summary

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
	Historical Inquiry and Writing	Nature and Scope of History	2	2	5	-	-	-	-	-	-
		Sources and Methods of Reconstructing History	-	-	-	1	1	3	1	1	2
	States and Societies in Pre-Colonial Times	Emergence of States and Societies	3	3	10	-	-	-	1	1	3
		Precolonial Economy and Economic Activities	1	1	3	-	-	-	1	1	3
	Age of Encounter and Exchanges Up to the 20 <sup>th</sup> Century.	Religion and Religious Change	1	1	2	-	-	-	1	1	2
		Global Connections	-	-	-	1	1	2	1	1	2
		Prelude to Colonisation and Colonial Rule	-	-	-	1	1	3	1	1	3
		Response to Colonial Rule	-	-	-	1	1	3	1	1	2
	Independence and Post-colonial Developments	Socio-Economic and Political Developments in Ghana (1957 – 2007)	-	-	-	1	1	5	-	-	-
<b>Total</b>			<b>7</b>	<b>7</b>	<b>20</b>	<b>5</b>	<b>5</b>	<b>16</b>	<b>7</b>	<b>7</b>	<b>17</b>

### Overall Totals (SHS 1 – 3)

<b>Content Standards</b>	<b>19</b>
<b>Learning Outcomes</b>	<b>19</b>
<b>Learning Indicators</b>	<b>53</b>

# SECTION 1: INTRODUCTION AND IMPORTANCE OF STUDYING HISTORY

Strand: **Historical Inquiry and Writing**

**Sub-Strand:** Nature and Scope of History

**Learning Outcome:** *Use appropriate historical sources from the environment to effectively communicate the origins, nature and scope of history while demystifying common misconceptions associated with the study of history.*

**Content Standard:** Demonstrate understanding of the origins, meanings, and nature of history as a discipline.

## INTRODUCTION AND SECTION SUMMARY

Welcome to section 1 of the teacher’s manual, which focuses on the nature and scope of history as a discipline. This section is designed to equip students with the fundamental knowledge and framework necessary to navigate the subject effectively. By the end of this section, learners will be able to trace the origins and meanings of the word history using conventional and non-conventional sources, investigate common misconceptions associated with the study of history, justify why the study of history is relevant to individuals and societies, and define key concepts in history such as periodisation, chronology, and significance. This section forms the foundation for all subsequent learning in history. It serves as a springboard for developing historical thinking skills that are crucial for subjects like social studies, geography and literature. By establishing a strong foundation, students are equipped with the skills and knowledge to engage with diverse historical topics and connect them to broader societal, cultural, and literary contexts.

The weeks covered by the section are:

**Week 1:** *Origins, Meaning and Importance of History*

**Week 2:** *Features, Branches and Key Concepts in History*

## SUMMARY OF PEDAGOGICAL EXEMPLARS

This section of the teacher manual recommends the use of various pedagogical approaches to ensure effective instruction and differentiated learning. These approaches include experiential learning, collaborative learning, project-based learning, and technology-enhanced learning. The section focuses on developing learners’ understanding of the origins, meaning, and importance of history, as well as features, branches, and key concepts in history. By using these pedagogical exemplars, teachers can engage students in active and participatory learning, promote critical thinking, and facilitate deeper understanding and retention of historical content.

## ASSESSMENT SUMMARY

To assess students’ understanding of the origins, meanings, importance, features, branches, and key concepts of history, the teacher should use a combination of formative and summative assessments aligned with the Depth of Knowledge (DoK) levels. The formative component of the assessment should be given throughout the week to monitor students’ progress and provide feedback on areas that need improvement. The summative component should be given at the end of the week to evaluate students’ overall understanding of the concepts. The assessment should be designed to not only test

students' knowledge of the concepts covered in Weeks 1 and 2 but also their ability to apply that knowledge to real-world situations. By using a variety of question types aligned with the DoK levels, the teacher can ensure that the assessment is both authentic and comprehensive.

## Week 1

### Learning Indicator(s):

1. Trace the origins and meanings of the word 'history' using conventional and non-conventional sources.
2. Investigate some common misconceptions associated with the study of history.
3. Justify why the study of history is relevant to individuals and society.

### Theme or Focal Area 1: Origins and Meaning of History

#### Situating the lesson in context:

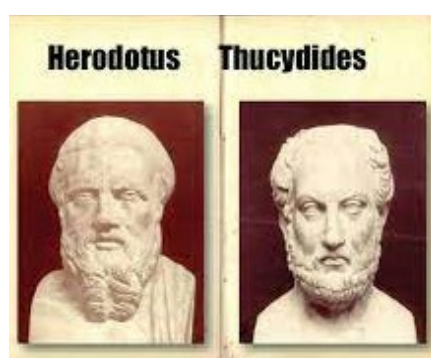
The following enquiry route questions should guide both the teacher and learners in understanding the origins and meaning of history:

- What is the root word for history?
- What local words are used to describe history?
- How are these words similar or different in meaning?
- How is history related to human activities?
- How is history similar or different from the past?

#### Origins of the Word “history”

The word “history” has conventional and non-conventional origins. The non-conventional origins can be attributed to the indigenous phrases used by different communities and ethnic groups in Ghana to describe the word “history”. The Akan use the phrase ‘*abakɔsem*’ to refer to events of the past.

In the Dagbani language, ‘*Taarihi*’ is used to describe the word “history”. The Ga refers to history as ‘*blemasaji*’, and the Ewe refers to it as ‘*gbefenyawo*’. Among the Gonja, it is referred to as ‘*Adrash3η*’.



Conventionally, the word “history” is derived from the Greek word “historia”, which means “inquiry.” The term was popular in the 5th Century BCE/BC when Herodotus used it to describe his inquiry into past events, focusing on the events that led to the Persian Wars.

#### Meaning of History

Many scholars have provided their definitions of the term history. The term is used to describe the study of significant past events of humans and the changes that occurred during different periods. It is not only about the recording of factual data such as dates, names and places but also the interpretation

and analysis of the events within their socio-political and cultural context. The definition of history shares the following attributes:

- Refers to a significant record of events of the past.
- Refers to important activities of humankind detailing *what* happened, *why* and *how* it happened.
- It is concerned mainly with the human world.

Thus, history deals with the study of significant human past activities through time.

*NB: In teaching the origins and meaning of the word “history”, teachers should focus on developing in learners the following historical skills:*

- **Context and Interpretation:** Analyse how different cultural contexts and historical periods have shaped the understanding of history.
- **Historical Perspectives:** Discuss the role of **multiple perspectives** in constructing historical narratives, acknowledging that different interpretations of the past can exist.
- **Source Analysis:** Briefly introduce students to the **concept of historical sources** and the importance of **critically evaluating them** for accuracy and bias.

### Learning Tasks

1. Learners who are less secure in the conceptual understanding (AP) should make a list of common terminologies used in different ethnic languages to describe the word ‘history’.
2. More confident learners (P) should trace the origin of history from Internet sources.
3. Confident and secure learners (HP) are expected to explain the meaning of history by drawing from definitions of different scholars.

## Pedagogical Exemplars

### Experiential learning:

Learners survey common terminologies used in their communities to describe history. *HINT: This would be better done in ethnic groupings, paying particular attention to ethnic diversities, culture, language and pronunciation.*

### Collaborative learning:

- Working in pairs, learners develop a chart with diverse meanings of history from different scholars. *HINT: Task learners to look out for definitions from female historians/ scholars.*
- Using the talk-for-learning technique, learners explain that history is the study of significant human past activities over time. Teachers should support less confident learners with targeted, guided questions.
- In pairs, learners recount past activities by recollecting old photos, narratives, diaries, songs, documents, stories told to them by their grandparents or parents, etc. *HINT: Have learners who are speech impaired use sign language to recount experiences.*
- More concrete teaching and learning resources, such as primary sources, charts, posters, and pictures, must be used to encourage learners to volunteer and share ideas. Learners who exhibit clear understanding and ability to perform tasks should be encouraged to take central role in the discussions. Learners who show a high level of understanding must be encouraged to engage in more tasks related to the origins and meaning of the word ‘history’.

## Key Assessments

### Assessment Level 2:

- Describe in one page the origins of the word ‘history’, both conventional and non-conventional.

### Assessment Level 3 and 4:

- Using historical sources, research on the role of Herodotus and Thucydides in the development of history. Level 4 assessments will evaluate the validity and usefulness of the sources.
- Debate on who the father of history is.

- Teacher should choose the assessment which they feel is most appropriate for their learners.

**NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

## Theme or Focal Area 2: Misconceptions Associated with the Study of History

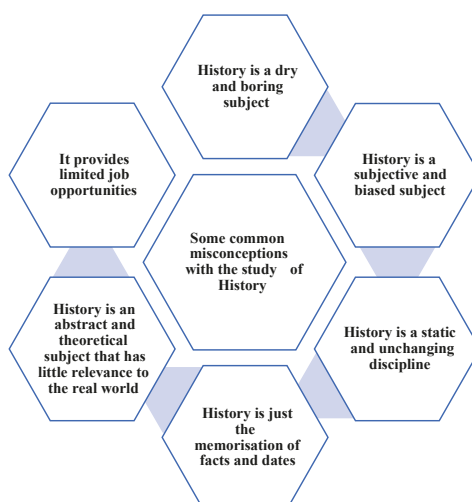
### Situating the lesson in context:

The following enquiry route questions should guide both the teacher and learners in identifying and dispelling misconceptions associated with the study of history:

- What are some common misconceptions associated with the study of history?*
- How do you address these misconceptions?*
- What are some of the prospects of studying history?*
- How can knowledge and understanding of common misconceptions help to demystify stereotypes about the study of history?*
- How can knowledge of common misconceptions about history be used to shape different perspectives?*

### Some Common Misconceptions Associated with the Study of History

History is the study of significant past human activities, and it provides a framework for gaining an understanding of the present and the future. However, the study of history is often plagued by misconceptions. The following are some common misconceptions associated with the study of history:



It is important to note that these misconceptions are unfounded. History is a dynamic field that encompasses more than memorising facts. It involves critical thinking, analysis, and interpretation of past events, which are crucial skills in the current global workforce.



*NB: In teaching the misconceptions associated with the study of history, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Guide students to **critically evaluate sources** (primary and secondary) to identify **bias, limitations, and authenticity**. This helps dispel misconceptions based on inaccurate information.
- **Multiple Perspectives:** Encourage students to consider **different perspectives** on historical events, recognising the limitations of singular narratives and promoting a nuanced understanding. This challenge oversimplified or biased portrayals of the past.
- **Cause and Effect:** Train students to **analyse cause and effect relationships** carefully, avoiding oversimplifications and identifying **multiple contributing factors**. This helps combat single-cause explanations for complex historical events.
- **Change and Continuity:** Help students understand the interplay of **change and continuity** over time, avoiding the misconception that the past is static. This will allow for a more dynamic and evolving understanding of history.

### Learning Tasks

1. Hold an interview session with non-history students on common misconceptions they have about the subject history. Support learners who are less confident in the concepts (AP) to develop the questions needed for the interviews.
2. Explain, with examples, five ways of addressing misconceptions in the study of history. For those who are less confident, provide an exemplar answer.
3. For those who are secure in the concepts (P and HP), expect the following: with your understanding of addressing misconceptions about history, make a presentation to dispel people's misconceptions about the study of history.

### Pedagogical Exemplars:

#### **Project-based learning:**

- Learners conduct an interview on common misconceptions students, or the general public have about the study of history OR create an online survey [*Google Forms, Survey Monkey, etc.*] to collect views from students or the general public on misconceptions associated with the study of history. Support less confident learners with exemplar questions.
- In small groups, learners create a graph or chart on some common misconceptions gathered from interviews or surveys and interpret the data. *HINT: Encourage learners to be aware of their informants' diverse backgrounds and exhibit a higher level of tolerance towards viewpoints they deem to be overly negative.*

#### **Technology-enhanced learning:**

- Learners watch a documentary on misconceptions about studying history and discuss in small groups how to address such misconceptions. OR invite a resource person to speak to the misconceptions. For learners who have difficulties in understanding, use multimedia presentations or documentaries to debunk misconceptions and promote accurate historical understanding.

#### **Collaborative learning:**

- In small groups, learners prepare a poster addressing misconceptions associated with the study of history to educate students and the general public. For learners with a high level of

understanding, encourage them to use posters to design and implement independent research projects that investigate the root causes and consequences of specific historical misconceptions associated with the study of history. Have them engage in activities like source analysis, fact-checking, and collaborative discussions to challenge misconceptions.

### **Key Assessments:**

#### ***Assessment Level 1:***

- Written task: What are some common misconceptions associated with the study of history?

#### ***Assessment Level 2:***

- Discuss: How do you address misconceptions associated with the study of history?

#### ***Assessment Level 4:***

- How can knowledge and understanding of common misconceptions help to demystify stereotypes about the study of history?
- How can knowledge of common misconceptions about history be used to shape different perspectives?

- *Teacher to choose the assessment questions that they feel are most appropriate for the learners in their classes.*

***NB: Teacher must accept responses in oral, written or multimedia presentations***

### **Theme or Focal Area 3: Importance of History to the Individual and the Society**

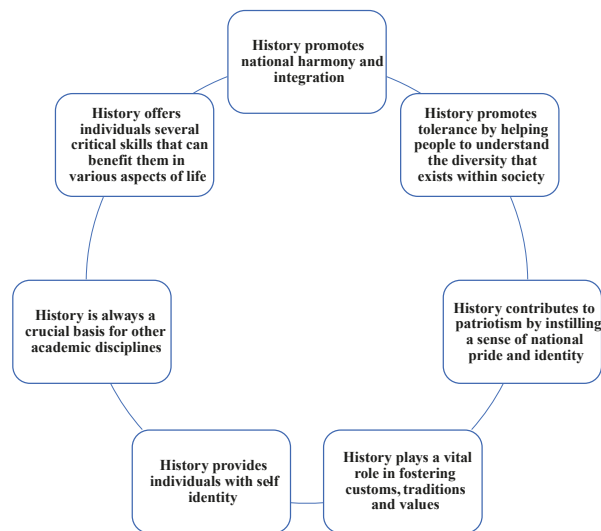
#### **Situating the lesson in context:**

The following enquiry route questions should guide both the teacher and learners in justifying why the study of history is relevant to the individual and society:

- *Why is keeping historical records relevant?*
- *Why is the study of history in schools relevant?*
- *How does the study of history promote national cohesion, consciousness, and patriotism?*
- *How does the study of history help to sustain the cultures and traditions of Ghanaians?*
- *What are the skills students acquire from studying History?*
- *How are the skills useful for individual and national development?*

#### **Importance of History**

History is an essential aspect of our lives that provides us with a better understanding of the world we live in. Apart from cultivating knowledge, history also serves as an instrument that promotes national integration, tolerance and patriotism, among other values that enhance socio-cultural development and peaceful coexistence. Some specific importance of history include:



*NB: In teaching the importance of history to the individual and the society, teachers should focus on developing in learners the following historical skills:*

- **Connecting history to today:** Encourage learners to **analyse how knowledge of the past shapes our understanding of the present.**
- **Empathy and Perspective:** Guide learners to develop skills to **understand past societies from their own perspectives, fostering empathy and tolerance.**

### Learning Tasks:

1. Listen to presidential speeches and write out phrases that depict patriotism. For learners who may struggle with complex comprehension (AP), provide a list of core vocabulary.
2. Create an outline that explains how other academic disciplines are connected to history.
3. In groups, create a poster explaining how customs, traditions, and values help promote national development.
4. Re-enact the March 6, 1957 Independence Declaration, and show how it promotes national integration and harmony. Provide prompts to learners who are not as confident in the terminology/concepts.
5. Role-play how history provides individuals with self-identity. Ensure that AP learners have support through prompts.
6. Use the internet to search for information on what historians do, with emphasis on how they gather data, analyse and interpret the data. From your research, map out critical skills that historians employ in their work.
7. Organise a career fair on job prospects one can gain from studying history. Encourage confident learners to take a lead on the organisation.

### Pedagogical Exemplars:

#### **Cooperative learning:**

- Working cooperatively, learners explain why people make references to the past to justify their actions. For example, a sports pundit might refer to a score line in the past to make a case for a team.

Using the Jigsaw technique, learners discuss why people keep records such as birth certificates, personal diaries, health record documents, family records, family pictures, and funeral brochures. Support struggling learners to identify key historical data that can be obtained from historical records/documents.

***Experiential learning:***

- Learners role-play how the study of history helps in promoting national integration and tolerance. E.g., *the Independence Day Celebration*. Support learners who may be less confident with the concepts with prompts.
- In groups, learners watch or listen and analyse documentaries and speeches that promote patriotism. (E.g., *'Heritage Africa' by Kow Ansah, Speeches of chiefs during festivals, and Presidential addresses*). Ensure understanding and access for all learners through guided questioning of less secure learners.
- Learners cite examples from their community, ethnic, and national narratives to explain how History provides us with a sense of identity. Encourage more able learners to expand and develop their examples and explanations.
- Use scenarios to show learners how history helps to understand continuity and change in society. E.g., *change and continuity in festival celebrations, rites of passages, etc.*

***Collaborative learning:***

- Use different examples from the Ghanaian society to show learners how history teaches customs, traditions, and values for national development.
- In mixed-ability groups, learners discuss how history serves as the basis for other academic disciplines.
- Prepare a mind map on some critical skills history offers to individuals.
- In mixed-ability groups, learners discuss how skills acquired through the study of history can benefit individuals and the nation.
- Learners debate some attitudes and values (tolerance, patriotism, loyalty, honesty, cohesion, diversity, etc.) that history inculcates in students.

***Problem-based learning:***

- Learners debate why it is necessary to study History in Ghanaian schools.
- In a mixed-ability group, learners develop a poster to create awareness in your school on the need to study History in schools.

**Key Assessments:**

***Assessment Level 2:***

- Discuss why the study of history is relevant to human survival and development.
- Discuss how history promotes patriotism and national consciousness among students.

***Assessment Level 3:***

- Explain in a two-stanza poem how history serves as a tool for national development.
- Evaluate the importance of studying history by creating a poster that shows how history is relevant to the individual and society.
- Examine the skills History offers to students using a journal entry.

- Justify the need for the study of History in Ghanaian schools by creating social media awareness using handles such as *Twitter, Facebook, Instagram, WhatsApp, etc.* Use the Hashtag - *#HistoryinSchools*.

*-Teacher to choose which assessment activities are most appropriate for their learners.*

***NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. The teacher must also accept responses in different formats (oral, written, multimedia presentations)***

## Week 2

**Learning Indicator(s):** *Analyse the nature and scope of History as an academic discipline.*

### Theme or Focal Area 1: **Features of History as an Academic Discipline**

#### **Situating the lesson in context:**

The following enquiry route questions should guide both the teacher and learners in analysing the features of history as an academic discipline:

- *What are the unique features of history?*
- *How does history connect the past to the present?*
- *How can studying history help us understand the present and prepare for the future?*
- *How is history a subjective and objective discipline at the same time?*
- *How does our understanding of the past change over time, and why does this happen?*

#### **The Features of History as an Academic Discipline:**

Each academic discipline has its unique features and characteristics. History as an academic discipline also has its core concerns or unique features. These unique features or concerns constitute what we may describe as the “features of history”. Some of the key features of history include:

- *History is the study of human activities:* History deals with human activities through the ages. By selecting “innumerable biographies” and presenting their lives in the appropriate social context and the ideas in the human context, we understand the sequence of events. It traces the fascinating story of how humans have developed through time. It also traces how humans have studied to use and control their environment and how present human institutions have grown out of the past.
- *History is concerned with human activities in time:* It deals with a series of events and each event occurs at a given point in time. Human history, in fact, is the process of human development in time. It is time which affords a perspective to events and lends a charm that brightens up the past.
- *History is concerned with human activities in space:* The interaction of humans with their immediate environment and vice versa is a dynamic one. History talks about nations and human activities in the context of their physical and geographical environment. Out of this emerge the varied trends in the political, social, economic and cultural spheres of human activities and achievements.
- *History is multisided:* All aspects of the life of a social group are closely interrelated, and historical happenings cover all these aspects of life, not limited only to the political aspect that has long dominated history. History deals with all aspects of human life—political, social, economic, religious, literary, aesthetic and physical, giving a clear sense of world unity and world citizenship.
- *History is not mere narration or storytelling but based on critical analysis of past events and processes:* The selected happenings in the past are not merely narrated; the causal relationships between them are properly unearthed. Tracing these relationships leads to the development of general laws that are also compared and contrasted with similar happenings in other social groups to improve their reliability and validity.
- *History is the study of relevant human activities:* In the study of history, only those events that are relevant to an understanding of contemporary issues are included.



- *History examines the past to illuminate the present:* History helps us to understand the causal relationships between the happenings of the past and present. A better understanding of the past puts us in a privileged position to better appreciate changes in the present and to learn from the mistakes of the past.

*NB: In teaching the features of history as an academic discipline, teachers should focus on developing in learners the following historical skills:*

- **Metacognition:** Encourage reflection on **historical thinking processes**. How do historians gather evidence, construct arguments, and reach conclusions?
- **Comparative Skills:** Guide students to **compare and contrast different historical interpretations** of the same event or period, considering the role of perspective and context.
- **Critical Thinking and Questioning:** Encourage students to critically question information and interpretations, identify assumptions, and challenge established narratives.

### Learning Tasks:

1. List five keywords that explain the features of history.
2. Use any three of the keywords to form sentences that explain the features of history
3. Create a poster that describes at least three key features of history.

### Pedagogical Exemplars:

#### **Problem-based learning:**

Learners brainstorm the features of history as a discipline. For learners who find it difficult to understand the concepts, use biographies in their appropriate social context to aid the discussion on the features of history as a discipline.

In mixed-ability groups, learners prepare an oral presentation on the unique features of history. Encourage learners with higher levels of understanding to take up central roles.

### Key Assessments:

#### **Assessment Level 2:**

- Paragraph: How does history connect the past to the present?
- Make a presentation that answers: how can studying history help us understand the present and prepare for the future?

#### **Assessment Level 3:**

- Examine and present the features of history as an academic discipline using concept mapping.
- Research any contemporary issue in Ghana and show how it has connections with the past and present as a project.
- Essay: How does our understanding of the past change over time, and why does this happen?
- *Teacher to choose which assessment is most appropriate for their learners.*

**NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Accept responses in different formats (oral, written, multimedia presentations)**

## Theme/Focal Area (s) 2: **Branches/Types of History**

### Situating the lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the branches of history:

- *What are the branches of history?*
- *How do different branches of history overlap and connect?*
- *Why is it important to consider different perspectives when studying the past?*
- *How can understanding different branches of history help us gain a deeper understanding of the present?*

### Branches of History

History is a broad field that encompasses various branches. Each branch attempts to study the past in different ways, providing unique perspectives on the events and people that shape history. The following are some of the branches of history:

1. *Political History*
2. *Social History*
3. *Economic History*
4. *Diplomatic History*
5. *Gender and Women's History*
6. *Cultural History*
7. *Environmental History*
8. *Trans-national History*
9. *Global History*

*NB: Shift from pure content delivery to equip students with **historical thinking skills** applicable across different branches of history. Focus on the following:*

- **Understanding Historical Inquiry:** *Introduce learners to the concept of historical inquiry and how different branches ask distinct questions about the past (e.g., political history focuses on power structures, social history examines everyday lives).*
- **Source Analysis:** *Encourage students to analyse primary and secondary sources relevant to specific branches of history (e.g., political speeches for political history, diaries for social history).*
- **Making Connections:** *Help students understand how different branches of history are interconnected. Events and figures can be analysed from multiple perspectives (e.g., the economic impact of a political war).*
- **Critical Thinking:** *Challenge students to consider the limitations of focusing solely on one branch of history. Encourage them to see the past as a complex intertwined concept, woven from various social, political, economic, and cultural threads.*

**Learning Tasks:**

**Create** a mind map on at least five branches of history. Those who are less confident in the content (AP) should be supported by the teacher with the key terms to use. More confident learners (P and HP) should be encouraged to introduce and develop complexity in their work.

**In** groups, discuss and present on any one branch of history that you consider very interesting. Explain why this branch should be studied. Teachers to stretch those who are very confident with the content (HP) by asking open ended questions.

**HP** and P learners should hold a debate on the statement “Political History is the most important aspect of history”. In mixed-ability lessons, those who would be AP should act as scorers/ take notes or introduce arguments.

**Pedagogical Exemplars:*****Project-based learning:***

- Learners watch short clips to identify some branches of history such as Political (swearing in of a Chief), Cultural (a cultural dance), Economic (a market scene), etc.
- Give learners in smaller groups old magazines and old newspapers to analyse and discuss some types or branches of history they find in them.
- For learners who find it difficult to understand and perform tasks, use timelines, graphic organisers, and interactive activities to map out historical developments within each branch.
- For learners with high level of understanding, give additional tasks to search the internet or use YouTube videos to identify and discuss more types/branches of history with the least guidance.
- Learners prepare a chart that explains the varied branches of history such as, Political, Social, Economic, Diplomatic, Gender, Women, Cultural, Environmental, Transnational, Global Histories. *These focus questions will help support learners:*
  - How do different branches of history overlap and connect with each other?
  - Why is it important to consider different perspectives when studying the past?
- *HINT: Encourage learners to pay particular attention to core values such as cohesion, patriotism and tolerance.*

**Key Assessments:*****Assessment Level 2:***

- With your knowledge of the history of Ghana from previous classes, list at least five (5) key events in the history of Ghana.
  - Categorise the events into the branches of history.
  - Select one of the events and write an essay on how it reflects a branch of history.
  - Write on the significance of this branch of history in the development of a nation.

***Assessment Level 3 & 4:***

- Essay: How can understanding different branches of history help us gain a deeper understanding of the present?
- *Teacher to choose the assessment tasks that best suit their learners, making sure that they are following the assessment summary at the beginning of the section.*

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. The teacher could also consider accepting responses in different formats (oral, written, multimedia presentations)*

### Theme/Focal Area (s) 3: **Key Concepts in History**

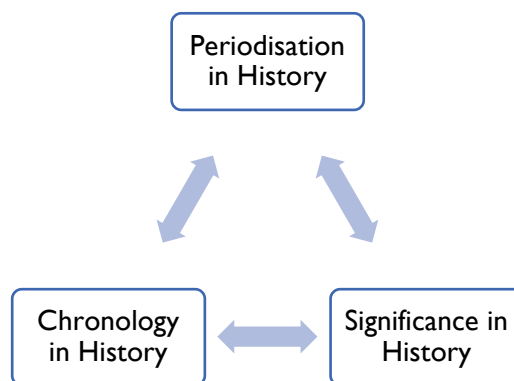
#### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in understanding the key concepts in history:

- *What event(s) have you witnessed in the past?*
- *What were the cause(s)?*
- *What was the event about?*
- *Did the cause(s) have short-term or long-term consequences?*
- *Which people took part in these events?*
- *Was the event a one-time event or continues to impact the society? if the latter, in what way(s)?*
- *When did the event(s) happen?*
- *What were the cause(s)?*
- *Why are these event(s) significant?*
- *Did the cause(s) have short-term or long-term consequences?*
- *Where did the event(s) happen?*
- *Was the event a one-time event or continues to impact the society? if the latter, in what way(s)?*

#### **Key Concepts in History**

In historical studies, certain key concepts are used to build an understanding of the past. These concepts help historians investigate the past and write about it. At this level, we will consider three (3) key concepts in history. These are:



#### ***Periodisation/Dating in History***

Periodisation in history refers to the division of time into distinct periods allowing better organisation and understanding of historical events and their significance. There are various periods used in historical periodisation. These include:

BC	“Before Christ.” Refers to a date so many years before the birth of Jesus Christ.
AD	“Anno Domini” (“in the year of the lord”). Refers to a date so many years after the birth of Jesus Christ.
BCE/CE	“Before the Common Era” and “Common Era.” These terms correspond to B.C. and A.D., respectively.
Circa (c./ca.)	“Circa” is a Latin word that means “approximately” or “around”. It is often used with dates to indicate that the exact time of an event is unknown. For example, “c. 400 B.C.E.” .
Decade	10 years. (For example: The 1930s was a decade of economic depression in many parts of the world.)
Century	100 years. Note that the first century A.D. refers to the years 1 to 100. So, the twentieth century refers to the years 1901–2000.
Millenium	1,000 years. (For example, January 1, 2001, is the start of a new millennium.)
Age/Era/Period	Broad time period characterized by a shared pattern of life. Ages and eras usually do not have definite starting or ending points. (For example: The Stone Age began around 2 million years ago and lasted until about 3000 B.C. It refers to the period when humans used stone, rather than metal tools.)

### Some Significant Periods in African/Ghanaian History

- **Pre-colonial Period:** This is simply explained as the period before colonialism in Africa. In Ghana, this period spans from the earliest times to the year 1874, when the Gold Coast was pronounced a Crown Colony of the British.
- **Colonial period:** This period was characterised by contact with the outside world, specifically Europe, and the eventual establishment of European colonial rule.
- **Post-colonial /Post-independent period:** The period after the end of colonialism and the emergence of independent states in Africa and the aftermath of the independence period. We can refer to our contemporary times as part of the post-independent period.

### *Historical Significance*

In Week 1, we learnt that not all past events can be classified as history. History deals with the study of **significant past activities** that had effects on human societies. How, then, do we determine events that are significant in the past? The chart below provides us with a criterion for determining significant events in history:

DETERMINING HISTORICAL SIGNIFICANCE WITH REC		
<b>Relevance</b> <i>Who needs to know about the event?</i> <ul style="list-style-type: none"> <li>• One family or a person</li> <li>• Everyone in the community</li> <li>• Everyone in the country</li> <li>• Everyone in the world</li> </ul>	<b>Effects</b> <i>Who was affected? How long did this event have an effect?</i> <ul style="list-style-type: none"> <li>• How many people were affected by the event?</li> <li>• How long did the event affect the community? A day? A week? A month? A year? A generation?</li> <li>• Is it still affecting the community?</li> <li>• Will it affect the future of the community?</li> </ul>	<b>Consequences</b> <i>How serious were the results of the events?</i> <ul style="list-style-type: none"> <li>• The event caused death</li> <li>• The event caused loss of jobs</li> <li>• The event caused great harm to the environment</li> <li>• The event caused conflict between community members</li> </ul>

The REC criterion is a framework used to evaluate the **historical significance** of events. It stands for **Relevance, Effects, and Consequences**.

- 1. Relevance:** Consider the **breadth of the impact** of the event.
  - Was it relevant to only a single person or family, or did it affect a wider community, nation, or even the entire world?
- 2. Effects:** Analyse the **duration and scope of the event's impact**.
  - How many people were affected?
  - How long did the effects last? Days, weeks, months, years, generations?
  - Does the event continue to have lasting impacts on the community?
  - Will it have consequences in the future?
- 3. Consequences:** Assess the **severity of the event's outcomes**.
  - Did the event cause significant loss of life, widespread job losses, major environmental damage, or significant social conflict?

By considering these three aspects, the REC criterion provides a structured approach to evaluating the historical significance of an event. Events that meet all three criteria are generally considered to be more historically significant than those that meet only one or two.

It is important to note that the REC criterion is not a rigid formula, and the weight given to each factor can vary depending on the specific context and historical period being examined. However, it serves as a valuable tool for guiding and informing judgments about the historical importance of events.

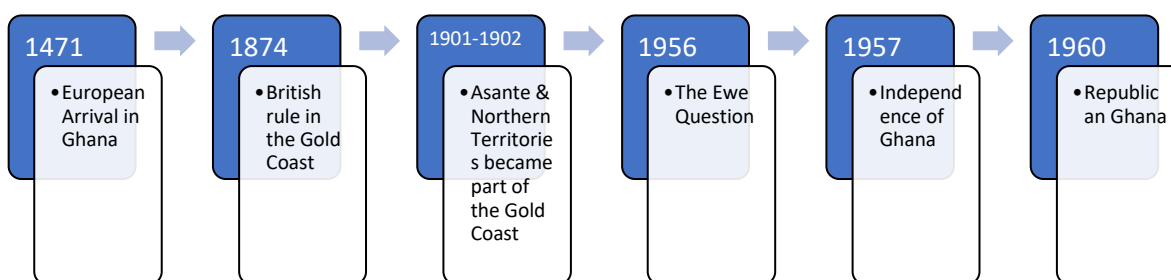
## Chronology in History

Chronology is a fundamental concept in history that refers to the arrangement of events in the order in which they occurred. It involves the study of time and the sequence of events in history. Chronology helps historians to make sense of historical events and to establish cause-and-effect relationships between them. It enables them to create a timeline of events, which is a graphical representation of the sequence of events in history. Chronology is essential for understanding the context, significance, and impact of historical events. It allows historians to create a narrative of history that is based on a logical and chronological sequence of events.

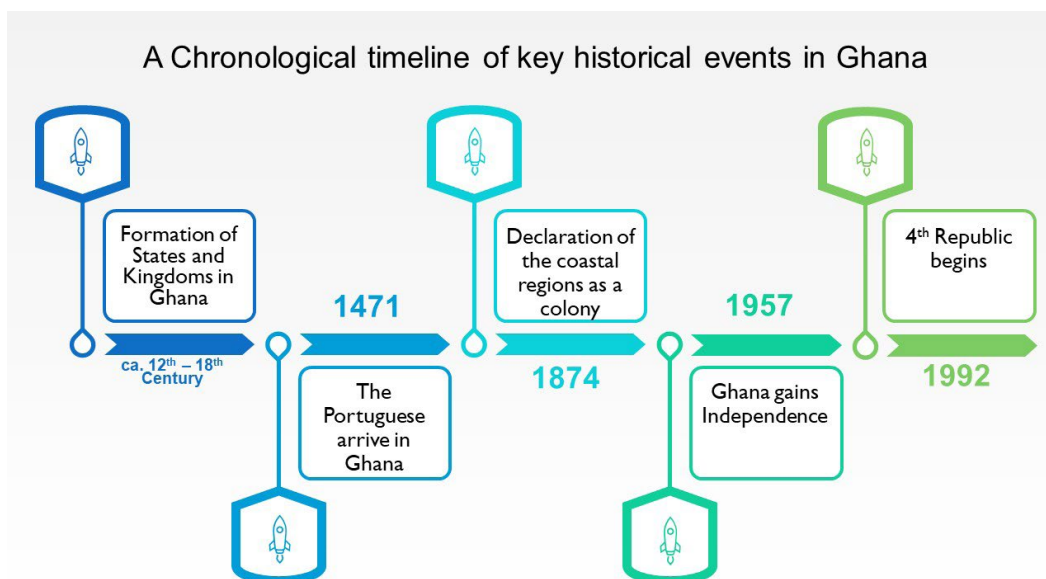
To understand and use the concept of chronology, there is a need to develop the habit of creating and using timelines.

A *historical timeline* is a visual representation of significant events that occurred in the past, arranged chronologically. It is a useful tool for historians and students of history to understand the sequence of events and the context in which they occurred. Creating a historical timeline involves several steps, including identifying significant events and arranging them in chronological order. Here are the steps in creating a historical timeline using examples from the history of Ghana:

- Step 1: Identify significant events - In Ghana's history, significant events include *the formation of states and kingdoms, the arrival of the Europeans, the declaration of the coastal regions as a colony, the annexation of Asante and Northern territories, the 1956 Plebiscite, the Independence of Ghana, the declaration of Ghana as a Republic, etc.*
- Step 2: Arrange events in chronological order - The events should be arranged in the order in which they occurred. For example:



### Example 1



### Example 2

- Step 3: Add visuals and details - Adding visuals like pictures and symbols can make the timeline more engaging. Additionally, details like dates, names, and locations can provide context and enhance understanding.

**NB:** Enhance students understanding of key historical concepts by integrating **complementary thinking skills**:

- **Chronological reasoning:**
  - Analyse timelines and identify markers for dividing historical periods (e.g., economic change, cultural shifts, political events).



- *Understand the limitations of periodisation and acknowledge the fluidity of historical timelines.*
- **Historical interpretation:** *Evaluate the justifications for different historical periods and consider alternative perspectives.*
- **Cause and consequence:** *Analyse cause-and-effect relationships between historical events within their chronological context. Assess the **severity of the event's outcomes.***
- **Historical comparison:** *Compare and contrast the lasting impacts of historical events on different societies, cultures, or political landscapes.*

### Learning Tasks:

1. Make a list of any two major events in Ghana that occurred in each of the following periods:
  - Pre-colonial
  - Colonial
  - Post-Colonial
- For learners who have not been confident with terminology and content (AP), make sure that a list of definitions is given as a support.
2. Build a chronological timeline of significant national events. Those who are confident with the concepts and content (P and HP) should annotate this with a justification for each event.
3. Use the REC chart to explain how history deals with significant human events of the past. Encourage HP learners to extend their explanations.
4. Record significant events in history in a personal diary.
5. Make newspaper cut-outs of significant national events and post them on cardboard. HP and P learners should annotate these with their justifications for choosing these events.

### Pedagogical Exemplars

#### **Project-based learning:**

Learners examine periodisation or dating systems in history as a key element of historical studies. *HINT: Guide learners to be mindful of religious and cultural differences in dating, encouraging them to adopt universally accepted dating formats.* For learners who find it difficult to understand the concept of periodisation, use the concept of the Number Line to explain chronological terminologies such as (CE and BCE or BC and AD), decade, century, millennium, etc.

#### **Collaborative learning:**

- In mixed-ability groups, learners arrange some historical events (social, political, economic, etc.) in Ghana in chronological order. Consider events from the colonial to the post-colonial era (1874-2007). Teacher should circulate to support weaker learners.

**Learners use a criterion (e.g., REC—Relevance, Effects, Consequences) to show which past events were significant. For learners who find it difficult to identify significant national events, encourage them to use the REC chart to identify significant personal historical events.**

- Using a personal diary, learners record significant activities in life. *HINT: Have learners who are physically challenged keep audio records of daily events and activities.*

**Key Assessments:**

**Assessment Level 2:**

- Write about any historical event that took place in your community, emphasising Relevance, Effects and Consequences (REC).

**Assessment Level 3:**

- Research any recent event you witnessed in your community, identifying emerging trends. Write a three-paragraph news article about your findings or provide an illustration of the event.

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Accept responses in different formats (oral, written, multimedia presentations)*

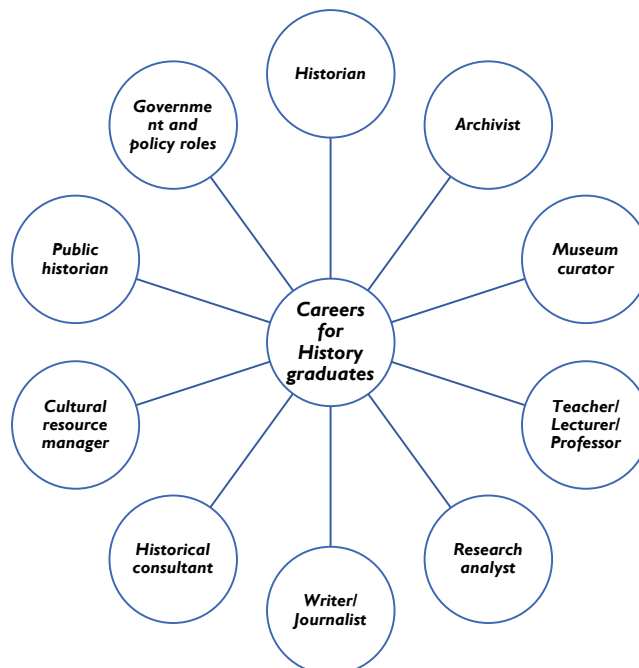
**Section 1 Review**

*In this section, we explored the origins and meanings of the word ‘history’ using both conventional and non-conventional sources. The section also sought to investigate common misconceptions associated with the study of history and justify why the study of history is relevant to individuals and society. The study of history is essential in that it provides individuals with knowledge of past events, which helps them understand the present and make informed decisions. Furthermore, history provides a sense of identity and cultural heritage, which is essential in shaping individual and societal perceptions. Lastly, this section discussed the nature and scope of history as an academic discipline. This includes understanding the various branches and key concepts in history, which are essential for effective navigation of the subject.*

**Additional Reading**

**Job Prospects of Studying History**

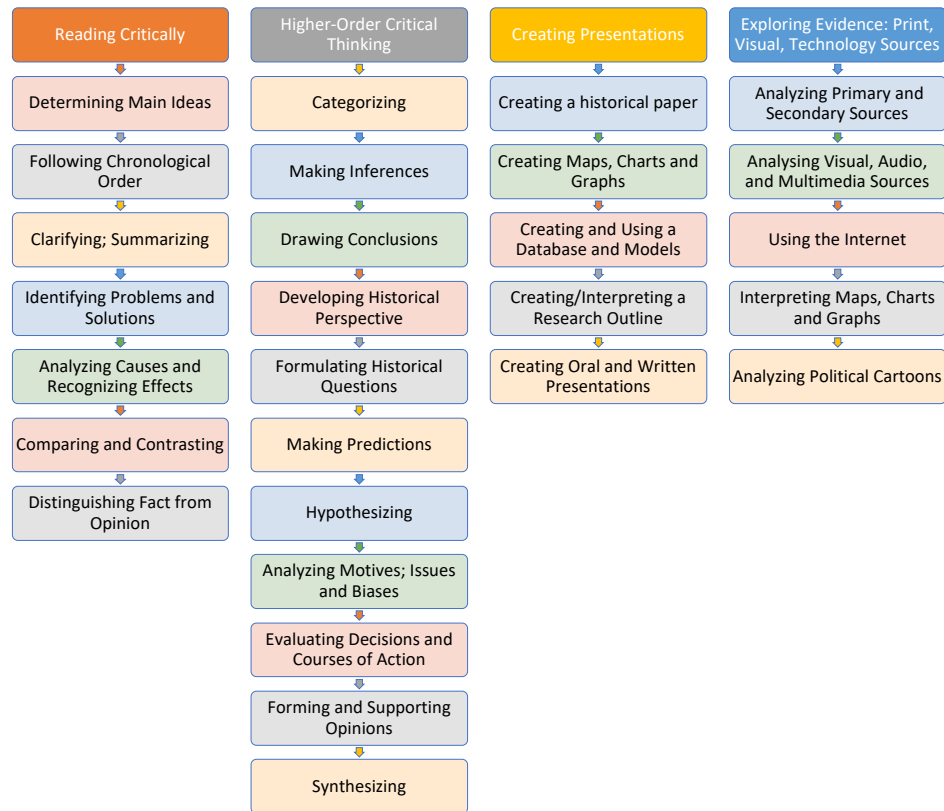
History is a subject that offers a wide range of career opportunities for graduates. With their strong research, analytical, and communication skills, History graduates can enter various fields and contribute to society in meaningful ways. Here are some job prospects that History graduates can consider:



## Skills History offer to Individuals

Studying history offers individuals several critical skills that can benefit them in various aspects of life. Some of these skills include: *critical thinking, research and analysis, writing and communication, empathy and perspective-taking, problem solving, contextual understanding, organisational skills.*

## Other Skills and Competencies History offers:



Source: Mcdougal, H. (2011). *World History: Patterns of Interaction*.

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## SECTION 2: GHANAIAN PRE-HISTORY

**Strand: States and Kingdoms in Pre-Colonial Times**

**Sub-Strand:** Emergence of Complex States

**Learning Outcome:** *Use relevant historical evidence to reconstruct the emergence of complex human cultures in Pre-Historic Ghana.*

**Content Standard:** Demonstrate understanding of Pre-Historic Ghana (50 000 BCE to 700 CE)

### INTRODUCTION AND SECTION SUMMARY

Welcome to section 2 of the teacher manual, which focuses on the nature of the earliest human culture in Ghana and the pre-historic periods in Ghana. This section is designed to equip students with an understanding of the origins and development of human culture in Ghana. By the end of this section, learners will be able to demonstrate an understanding of the origins, development, and key features of human culture in Ghana during the pre-historic periods. This section is closely related to other subjects, such as Social Studies and Geography, as it provides a foundation for understanding the historical, cultural, and geographical context of Ghana and the surrounding regions. By establishing a strong foundation in the pre-historic periods of Ghana, students will be better equipped to engage with diverse topics in other subjects and connect them to broader societal, cultural, and literary contexts.

The weeks covered by the section are:

**Week 3:** *Nature of Earliest Human Culture in Ghana*

**Week 4:** *The Pre-Historic Periods in Ghana*

### SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure effective instruction and differentiated learning, teachers are encouraged to utilise various pedagogical approaches such as experiential learning, collaborative learning and technology-enhanced learning. Throughout the section, learners are expected to examine the nature of the earliest human culture in Ghana and the pre-historic periods in Ghana. Teachers need to teach by utilising various pedagogical approaches to ensure that learners understand the origins and development of human culture in Ghana during these periods. Teachers can employ inquiry-based learning by posing open-ended questions and facilitating discussions about topics like tool use, social structures, and early communication in the first human cultures. Visual aids like pictures or replicas of archaeological artefacts can be used for source analysis. Students can analyse these artefacts at varying levels depending on their proficiency. For instance, beginners might describe the object, while advanced learners might delve into its function and cultural significance, even comparing it to similar artefacts to construct a historical narrative. Students can further create timelines depicting pre-historic life, fostering creativity and visual representation of knowledge. Project-based learning can also be used, where students might create a simulated “day in the life” of a prehistoric person through role-playing, deepening their grasp of this era.

### ASSESSMENT SUMMARY

Assessment plays a crucial role in evaluating students’ understanding of the nature of the earliest human culture and the pre-historic era in Ghana. To ensure effective assessment, teachers should employ different assessment strategies that align with the learning outcomes and differentiate students’ learning needs. The assessment should incorporate various Depth of Knowledge (DoK)

levels. Formative assessment strategies such as questioning, self-assessment, and peer assessment should be used to provide feedback to students during the learning process. Teachers can ask open-ended questions, use graphic organisers, and provide rubrics to assess students' understanding of the content. Summative assessments such as quizzes, tests, and essays can be used to evaluate students' mastery of the learning outcome at the end of the section. Additionally, teachers can use authentic assessment strategies such as creating timelines, role-playing, and project-based learning to assess students' understanding of the content in real-world contexts. These assessments should evaluate students' ability to apply critical thinking, problem solving, and communication skills to historical contexts. By employing these assessment strategies, teachers can effectively evaluate students' understanding of the nature of the earliest human culture and the pre-historic era in Ghana.

## Week 3

**Learning Indicator(s):** *Examine the nature of the earliest human culture in Ghana.*

### Theme or Focal Area 1: Lifestyle of the first Hunter-Gatherers of Ghana

#### Situating lesson in context:

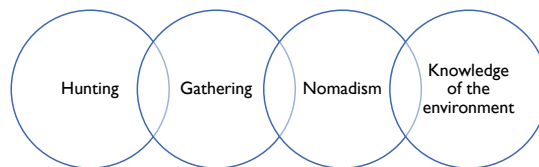
The following enquiry route questions should guide both the teacher and learners in examining the lifestyle of the first hunter-gatherers of Ghana:

- *How did people live in Ghana in the earliest times?*
- *What kind of food did the hunter-gatherers find and eat in Ghana?*
- *How did they hunt animals and gather wild plants?*
- *What were the main challenges faced by hunter-gatherers in Ghana?*
- *How did they adapt to their environment and overcome these challenges?*

### The First Hunter-Gatherers of Ghana

Hunter-gatherer societies had a deep understanding of their local ecosystems and practised sustainable harvesting methods to ensure the preservation of resources. They developed extensive knowledge about the behaviour and migration patterns of animals and the seasonal availability of different plant species.

In Ghana, the first hunter-gatherers lived approximately 10,000 years ago. As hunter-gatherers, their lifestyle was centred around the following:



*NB: Teachers need to equip students with historical skills applicable to understanding the lifestyle of the first hunter-gatherers in Ghana:*

- **Source Analysis:** *Guide learners to analyse archaeological evidence (tools, artwork, etc.) to understand their function, creation process, and potential cultural significance.*
- **Chronological Reasoning:** *Guide learners to use timelines and evidence to understand the sequence of events and developments in hunter-gatherer societies.*
- **Cause and Consequence:** *Guide learners to identify factors that influenced the lives of hunter-gatherers (e.g., environment, technology) and analyse their consequences (e.g., social structures, adaptation strategies).*
- **Empathy and Perspective-Taking:** *Learners consider the challenges and experiences of hunter-gatherers from their perspective, fostering historical empathy and understanding.*

#### Learning Tasks:

1. Those who have been less confident with the content (AP) should be expected to write a word that describes how people lived in the earliest times in Ghana. Those who are more confident (P) should form a sentence with the word to explain the lifestyle of the first hunter-gatherers of Ghana.



2. Create picture galleries of animals hunted for by the first hunter-gatherers of Ghana. Those who are confident with the content (P and HP) should annotate these with explanations.
3. HP learners should examine how hunter-gatherers practised hunting, food gathering and nomadic life and how these are different from present-day society.

## Pedagogical Exemplars

### *Experiential Learning:*

- Learners watch documentaries on how the first hunter-gatherers hunted for game. For learners who find concepts difficult to understand, use pictures and videos to describe how hunter-gatherers practised hunting.
- Using the nature walk technique, learners observe some wild fruits and crops similar to those collected by the first hunter-gatherers in the environment. Teacher to support those who are less confident with individual check ins. Those who are more confident should be encouraged to take leadership roles. Encourage discussion with questions e.g. *What kind of food did the hunter-gatherers find and eat in Ghana? How did they hunt animals and gather wild plants?*
- Learners watch a video to appreciate how the nomadic life was. Teacher to support weaker learners and check for understanding through targeted questioning. Stronger learners should be challenged and stretched through questioning to further their learning from the video.
- Learners, in pairs, analyse sources (*material culture, oral accounts, pictures, etc.*) that explain the lifestyle of the first hunter-gatherers of Ghana. Provide different sources for the different levels of learners.

## Key Assessments

### *Assessment Level 1 & 2:*

- Describe the lifestyle of the first hunter-gatherers of Ghana with a sketch.

### *Assessment Level 3:*

- Create a presentation that answers the following: What were the main challenges faced by hunter-gatherers in Ghana? How did they adapt to their environment and overcome these challenges?

**NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Accept responses in different formats (oral, written, multimedia presentations).**

## Theme or Focal Area 2: Evidence of earliest material culture in rock shelters/ ancient sites in Ghana

### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in examining evidence of the earliest material culture in Ghana:

- *What evidence exists in tracing the life and times of the earliest human culture in Ghana?*
- *What types of materials have been discovered in Ghanaian rock shelters?*
- *How can studying these artefacts help us understand the lives of the people who created them?*
- *How do the artefacts found in rock shelters fit into the broader narrative of human history in Ghana?*

- *How does the study of early material culture help in understanding our place in human history?*

### Evidence of Earliest Material Culture in Rock Shelters/Ancient Sites in Ghana

The rock shelters in Ghana have provided valuable insights into the earliest material culture of the region. Various archaeological sites, such as *Kintampo*, *Abetifi*, *Jilik*, *Kambago*, *Tusik*, *Kpatritinga*, *Gingana*, *Yilkpabongo*, and *Begho*, have been studied to understand the cultural history of the area. These sites have offered evidence of human occupation and cultural developments spanning thousands of years.

***Kintampo:*** One significant site is Kintampo, located in the Bono East region of Ghana. Excavations at Kintampo have revealed evidence of a complex culture dating back to the Stone Age. Stone tools, pottery, and animal bones have been discovered, indicating early human activities such as hunting, gathering, and pottery production.

***Abetifi:*** Another important site, Abetifi, is situated in the eastern part of the country. The rock shelters at Abetifi have provided evidence of early human settlement around 3000 BCE. Excavations have uncovered pottery, grinding stones, and other tools, suggesting agricultural practices and the processing of plant resources. The discovery of iron artefacts further indicates technological advancements and the development of metalworking skills in the region.

***Jilik:*** Jilik, located in northern Ghana, has also yielded crucial information about the early material culture of the area. Excavations at Jilik have revealed stone tools, pottery, and evidence of iron smelting dating back to the Iron Age. The presence of ironworking indicates the emergence of more complex societies with specialised craftspeople.

Other sites, such as *Kambago*, *Tusik*, *Kpatritinga*, *Gingana*, *Yilkpabongo*, and *Begho*, have provided similar archaeological evidence, shedding light on the cultural diversity and development of different communities across Ghana's history. These sites have offered insights into the technological advancements, trade networks, and socio-economic structures of these ancient societies.

*NB: Historical skills are essential in teaching the "Evidence of earliest material culture in rock shelters/ancient sites in Ghana." The following are examples of the historical skills that need to be focused on in teaching this:*

- ***Source Analysis:*** Guide learners to analyse archaeological evidence found in rock shelters and ancient sites (such as tools, artwork, pottery, etc.) to understand their function, creation process, and potential cultural significance.
- ***Chronological Reasoning:*** Guide learners in using timelines and evidence to understand the sequence of events and developments in the material culture of Ghana's earliest inhabitants. Encourage learners to explore how the tools, artwork, pottery, etc. evolved over time.
- ***Cause and Consequence:*** Guide learners to identify factors (e.g., environment, technology, social and economic factors) that influenced the development of the earliest material culture in Ghana and analyse their consequences for the material culture.
- ***Empathy and Perspective-Taking:*** Encourage learners to consider the challenges and experiences of the earliest inhabitants of Ghana from their perspective, fostering historical empathy and understanding.
- ***Interpretation:*** Ask learners to interpret the meaning and significance of the material culture found in rock shelters and ancient sites in Ghana. Encourage them to think critically about the information they gather from the sources and to develop their own interpretations based on the evidence.

### Learning Tasks

1. Learners who have not been confident with the content (AP) should be expected to identify at least two pieces of evidence of material cultures that were discovered in rock shelters in Ghana.
2. Learners who have demonstrated proficiency with the content (P) should be able to describe pieces of evidence that were found by archaeologists in Kintampo.
3. Sketch a map of Ghana and indicate where each of the following archaeological sites is located: *Kintampo, Abetifi, Jilik, Kambago, Tusik, Kpatritinga, Gingana, Yilkpabongo, and Begho*. Learners who have a strong grasp of the content (HP) should annotate the map with explanations.

### Pedagogical Exemplars

- Guide learners to undertake a virtual field trip to ancient rock shelters in Ghana, such as Kintampo, Abetifi, Jilik, etc. For learners who have difficulty identifying evidence in the ancient rock shelters in Ghana, use a virtual field trip to discuss specific evidence of material cultures that was discovered there.
- Provide learners with a map of Ghana and help them locate the exact places where the earliest human culture can be found. Provide different levels of support for the different levels of learners within the group.
- In mixed-gender groups, learners examine evidence of the discovery of the earliest material culture in rock shelters at present-day *Kintampo, Abetifi, Jilik, Kambago, Tusik, Kpatritinga, Gingana, Yilkpabongo, Begho, etc.*
- Learners visit ancient sites and museums to gather ‘first-hand’ information on the earliest human culture in Ghana. Encourage stretch and challenge for the learners who are showing a lot of confidence in the content by asking them challenging questions about the information that is being presented.

### Key Assessments:

#### *Assessment Level 1 & 2:*

- Paragraph: What evidence exists in tracing the life and times of the earliest human culture in Ghana?
- Paragraph: What types of materials have been discovered in Ghanaian rock shelters?

#### *Assessment Level 3:*

- Create a presentation that answers the following research questions:
  - o Why were the archaeological finds about the Kintampo culture important in the reconstruction of Ghana’s history?
  - o How can the study of material culture (artefacts) help us understand the lives of the people who created them?
  - o How do the artefacts found in rock shelters fit into the broader narrative of human history in Ghana?

#### *Assessment Level 4:*

- Essay: How does the study of early material culture help in understanding our place in human history?

- Written task/Source work: You are analysing a stone tool found in a Ghanaian rock shelter. Describe several features you would examine to determine its age and possible function and discuss the benefits and limitations of using physical artefacts as historical evidence.
- Research and discuss any evidence from other parts of Africa that might shed light on the cultural connections or developments related to the material culture found in Ghanaian rock shelters.
- *Teachers should choose the assessment task that best suits their learners and also provides a varied assessment of the various skills covered by the course thus far.*

**NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Accept responses in different formats (oral, written, multimedia presentations).**

### Theme/Focal Area 3: Elements of Earliest Human Culture in Ghana

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining elements of the earliest human culture in Ghana:

- *What were the primary materials used by early Ghanaians to make tools?*
- *How did the tools they made change over time?*
- *What can these tools tell us about the activities, skills, and technological advancements of early Ghanaians?*
- *How did early humans in Ghana find and obtain food?*
- *What types of shelter did they build, and how did they adapt to their environment?*
- *How did they live together and organise their communities?*
- *How have the elements of the earliest human culture in Ghana evolved over time?*



### Elements of Earliest Human Culture in Ghana

In the earliest human cultures in Ghana, several elements played a significant role in shaping their way of life. Here are some key aspects:



### Comparing the Living Conditions of the Earliest Humans in Ghana to Today

The living conditions of the earliest humans in Ghana, who were hunter-gatherers, were vastly different from those of modern-day Ghanaians. The chart/poster below compares these living conditions, especially with respect to Shelter and Housing, Food, Health Care and Technology.

	Earliest times		Today
	<p><b>Shelter and Housing</b></p> <ul style="list-style-type: none"> <li>•Nomadic/ temporary shelters</li> <li>•Lived in caves, rock shelters, simple huts</li> <li>•Housing materials included branches, leaves, animal skins</li> </ul> <p><b>Food and Subsistence</b></p> <ul style="list-style-type: none"> <li>•Hunting game</li> <li>•Collecting wild plant</li> <li>•Fishing</li> <li>•Diets included wild animals, edible plants, nuts, tubers, etc.</li> </ul> <p><b>Health and Healthcare</b></p> <ul style="list-style-type: none"> <li>•Traditional medicine</li> <li>•Herbal treatment</li> <li>•Natural methods</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>•Tools made from stones, wood, bones</li> </ul>		<p><b>Shelter and Housing</b></p> <ul style="list-style-type: none"> <li>•Permanent settlements</li> <li>•Live in houses</li> <li>•Housing materials include bricks, concrete, wood</li> <li>•Access to electricity, plumbing, etc.</li> </ul> <p><b>Food and Subsistence</b></p> <ul style="list-style-type: none"> <li>•Agrarian-based</li> <li>•Subsistence farming</li> <li>•Fishing</li> <li>•Livestock rearing</li> <li>•Diverse range of diets including local and imported</li> </ul> <p><b>Health and Healthcare</b></p> <ul style="list-style-type: none"> <li>•Access to medical facilities</li> <li>•Trained professionals</li> <li>•Vaccinations</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>•Access to smartphones, computers, the internet, etc.</li> </ul>

*NB: In teaching the elements of the earliest human culture in Ghana, teachers must consciously seek to integrate the following historical skills in the lesson:*

- **Chronology:**
  - o *Utilise timelines to represent the sequence of human habitation and cultural development in Ghana.*
  - o *Discuss how technological advancements (e.g., tool types) evolved over time.*
- **Continuity and Change:**
  - o *Identify aspects of early Ghanaian culture that have remained consistent over time (e.g., hunting and gathering).*
  - o *Analyse how elements like toolmaking have changed over time.*
- **Similarities and Differences:**
  - o *Compare and contrast elements of early human culture in Ghana with those found in other parts of Africa (e.g., tool types, social structures).*
  - o *Identify similarities in adaptation strategies and challenges faced by early societies in different regions.*
  - o *Analyse specific cultural expressions (e.g., rock paintings) and discuss potential similarities or differences in artistic styles or symbolism across different groups.*

### Learning Tasks:

1. Learners who are less confident in the content (AP) should create a simple chart to show elements of the earliest human culture in Ghana.
2. Those who are more confident (P) should describe the type of clothing and adornments used by early humans in Ghana.
3. Those who have demonstrated high levels of understanding (HP) should compose a poem that describes the earliest human culture in Ghana.

### Pedagogical Exemplars:

- Working cooperatively, learners describe elements of the earliest human culture in Ghana, including what constituted food, clothing and adornment, tools, foraging and hunting, etc. For learners who may struggle with understanding, use pictures and simple charts to explain the elements of the earliest human culture in Ghana. Encourage learners who show a high level of understanding to analyse primary sources on the elements of the earliest human culture in Ghana.
- Use class learning corners to assist learners in grouping wild foods collected by early humans into various zones. The teacher should circulate to ensure that learners who are struggling with the content are supported.
- Guide learners to identify the locally sourced materials used in the making of clothing and adornment in the earliest time.
- Learners watch videos on tools made by early humans and share their views on them.
- In pairs, learners discuss the techniques adopted by early man in his hunting expedition. Teacher to provide challenge for stronger and more confident learners through targeted, challenging questioning. Examples are:
  - o What were the primary materials used by early Ghanaians to make tools? How did the tools they made change over time? What can these tools tell us about the activities, skills, and technological advancements of early Ghanaians?
  - o How did early humans in Ghana find and obtain food?
  - o What types of shelter did they build, and how did they adapt to their environment?
- In small groups, learners develop a poster that compares the living conditions of the earliest humans in Ghana to those of today. Those who may need support should be given prompts/exemplars in order to increase access.

### Key Assessments

#### *Assessment Level 2:*

- Report on the account of the earliest human culture in Ghana by creating a TV news item.

***NB: Teachers should set success criteria and award marks based on the accuracy of historical content and not the means of producing it.***

#### *Assessment Level 3:*

- Essay: How was earliest human culture similar to, or different from, the culture of people today?
- *Teacher to select assessment task that best suits the needs of their learners.*

***NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Consider accepting responses in different formats (oral, written, multimedia presentations).***



## Week 4

**Learning Indicator(s):** *Analyse the Pre-Historic Periods in Ghana.*

### Theme or Focal Area 1: Pre-Historic Periods in Ghana

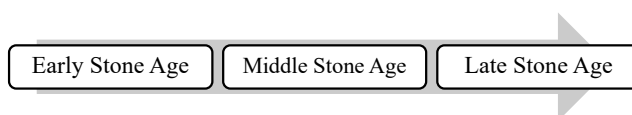
#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the pre-historic periods in Ghana:

- *What is Pre-History?*
- *What is the pre-historic period in Ghana's history?*
- *What are the main phases of the pre-historic period in Ghana?*
- *What materials did early Ghanaians use to make tools during the Early Stone Age?*
- *What were the key characteristics and functions of different Early Stone Age tools found in Ghana?*
- *How do these tools tell us about the technological advancements and activities of the earliest people in Ghana?*
- *How do the features of the Early Stone Age in Ghana contribute to our understanding of human evolution and early technological development?*
- *How can studying the Early Stone Age inform our understanding of human interaction with the environment and resource management?*

### Phases of Pre-history in Ghana

The Pre-history of Ghana refers to the period before writing was introduced into the country. The pre-historic period in Ghana extends from 50,000 BCE to 700 CE. The phases of the pre-historic period in Ghana include;



**The Early Stone Age:** The Early Stone Age was the period when human beings used parent stones instead of flakes for the manufacturing of tools. The earliest tools discovered in Ghana were found in the fossil gravel of the rivers Volta, Oti and Birim. Others were found in a fossil marine beach at Asokrochona near Tema. These early tools were called Acheulean tools. These tools were used for hunting, food gathering and meat preparation.

*NB: In teaching the features of the Early Stone Age period in Ghana, the teacher must make a conscious effort to incorporate in the lesson, the following historical concepts and skills:*

- **Source Analysis:** *Analyse archaeological evidence (tools, bones, etc.) to understand their function, creation process, and potential cultural significance.*
- **Chronological Reasoning:** *Use timelines and evidence to establish the timeframe of the Early Stone Age in Ghana and sequence key developments (e.g., tool advancements).*
- **Cause and Consequence:** *Analyse environmental and climatic factors and their impact on the lives of early Ghanaians during the Early Stone Age.*
- **Continuity and Change:** *Identify continuities and changes in tool types and technologies used throughout the Early Stone Age in Ghana.*



## Learning Tasks

1. Create a chart that describes the phases of Ghana's pre-history.
2. Discuss the phases of pre-history in Ghana and analyse the features of the Early Stone Age. Encourage learners who are confident with the content (P and HP) to develop and extend their analysis. Support those who are less confident (AP) with prompts.
3. Analyse pictures or replicas of Early Stone Age tools and consider their function, creation process, and potential cultural significance. AP learners may need some exemplar phrases whereas HP learners should be expected to extend and develop their work.

## Pedagogical Exemplars:

- Using secondary sources, learners investigate the era referred to as "Pre-History". Use graffiti walls to organise the thoughts of learners and to allow less confident learners to see the work of more confident learners.
- Learners in small groups, explore information from the Internet or standard textbooks to describe the phases of Ghana's Pre-Historic era.
- For learners who may struggle with understanding, use charts to show the chronological order of pre-historic phases in Ghana. Learners in mixed-ability groupings create charts that describe the phases of the pre-historic period in Ghana. Encourage learners who show a high level of understanding to take up central roles and support struggling learners.
- Learners formulate historical questions to discuss the features of Ghana's Early Stone Age. *HINT: You may use the 5Ws 1H (What, When, Where, Why, Who and How) principle.* Encourage learners who show a high level of understanding to use the Internet, textbooks, and primary sources to inquire about how particular sites turned out to be sites of human physical remains in the Early Stone Age.

## Key Assessments

### Assessment Level 2:

- Essay: What clues do ecofacts and artefacts give about the earliest people in Ghana?

### Assessment Level 3:

- Report: What were the key characteristics and functions of different Early Stone Age tools found in Ghana? How do these tools tell us about the technological advancements and activities of the earliest people in Ghana?

### Assessment level 4:

- Essay: How do the features of the Early Stone Age in Ghana contribute to our understanding of human evolution and early technological development?
- Extended paragraph: How can studying the Early Stone Age inform our understanding of human interaction with the environment and resource management?
- Conduct an interview and gather other primary sources to write the history of an early human settlement in the area you live.
- *The teacher is to choose an assessment task that best fits learners in their classroom as well as ensuring that a range of assessment tasks has been covered over the 12-week course.*

**NB: The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Consider accepting responses in different formats (oral, written, multimedia presentations).**

## Theme or Focal Area 2: **Features of Ghana's Middle Stone Age and Late Stone Age**

### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the features of Ghana's Middle Stone Age and Late Stone Age:

- *What new types of tools were developed in Ghana during the Middle Stone Age and Late Stone Age compared to the Early Stone Age?*
- *How did these advancements change the hunting, gathering, and daily life activities of Ghanaians?*
- *What can we learn about the technological ingenuity and resourcefulness of early Ghanaians from their tools?*
- *How do the features of the Middle Stone Age and Late Stone Age in Ghana contribute to our understanding of human evolution and cultural development?*

### **Features of Ghana's Middle Stone Age and Late Stone Age**

**Middle Stone Age:** This period was characterised by improvements in the technology used by Acheulian tool makers. The new technique, "Prepared Core Technique," tended to use flakes more than cores. The manufacturers of these tools were therefore referred to as "Flake Technologists". In some parts of Ghana, the people combined the old core-tool technique and the new flake-tool technique. The use of the two techniques was largely dictated by the environmental conditions in which they found themselves. An example is found in the grassland and forest regions of middle and southern Ghana, which is similar to the "Sangoan Tradition", named after the original site of Sango Bay in Uganda. The Sangoan Tradition is well documented from cultural materials excavated nearly two decades ago at the site of Asokrochona, located near Tema Beach. As a result of this, some archaeologists in Ghana have named the site where these materials were found as "Asokrochonoain Tradition".

In Northern Ghana, Middle Stone Age men and women used the "prepared core" technique to produce flake tools that are widely distributed in the confluence region of the Black and White Volta Rivers. A stone industry called Aterian was known to have evolved from this technique. Tools from this industry included flaked knives and arrowheads with thick bases fixed in wooden shafts.

**Late Stone Age:** The Late Stone Age is also known as the "Era of Blade-Tool Technologists". The people of the Late Stone Age were versatile in their attempts to produce adequate technology to meet the growing economic demand of their times. A new technique known as the "Bipolar Punch" was adopted. By producing these tools, people made use of a new tool called Burin or Chisel helped in the production of fishing equipment such as bone harpoons, bone fishhooks, stone arrowheads, etc. A great variety of information has been obtained from studies conducted in several rock shelters at Kintampo in the Bono East Region and several shelters along the Kwahu escarpment. Also, the Late Stone Age people hunted for animals such as bears, guinea pigs, mongooses, chimpanzees and the royal antelope by using poisoned stone arrowheads and setting up traps, etc. They also gathered shellfish and giant snails for food. In addition, the organic remains of a number of plants used for food preparation and other domestic purposes have also survived in rock shelters and caves, namely *Celtis Intergrifolia* (Nettle Tree), *Canarium Schweinfurthii* (Incense Tree) and *Elaeis Gunieesis* (Oil Palm Tree).

*NB: In teaching the features of Ghana's Middle Stone Age and Late Stone Age, teachers must make a conscious effort to integrate into the lesson the following historical skills:*

- **Chronological Reasoning:**
  - *Students should be able to sequence events and understand the relative and absolute chronology of the Middle and Late Stone Age in Ghana.*
  - *Use timelines, compare and contrast dates, and discuss the duration of these periods.*
- **Sourcing and Using Evidence:**
  - *Analyse archaeological artefacts (stone tools, pottery) to understand past societies and their activities.*
  - *Critically evaluate the limitations and strengths of different types of evidence (archaeological, oral traditions).*
- **Cause and Effect:**
  - *Explore the relationship between environmental changes (climate, vegetation) and human adaptation during the Middle and Late Stone Age.*
  - *Discuss the potential causes and consequences of technological advancements.*
- **Continuity and Change:**
  - *Identify continuities and changes in toolmaking techniques, settlement patterns, and subsistence strategies between the Middle and Late Stone Age.*
  - *Discuss how these changes might relate to broader trends in human evolution and cultural development.*
- **Historical Context:**
  - *Situate Ghana's Middle and Late Stone Age within the broader context of human pre-history in Africa.*
  - *Encourage comparisons and connections with other regions of the continent or the world.*

### Learning Tasks

1. Learners work in pairs to create a timeline showing the chronological order of key events and transitions during Ghana's Middle and Late Stone Age. Teachers should circulate here to ensure that those who have a weaker grasp on the content (AP) are engaging correctly with the task.
2. Learners create a chart comparing and contrasting the Middle and Late Stone Ages in Ghana across different aspects like:
  - a. Toolmaking techniques
  - b. Subsistence strategies

Teacher to provide prompts/exemplars for AP learners.

### Pedagogical Exemplars

#### **Problem-Based Learning:**

- Learners create a chart that describes the characteristics of Ghana's Middle Stone Age. Learners who have a lower level of understanding should be provided with prompts.
- Using primary and secondary sources, learners analyse the features of Ghana's Late Stone Age. For learners who show a high level of understanding, encourage independent research and analysis of diverse historical sources.

### ***Collaborative Learning:***

- Learners in mixed-ability groups, discuss ways in which the Late Stone Age had improved in technology more than the Middle Stone Age. Encourage learners who exhibit clear understanding and ability to perform tasks to take up central roles.

### **Key Assessments:**

#### ***Assessment Level 3:***

- Compare the similarities and differences in the cultures of the Early, Middle and Late Stone Ages in Ghana.
- Essay: What were the reasons for the change from the Early Stone Age to the Middle and Late Stone Ages in Ghana, and which was the most important?
- Search for and write about any recent archaeological findings in Ghana. Write a two-paragraph news article about the findings and include an illustration.

#### ***Assessment Level 4:***

- Create a map illustrating some early human settlements in Ghana.
- Describe life in Ghana's Early, Middle, and Late Stone Age in a three-stanza poem.
- Report: What can we learn about the technological ingenuity and resourcefulness of early Ghanaians from their tools?
- Essay: How do the features of the Middle Stone Age and Late Stone Age in Ghana contribute to our understanding of human evolution and cultural development?
  - *The teacher is to choose an assessment task that best fits the learners in their classroom as well as ensuring that a range of assessment tasks has been covered over the 12-week course.*

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it. Accept responses in different formats (oral, written, multimedia presentations).*

### **Theme or Focal Area 3: Characteristics of Earliest Farmer-Settlers or Community Builders in Ghana**

#### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in analysing the characteristics of the earliest Farmer-Settlers or Community Builders in Ghana:

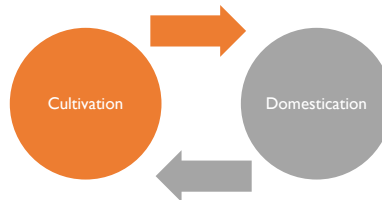
- *Who were the earliest farmers and community builders in Ghana?*
- *What types of crops and animals did these communities depend on?*
- *Where did they live?*
- *What were the characteristics of their settlements?*
- *Were they permanent or temporary?*
- *How did they work together?*
- *How did these communities organise themselves?*
- *Did they have specialised roles and tasks?*
- *What tools and techniques did they use for cultivating crops and raising animals?*

## Earliest Farmer-Settlers

In the pre-historic era, the people of Ghana, in a bid to establish a relationship between humanity and plant and animal production, adopted an economic process known as “Foraging”. This means that the pre-historic people engaged in the procurement of plant and animal resources for food in an ad-hoc manner through hunting and gathering methods, depending on the availability of these resources within a particular environment. From about 10,000 BCE, some circumstances made it impossible for the pre-historic man’s economic life to be sustainable solely through the economic system of “Foraging” as a means to get a supply of food. Some of these developments were;

- First, the changes in the climate reduced the amount of rainfall, with rivers and lakes drying up. Consequently, certain animals and plants disappeared.
- Second, there was a considerable increase in population growth, which necessitated pre-historic men and women producing more food to feed the people. These conditions naturally demanded that mankind adopt a better means of food production to ensure its survival.

Between 10,000-2,000 BCE, the pre-historic man and woman had to adopt a new economic order called “Food Production”. There are at least two stages that characterised this period of food production, and these are;



### First Village Builders

The process of human *sedentism* accompanied the evolution of food production. The pre-historic man and woman abandoned their long-term nomadic practices and lived in caves and rocks to settle life by way of building permanent houses. In Ghana, archaeological excavations have led to the discovery of the remains of fossil mud, laterite blocks and stone blocks used in the construction of the pre-historic “Wattle-and-Daub” style of building. This style of building technology, which is still in use in Ghana, is known to the Dangme as Zutsu. This kind of building of pre-historic settlements has been discovered at Boyase Hill near Kumasi Airport and Hani in the Bono Region of Ghana. Its inhabitants were engaged in industries such as the production of stone beads, stone arrowheads, clay pots and milling stones. It must be noted that much bigger pre-historic settlements were built at Nkukoa Buoho near Kumasi and at Gambaga in north-eastern Ghana.

*NB: In teaching the Characteristics of the Earliest Farmer-Settlers or Community Builders in Ghana, teachers must aim at integrating the following historical skills in the lesson:*

- **Source Analysis:**
  - o Evaluate archaeological evidence (tools, pottery, settlements) to understand past societies and their way of life.
  - o Consider the strengths and limitations of different sources (archaeology vs. oral traditions).
- **Inference and Interpretation:**
  - o Draw conclusions from available evidence about daily life, social structures, and cultural practices of early communities.
  - o Be mindful of the limitations of making claims about the past based on incomplete data.
- **Change and Continuity:** Identify continuities and changes in settlement patterns, subsistence strategies, and technological advancements compared to earlier hunter-gatherer societies.

- **Contextualisation:**
  - *Situate the emergence of farming communities in Ghana within the broader context of agricultural development in West Africa and throughout the continent.*
  - *Encourage comparisons and connections with other regions experiencing similar transitions.*

### Learning Tasks:

1. Describe how early communities in Ghana shifted from hunting and gathering to farming. Supply key words to learners who are not confident in their understanding of the content (AP).
2. Use text information on the Earliest Farmer-Settlers or Community Builders in Ghana to make a chart listing the tools, weapons, and other artefacts that archaeologists today might find at an ancient site of a farming settlement. Students who are secure and very secure (P and HP) should be encouraged to assess which artefacts may be most useful as sources.
3. Learners who are secure in their understanding of the content should analyse how archaeologists use evidence to learn about these early communities.

### Pedagogical Exemplars:

#### Project-based learning:

- Learners trace on a map some pre-historic sites discovered by archaeologists in Ghana, including Boyase Hill, Nkukoa Buoho, Hani, Gambaga, Abetifi, Banda, Kintampo and Begho. Encourage learners who may struggle with understanding to collaborate and identify pre-historic sites on a map.
- Working collaboratively, learners develop posters to describe characteristics of the earliest farmer-settlers or community builders in Ghana. Ensure that learners are supported by teacher circulation.

### Key Assessments:

#### Assessment Level 1 & 2:

- Describe the characteristics of the earliest farmer settlements and explain where they lived and what types of crops and animals that they depended on.

#### Assessment Level 4:

- Analyse the tools and pottery found at archaeological sites of early Ghanaian farmer-settlers. Based on your analysis, infer the daily activities these communities engaged in and explain how these findings support your interpretations. Consider the potential limitations of relying solely on archaeological evidence.

OR

- Compare and contrast the characteristics of hunter-gatherer societies in Ghana with the earliest farmer-settlers. Identify continuities and changes in aspects like:
  - Subsistence strategies: How did they obtain food?
  - Settlement patterns: Where and how did they live?
  - Social structures: How did they organise their communities?
  - Explain how these changes might be linked to the adoption of agriculture.



- Teacher to choose the assessment task that is most appropriate for their group, ensuring that a range of skills/tasks have been used across the duration of the course.

**NB: Accept responses in different formats (oral, written, simple charts, multimedia presentations, research papers, museum exhibits). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

## Section 2 Review

This section of the teacher manual focused on the nature of the earliest human culture in Ghana and the pre-historic period in Ghana. The earliest human culture in Ghana was characterised by the economic process of foraging, which involved the procurement of resources for food through hunting and gathering methods. However, changes in the climate and population growth led to the adoption of a new economic order called food production. The pre-historic period of food production was characterised by two stages. The first stage was the emergence of village builders, where the pre-historic man and woman abandoned their long-term nomadic practices and settled in permanent houses. The second stage was the emergence of the Iron Age, where the production and use of iron tools and weapons facilitated the growth of complex societies. In teaching the nature of earliest human culture and pre-historic periods in Ghana, it is important to integrate historical skills such as source analysis and contextualisation. Evaluating archaeological evidence and drawing conclusions from available evidence about daily life and social structures will help learners understand past societies and their way of life.

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## SECTION 3: MIGRATION, RISE AND DECLINE OF STATES AND KINGDOMS IN GHANA

Strand: **States and Kingdoms in Pre-Colonial Times**

**Sub-Strand:** Emergence of Complex States

**Learning Outcome:** *Use relevant historical evidence to analyse the diverse migration accounts and draw conclusions on why and how the peoples of Ghana created settlements; recounting the key factors that led to their rise and decline.*

**Content Standard:** Demonstrate understanding of the diverse accounts of the emergence of major states in Ghana, including the causes of migration and creation of settlements.

### INTRODUCTION AND SECTION SUMMARY

This section of the teacher manual focuses on the multiple perspectives on the migration accounts of major ethnic groups in Ghana. The major ethnic groups in Ghana include: Guan, Gonja, Akan, Mole-Dagbani, Ewe, and Ga-Dangme. The migration accounts of these ethnic groups are crucial in understanding the history and culture of Ghana. It is important to note that there are multiple perspectives on these migration accounts, and this section aims to explore these different perspectives to gain a deeper understanding of the cultural diversity of Ghana. By the end of this section, learners should be able to evaluate the different migration accounts of major ethnic groups in Ghana and explain how these accounts have influenced the cultural diversity of Ghana. This section is interrelated with other subjects, such as Geography and Social Studies. Learners will be required to use geographical skills to evaluate the different migration accounts, and they will also explore the social and cultural implications of these accounts.

The weeks covered by the section are:

**Week 5:** *Multiple perspectives on the migration accounts of major ethnic groups in Ghana.*

**Week 6:** *Multiple perspectives on the migration accounts of major ethnic groups in Ghana.*

**Week 7:** *Factors responsible for the rise and decline of major states and kingdoms in Ghana.*

**Week 8:** *Factors responsible for the rise and decline of major states and kingdoms in Ghana.*

### SUMMARY OF PEDAGOGICAL EXEMPLARS

To effectively teach about these different migration accounts, it is essential to incorporate various pedagogies that will help learners understand the different perspectives on these accounts. These include: inquiry-based learning and project-based learning. Through inquiry-based learning, learners will be able to explore the different perspectives on these accounts and develop their critical thinking and analytical skills. Through project-based learning, learners can engage in research and collaborative activities to learn about the different migration accounts and present their findings to the class. This approach can help learners develop their communication and presentation skills. In teaching the multiple perspectives on the migration accounts of major ethnic groups in Ghana, it is essential to integrate historical skills. Historical skills such as source analysis and contextualisation can help learners critically evaluate the different perspectives on these accounts. Furthermore, learners can use historical skills to analyse and interpret primary and secondary sources related to the different migration accounts. By integrating historical skills, learners can develop a deeper understanding of the cultural diversity of Ghana and the historical context of these migration accounts.

**ASSESSMENT SUMMARY**

Assessment is crucial in determining whether learners have achieved the learning outcomes of the multiple perspectives on the migration accounts of ethnic groups in Ghana and the rise and decline of states and kingdoms in Ghana. It is important to use different assessment levels (DoK), levels 1 to 4 to measure learners' understanding of the subject matter. The assessment should include both formative and summative assessments. Authentic forms of assessment, such as research projects, can be used to assess learners' understanding of the multiple perspectives on the migration accounts of ethnic groups in Ghana and the rise and decline of states and kingdoms in Ghana. To integrate historical skills in assessment, learners can be required to analyse and interpret primary and secondary sources related to the different topics. The assessment can include tasks such as analysing maps, photographs, and written documents to evaluate the different perspectives related to the subject matter. By integrating historical skills in assessment, learners can develop a deeper understanding of Ghana's cultural diversity, the historical context of these migration accounts, and the rise and decline of states and kingdoms in Ghana.

## Week 5

**Learning Indicator(s):** *Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana.*

### Theme or Focal Area 1: **Accounts of the origin of the Guan**

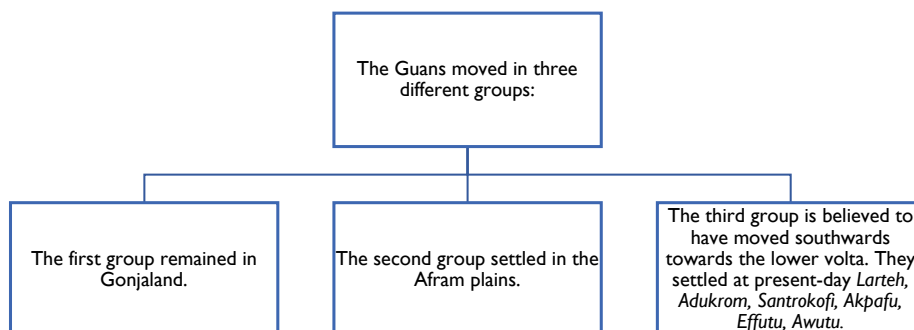
#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the multiple perspectives of the origin of the Guan ethnic group:

- *Who are the Guan?*
- *Where do they live in Ghana today?*
- *What languages do they speak?*
- *What are the different accounts of the Guan's origin?*
- *Where do these accounts come from (oral traditions, historical records, etc.)?*
- *How reliable are the different accounts?*
- *What are the strengths and limitations of each source?*
- *Are there any contradictions between the accounts? If so, how can we explain these discrepancies?*
- *What evidence can we use to support or challenge the different accounts?*
- *How do the stories of origin shape the way the Guan see themselves today?*
- *Are there any contemporary debates or controversies surrounding the Guans' origin?*

### Origin of the Guan Ethnic Group

The Guan people are believed to be the earliest inhabitants of present-day Ghana since almost all ethnic groups claim they came to meet them. According to Guan Oral tradition, the Guan had established small independent states in Ghana before the arrival of all the other ethnic groups. Other accounts claim that the Guan migrated from the North somewhere around the Mossi region of Burkina Faso. It is believed that as a result of incessant wars with the Mande, the Guans migrated southwards to settle near the land of modern Gonjaland in Northern Ghana. The traditions assert that the Guans entered modern Ghana in three groups.



It is important to note that there are different variations of accounts on the migration of the Guan. Teachers must guide learners to explore other perspectives of the origin of the Guan.

*NB: In teaching the accounts of the origin of the Guan, the teacher must integrate the following historical skills in the lesson:*

- **Source Analysis:**
  - *Analyse and compare different sources (oral traditions, historical narratives, archaeological evidence) regarding the Guan's origin.*
  - *Evaluate the strengths, limitations, and potential biases of each source.*
- **Critical Thinking and Interpretation:**
  - *Identify inconsistencies and contradictions between different accounts of the Guan's origin.*
  - *Interpret the stories within their historical context and consider the motivations and purposes behind their creation.*
- **Perspective Taking:**
  - *Understand and empathise with the perspectives and values reflected in different narratives of the Guan's origin.*
  - *Recognise that historical narratives are often subjective and shaped by various factors.*
- **Historical Contextualisation:**
  - *Situate the stories of the Guan's origin within their broader historical context, including historical events, cultural practices, and regional interactions.*
  - *Consider how the stories might reflect the Guan's social and cultural identity over time.*

### Learning Tasks

1. All learners should be able to sketch a map of Ghana and show the major towns where the Guans settled. Those who have not been completely confident in their understanding (AP) should be provided with prompts.
2. Sketch a map that illustrates the migratory routes of the Guan people to Ghana. Those learners who may not have fully grasped the content could be provided with one exemplar to support them.
3. Those who are confident with the content (P and HP) should analyse diverse sources on the origin of the Guan.

### Pedagogical Exemplars:

#### **Technology-Enhanced Learning:**

- Learners watch documentaries on the origin of the Guan. Teacher to check understanding of those who may find the content difficult through questioning.

#### **Problem-Based Learning:**

- Learners use primary and secondary accounts or sources to form opinions on the origins of the Guan. For learners who have shown confidence, have them debate the pros and cons of using oral accounts or sources. For learners who may struggle with performing tasks, use graphic organisers (e.g., storyboard, flow chart) to represent the story visually.
- Learners, in small groups, compare and contrast different accounts/sources of the origin of the Guan. For learners who may struggle with performing tasks, encourage them to use a Venn diagram or chart to organise thoughts. Encourage learners who show a high level of understanding to identify the strengths and limitations of each source (oral tradition vs. historical record).

**Key Assessments:****Assessment Level 3:**

- Illustrate the migratory routes of the Guans with a sketched map.

**Assessment Level 4:**

- Analyse the strengths and weaknesses of different accounts of the Guan people's origin in Ghana. To what extent can these accounts be used to construct a comprehensive understanding of Guan history?

**NB:** *Accept responses in different formats (oral, written, simple charts, multimedia presentations, research papers, etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

## Theme or Focal Area 2 & 3: **Accounts of the Origin of ethnic Groups in the Savannah Zone of Ghana**

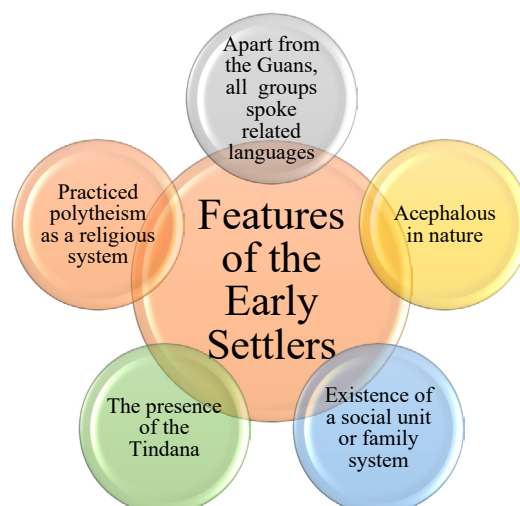
**Situating lesson in context:**

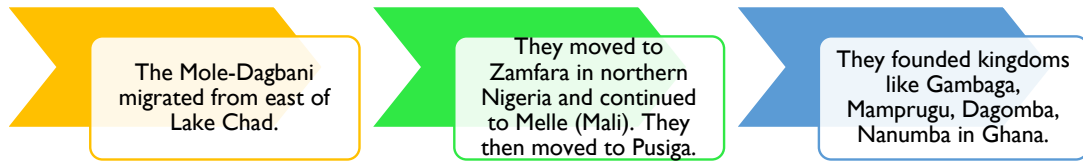
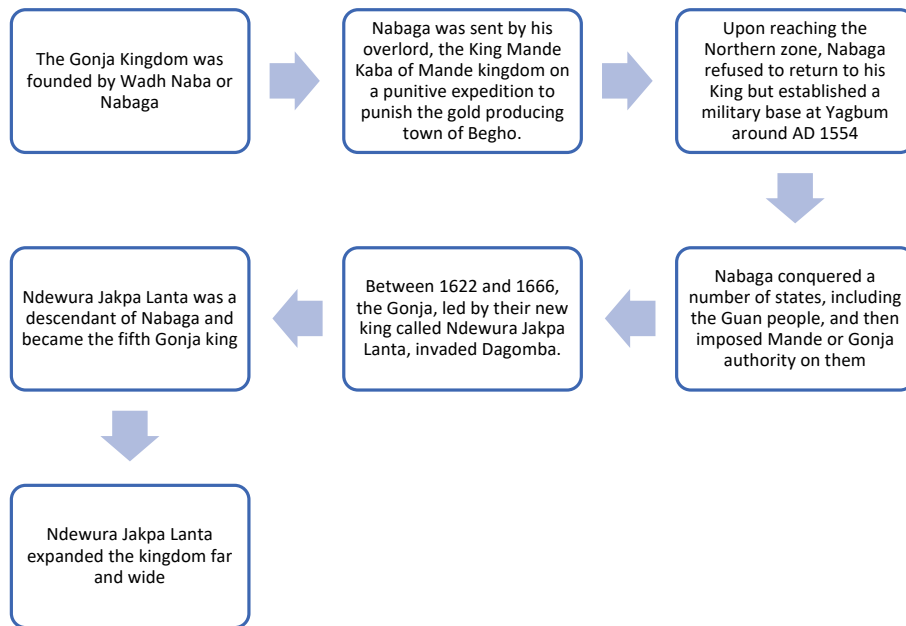
The following enquiry route questions should guide both the teacher and learners in analysing accounts of the origin of ethnic groups in the Savannah zone of Ghana:

- *Which ethnic groups live in the Savannah zone of Ghana today?*
- *What are some of the cultural practices, languages, and traditions that distinguish these groups?*
- *What are the different accounts of how these ethnic groups came to inhabit the Savannah zone?*
- *Are these stories told in the form of oral traditions, historical narratives, or other sources?*
- *How do these stories vary between different groups and even within the same group?*
- *How have interactions with other ethnic groups throughout history shaped the cultures and identities of the Savannah zone people?*
- *How can studying these stories of origin help us understand broader migration patterns and population movements in West Africa?*

**Early Settlers of the Savannah Zone**

According to oral history, the early settlers or the indigenous inhabitants of the Savannah zone were the Vagala, Sisala, Tampulensi and the Guan, who lived along the White Volta. Others were the Konkomba, the Koma and the Chamba, who lived east of the White Volta.



***Migration of the Mole-Dagbani to the Savannah Zone of Ghana:******Account of origin of the Gonja***

It is important to note that there may be different variations of accounts on the migration of the Mole-Dagbani and Gonja ethnic groups. Teachers must guide learners to explore other perspectives of their origins.

*NB: In teaching the accounts of the origin of the people of the Savannah zone, it is important to integrate the following historical skills:*

- **Source Analysis:** Guide students to critically evaluate the strengths and weaknesses of various sources, including oral traditions, linguistic evidence, and archaeological data.
- **Corroboration:** Train students to combine information from multiple sources to build a more comprehensive understanding, acknowledging the limitations of each source.
- **Identifying Bias:** Help students recognise potential biases in historical accounts, such as those inherent in oral traditions or interpretations of archaeological remains.
- **Evaluating Evidence:** Equip students with the ability to assess the credibility and relevance of historical evidence in constructing narratives about the past.
- **Considering Multiple Perspectives:** Encourage students to consider the origin stories of different ethnic groups and how they might intersect or contradict each other.

**Learning Tasks**

1. Role-play the migration accounts of the Mole-Dagbani. Vary the roles for those who are not confident (AP), confident (P) or very confident (HP) in their understanding of the content.
2. Learners to have a group discussion: which factors accounted for the victory of the Mole-Dagbani over the indigenous people of the Savannah Zone? Teachers to circulate to support those learners who may not be confident in their understanding (AP).
3. Match ethnic groups in the Savannah Zone to where they migrated from.
4. Create an illustration of the key leaders who helped in the migration of the Gonja and Mole-Dagbani.

**Pedagogical Exemplars:*****Technology-Enhanced Learning:***

- Learners watch documentaries on the origins of the major ethnic groups found in the Savannah Zone. Make sure questions are used to focus learners. E.g.: What similarities or differences exist between the migration accounts of the ethnic groups of the Savannah Zone?

***Problem-Based Learning:***

- Learners use primary and secondary accounts or sources to form opinions on the origins of the major ethnic groups that can be found in the Savannah zone.
- Have learners debate the pros and cons of using different sources including the written accounts (*the “Kitab Ghunja”, written by Mohammed bin Mustafa*) and drum music. Focus question: How have interactions with other ethnic groups throughout history shaped the cultures and identities of the Savannah Zone people?
- Learners use the ‘5Ws 1H’ principle in history to discuss the multiple accounts of the origin of major ethnic groups that can be found in the Savannah zone. Encourage learners to use structured graphic organizers to compare the strengths and weaknesses of different accounts (e.g., charts with categories like source, details and limitations).
- In pairs, learners interpret maps on the migratory routes of the major ethnic groups that can be found in the Savannah zone.

***Project-Based Learning:***

- Learners develop a chronological chart on the movement and settlement of any one major ethnic group that can be found in the Savannah zone. Those learners who are not confident in their understanding of the content may benefit from some exemplars or key words to help support access.

**Key Assessments:*****Assessment Level 1:***

- Essay: Which ethnic group(s) in Ghana were the original inhabitants of the Savannah Zone and which ethnic groups in the Savannah zone claim to have migrated to Ghana?

***Assessment Level 2:***

- Create drawings or short stories depicting the origin of any ethnic group in the Savannah zone of Ghana.



***Assessment Level 3:***

- Create a map of the Savannah zone and show the directions of movement and settlement patterns of ethnic groups that migrated to the zone.
- Essay: How can studying the accounts of the origin of ethnic groups in the Savannah zone help us understand broader migration patterns and population movements in West Africa?
  - *Teacher to select assessment tasks that best fit the learners in their group and also allows for a variety of assessments and skills across the 12 weeks.*

***NB: Accept responses in different formats (oral, written, simple charts, multimedia presentations, research papers, etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.***

## Week 6

**Learning Indicator(s):** *Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana.*

### Theme or Focal Area 1: **Accounts of the Origin of the Akan**

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing accounts of the origin of the Akan people of Ghana:

- *Who are the Akan people?*
- *Where do they live in Ghana today?*
- *What are the different accounts of how the Akan people originated in Ghana?*
- *Where do these accounts come from?*
- *How do the different accounts compare in terms of their narratives, explanations, and details?*
- *What are the strengths and limitations of each type of source?*
- *How do the stories of origin influence the way the Akan people see themselves and their place in Ghana today?*
- *Are there any contemporary debates or controversies surrounding the Akan origin narratives?*

### Accounts of origin of the Akan

The origins of the Akan people pose a difficulty in the history of Ghana. The reason is that there is no single account that sufficiently explains exactly where the Akan people originated from. There are two (2) different schools of thought: the traditionalist account, led by J.B. Danquah and Eva Meyerowitz and the modernist theory, led by Historians Prof. Albert Adu Boahen and Harry Johnston.



#### Traditionalist Account

- According to this account, the Akan first lived in Ethiopia.
- From there, they later moved to Egypt and then came to settle in the Ancient Ghana Empire of Western Sudan.
- It was from Ancient Ghana that they migrated into their present-day locations in Ghana



#### Modernist Account

- According to this account, the Akan first lived in the Yorubaland in modern Nigeria.
- From there, they crossed the Mono and Volta rivers and entered the Afram Plains.
- The Akan later travelled northwards but turned again southwards to settle in the Pra-Offin basin.
- From this region, each Akan group migrated to settle in its present site.

**NB:** It is important to note that there may be different variations of accounts on the migration of the Akan ethnic groups. Teachers must guide learners to explore other perspectives of the Akan's origins. Also guide learners to explore the origins of some of Akan subgroups, including the Akwamu, Fante, Denkyira, Asante, Akyem, etc.

*In teaching the accounts of the origin of the Akan, the teacher must consciously seek to integrate the following historical skills in the lesson:*

- **Source Analysis:** Students should be taught to critically evaluate the strengths and limitations of diverse sources, such as oral traditions, linguistic evidence and archaeological data.
- **Evaluating Bias:** Equip students to identify potential biases in historical accounts, considering the cultural context of oral traditions and interpretations of archaeological findings.
- **Reconciling Conflicting Narratives:** Train students to analyse and compare different origin stories, acknowledging inconsistencies and potential reasons for them.
- **Considering Multiple Perspectives:** Encourage students to understand how different Akan subgroups might have their own origin narratives and interpret the broader picture.
- **Building a Timeline:** Guide students in constructing a tentative timeline of the Akan people's history based on the available evidence, acknowledging the uncertainties and gaps.

### Learning Tasks

1. Research on the migration of any of the Akan sub-groups to their present location. Learners who are not confident in their understanding of the content (AP) should be supported by prompts for research.
2. Compare and contrast two different origin stories associated with two different Akan subgroups (e.g., Denkyira and Fante). AP learners should be supported with scaffolded sentence starters/ exemplars whilst those who are more confident in their understanding (P and HP) should be encouraged to extend their explanations.
3. HP learners should be able to debate the Akan migration accounts.

### Pedagogical Exemplars

#### **Problem-Based Learning:**

- Learners use primary and secondary accounts or sources to form opinions on the origins of the major ethnic groups found in the Forest zone. For learners who may struggle with performing the activity, provide guided activities like source identification (pictures, oral traditions, maps, archaeological evidence) and simple recall of origin stories.

#### **Project-Based Learning:**

- Learners develop a chronological chart of the movement and settlement of any major ethnic group that can be found in the Forest zone.

### Key Assessments

#### **Assessment Level 3:**

- Paragraph: How are the Denkyira, Akwamu, Akyem, Bono and the Asante in the forest zone related?
- Paragraph: How are the traditionalist and the modernist accounts of the origin of the Akan similar or different?

#### **Assessment Level 4:**

- Essay: How have interactions with other ethnic groups throughout history shaped the Akan people's culture and identity?

- Essay: How do the stories of the origin of the Akan ethnic group influence the way they see themselves and their place in Ghana today?
- Essay: How valid are the current debates or controversies regarding narratives about the origin of the Akan people?
  - *Teacher to select assessment tasks for their learners based on what would be most appropriate and also ensuring to cover a range across the 12 weeks.*

**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

## Theme or Focal Area 2 & 3: **Accounts of the Origin of the Major Ethnic Groups in the Coastal Zone (Ga-Adangbe and Ewe)**

### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing accounts of the origin of the Ga-Adangbe and Ewe of Ghana:

- *Who are the Ga-Adangbe and Ewe people?*
- *Where do they live in Ghana's coastal zone today?*
- *What are the different existing accounts of their origins and migration stories?*
- *What are the sources of these accounts?*
- *How do the stories of origin for the Ga-Adangbe and Ewe people compare and contrast?*
- *What are the central themes, key figures, and events depicted in each narrative?*
- *How do the stories of origin shape the way the Ga-Adangbe and Ewe people see themselves today within Ghana?*

### The Migration of the Ga-Adangbe

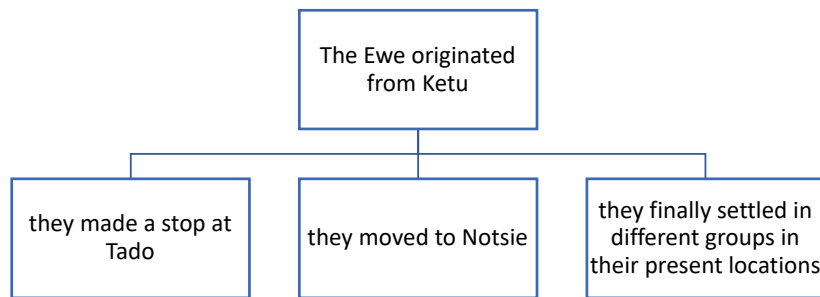
The Ga and the Adangbe were originally one group. They were, however, divided into two groups. These two groups were the Ga and the Adangbe. The chart below shows the sub-groups that constituted the Ga and the Adangbe:

Ga	Adangbe (Dangme)
<input type="checkbox"/> Osu	<input type="checkbox"/> Ada
<input type="checkbox"/> La	<input type="checkbox"/> Krobo
<input type="checkbox"/> Ga Mashi	<input type="checkbox"/> Osudoko
<input type="checkbox"/> Teshie	<input type="checkbox"/> Shai
<input type="checkbox"/> Nungua	<input type="checkbox"/> Gbugla (Prampram)
<input type="checkbox"/> Tema	<input type="checkbox"/> Kpone
	<input type="checkbox"/> Ningo



## The Migration of the Ewe

The Ewe can mainly be found in the Volta Region of present-day Ghana. They are located south-east of the Volta River. They can also be found in the Republic of Togo.



It is important to note that there may be different variations of accounts on the migration of the Ewe and Ga-Adangbe ethnic groups. Teachers must guide learners to explore and investigate other perspectives on the origins of these groups.

*NB: In teaching the accounts of the origins of the Ewe and the Ga-Adangbe, teachers must make a conscious effort to integrate historical skills such as:*

- **Source Analysis:** Guide students to critically evaluate the strengths and limitations of diverse sources, such as oral traditions, linguistic evidence, and archaeological data, for both Ga-Adangbe and Ewe origins.
- **Comparing and Contrasting:** Train students to compare and contrast different origin stories, identifying similarities, differences, and potential connections between the different sub-groups of the Ga-Adangbe and the Ewe.
- **Assessing Interconnectedness:** Encourage students to consider the potential historical interactions and cultural exchanges between the different sub-groups of the Ga-Adangbe and the Ewe people, reflected in their origin stories or other forms of evidence.
- **Evaluating Bias and Cultural Context:** Students should be equipped to identify potential biases within each group's origin narratives, considering the cultural context and purpose of these stories.
- **Building a Tentative Timeline:** Guide students in constructing a tentative timeline of the Ga-Adangbe and Ewe's history based on the available evidence, acknowledging the uncertainties and potential overlaps.

### Learning Tasks

1. Identify the settlement patterns of the different groups of the Ewe during their migration.
2. Learners who are confident in their understanding of the content (P) should show how the Ga and the Adangbe are related.
3. Research on the role played by any female leader in the migration account of the Ga-Adangbe. Those learners who have a weaker grasp on the content (AP) should be provided with guided research questions to enable access.
4. Those learners with a very secure grasp on the content (HP) should research on specific points of divergence or potential shared elements between the Ewe and Ga-Adangbe origin stories.

## **Pedagogical Exemplars:**

### ***Problem-Based Learning:***

- Learners use the ‘5Ws 1H’ principle in history to discuss the multiple accounts of the origin of any major ethnic group in the Coastal Zone. For learners who may struggle to understand the different accounts, use Venn diagrams or two-column charts to compare and contrast stories. Encourage learners who show high level of understanding to analyse potential links and reasons for discrepancies.
- In pairs, learners interpret maps showing the migratory routes of any major ethnic group found in the Coastal Zone. Teacher to circulate to support weaker learners.

## **Key Assessments:**

### ***Assessment Level 3:***

- Write a short story of the Ewe migration story from the perspective of an Ewe migrant.

### ***Assessment Level 4:***

- Compare and contrast the origin accounts of the Ga-Adangbe and the Ewe. What are the central themes, key figures, and events depicted in each narrative?
- Write about the migration account of the major ethnic group you belong to. How is this account similar to or different from any other major ethnic group in Ghana?
  - *Teacher to select the assessment task that pertains best to their learners whilst ensuring that a range of assessments and skills have been covered across the 12 weeks.*

***NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.***

## Week 7

**Learning Indicator(s):** *Analyse the multiple perspectives on the migration accounts of any major ethnic group that settled in each of the three vegetational zones in Ghana.*

### Theme or Focal Area 1 & 2: Contributions of some key Leaders of the Major Ethnic Groups during their Migration and Settlement

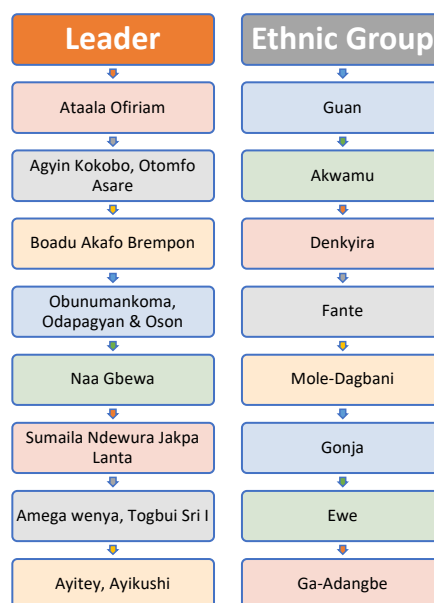
#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the contributions of some key leaders of the major ethnic groups during their migration:

- *Who were the leaders of the major ethnic groups during their migration?*
- *What qualities and skills did these leaders possess that made them effective during migration?*
- *What challenges did these leaders face during the migration process?*
- *How did these leaders make decisions that affected the course of the migration?*
- *How did the leadership of these figures contribute to the success of the migrations?*
- *What were the lasting impacts of these leaders on the cultural and social development of their ethnic groups?*
- *Are there any conflicting narratives about the actions and contributions of these leaders? How can we analyse these discrepancies?*
- *How are these leaders remembered and celebrated within their ethnic groups today?*
- *Are there any contemporary debates or controversies surrounding these leaders' legacies?*
- *How does understanding their role enhance understanding of the migrations and identities of these ethnic groups?*

### Leaders of the Major Ethnic Groups during their Migration and Settlement

The ethnic groups were led and guided by different leaders in the course of their migration to present-day locations. Some major roles they played included serving as warlords, priests, spiritual guides, among others. The list below shows some of the key leaders of the ethnic groups during their migration:



Teachers must guide learners to investigate and discuss the role of women in different migration accounts.



*NB: In teaching the contributions of leaders of the major ethnic groups during their migration and settlement, teachers must focus on incorporating the following historical skills:*

- **Source Analysis:**
  - *Learners should evaluate primary sources (e.g., oral histories, artefacts) and secondary sources (e.g., textbooks, historical accounts) to assess reliability and perspective.*
  - *Encourage debates: Was this leader viewed favourably by his or her people or outsiders?*
- **Cause & Effect:** *Explore how leaders' decisions (e.g., negotiation, conflict) impacted settlements (e.g., trade routes, alliances).*
- **Perspective Taking:**
  - *Consider the leaders' challenges (e.g.: navigating unfamiliar lands and uniting diverse groups).*
  - *Analyse their decisions from their perspective, not just modern sensibilities.*
- **Historical Significance:**
  - *Evaluate the lasting impact of the leaders' contributions (e.g., the founding of great kingdoms and the introduction of new technologies).*

### Learning Tasks

1. Prepare a presentation on any leader who contributed to the migration of an ethnic group to Ghana. Give prompts to those learners who may not be confident (AP) in their understanding of the content.
2. Sketch any of the leaders of the ethnic groups who migrated to Ghana.
3. Use Microsoft Excel to create a database of all the leaders who helped in the migration of ethnic groups to their present-day locations. Provide the following information in your database:
  - *Name of the leader*
  - *Name of the ethnic group*
  - *Place of Origin*
  - *Challenges encountered on their way*
  - *Period they migrated*
  - *An estimate of how old the leader would have been if they were alive today.*
  - *The traditional title they would have earned if they were living today.*

Learners who are approaching proficiency may need some exemplars to support their learning here.

### Pedagogical Exemplars

#### **Talk for learning:**

- In small groups, learners discuss the contributions of some key leaders of any major ethnic group during their migration. Use guided activities to support learners who may be struggling, to identify the leader's role in migration (finding resources, navigating obstacles) and settlement (choosing location, establishing social order).

- In a Concentric Circle discussion, learners identify and discuss the role of women in different migration accounts. Encourage independent research projects focusing on specific roles females played in different migration accounts for those learners who are very confident in their learning (HP).

### Key Assessments:

#### Assessment Level 2:

- Choose three leaders from the migration accounts of the major ethnic groups in Ghana and discuss their accomplishments.

#### Assessment Level 3 & 4:

- Discussion: Identify any two leaders discussed in this lesson. How are these leaders remembered and celebrated within their ethnic groups today?
- Discuss any contemporary debates or controversies surrounding the legacies of any of the ethnic group leaders during migration and settlement, such as the controversy over renaming modern edifices after these leaders.
- Paragraph: In what ways does understanding the role of these leaders enhance our understanding of the migrations and identities of ethnic groups in Ghana?
  - *Teacher is to select an appropriate assessment task that will best suit their learners and also ensure that a variety of assessment has been covered over the 12 weeks.*

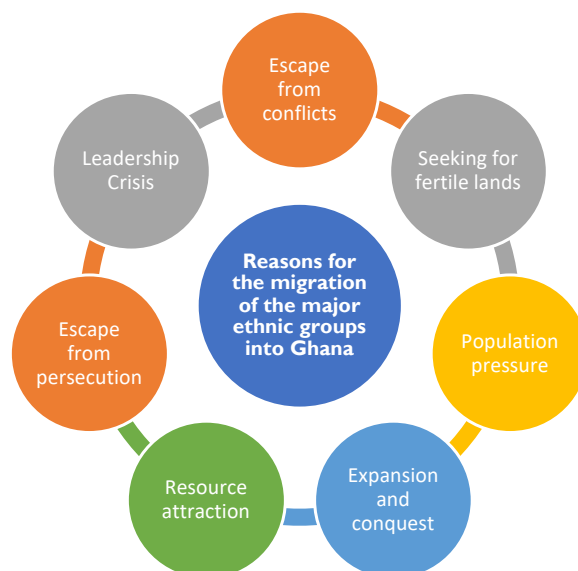
**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

### Theme or Focal Area 3: Reasons for the Migration of the Major Ethnic Groups into Ghana

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the reasons for the migration of the major ethnic groups into Ghana:

- *Why did ethnic groups move to present-day Ghana?*
- *What were the key geographical features that influenced settlement patterns?*
- *How did environmental factors play a role in pushing people out of their original territories?*
- *How did warfare or political instability cause people to move to present-day Ghana?*
- *Which natural resources in present-day Ghana attracted migrants?*
- *How did existing trade routes or established communities create a pull towards Ghana?*
- *How did the arrival of new groups impact existing populations in Ghana?*
- *Did these migrations lead to conflict or cultural exchange?*
- *How did the migrants adapt their way of life to the new environment?*
- *How can studying these migration stories help us understand the diversity of Ghanaian culture today?*



*NB: In teaching reasons for the migration of the ethnic groups to Ghana, it is important to integrate the following historical skills:*

- **Source Analysis:**
  - *Learners should evaluate the strengths and limitations of different evidences (e.g., archaeological finds vs. oral histories).*
  - *Encourage debates: How reliable is this source for understanding motivations behind migration?*
- **Cause & Effect:**
  - *Analyse factors that might have “pushed” people out of their homelands (e.g., war, famine).*
  - *Explore the “pull” factors that might have drawn them to Ghana (e.g., trade opportunities, fertile land).*
- **Chronology:** *Use timelines to sequence major migrations and understand the historical context (e.g., did the groups come at the same time or in waves?).*
- **Geography & Environment:**
  - *Analyse how geographical features (rivers, mountains) might have influenced migration routes and settlement patterns.*
  - *Consider the impact of climate and resources (availability of water, fertile land) on migration decisions.*
- **Cultural Continuity & Change:**
  - *Explore how the migrating groups maintained aspects of their culture (e.g., language, traditions).*
  - *Analyse how these practices might have adapted or blended with existing cultures in Ghana.*

### Learning Tasks

1. Explore one major reason (e.g., war, famine) that might have pushed ethnic groups to move to Ghana. Ensure that learners who are not confident with the content (AP) have support to understand the concepts covered.
2. Use a web diagram to summarise the causes of the migration of ethnic groups into Ghana.
3. Learners who are confident in their understanding of the content (HP) should be able to analyse the complex interplay of factors that led to ethnic group migration to Ghana.

## Pedagogical Exemplars:

### *Technology-Enhanced Active Learning:*

Learners use the Internet to research why the various ethnic groups migrated from their original locations to their present locations. Utilise graphic organisers with categories like “Reason” and “Impact” to help learners who may struggle to understand concepts.

### *Collaborative Learning:*

- In small groups, learners create a written or oral presentation on the factors responsible for the movements of the various ethnic groups into their present locations in Ghana.

In mixed-ability groups, learners develop posters explaining the problems faced by the various ethnic groups that led to their migration to present-day Ghana. Encourage learners who show high ability of skills to take central roles.

### *Cooperative learning:*

- Learners role-play factors that caused any major ethnic group to migrate to Ghana.

## Key Assessments:

### *Assessment Level 3:*

- Written task: What reasons caused the migration of the major ethnic groups into Ghana? Which of these reasons do you consider as key, and why?
- Compare the factors that caused people to move to Ghana in the ancient times to factors that cause rural-urban migration today.
- Conduct an interview or survey about why people moved to settle in your community. Compare and contrast the results with other sources and present your conclusions in a chart.

### *Assessment Level 4:*

- Essay: How did Africa’s geographical features contribute to the movements of people into present-day Ghana?
- Written task: Focusing on any ethnic group, show how leadership crises led to the movement and resettlement of people in Ghana.
  - *Teacher to select the assessment tasks that best suits their learners whilst ensuring that a range of historical skills and assessment tasks have been assessed over the 12 weeks.*

**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

## Week 8

### Learning Indicator(s):

**Recount** factors responsible for the rise and decline of major states and kingdoms in Ghana.

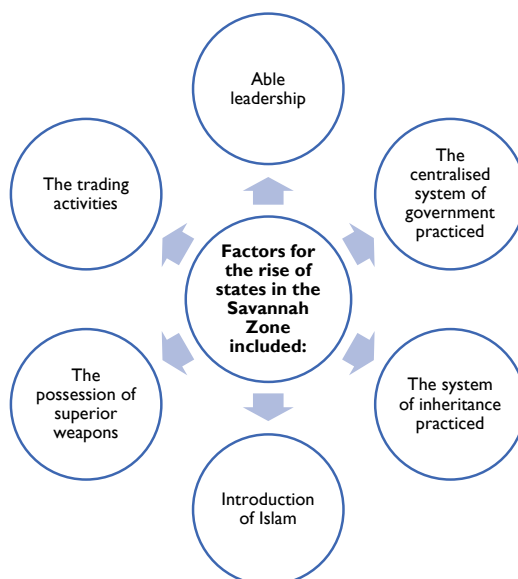
### Theme or Focal Area 1: The Rise and Decline of States in the Savannah Zone of Ghana

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in recounting the factors that led to the rise and decline of states and kingdoms in the Savannah zone of Ghana:

- *When and where did the first states emerge in the Savannah Zone of Ghana?*
- *Were there any pre-existing social structures or cultural practices that laid the groundwork for state formation?*
- *How might environmental factors, such as resource availability or climate change, have influenced the development of complex societies?*
- *What role did trade play in the rise of states in the Savannah Zone?*
- *How did advancements in agriculture or food production contribute to supporting larger populations and social hierarchies?*
- *How did leadership structures evolve from earlier societies to centralised state authorities?*
- *What factors might have led to the decline or transformation of these early states over time?*
- *What were some of the achievements and contributions of these early states in the Savannah Zone?*

#### Factors for the Rise of States in the Savannah Zone:



*NB: In teaching the factors responsible for the rise of states and kingdoms in the Savannah zone, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** *Students should be guided to **critically evaluate** the various sources that mention these factors, such as oral traditions, archaeological evidence, and written records from colonial states. This would involve assessing the **credibility, bias, and limitations** of each source.*

- **Cause and Effect:** Students need to go beyond simply listing the factors and understand how they **interacted and influenced each other**. For instance, how did **able leadership** contribute to the establishment of a **centralised government** in the Savannah Zone? How did the introduction of **Islam** impact **trading activities**?
- **Evaluating Significance:** Students should be able to **weigh the relative importance** of these different factors. While all the factors listed likely played a role, some may have been more significant than others, depending on the specific context of each state.
- **Considering Different Perspectives:** Encourage students to consider the **perspectives of different groups** within the states, such as rulers, warriors, traders, and ordinary people. How might these different groups have viewed the factors that contributed to the rise of their state?

### Learning Tasks

1. Identify at least two factors that contributed to the rise of states in the Savannah zone of Ghana.
2. Those who are confident in their understanding of the content (P) will be able to explain three or more factors that contributed to the decline of states in the Savannah Zone of Ghana.
3. More confident learners (HP) should be able to answer the following question as either a written task or discussion: Which factor do you think was the most significant for the rise of states in the Savannah zone? Explain your answer. A discussion could then also be held in a mixed-ability setting with the teacher supporting those who are less confident (AP).
4. Create a Venn diagram or chart comparing and contrasting the factors that led to the rise and decline of states in the Savannah zone of Ghana.

### Pedagogical Exemplars:

#### Collaborative Learning:

- Learners use information from the Internet or standard textbooks to trace the settlement patterns of the people of the Savannah zone of Ghana. Those learners who are less confident should be supported with prompts or exemplars.
- In a Jigsaw activity, learners use primary and secondary sources to analyse factors responsible for the rise and decline of states in the Savannah zone. For learners who may struggle with using sources, use graphic organisers to help them identify factors and their outcomes.

#### Experiential Learning:

- Learners role-play the contributions of leaders to the rise and expansion of the major kingdoms in the Savannah zone of Ghana. *HINT: Also focus on the contributions of women leaders in the rise and expansion of major kingdoms.*
- Learners watch documentaries on how the natural environment facilitated the rise and expansion of kingdoms in Ghana.
- Learners develop mind-maps on factors for the decline of states in the Savannah Zone of Ghana. Learners who are not confident in the content should be supported with key terminology and those who are demonstrating higher proficiency should be encouraged to extend their detail and explanation.



## Key Assessments:

### Assessment Level 2:

- Discuss the role of women in the rise of any major kingdom in the Savannah zone of Ghana.
- Paragraph: What social factors accounted for the rise and expansion of kingdoms in the Savannah zone of Ghana?

### Assessment Level 3: Project Works

- Compose a two-stanza poem about any pre-colonial kingdom or state in the Savannah zone of Ghana. The first stanza should include lines about factors contributing to its rise, and the second stanza should explore factors responsible for its decline.
- Create a chart that shows the major kingdoms in the Savannah zone of Ghana, where they settled after they migrated, and the administrative region where they are dominant today.

### Assessment Level 4:

- Essay: How can studying the rise of states in the Savannah zone of Ghana inform our understanding of power, leadership, and social organisation throughout history?
- **Source Analysis:** Analyse a primary source excerpt describing internal conflicts within the Mole-Dagbani kingdom. Consider the following questions as a guide:
  - o What internal conflicts might weaken the Mole-Dagbani kingdom? (Leadership struggles, civil wars).
  - o How could these conflicts have impacted Mole-Dagbani's ability to defend itself? (Weakened military, vulnerability to external threats)

- *Teacher to select the assessments that are most appropriate for their learners whilst ensuring that historical skills and assessments have been covered over the 12 weeks. For example, if the learners have not been assessed in source skills, ensure that this task is selected.*

**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

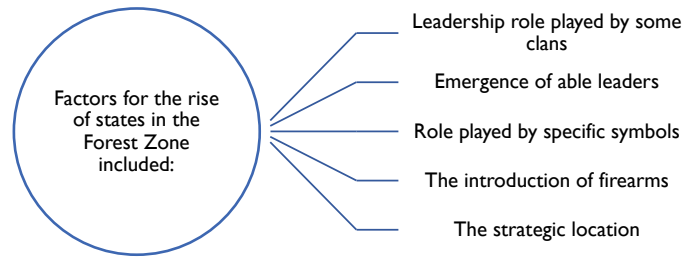
## Theme or Focal Area 2: **The Rise and Decline of States in the Forest Zone**

### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in recounting the factors that led to the rise of states and kingdoms in the Forest zone of Ghana:

- *Which states and kingdoms existed historically in the Forest zone of Ghana?*
- *What is the general time period associated with the rise of these states?*
- *How did the environmental features of the Forest zone differ from the Savannah zone and influence state formation?*
- *What were the dominant economic activities that supported the rise of these states?*
- *How did these states establish and maintain systems of leadership and governance?*
- *How did the different kingdoms of the Forest zone decline?*





### Factors for the Rise and Decline of some Forest Zone States:

The table below shows some factors for the rise, expansion and decline of some states that emerged in the forest zone of Ghana. Teachers must guide learners to rate the factors into the high-significance and moderate-significance categories in building historical significance. Learners must also be guided to analyse and evaluate the factors critically.

Kingdom	Rise	Expansion	Decline
<b>Bono</b>	- Control of key trade routes [Consider trade as a lifeblood of the kingdom]	- Military prowess, strategic alliances [Evaluate specific wars or alliances]	- Internal power struggles between ruling houses [Analyse how these struggles weakened the kingdom]
<b>Denkyira</b>	- Effective leadership figures (identify specific rulers) [Analyse how these leaders fostered stability and expansion]	- Wars of Conquest [Consider the impact on trade and wealth generation]	- Evaluate the impact of the rise of rival Asante kingdom on Denkyira's decline compared to internal weaknesses.
<b>Asante</b>	- Strong centralised political structure [Analyse the structure and its advantages]	- Skilled military organisation and tactics [Consider specific battles or military strategies]	- Overextension due to constant warfare
<b>Akyem</b>	- Strategic location on major trade routes [Analyse the benefits of this location]	- Skilled diplomacy and negotiation [Consider examples of how diplomacy helped Akyem]	- Vulnerability to raids by more powerful neighbours

*NB: In teaching the factors for the rise of states and kingdoms in the forest zone of Ghana, it is important to focus on developing historical skills and concepts that allow students to analyse and interpret primary and secondary sources, identify patterns and trends and make connections between the past and present. The following historical skills should be focused:*

- **Chronology and Periodisation:** The teacher should focus on building the understanding of learners on the **timescale** involved. Differentiate between the rise of early forest states (11th-15th centuries) and the rise of later kingdoms (17th-19th centuries).
- **Source Analysis:** Encourage students to **critically evaluate sources** like oral traditions, archaeological finds, and colonial records, considering biases and limitations.
- **Cause and Effect:** Guide students to analyse the **interconnectedness of factors** like, environmental resources, economic activities and internal political organisation.

- **Continuity and Change:** Guide students to explore how **cultural practices and institutions** (e.g., chieftaincy, lineage systems) evolved over time and contributed to state formation.
- **Comparisons and Connections:** Encourage students to **compare and contrast** factors for the rise of states in Ghana's Forest Zone with states formed in the Savannah Zone, highlighting similarities and regional specificities.

### Learning Tasks:

1. Debate on the topic “*Able Leadership was the sole factor for the rise of states in the Forest Zone*”.
2. Research pre-colonial states that existed within Ghana's Forest Zone. For learners who may not be as confident (AP), use prompt questions such as: Were there any historical periods of decline for these states? If so, what factors are attributed to those declines?
3. Analyse multiple factors leading to the rise and the decline of states in the Forest Zone. Encourage those learners who are confident in the content (P and HP) to extend and develop their analysis.

### Pedagogical Exemplars

#### Experiential Learning:

- Learners role-play the contributions of leaders to the rise and expansion of the major kingdoms in the forest zone of Ghana. *HINT: Also focus on the contributions of women leaders in the rise and expansion of the major kingdoms.*
- Learners watch documentaries on how the natural environment facilitated the rise and expansion of kingdoms in Ghana. Teachers to ensure access for less confident learners through questioning during the documentary.

#### Talk for Learning:

- Using the Talk for Learning (TfL) activity, learners discuss the decline of some major states and kingdoms in the forest zone of Ghana. Encourage learners who exhibit clear understanding to take up central roles.

### Key Assessments:

#### Assessment Level 3:

- Create a short story about any two factors that caused the rise of states in the forest zone.
- Write a short paragraph explaining how any three factors were crucial for the development of these states that emerged in the forest zone.
- Explain how specific features of the forest zone shaped the development of states and kingdoms that emerged in the area. Discuss how these states adapted to or overcame environmental limitations.

#### Assessment Level 4:

- Analyse how the political and social structures developed during the formation of states in the forest zone influenced the development of present-day Ghana. Consider aspects like cultural practices, forms of government, or trade patterns.
  - *The teacher should select the assessment task that is most appropriate for their learners ensuring that the range of historical concepts has been assessed over the 12 weeks.*

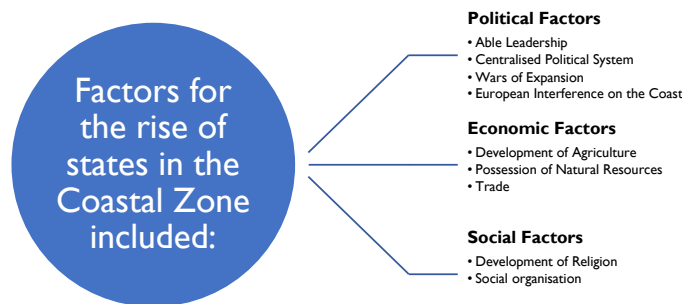
**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

### Theme/Focal Area 3: **The Rise and Decline of States in the Coastal Zone**

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in recounting the factors that led to the rise and decline of states and kingdoms in the Coastal zone of Ghana:

- *How did the geographical location and resources of Ghana's coast contribute to the rise of powerful states?*
- *How did trade play a role in the development of the coastal zone? What were some of the key trade goods?*
- *How did control of trade and resources lead to the rise of powerful states in the coastal zone?*
- *How did the different kingdoms of the coastal zone decline?*
- *How did the rise of coastal states leave a lasting impact on Ghana?*



*NB:* In teaching the factors responsible for the rise and decline of states and kingdoms in the coastal zone, teachers should focus on developing in learners the following historical skills:

- **Source Analysis:** *Guide learners to evaluate primary and secondary sources (oral histories, archaeological finds, trade records, colonial accounts) to understand the rise and decline of coastal states.*
- **Causality:** *Train learners to identify **multiple factors** contributing to a state's rise (e.g., trade, military strength, leadership) and decline (e.g., internal conflict, external threats, disease).*
- **Continuity and Change:** *Help learners compare and contrast the rise and decline of different coastal states. How did factors play out similarly or differently?*
- **Historical Context:** *Encourage learners to consider the broader regional and global context (e.g., rise and fall of empires, trade routes) that influenced coastal Ghana.*
- **Critical Thinking:** *Pose open-ended questions that encourage students to debate the relative importance of different factors and propose alternative explanations.*

#### Learning Tasks

1. Identify basic factors (political, economic, social) leading to the rise and the factors leading to the decline of states in the coastal zone of Ghana. Ensure that learners who are not confident in the content (AP) are supported in the key terminology and concepts.

2. Design a poster on the political, social and economic factors for the rise of kingdoms in the Coastal zone.
3. Create a timeline depicting the rise and decline of different coastal states. Those learners who are secure in the content (P and HP) should annotate the timeline with explanations/ judgements.

### Pedagogical Exemplars:

#### *Project-Based Learning:*

- Learners prepare a chart to explain the contribution of economic, political, and social practices to the rise of major states and kingdoms in the Coastal zone of Ghana.
- Learners role-play a trade negotiation between a European trader and a coastal state representative. Encourage learners who exhibit clear understanding and ability to perform tasks to take up central roles.
- Gather information from your community elders and leaders on how they found, settled and lived in the community.

#### *Talk for Learning:*

- Using the Talk for Learning (TfL) activity, learners discuss the decline of some major states in the coastal zone of Ghana. Encourage learners who exhibit clear understanding and ability to perform tasks to take up central roles.

### Key Assessments:

#### *Assessment Level 3 & 4:*

- Choose one of Ghana's climate or vegetation zones. Write a poem from the perspective of a person living in the zone and interacting with the environment.
- Written task: How did the geographical location and resources of Ghana's coast contribute to the rise of powerful states?
- Examine the role of women leaders in the settlement and resettlement of states and kingdoms in Ghana.

*- The teacher should select the assessment task that is most appropriate for their learners ensuring that the range of historical concepts has been assessed over the 12 weeks.*

**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

## Section 3 Review

*This section of the teacher manual focused on exploring the multiple perspectives surrounding the origin of major ethnic groups in Ghana, as well as the rise and decline of major kingdoms. The section aimed to develop learners' historical thinking skills, including source analysis, causality, continuity and change, historical context, and critical thinking. Learners were encouraged to evaluate primary and secondary sources to understand the different perspectives and factors contributing to the origin of these ethnic groups. The section also explored the rise and decline of major kingdoms in Ghana, with a focus on the Savannah, Forest and Coastal Zones. Learners were guided to identify and analyse the political, economic, social, and environmental factors that contributed to the rise and decline of these kingdoms. To support*

*the development of learners' historical thinking skills, the section provided a range of activities and assessments that differentiated content and product expectations for learners at different levels. Activities included collaborative storytelling, Venn diagram analysis, and independent research projects, while assessments included opinion essays, historical arguments, and charts.*

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## SECTION 4: SOCIO-CULTURAL AND POLITICAL ORGANISATION OF STATES AND KINGDOMS IN PRE-COLONIAL GHANA

Strand: **States and Kingdoms in Pre-Colonial Times**

**Sub-Strand:** Emergence of Complex States

**Learning Outcome:** *Use relevant historical sources in the environment to reconstruct the unique socio-cultural, political, and scientific systems of selected indigenous Ghanaian states and kingdoms and compare with contemporary Ghanaian society.*

**Content Standard:** Demonstrate knowledge of the complex social, political, and scientific systems of some selected states and kingdoms in Ghana.

### INTRODUCTION AND SECTION SUMMARY

This section of the teacher manual focuses on the complex social, political, and scientific systems of some selected states and kingdoms in Ghana. The overall performance indicator or outcome for this learning area is for learners to demonstrate an understanding of how these systems contributed to the growth and development of these states and kingdoms. The section provides teachers with information on the historical, cultural, and scientific aspects of these states and kingdoms. This subject also has a linkage with other subjects such as Geography and Social Studies. By the end of this section, learners will have a comprehensive understanding of the complex systems that played a significant role in the development of these states and kingdoms.

The weeks covered by the section are:

**Week 9:** *Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.*

**Week 10:** *Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.*

**Week 11:** *Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.*

**Week 12:** *Political organisation of states and kingdoms in Pre-Colonial Ghana.*

### SUMMARY OF PEDAGOGICAL EXEMPLARS

This section of the teacher manual highlights some of the pedagogical exemplars that can be used to teach the various focal areas. Collaborative and experiential learning are key pedagogies that can be used to teach the complex social, political, and scientific systems of some selected states and kingdoms in Ghana. Learners can work in groups to research, analyse, and present their findings on different aspects of the theme. This approach can help promote teamwork, critical thinking, and problem-solving skills. Learners can also engage in role-playing activities, watch documentaries, or develop mind maps to gain a deeper understanding of the section. This approach helps learners connect the theoretical concepts to real-world situations and enhances their understanding of the subject.

Furthermore, the section emphasises the integration of historical skills in teaching and learning the complex social, political, and scientific systems of some selected states and kingdoms in Ghana. Teachers are encouraged to incorporate source analysis, cause and effect, evaluate significance, and consider different perspectives in their teaching. These historical skills help learners to develop a critical perspective, evaluate different sources of information, and make informed judgments about the subject.



**ASSESSMENT SUMMARY**

The History teacher manual recommends several assessment strategies for evaluating student learning in the complex social, political, and scientific systems of selected states and kingdoms in Ghana. The manual emphasises the use of different assessment levels (DoK) from levels 1 to 4. The manual recommends that assessments should be both formative and summative, with a focus on authentic forms of assessment. Teachers are encouraged to integrate historical skills in assessment, such as source analysis, evaluating significance, and considering different perspectives. The manual suggests that teachers pose open-ended questions to encourage student analysis and facilitate small group discussions to compare and contrast factors for the rise and decline of states. The manual also recommends collaborative learning activities, such as Jigsaw activities, where learners use primary and secondary sources to analyse factors responsible for the rise and decline of states. For experiential learning, learners could role-play the contributions of leaders to the rise and expansion of major kingdoms. Finally, the manual suggests that teachers set success criteria and award marks based on the accuracy of historical content.



## Week 9

**Learning Indicator(s):** *Analyse the socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.*

### Theme or Focal Area 1: Family Structure, Kinship and Inheritance System in Pre-colonial Ghana

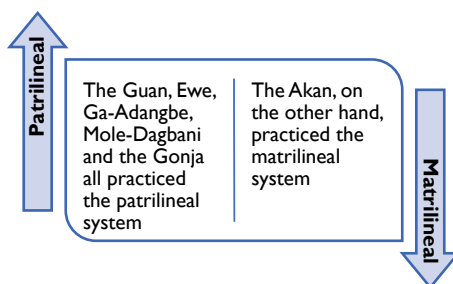
#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the family structure, kinship and inheritance system in pre-colonial Ghana:

- *What were the different types of family structures found in pre-colonial Ghanaian societies?*
- *How did family structures vary between different kingdoms or social classes?*
- *What was the basis of kinship in pre-colonial Ghana?*
- *How did family structures, kinship systems, and inheritance practices change over time within pre-colonial Ghana?*
- *What factors might have caused these changes?*

### Family Structure, Kinship and Inheritance System in Pre-colonial Ghana

In pre-colonial Ghana, family was considered the centre of social life. The idea of a family therefore extended beyond its conjugal members. A lineage or extended family was a far larger web of relationships in which all members had a common ancestor, either male or female. In matrilineal societies, the family was made up of all the members of the maternal relations. On the other hand, the patrilineal societies involved members of the paternal relations. The family structure of pre-colonial Ghanaians varied among different ethnic groups.



*NB: In teaching the family structure, kinship and inheritance system in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** *Guide learners to analyse primary sources like proverbs, folktales, and lineage histories to understand family structures, kinship ties, and inheritance practices.*
- **Reconstruction:** *Help learners piece together information from fragmented sources to build a picture of pre-colonial social structures.*
- **Cultural Context:** *Encourage students to consider the cultural values and beliefs that shaped family life in pre-colonial Ghana (e.g., communalism).*
- **Change over Time:** *Explore how family structures might have differed across regions or evolved over centuries.*
- **Comparison and Contrast:** *Compare and contrast Ghanaian family systems with those in other pre-colonial African societies or even other historical periods.*

### Learning Tasks

- Explain the difference between matrilineal and patrilineal systems of inheritance as practised in pre-colonial Ghana.
- Analyse the socio-cultural and spiritual significance of the family in pre-colonial Ghana and compare it with the role of the family in your ethnic culture or community today. Encourage those learners who have a secure understanding of the content (P and HP) to extend and develop their analysis.
- Research and compare the kinship systems of different ethnic groups in pre-colonial Ghana. Choose two or more ethnic groups and conduct further research to understand the family and kinship structures. Compare and contrast these structures, noting similarities and differences. Present your findings in a written report or oral presentation. Ensure that learners who may not be confident in their understanding (AP) are supported with prompts/exemplars.

### Pedagogical Exemplars

#### *Experiential Learning:*

- Learners conduct interviews in their community on family structure, kinship, and inheritance **OR** learners watch videos or documentaries on the family structure, kinship, and inheritance system that existed in Pre-colonial Ghana.

#### *Problem-Based Learning:*

- In groups, learners make an oral or written presentation on the history behind the inheritance systems practised in Pre-colonial Ghana. Encourage independent research for learners who exhibit clear understanding and ability to perform tasks.

### Key Assessments:

#### *Assessment Level 2:*

- Written task: How did family structures vary between different kingdoms or social classes?
- Written task: How did family structures, kinship systems, and inheritance practices change over time within pre-colonial Ghana?

#### *Assessment Level 4: Project Work*

- Research the type of inheritance system practised in your community. Based on your findings, create a biographical essay on the life history of any great-grandparent in your family. [*Write on grandfather if your community practices a patrilineal system. Write on grandmother if your community practices matrilineal*].
  - *The teacher should select the assessment task that is most appropriate for their learners ensuring that the range of historical concepts has been assessed over the 12 weeks.*

**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

## Theme or Focal Area 2: Rites of Passages I (Naming Ceremonies in Pre-colonial Ghana)

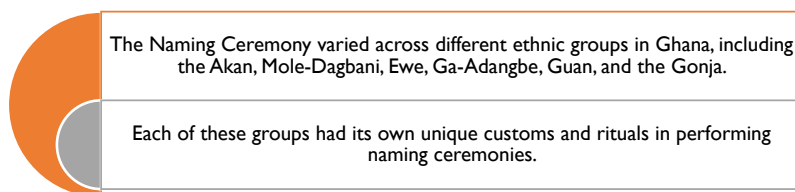
### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing naming ceremonies in pre-colonial Ghana:

- *How did naming ceremonies differ from everyday life? Were there specific times for these ceremonies?*
- *What roles did family members play in naming ceremonies? Was there a special person who officiated the naming ceremony?*
- *What types of names were given in pre-colonial Ghana? Did names have special meanings or reflect the child's future?*
- *How did naming ceremonies reflect the values and beliefs of pre-colonial Ghanaian societies?*
- *How did naming ceremonies differ between different ethnic groups in Ghana? How can we learn about these variations from historical sources?*
- *How did a name shape a person's identity in pre-colonial Ghana?*

### Naming Ceremonies in Pre-colonial Ghana

The naming ceremony in pre-colonial Ghana was an important cultural tradition that signified the birth and entry of a child into the community. This ceremony held great significance as it not only celebrated the arrival of a new life but also connected the child to their ancestral roots and community identity.



*NB: In teaching naming ceremonies in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** *Guide learners to analyse primary sources like proverbs, folktales, or oral histories to understand the customs and practices of naming ceremonies.*
- **Cultural Interpretation:** *Encourage learners to interpret the cultural significance of naming ceremonies. How did these ceremonies connect to ancestor veneration, beliefs about names and identity, or social roles within families?*
- **Continuity and Change:** *Guide learners to explore the possibility of variations in naming ceremonies across different ethnic groups or how they might have evolved over time.*
- **Historical Empathy:** *Help students imagine the experience of participating in a naming ceremony from the perspective of a child, parent, or elder.*
- **Creative Thinking:** *Use creative activities, such as drawing ceremonies or writing stories based on historical evidence, to solidify understanding.*

### Learning Tasks

1. Create a Venn diagram or a table to compare and contrast naming ceremonies in two major ethnic groups in Ghana. Ensure that learners who are not confident in the content (AP) are supported in their understanding of terminology with vocabulary lists.

2. Create a chart of day-born names in any of the major kingdoms.
3. Those who are secure in their understanding (P and AP) should be able to analyse the socio-cultural and spiritual significance of the naming ceremony in Pre-colonial Ghana.

### Pedagogical Exemplars:

#### *Experiential Learning:*

- Learners conduct interviews in their community about how naming ceremonies were performed in the pre-colonial era, or They watch videos/ documentaries about the practice of naming ceremonies in pre-colonial Ghana. Encourage learners to create drawings depicting a naming ceremony. Encourage learners who feel reluctant in classroom engagement to participate in a simple role-playing activity showcasing a naming ceremony.
- Sample the traditional names of five students in your class and find out the meaning of each of these names. *Ensure that the names are from different ethnic backgrounds.*

#### *Problem-Based Learning:*

- In groups, learners make an oral or written presentation on the significance of naming ceremonies in their community. For learners who show a high level of understanding, encourage them to debate the potential social and cultural impacts of specific naming practices.

### Key Assessments:

#### *Assessment Level 3 & 4:*

- Paragraph: How did naming ceremonies reflect the values and beliefs of pre-colonial Ghanaian societies?
- Report: How did naming ceremonies differ between different ethnic groups in Ghana? How can we learn about these variations from historical sources?
- Paragraph: How did a name shape a person's identity in pre-colonial Ghana?
  - *The teacher should select the assessment tasks that are most appropriate to their learners whilst ensuring that a broad range of assessments has been carried out over the 12 weeks.*

**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

### Theme or Focal Area 3: Rites of Passages II (Puberty Rites in Pre-colonial Ghana)

#### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in analysing puberty rites in pre-colonial Ghana:

- *What marked the transition from childhood to adulthood in pre-colonial Ghana?*
- *Who organised and conducted the puberty rites?*
- *How did boys and girls experience similar or separate ceremonies?*
- *What were the goals of puberty rites in pre-colonial Ghana?*
- *How did these rites prepare young people for their future roles in society?*
- *What knowledge and skills were passed down during puberty rites? Did these rites involve learning about history, traditions, or practical skills? How might these differ for boys and girls?*

- How did puberty rites differ between different ethnic groups in Ghana?
- How can we use different sources to build a more complete picture of puberty rites?
- How can we interpret the symbolic meaning of rituals and practices?
- How did puberty rites shape the identities of young people in pre-colonial Ghana?

## Puberty Rites in Pre-colonial Ghana

Puberty rites are significant cultural practices that mark the transition from childhood to adulthood.

These rites were performed to initiate young individuals into adult society and bestow upon them the rights and responsibilities that come with adulthood.

In pre-colonial Ghana, puberty rites played a vital role in the socio-cultural fabric of various ethnic groups:

Among the Akan, puberty rite was known as "bragoro" or "brapue".

It was referred to as 'dipo' among the Adangbe.

Among the Ewe, it was known as 'nugbeto'.

*NB: In teaching puberty rites in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Guide learners to critically evaluate primary sources like oral histories to understand the nature of puberty rites.
- **Cultural Interpretation:** Help Learners interpret the symbolic meaning behind rituals, practices, and stories associated with puberty rites. How did these connect to societal values, beliefs about adulthood, and the roles of young men and women?
- **Comparison and Contrast:** Encourage students to compare and contrast puberty rites among different ethnic groups in pre-colonial Ghana. This will help them identify cultural variations and foster understanding of diverse traditions.
- **Continuity and Change:** Guide learners to explore the possibility of these rites changing over time within pre-colonial Ghana. Are there aspects that might still be practised today in a modified form?
- **Empathy and Perspective:** Encourage learners to consider the perspectives of participants in the rites (youth undergoing them, elders conducting them, families involved). This fosters empathy and a deeper understanding of the anxieties and excitement surrounding these rituals.

### Learning Tasks

1. Explore the cultural and spiritual significance of specific rituals and practices.
2. Debate on the relevance of puberty rites in contemporary times highlighting why it should be continued or discontinued. Support learners who may not be confident in their understanding of the content (AP) with sentence starters or questions for the debate.
3. Role-play how the puberty rite was performed in any major kingdom that existed in pre-colonial era. Encourage learners who are secure in their understanding (P and HP) to take a leadership role.

## Pedagogical Exemplars

### *Experiential Learning:*

- Learners conduct interviews in their community on how puberty rites were performed in pre-colonial times OR learners watch videos or documentaries on puberty rites
- Invite guest speakers from Ghanaian cultural backgrounds to share their knowledge of puberty rites.

### *Problem-Based Learning:*

- In small groups, learners research specific practices associated with puberty rites and present their findings. Encourage learners who show a high level of understanding to research specific puberty rites practised in different regions of Ghana using the focus question: How did puberty rites shape the identities of young people in Pre-colonial Ghana?
- In groups, learners make an oral or written presentation on the relevance of the puberty rite to society. Encourage learners who show a high level of understanding to take leadership roles within the group.

## Key Assessments

### *Assessment Level 3:*

- Compare and contrast the performance of puberty rites in pre-colonial times to contemporary times. How have perceptions or roles of women changed over time?

**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*



## Week 10

**Learning Indicator(s):** *Analyse the socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.*

### Theme or Focal Area 1: Rites of Passages III (Marriage Rites)

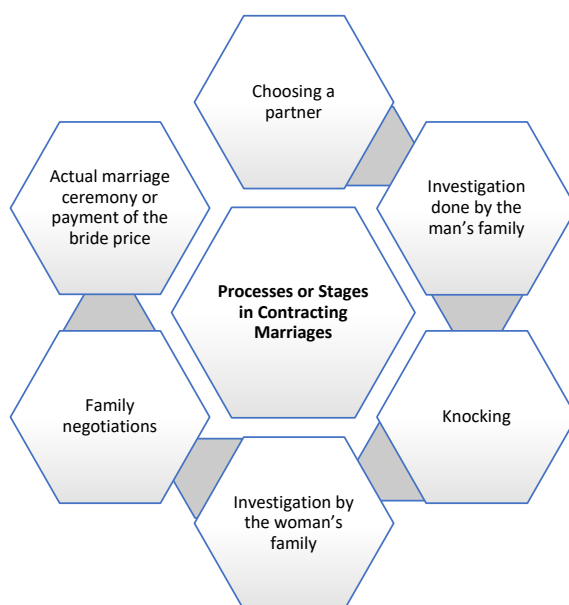
#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing marriage rites in pre-colonial Ghana:

- *How did the concept of marriage differ from our modern understanding in pre-colonial Ghana?*
- *What were the different steps involved in a traditional marriage ceremony? How did these steps vary depending on the social status or ethnic group?*
- *What symbolic actions or rituals were part of marriage ceremonies? How did these rituals express cultural values and beliefs about marriage?*
- *How did marriage rites differ significantly between different ethnic groups in pre-colonial Ghana? How can we learn about these variations from historical sources?*
- *How might marriage rites have changed over time in pre-colonial Ghana? Are there aspects of these ceremonies that might still be practised today in a modified form?*

### Marriage Rites in Pre-colonial Ghana

In pre-colonial Ghana, marriage ceremonies were important events that represented the merging of two families and the continuation of lineage. The processes of contracting marriages varied from one ethnic group to another. However, there were common elements that could be found in most ceremonies. The chart below shows some common processes involved in marriage rites in the pre-colonial era.



**NB:** *In teaching marriage rites in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** *Guide learners to evaluate primary sources like oral histories, proverbs, songs, etc. to understand the rituals and practices of marriage rites in pre-colonial Ghana.*



- **Cultural Interpretation:** Help learners interpret the symbolic meaning behind rituals, practices, and customs associated with marriage ceremonies. How did these connect to societal values, family structures, and the roles of men and women within marriages?
- **Comparison and Contrast:** Encourage learners to compare and contrast marriage rites among different ethnic groups in pre-colonial Ghana. This will help them identify cultural variations and foster understanding of diverse traditions.
- **Social and Economic Context:** Guide learners to analyse the social and economic purposes of marriage rites in pre-colonial Ghana. How did these ceremonies solidify family alliances, promote social order, or establish economic partnerships?
- **Change over Time:** Explore the possibility of these rites changing over time within pre-colonial Ghana. Are there aspects that might still be practised today in a modified form?

### Learning Tasks

1. Create a chart that shows the major ethnic groups and some items they used in contracting marriage.
2. Create a chart showing the various stages of contracting marriage among any major ethnic group in pre-colonial Ghana. Support learners who are less secure in their understanding (AP) with key vocabulary lists.
3. Encourage learners who have shown confidence with the content (P and HP) to explore the question: Which stage would you select as the most critical and important in contracting marriage? and why?

### Pedagogical Exemplars

#### Experiential Learning:

- Learners watch videos or documentaries on marriage ceremonies performed in the pre-colonial setting. Ensure that all learners are engaged with targeted questioning during the watching period.

#### Project-Based Learning:

- In small groups, learners role-play how marriage rites were performed among the different ethnic groups in pre-colonial Ghana. Learners hold debriefing sessions to discuss differing views of marriage within various communities and religions using the following focus questions: How did marriage rites differ significantly between different ethnic groups in pre-colonial Ghana? How can we learn about these variations from historical sources? How might marriage rites have changed over time in pre-colonial Ghana? Are there aspects of these ceremonies that might still be practised today in a modified form. Encourage learners to volunteer and pick up central roles.

### Key Assessments

#### Assessment Level 3:

- Write an expository essay explaining how marriage was contracted in any major ethnic group in pre-colonial Ghana.

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

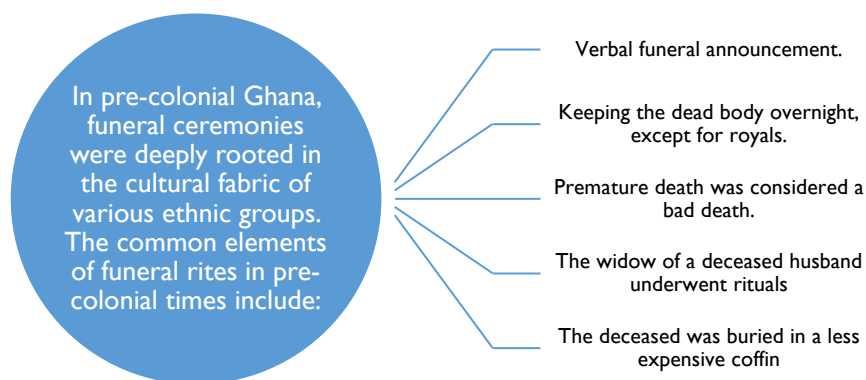
## Theme or Focal Area 2: Rites of Passages IV (Funeral Rites in Pre-colonial Ghana)

### Situating lesson in context:

The following enquiry route questions should guide both the teacher and the learners in analysing funeral rites in pre-colonial Ghana:

- *What were the different steps involved in a traditional pre-colonial Ghanaian funeral?*
- *What symbolic actions or rituals were part of funeral ceremonies? How did these rituals express cultural beliefs about death, the afterlife, and the spirit world?*
- *How did funeral rites differ significantly between different ethnic groups in pre-colonial Ghana?*
- *What were the social, cultural, and spiritual purposes of funeral rites in pre-colonial Ghana?*
- *How might funeral rites have changed over time in pre-colonial Ghana?*

### Funeral Rites in Pre-colonial Ghana



*NB: In teaching funeral rites in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** *Emphasize evaluating evidence like oral histories and archaeological finds. Discuss the strengths and weaknesses of each source to understand past practices.*
- **Critical Thinking:** *Encourage learners to question assumptions and consider how funeral rites reflect beliefs about death, the afterlife, and social structures.*
- **Contextualisation:** *Help learners connect funeral practices to the broader context of pre-colonial Ghana, including social organisation, religious beliefs, and community values.*
- **Comparison & Contrast:** *Explore potential variations in funeral rites between different ethnicities or social classes. Discuss continuities or changes in funeral customs from pre-colonial to contemporary Ghana.*

### Learning Tasks

1. Hold a discussion: How significant were funeral rites to the pre-colonial Ghanaian? Ensure that learners who are not secure in their understanding (AP) are supported in their understanding of the concept of significance.
2. Create a chart that highlights the major processes of performing funeral rites in pre-colonial Ghana.
3. Discuss the role of gender and social status in funeral practices. Expect those learners who have shown great confidence (P and HP) to develop and extend their answers.

## Pedagogical Exemplars:

### *Experiential Learning:*

- Learners conduct interviews in their community on how funeral rites were performed in the pre-colonial era. OR Learners watch videos or documentaries on how funeral ceremonies were performed in different ethnic groups in Pre-colonial Ghana.

### *Problem-Based Learning:*

- In groups, learners make an oral or written presentation on how funeral ceremonies were conducted in the pre-colonial era. Encourage learners who show a high level of understanding to conduct independent research on a chosen aspect of funeral rites. Design a short presentation with visuals and explanations for classmates.

### *Talk for Learning:*

- In a Concentric Circle, learners discuss the concept of death and its cultural significance across different pre-colonial Ghanaian societies. Ensure that learners who are less secure are supported through teacher circulation and prompts.

## Key Assessments:

### *Assessment Level 3:*

- Write a comparison-contrast paragraph in which you discuss funeral practices among any three ethnic groups in pre-colonial Ghana.

### *Assessment Level 4:*

- Research to find out how the dead body of a royal was kept for a long period in pre-colonial times. Prepare an oral report in which you explain how dead bodies are preserved today compared to the pre-colonial era.

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

## Theme or Focal Area 3: Traditional Ghanaian Games Through Time

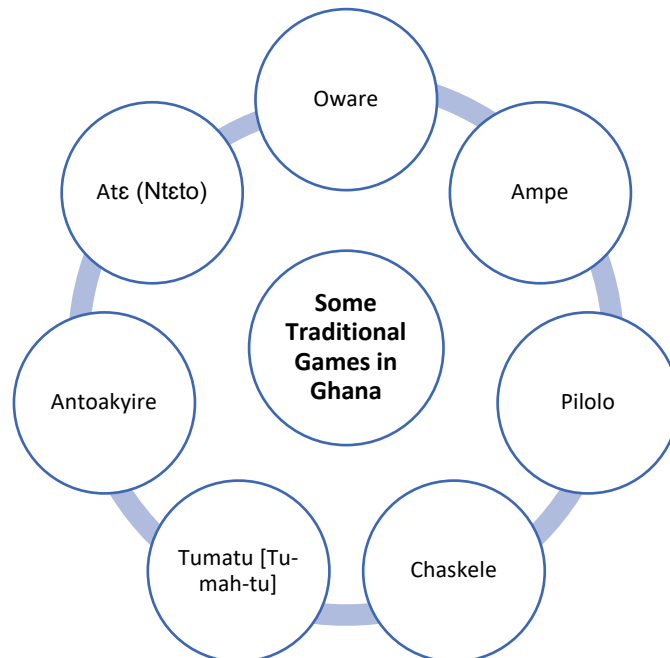
### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in analysing the traditional games through time:

- *What are some of the most popular traditional games played in Ghana today? How can these games be categorised based on the skills they require (physical, mental, strategic)?*
- *How do we know about traditional Ghanaian games from the past? (oral histories, archaeological evidence, depictions in art)*
- *Were there games played by children, adults, or both?*
- *Why do you think people play games? What purposes do you think traditional Ghanaian games served? (Entertainment, skill development, social interaction)*
- *How might these games have reflected the cultural values and beliefs of the time?*
- *How do you think traditional Ghanaian games might have changed over time?*
- *How did the introduction of new materials or technologies influence gameplay?*
- *How did different ethnic groups in Ghana have unique traditional games?*
- *How were traditional Ghanaian games passed down from generation to generation? (observation, participation, storytelling). What are some of the benefits of keeping these games alive?*

- *How do traditional Ghanaian games compare to modern video games or sports?*
- *Do you think traditional games have a place in today's world? Why or why not?*
- *How are traditional games similar or different across different cultures around the world?*
- *What can we learn about a society by studying the games they play?*

### Ghanaian Traditional Games through Time



Traditional games in Ghana have existed for several centuries and have played vital roles in the society's socio-cultural development.

Traditional games served not only as a source of entertainment but also as a means of education and skill-building. They were valuable tools for fostering social interaction, teaching important life skills, and preserving Ghana's rich cultural heritage.

*NB: In teaching funeral rites in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Continuity & Change:** Guide learners to analyse how games have persisted or evolved over time. This involves examining the influence of colonialism, modernisation, and the introduction of new games.
- **Source Analysis:** Encourage learners to evaluate the usefulness of different sources for understanding historical games (oral histories, rule explanations passed down, physical game boards/objects from museums or historical societies).
- **Social Context:** Guide learners to explore how games reflect the social, cultural, and economic realities of different eras in Ghana. Consider factors like gender roles, age groups, and community values.
- **Material Culture:** Guide learners to analyse the physical aspects of traditional games. This could include examining the design and construction of game boards, playing pieces, or any other game-related objects.
- **Communication:** Encourage learners to present their findings on traditional games in a clear and engaging way. This could involve demonstrations, presentations, or even creating their own game rules based on their research.

### Learning Tasks

1. Use internet and library resources to research traditional games in any one of the following ethnic groups;
  - *Guan*
  - *Mole-Dagbani*
  - *Ga-Adangbe*
  - *Ewe*
  - *Gonja*
2. Describe how traditional Ghanaian games serve as a way to teach skills like strategy, counting, and problem solving.
3. Discuss the potential social messages or cultural values embedded within specific games. Check for understanding of core concepts from those learners who may be less secure in their understanding (AP).
4. Explore how games can be used as a historical source to understand past Ghanaian societies. Expect those learners who have demonstrated secure understanding (P and HP) to develop and extend their responses.
5. In groups, prepare any one of the following traditional games in your school;
  - *Tumatu*
  - *Oware*
  - *Chaskele*

### Pedagogical Exemplars

#### **Experiential Learning:**

- In jigsaw groups, learners play some traditional Ghanaian games. *HINT: Have learners work in different groups to play games from different cultural settings in Ghana.* OR Organise a class tournament featuring traditional Ghanaian games (simplified versions can be used). Support learners who may struggle with performing the task by having them play simplified versions of traditional games in class. Encourage them to create artwork depicting children playing traditional games.
- Invite a guest speaker, perhaps an elder familiar with traditional games, to share their experiences.

#### **Talk for Learning:**

- In small groups, learners discuss the broader social and cultural significance of traditional Ghanaian games. Consider questions like:
  - o How do these games reflect Ghanaian culture and values?
  - o Who typically played these games (age groups, genders)?
  - o What skills might these games help to develop? (e.g., strategy, problem solving, memory)
  - o Do you think traditional games have a place in today's world? Why or why not?
  - o Imagine you live in the pre-colonial days. How will the game of Oware help you strategise for a war on the battlefield?
  - o How do traditional Ghanaian games compare to modern video games or sports?
  - o How are traditional games similar or different across different cultures around the world?

## Key Assessments

### *Assessment Level 2:*

- Draw a child playing a traditional game.
- Write a short paragraph describing the rules of a simple traditional game.

### *Assessment Level 3 & 4:*

- In what ways did traditional Ghanaian games serve as a means of education, fostering social interaction and teaching important life skills?

**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

## Week 11

### Learning Indicator(s):

Analyse the socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana.

### Theme or Focal Area 1: Pre-colonial Ghanaian Dances and Songs

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing Traditional Ghanaian dances and songs in pre-colonial Ghana:

- *What purposes did traditional dances and songs serve in pre-colonial Ghana?*
- *How did these performances connect to the cultural and spiritual beliefs of the time?*
- *What instruments were typically used in traditional Ghanaian music?*
- *Did different Ghanaian ethnic groups have unique dances and songs? How might these performances have reflected the specific cultural identities and traditions of each group?*
- *How did traditional dances and songs tell stories or transmit historical knowledge?*
- *Were there specific dances or songs associated with different life events (birth, puberty, funerals)? How did these performances mark these transitions and connect individuals to the community?*
- *How can we interpret the symbolic meaning behind specific dance styles, costumes, or song lyrics? What can these elements tell us about the values and beliefs of pre-colonial Ghanaian societies?*
- *How do these performances connect people to their heritage and sense of community?*

### Traditional Ghanaian Dances and Songs in Pre-colonial Ghana

Ghanaian culture is deeply rooted in traditional dances and songs, which serve as a testament to the country's rich heritage and diverse identity. These cultural treasures have been preserved and passed down from generation to generation, serving as a window into the history, customs, and beliefs of the various ethnic groups that existed in pre-colonial Ghana. Typically, these dances were accompanied by corresponding songs, and continue to be celebrated today. Some of the most popular dances that have stood the test of time include:

Dance	Group that performs
Agahu	Ewe
Adowa	Asante
Kete	Asante
Apatampa	Fante
Agbadza	Ewe
Kpanlogo	Ga
Borborbor	Ewe
Bamaaya	Dagomba
Damba	Dagomba

*HINT: Teachers must consider using local examples of traditional dances and songs in learners' communities and cultures.*



*NB: In teaching funeral rites in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Guide learners to critically evaluate different sources to understand pre-colonial Ghanaian dances and songs. These might include historical accounts (carefully considering their limitations) or recordings of traditional music.
- **Cultural Interpretation:** Help learners interpret the symbolic meaning behind dance styles, costumes, musical instruments, and song lyrics. How did these elements connect to cultural values, beliefs, and storytelling traditions?
- **Continuity and Change:** Guide learners to explore the possibility of these dances and songs evolving over time within the pre-colonial era. Are there aspects that might still be practised today in a modified form?
- **Oral History and Tradition:** Encourage learners to recognise the importance of oral traditions in transmitting knowledge about pre-colonial dances and songs. Discuss the challenges and potential value of this form of historical record.
- **Connecting Evidence:** Encourage learners to use available evidence (instruments, archaeological finds) to piece together information about these cultural expressions.

### Learning Tasks

- Match traditional dances/songs to the ethnic group that performs it.
- Trace the etymology and history of the following dance forms;
  - Apatampa
  - Bamaaya
  - Kete
  - Agbadza
- Support those learners who may not be as confident (AP) with a worked example.
- Explore the different purposes of traditional Ghanaian dances and songs and encourage stronger learners (P and HP) to develop their explanations and research.

### Pedagogical Exemplars

#### **Experiential Learning:**

- Learners watch videos or documentaries on traditional dances and songs performed by various ethnic groups.
- Learners work in groups to stage a performance of any of the traditional dances and songs. *HINT: Encourage female students to pick male-dominated roles, such as playing drums, and male students to pick roles, such as singing. Also take cognisance of cultural beliefs/practices on gender.* Encourage learners who may struggle with the performance to participate in a basic drumming activity using buckets or simple percussion instruments.

### Key Assessments

#### **Assessment Level 3:**

- In groups, perform any traditional song or dance of any ethnic group found in each one of the following zones;

- Savannah zone
- Forest zone
- Coastal zone

Record your performance in any video or audio format.

#### **Assessment Level 4:**

- How can we interpret the symbolic meaning behind specific dance styles, costumes, or song lyrics? What can these elements tell us about the values and beliefs of pre-colonial Ghanaian societies?
- Why do you think music and dance continue to be important aspects of Ghanaian culture today?
- How do these performances connect people to their heritage and sense of community?
  - *Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed over the 12 weeks.*

**NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.**

### **Theme or Focal Area 2: How Socio-cultural Practices affected the Development of Pre-colonial Ghanaian Societies**

#### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in analysing how socio-cultural practices affected the development of Pre-colonial Ghanaian societies:

- *How did social practices promote cooperation and collaboration in pre-colonial Ghanaian societies? How did these practices ensure the well-being and stability of the community?*
- *How did cultural practices like music, dance, and rites of passage contribute to the sense of identity in pre-colonial Ghana? How did these practices connect individuals to their ancestors and cultural heritage?*
- *How did socio-cultural practices define gender roles and social hierarchies in pre-colonial Ghana?*
- *How did socio-cultural practices contribute to the development and progress of pre-colonial Ghanaian societies? Are there aspects of these practices that might still influence Ghanaian society today?*

### **How Socio-cultural Practices affected the Development of Pre-colonial Ghanaian Societies**



Socio-cultural practices played a significant role in shaping the development of pre-colonial Ghanaian societies. Some of these significance include:

- Fostering a sense of belonging and cooperation.
- Preservation of cultural heritage.
- Serving as a basis for communal identity and shared values.
- Serving as a way of identifying individuals.
- Marking the transition from childhood to adulthood.
- Emphasising unity and continuity of lineage.
- Honouring the deceased and ensuring their smooth transition into the afterlife.

*NB: In teaching how socio-cultural practices affected the development of pre-colonial Ghanaian societies, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Guide learners to understand the limitations of studying pre-colonial societies due to limited written records. Encourage them to evaluate the strengths and weaknesses of different sources like oral traditions (potential biases, value in preserving cultural memory), archaeological evidence (material clues), and historical accounts (written from external perspectives).
- **Causality and Impact:** Help learners analyse how specific socio-cultural practices contributed to the development of pre-colonial Ghana. Encourage them to consider both positive and negative consequences.
- **Change and Continuity:** Learners explore the possibility of these practices evolving over time within the pre-colonial era.
- **Considering Perspectives:** Encourage learners to consider the perspectives of different participants within these practices (elders, youth, women, men) and how these practices might have reinforced or challenged social hierarchies.
- **Connecting the Dots:** Help learners see the interconnectedness of various practices. How did the family structure influence marriage systems?

### Learning Tasks

1. Use a web diagram to organise information on how socio-cultural practices sustained livelihood in pre-colonial Ghana.
2. Identify key socio-cultural practices (family structure, rites of passage, etc.) and discuss their role in promoting social cohesion and cultural identity. Ensure that learners who may not be secure in the core concepts of this unit (AP) are supported with vocabulary lists.
3. Analyse a chosen socio-cultural practice (e.g., puberty rites) and its significance for skill transmission and social hierarchy (young men/women gaining status). Encourage learners who are secure in their understanding (P) to develop their judgements and support them.
4. Analyse how interconnected practices (e.g., rites of passage) shape the spiritual beliefs and social order in pre-colonial Ghana. Learners who are very secure in their learning (HP) should consider the limitations of oral traditions and the importance of using multiple sources.
5. Create a museum exhibit showcasing artefacts, explaining socio-cultural practices and their interconnectedness in shaping pre-colonial Ghanaian society.

### Pedagogical Exemplars

#### *Project-Based Learning*

- Working collaboratively, learners develop a poster to explain how socio-cultural practices affected the development of Ghanaian societies. *HINT: Learners should look out for how socio-cultural practices improved the status of women in the society.* For learners who exhibit clear understanding and ability to perform tasks, minimal teacher guidance should be given.
- Learners role-play a socio-cultural practice, discussing its purpose and importance.
- In small groups, learners discuss the impact of socio-cultural practices on both the individual and society in pre-colonial Ghana. Teachers to circulate to support weaker learners.
- In a jigsaw activity, learners research different sources to analyse the significance for families and communities. Different complexities of sources should be given to the different groups

of learners in order to provide support and access for those approaching proficiency and to challenge those who demonstrate higher proficiency.

### Key Assessments

#### Assessment Level 1:

- State at least three ways that socio-cultural practices in pre-colonial Ghana are significant.

#### Assessment Level 2:

- Design a simple chart matching pictures of socio-cultural practices with their significance.

#### Assessment Level 3:

- Compose a three-stanza poem on the significance of socio-cultural practices in pre-colonial Ghana.
- Create presentations with visuals and explanations or write short stories from the perspective of a candidate of puberty rite, highlighting the significance of the practice in their lives.

#### Assessment Level 4:

- Write a research paper analysing socio-cultural practices and their significance, considering source limitations and potential variations across ethnic groups. Use the following focus questions to guide your research:
  - o How did social practices promote cooperation and collaboration in pre-colonial Ghanaian societies? How did these practices ensure the well-being and stability of the community?
  - o How did socio-cultural practices define gender roles and social hierarchies in pre-colonial Ghana?
  - o How did socio-cultural practices contribute to the development and progress of pre-colonial Ghanaian societies?

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

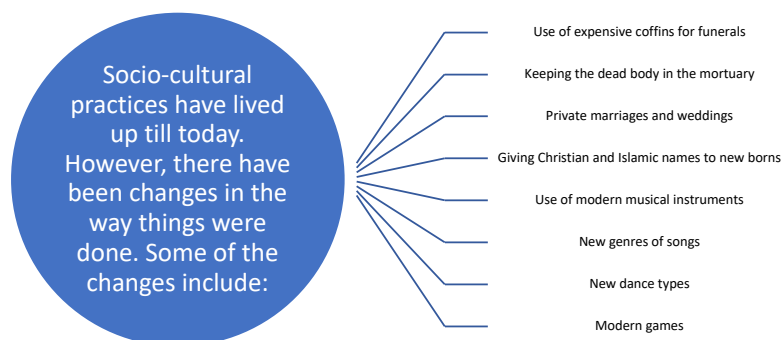
### Theme or Focal Area 3: Changes and Continuities in Socio-cultural Practices of Ghanaians.

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the changes and continuities in the socio-cultural practices of Ghanaians:

- *How might traditional dances and songs have changed over time in pre-colonial Ghana? Are there aspects of these cultural expressions that might still be practised today in a modified form?*
- *Why do you think music and dance continue to be important aspects of Ghanaian culture today?*
- *How do Ghanaians continue to preserve and celebrate their cultural heritage in the modern world?*
- *What challenges do we face in understanding changes and continuities in Ghanaian practices?*
- *How do we assess whether changes in practices represent a healthy evolution or a loss of cultural heritage?*
- *Why is it important to understand changes and continuities in socio-cultural practices?*

## Changes in the Socio-cultural Practices of Ghanaians



*NB: In teaching the changes and continuities in Ghanaian socio-cultural practices, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Guide learners to evaluate primary and secondary sources (oral histories, artefacts, artwork, written accounts) to understand how socio-cultural practices have changed or remained constant.
- **Chronological Reasoning:** Help learners place historical events and developments in a timeline to identify turning points and periods of continuity in socio-cultural practices.
- **Causality:** Encourage learners to analyse the causes and effects of changes in socio-cultural practices. Consider factors like colonialism, trade, technology, and internal social movements.
- **Continuity and Change:** Train learners to identify both continuities (practices that have endured) and changes (practices that have evolved or disappeared) in Ghanaian society.
- **Historical Comparison:** Facilitate comparisons between different Ghanaian societies (past and present) or with other cultures to understand how socio-cultural practices have developed differently.
- **Empathy and Perspective Taking:** Encourage learners to understand how changes and continuities in socio-cultural practices have impacted the lives of Ghanaians across time.

### Learning Tasks:

1. Create a simple poster that shows basic changes and continuities in Ghanaian socio-cultural practices.
2. Create a chart that shows how socio-cultural practices have continued or changed over time.
3. Write an essay that analyses how socio-cultural practices have evolved or remained constant over time. Support those learners who may be weaker or less confident (AP) with writing frames.
4. Hold a class discussion on complex concepts like globalisation and its impact on Ghanaian socio-cultural practices. Examine the interplay between continuity (preserving heritage) and change (adapting to modern influences). Encourage learners who are confident with the content (P and HP) to take central roles.

## Pedagogical Exemplars

### *Project-Based Learning:*

- In pairs, learners match pictures with descriptions of socio-cultural practices (pre-colonial vs. modern).
- In small groups, learners research specific aspects of Ghanaian culture (e.g., music, puberty) and debate its merits of change vs. tradition. Provide prompts to learners who may not be as confident.

### *Experiential Learning:*

- Learners watch documentaries and discuss the evolution of Ghanaian socio-cultural practices.

### *Problem-based learning:*

- Learners formulate historical questions using the ‘5Ws 1H’ to compare the socio-cultural practices today to those in the pre-colonial times. The teacher should support weaker learners to ensure that they are formulating sound historical questions.

## Key Assessments:

### *Assessment Level 3:*

- Write an expository essay on some socio-cultural practices in your community. Show aspects of these practices that have changed or continued from the pre-colonial times and reasons for the change and or continuity. Why is it important to understand changes and continuities in socio-cultural practices?

### *Assessment Level 4:*

- Written task: How do Ghanaians continue to preserve and celebrate their cultural heritage in the modern world? How do we assess whether changes in practices represent a healthy evolution or a loss of cultural heritage?

**NB:** *Consider accepting responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*



## Week 12

**Learning Indicator(s):** *Examine the political organisation of states and kingdoms in Pre-Colonial Ghana*

### Theme or Focal Area 1: Centralised Political systems in Pre-colonial Ghana

#### Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining the centralised political system in pre-colonial Ghana:

- *Where did some of the major centralised kingdoms emerge in pre-colonial Ghana?*
- *What characteristics did these kingdoms share?*
- *Who were the leaders of these centralised kingdoms? What were the roles and responsibilities of these leaders? How were leaders chosen or appointed?*
- *What social classes existed within the centralised kingdoms? How was power distributed among these different classes? How were laws established and enforced in these kingdoms?*
- *How did centralised political systems evolve over time in pre-colonial Ghana? Are there any continuities between the pre-colonial centralised political system and the political structure in Ghana today?*

### Centralised Political systems in Pre-colonial Ghana

Before Ghana was colonised by the British, there were many states and kingdoms that were entirely independent of one another. Some of these states and kingdoms were the Denkyira, Asante, Akwamu, Akyem, Gonja, Ewe, Ga and Mole-Dagbani (Mamprusi, Dagomba, Nanumba). These states and kingdoms had their own political systems. These traditional administrative systems can be grouped into three. These are:

#### Centralised or Cephalous

- Akan (Fante, Asante, Akyem, Denkyira, Akwamu, etc.)
- Mole-Dagbani (Mamprusi, Dagomba, Nanumba)

#### Non-centralised or Acephalous

- Vagala, Sisala, Tallensi, Kokomba, Koma, Tampilensi, Chamba

#### Theocratic

- Guan
- Ga-Adangbe



#### CENTRALISED SYSTEM

- The centralised system was a political administration whereby the political power was vested in the hands of one person. As a governing authority, all policies, laws and decisions came from that end. All other political wing which exercised authority at the local level was dependent on the consent of the central authority.



The Akan and Mole-Dagbani practiced the centralised system of government. The features of the centralised system in each these ethnic groups are outlined below:

AKAN	MOLE-DAGBANI
<input type="checkbox"/> Existence of Omanhene	<input type="checkbox"/> Supreme Rulers
<input type="checkbox"/> The Queen Mother	<input type="checkbox"/> Council of Elders
<input type="checkbox"/> The Council of Elders	<input type="checkbox"/> Divisional chiefs/Sub-chiefs
<input type="checkbox"/> The Divisional Chief (Ohene)	<input type="checkbox"/> Court of Appeal
<input type="checkbox"/> Community Chief (Odikro)	<input type="checkbox"/> The Tindana
<input type="checkbox"/> The "Abusuapanyin"	<input type="checkbox"/> Patrilineal Inheritance of enskinment
<input type="checkbox"/> Matrilineal Inheritance to the throne	

*NB: In teaching the centralised political system in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Source Analysis:** Given the limited written records, guide learners to critically evaluate sources. Encourage them to consider the strengths and weaknesses of oral traditions, archaeological evidence and colonial accounts.
- **Evaluating Evidence:** Help learners assess the available evidence to piece together information about the centralised kingdoms (e.g., oral histories describing leadership roles, archaeological finds like palace ruins).
- **Continuity and Change:** Guide learners to explore the possibility of these political systems evolving over time within the pre-colonial era. Did internal power struggles or external influences lead to changes in leadership or the extent of centralised power?
- **Understanding Power Structures:** Focus on analysing the roles and responsibilities of different figures within the political system (e.g., kings, queen mothers, divisional chiefs). Encourage learners to consider how power was maintained and legitimised.
- **Connecting Political Systems to Society:** Guide learners to explore the impact of these centralised systems on everyday life (e.g., tribute collection, justice systems, social hierarchy).

### Learning Tasks

1. Discuss the functions of the Supreme ruler of the Mole-Dagbani.
2. Discuss: What roles did the Abusuapanyin play in the political structure of the Akan?
3. Identify kingdoms that practised centralised political system in pre-colonial Ghana.
4. Create a hierarchical chart that shows the traditional political structure of either the Mole-Dagbani or the Akan.
5. Those who have shown competence with the content (P and HP) should analyse the Akan political structure in more detail, discussing the roles of the *omanhene*, the queen mother and the council of elders.
6. Explore how tribute collection and a justice system functioned within the centralised political structure. Support less confident learners (AP) in understanding the core terminology and concepts.

7. Highly confident and competent learners (HP) should compare and contrast the centralised systems of the Asante and another kingdom (e.g., Dagbon). Analyse how these systems maintained power, considering the roles of divisional chiefs, council of elders, and clan heads.

## Pedagogical Exemplars

### *Collaborative learning:*

- In groups, learners consult griots (knowledgeable people) in their community about the traditional political structure. Encourage confident learners to take leadership roles.
- In pairs, learners create a pyramidal model that shows the political structure of their community. Confident and proficient learners should annotate this model with analysis and explanation.
- In a chart, learners compare and contrast the political structure in their community to other communities in Ghana. *HINT: Let learners who are physically challenged observe pictures/charts and discuss with their peers.*
- In small groups, learners participate in a role-playing activity simulating a pre-colonial royal court, with different roles (king, council of elders, queen mother, subject, etc.). Teachers to assign roles to the various levels of learners e.g. highly confident learners should be given more complex roles.
- In pairs, learners create drawings depicting a king and his council, including a queen mother.

### *Project-Based learning:*

- Learners research how the centralised political system was practised in any pre-colonial Ghanaian kingdom using age-appropriate resources (adapted historical accounts, websites). Have confident learners consider how the system impacted different social groups. Support weaker learners with prompts.
- Learners conduct research using various sources (oral histories, archaeological finds). Have learners compare the structures and potential variations in leadership or the extent of centralised power across different kingdoms.

## Key Assessments

### *Assessment Level 2:*

- Create a research project to answer the following questions:
  - o Who were the leaders of these centralised kingdoms?
  - o What were the roles and responsibilities of these leaders?
  - o How were leaders chosen or appointed?

### *Assessment Level 3:*

- Write a two-page essay on how the kings of Akan and Mole-Dagbani were similar or different.

**NB:** *The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

## Theme or Focal Area 2: **Non-centralised Political Systems in Pre-colonial Ghana**

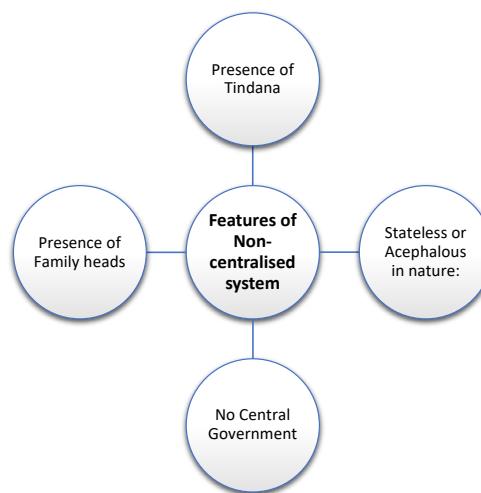
### **Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in examining the non-centralised political system in pre-colonial Ghana:

- *How was power distributed in a non-centralised political system during the pre-colonial era? Who held decision-making authority?*
- *What roles did different social groups play in the non-centralised political system? How were disputes settled within these societies?*
- *How did non-centralised political systems differ from centralised kingdoms?*
- *Were there any advantages or disadvantages to non-centralised systems?*
- *Can you find any remnants of these non-centralised systems in Ghanaian society today?*

### **Non-centralised Political Systems in Pre-colonial Ghana:**

In the Savannah zone (Northern sector) of Ghana, states such as Vagala, the Sisala, the Tallensi, Kokomba, Koma, Tampulensi, Chamba, etc. were not organised into centralised political states during the pre-colonial period. These societies were aptly described as “stateless” because they had no central government to make laws and enforce them. Instead, the administrative system was in the hands of an individual called the ‘Tindana’ who exercised considerable authority over all the land.



*NB: In teaching the non-centralised political system in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Significance:** *Help learners understand why studying these non-centralized systems is important. Explore how they functioned and their role in shaping Ghanaian society.*
- **Causation:** *Encourage learners to analyse the reason these non-centralised systems emerged. Consider factors like geography, kinship ties, and social structures.*
- **Change and Continuity:** *Analyse how these systems functioned over time. Did they evolve or remain largely unchanged? Explore internal and external factors that may have influenced change.*
- **Empathy and Perspective:** *Encourage learners to see the world through the eyes of people living in these non-centralized societies. Consider how their daily lives, decision-making, and social interactions were shaped by this political system.*
- **Context:** *Guide learners to explore how non-centralised states interacted with neighbouring centralised kingdoms and empires. Consider trade relations, potential conflicts, and cultural influences.*

### Learning Tasks

1. Sketch a map of Northern Ghana and show where non-centralised states were located.
2. Discuss the political structure of the indigenous people of Northern Ghana.
3. Draw a simple diagram comparing centralised and non-centralised political systems in pre-colonial Ghana. Label the key components of each system.
4. Read a short case study of a specific non-centralised society in pre-colonial Ghana (e.g., the Tallensi) and identify the key features of its political system. Support learners who are not confident in their reading comprehension (AP) to identify the relevant parts of the text, limit support for those who are confident (P and HP).
5. Analyse a short excerpt from a historical account describing a non-centralised political system in Ghana. Support learners who are not confident in their reading comprehension (AP) to identify the relevant parts of the text, limit support for those who are confident (P and HP).
6. Write an essay analysing the relationship between the features of non-centralised political systems and the social structures of pre-colonial Ghana. Support those learners who may find this challenging with a writing frame.

### Pedagogical Exemplars

- In mixed-gender groups (where applicable), learners sort images or descriptions of different roles in a society (e.g., king, warrior, elder, queen mother, *tindana*, farmer, etc.) into categories of “Has a lot of power” and “Shares power with others.” After sorting, learners discuss which system (centralised or non-centralised) each category represents and why.
- In a Concentric Circle, learners discuss the role of family heads in the non-centralised political system. Teachers circulate to support weaker students and to ensure that they have access to the discussion.
- Learners write diary entries from the perspective of a young person living in a non-centralised community. The entry should describe their daily life, how decisions are made, and their interactions with leaders.

### Key Assessments

#### *Assessment Level 1:*

- List at least three features of non-centralised states in pre-colonial Ghana.

#### *Assessment Level 2:*

- Describe two features of non-centralised political systems in pre-colonial Ghana.

#### *Assessment Level 3:*

- Explain how the role of elders helped maintain order in a non-centralised society.
- Compare and contrast how decisions were made in a centralised kingdom versus a non-centralised state in pre-colonial Ghana.

**Assessment Level 4:**

- Analyse the strengths and weaknesses of non-centralised political systems. Give examples to support your answer.

**NB:** *Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.*

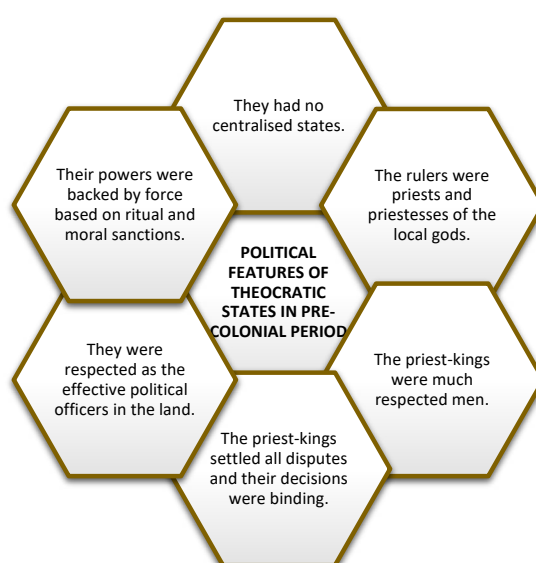
**Theme or Focal Area 3: Theocratic Political Systems in Pre-colonial Ghana****Situating lesson in context:**

The following enquiry route questions should guide both the teacher and the learners in examining the theocratic political systems in pre-colonial Ghana:

- Were there any pre-colonial Ghanaian societies that could be considered theocratic?*
- How was power distributed in a theocratic system in pre-colonial Ghana? Who held the ultimate authority? How was this justified?*
- What was the role of religious leaders (priests/priestesses, priest-kings) in the political system?*
- How did the theocratic system impact the daily lives of ordinary people?*
- What were some of the rituals or ceremonies performed by the rulers or religious figures?*
- How did people interact with the divine in these societies?*
- How did theocratic systems differ from the non-centralised political systems also found in pre-colonial Ghana?*
- Can you find any remnants of theocratic practices in Ghanaian societies today?*

**Theocratic Political Systems in Pre-colonial Ghana**

Under the theocratic political system, the people were ruled by priests and priestesses. This means that political power in such a system was in the hands of the priestly class. In Ghana, the people who practised this political system were the Guan and the Ga-Adangbe.



**NB:** *In teaching the non-centralised political system in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:*

- **Causality:** Guide learners to analyse the cause-and-effect relationships between the concept of divine rule, the role of religious leaders, and the political structures of these societies. How did religious beliefs shape the laws and social order?
- **Continuity and Change:** Explore how theocratic practices might have persisted or changed over time, even after the decline of these pre-colonial kingdoms.
- **Critical Thinking:** Encourage learners to question the assumptions behind theocratic rule. How was power justified? What were the potential benefits and drawbacks for the different social groups?

### Learning Tasks:

1. Identify on a map of Ghana some states/groups that practised the theocratic political system in the pre-colonial era.
2. Create a poster that compares the political structure of the theocratic states in the pre-colonial era to today. For those learners who do not have a confident grasp on the content, ensure that they are provided with key definitions and vocabulary.

### Pedagogical Exemplars:

#### Collaborative Learning:

- Learners work in mixed-ability groups to categorise political systems in pre-colonial Ghana into Centralised, Non-Centralised and Theocratic systems.
- In a Jigsaw activity, learners construct the political structure of major ethnic groups in Ghana. Vary the information given to students based on their proficiency with the content.

### Key Assessments:

#### Assessment Level 3:

- Discuss the role of the *wulomei* in the theocratic system of the Ga-Adangbe.

**NB:** Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g., documentary, podcast), etc). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.

## Section 4 Review

*In this section, we discussed how socio-cultural practices influenced the development of pre-colonial Ghanaian societies. We learned that these practices included family and inheritance systems, rites of passage, indigenous games, songs and dances that were passed down from generation to generation. We also highlighted the pre-colonial political systems in Ghana. These practices shaped the way people lived, interacted with one another, and viewed the world around them. We also discussed the importance of teaching historical skills to learners to help them understand the impact of these socio-cultural practices. These skills include: critical thinking, analysis, interpretation, and evaluation. By developing these skills, learners can gain a deeper understanding of the historical context and the factors that influenced the development of pre-colonial Ghanaian societies. As a teacher, it is important to create a learning environment that encourages learners to explore and question socio-cultural and political practices. By doing so, learners can develop a more nuanced understanding of the complex history of pre-colonial Ghana.*

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