

Four-Year B.Ed. Course Manual

POLITICAL HISTORY OF GHANA - CHIEFTANCY AND BRITISH COLONIAL RULE









The Government of Ghana









Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

CORE WRITING TEAM

Names of writers	Subject		Names of writers	Subject
Dr. Isaac Eshun			Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir			Mohammed Adam	-
Ms. Shirley Dankwa	African Studies		Dr. Emmanuel Adjei-Boateng	-
Prof. S.Y. Annor	Agriculture		Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami			Prof. Samuel Hayford	-
Dr. Samuel Frimpong			Dr. Awuni	-
Robert Quansah	Early Grade		Rev.(Dr) Nyueko Avotri	Technical Vocational
Dr. Abraham Kwadwo Okrah			Elizabeth Lani Ashong	Education and Training
Dr. Sarah Emma Eshun	English Language			
Vivian Acquaye			Michael Tsorgali	-
Felix A. Odonkor			Frnacis Donkor	-
Dr. Cecilia Esinam Agbeh			Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French		Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen			Dr. Paul Kwadwo Addo	
Dr. M. Kusimi			Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta			Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography		Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian		Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language		Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah			Mohammed Almu Mahaman	
Anitha Oforiwah AduBoahen			Murtada M. Muaz	
Gertrude Nkrumah	History		Dr M. Q. Adjahoe	Music

Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere		Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics	Dr. Emmanuel Osei Sarpong	_
Dr. R. Addai-Mununkum		E. Kwaku Kwaa-Aidoo	ICT
Dr Charles Nyarko Annobil	RME	Victor Anyamful	
Mr. Owusu Afiriyie			
Dr. V. Ankamah-Lomotey			
Jonathan Ayelsoma Samari	Science		
Prof. Ruby Hanson			

INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual Writing

A. Course Information

Title Page: Political history of Ghana – Chieftaincy and British Colonial Rule

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

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

ii. Course Deta	ails						
Course name	Political his	Political history of Ghana – Chieftaincy and British Colonial Rule					
Pre-requisite							
Course Level	200	Course Code	Credit Value	3	Semester		
					1		
Table of contents							

Table of contents

1. Goal for the Subject or Learning Area

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

2. Key contextual factors

Political history of Ghana has been an important area of study at all levels of education in Ghana since the 1960s. The reason for this is not farfetched. The concept of leadership and rule dates to pre-historic times when every settlement, village, state or kingdom was ruled by a religious or an elected political leader. The traditional political system of Ghana and colonial rule of the Gold Coast and modern Ghana significantly impacted all sectors of the Ghanaian society necessitating studies in the political history of Ghana.

This course will therefore focus on study of the various political systems in Ghana since earliest times. It discusses the mode of selection ofearliest leaders, and reasons for choosing leaders from particular families. The course also focuses on the political, administrative, judicial andmilitary roles of the earliest leaders of Ghana and examines the changes that occurred in traditional leadership following Ghana's contact with the British and other Europeans. It examines democratic practice in Ghana and the impact of military regimes on Ghana. It finally explains why Ghanaians chose democratic practice over military rule in Ghana in 1992.

3. Course Description

This course introduces the student teacher to the earliest political systems in Ghana and the impact of British colonial rule on indigenous political systems. It examines the internal and external forces contributing to the emergence, growth and development of states and kingdoms, how political leaders and their people ensured peaceful co-existence and how Ghanaians resolved the challenges they encountered during colonial rule. A major aspect of the course will be the contribution of women to the rise and consolidation of political systems and chieftaincy and colonial government relations. Interactive strategies that will be employed in the teaching and learning process include field and archival research, in-class research and dramatization.

A variety of assessment modes such as verbal and written tests, product presentation (posters, documentary, and performances) will be used to assess progress in learning. Student teachers will be expected to relate their knowledge in the political history of Ghana into teaching such a topic in the JHS through an understanding of some NTS and NTECF pages comprising NTS 2c p. 13 NTS 3a p. 14, NTS 1b p. 12, NTS 1a p. 12, NTS 3f p. 14, NTECF p.45.

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

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

5. Course Learning Outcomes	6. Learning Indicators
1. Demonstrate knowledge and understanding of the	1.1 Collect information on the various forms of political systems in
origins, forms and hierarchical structure of traditional	Ghana
Political systems. (NTS 2c p. 13, NTECF p. 45)	1.2 Indicate on the map of Ghana the various political systems vis-à-vis
	their ethnic groups
	1.3 Draw the traditional hierarchical political structure
2. Exhibit the ability to explain the rise of the major	2.1 Draw the Dutch Map of 1629 and list the states
traditional states and kingdoms in Ghana. (NTS 2c p.	2.2 Write on the internal and external factors causing the rise of states
13, NTECF p. 45)	and kingdoms in Ghana.
3. Show knowledge of the structure of the British	3.1 draw the Colonial political structure
colonial political system (NTS 2c p. 13, NTECF p. 45)	3.2 discuss relations among political organizations in Ghana

	bility to examine the back			n essay on early nationalist activities			
	alism and the forms of res	istance to	4.2 discuss the reaction of Ghanaians to colonialism				
colonial rule. (NTS	5 2c p. 13, NTECF p. 45)		4.3 describe nationalist movements on the verge of independence				
			4.4 identify the key players in the independence struggle 5.1 explain democracy				
5. Explain the origins of democracy in Ghana. (NTS 2c p.		-	,				
13, NTECF p. 45)				a justification for democratic governance in Ghana in the			
				endence struggle			
	bility to do fieldwork to r		6.1 develop	their personal essays on the political history of Ghana.			
	ry of their community/ etl						
	TS 2c p. 13, NTS 1b p. 12,	NTECF p.					
45)							
	aried and challenging lesso		7.1 prepare	e a scheme of work on the political history of Ghana.			
	rasp of the intended outco	omes of					
	TS 3a p. 14, NTECF p. 45)						
-	ctively reflect and engage			o lesson notes in teaching the political history of Ghana.			
learners especially	y girls and those with spec	cial needs	7.3 Design	student reflective logs, journals or portfolios.			
to improve the te	aching and learning of His	story	7.4 Seek ad	lvice from experienced teachers and SEN specialists.			
(NTS1a p.12, NTS	3f p. 14)		7.5 Design	a Gender Responsive Scorecard			
7. Course Content							
Unit/Week	Торіс	Sub-topic	if any)	Teaching and learning activity to achieve the learning			
				outcomes			
1	Traditional Political	Centralize	d political	Field and archival research by individual student teacher,			
	Systems	systems, a	•	group research and presentation for discussion in class on			
		/	-	political systems.			
		non- centr	alized	Field trips to the local chief's palace for briefing on the			
		systems ar		hierarchical structure of the traditional political system.			
		theocratic		In-class research and presentation on the political systems			
		systems	P	vis-à-vis their ethnic group on a map of Ghana.			
		systems		Drama on traditional court sitting.			
				Library research, presentation by individuals and groups			
				and playing of video, interviews of chiefs, queens and			
				palace attendants.			
2	Emergence of	The rise o	fearliest	Through group work students will identify and compare			
2	traditional states and		e Northern	states on the Dutch Map of 1629 with those on the current			
	kingdoms(I)	Sector)		map of Ghana.			
	Kingaonis (i)	500007		Drama on the Asanteman in council deciding how to			
				expand their state.			
				Group research and presentation in class on external			
				factors contributing to the rise of states			
				Class discussion on contribution of earliest leaders			
				including Osei Tutu, Agorkoli, AyiKushi, Jakpa,			
				Tohaji to the rise of states.			
				Group discussion on major factors causing the rise of states			
3	Emergence of	The rice	of earliest	Drama on the Asanteman in council deciding how to			
5	traditional states and		e Southern	expand their state.			
	kingdoms (II)	-	c Journern	Group research and presentation in class on external			
		Sector)		factors contributing to the rise of states			
				Class discussion on contribution of earliest leaders			
				including Osei Tutu, Agorkoli, AyiKushi, Jakpa,Tohaji to the			
				rise of states.			
4	Colonial Dula (I)	Oninin	+	Group discussion on major factors causing the rise of states			
4	Colonial Rule (I)	Origins, na		Drama about the arrival of Europeans and their trade with			
		change in		people of the Gold Coast.			
		administra	ition.	Pictures and videos of forts and castles with questions for			
				students to reflect on.			
				Field trip to castles, forts and European plantations.			
				Drama on the administration of the District Commissioner			
1	1	1		Archival research and class discussion on the indirect rule			
				system Debate on the benefits and problems of British rule in the Gold Coast.			

5	Colonial Rule (II)	Response to colonialism	Drama about the arrival of Europeans and their trade with people of the Gold Coast.
		colonialisti	Pictures and videos of forts and castles with questions for
			students to reflect on.
			Field trip to castles, forts and European plantations.
			Drama on the administration of the District Commissioner
			Archival research and class discussion on the indirect rule
			system.
			Debate on the benefits and problems of British rule
			in the Gold Coast.
6	Nationalism in the	Pre-1900 nationalism	Short dramatization of protests against the Poll Tax
	Gold Coast	in the Gold Coast	Ordinance, protests by Kings EnimilQuao,
			Aggrey, and other early forms of resistance against
			European presence.
			Drama on the formation of the Fante Confederation
			Showing of pictures and films (if any) on the rise of the
			Aborigines Rights Protection Society, (ARPS), activities of
			NCBWA. Group discussion of the aims, achievements and
7	Nationalism in the	Post-1900	failures of nationalist movements.
1	Nationalism in the Gold Coast	nationalism in the	Short dramatization of protests against the Poll Tax Ordinance, protests by Kings EnimilQuao,
	Gold Coast	Gold Coast.	Aggrey, and other early forms of resistance against
		Gold Coust.	European presence.
			Drama on the formation of the Fante Confederation
			Showing of pictures and films (if any) on the rise of the
			Aborigines Rights Protection Society, (ARPS), activities of
			NCBWA. Group discussion of the aims, achievements and
			failures of nationalist movements.
8	The formation and	Aims, objectives and	In-class research, individual and group discussions on the
	activities of Political	achievements of the	aims, objectives and achievements of the early political
	Parties in the Gold	UGCC, CPP,	parties.
	Coast	contribution of the	Film show of episodes in the struggle and attainment of
		masses to attainment	independence.
-		of independence.	Debate on the dispute over the founder(s) of Ghana.
9	The formation and	External factors	In-class research, individual and group discussions on the
	activities of Political	causing the fall of	aims, objectives and achievements of the early political
	Parties in the Gold	colonial rule, the Nkrumah factor in	parties.
	Coast	the struggle for	Film show of episodes in the struggle and attainment of independence.
		independence	Debate on the dispute over the founder(s) of Ghana.
10	Women traditional	Role of the	Class interaction with a female traditional leader.
-•	leaders	queenmother,	Visit to a palace in the school community
		YaaAsantewaa and	Dramatization of key women personalities and their
		the British, women	resistance to colonial rule
		groups before	Preparation of picture slides on women personalities and
		1957, colonial rule	their contribution to national politics,
		and traditional	Group research from newspapers and other primary
		women	sources on women in politics.
11	Fieldwork	Fieldwork	
	presentation	presentation	
12	Course Review		
1. Teac	hing and Learning Strategies		

Think-Pair –Share

- Resource persons
- Field/archival studies
- Tactile analysis of Multimedia
- Debates
- Case studies
- Project
- Brainstorming
- Role play

• any other interactive approach

2. Course Assessment Components

Course Assessment Components

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

- Selected items of student's work (3 of them 10% each)
 - Written Assignment
 - Group Presentation
 - Individual Presentation
- Midterm assessment/Quiz 20%
- Reflective Journal 40%
- Organisation of the portfolio –10% (how it is presented/organised)

Assesses Learning Outcomes: CLO 1, 2, 4 5, 6, and 7

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

Task student teachers to design a survey instrument to collect data on their peers' perceptions of various ATR beliefs. Such data should be analysed and the outcome used to create a poster to be presented during the 11th lesson. **Format:**

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

Assesses Learning Outcomes: CLO 2, 3 & 4

Component 3: End-of-semester examinations (40%)

esses Learning Outcomes: CLO 1,2,3,4,5,

3. Required Reading and Reference List

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

Awoonor N. K. (1990). Ghana, a political history. Accra: Sedco.

Boahen, A, A. (1975). Ghana: evolution and change in the nineteenth and twentieth centuries.

New York: Longman.

Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850-

1928. Oxford: Clarendon Press.

11. Teaching and learning resources

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

12. Course related professional development for tutors/ lecturers

Workshops for tutors on:

- Best Practices in History Instruction i.e. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to Practice New Skills etc.
- Integrating ICT in teaching history
- Teaching and Learning Resources (audio-visuals and visuals)

Year of B.Ed. 2	Semester 1 Place of lesson in semester				ester 1 ₂	3 4 5 6 7 8 9	10 11 12
Title of Lesson	Traditional Po	litical Syste	ms		Lesson Du	ration 3	Hours
Lesson description	This course se traditional po	This course seeks to introduce student teachers to the origins, forms and the structure of traditional political systems in Ghana. It shall expose student teachers to the nature of the traditional political organisation in the different regions of Ghana.					
Previous student teacher knowledge, prior learning (assumed)	Student teach modes of gove		mbers of diffe	erent ethnic	groups and are	familiar with	the traditional
Possible barriers to learning in the lesson	Student teach democratic sta		ely to misun	derstand the	e position of tr	aditional ruler	s in a secular
Lesson Delivery – chosen to support student teachers in achieving the outcomes	face [V]	Practical Activity [/]	Work- Based Leaning	Seminars	Independent Study[V]	e-learning opportunitie []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course wil Face-to-face – Interaction wi Practical Activ	ll be deliver Discussion th resource vities: stude	red using the a, lecturette, t e persons who ent-teacher e	hink, pair sh are experie mbarking on	are should be u nced and accon	nplished teach	-
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	forms and hier achieving the "Has secur knowledge Plans and o outcomes						vork towards htent e intended
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo	ce ding of the uirements	1.	earning Ind Discuss so expectatior course.	ome of the	transferable inclusivity, e addressing e How will the	es – core and e skills, equity and diversity.
	political st	ding of the rms of political Ghana.	ie 3.1 I ng	various traditional systems in (Draw on the the variou	map of Ghana us traditional stems vis-à-vis	In exposing teachers to political syst they develo critical think communical collaboratio	the Student the traditional em of Ghana, o the skills of ing, cion, n and mutual
	as a case s 4. Exhibit unde activities t	tudy. erstanding o do to tea onal politica	of 4.1 ch al	Draw th hierarchical structure u Mole Dagb study.	e traditional political sing the Akan/ ani as a case esson plan on teach the political	learn to app individual di	

 Topic Title: Traditional Political Systems 	Sub-topic	Stage/time	Teaching and learning activiti depending on the delivery mo collaborative group work or in	de selected. Teacher-led
			Teacher Activity	Student Activity
	Course requirements and expectations for the semester.	20 mins	Face-to-face: Tutor discusses with student teachers Course requirements and expectations for the semester.	Face-to-face Student teachers ask question about course requirements and expectations.
	Centralized political systems	60 mins	 Practical activity / e- learning show a video or take student teachers on a field trip to the local chief's palace for briefing on the hierarchical structure of centralized traditional political system 	 Individual/group work: Student teachers watch videos and discuss the contents in group OR Field trips to the local chief's palace for briefing on the hierarchical structure of the traditional political system Individual/group work:
			 Face-to-Face Assist student teachers to link this to the centralized system of governance in precolonial Ghana, using the Asante as a case study. (refer to appendix) 	 Students present their report in the form of charts/posters
	Acephalous / non- centralized systems and	60 mins	 Independent Study Put students in mixed groups to describe the features of a non- centralized system of governance in Ghana. Face-to-Face Tutor assist student teachers to link their knowledge of a non-centralized system of governance in precolonial Ghana, using the Talensi as a case study. 	 In-class research and presentation on the non-centralised system of governance in precolonial Ghana. Students present their report in the form of charts/posters
	theocratic political systems	40 mins	 Face-to-Face Tutor putstudents in mixed groups to describe the features of a theocratic system of governance in Ghana. Tutor assist student teachers to link their knowledge of a theocratic system of governance in precolonial Ghana, using the Ga as a case study. 	 Inclass research and presentation on the non-centralised system of governance in precolonial Ghana. Students present their report in the form of charts/posters

	Describe the explicit of the explored state in one colorial Charge and show the
Lesson assessments –	Describe the political structure of a centralised state in pre-colonial Ghana and show its
evaluation of learning: of,	benefits. OR differentiate between the centralised/ non-centralised and theocratic political
for and as learning within	systems in Ghana. Use any ethnic group as a case study.
the lesson	Addresses CLO 1
	NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and
	pedagogical content knowledge for the school and grade they teach in".
	Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD,
	projector/screen, video/ audio player and camera.
Required Text (core)	Amenumey, D. E. K. (2008). Ghana: A concise history from pre-colonial times to the 20th
	century.
	Woeli Publication: Accra.
	Awoonor N. K. (1990). Ghana, a political history. Accra: Sedco.
	Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> .
	New York: Longman.
	Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850-
	1928. Oxford: Clarendon Press.
Additional Reading List	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford
	Gocking, R. 2005. The History of Ghana, Greenwood
	Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State</i> 1730-1850. London
	McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante
	Meyerowitz, Eva. 1951. The Sacred State of the Akan. London
	Rattray, R. S. 1923. Ashanti
	Reindorf, C. C. 1895. A History of the Gold Coast. Base
	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana
	Shillington K, 1992 Ghana and the Rawlings' Factor, New York
	Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on:
	• Best Practices in History Instruction i.e. Using Historical Question to Focus on Inquiry,
	Use of appropriate Scaffolds and Handouts to Support Student Learning, Providing
	students multiple opportunities to <i>Practice New Skills etc.</i>
	Integrating ICT into teaching history

Year of B.Ed. 2 S	emester	1 Pla	ce of le	sson in ser	nester	1 2 3	84567891	0 11 12
Title of Lesson	Emorgono	o of traditional	states an	d kingdomal			tion 211	0.1110
Title of Lesson		e of traditional				sson Dura		ours
Lesson description	of these s	tates.					e factors leadin	-
Previous student teacher			niliar wit	h the names	s of som	ne places a	and leaders in t	he northern
knowledge, prior learning	region of	Ghana.						
(assumed)								
Possible barriers to learning	Identifyin	g some of the m	ajor area	s where the	se states	settled.		
in the lesson								
Lesson Delivery – chosen to	Face-		ork-	Seminars	Indepe	endent	e-learning	Practicu
support student teachers in	to-face	Activity Ba	sed	[\]	Study		opportunities	m
achieving the outcomes	[V]		aning				[]	
Lesson Delivery – main		e will be deliver	-	-	-			
mode of delivery chosen to				-			used in facilitatir	-
support student teachers in			•	-			mplished teache	
achieving the learning	-	-			-	-	elevant and app	-
outcomes.							of the above mo	
	-		– Videos	from YouTub	pe etc. c	an be show	ved for analysis,	reflections
	and discu							
Overarching outcome, what						-	tional states and	-
you want the student			work tow	ards achievi	ng the fo	ollowing do	omains of the Na	tional
teachers to achieve, serves		Standards:						
as basis for the learning						-	and pedagogica	l content
outcomes. An expanded	-	e for the school	-	-	-	-		
version of the description.				-	ing lesso	ons, showir	ng a clear grasp o	of the
Write in full aspects of the		outcomes of the		- · ·				. .
NTS addressed		-	tasks tha	t encourages	learner	collaborat	ion and leads to	purposeful
	learning (-			
		Outcomes		earning Indi				
Learning Outcome for		t knowledge o		rate the stor		-	which cross cutt	-
the lesson, picked and	the	traditions o		Irrounding th			transferable ski	-
developed from the	-	s of the Mole		igin of the N			y, equity and ad	-
course specification	Dagba			agbani states		-	. How will these	
Learning indicators for	Gonja	states					d or developed	
each learning outcome	2	Domonstrat		la plav tha	origin		nt teachers use s	
	2.	Demonstrate		le play the	-		to trace the orig ites and kingdon	-
	knowl factor	edge of the s that led to the		nd rise of the ates	Gunja		elop the skills of	
		of the Mole		מוכא			communication	
	nse Dagba						tion and mutual	
	-	=	1				ally, they learn to	•
	states		3 0	scuss the	maior		ate individual di	
					ng to		thnic groups and	
			th		f the	among el	and groups and	aonitico.
				orthern	states			
					nternal			
				nd external fa				
			ar	iu external ta	actors.			

Topic Title: Emergence of traditional	Sub topic	Stage/time	Teaching and learning activities to					
states and kingdoms (I)	Sub-topic	Stage/time	depending on the delivery mode selected. Teacher-led collaborative group work or independent.					
			Teacher Activity	Student Activity				
	Origin of the Mole- Dagbani states	50 mins	Practical ActivityUsing role-play, tutor assistsstudent teachers to dramatize the origin of the Mole-Dagbani group.Independent studyLead student teachers to trace the migratory routes of the Mole- Dagbani and how they conquered the indigenous inhabitants of the	Individual/group work In-class research and presentation of the origin and migration of the Mole-Dagbani group into present-day Ghana.				
	Origin of the Gonja states	50 mins	north. <u>Practical Activity</u> Guide student teachers to role play the origin of the Gonja states	 Individual/group work Role play the origin and rise of the Gonja states Student teachers discuss the activity (role play) in group 				
	Factors leading to the rise of the Northern states	80 mins	Face-to-face Lead student teachers to identify from the internet factors (external/ internal) leading to the rise of states among the Northern states.	 Individual/group work Group research and presentation in class on external factors contributing to the rise of states Class discussion on the contribution of earliest leaders including, Jakpa, to the rise of states. Group discussion on major factors causing the rise of states 				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	describe the r Addresses CLC NTS to be Add pedagogical c	ole of able lead D 2 dressed: NTS 2 ontent knowled	why some Mole-Dagbani states can be lership in the rise of the Northern stat C: "Has secure content knowledge, pe dge for the school and grade they teac Creativity and innovative skills, literac	e found in Burkina Faso OR es. dagogical knowledge and h in".				
Instructional Resources			os/documentary, archival documents) io player and camera.	, computers/ laptops, LCD,				
Required Text (core)	Amenumey, D century. Woeli Publica Awoonor N. K Boahen, A, A. New York: Lor Kimble, D. (19	D. E. K. (2008). C tion: Accra. . (1990). Ghanc (1975). Ghana: ngman.	Ghana: A concise history from pre-colo a, a political history. Accra: Sedco. evolution and change in the nineteen history of Ghana: the rise of Gold Coas	th and twentieth centuries.				
Additional Reading List	Gocking, R. 20 Kwamena-Poł <i>1850</i> . London McCaskie, T. 0	05. The History n, M. A. 1973. G C. 1995. <i>State a</i> Eva. 1951. <i>The S</i>	olitics in the Gold Coast, Oxford y of Ghana, Greenwood Government and Politics in the Akuape nd Society in Pre-Colonial Asante Sacred State of the Akan. London	m State 1730-				

	Reindorf, C. C. 1895. A History of the Gold Coast. Base Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana Shillington K, 1992 Ghana and the Rawlings' Factor, New York Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on: -Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to Practice New Skills etc. - Integrating ICT in teaching history

Year of B.Ed. 2	Ser	nester	1	Place of les	lace of lesson in semester 123456789101112					0 11 12
Title of Lesson	Th	Emergence of traditional states and kingdoms (II)Lesson Duration3 HoursThe Southern SectorImage: State Stat								
Lesson description		This course discusses the traditions of origin of the southern states. It also focuses on examining some of the factors leading to the rise of these states.								focuses on
Previous student tead knowledge, prior lear (assumed) Possible barriers to	ning Gh	udent teachers are familiar with the ethnic groups that comprise the southern states on nana onflicting written materials on the origin and rise of these states.								rn states of
learning in the lesson Lesson Delivery – chose	n Ea	ce-to- P	Practical	Work-	Seminars	Indepe	ndent	e-learning	,	Practicum
to support student teachers in achieving th outcomes	fac		Activity	Based Leaning	[V]	Study	nuent	opportuni		Flacticum
 Lesson Delivery – n mode of delivery chose support student teach in achieving the learn outcomes. Overarching outco what you want student teachers achieve, serves basis for the learn outcomes. expanded version the description. Write in full aspect 	n to Fac hers Int hing Ser and iss me, The the Gh to Sta as - hing An - of	 The course will be delivered using the following methods Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led Independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes. The purpose of this course is to explain the rise of the major traditional states and kingdoms in Ghana. The lesson will work towards achieving the following domains of the National Teachers' Standards: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). Sets meaningful tasks that encourages learner collaboration and leads to purposeful 							udent priate on es. kingdoms in al Teachers' nt nt	
 the NTS addressed Learning Outcome the lesson, picked a developed from the course specification Learning indicators each learning outcome 	and e 1. for pome 2. exp to Ak	tradition the early and Ga-A states. Exhibit the plainthe fa	trate anding of th as of origins y Akan, Ewe Adangbe e ability to actors that f the early nd Ga-	e Narrat e surrou of early A Adang early A Adang 2. Rol rise and 3. Dis lea Not inte	e the stories nding the ori kan, Ewe and be states e play the ori of the early I Ga-Adangbe cuss the major ding to the ri rthern states ernal and ext tors.	gin of the d Ga- igin and Akan, Ew e states or factors se of the including	ve de thi color resson tol g arriver a	entify which ues – core a ills, inclusiv dressing div ese be addr veloped? student tea urces of evid e origin and d kingdoms velop the sl nking, com llaboration spect. Addit arn to appre- lerate indivi- nong ethnic ilities.	and tr ity, ec versit essed achers dence rise c in Gh kills of munic and m ionall eciate dual c	ansferable quity and y. How will or s use to trace of the states hana, they f critical cation, hutual y, they and difference

• Emergence of	Sub-topic	Stage/time	Teaching and learning activitie depending on the delivery mod	
traditional states	ene tepie		collaborative group work or inc	dependent.
and kingdoms (I)			Teacher Activity	Student Activity
	The rise of earliest Akan	60 mins	Face-to-faceDiscuss with student	Individual/group work
	states		teachers some of the	 Class discussion on the
			possible reasons that	factors contributing to
			may lead to the rise of	the rise of the earliest
			the earliest Akan states	Akan states.
			including able	 Drama on the Asanteman
			leadership, presence of	in council deciding how
			mineral resources,	to expand their state.
			geographical location etc.	
			Practical activity	
			Lead student teachers	
			to dramatize a meeting	
			of the Asanteman	
			council brainstorming	
			on how to expand their	
	The wine of	CO units a	state.	
	The rise of the Ewe	60 mins	SeminarsDiscuss with student	Individual/group work
	states		teachers some of the	- Class discussion on the
	States		possible reasons that	factors contributing to the
			led to the rise of the	rise of the earliest Akan
			Ewe states including	states.
			able leadership,	
			presence of mineral	
			resources,	
			geographical location etc.	
	The rise of	60 mins	Seminars	Individual/group work
	the Ga-		Discuss with student	Class discussion on the
	Adangme		teachers some of the	factors contributing to
	states		possible reasons that	the rise of the earliest
			may lead to the rise of	Akan states.
			the Ga- Adangme states	
			including able leadership, presence of	
			mineral resources,	
			geographical location	
			etc.	
Lesson assessments –	Project Assign	ment: Groups	of students must prepare a mind	map of the reasons for the rise
evaluation of learning: of,	of the Ga-Adan	-		
for and as learning within	Addresses CLO		- //	
the lesson			C: "Has secure content knowledge	
			ge for the school and grade they a	
Instructional Resources	Primary data (pictures, vide	-	nents), computers/ laptops, LCD,
			o player and camera.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Required Text (core)		с. к. (2008). G	hana: A concise history from pre-	colonial times to the 20th
	<i>century</i> . Woeli Publicati	on: Accra		
			, a political history.Accra: Sedco.	
			evolution and change in the ninet	eenth and twentieth centuries.
	New York: Long	-		
			history of Ghana: the rise of Gold	Coast nationalism, 1850-
	1928. Oxford: (Clarendon Pres	S.	

Additional Reading List	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford Gocking, R. 2005. The History of Ghana, Greenwood Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i> . London McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i> Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i> . London Rattray, R. S. 1923. <i>Ashanti</i> Reindorf, C. C. 1895. <i>A History of the Gold Coast</i> . Base Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i> , New York Ward W.E.F. <i>A history of Ghana</i>
CPD needs	 Workshops for tutors on: -Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to Practice New Skills etc. - Integrating ICT in teaching history

Year of B.Ed. 2 Se	mester	1 P	lace of le	sson in seme	ester	L 2 3	4 5 6 7 8	9 10) 11 1	.2
Title of Lesson	Colonial	Rule (I)			Lesson D	urati	on	3 Ho	ours	
Lesson description	This less	on exposes s		hers to the dev the Gold Coast				lism i		old
Previous student teacher knowledge, prior learning (assumed)		udent teachers have prior knowledge of what administration means.								
Possible barriers to learning in the lesson			•	renched position			•		gards to) the
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face- to- face [V]	Practical Activity [√]	Work- Based Leaning [√]	Seminars [√]	Independ Study [√]	lent	e-learning opportuni [√]	-	Practio	cum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to- Interacti e-learnin teachers Seminar and/or t Indepen	face – Discus on with reso ng opportuni and educato s: to generat utor led dent study:	sion, lectur urce persor ties – Video ors should b te group an to enable s	g the following ette, think-pair is who are expe os from YouTub e showed for a d individual cre tudent teachers ofession. This c	-share sho erienced ar e of shared nalysis, ref ativity, dis s engage w	nd acc d expe lectio cussic rith re	omplished eriences of ns and disc on and refle levant and	teach accon ussior ction; appro	ers. nplishec ns. studen opriate	t
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	system. Teachers • "H kn • Pla int • Se	intended outcomes of their teaching (NTS 3a).								
	Learning	g Outcomes		Learning Indica	tors	issue skills addre these	tify which c s – core an , inclusivity essing dive be addres loped?	d trar , equi rsity.	nsferabl ity and How wi	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	of the or	nstrate know rigin of coloni old Coast.	ial rule	1. Outline the k developments i colonial rule in Gold Coast.	n	diversity, collaboration and creative skills.				s to n of s, a
	the na	it understar ature of rration in th	colonial ne Gold	2. Identify the of British color n Ghana and I s different similar to colonialism in parts of Africa Africa)	nial rule now this and/or British other					e of and
	-	and explai and contir administratio	nuity in							

Topic Title:	Sub-topic	Stage/time		ctivities to achieve outcomes ry mode selected. Teacher-led				
Colonial Rule(I)		stage/ time	collaborative group work or independent.					
			Teacher Activity	Student Activity				
	Sub-topic: Origins of British colonial rule.	80 mins	 Face-to-Face, Practical Activity & e-learning: Tutor discusses with students the origins of colonial rule in the Gold Coast. Discusses how British colonialism was established in the midst of other European as well as indigenous political states in the Gold Coast. Using maps and other online resources, tutor assists student teachers to identify key territories that were under British colonial rule. 	 Face-to-Face, Practical Activity & e-learning: Engages student teachers in in-class discussion of the origins and establishment of British colonialism in the Gold Coast. Tutor asks student teachers to identify on the map some of the European countries present during the development and establishment of British colonialism. Tutor groups student teachers to discuss and outline factors for the establishment of British colonialism. 				
	Nature of Colonial rule	40 mins	Face-to-Face: • Tutor explains to student teachers the nature of Britishcolonial administration in the Gold Coast.	 Engages student teachers through group discussions in identifying what constitutes the nature of British colonialism in the Gold Cold Coast. 				
	Change and Continuity in colonial administration.	60 mins	Face-to-Face:•Through directed reading activity, tutor makes use of some primary sources such as colonial documents, to explain the change and continuity in British colonial administration in the Gold Coast.	 Face-to-Face & practical activity Through the use of some selected colonial records, tutor tasks student teachers to examine the changes and continuities in British colonial administration since its establishment in the Gold Coast. 				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Addresses CLO 3 NTS to be Addre pedagogical cont	ssed: NTS 2C: tent knowledg	"Has secure content know e for the school and grade	is in the colonial administration. vledge, pedagogical knowledge and they teach in". Ils, literacy and critical thinking				
Instructional Resources	Primary data (Gold Coast, videos/do ector/screen, video/ audio	cumentary, archival documents), player and camera.				

Required Text (core)	Amenumey, D. E. K. (2008). Ghana: A concise history from pre-colonial times to the 20th
,	century.
	Woeli Publication: Accra.
	Gocking, R. 2005. The History of Ghana, Greenwood
	Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850-
	1928. Oxford: Clarendon Press.
Additional Reading List	Awoonor N. K. (1990). Ghana, a political history. Accra: Sedco.
	Boahen, A, A. (1975). Ghana: evolution and change in the nineteenth and twentieth
	centuries.
	New York: Longman.
	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford
	Kwamena-Poh, M. A. 1973. Government and Politics in the Akuapem State 1730-
	<i>1850</i> . London
	McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante
	Meyerowitz, Eva. 1951. The Sacred State of the Akan. London
	Rattray, R. S. 1923. Ashanti
	Reindorf, C. C. 1895. A History of the Gold Coast. Base
	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana
	Shillington K, 1992 Ghana and the Rawlings' Factor, New York
	Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on:
	-Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use
	of appropriate Scaffolds and Handouts to Support Student Learning, Providing students
	multiple opportunities to Practice New Skills etc.
	- Integrating ICT in teaching history

Year of B.Ed. 2	S	Semester	1	Place of le	sson in sen	nester	123	4 5 6 7 8 9 10	0 11 12		
Title of Lesson		Colonial Ru	يام (11)			Lesson	Duration		Hours		
Lesson description			This lesson connects with the preceding lesson which addresses the development of Bri								
Lesson description			plonialism in the Gold Coast and the administration of the Gold Coast at the onset of								
			olonialism. The major focus of this lesson however, is to examine the effects of colonialism								
			specially by addressing how issues of encounter, contestations and negotiations played out								
		• •	etween colonizers and the colonized.								
Previous student tea	acher	Student te	eachers hav	e already be	en introduce	ed to the	e develo	pment and esta	blishment of		
knowledge, prior lea	rning	British colo	onialism in tł	ne Gold Coas	t.						
(assumed)											
Possible barriers to lear	rning				ed and limite	ed under	standing	of the complexit	ies of British		
in the lesson			ructure and								
Lesson Delivery – chose		Face-to-	Practical	Work-	Seminars	Indepe	ndent	e-learning	Practicum		
support student teache		face	Activity	Based	[V]	Study		opportunities			
achieving the outcomes	s	[\]	[7]	Leaning		[\]		[v]			
Lesson Delivery –	main	The course	will be delig	[V]	he following ı	methoda					
mode of delivery –				-	-		uld he u	sed in facilitating	lessons		
support student teache								plished teachers			
	rning							ences of accompli			
outcomes.	8	-					-	and discussions.			
						-		and reflection; stu	udent and/or		
		tutor led	0	0							
		Independe	ent study: to	enable stud	lent teachers	engage v	vith relev	ant and appropri	ate issues		
		related to	teaching as a	a profession.	This can be p	art of an	y of the a	bove modes.			
Overarching outcome,	what	The purpo	se of this co	urse is to des	cribe the stru	cture of	the Britis	h colonial politica	al system.		
you want the stu		The lesson	will work to	wards achiev	ving the follow	wing dom	ains of th	ne National Teach	ners'		
teachers to achieve, se		Standards:									
as basis for the lear	-					-	-	and pedagogical o	content		
outcomes. An expa		-		-	e they teach in	-	-		41		
version of the descripti					-	giessons	, snowing	g a clear grasp of	the		
Write in full aspects o NTS addressed	n the			their teachin	- · ·	oornor co	llaborati	on and leads to p	urpocoful		
NTS addressed		learning (N	-		encourages		liaborati	on and leads to p	urposerur		
Learning Outcome for		icuring (i	15 511).			Ide	ntifv whi	ich cross cutting i	issues – core		
the lesson, picked	L	earning Ou	itcomes	Lear	ning Indicato		-	rable skills, inclus			
and developed from		-			-			ing diversity. Ho			
the course	Demo	onstrate un	derstanding	Identify si	gnificant	be	addresse	d or developed?			
specification Learning		e complexit			ns of British		apprecia	tion of British pol	itical		
indicators for each			colonialism		m on the Gold	••••		ll equip student t			
learning outcome	in the	e Gold Coas	t.	Coast.			-	of Ghana's politic	-		
		and thus create awareness and foster									
		understan	-		ne political	sen	sense of tolerance and nationa		hal identity.		
		cal structur			structure of British						
	Colon	nialism in the Gold colonialism in the Gold									
	Cuasi	ist. Coast.									
	Demo	onstrate the	ability to	Compare	and contrast						
		ss the diffe	-	the politic							
			ious political	-	s/system of						
		utions and			colonized and						
	impo	sed by the o	coloniser.	the colon	izer.						

Topic Title: Colonial Rule (II).	Sub-topic	Stage/time		ivities to achieve outcomes depending on d. Teacher-led collaborative group work or				
			Teacher Activity	Student Activity				
	Sub-topic: Review of Previous Lesson	50 mins	Face-to-Face Tutor reviews the previous lesson and draws the link with the present lesson.	Face-to-Face & student Activity Tutor calls on student teachers to recall some of the key points in the previous lesson. Tutor asks students to identify and write down points in the present lesson that will be used later in analyzing the period of colonialism in the course.				
	Response to colonialism.	130 minutes	 Face to Face & E- learning: Drawing from the required readings, tutor discusses with students the how some scholars have addressed the question of colonialism and encounter with the people of Gold Coast. Tutor encourages student teachers to surf the internet and search for additional learning resources to support the assigned readings. Tutor then assists student teachers to outline the complexities of colonialism and 	 Face to Face & E-learning: Tutor encourages student teachers to surf the internet and search for additional learning resources to support the assigned readings. Tutor then groups student teachers to use the information gathered and critique the effects of colonialism on the Gold Coast, outlining the unique and general characteristics on the political states. 				
			responses.					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Addresses CLO NTS to be Add pedagogical co Core skills to b) 3 Iressed: NTS 2 ontent knowled oe developed:	dge for the school and grade Creativity and innovative ski	vledge, pedagogical knowledge and they teach in". Ils, literacy and critical thinking skills				
Instructional Resources		• •		nentary, archival documents), computers/				
Required Text (core)	Amenumey, D. Woeli Publicat Gocking, R. 20 Kimble, D. (196	laptops, LCD, projector/screen, video/ audio player and camera. Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Woeli Publication: Accra. Gocking, R. 2005. The History of Ghana, Greenwood Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-</i> <i>1928.</i> Oxford: Clarendon Press						
Additional Reading List	Boahen, A, A. (New York: Lon Daaku, K., 197 Kwamena-Poh McCaskie, T. C Meyerowitz, E	 Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850- 928. Oxford: Clarendon Press. Wooonor N. K. (1990). Ghana, a political history. Accra: Sedco. Boahen, A, A. (1975). Ghana: evolution and change in the nineteenth and twentieth centuries. Wew York: Longman. Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford Kwamena-Poh, M. A. 1973. Government and Politics in the Akuapem State 1730-1850. London McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante Meyerowitz, Eva. 1951. The Sacred State of the Akan. London Rattray, R. S. 1923. Ashanti 						

	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana Shillington K, 1992 Ghana and the Rawlings' Factor, New York Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on: -Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use of appropriate Scaffolds and Handouts to Support Student Learning, Providing students multiple opportunities to Practice New Skills etc. - Integrating ICT in teaching history

Year of B.Ed. 2	Semester	1 Pla	ace of lesso	n in seme	ster 123	8 4 5 6 7 8 9	9 10 i	11 12		
Title of Lesson	Nationalism in	Nationalism in the Gold Coast (I)Lesson Duration3 Hours								
Lesson description	Gold Coast. It	he course introduces student teachers to the emergence and development of nationalism in the old Coast. It focuses on mainly on proto-nationalist activities, the conditions that gave rise to nese nationalist sentiments and in what ways nationalist activism manifested.								
Previous student teacher	Student teache						ast.			
knowledge, prior learning (assumed)										
Possible barriers to	The tendency	o project mod	dern-dav con	cepts and un	derstanding o	f the term nat	ionali	sm instead		
learning in the lesson	of looking at it			-						
Lesson Delivery – chosen	Face-to-face	Practical	Work-	Seminars	Independen	t e-learnin	g	Practicum		
to support student	[\/]	Activity	Based	[\]	Study	opportuni	tie			
teachers in achieving the			Leaning		[\]	S				
outcomes Lesson Delivery – main	The course will		[\]			[\]				
to support student teachers in achieving the learning outcomes. • Overarching outcome, what you	Interaction wit e-learning opp and educators Seminars: to g tutor led Independent s related to teac The purpose of forms of resista	ortunities – V should be sho generate group tudy: to enab hing as a profe f this course is	ideos from Yo wed for analy and individu le student te ession. This ca to understan	buTube of sh vsis, reflectio al creativity, achers to eng an be part of d the backgr	ared experien ns and discuss discussion an gage with rele any of the ab ound to the ri	ces of accomp sions. d reflection: si vant and appro ove modes. se of nationali	lished tudent opriate	t and/or e on issues d the		
 teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	knowledge for Plans outcomes of th	the school and and delivers v neir teaching (I neaningful tash h).	d grade they aried and cha NTS 3a).	teach in" (NT llenging less	S 2c). ons, showing a	d pedagogical a clear grasp o n and leads to	f the ii	ntended		
Learning Outcome for	Learning Outco	omes	Learn	ing	Identify w	hich cross cut	ting is	sues –		
the lesson, picked and			Indica	itors		ransferable sl				
developed from the course specification Learning indicators for each learning outcome	as a nationa period unde 3. Demonstrate	term /ledge of what be identified list during the r review. e the ability to ne nationalists nationalists rements and	indice natio conce 2.1Discuss natio activi perso group natio activi Coast	nalism as a pt. some nalist ties and key nalities or os of these nalist ties the Gold	will these An appre of natior foster a s pride, re diversity	d addressing d be addressed ciation of the alism in the G sense of natior cognition and in the Ghanaia	or develo develo old Co nal ide tolera	veloped? opment ast will ntity and nce of		

	these g movements nationalists nationalist r	and	Tooking and t				
Topic Title: • Nationalism in the Gold Coast (I)	Sub-topic	Stage/time		ctivities to achieve outcomes depending lected. Teacher-led collaborative group Student Activity			
	Pre-1900 nationalism in the Gold Coast	60 minutes	Face-to-Face: - Tutor discusses the meaning and concept of nationalism in general. -Tutor guides student teachers to appreciate the historical context within which Gold Coast Nationalism emerged.	 Face-to-Face, Practical Activity & e- learning: Tutor encourages student teachers to surf the internet or use dictionaries on their smart phones to check for the meaning of the term nationalism. In-class debate on the concept of nationalism, critiquing the modern day understanding of the term within the historical context under review. 			
	Pre- 1900 nationalist activities in the Gold Coast	60 Minutes	 Face-to-Face: Examine the factors that led to the emergence of some of the early forms of nationalism. Discuss the main features of nationalist activities before 1900. 	 Face-to- Face & e-learning: Using documentaries, tutor guides student teachers to identify and discuss some of the nationalist activities in the Gold Coast. 			
	Nationalist personalities.	60 mins	Face -to-Face & Seminar: Through primary sources (pictures), teacher shows students some nationalists of the pre-1900 era and engages students in discussing why and how these can be said to be nationalists.	Practical activity: Student teachers identify some nationalist personalities at this time and deliberate on why these personalities are said to be nationalists.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	presentations Aggrey of Cape Confederation Addresses CLO	 Assignment: (Take home, to serve as an RPK for the next lesson)Student teachers to do presentations on nationalist individuals and groups in the period under review. Example: King Aggrey of Cape Coast, AkyaaYikwan of Asante, Fante Confederation, Accra Native Confederation, Aborigines' Rights Protection Society. Addresses CLO 4 NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and 					
Instructional Resources	Core skills to b Primary data	e developed: C (pictures, vide	reativity and innovative ski os/documentary, archival	ills, literacy and critical thinking skills documents), computers/ laptops, LCD,			
Required Text (core)	Amenumey, D. Woeli Publicat	E. K. (2008). <i>Gl</i> ion: Accra.		n pre-colonial times to the 20th century. rigins And Cultures. Transactions of the			

	Historical Society of Ghana (THSG). New Series, No. 3. P.p1-25
	Boahen, A, A. (1975). Ghana: evolution and change in the nineteenth and twentieth centuries.
	New York: Longman.
	Buah, F.K. <i>A History of Ghana</i> (London: MacMillan, 2007)
	Fynn, J. K. (1971). Asante and its Neighbours, 1700-1807. London: Northwestern University Press.
	Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.
	Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850-
	1928. Oxford: Clarendon Press.
	Konadu, k. & C. C. Campbell Ed. (2016). <i>The Ghana Reader. History, Culture, Politics.</i> Duke University Press.
Additional Reading List	Boahen, A. A. A New Look at the History of Ghana. <i>African Affairs</i> 65, 260, 212 – 222
-	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford
	Kwamena-Poh, M. A. 1973. Government and Politics in the Akuapem State 1730-1850. London
	McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante
	Meyerowitz, Eva. 1951. The Sacred State of the Akan. London
	Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King John
	Aggrey's Correspondences 1865-72. Transaction of the Historical Society of Ghana, 231-
	251.
	Rattray, R. S. 1923. Ashanti
	Reindorf, C. C. 1895. A History of the Gold Coast. Base
	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana
	Shillington K, 1992 Ghana and the Rawlings' Factor, New York
	Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on:
	-Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use of
	appropriate Scaffolds and Handouts to Support Student Learning, Providing students multiple
	opportunities to Practice New Skills etc.
	- Integrating ICT in teaching history

Year of B.Ed. 2	Semester	1 Place	e of lesso	on in seme	ster	123	4 5 6 7 8 9 10) 11 12	
Title of Lesson	Nationalism in the Gold Coast (II)			Less	Lesson Duration		3 Hours		
Lesson description	The course seeks to expose student teachers to the changing notion of Gold Coast nationalism, focusing on development of Gold Coast nationalism after 1900.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with nationalism as a concept and have prior knowledge of early nationalist activities and personalities in the Gold Coast.								
Possible barriers to learning in the lesson	· · ·	The possibility of exhibiting personal and emotional sentiments that may endanger tolerance, unity and integration to learning.							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work- Based Leaning [√]	Seminars [√]	Indepe Study [√]	endent	e-learning opportunities [√]	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions. Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led Independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.								
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 The purpose of this course is to understand the background to the rise, development and nature of nationalism since 1900. The lesson will work towards achieving the following domains of the National Teachers' Standards: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h). 								
• Learning Outcome for the lesson, picked and	Learning Outco	omes	Learning	Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity equity and addressing diversity. How will these be addressed or developed? An appreciation of the development of nationalism in the Gold Coast will foste a sense of national identity and pride,			
 developed from the course specification Learning indicators for each learning outcome 	1.Exhibit under the nature o 1900 nation Gold Coast.	-	1. Identify featur nation 1900.		equi will An a natio				
	2. Demonstrate understandi differences similarities I nationalism 1900 and na after 1900.	ing of the and between before	differe betwe nation post-1	ities and ences en pre- 1900 alism and 900 alism in the	D	gnition	and tolerance of	diversity.	

Topic Title: • Nationalism in the Gold Coast (II)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
			Teacher Activity	Student Activity			
	Nature of post-1900 nationalism in the Gold Coast.	40 mins	 Face -to-Face: Tutor introduces the lesson by reviewing the term nationalism. Discusses the key elements of post-1900 nationalism. 	 Face -to-Face: Tutor engages student teachers in reviewing the term nationalism. Tasks student teachers to identify some key elements of post-1900 nationalism. 			
	Difference and similarities of Pre and post- 1900 nationalism in the Gold Coast	60 mins	 Face -to-Face: Discusses some of the major differences and similarities of pre-post 1900 nationalism in the Gold Coast. 	 Face -to-Face & Practical Activity Tutor guides student teachers to identify major differences and similarities of pre and post 1900 nationalism in the Gold Coast. In a group activity, student teachers compare and contrast pre and post 1900 nationalism in the Gold Coast. Student teachers present their findings on this group activity. 			
	Post 1900 nationalist activities and personalities.	80 mins	 Face-to-Face & e- learning: Tutor discusses some selected nationalist activities and personalities of the period under review. Example: NCBWA 1920, and the Gold Coast Youth Conference 1934. Through primary sources (pictures, short clips/videos), tutor shows student teachers some nationalists' movements and personalities of the post-1900 era and engages students in discussing why and how these can be said to be nationalists. 	 Student Activity & e-learning: Using required/recommended reading materials and on-line resources, student teachers identify some nationalist activities and personalities during this period and deliberate on why these activities and personalities are said to be nationalists and a form of nationalism. Student teachers report their findings through small group oral presentations 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a review of the lesson highlighting the nature of nationalist activism and how it is different from the nationalism of the period before 1900. Addresses CLO 3						
Instructional Resources	 NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, 						
			lio player and camera.				
Required Text (core)	 Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i>. Woeli Publication: Accra. Anquandah, J. (2013) The People Of Ghana: Their Origins And Cultures. <i>Transactions of the Historical Society of Ghana (THSG)</i>. New Series, No. 3. P.p1-25 Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i>. 						

New York: Longman.						
Buah, F.K. A History of Ghana (London: MacMillan, 2007)						
Fynn, J. K. (1971). Asante and its Neighbours, 1700-1807. London: Northwestern University						
Press.						
Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.						
Kimble, D. (1963). A political history of Ghana: the rise of Gold Coast nationalism, 1850-						
<i>1928</i> . Oxford: Clarendon Press.						
Konadu, k. & C. C. Campbell Ed. (2016). The Ghana Reader. History, Culture, Politics. Duke						
University Press.						
Boahen, A. A. A New Look at the History of Ghana. <i>African Affairs</i> 65, 260, 212 – 222						
Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford						
Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i> . London						
McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante						
Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i> . London Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King						
John Aggrey's Correspondences 1865-72. Transaction of the Historical Society of						
Ghana, 231-251.						
Rattray, R. S. 1923. Ashanti						
Reindorf, C. C. 1895. A History of the Gold Coast. Base						
Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana						
Shillington K, 1992 Ghana and the Rawlings' Factor, New York						
Ward W.E.F. A history of Ghana						
Workshops for tutors on:						
-Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use of						
appropriate Scaffolds and Handouts to Support Student Learning, Providing students multiple						
opportunities to Practice New Skills etc.						
- Integrating ICT in teaching history						

Year of B.Ed. 2	Semester	1	Place of le	sson in sen	nester 1	2 3 4 5 6 7 8 9	10 11 12	
Title of Lesson	The formation and activities of Political Parties in the Gold CoastLesson Duration					uration 3	Hours	
Lesson description	This course seeks to introduce student teachers tothe factors leading to the formation of political parties between 1947 and 1957. It will discuss the nature of the political parties, their aims and objectives and their modus operandi and the key leaders.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the picture of 'the Big Six'							
Possible barriers to learning in the lesson								
Lesson Delivery – chosen to support student teachers in achieving the outcomes		Practical Activity	Work- Based Leaning	Seminars [√]	Independen Study	t e-learning opportunities []	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. e-learning opportunities: using search engines such as google, etc. Independent Study: Inquiry Learning to prepare reports and present findings							
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 -Understand the background to the rise of nationalism and the forms of resistance to colonial rule. (NTS 2c p. 13, NTECF p. 45) - Explain the origins of democracy in Ghana (NTS 2c p. 13, NTECF p. 45) 							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	ability the leading format two politics (UGCC in indepe strugg 2. Exhibit of t played leader two politic (UGCC in indepe strugg	nstrate the to discuss factors g to the tion of the major al parties and CPP) the endence le. knowledge the roles d by the major	1.1 Ident leadi form politi the C 2.1 Reco playe leade majo partie CPP) indep strug Gold	ers of the tw r politica es (UGCC an in th pendence	s and trans and addre be addres Using ev played b parties i indepen sense of commune e creative e o l d e e	which cross cutting ferable skills, incl essing diversity. H ssed or developed ridence to appreci- by the leadership of n the struggle for dence, learners de national identity, nication, collabora skills	usivity, equity low will these ? ate the role of political evelop a leadership,	

 Topic Title: The formation and activities of 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Political Parties in the Gold Coast			Teacher Activity	Student Activity			
	Aims,	80 mins	Face-to-face	Individual/group work			
	objectives and achievements of the UGCC		 Discuss the factors leading to the formation of the United Gold Coast Convention (UGCC) in 1947 Face-to-face 	In-class research, individual and group discussions on the aims, objectives and achievements of the early political parties.			
	Aims,	40 mins	 Discuss the role played by the leaders of the UGCC in the struggle for independence Assist student teachers to map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, ObetsebiLamptey, AkoAdjei, William Ofori Atta and Edward AkuffoAddo. Assist student teachers to explain how these leaders became known as 'the Big Six' Tutor leads discussion on 	Individual/group work/e-			
	objectives and achievements of the CPP		 the factors leading to the formation of the Convention People Party (CPP) in 1949 Tutor assist students to identify the role played by the leaders of the CPP in the struggle for independence. 	learning Use the internet to find out the factors leading to the formation of the CPP Discuss findings in group Share findings with class			
	The 'masses' and attainment	60 mins	e-learning Show and discuss a	Individual/group work			
	of independence.		documentary on the independence eve rally by the CPP	Debate on the dispute over the founder(s) of Ghana.			
Lesson assessments –		-	founder(s) of Ghana.				
evaluation of learning: of,	Addresses CLO 4,						
for and as learning within the lesson			"Has secure content knowledge, pe for the school and grade they tead				
		-	eativity and innovative skills, literac				
Instructional Resources	Primary data (pic	tures, videos/	documentary, archival documents				
			player and camera.				
Required Text (core)	-	к. (2008). Gha	ana: A concise history from pre-colo	onial times to the 20th			
	<i>century</i> . Woeli Publication: Accra.						
	Awoonor N. K. (1990). Ghana, a political history.Accra: Sedco. Boahen, A, A. (1975). Ghana: evolution and change in the nineteenth and twentieth centuries.						
	New York: Longman. Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850- 1928</i> . Oxford: Clarendon Press.						
	https://www.youtube.com/watch?v=ITTdi8AjZg8						

Additional Reading List	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford					
_	Gocking, R. 2005. The History of Ghana, Greenwood					
	Kwamena-Poh, M. A. 1973. Government and Politics in the Akuapem State 1730-1850. London					
	McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante					
	Meyerowitz, Eva. 1951. The Sacred State of the Akan. London					
	Rattray, R. S. 1923. Ashanti					
	Reindorf, C. C. 1895. A History of the Gold Coast. Base					
	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana					
	Shillington K, 1992 Ghana and the Rawlings' Factor, New York					
	Ward W.E.F. A history of Ghana					
CPD needs	Workshops for tutors on:					
	-Best Practices in History Instruction i.e. Using Historical Question to Focus on Inquiry, use of					
	appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple					
	opportunities to Practice New Skills etc.					
	- Integrating ICT in teaching history					

Year of B.Ed. 2	Semest	er 1	Place	of lesso	on in seme	ester 1	23	45678	9 10) 11 12
Title of Lesson	The forma Gold Coas	tion and activ	vities of Po	olitical P	arties in the	Lesson	Durat	tion	3 Ho	ours
Lesson description	This lessor independe colonialisr	his lesson is a sequel to the preceding lesson that focused on the role of political parties in the dependent struggle. The focus of this lesson will be on the external factors causing the end of polonialism. It further pays particular attention to the "Nkrumah factor" in the lead up to Ghana's dependence.								
Previous student teacher knowledge, prior learning (assumed)	Student te Coast and	udent teachers are familiar with the formation of the two early political parties in the Gold bast and the role of both the UGCC and the CPP in the independent struggle. udent teachers may exhibit personal and political biases that may affect their sense of being								
Possible barriers to learning in the lesson		eachers may and analytical	-		-	biases tha	t may	y affect the	ir ser	nse of being
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face- to-face [V]	Practical Activity	Work-Ba		Seminars	Independ Study	Independent Study		ties	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-fa Interaction e-learning	e will be deliv ice: Discussion n with resource copportunitie ent Study: Inc	n, lecturei ce person es: using s	tte, thinl s who ai earch er	k, pair share re experience ngines such a	should be ed and acco as google, e	ompli etc.	shed teach	-	sons.
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	rule.(NTS 2	nd the backgro 2c p. 13, NTEC e origins of de	CF p. 45)						e to c	olonial
•	Learning C	Dutcomes		Learn Indica	•	torsand transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?ify some hal factorsbe addressed or developed?using evidence to appreciate the role played by external factors and personalities in the for Ghana's independence, student teachers develop a sense of national identity, leadership,				vity, equity
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	of the that tl	nstrate knowl e external fa hat influence endent strugg	ctors edthe	exter that cont Ghar attai	tify some rnal factors ributed to na's nment of pendence.					he role s rs develop adership,
	the contr Nkru	bit knowledg unique role ribution of Kw mah in Gha pendent strug	and vame ana's	role a Kwan Nkrur	t on the and place of ne mah in the pendence gle of		_			

Topic Title:	Sub tonic	Stage /time		ities to achieve outcomes depending				
The formation and activities of Political	Sub-topic	Stage/time	work or independent.	ed. Teacher-led collaborative group				
Parties in the Gold			Teacher Activity	Student Activity				
Coast(II)	External	80 mins	Face-to-face	Individual/group work				
	factors	00 111113	By employing	In-class research, individual and				
	causing the		documentary and	group discussions. Tutor tasks				
	fall of colonial		pictures, tutor leads a	students to identify and examine				
	rule.		discussion on some of	some external factors that are				
			the external factors	hardly addressed in the history of				
			and their unique role	Ghana's independence and write a				
			in Ghana's	report on this activity.				
			independence.					
	The	100	Face to face, seminar & e-	Individual/group work/e-learning				
	"Nkrumah	minutes	learning					
	factor" in the		 Invites a resource 	Use the internet resources together				
	struggle for		person to give a	with what they have learnt in the				
	independence		seminar on Nkrumah's	seminar to critique the "Nkrumah"				
			place in Ghana's	factor in Ghana's History.				
			independence History.					
			Encourage students to					
			use the internet to					
			solicit for popular					
			opinions on the					
			personality under					
			study and critique					
			these based on the					
			historical facts					
			available to student					
			teachers.					
Lesson assessments –	Student teache	rs to do resear	ch and interview Ghanaians al	bout what they know about Kwame				
evaluation of learning:		-	ed at that knowledge and subm	nit a report on their findings				
of, for and as learning	Addresses CLO	,						
within the lesson		NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and						
	pedagogical content knowledge for the school and grade they teach in".							
				literacy and critical thinking skills				
Instructional Resources			os/documentary, archival do o player and camera.	cuments), computers/ laptops, LCD,				
Required Text (core)				re-colonial times to the 20th century.				
Required Text (core)	Woeli Publicatio		nana. A concise history from p	te colonial times to the zoth century.				
			. a political history.Accra: Sedc	0				
		-		neteenth and twentieth centuries.				
	New York: Long							
	-		nistory of Ghana: the rise of Go	ld Coast nationalism. 1850-				
	1928. Oxford: C	· ·		· · · · · · · · · · · · · · · · · · ·				
Additional Reading List			litics in the Gold Coast, Oxford	1				
-	Gocking, R. 200	5. The History	of Ghana, Greenwood					
	Kwamena-Poh,	M. A. 1973. G	overnment and Politics in the A	Akuapem State 1730-1850. London				
	McCaskie, T. C.	1995. State ar	95. State and Society in Pre-Colonial Asante					
	Meyerowitz, Ev	a. 1951. <i>The S</i>	1951. The Sacred State of the Akan. London					
	Rattray, R. S. 19	23. Ashanti						
		-	of the Gold Coast. Base					
		-	Electoral politics in Ghana's Fo	-				
	Shillington K, 19	92 Ghana and	<i>the Rawlings' Factor,</i> New Yo	rk				
	Ward W.E.F. A		าต					
CPD needs	Workshops for							
				orical Question to Focus on Inquiry,				
				ort Student Learning, providing				
			portunities to Practice New Sk	ills etc.				
	 Integr 	ating ICT in tea	aching history					

Year of B.Ed. 2	Semester 1 Place of lesson in semester				1	23456789	10 11 12		
Title of Lesson	Women trad	Women traditional leaders Lesson						3 Hours	
Lesson description	colonial peric played and h encounter wi	This lesson introduces student teachers to some women personalities in the precolonial an colonial periods. The lesson mainly addresses the unique roles and contributions these wome played and how they feature in and engaged with historical events such as state formation encounter with colonialism and the nationalist activities of the period.							
Previous student teacher knowledge, prior learning (assumed)		udent teachers are familiar with some nationalist personalities that included women in the ght against colonialism in the Gold Coast.							
Possible barriers to learning in the lesson	Student teac unlearn and r			s of gender	bias and i	ntolera	ance and may no	ot be ready to	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Leaning [√]	Seminars [√]	Independ Study [√]	/	e-learning opportunities [√]	Practicum	
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Interaction w e-learning op teachers and Seminars: to and/or tutor Independent issues related	- Discussion with resource oportunities educators so generate g led study: to e d to teachin collectively	n, lecturett e persons v s – Videos f should be s roup and i enable stud g as a profe reflect and	e, think-pair who are expe from YouTub showed for a ndividual cre dent teachers ession. This o d engage stu	-share shore erienced ar e of shared nalysis, ref ativity, dis s to engage can be part dent teach	nd acco d expendention dection cussion cussion e with n of any ers to	used in facilitatin omplished teache riences of accomp is and discussions in and reflection: s relevant and appr <u>v of the above mo</u> recognize and im	rs. blished 5. student ropriate on bdes.	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Out 1. Demonstra identify wom leaders in the 2. Exhibit kno role and state traditional lea precolonial a periods. 3. Demonstra understandin of women tra in the history Coast (Ghana	ate the abili- ien tradition e Gold Coas owledge of t us of wome aders in nd colonial ate og of the imp aditional lea of the Gold	ty to 1. hal t he 2. n pact iders	arning Indica 1 Identify so women tradition leaders in Gold Coa 1 Discuss son roles contribut women precolon colonial	ome al n the st me of the and tions of in ial and	will create room for gender and inclusivity; foster a sense of national identity and belonging			

Topic Title:			Teaching and learning activiti	ies to achieve outcomes		
Women	Sub-topic	Stage/time	depending on the delivery mode selected. Teacher-led			
traditional			collaborative group work or i			
leaders			Teacher Activity	Student Activity		
	Role of	30 minutes	Face -to-Face & e-learning	Face -to-Face & e-learning &		
	women in		& Practical activity	Practical activity		
	precolonial		Before beginning the	Tutor guides student		
	societies		main lesson, tutor	teachers to brainstorm		
			encourages students	on some traditional		
			to write down	leadership positions		
			significant individuals	women occupy in		
			in the political History of Ghana that they	contemporary Ghanaian society.		
			know of and believe	 Tutor engages student 		
			to be equally famous	teachers in in-class		
			among the masses in	research discussions of		
			the Ghanaian Society.	women's unique roles		
			Tutor further	and contributions in		
			encourages student	Ghana's History in the		
			teachers to surf the	past and contemporary		
			net for the same	times.		
			purpose. Tutor then			
			asks the groups to			
			orally present their			
			findings and explain if			
		50 minutes	women are well			
		50 minutes	represented or not.			
			• Tutor then introduces			
			the lesson by			
			addressing the need			
			to rewrite women			
			into Ghanaian History			
			by mentioning some			
			women personalities			
			in precolonial			
			societies.			
			Tutor further			
			discusses some of			
			their major roles and			
			status in their			
	Women	30 ins	precolonial societies. Face -to-Face:	Face -to-Face:		
	groups	201112	Discusses some	 Tutor guides student 		
	before		women groups before	teachers to examine some		
	1957		1957.	of the women's groups in		
				the Gold Coast before		
				1957.		
	Colonial	70 ins	Face -to-Face, e-learning &	Face -to-Face, e-learning &		
	rule and		Practical activity	Practical activity		
	traditional		• Through primary	Identify women		
	women		sources, tutor	personalities and		
			discusses with	women's activities of		
			students some known	the period and		
			women personalities	examine the unique		
			and women's	role they played in in		
			activities of the	the history of Ghana.		
			period.			

-	
Lesson assessments –	Write a two-page research paper onwomen personalities and their unique roles and
evaluation of learning:	contributions in the history of Ghana.
of, for and as learning	Addresses CLO 8
within the lesson	NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and
	pedagogical content knowledge for the school and grade they teach in".
	Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD,
	projector/screen, video/ audio player and camera.
Required Text (core)	Amenumey, D. E. K. (2008). Ghana: A concise history from pre-colonial times to the 20th
	century.
	Woeli Publication: Accra.
	Akurang-Parry, K. (2004). Aspects of elite women's activism in the Gold Coast, 1874-1890. The
	International Journal of African Historical Studies 37, No. 3 (2004), 463-482.
	Gocking, R. (2005). The History of Ghana. Westport, Connecticut: Greenwood Press.
	Konadu, k. & C. C. Campbell Ed. (2016). The Ghana Reader. History, Culture, Politics. Duke
	University Press.
	Romero, W.P. (1998) <i>Life Histories of African Women</i> London: The Ashfield Press
Additional Reading List	Boahen, A. A. A New Look at the History of Ghana. African Affairs 65, 260, 212 – 222
C C	Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford
	Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i> . London
	McCaskie, T. C. 1995. State and Society in Pre-Colonial Asante
	Meyerowitz, Eva. 1951. The Sacred State of the Akan. London
	Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King
	John Aggrey's Correspondences 1865-72. Transaction of the Historical Society of
	Ghana, 231-251.
	Rattray, R. S. 1923. Ashanti
	Reindorf, C. C. 1895. A History of the Gold Coast. Base
	Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana
	Shillington K, 1992 Ghana and the Rawlings' Factor, New York
	Ward W.E.F. A history of Ghana
CPD needs	Workshops for tutors on:
	-Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use of
	appropriate Scaffolds and Handouts to Support Student Learning, Providing students multiple
	opportunities to <i>Practice New Skills etc.</i>
	- Integrating ICT in teaching history

Year of B.Ed. 2 S	emester	1	Pla	Place of lesson in semester			123	8 4 5 6 7 8 9 10	0 11 12
Title of Lesson	Fieldwork	oresenta	tion		Lesso	n Duratio	on	3 Hours	
Lesson description	-			student t				sent and critique	e their draft
Previous student teacher knowledge, prior learning (assumed)	Student te research in			-	osed to the	sources	and m	nethods of doin	g historical
Possible barriers to learning in the lesson	Accessing p	ccessing primary and secondary materials/data from the field to write the report							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face []	Practica Activity	/ B	Vork- Based eaning	Seminars [√]	Indeper Study	ndent	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	and/or tuto	to gener or led	ate gr	oup and ir	dividual crea			n and reflection:	
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Engage in a fieldwork to reconstruct the political history of their community/ ethnic grounation. (NTS 2c p. 13, NTS 1b p. 12, NTECF p. 45)					inic group/			
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	summa their researd finding 2. Critique researd	Outcomes1. Pr1. Present a summary of their research findings1. Pr2. Critique2. C			earning IndicatorsIdentify we sentation on the historical em, the context, the inclusivity diversity. I addressed addressed in addressed in g the political history of community.Identify we - core and inclusivity diversity. I addressed addressed in addressed in addressed in community.research fit community.communic diversity. I addressed in addressed in community.ritique student teachers'development skills.				skills, ddressing e be ? ent their I develop I
Topic Title: • Fieldwork	finding Sub-topic	Stage	work.	Teachin	-	-		chieve outcome ected. Teacher-le	
presentation		e	, cinii	-	ative group v	-			
	Research presentati on	180 m	iins	Seminar • Gui tea the find • Pro stud ask	de student chers to disci ir research lings. vide feedbac dent teacher ing the follow estions: What was interesting this paper	k to s by ving most g about	proble questi secono resear Studen presen follow	ntation on the his em, the context, ons asked, the p dary sources use	storical the rimary and d in the ritique the the the

	✓ What suggestions can I provide?				
Lesson assessments –	N/A				
evaluation of learning: of,					
for and as learning within					
the lesson					
Instructional Resources	Computers/ laptops, LCD projector/screen, video/ audio player and camera				
Required Text (core)	 Marwick, A. (2001). The new nature of history, knowledge, evidence, language. Chicago: Lyceum Books. Storey, W.K. (2016). Writing history: A guide for students. New York: Oxford University Press. 				
Additional Reading List	Carr, E. H. (1961). What is history? Cambridge: Cambridge University Press. Jenkins, K. (1995). On what is history? From Carr and Elton to Rorty and White. London: Routledge. Stern, F. (1979). Varieties of history, 2nd ed. London: Macmillan. Tosh, J. (2002). The pursuit of history, 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).				
CPD needs	 Workshop for tutors on: historical writing and research field and archival studies integrating ICT in teaching history Teaching and Learning Resources (audio-visuals and visuals) 				

Year of B.Ed. 2 S	emester	1	Place of I	lesson in se	mester 12	3456	578910	11 12	
Title of Lesson	Course rev	iew		Lesso	n Duration		3 Hours		
Lesson description	reflect dur	eview and audit the lessons for the semester. It is also expected that Student teachers wil flect during this lesson on their own progress in the course so far and ask for clarification me of the concept discussed during the various lessons.							
Previous student teacher knowledge, prior learning (assumed)		sons learnt from lesson 1 through the semester using all the learning approaches.							
Possible barriers to learning in the lesson			-	ot adequately stood by stud	dealt with. lent - teachers.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practic al Activity []	Work- Based Learning	Seminars	Independent Study [v]	e-lear oppor	ning rtunities	Practicum []	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-fac Independe	Image: Constraint of the second se							
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	 Ascertain the level of understanding of concepts. Test various skills and cross – cutting issues Provide remedial tuition/tutorials on where necessary Correct misconceptions and misinformation Build the necessary support going forward on SEN and Gender issue 								
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning O	outcomes		Learning Inc	licators	cut tra inc ade wil	entify which tting Issues insferable s lusivity. Eq dressing div Il these be a developed	, core and kills, uity and versity. How addressed	
	streng course	y weakne ths in lear for the p review.	ning the		of Weaknesses an n poster papers f	nd As or thr pre	or developedAs tutors review lessonsthrough group work andpresentation, studentteachers developCollaborative, criticalthinking andCommunication skillsfrom the reflectiveactivities.		
	2. Be able lessons state n	e to reflec s learnt so new insigh reas need	o far and its and/or	answer ques learnt so far demonstrati	-	nd Co thi Co fro			
	misinfo (lessor and dis studen various	t misconc ormation n 1 – 12) lo scuss with nt teacher s areas to hought	for earlier essons the s the	Present con models linki	cept maps and/o ng ons/misinformat	r			

Content of lesson picked and developed from the course specification Topic Title	Sub Topic	Time or Stage	Teaching and learning to achieve learningoutcomes: depending on delivery mode selectedTeacher led, collaborative group workindependent studyTeacher ActivityStudent Activity			
1 Course review	Reviewing the understanding of the student teachers of the lessons covered throughout the semester	60 mins	 Face-to-face Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them. Provided student teachers with a checklist on each topic so that they are able to list weakness and strengths 	 Student – Teachers responds to Tutor questions on weaknesses/diffi culties and strengths Working in groups and with the checklist student-teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester. 		
	Remedies to course topics	120 minutes	 Seminar Group student – teachers according to remedy need and provide specific task assistance in the areas on concept needing remedy. 	Students work in the special group (Same remedy need group) on tasks to remedy their learning need.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 (Presentations to I for group presenta Assessment of lear to assess them for 	ast for each grou ation. rning: Student – T learning	uring group work helps to assept a 10-15mins) working in gro Teachers working in groups on assess as learning and will be	ups score 10% of score remedial tutoring helps		
Teaching Learning Resources Required Text (core)	Primary data (pictures projector/screen, video	, videos/docume p/ audio player ar	ntary, archival documents), c	omputers/ laptops, LCD		
	Lyceum Books. 2. Storey, W.K. (2016). Press.	Writing history: A	A guide for students. New York	: Oxford University		
Additional Reading List	Carr, E. H. (1961). What is history? Cambridge: Cambridge University Press. Jenkins, K. (1995). On what is history? From Carr and Elton to Rorty and White. London: Routledge. Stern, F. (1979). Varieties of history, 2nd ed. London: Macmillan. Tosh, J. (2002). The pursuit of history, 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985). YouTube videos					
CPD Requirement	Workshop for tutors or Historical writ Field and arch Integrating IC	ing and research ival studies T in teaching histo	ory es (audio-visuals and visuals)			

Course Assessment	¹ Component 1: Subject Portfolio Assessment (30% overall score)
	 Selected items of student's work (3 of them – 10% each)
	Written Assignment
	Group Presentation
	Individual Presentation
	Midterm assessment - 20%
	Reflective Journal – 40%
	 Organisation of the portfolio –10% (how it is presented/organised)
	 ²Component 2: Subject Project (30% overall semester score) Introduction: a clear statement of aim and purpose of the project – 10% Methodology: what the student teacher has done and why to achieve the purpose of the work (20%) Substantive or main section – 40% Conclusion – 30%
	Component 3: End-of-semester examinations (40%)

¹See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP ²See rubrics on Subject Project Assessment in Annex 6 of NTEAP

www.t-tel.org