

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

POLITICAL HISTORY OF GHANA - CHIEFTANCY AND BRITISH COLONIAL RULE





The Government of Ghana



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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

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 Details

Course name	Political history of Ghana – Chieftaincy and British Colonial Rule				
Pre-requisite					
Course Level	200	Course Code	Credit Value	3	Semester 1

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 of earliest leaders, and reasons for choosing leaders from particular families. The course also focuses on the political, administrative, judicial and military 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

1. Demonstrate knowledge and understanding of the origins, forms and hierarchical structure of traditional Political systems. (NTS 2c p. 13, NTECF p. 45)
2. Exhibit the ability to explain the rise of the major traditional states and kingdoms in Ghana. (NTS 2c p. 13, NTECF p. 45)
3. Show knowledge of the structure of the British colonial political system (NTS 2c p. 13, NTECF p. 45)

6. Learning Indicators

- 1.1 Collect information on the various forms of political systems in Ghana
- 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
- 2.1 Draw the Dutch Map of 1629 and list the states
- 2.2 Write on the internal and external factors causing the rise of states and kingdoms in Ghana.
- 3.1 draw the Colonial political structure
- 3.2 discuss relations among political organizations in Ghana

4. Demonstrate the ability to examine the background to the rise of nationalism and the forms of resistance to colonial rule. (NTS 2c p. 13, NTECF p. 45)	4.1 write an essay on early nationalist activities 4.2 discuss the reaction of Ghanaians to colonialism 4.3 describe nationalist movements on the verge of independence 4.4 identify the key players in the independence struggle
5. Explain the origins of democracy in Ghana. (NTS 2c p. 13, NTECF p. 45)	5.1 explain democracy 5.2 provide a justification for democratic governance in Ghana in the independence struggle
6. Demonstrate the ability to do fieldwork to reconstruct the political history of their community/ ethnic group/ nation. (NTS 2c p. 13, NTS 1b p. 12, NTECF p. 45)	6.1 develop their personal essays on the political history of Ghana.
7. Plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. (NTS 3a p. 14, NTECF p. 45)	7.1 prepare a scheme of work on the political history of Ghana.
8. Critically and collectively reflect and engage all learners especially girls and those with special needs to improve the teaching and learning of History (NTS1a p.12, NTS 3f p. 14)	7.2 Develop lesson notes in teaching the political history of Ghana. 7.3 Design student reflective logs, journals or portfolios. 7.4 Seek advice from experienced teachers and SEN specialists. 7.5 Design a Gender Responsive Scorecard

7. Course Content

Unit/Week	Topic	Sub-topic if any	Teaching and learning activity to achieve the learning outcomes
1	Traditional Political Systems	Centralized political systems, acephalous / non-centralized systems and theocratic political systems	Field and archival research by individual student teacher, group research and presentation for discussion in class on political systems. Field trips to the local chief's palace for briefing on the hierarchical structure of the traditional political system. In-class research and presentation on the political systems vis-à-vis their ethnic group on a map of Ghana. 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 traditional states and kingdoms(I)	The rise of earliest states (The Northern Sector)	Through group work students will identify and compare states on the Dutch Map of 1629 with those on the current map of Ghana. 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 traditional states and kingdoms (II)	The rise of earliest states (The Southern Sector)	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
4	Colonial Rule (I)	Origins, nature and change in colonial administration.	Drama about the arrival of Europeans and their trade with people of the Gold Coast. 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.

5	Colonial Rule (II)	Response to colonialism	Drama about the arrival of Europeans and their trade with people of the Gold Coast. 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 Gold Coast	Pre-1900 nationalism in the Gold Coast	Short dramatization of protests against the Poll Tax 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 failures of nationalist movements.
7	Nationalism in the Gold Coast	Post-1900 nationalism in the Gold Coast.	Short dramatization of protests against the Poll Tax 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 failures of nationalist movements.
8	The formation and activities of Political Parties in the Gold Coast	Aims, objectives and achievements of the UGCC, CPP, contribution of the masses to attainment of independence.	In-class research, individual and group discussions on the aims, objectives and achievements of the early political parties. Film show of episodes in the struggle and attainment of independence. Debate on the dispute over the founder(s) of Ghana.
9	The formation and activities of Political Parties in the Gold Coast	External factors causing the fall of colonial rule, the Nkrumah factor in the struggle for independence	In-class research, individual and group discussions on the aims, objectives and achievements of the early political parties. Film show of episodes in the struggle and attainment of independence. Debate on the dispute over the founder(s) of Ghana.
10	Women traditional leaders	Role of the queenmother, YaaAsantewaa and the British, women groups before 1957, colonial rule and traditional women	Class interaction with a female traditional leader. Visit to a palace in the school community Dramatization of key women personalities and their resistance to colonial rule Preparation of picture slides on women personalities and their contribution to national politics, Group research from newspapers and other primary sources on women in politics.
11	Fieldwork presentation	Fieldwork presentation	
12	Course Review		

1. Teaching 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%)

Assesses 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)

Lesson 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Traditional Political Systems				Lesson Duration	3 Hours	
Lesson description	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 teachers are members of different ethnic groups and are familiar with the traditional modes of governance.						
Possible barriers to learning in the lesson	Student teachers are likely to misunderstand the position of traditional rulers in a secular democratic state.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars	Independent Study[v]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>Practical Activities: student-teacher embarking on a fieldtrip</p> <p>Independent Study: Inquiry Learning to prepare reports and present findings</p>						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.	<p>The purpose of this course is to demonstrate knowledge and understanding of the origins, forms and hierarchical structure of traditional political systems. The lesson will work towards achieving the following domains of the National Teachers’ Standards:</p> <ul style="list-style-type: none"> • “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). 						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>In exposing the Student teachers to the traditional political system of Ghana, they develop the skills of critical thinking, communication, collaboration and mutual respect. Additionally, they learn to appreciate individual difference among ethnic groups and abilities.</p>	
	1. Demonstrate understanding of the course requirements and expectations for the semester.		1. Discuss some of the expectations of the course.				
	2. Demonstrate understanding of the various forms of traditional political systems in Ghana.		2.1 Collect information on the various forms of traditional political systems in Ghana.				
	3. Exhibit knowledge of the centralised traditional political structure using the Akan/ Mole Dagbani as a case study.		3.1 Draw on the map of Ghana the various traditional political systems vis-à-vis their ethnic groups				
	4. Exhibit understanding of activities to do to teach the traditional political system of Ghana.		4.1 Draw the traditional hierarchical political structure using the Akan/ Mole Dagbani as a case study.				
			5.1 Design a lesson plan on how to teach the traditional political system of Ghana.				

Topic Title: <ul style="list-style-type: none"> Traditional Political Systems 	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
	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 <ul style="list-style-type: none"> 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 Face-to-Face <ul style="list-style-type: none"> 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) 	Individual/group work: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Students present their report in the form of charts/posters
	Acephalous / non-centralized systems and	60 mins	Independent Study <ul style="list-style-type: none"> 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.	Individual/group work <ul style="list-style-type: none"> In-class research and presentation on the non-centralised system of governance in pre-colonial Ghana. Students present their report in the form of charts/posters
	theocratic political systems	40 mins	Face-to-Face <ul style="list-style-type: none"> Tutor put students 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. 	Individual/group work <ul style="list-style-type: none"> In-class research and presentation on the non-centralised system of governance in pre-colonial Ghana. Students present their report in the form of charts/posters

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Describe the political structure of a centralised state in pre-colonial Ghana and show its benefits. OR differentiate between the centralised/ non-centralised and theocratic political systems in Ghana. Use any ethnic group as a case study.</p> <p>Addresses CLO 1</p> <p>NTS to be Addressed: NTS 2C: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in”.</p> <p>Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills</p>
Instructional Resources	<p>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</p>
Required Text (core)	<p>Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i>. Woeli Publication: Accra.</p> <p>Awoonor N. K. (1990). <i>Ghana, a political history</i>. Accra: Sedco.</p> <p>Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman.</p> <p>Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i>. Oxford: Clarendon Press.</p>
Additional Reading List	<p>Daaku, K., 1970. <i>Trade and Politics in the Gold Coast</i>, Oxford</p> <p>Gocking, R. 2005. <i>The History of Ghana</i>, Greenwood</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. ‘Ethnicity and Electoral politics in Ghana’s Fourth Republic’ Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings’ Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> • 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 into teaching history

Lesson 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Emergence of traditional states and kingdoms(I)			Lesson Duration	3 Hours		
Lesson description	Account for the traditions of origin of the northern states and the factors leading to the rise of these states.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the names of some places and leaders in the northern region of Ghana.						
Possible barriers to learning in the lesson	Identifying some of the major areas where these states settled.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>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.</p> <p>e-learning opportunities – Videos from YouTube etc. can be showed for analysis, reflections and discussions.</p>						
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	<p>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:</p> <ul style="list-style-type: none"> “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 Outcomes		Learning Indicators				
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	1. Exhibit knowledge of the traditions of origins of the Mole-Dagbani and the Gonja states		1. Narrate the stories surrounding the origin of the Mole-Dagbani states.		<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>As student teachers use sources of evidence to trace the origin and rise of the states and kingdoms in Ghana, they develop the skills of critical thinking, communication, collaboration and mutual respect. Additionally, they learn to appreciate and tolerate individual difference among ethnic groups and abilities.</p>		
	2. Demonstrate knowledge of the factors that led to the rise of the Mole-Dagbani and Gonja states		2. Role play the origin and rise of the Gonja states				
			3. Discuss the major factors leading to the rise of the Northern states including internal and external factors.				

Topic Title: Emergence of traditional states and kingdoms (I)	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
	Origin of the Mole-Dagbani states	50 mins	<p>Practical Activity Using role-play, tutor assists student teachers to dramatize the origin of the Mole-Dagbani group.</p> <p>Independent study Lead student teachers to trace the migratory routes of the Mole-Dagbani and how they conquered the indigenous inhabitants of the north.</p>	<p>Individual/group work In-class research and presentation of the origin and migration of the Mole-Dagbani group into present-day Ghana.</p>
	Origin of the Gonja states	50 mins	<p>Practical Activity Guide student teachers to role play the origin of the Gonja states</p>	<p>Individual/group work</p> <ul style="list-style-type: none"> • 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	<p>Face-to-face Lead student teachers to identify from the internet factors (external/ internal) leading to the rise of states among the Northern states.</p>	<p>Individual/group work</p> <ul style="list-style-type: none"> • 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	<p>Project Assignment: Discuss why some Mole-Dagbani states can be found in Burkina Faso OR describe the role of able leadership in the rise of the Northern states. Addresses CLO 2</p> <p>NTS to be Addressed: NTS 2C: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in”.</p> <p>Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills</p>			
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.			
Required Text (core)	<p>Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i>. Woeli Publication: Accra.</p> <p>Awoonor N. K. (1990). <i>Ghana, a political history</i>. Accra: Sedco.</p> <p>Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman.</p> <p>Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i>. Oxford: Clarendon Press.</p>			
Additional Reading List	<p>Daaku, K., 1970. <i>Trade and Politics in the Gold Coast</i>, Oxford</p> <p>Gocking, R. 2005. <i>The History of Ghana</i>, Greenwood</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p>			

	<p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
<p>CPD needs</p>	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> -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

Lesson 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Emergence of traditional states and kingdoms (II) The Southern Sector		Lesson Duration	3 Hours			
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.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the ethnic groups that comprise the southern states of Ghana						
Possible barriers to learning in the lesson	Conflicting written materials on the origin and rise of these states.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> “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). 						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>As student teachers use sources of evidence to trace the origin and rise of the states and kingdoms in Ghana, they develop the skills of critical thinking, communication, collaboration and mutual respect. Additionally, they learn to appreciate and tolerate individual difference among ethnic groups and abilities.</p>		
	1. Demonstrate understanding of the traditions of origins of the early Akan, Ewe and Ga-Adangbe states.		Narrate the stories surrounding the origin of the early Akan, Ewe and Ga-Adangbe states				
	2. Exhibit the ability to explain the factors that led to the rise of the early Akan, Ewe and Ga-Adangbe states		2. Role play the origin and rise of the early Akan, Ewe and Ga-Adangbe states				
			3. Discuss the major factors leading to the rise of the Northern states including internal and external factors.				

Topic Title: <ul style="list-style-type: none"> Emergence of traditional states and kingdoms (I) 	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
	The rise of earliest Akan states	60 mins	Face-to-face <ul style="list-style-type: none"> Discuss with student teachers some of the possible reasons that may lead to the rise of the earliest Akan states including able leadership, presence of mineral resources, geographical location etc. Practical activity <ul style="list-style-type: none"> Lead student teachers to dramatize a meeting of the Asanteman council brainstorming on how to expand their state. 	Individual/group work <ul style="list-style-type: none"> Class discussion on the factors contributing to the rise of the earliest Akan states. Drama on the Asanteman in council deciding how to expand their state.
	The rise of the Ewe states	60 mins	Seminars <ul style="list-style-type: none"> Discuss with student teachers some of the possible reasons that led to the rise of the Ewe states including able leadership, presence of mineral resources, geographical location etc. 	Individual/group work <ul style="list-style-type: none"> Class discussion on the factors contributing to the rise of the earliest Akan states.
	The rise of the Ga-Adangme states	60 mins	Seminars <ul style="list-style-type: none"> Discuss with student teachers some of the possible reasons that may lead to the rise of the Ga-Adangme states including able leadership, presence of mineral resources, geographical location etc. 	Individual/group work <ul style="list-style-type: none"> Class discussion on the factors contributing to the rise of the earliest Akan states.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Project Assignment: Groups of students must prepare a mind map of the reasons for the rise of the Ga-Adangme. Addresses CLO 2 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). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Woeli Publication: Accra. Awoonor N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco. Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i> . Oxford: Clarendon Press.			

Additional Reading List	<p>Daaku, K., 1970. <i>Trade and Politics in the Gold Coast</i>, Oxford</p> <p>Gocking, R. 2005. <i>The History of Ghana</i>, Greenwood</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - 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

Lesson 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Colonial Rule (I)			Lesson Duration	3 Hours		
Lesson description	This lesson exposes student teachers to the development of British colonialism in the Gold Coast and the administration of the Gold Coast at the onset of colonialism.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of what administration means.						
Possible barriers to learning in the lesson	Student teachers may have entrenched positions and misconceptions with regards to the establishment of colonialism and what constitutes colonialism in the Gold Coast						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning [v]	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led</p> <p>Independent study: to enable student teachers engage with relevant and appropriate issues related to teaching as a profession. This can be part of any of the above modes.</p>						
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	<p>The purpose of this course is to describe the structure of the British colonial political system. The lesson will work towards achieving the following domains of the National Teachers' Standards:</p> <ul style="list-style-type: none"> “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 Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	1. Demonstrate knowledge of the origin of colonial rule in the Gold Coast.		1. Outline the key developments in colonial rule in the Gold Coast.		An appreciation of the changing notion of colonialism leads to student teachers acquisition of critical and analytical skills, a sense of national identity, recognition and tolerance of diversity, collaboration and creative skills.		
	2. Exhibit understanding of the nature of colonial administration in the Gold Coast		2. Identify the nature of British colonial rule in Ghana and how this is different and/or similar to British colonialism in other parts of Africa (West Africa)				
	3. Show the ability to identify and explain the change and continuity in colonial administration in the Gold Coast.						

Topic Title: Colonial Rule(I)	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
	Sub-topic: Origins of British colonial rule.	80 mins	<u>Face-to-Face, Practical Activity & e-learning:</u> <ul style="list-style-type: none"> 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. 	<u>Face-to-Face, Practical Activity & e-learning:</u> <ul style="list-style-type: none"> 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	<u>Face-to-Face:</u> <ul style="list-style-type: none"> Tutor explains to student teachers the nature of British colonial administration in the Gold Coast. 	<u>Group discussion:</u> <ul style="list-style-type: none"> Engages student teachers through group discussions in identifying what constitutes the nature of British colonialism in the Gold Coast.
	Change and Continuity in colonial administration.	60 mins	<u>Face-to-Face:</u> <ul style="list-style-type: none"> 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. 	<u>Face-to-Face & practical activity</u> <ul style="list-style-type: none"> 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	Prepare a mind map that depicts changes and continuities in the colonial administration. Addresses CLO 3 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 (Map of the Gold Coast, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.			

Required Text (core)	<p>Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i>. Woeli Publication: Accra.</p> <p>Gocking, R. 2005. <i>The History of Ghana</i>, Greenwood</p> <p>Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i>. Oxford: Clarendon Press.</p>
Additional Reading List	<p>Awoonor N. K. (1990). <i>Ghana, a political history</i>. Accra: Sedco.</p> <p>Boahen, A. A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman.</p> <p>Daaku, K., 1970. <i>Trade and Politics in the Gold Coast</i>, Oxford</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - 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

Lesson 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Colonial Rule (II)			Lesson Duration	3 Hours		
Lesson description	This lesson connects with the preceding lesson which addresses the development of British colonialism in the Gold Coast and the administration of the Gold Coast at the onset of colonialism. The major focus of this lesson however, is to examine the effects of colonialism especially by addressing how issues of encounter, contestations and negotiations played out between colonizers and the colonized.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the development and establishment of British colonialism in the Gold Coast.						
Possible barriers to learning in the lesson	Student teachers may have a skewed and limited understanding of the complexities of British colonial structure and encounter.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning [v]	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led</p> <p>Independent study: to enable student teachers engage with relevant and appropriate issues related to teaching as a profession. This can be part of any of the above modes.</p>						
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	<p>The purpose of this course is to describe the structure of the British colonial political system. The lesson will work towards achieving the following domains of the National Teachers’ Standards:</p> <ul style="list-style-type: none"> “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 developed from the course specification Learning indicators for each learning outcome	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? An appreciation of British political structure will equip student teachers with knowledge of Ghana’s political history and thus create awareness and foster a sense of tolerance and national identity.		
	Demonstrate understanding of the complexities of the effects of British colonialism in the Gold Coast.		Identify significant implications of British colonialism on the Gold Coast.				
	Show understanding of the political structure of British colonialism in the Gold Coast.		Outline the political structure of British colonialism in the Gold Coast.				
Demonstrate the ability to discuss the differences between indigenous political institutions and those imposed by the coloniser.		Compare and contrast the political structures/system of both the colonized and the colonizer.					

Topic Title: Colonial Rule (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
	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: <ul style="list-style-type: none"> 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 responses. 	Face to Face & E- learning: <ul style="list-style-type: none"> 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.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a two-page essay critiquing the effects of colonialism on the Gold Coast. Addresses CLO 3 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 (Map of the Gold Coast, videos/documentary, archival documents), computers/laptops, LCD, projector/screen, video/ audio 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. Gocking, R. 2005. <i>The History of Ghana</i> , Greenwood Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i> . Oxford: Clarendon Press.			
Additional Reading List	Awoonor N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco. Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Daaku, K., 1970. <i>Trade and Politics in the Gold Coast</i> , Oxford 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			

	<p>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></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - 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

Lesson 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Nationalism in the Gold Coast (I)				Lesson Duration	3 Hours	
Lesson description	The course introduces student teachers to the emergence and development of nationalism in the Gold Coast. It focuses on mainly on proto-nationalist activities, the conditions that gave rise to these nationalist sentiments and in what ways nationalist activism manifested.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with how colonialism was established in the Gold Coast.						
Possible barriers to learning in the lesson	The tendency to project modern-day concepts and understanding of the term nationalism instead of looking at it from a historical perspective.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning [√]	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>The purpose of this course is to understand the background to the rise of nationalism and the forms of resistance to colonial rule.. The lesson will work towards achieving the following domains of the National Teachers’ Standards:</p> <ul style="list-style-type: none"> “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). <p>(NTS 2c p. 13, NTECF p. 45)</p>						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? An appreciation of the development of nationalism in the Gold Coast will foster a sense of national identity and pride, recognition and tolerance of diversity in the Ghanaian society.		
	1. Demonstrate the ability to explain the term nationalism.		1.1 Identify the main indices of nationalism as a concept.				
	2. Exhibit knowledge of what it meant to be identified as a nationalist during the period under review.		2.1 Discuss some nationalist activities and key personalities or groups of these nationalist activities the Gold Coast.				
	3. Demonstrate the ability to Identify some nationalists and nationalist groups/movements and explain why and how						

	these groups or movements qualified as nationalists and nationalist movements.			
Topic Title: <ul style="list-style-type: none"> Nationalism in the Gold Coast (I) 	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 <table border="1"> <tr> <td></td> <td>Student Activity</td> </tr> </table>	
	Student Activity			
	Pre-1900 nationalism in the Gold Coast	60 minutes	Face-to-Face: <ul style="list-style-type: none"> - 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. 	
	Pre- 1900 nationalist activities in the Gold Coast	60 Minutes	Face-to-Face: <ul style="list-style-type: none"> • 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. 	
	Nationalist personalities.	60 mins	Face -to-Face & Seminar: <ul style="list-style-type: none"> • 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. 	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	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 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). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Woeli Publication: Accra. Anquandah, J. (2013) <i>The People Of Ghana: Their Origins And Cultures. Transactions of the</i>			

	<p><i>Historical Society of Ghana (THSG)</i>. New Series, No. 3. P.p1-25</p> <p>Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman.</p> <p>Buah, F.K. <i>A History of Ghana</i> (London: MacMillan, 2007)</p> <p>Fynn, J. K. (1971). <i>Asante and its Neighbours, 1700-1807</i>. London: Northwestern University Press.</p> <p>Gocking, R. (2005). <i>The History of Ghana</i>. Westport, Connecticut: Greenwood Press.</p> <p>Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i>. Oxford: Clarendon Press.</p> <p>Konadu, k. & C. C. Campbell Ed. (2016). <i>The Ghana Reader. History, Culture, Politics</i>. Duke University Press.</p>
Additional Reading List	<p>Boahen, A. A. A New Look at the History of Ghana. <i>African Affairs</i> 65, 260, 212 – 222</p> <p>Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King John Aggrey's Correspondences 1865-72. <i>Transaction of the Historical Society of Ghana</i>, 231-251.</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> -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

Lesson 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Nationalism in the Gold Coast (II)				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 Learning [✓]	Seminars [✓]	Independent Study [✓]	e-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> “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). 						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? An appreciation of the development of nationalism in the Gold Coast will foster a sense of national identity and pride, recognition and tolerance of diversity.		
	1.Exhibit understanding of the nature of post-1900 nationalism in the Gold Coast.		1. Identify the key features of nationalism after 1900.				
	2. Demonstrate understanding of the differences and similarities between nationalism before 1900 and nationalism after 1900.		2. Identify the similarities and differences between pre- 1900 nationalism and post-1900 nationalism in the Gold Coast.				

Topic Title: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Tutor introduces the lesson by reviewing the term nationalism. Discusses the key elements of post-1900 nationalism. 	Face -to-Face: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Discusses some of the major differences and similarities of pre-post 1900 nationalism in the Gold Coast. 	Face -to-Face & Practical Activity <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 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). <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> .			

	<p>New York: Longman.</p> <p>Buah, F.K. <i>A History of Ghana</i> (London: MacMillan, 2007)</p> <p>Fynn, J. K. (1971). <i>Asante and its Neighbours, 1700-1807</i>. London: Northwestern University Press.</p> <p>Gocking, R. (2005). <i>The History of Ghana</i>. Westport, Connecticut: Greenwood Press.</p> <p>Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i>. Oxford: Clarendon Press.</p> <p>Konadu, k. & C. C. Campbell Ed. (2016). <i>The Ghana Reader. History, Culture, Politics</i>. Duke University Press.</p>
Additional Reading List	<p>Boahen, A. A. A New Look at the History of Ghana. <i>African Affairs</i> 65, 260, 212 – 222</p> <p>Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King John Aggrey's Correspondences 1865-72. <i>Transaction of the Historical Society of Ghana, 231-251</i>.</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> -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

Lesson 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The formation and activities of Political Parties in the Gold Coast			Lesson Duration	3 Hours	
Lesson description	This course seeks to introduce student teachers to the 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	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities: using search engines such as google, etc.</p> <p>Independent Study: Inquiry Learning to prepare reports and present findings</p>					
<ul style="list-style-type: none"> 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 	<p>- Understand the background to the rise of nationalism and the forms of resistance to colonial rule. (NTS 2c p. 13, NTECF p. 45)</p> <p>- Explain the origins of democracy in Ghana (NTS 2c p. 13, NTECF p. 45)</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>1. Demonstrate the ability to discuss the factors leading to the formation of the two major political parties (UGCC and CPP) in the independence struggle.</p> <p>2. Exhibit knowledge of the roles played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War</p>	<p>Learning Indicators</p> <p>1.1 Identify the factors leading to the formation of political parties in the Gold Coast</p> <p>2.1 Recount the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War</p>	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills</p>			

Topic Title: <ul style="list-style-type: none"> The formation and activities of Political Parties in the Gold Coast 	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
	Aims, objectives and achievements of the UGCC	80 mins	Face-to-face <ul style="list-style-type: none"> Discuss the factors leading to the formation of the United Gold Coast Convention (UGCC) in 1947 Face-to-face <ul style="list-style-type: none"> 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, ObetsebiLampsey, AkoAdjei, William Ofori Atta and Edward AkuffoAddo. Assist student teachers to explain how these leaders became known as ‘the Big Six’ 	Individual/group work In-class research, individual and group discussions on the aims, objectives and achievements of the early political parties.
	Aims, objectives and achievements of the CPP	40 mins	<ul style="list-style-type: none"> Tutor leads discussion on 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. 	Individual/group work/e-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 of independence.	60 mins	e-learning Show and discuss a documentary on the independence eve rally by the CPP	Individual/group work Debate on the dispute over the founder(s) of Ghana.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Debate on the dispute over the founder(s) of Ghana. Addresses CLO 4,5 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). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Woeli Publication: Accra. Awoonor N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco. Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> . 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	<p>Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford</p> <p>Gocking, R. 2005. The History of Ghana, Greenwood</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. 'Ethnicity and Electoral politics in Ghana's Fourth Republic' Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings' Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> -Best Practices in History Instruction i.e. Using <i>Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning</i>, providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history

Lesson 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The formation and activities of Political Parties in the Gold Coast (II)				Lesson Duration	3 Hours	
Lesson description	This lesson is a sequel to the preceding lesson that focused on the role of political parties in the independent struggle. The focus of this lesson will be on the external factors causing the end of colonialism. It further pays particular attention to the “Nkrumah factor” in the lead up to Ghana’s independence.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the formation of the two early political parties in the Gold Coast and the role of both the UGCC and the CPP in the independent struggle.						
Possible barriers to learning in the lesson	Student teachers may exhibit personal and political biases that may affect their sense of being objective and analytical in their thinking and writing.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities: using search engines such as google, etc.</p> <p>Independent Study: Inquiry Learning to prepare reports and present findings</p>						
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	<p>Understand the background to the rise of nationalism and the forms of resistance to colonial rule.(NTS 2c p. 13, NTECF p. 45)</p> <p>Explain the origins of democracy in Ghana.(NTS 2c p. 13, NTECF p. 45)</p>						
•	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	1. Demonstrate knowledge of the external factors that that influenced the independent struggle.		1. Identify some external factors that contributed to Ghana’s attainment of independence.		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, communication, collaboration and creative skills.		
	2. Exhibit knowledge of the unique role and contribution of Kwame Nkrumah in Ghana’s independent struggle.		Deliberate and report on the role and place of Kwame Nkrumah in the independence struggle of Ghana.				

Topic Title: The formation and activities of Political Parties 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
	External factors causing the fall of colonial rule.	80 mins	Face-to-face <ul style="list-style-type: none"> By employing documentary and pictures, tutor leads a discussion on some of the external factors and their unique role in Ghana's independence. 	Individual/group work In-class research, individual and group discussions. Tutor tasks students to identify and examine some external factors that are hardly addressed in the history of Ghana's independence and write a report on this activity.
	The "Nkrumah factor" in the struggle for independence	100 minutes	Face to face, seminar & e-learning <ul style="list-style-type: none"> Invites a resource person to give a seminar on Nkrumah's place in Ghana's 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. 	Individual/group work/e-learning Use the internet resources together with what they have learnt in the seminar to critique the "Nkrumah" factor in Ghana's History.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers to do research and interview Ghanaians about what they know about Kwame Nkrumah and how they arrived at that knowledge and submit a report on their findings Addresses CLO 4,5 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). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Woeli Publication: Accra. Awoonor N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco. Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i> . 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 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: <ul style="list-style-type: none"> 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 			

Lesson 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Women traditional leaders				Lesson Duration		3 Hours
Lesson description	This lesson introduces student teachers to some women personalities in the precolonial and colonial periods. The lesson mainly addresses the unique roles and contributions these women 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)	Student teachers are familiar with some nationalist personalities that included women in the fight against colonialism in the Gold Coast.						
Possible barriers to learning in the lesson	Student teachers may exhibit signs of gender bias and intolerance and may not be ready to unlearn and relearn new ideas.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity [✓]	Work-Based Learning [✓]	Seminars [✓]	Independent Study [✓]	e-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>The course will be delivered using the following methods</p> <p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>Critically and collectively reflect and engage student teachers to recognize and imbibe the ideas of gender and inclusivity. (NTS 1a p. 12, NTECF p.45)</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>1. Demonstrate the ability to identify women traditional leaders in the Gold Coast</p>	<p>Learning Indicators</p> <p>1. 1 Identify some women traditional leaders in the Gold Coast</p>	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>An understanding and recognition of the unique role and contributions of women in the history of Ghana will create room for gender and inclusivity; foster a sense of national identity and belonging, recognition and tolerance of diversity in the Ghanaian society.</p>				
	<p>2. Exhibit knowledge of the role and status of women traditional leaders in precolonial and colonial periods.</p>	<p>2.1 Discuss some of the roles and contributions of women in precolonial and colonial periods.</p>					
	<p>3. Demonstrate understanding of the impact of women traditional leaders in the history of the Gold Coast (Ghana).</p>						

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Write a two-page research paper on women personalities and their unique roles and contributions in the history of Ghana. Addresses CLO 8</p> <p>NTS to be Addressed: NTS 2C: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in”.</p> <p>Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills</p>
Instructional Resources	<p>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</p>
Required Text (core)	<p>Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i>. Woeli Publication: Accra.</p> <p>Akurang-Parry, K. (2004). Aspects of elite women’s activism in the Gold Coast, 1874-1890. <i>The International Journal of African Historical Studies</i> 37, No. 3 (2004), 463-482.</p> <p>Gocking, R. (2005). <i>The History of Ghana</i>. Westport, Connecticut: Greenwood Press.</p> <p>Konadu, k. & C. C. Campbell Ed. (2016). <i>The Ghana Reader. History, Culture, Politics</i>. Duke University Press.</p> <p>Romero, W.P. (1998) <i>Life Histories of African Women</i> London: The Ashfield Press</p>
Additional Reading List	<p>Boahen, A. A. A New Look at the History of Ghana. <i>African Affairs</i> 65, 260, 212 – 222</p> <p>Daaku, K., 1970. Trade and Politics in the Gold Coast, Oxford</p> <p>Kwamena-Poh, M. A. 1973. <i>Government and Politics in the Akuapem State 1730-1850</i>. London</p> <p>McCaskie, T. C. 1995. <i>State and Society in Pre-Colonial Asante</i></p> <p>Meyerowitz, Eva. 1951. <i>The Sacred State of the Akan</i>. London</p> <p>Osei-Tutu, J. (2003) Contesting British Sovereignty in Cape coast, Ghana: Insights from King John Aggrey’s Correspondences 1865-72. <i>Transaction of the Historical Society of Ghana</i>, 231-251.</p> <p>Rattray, R. S. 1923. <i>Ashanti</i></p> <p>Reindorf, C. C. 1895. <i>A History of the Gold Coast</i>. Base</p> <p>Arthur P. 2009. ‘Ethnicity and Electoral politics in Ghana’s Fourth Republic’ Indiana</p> <p>Shillington K, 1992 <i>Ghana and the Rawlings’ Factor</i>, New York</p> <p>Ward W.E.F. <i>A history of Ghana</i></p>
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - 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

Lesson 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Fieldwork presentation				Lesson Duration	3 Hours	
Lesson description	The lesson seeks to offer student teachers opportunity to present and critique their draft research						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the sources and methods of doing historical research in a different course						
Possible barriers to learning in the lesson	Accessing 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 []	Practical Activity	Work-Based Learning	Seminars [v]	Independent Study	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 this method Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led						
<ul style="list-style-type: none"> 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 group/ nation. (NTS 2c p. 13, NTS 1b p. 12, NTECF p. 45)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? As student teachers present their research finding they will develop communication, personal development and lifelong learning skills.		
	1. Present a summary of their research findings		1. Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in writing the political history of their community.				
	2. Critique research findings		2. critique student teachers' findings from their research work.				
Topic Title: <ul style="list-style-type: none"> Fieldwork presentation 	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		
	Research presentation	180 mins	Seminar <ul style="list-style-type: none"> Guide student teachers to discuss their research findings. Provide feedback to student teachers by asking the following questions: <ul style="list-style-type: none"> What was most interesting about this paper? 		Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in the research Student teachers will critique the presentation by asking the following questions: <ul style="list-style-type: none"> What was most interesting about this paper? What suggestions can I provide? 		

			✓ What suggestions can I provide?	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	N/A			
Instructional Resources	Computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Marwick, A. (2001). <i>The new nature of history, knowledge, evidence, language</i> . Chicago: Lyceum Books. 2. Storey, W.K. (2016). <i>Writing history: A guide for students</i> . New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). <i>What is history?</i> Cambridge: Cambridge University Press. Jenkins, K. (1995). <i>On what is history? From Carr and Elton to Rorty and White</i> . London: Routledge. Stern, F. (1979). <i>Varieties of history</i> , 2nd ed. London: Macmillan. Tosh, J. (2002). <i>The pursuit of history</i> , 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).			
CPD needs	Workshop for tutors on: <ul style="list-style-type: none"> • historical writing and research • field and archival studies • integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals) 			

Lesson 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Course review			Lesson Duration		3 Hours	
Lesson description	Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the concept discussed during the various lessons.						
Previous student teacher knowledge, prior learning (assumed)	Lessons learnt from lesson 1 through the semester using all the learning approaches.						
Possible barriers to learning in the lesson	Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars	Independent Study [v]	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, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts						
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	<ul style="list-style-type: none"> Ascertains 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 Outcomes			Learning Indicators		Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed	
	1. Identify weakness and strengths in learning the course for the period under review.			Make a list of Weaknesses and strengths on poster papers for sharing		As tutors review lessons through group work and presentation, student teachers develop	
	2. Be able to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies			Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media		Collaborative, critical thinking and Communication skills from the reflective activities.	
	3. Correct misconception / misinformation for earlier (lesson 1 – 12) lessons and discuss with the student teachers the various areas to develop their thought			Present concept maps and/or models linking misconceptions/misinformation to new insights			

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
1 Course review	Reviewing the understanding of the student teachers of the lessons covered throughout the semester	60 mins	Face-to-face <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Student – Teachers responds to Tutor questions on weaknesses/difficulties 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Student – Teachers presentations during group work helps to assess them of learning (Presentations to last for each group a 10-15mins) working in groups score 10% of score for group presentation. Assessment of learning: Student – Teachers working in groups on remedial tutoring helps to assess them for learning Written assessment will be used to assess as learning and will be marked over 20 marks. 			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Marwick, A. (2001). <i>The new nature of history, knowledge, evidence, language</i> . Chicago: Lyceum Books. 2. Storey, W.K. (2016). <i>Writing history: A guide for students</i> . New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). <i>What is history?</i> Cambridge: Cambridge University Press. Jenkins, K. (1995). <i>On what is history? From Carr and Elton to Rorty and White</i> . London: Routledge. Stern, F. (1979). <i>Varieties of history</i> , 2nd ed. London: Macmillan. Tosh, J. (2002). <i>The pursuit of history</i> , 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985). YouTube videos			
CPD Requirement	Workshop for tutors on: <ul style="list-style-type: none"> Historical writing and research Field and archival studies Integrating ICT in teaching history Teaching and Learning Resources (audio-visuals and visuals) 			

Course Assessment	<p>¹Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> • Selected items of student’s work (3 of them – 10% each) <ul style="list-style-type: none"> • Written Assignment • Group Presentation • Individual Presentation • Midterm assessment - 20% • Reflective Journal – 40% • Organisation of the portfolio –10% (how it is presented/organised) <p>²Component 2: Subject Project (30% overall semester score)</p> <ul style="list-style-type: none"> • 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% <p>Component 3: End-of-semester examinations (40%)</p>
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¹See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

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

