

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

POLITICAL HISTORY OF GHANA AFTER INDEPENDENCE





The Government of Ghana



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

FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

CORE WRITING TEAM

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

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

INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual Writing Format

A. Course Information

Title Page: **Political History of Ghana after Independence**

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

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

The 20th century was a very important period in Ghana's political history. Ghanaians intensified their struggle for autonomy from British colonial rule between 1900 and 1950. The struggle which culminated in the attainment of independence was arduous and deadly in many instances. This important development in Ghana's history notwithstanding, the average Ghanaian has little knowledge about the actual episodes and events in the political scene in pre-independence era. The contribution of some Ghanaians to the emergence of Ghana as a nation state is in dispute. It is against this backdrop that this course seeks to help student teachers acquaint themselves with the histories, political issues and events in Ghana after colonialism. Using archival data and other primary sources, the course will help to address misrepresentations and wrongful allusions in Ghana's political history. The course will discuss the political struggles, the attainment of independence, and the political systems Ghana has practiced since 1957. It will explain why Ghanaians chose democratic governance over military rule in 1992.

3. Course Description

This course examines political developments in Ghana since the attainment of independence from British colonial government in 1957. The course discusses a wide range of topics including the origins and impact of the struggle for independence, relations between the military and constitutional governments, the reintroduction of party politics, change and continuity in national elections and the origin and impact of the Fourth Republican Constitution in 1992. It further examines the state of chieftaincy since the introduction of multi-party politics and the impact of military rule on Ghana. A combination of interactive instructional strategies including the use of documentaries, interviews with distinguished political leaders, archival documents, newspapers, and books on politics, history and government. The development of historical products in the form of posters, term paper presentation, documentaries and end of semester exam will form part of assessing student teachers learning outcomes. Student teachers will be expected to relate their knowledge in the political history of Ghana into teaching topics in the JHS through an understanding of pages 12-14 of the NTS and pages 22-25 of the NTECF.

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

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

5. Course Learning Outcomes

6. Learning Indicators

1. Demonstrate knowledge and understanding of the struggle for and attainment of independence. (NTS 2c p. 13, NTECF p. 45)	1.1 Produce a portfolio on the struggle for independence 1.2 Draw the map of Ghana and show towns where the first political parties were formed 1.3 Produce an essay on the struggle for independence
2. Show the ability to describe the organisation of the earliest political parties and conduct of national elections. (NTS 2c	2.1 Mention the names of the earliest political parties, their leadership and electoral commissioners. 2.2 Write down the objectives for the formation of political parties

p. 13, NTECF p. 45)	in Ghana.
3. Demonstrate knowledge and be able to discuss the contributions of civilian governments to Ghana's development. (NTS 2c p. 13, NTECF p. 45)	3.1 Write an essay on civilian governments in Ghana's political history 3.2 Produce a questionnaire based on field data on leadership in Ghana 3.3 Produce a SRJ on governments' contributions to national development

4. Understand and demonstrate knowledge in the rationale behind military interventions in Ghana. (NTS 2c p. 13, NTECF p. 45)	4.1 State why civilian governments were removed by the military 4.2 Present a write-up on human rights under military regimes 4.3 Present an essay on infrastructural and other important developments under military governments
5. Demonstrate competencies in collecting archival and field data to explain reasons for the popularity of democracy in Ghana. (NTS 2c p. 13, NTECF p. 45)	5.1 State in an essay form the plight of some Ghanaians and state of Ghana's economy by 1991. 5.2 Produce notes stressing the desire for a return to constitutional rule, 5.3 Prepare a handbook of oral interviews based on a set of questionnaires on Ghanaian politics in the Fourth Republic.
6. 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)	6.1 Prepare lesson notes on the political history of Ghana after independence.
7. Demonstrate equal interest in both male and female issues and in SEN learners (NTS 3f p.14, NTECF p. 45)	7.2 Design student reflective logs, journals or portfolios. 7.3 Seek advice from experienced teachers and SEN specialists. 7.4 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	Attainment of Independence	Politics in Ghana since independence (I)	Field and archival research by the student teachers on internal factors causing independence. Individual/Group, in-class research, library research on the external factors affecting independence. Playing of video on celebration of independence in Ghana.
2	Attainment of Independence	Politics in Ghana since Independence (II)	Field and archival research by the student teachers on internal factors causing independence. Individual/Group, in-class research, library research on the external factors affecting independence. Playing of video on celebration of independence in Ghana.
3	The concept of opposition in Ghana's politics	The concept of opposition in Ghana's politics	Dramatization of opposition in civilian governments, Individual/Group, in-class research, library research on cross-carpeting throughout Ghana's political history.
4	The concept of opposition in Ghana's politics	The Concept of opposition in Ghana's politics (II)	Dramatization of opposition in civilian governments, Individual/Group, in-class research, library research on cross-carpeting throughout Ghana's political history.
5	Military regimes	Military regimes (I)	Discussion of videos on the coup d'états of 1966, 1972, 1978, 1979, and 1981. Search for and read the first speeches of coup leaders. Archival research and debate for and against military rule in Ghana.
6	Military regimes	Military Regimes (II)	Discussion of videos on the coup d'états of 1966, 1972, 1978, 1979, and 1981. Search for and read the first speeches of coup leaders. Archival research and debate for and against military rule in Ghana.
7	Multi-party politics in Ghana	Multi-party politics in Ghana I	Discussion of videos on testing African democracy in Ghana (An Aljazeera report)
8	Multi-party politics in	Multi-party politics	Discussion of videos on testing African democracy

9

Ghana	in Ghana II	in Ghana (An Aljazeera report)
Party politics since 1992	Party Politics since 1992	In-class research, individual and group discussions on the need for a national constitution by 1992. Film shows of episodes in the processes leading to the emergence of the 1992 constitution. Picture slides, film shows, group discussion on the political activities in Ghana since 1992. Class discussions on the nature of multi-party activities Debates comparing civilian and military regimes.

10	Party politics since 1992	Party Politics since 1992	In-class research, individual and group discussions on the need for a national constitution by 1992. Film shows of episodes in the processes leading to the emergence of the 1992 constitution. Picture slides, film shows, group discussion on the political activities in Ghana since 1992. Class discussions on the nature of multi-party activities Debates comparing civilian and military regimes.
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

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 5, 6, and 7

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

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 1, 2, 3 & 4

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

Assesses Learning Outcomes: CLO 1,2,3,4,5,6,7

3. Required Reading and Reference List

- Amenumey, D. E. K. (2008). *Ghana: A concise history from pre-colonial times to the 20th century*. Accra: Weoli Publications.
- Boahen, A. (1975). *Ghana: Evolution and change in the nineteenth and twentieth centuries*, London: Longman.
- Arthur P. (2009). 'Ethnicity and electoral politics in Ghana's fourth republic' Indiana.
- Awoonor, N. K. (1990). *Ghana, a political history*. Accra: Sedco Publications.
- Cooper F. (2008). *Africa since 1940. The past of the present*. Cambridge: Cambridge University Press

Gocking, R. (2005). *The history of Ghana*, Westport, Connecticut: Greenwood Press.

Kimble, D. (1963). *A political history of Ghana: the rise of Gold Coast nationalism, 1850- 1928*. Oxford: Clarendon Press

Mazrui A.A. & Wondji C. (Ed). (1999). *General history of Africa- vol. VIII- Africa since 1935*. Heinemann California: UNESCO.

Shillington, K. (1992). *Ghana and the Rawlings' factor*. New York: St Martin's Press

<https://www.aljazeera.com/programmes/insidestory/2012/12/201212785619790871.html>

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 ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning**, providing students multiple opportunities to *Practice New Skills etc.*

- Integrating ICT in teaching history

- Teaching and Learning Resources (audio-visuals and visuals)

Lesson 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
---------------	---	----------	---	-----------------------------	---	---	---	---	---	---	---	---	---	----	----	----

Title of Lesson	Politics in Ghana since independence (I)				Lesson Duration	3 Hours	
Lesson description	This lesson discusses political developments in Ghana since independence. It seeks to introduce student teachers to the nature of political activities specifically under the first republic from 1957 – 1960. As the first lesson of the semester, general introduction to the course, as well as outcomes, expectations, and the three assessment components, will be provided in the lesson. As the first lesson of the semester, general introduction to the course, as well as outcomes, expectations, and the three assessment components, will be provided in the lesson.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of the political and socio-economic developments and the struggles leading to the attainment of independence.						
Possible barriers to learning in the lesson	Student teachers’ partisan and ideological biases may affect their analyses of some of the key political developments since independence.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars []	Independent Study []	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in Ghana’s political history.</p> <p>E-learning opportunities – showing videos from YouTube and other multi-media resources of shared experiences of accomplished teachers and educators for analysis, reflections and discussions.</p> <p>Practical Activity – Using debates to examine diverse arguments to address misrepresentations and wrongful allusions in Ghana’s political history since independence</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 	Demonstrate knowledge and be able to discuss the contributions of civilian governments to Ghana’s development. (NTS 2cp. 13, 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?			
	1. Demonstrate understanding of the course requirements and expectations for the semester.	1.1 Discuss some of the expectations. of the course.		Student teachers understanding of the political developments in Ghana during the period under discussion will help them to better appreciate the political complexities of the immediate period after independence and instil in them the sense of tolerance, patriotism, the need for collaboration, inclusivity and gender parity to help achieve diversity and promote national development and unity			
	2. Demonstrate knowledge and appreciation of key political developments after independence.	2.1 Write an essay on the key political developments under the government of the First Republic.					

Topic Title: Politics in Ghana since independence	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	30 minutes	Face to face: Tutor introduces himself/herself and explains his/her teaching philosophy to the class. Tutor then leads student teachers to discuss course requirements and expectations for the semester.	Group Discussion: Student teachers ask questions and clarify issues that they did not understand.
	Politics in Ghana before independence: A review	40 minutes	Face-to-Face: Tutor guides student teachers to review some of the key political and socio-economic developments before independence from the previous course.	Discussion: Student teachers discuss the previous course and identify areas that needs attention.
	Political developments under the first Republic, 1957-1960	110 minutes	Practical Activity/Case study: <ul style="list-style-type: none"> Tutor shows a YouTube video https://www.youtube.com/watch?v=TMYOiTcspNA on political developments under the government of the First Republic. Consequently, tutor guides student teachers to examine the political developments under the government of the first republic Tutor engages student teachers to analyze the outcomes of the various political decisions that were taken by the government of the first republic. 	Discussion/Debate: Student teachers to debate the consequences of the political decisions that were taken by the government of the first republic.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment As/for/of Learning Project Assignment: Student teachers reflect on the lesson and write a two-page review of the outcomes of the key political decisions that were taken by the government to the first republic from 1957- 1960, to be submitted in the next lesson Weighting: 10% of component 1. CLO: 1 NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Instructional Resources	Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, political symbols), computers/ laptops, Smart phones LCD projector/screen.			
Required Text (core)	1. Amenumey, D.E.K. (2008) <i>Ghana A Concise history pre-colonial times to the 20th Century</i> . Accra: Woeli printing services. 2. Gockings R.S. (2005). <i>The History of Ghana</i> . United States of America: Greenwood Publishing			

	Group, Inc.
Additional Reading List	<ol style="list-style-type: none"> 1. Rooney, D. (2007). <i>Kwame Nkrumah: Vision and Tragedy</i>. Accra: Sub-Sahara Publishers 2. Omari, T. P. (2000). <i>Kwame Nkrumah: The Anatomy of Political Dictatorship</i>. Accra: Sankofa Publishers. 3. https://www.youtube.com/watch?v=TMYOiCspNA
CPD needs	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - Best Practices in History Instruction ie. Using <i>Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning</i>, providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 1

Year of B.Ed. 2 Semester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Politics in Ghana since Independence (II)		Lesson Duration	3 Hours			
Lesson description	This lesson is a continuation of week one. It seeks to introduce student teachers to some of the major political activities in Ghana from 1960 - 1966.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of political developments under the government of the first Republic.						
Possible barriers to learning in the lesson	Student teachers' partisan biases and ideological dispositions may affect their analysis and discussions in class.						
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>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in Ghana's political history.</p> <p>Practical Activities:</p> <p>Debates – Using debates to examine diverse arguments to address misrepresentations and wrongful allusions in Ghana's political history since independence</p> <p>Case studies- selecting specific cases for identifying trends or disparities in opposition relations in Ghana's politics.</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	Demonstrate knowledge and be able to discuss the contributions of civilian governments to Ghana's development. (NTS 2cp. 13, NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes Demonstrate understanding of key political developments from 1960 – 1966	Learning Indicators 1.1 Identify some key political developments from 1960 - 1966.		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Show appreciation for the various effects of political decisions in Ghana from 1960 - 1966	2.1 Discuss the diverse effects of political policies in Ghana from 1960 – 1966.		Student teachers understanding of political developments in Ghana during the period under discussion will help them to better appreciate the political complexities at the time and instil in them a sense of tolerance and patriotism that will promote diversity in national development and unity. Student teachers will also demonstrate critical thinking creativity and innovative skills in analysing the complexities in Ghanaian politics.			

Topic Title: Politics in Ghana since Independence (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
	Review of previous lesson.	10 minutes	<p>Face to face:</p> <ul style="list-style-type: none"> Tutor collects assignment of previous lesson from student teachers. Tutor leads a review of previous lesson with regards to the previous assignment on reviewing the outcomes of key political decisions that were taken by the government of the first republic from 1957-1960. 	<p>Discussion:</p> <p>Student teachers discuss political developments under the government of the First Republic from 1957-1960 by making references to the previous assignment.</p>
	Political developments from 1960 – 1966.	80minutes	<p>Face-to-face:</p> <ul style="list-style-type: none"> Tutor introduces the lesson by highlighting the major political developments from 1960 – 1966. Tutor lead discussion on the major political developments in Ghana from 1960-1966. 	<p>Discussion:</p> <ul style="list-style-type: none"> Student teachers discuss the major political developments under the government of the First Republic from 1960 – 1966.
	Effects of key Political policies in Ghana from 1960 - 1966	90 minutes	<p>Practical Activity:</p> <ul style="list-style-type: none"> Tutor guides student teachers to examine the outcomes of the political developments' and decisions under the first republic from 1960 – 1966 Tutor puts student teachers into groups and task them to discuss the outcomes of key political decisions under the government of the First Republic. 	<p>Group work:</p> <ul style="list-style-type: none"> Student teachers read chapter 7 of Roger Gocking's (the history of Ghana) and based on it tease out the outcomes of key political developments under the first republic. Each group of student teachers report back to class on their assessment of the outcomes of key political decisions.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Student teachers present a two-page review of political developments in the First Republic from 1960 – 1966.</p> <p>CLO: 1</p> <p>NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p>			
Instructional Resources	<p>Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, political symbols), computers/ laptops, Smart phones LCD projector/screen.</p>			

Required Text (core)	<p>1. Amenumey, D.E.K. (2008) <i>Ghana A Concise history pre-colonial times to the 20th Century</i>. Accra: Woeli printing services.</p> <p>2. Gockings R.S. (2005). <i>The History of Ghana</i>. United States of America: Greenwood Publishing Group, Inc.</p>
Additional Reading List	<p>1. Rooney, D. (2007). <i>Kwame Nkrumah: Vision and Tragedy</i>. Accra: Sub-Sahara Publishers</p> <p>2. Omari, T. P. (2000). <i>Kwame Nkrumah: The Anatomy of Political Dictatorship</i>. Accra: Sankofa Publishers.</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> - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	The concept of opposition in Ghana’s politics			Lesson Duration	3 Hours		
Lesson description	This lesson seeks to introduce student teachers to the nature and content of political contestations and activism in Ghana after the attainment of independence. It seeks to expose students to actions of ruling regimes that elicited opposition from civil society groups, political parties and political movements. It also seeks to introduce students to how ruling regimes have responded to opposition activities and with what means						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of the attainment of independence and its significance in Ghana’s political development.						
Possible barriers to learning in the lesson	Student teachers’ partisan biases and ideological dispositions may affect their analysis and discussions in class.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [<input checked="" type="checkbox"/>]	Practical Activity [<input checked="" type="checkbox"/>]	Work-Based Learning	Seminars []	Independent Study [<input checked="" type="checkbox"/>]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in Ghana’s political history.</p> <p>Practical Activities:</p> <p>Debates – Using debates to examine diverse arguments to address misrepresentations and wrongful allusions in Ghana’s political history since independence</p> <p>Case studies- selecting specific cases for identifying trends or disparities in opposition relations in Ghana’s politics.</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 	Demonstrate competencies in explaining the nature of opposition activities in Ghana since independence (NTS 2c p. 13; NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification. Learning indicators for each learning outcome	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. Demonstrate understanding of key oppositional activities in post-colonial Ghana		1. Present a two-page summary of events connected to opposition activities in Ghana.		Student teachers will learn to appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills.		
	2. Show an understanding of key factors driving opposition politics in Ghana		2. Write the key factors that have informed opposition political activism in Ghana.				

Topic Title: Opposition under civilian governments.	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Review of previous lesson.	10 minutes	Face to face: <ul style="list-style-type: none"> Tutor collects assignments based on previous lesson on political activities in Ghana from 1960 - 1966. Tutor-led review of previous lesson. 	Group Discussion: <ul style="list-style-type: none"> Student teachers discuss the previous lesson and list areas that need attention.
	Introduction	20 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor introduces the lesson by asking student teachers to mention the various civilian governments in Ghana's political history 	Individual/group work: <ul style="list-style-type: none"> Student teachers discuss the various civilian governments in Ghana Tutor serves as a facilitator in this class activity.
	Opposition under the First Republic.	70 minutes	Practical Activity/Case study: <ul style="list-style-type: none"> Tutor guides student teachers to examine political developments under the First Republic that engendered opposition activities. Tutor directs student teachers to specific newspapers that provide evidence of episodic events/case studies of major activities under the First Republic that elicited opposition activism 	Discussion: <ul style="list-style-type: none"> Student teachers discuss the responses of ruling governments under the first and second republics to opposition parties or civil society organisations that opposed their policies.
	Opposition under the Second Republic	80 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor discusses with student teachers' political development and opposition activities under the government of the Second Republic. Tutor guides student teachers to identify some of the underlying causes of oppositional activities under the Second Republic 	Independent Study: <ul style="list-style-type: none"> Student teachers deliberate on key political development and opposition activities in the second republic. Student teachers present their findings on key issues that caused discontent and engendered opposition activities under the second republic.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers conduct individual newspaper search to identify reports on major opposition activities under the Second Republic. CLO: 1 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Instructional Resources	Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, political symbols), computers/ laptops, Smart phones LCD projector/screen.
Required Text (core)	1. Amenumey, D.E.K. (2008) <i>Ghana A Concise history pre-colonial times to the 20th Century</i> . Accra: Woeli printing services. 2. Gockings R.S. (2005). <i>The History of Ghana</i> . United States of America: Greenwood Publishing Group, Inc.
Additional Reading List	<ol style="list-style-type: none"> 1. Boahen, A. A. (1989). <i>The Ghanaian Sphinx: Reflections on the Contemporary History of Ghana, 1972 – 1987</i>. Accra: Ghana Academy of Arts and Sciences 2. Nugent, P. (1996). <i>Big Men, Small Boys and Politics in Ghana</i>, Accra: Asempa Publishers 3. Oquaye M. (2004). <i>Politics in Ghana, 1982-1992: Rawlings, Revolution and Populist Democracy</i>. Accra: Tornado Publications
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 • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 4

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	The Concept of opposition in Ghana’s politics (II)			Lesson Duration	3 Hours		
Lesson description	This lesson seeks to introduce student teachers to the nature and content of political contestations and activism in Ghana after the attainment of independence. It seeks to expose students to what actions – social, political or economic of ruling regimes that elicited opposition from civil society groups, political parties and political movements. It also seeks to introduce students to how ruling regimes have responded to opposition activities and with what means.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on political development and opposition activities in from the first republic to the fourth republic.						
Possible barriers to learning in the lesson	Student teachers may encounter some difficulty in differentiating a history research proposal from other forms of proposal in other disciplines.						
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>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research.</p> <p>Practical activity- Student teachers conduct individual fieldwork in history</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 	Demonstrate knowledge and be able to discuss the nature of opposition activities in Ghana since independence. (NTS 2cp. 13; NTECF p. 45).						
Learning Outcome for the lesson, picked and developed from the course specification	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 indicators for each learning outcome	1. Demonstrate understanding of what factors caused opposition activities under the Third and Fourth Republics.		1.1 Present findings and analysis of factors driving opposition politics under the governments of the Third and Fourth Republics		Student teachers will learn to appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills.		

Topic Title: <ul style="list-style-type: none"> The concept of opposition in Ghana's politics. (II) 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group or independent work.	
			Teacher Activity	Student Activity
	Opposition under the First and Second Republic: Review	40 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor begins the lesson by asking student teachers to review key political developments and opposition actions under the First and Second Republics. 	Discussions: <ul style="list-style-type: none"> Engages student teachers in discussion on political developments and opposition actions under the First and Second Republics. Student teachers present reports on their findings.
	Opposition under the Third Republic	60 minutes	Discussions: <ul style="list-style-type: none"> Tutor leads class discussion on political developments and the nature of opposition under the Third Republic Tutor engages student teachers to identify what key issues ignited opposition to the government of the Third Republic Tutor leads student teachers to discuss how the government of the Third Republic responded to opposition demands and activism 	Discussions: <ul style="list-style-type: none"> In-class discussion on key political developments and opposition activities under the government of the Third Republic.
	Opposition under the Fourth Republic	80 ins	Discussions: <ul style="list-style-type: none"> Tutor leads a discussion on political developments and the response of opposition groups under the Fourth Republic. Tutor leads discussion on the nature of opposition activities under the Fourth Republic Tutor engages student teachers to analyse how government under the Fourth Republic has dealt with civil society and other political movements that were opposed to their policies. 	Discussions and Practical Activity: <ul style="list-style-type: none"> Student teachers identify and discuss episodic opposition events under the Fourth Republic Student teachers discuss the implication of opposition activities under the Fourth Republic

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Develop a poster on the ‘Kumepreko’ demonstration of 1996 using information from the Newspapers. CLO 1 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Instructional Resources	Some Secondary Sources: (Books, Media reports (based on primary sources and appear after an event) somePrimary Sources: (Letters, Eyewitness articles, Videotapes, Speeches, Photographs)computers/ laptops, LCD projector/screen.
Required Text (core)	1.Amenumey, D.E.K. (2008). <i>GhanaA Concise history pre-colonial times to the 20th Century</i> . Accra: Woeli printing services. 2. Gockings R.S. (2005). <i>The History of Ghana</i> . USA: Greenwood Publishing Group, Inc.
Additional Reading List	<ol style="list-style-type: none"> 1. Nugent, P. (1996). <i>Big Men, Small Boys and Politics in Ghana</i>, Accra: Asempa Publishers 2. Oquaye M. (2004). <i>Politics in Ghana, 1982-1992: Rawlings, Revolution and Populist Democracy</i>. Accra: Tornado Publications
CPD needs	Workshop for tutors on: - Best Practices in History Instruction i.e. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning , providing students multiple opportunities to <i>Practice New Skills etc.</i> - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 5

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	Military regimes				Lesson Duration	3 Hours	
Lesson description	The course seeks to expose student teachers to emergence of military regimes in the history of Ghana. It also addresses the changes in political office and administration of military governments in Ghana.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have knowledge of different military regimes.						
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>Face-to-face – Discussion, lecture, 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 opinion, 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 	Understand and demonstrate knowledge in the rationale behind military interventions in Ghana. (NTS 2c p. 13, NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	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 the origins of military rule in Ghana.	1.1 Identify the origin of military rule.		Student teachers will learn to appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills.			
	2. show understanding of the nature of military rule in Ghana.	2.1 Identify the various military rules and the nature of the rule.					
	3. Examine the change in political office and administration of military governments in Ghana.	3.1 Explain the change in political office and the administration of military governments in Ghana.					

Topic Title: Military Regime	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
	Opposition under the third and fourth Republic: Review	40 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor begins the lesson by asking student teachers to review key political developments and opposition actions under the third and fourth Republics. 	Discussions: <ul style="list-style-type: none"> Engages student teachers in discussion on political developments and opposition actions under the third and fourth Republics.
	Origins, nature, changes in political office and administration of military governments.	40 minutes	Face -to-Face: <ul style="list-style-type: none"> Tutor introduces the lesson by reviewing the term 'Military Regime' Using assigned reading materials, tutor discusses with students, the origin of military rule in Ghana. 	Face -to-Face: <ul style="list-style-type: none"> Student teachers are engaged in reviewing the term. Tutor discusses with student teachers the origin of military rule.
	Features of military government.	40 minutes	Face -to-Face: <ul style="list-style-type: none"> Discuss the key features of military governments or nature of military governments. 	Face -to-Face & Practical Activity <ul style="list-style-type: none"> In a group activity, student teachers are tasked to examine the key features of military governments. Student teachers present their findings to the class.
	Change in office and administration of military governments.	60 minutes	Face-to-Face & e-learning: <ul style="list-style-type: none"> Tutor discusses with student teachers change in office and administration of military governments. 	Student Activity & e-learning: <ul style="list-style-type: none"> Using required/recommended reading materials and on-line resources, student teachers examine the change in office and administration of military governments.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Discuss three (3) features of military rule CLO: 4 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
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. Boahen, A, A. (1975). <i>Ghana: evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman.			

	<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>Austin D & Luckham R. (1975). <i>Politicians and soldiers in Ghana</i>. London and New York: Routledge</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 - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 6

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	Military Regimes			Lesson Duration		3 Hours	
Lesson description	This lesson exposes student teachers to the administration of military governments, and the consequences of military rule. It further seeks to address the key differences and similarities in military and democratic governments in Ghana.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the origins, nature and changes in political offices in Ghana in the previous lesson						
Possible barriers to learning in the lesson	Dealing with the difficulty of a tragic past.						
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.	Understand and demonstrate knowledge in the rationale behind military interventions in Ghana. (NTS 2c p. 13, NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	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. Demonstrate an understanding of how military rule was operated in Ghana before the Fourth Republic		Describe any military regime in Ghana and how it operated.		Student teachers will learn to appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills.		
	2. Exhibit keen knowledge of the impacts of military rule in Ghana		Provide a list of the consequences of military rule in Ghana using a timeline chart				
	3. Show an understanding of the differences and/or similarities of military and democratic governments in Ghana		Debate which type of governance (Military or Democratic) has helped Ghana				

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
Military Regimes II	Administration of military governments: Review	40 minutes	Face-to-face <ul style="list-style-type: none"> Review with student-teachers the features of military rule in Ghana. 	Practical Activity <ul style="list-style-type: none"> Student – Teachers think, pair and share their thoughts on how military regimes operated
	Social, economic and political developments under military rule in Ghana	80 minutes	Face-to-face <ul style="list-style-type: none"> Put student teachers in group to discuss developments in Ghana under military regimes prior to the fourth republic. 	Practical Activity <ul style="list-style-type: none"> Student-teachers discuss in mixed groups developments under military regimes in Ghana.
	Effects of military rule in Ghana	60 minutes	Face-to-face <ul style="list-style-type: none"> Group student teachers into two groups to compare military rule to democratic rule in Ghana. Assist student teachers to assess the consequences of military rule in Ghana 	Debate <ul style="list-style-type: none"> Student teachers debate on the effects of military regimes and democratic rule in Ghana’s political history. Individual activity <ul style="list-style-type: none"> Student teachers individually assess the consequences of military rule on Ghana
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Put student teachers into groups and task them to develop a concept map (in poster form) on military regimes in Ghana. CLO: 4 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	Austin D & Luckham R. (1975). <i>Politicians and soldiers in Ghana</i> . London and New York: Routledge			
Additional Reading List	Arthur P. (2009). ‘Ethnicity and electoral politics in Ghana’s fourth republic’ Indiana. Awoonor, N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco Publications. Cooper F. (2008). <i>Africa since 1940. The past of the present</i> . Cambridge: Cambridge University Press Gocking, R. (2005). <i>The history of Ghana</i> , Westport, Connecticut: Greenwood Press. Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i> . Oxford: Clarendon Press Mazrui A.A. & Wondji C. (Ed). (1999). <i>General history of Africa- vol. VIII- Africa since 1935</i> .355 Hienemann California: UNESCO. Shillington, K. (1992). <i>Ghana and the Rawlings’ factor</i> . New York: St Martin’s Press https://www.aljazeera.com/programmes/insidestory/2012/12/201212785619790871.html			
CPD Requirement	Workshops for tutors on: - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning , providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 7

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	Multi-party politics in Ghana I			Lesson Duration		3 Hours	
Lesson description	This lesson exposes student teachers to multi-party politics in Ghana after independence. Emphasis will be placed on the origin of multi-party system in Ghana and the nature of multi-party politics in post-independent Ghana,						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to political party system in Ghana in the previous semester.						
Possible barriers to learning in the lesson	Tendency on the part of student teachers to exhibit political biases as a result of their personal political affiliations.						
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	Describe the organization of the earliest political parties and conduct of national elections. (NTS 2c p. 13, NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	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	
	Show an understanding of the origins of multi- party system in Ghana			Recount how multi-party system emerged in Ghana.		Student teachers will learn to recognise diversity in political thought, appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills.	
	1. Exhibit knowledge of the nature of early multi-party system in post- independent Ghana before the fourth republic			Compile a detail description of the nature of multi-party system in Ghana before the fourth republic			
	2. Demonstrate knowledge of the nature of multi-party system after the fourth Republic with the first second and third.			Show outstanding of the similarities and differences in multi-party system in Ghana by the fourth Republic.			

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
Multi-party politics in Ghana	Developments under military government: Review	20 minutes	Face-to-face Review with student-teachers' developments under military rule in Ghana.	Face-to-face <ul style="list-style-type: none"> Student – Teachers think, pair and share their thoughts on developments under military regimes.
	Meaning and nature of multi-party system in Ghana.	30 minutes	Face-to-face <ul style="list-style-type: none"> Brainstorm with student-teachers the meaning and nature of a multi-party politics in Ghana. 	Discussion <ul style="list-style-type: none"> Individually explain the nature of multi-party politics from their own perspective
	Nature of multi-party politics in Ghana after independence	60 minutes	Group activity <ul style="list-style-type: none"> Assist student teachers to outline the nature of multi-party politics in Ghana after independence. Group activity <ul style="list-style-type: none"> Put student teachers in groups to compare changes that has occurred in party politics in Ghana since independence. 	Group activity <ul style="list-style-type: none"> Student-teachers outline the nature of multi-party politics in Ghana after independence. e-learning opportunity <ul style="list-style-type: none"> Student teachers to conduct independent research using internet sources to track the major changes that has occurred in party politics in Ghana.
	Multi-party politics in Ghana under the fourth Republic	60 minutes	Group activity Put student teachers in groups to compare changes that has occurred in party politics in Ghana after the Third Republic.	e-learning opportunity <ul style="list-style-type: none"> Student teachers to conduct independent research using internet sources to track the major changes that has occurred in party politics in Ghana after the third republic.
	Teaching resource development	50 minutes	Group activity <ul style="list-style-type: none"> Assist students to prepare a timeline of the emergence of multi-party politics in Ghana up to the Fourth Republic 	Group activity <ul style="list-style-type: none"> Using a manila card, students prepare a timeline of the emergence of multi-party politics in Ghana up to the fourth Republic.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a letter to the Speaker of parliament justifying why multi-party democracy is relevant in national development. CLO: 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera
Required Text (core)	Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Accra: Weoli Publications. Boahen, A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> , London: Longman.
Additional Reading List	Arthur P. (2009). 'Ethnicity and electoral politics in Ghana's fourth republic' Indiana. Awoonor, N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco Publications. Cooper F. (2008). <i>Africa since 1940. The past of the present</i> . Cambridge: Cambridge University Press Gocking, R. (2005). <i>The history of Ghana</i> , Westport, Connecticut: Greenwood Press. Kimble, D. (1963). <i>A political history of Ghana: the rise of Gold Coast nationalism, 1850-1928</i> . Oxford: Claredon Press Mazrui A.A. & Wondji C. (Ed). (1999). <i>General history of Africa- vol. VIII- Africa since 1935</i> . 355 Heinemann California: UNESCO. Shillington, K. (1992). <i>Ghana and the Rawlings' factor</i> . New York: St Martin's Press https://www.aljazeera.com/programmes/insidestory/2012/12/201212785619790871.html
CPD Requirement	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 <i>Practice New Skills etc.</i> • Integrating ICT in teaching history • - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 8

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	Multi-party politics in Ghana II			Lesson Duration			3 Hours
Lesson description	The lesson exposes student teachers to national elections in Ghana and the role of the Electoral commission in Ghana’s politics. It mainly seeks to outline the key role of the Electoral commissioner in democratic dispensation in Ghana’s general election since independence.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have observed and participated in national elections in the country						
Possible barriers to learning in the lesson	Partisan biases may affect student teachers’ analysis of the electoral process and outcomes.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars [v]	Independent Study [v]	e-learning opportunities	Practicum []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	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	Describe the organization of the earliest political parties and conduct of national elections. (NTS 2c p. 13, NTECF p. 45)						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	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. Show understanding of the role National Elections play in a democratic dispensation			Discuss the role of elections in promoting democracy.			Student teachers will learn to recognise diversity in political thought, appreciate the need to tolerate opposing views, include their opponents in decision-making, collaborate with their opponents, and develop critical thinking and analytical skills
	2. Demonstrate an understanding of some major general elections after independence.			Describe the major general elections that has taken place after independence			
	3. Exhibit knowledge of the role of the Electoral Commission in strengthening Ghana’s democracy.			Examine the role of the Electoral commission in organising a free and fair general election			

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
Multi-party politics in Ghana	Multi-party politics in Ghana I: Review	20 minutes	Face-to-face Review with student-teachers' multi-party politics in Ghana since independence.	Group activity <ul style="list-style-type: none"> Using talking-circles, Student – Teachers share their thoughts on multi-party politics in Ghana since independence.
	Introduction	20 minutes	Face-to-face <ul style="list-style-type: none"> Brainstorm with student-teachers the meaning of National/General Elections using experiences from their campus election of prefects. 	Group activity <ul style="list-style-type: none"> Suggest an appropriate definition for a General election from students' own perspective.
	Elections in Ghana	80minutes	Seminar <ul style="list-style-type: none"> Show student teachers a video on testing African democracy in Ghana (An Aljazeera report) https://www.aljazeera.com/programmes/insidestory/2012/12/201212785619790871.html Seminar <ul style="list-style-type: none"> Group students to discuss General elections in history. Focusing on the key features of these elections 	Seminar <ul style="list-style-type: none"> Student teachers observe and discuss video on testing African democracy in Ghana (An Aljazeera report) Seminar <ul style="list-style-type: none"> Student teachers work in groups to discuss the features of at least one major general election and present it in a seminar session
	Role of Electoral Commission in promoting Ghana's democracy	80 minutes	Seminar <ul style="list-style-type: none"> Invite a resource person (District Electoral Commissioner/Returning Officer) to give a talk on the role of Electoral Commission in promoting Ghana's democracy 	Seminar <ul style="list-style-type: none"> Students make an outline from the talk on the functions of Electoral Commission in organizing General Elections

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a two-page essay based on an analysis of News Paper reports on the NPP court case against the Electoral Commissioner after the 2012 elections. CLO 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera
Required Text (core)	Amenumey, D. E. K. (2008). <i>Ghana: A concise history from pre-colonial times to the 20th century</i> . Accra: Weoli Publications. Boahen, A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> , London: Longman.
Additional Reading List	Arthur P. (2009). 'Ethnicity and electoral politics in Ghana's fourth republic' Indiana. Awoonor, N. K. (1990). <i>Ghana, a political history</i> . Accra: Sedco Publications. Cooper F. (2008). <i>Africa since 1940. The past of the present</i> . Cambridge: Cambridge University Press Gocking, R. (2005). <i>The history of Ghana</i> , Westport, Connecticut: Greenwood Press. Shillington, K. (1992). <i>Ghana and the Rawlings' factor</i> . New York: St Martin's Press https://www.aljazeera.com/programmes/insidestory/2012/12/201212785619790871.html
CPD Requirement	Workshops for tutors on: - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, Use of appropriate Scaffolds and Handouts to Support Student Learning , Providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	----------------------------

Title of Lesson	Party Politics since 1992				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to introduce student teachers to key historical developments in the politics of Ghana since the transition from military to democratic rule in 1992. To foreground the discussion, student teachers will be exposed to important developments, both internal and external that compelled the PNDC regime to cave in to demands to return the country to constitutional rule. In doing so, the lesson seeks to assist student teachers to understand the key processes and steps, debates and arguments that eventually culminated in the drafting, the adoption and the promulgation of the 1992 Fourth Republican Constitution. In addition, the lesson seeks to introduce students to major historical and episodic developments following the promulgation of the 1992 constitution.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of political developments in Ghana since the attainment of independence.						
Possible barriers to learning in the lesson	Student teachers' partisan interest may affect the discussion on party politics since 1992						
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>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (civil right activists, constitutional lawyers, NCCE officials, university professors) who have been involved in one way or another constitutional reforms.</p> <p>Seminars: To generate group and individual creativity, discussion and reflections on the events, debates and discourses leading to the drawing up of the 1992 constitution.</p> <p>Practical activity- Engage student teachers to conduct individual or group research that includes searching and cutting clippings from newspapers on events, opinions and debates on the need for the 1992 constitution. Let the student teachers arrange their clippings in the order of protagonist and antagonist in the debate for a new constitution; arrange in a chronological order some episodic events captured either in words or in pictorial form that relates to the demand for the 1992 constitution. Assign students to write a short essay based on their findings from the newspapers.</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 	Demonstrate competencies in explaining political developments in Ghana since 1992 (NTS 2c, p.13).						
<p>41 Learning Outcome for the lesson, picked and developed from the course specification</p> <p>42 Learning indicators for each learning outcome</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?		
	1. Demonstrate an understanding of the key debates, processes and steps that culminated in the transition from military to democratic rule in 1992.	1. Present a conceptual grid detailing the various steps that culminated in the democratic transition in 1992.			Develop critical analytical skills, learn to appreciate the need to accept divergent views, and develop the ability to collaborate and build consensus.		

Topic Title: <ul style="list-style-type: none"> Party Politics since 1992 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Review of lesson 8	10 minutes	Face to face: Tutor-led review of previous lessons	Group Discussion: Student teachers discuss the previous lesson that discussed the role of the Electoral Commission in democratic dispensation in Ghana's political history and lists areas that need attention.
	Internal and external Factors leading to the emergence of pro-democracy groups	70 minutes	Face-to-face: Tutor introduces lesson by asking student teachers to mention: <ul style="list-style-type: none"> Some of the key political and socio-economic developments under the PNDC regime Some developments in the international scene that impacted political developments in Ghana 	Individual/group work: <ul style="list-style-type: none"> Student teachers discuss the nature of the PNDC administration, its relationship with civil society, and their arbitrary exercise of political power. Student teachers break into groups to discuss internal and external factors that created avenues for dissent and paved way for the emergence of civil society groups that agitated for a return to democratic rule.
	Preparation towards return to constitutional rule		Practical Activity: Tutor guide student teachers to discuss: <ol style="list-style-type: none"> the steps leading to the establishment of the National Commission of Democracy (NCD) and the task that was assigned the NCD. the steps leading to the establishment of the Consultative Assembly and the role played by the Consultative Assembly in drafting the 1992 constitution 	Discussion: Student teachers discuss the work of the NCD; the debates about how the Consultative Assembly was to be constituted and why some civil society groups boycotted the Consultative Assembly.
	The referendum	40 minutes	<ul style="list-style-type: none"> Face-to-face: Tutor discusses with student teachers the events and processes that led to the referendum. 	Independent Study: <ul style="list-style-type: none"> Student teachers to write a short reflection on why they consider the 1992 referendum as a critical moment in the history of the Fourth Republic.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers present a two-page research essay written based on information sourced from newspaper accounts of the key debates leading to the adoption of the 1992 constitution. CLO 3 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Instructional Resources	Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Speeches, Photographs, Artifacts), computers/ laptops, Smart phones LCD projector/screen.
Required Text (core)	<ol style="list-style-type: none"> 1. Gocking R. (2005). <i>The History of Ghana</i>, USA: Greenwood Press 2. Amenumey, D.E.K. (2008). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i>, Accra: Woeli Publishing Services
Additional Reading List	<ol style="list-style-type: none"> 1. Nugent, P. (1996). <i>Big Men, Small Boys and Politics in Ghana</i>, Accra: Asempa Publishers 2. Danso-Boafo, K. (2012). <i>J.J. Rawlings and the Democratic Transition in Ghana</i>, Accra: Ghana Universities Press
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 10

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

Title of Lesson	Party Politics since 1992				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to introduce student teachers to key historical developments in the politics of Ghana since the transition from military to democratic in 1992. To foreground the discussion, student teachers will be exposed to important developments, both internal and external that compelled the Rawlings led PNDC regime to cave in to demands to return the country to constitutional rule. In doing so, the lesson seeks to assist student teachers to understand the key processes and steps, debates and arguments that eventually culminated in the drafting, the adoption and the promulgation of the 1992 Fourth Republican Constitution. In addition, the lesson seeks to introduce students to major historical and episodic developments following the promulgation of the 1992 constitution.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on developments leading to the adoption and promulgation of the 1992 constitution.						
Possible barriers to learning in the lesson	Student teachers' partisan interest may affect the discussion on party politics.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning []	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>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (civil right activists, constitutional lawyers, NCCE officials, university professors) who have been involved in elections or political activism under the Fourth Republic.</p> <p>E-learning opportunities – showing documentaries from YouTube and other multi-media resources that recounts or discusses issues, events, political rallies, and other forms of political activism that has taken place under the Fourth Republic</p> <p>Seminars: To generate group and individual creativity, discussion and reflections on the events, debates and discourses in politics and society since the democratic transition.</p> <p>Practical activity- Engage student teachers to conduct individual or group research that includes searching and cutting clippings from newspapers on events, opinions and debates that has shaped and conditioned political developments since 1992. Let the student teachers arrange their clippings in a chronological order some episodic events captured either pictorially or in print form that relates to key political developments since 1992. Ask student teachers to write short essays based on their newspaper clippings.</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>Demonstrate understanding of the steps, processes and debates in the run-up to the transition to democratic rule in 1992 (NTS 2c, p.13)</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?		
	1. Demonstrate understanding of the key events leading to the conduct of the 1992 elections.	1. Identify the key events that preceded the 1992 elections			Develop positive attitudes and qualities such as tolerance, honesty and patriotism that will promote national unity and development. Student		

			teachers will also understand and appreciate the diversity in the political and cultural background of Ghanaians through the study of history										
	2. Show understanding of the nature of political alliances and coalitions before the 1992 elections	2. Identify the nomenclature of political alliances and coalitions leading to the 1992 elections.											
Topic Title: <ul style="list-style-type: none"> Party Politics Since 1992 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group or independent work.										
			<table border="1"> <thead> <tr> <th>Teacher Activity</th> <th>Student Activity</th> </tr> </thead> <tbody> <tr> <td> Face-to-face: <ul style="list-style-type: none"> Tutor collects assignment based on the previous lesson. Tutor-led review of previous lesson. </td> <td> Discussion: Student teachers discuss the previous lesson that focused on key historical developments in the politics of Ghana since the transition from military to democratic rule in 1992. Tutor encourages student teacher to identify areas of weaknesses that need attention. </td> </tr> <tr> <td> Face-to-face: Tutor begins the lesson by asking student teachers to review the major political activities such as the lifting of the ban on party activities and the subsequent formation of new political parties, the revival of old political parties and the making of political alliances in the run up to the 1992 elections. </td> <td> Group Discussion: <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recounting some of the key issues discussed and identifying areas that need further attention. Discussions: <ul style="list-style-type: none"> Student teachers to discuss the nomenclature of political movements that emerged in the run-up to the 1992 elections. Student teachers to examine the strengths and weaknesses of the emergent political parties and movements as well as the nature of political alliances in the run-up to the 1992 elections. </td> </tr> <tr> <td> The 1992 elections and the Contested Result </td> <td>90minutes</td> <td> Discussions: <ul style="list-style-type: none"> Tutor leads discussions on the organizational effectiveness of the political parties that contested the 1992 elections Tutor explains to student teachers the nomenclature of political alliances </td> <td> Group Discussions/Debates: <ul style="list-style-type: none"> Student teachers debate the claim of the opposition NPP that the 1992 elections did not meet the litmus test of a free and fair political contest Student teachers discuss the implications of the </td> </tr> </tbody> </table>	Teacher Activity	Student Activity	Face-to-face: <ul style="list-style-type: none"> Tutor collects assignment based on the previous lesson. Tutor-led review of previous lesson. 	Discussion: Student teachers discuss the previous lesson that focused on key historical developments in the politics of Ghana since the transition from military to democratic rule in 1992. Tutor encourages student teacher to identify areas of weaknesses that need attention.	Face-to-face: Tutor begins the lesson by asking student teachers to review the major political activities such as the lifting of the ban on party activities and the subsequent formation of new political parties, the revival of old political parties and the making of political alliances in the run up to the 1992 elections.	Group Discussion: <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recounting some of the key issues discussed and identifying areas that need further attention. Discussions: <ul style="list-style-type: none"> Student teachers to discuss the nomenclature of political movements that emerged in the run-up to the 1992 elections. Student teachers to examine the strengths and weaknesses of the emergent political parties and movements as well as the nature of political alliances in the run-up to the 1992 elections. 	The 1992 elections and the Contested Result	90minutes	Discussions: <ul style="list-style-type: none"> Tutor leads discussions on the organizational effectiveness of the political parties that contested the 1992 elections Tutor explains to student teachers the nomenclature of political alliances 	Group Discussions/Debates: <ul style="list-style-type: none"> Student teachers debate the claim of the opposition NPP that the 1992 elections did not meet the litmus test of a free and fair political contest Student teachers discuss the implications of the
	Teacher Activity	Student Activity											
	Face-to-face: <ul style="list-style-type: none"> Tutor collects assignment based on the previous lesson. Tutor-led review of previous lesson. 	Discussion: Student teachers discuss the previous lesson that focused on key historical developments in the politics of Ghana since the transition from military to democratic rule in 1992. Tutor encourages student teacher to identify areas of weaknesses that need attention.											
Face-to-face: Tutor begins the lesson by asking student teachers to review the major political activities such as the lifting of the ban on party activities and the subsequent formation of new political parties, the revival of old political parties and the making of political alliances in the run up to the 1992 elections.	Group Discussion: <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recounting some of the key issues discussed and identifying areas that need further attention. Discussions: <ul style="list-style-type: none"> Student teachers to discuss the nomenclature of political movements that emerged in the run-up to the 1992 elections. Student teachers to examine the strengths and weaknesses of the emergent political parties and movements as well as the nature of political alliances in the run-up to the 1992 elections. 												
The 1992 elections and the Contested Result	90minutes	Discussions: <ul style="list-style-type: none"> Tutor leads discussions on the organizational effectiveness of the political parties that contested the 1992 elections Tutor explains to student teachers the nomenclature of political alliances 	Group Discussions/Debates: <ul style="list-style-type: none"> Student teachers debate the claim of the opposition NPP that the 1992 elections did not meet the litmus test of a free and fair political contest Student teachers discuss the implications of the 										
Review of Lesson 9	10minutes	Face-to-face: <ul style="list-style-type: none"> Tutor collects assignment based on the previous lesson. Tutor-led review of previous lesson. 	Discussion: Student teachers discuss the previous lesson that focused on key historical developments in the politics of Ghana since the transition from military to democratic rule in 1992. Tutor encourages student teacher to identify areas of weaknesses that need attention.										
Warming Up to the 1992 elections	80minutes	Face-to-face: Tutor begins the lesson by asking student teachers to review the major political activities such as the lifting of the ban on party activities and the subsequent formation of new political parties, the revival of old political parties and the making of political alliances in the run up to the 1992 elections.	Group Discussion: <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recounting some of the key issues discussed and identifying areas that need further attention. Discussions: <ul style="list-style-type: none"> Student teachers to discuss the nomenclature of political movements that emerged in the run-up to the 1992 elections. Student teachers to examine the strengths and weaknesses of the emergent political parties and movements as well as the nature of political alliances in the run-up to the 1992 elections. 										

			<p>and coalitions that emerged to contest the elections; which ones worked, and which ones did not.</p> <ul style="list-style-type: none"> • Tutor leads discussions on why the major opposition party, the NPP contested the outcome of the Presidential elections and subsequently boycotted the parliamentary elections. 	<p>absence of opposition in the first republican parliament for Ghana's democratic development during the first term of the Rawlings administration.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Teacher to group student teachers and assign each group to write a two-page reflection of their assessment of the implications of the absence of opposition in parliament on the democratic gains of Ghana from 1992-1996.</p> <p>CLO 3</p> <p>NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p>			
Instructional Resources	<p>Some Secondary Sources: (Books, Paintings, Media reports (based on primary sources and appear after an event)some Primary Sources: (Letters, newspaper articles, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.</p>			
Required Text (core)	<ol style="list-style-type: none"> 1. Amenumey, D.E.K. (2008). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i>, Accra: Woeli Publishing Services 2. Gocking R. (2005). <i>The History of Ghana</i>, USA: Greenwood Press 			
Additional Reading List	<ol style="list-style-type: none"> 1. Danso-Boafo, K. (2012). <i>J.J. Rawlings and the Democratic Transition in Ghana</i>, Accra: Ghana Universities Press 2. Nugent, P. (1996). <i>Big Men, Small Boys and Politics in Ghana</i>, Accra: Asempa Publishers 			
CPD needs	<p>Workshop for tutors on:</p> <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 11

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	-----------------------------------

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 the course “An Introduction to the Study of History” in year 2, semester 1.						
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 	Demonstrate competencies in collecting archival and field data to explain reasons for the popularity of democracy in Ghana. (NTS 2c p. 13, NTECFp. 45)						
43 Learning Outcome for the lesson, picked and developed from the course specification 44 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. Demonstrate knowledge of how to present a summary of their research findings		1.1 Presentation on the historical problem, the context, research questions, the use of primary and secondary sources in writing on the internal factors leading to independence in Ghana.		As student teachers present their research findings, they will develop communication, personal development and lifelong learning skills.		
	2. Exhibit knowledge on how to critique research findings		2.1 critique student teachers’ findings from their research work.				
<ul style="list-style-type: none"> Topic Title: 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 minutes	Seminar <ul style="list-style-type: none"> Tutor guides student teachers to discuss their research findings. Tutor provides feedback to student teachers by asking the following questions: <ul style="list-style-type: none"> ✓ What was most interesting about this paper? 		Seminar <p>Student teachers have already been assigned research topics at the beginning of the semester</p> <ul style="list-style-type: none"> Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used 		

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

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
---------------	---	----------	---	-----------------------------	----------------------------

Title of Lesson	Course review			Lesson Duration		3 Hours	
Lesson description	This lesson focusses on reviewing and auditing 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"> Ascertain the level of understanding of concepts. Test various skills and cross – cutting issues Provide remedial tuition/tutorials on where necessary Correct misconceptions and misinformation Build the necessary support going forward on SEN and Gender issue 						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning 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. Demonstrate the ability to identify weakness and strengths in learning the course for the period under review.			Make a list of weaknesses and strengths on poster papers for sharing		As tutors review lessons through group work and presentation, student teachers develop Collaborative, critical thinking and Communication skills from the reflective activities.	
	2. Show the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies			Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media			
	3. Exhibit knowledge on how to correct misconception / misinformation for earlier (lesson 1 – 12) lessons and discuss with the student teachers the various areas to develop their thoughts			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 minutes	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 	Seminar <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. 	Seminar 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 10-15minutes) Assessment of learning: Student – Teachers working in groups on remedial tutoring helps to assess them for learning 			
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). The new nature of history, knowledge, evidence, language. Chicago: Lyceum Books. 2. Storey, W.K. (2016). Writing history: A guide for students. New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). What is history? Cambridge: Cambridge University Press. Jenkins, K. (1995). On what is history? From Carr and Elton to Rorty and White. London: Routledge. Stern, F. (1979). Varieties of history, 2nd ed. London: Macmillan. Tosh, J. (2002). The pursuit of history, 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985). 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	¹ Component 1: Subject Portfolio Assessment (30% overall score) <ul style="list-style-type: none"> Selected items of student’s work (3 of them – 10% each) 			

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

- Written Assignment
- Group Presentation
- Individual Presentation
- Midterm assessment - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

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

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

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

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

