

WASSCE / WAEC HISTORY
SYLLABUS (GHANA)

MINISTRY OF EDUCATION



TEACHING SYLLABUS FOR HISTORY
(SENIOR HIGH SCHOOL 1- 3)

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TEACHING SYLLABUS FOR HISTORY

RATIONALE FOR TEACHING HISTORY

History is the study of the past to help us understand our present situation so that we can build a better future. At the Senior High School (SHS) level, History should not be seen as memorizing historical facts and dates, but should be presented in a way that shows its relevance for the development of the Nation. For example, through the achievements of others in the past, the student can become patriotic, be able to know and take pride in his or her own heritage and be motivated to build on it.

Studying History also promotes national harmony and unity as it enables the students to learn about, appreciate and respect the cultures of other ethnic groups besides their own.

This syllabus is designed in line with the New Educational Reforms which seek to make education accessible to all and relevant to the needs of the Ghanaian Society. It offers an opportunity for the student to appreciate the achievements of his/her ancestors and thus develop pride in being a Ghanaian and an African. It hence, challenges the student to show loyalty to the country and always seek to build on what their ancestors have achieved.

GENERAL AIMS

The syllabus is designed to redirect the study and interpretation of the history of Ghana and other African countries from African perspective.

The programme aims at helping the student to:

- i. acquire the skill of gathering and objectively analyzing historical data that will enable them interpret the actions and behaviours of the people of Ghana from a Ghanaian perspective.
- ii. acquire more detailed study of the history of the people of Ghana from ancient times to date.
- iii. study some other African civilizations with the aim of appreciating among other things, the advancements made in earlier ages.
- iv. appreciate the need for interdependence of societies to be able to relate events in Ghana to those of the outside world.
- v. develop a sense of national consciousness and appreciate the factors that make for national and international unity.
- vi. acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement.
- vii. appreciate the relevance of the study of history in current and future development efforts of the nation.

SCOPE OF CONTENT

History at the Senior High School is intended to help students learn about the history of Ghana and Africa as the basis for planning for the present and the future of the country.

The syllabus is in three sections and focuses on:

1. Landmarks of African History up to AD1800
2. Cultures and civilizations of Ghana from the earliest times to AD 1900.
3. History of Ghana and her relations with the wider world from AD 1900 - 1991.

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The pre-requisite skills needed for effective study of history are good reading and writing skills. History is in some way related to previous knowledge acquired in Social Studies at the Junior High School level. Students can also access information from journals, newspapers, the internet etc. Observational skills, critical and analytical mind are also important for studying history.

ORGANIZATION OF THE SYLLABUS

The History syllabus has been structured to cover three years of Senior High School (SHS1-3). Each year's work consists of a number of units. These units can be re-arranged to suit the teacher's scheme of work. The structure and organization of the subject is presented on the next page.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p>SECTION: 1</p> <p>LANDMARKS OF AFRICAN HISTORY (p. 1-9)</p> <p>Unit 1. History as a subject (a) Introduction to African History (b) Sources and methods of African History</p> <p>Unit 2. African Pre-history from the earliest times to 500 B.C.</p> <p>Unit 3. Civilization of Pharaonic Egypt from 3000 B.C.</p> <p>Unit 4. Civilization of Axum and Ancient Ethiopia</p> <p>Unit 5. Civilization of North Africa</p> <p>Unit 6. Origin and spread of Bantu Civilization.</p> <p>Unit 7. Swahili Civilization of the East African Coast</p> <p>Unit 8. Civilization and cultures of West African Sudan from 500 B.C.</p> <p>Unit 9. Civilizations and Cultures of the West African Forest and Coast</p>	<p>SECTION: 2</p> <p>CULTURES AND CIVILIZATIONS OF GHANA FROM THE EARLIEST TIMES TO AD 1900 (p. 10-17)</p> <p>Unit 1. Introduction to the History of Ghana</p> <p>Unit 2. Pre-history of Ghana: 50,000 B.C. to AD 1700 (a) Hunters and Gatherers (b) First farmers and village builders</p> <p>Unit 3. The peopling of Ghana and The Rise of States and Kingdoms</p> <p>Unit 4. Social and Political Organizations</p> <p>Unit 5. History of Medicine</p> <p>Unit 6. History of Art and Technology</p> <p>Unit 7. History of the Economy of Ghana</p> <p>Unit 8. The Coming of the Europeans</p> <p>Unit 9. Social and political developments: 1500-1900</p>	<p>SECTION: 3</p> <p>HISTORY OF GHANA FROM AD 1900 TO 1991 (p. 18-20)</p> <p>Unit 1. Social, Economic and Political developments in Ghana: AD 1900-1957</p> <p>Unit 2. Independence and after: The Nkrumah Era</p> <p>Unit 3. Ghana after the Nkrumah Era 1966 - 1991</p> <p>Unit 4. Ghana in the Comity of Nations</p>

TIME ALLOCATION

History is allocated six periods a week with each period consisting of 40 minutes. It is suggested that the periods should be organized into three double periods.

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives specify the skills and behaviours students should acquire after instruction in the units of a section. The general objectives are directly linked to the general aims for teaching History listed on page (i) of this syllabus and form the basis for the selection and organization of the themes and their unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units

The syllabus has been planned in Sections and Units. Each year's work has been divided into Sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each Section are Units. A unit consists of a more related and homogeneous body of knowledge and skills. The teacher is expected to consider the total number of Sections and associated number of Units prescribed for each year and to plan the scheme of work and lessons for each term such that the work in all the Sections and Units for each particular class will be completed by the end of the school year.

Each Section of the syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 – Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. For instance, Unit 2 of Section 2 may have five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Hence each specific objective starts with the following, “The student will be able to.” This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. It is important however, to add more content to what is already provided in this column by reading around the topics from other sources.

Column 4 – Teaching and Learning Activities (T/LA): T/LA that will ensure maximum student participation in the lessons is presented in Column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. The major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. The emphasis is to assist your students to develop analytical thinking, practical problem solving techniques and the ability to use historical facts and issues to understand and interpret events of the present and the future.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above. And that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours or abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective as follows: The student will be able to describe ...etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

The three profile dimensions that have been specified for teaching, learning and testing in History are:

Knowledge and Understanding	30%
Use of Knowledge	40%
Attitudes and Values	30%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes. You will note that the number of verbs for “use of knowledge” is less in the syllabus than the number of verbs for “knowledge and understanding”. Knowledge and understanding consists of a large store of factual information, methods and processes. While the number of specific objectives for “use of knowledge” is less than the number of verbs for “knowledge and understanding”, every specific objective on “use of knowledge” demands more thinking and has far wider implications for improving knowledge and mental ability than the low level “knowledge and understanding”. The marks you allocate to test items on “use of knowledge” in essay questions should therefore be higher

than the marks allocated to objective items. Essay items are generally marked out of 5, 10, 15 or 20 marks. The total marks for essay questions should hence be higher than the total marks for factual information. Combining the three dimensions in the teaching and learning process will however, ensure that History is taught and studied not only at the cognitive level, but will also lead to the acquisition of important attitudes and values on the part of the student.

The explanation of the key words involved in each of the profile dimensions is as follows:

Knowledge and Understanding (KU)

Knowledge	The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, creativity, innovation or synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application	The ability to apply rules, methods, principles, theories, etc., to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
Analysis	The ability to break down a piece of material into its component parts, to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc.
Innovation/Creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, innovate, synthesize, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

A number of examination questions at the Senior High School level begin with the word “Discuss”. Discuss belongs to the evaluation thinking skill and implies the ability to analyze, compare, contrast, make a judgment etc. The word “discuss” asks for a variety of thinking skills and is obviously a higher order thinking behaviour. Students consequently do poorly on examination questions that start with “Discuss”. For this reason and also for the reason that discussion of issues, discussion of reports etc., are some of the major intellectual activities students will be engaged in, in work situations and at higher levels of learning after they have left Senior High School, it will be very helpful if you would emphasize discussion questions etc. both in class and in the tests you set.

Attitudes and Values (AV)

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing and organizing.

Receiving follows directions, listens, shows awareness and sensitivity, accepts, asks questions, contributes and replies to questions etc

Responding greets, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.

Valuing demonstrates attitudes, demonstrates beliefs, initiates, invites, proposes, reports, shares works, reads.

Organizing ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify, and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your students the chance to develop and demonstrate good thinking skills and the capacity for excellent performance in examinations and in practical life. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the specified profile dimensions of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example on the next page shows an examination consisting of two papers, Paper 1 and Paper 2, and School Based Assessment. Paper 1 will usually be an objective-type paper. Paper 2 will consist of structured questions or essay questions essentially testing “Use of Knowledge”, but also consisting of some questions on “Knowledge and Understanding”. School Based Assessment will essentially focus on “Attitudes and Values”, and will consist of some assignments on “use of Knowledge”. The distribution of marks for the test papers and School Based Assessment should be in line with the weights of the profile dimensions already indicated, and as shown in the last column of the table on the next page.

The West African Examinations Council (WAEC) generally sets about 50 objective test items at the WASSCE. Emulate this by developing an objective test paper (Paper 1) that consists of 50 items. Paper 2 could consist of some structured questions and essay questions. In general, let students answer 4 essay questions from a list of 7-12. Check WASSCE past papers to make sure of the number of questions generally required to be selected in the WASSCE so that you could use this number to give your students enough practice on class examinations as preparation for the WASSCE.

In the examination structure below, Paper 1 is marked out of 60; Paper 2 is marked out of 80 and School Based Assessment (SBA) is marked out of 60, giving a total of 200 marks. The last row shows the weight of marks allocated to each of the three test components. The three papers are weighted differently. Paper 2 a more intellectually demanding paper and is therefore weighted more than Paper 1 and the School Based Assessment.

Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1	Paper 2	School Based Assessment	Total Marks	% Weight of Dimensions
Knowledge and Understanding	40	30	-	70	30
Use of Knowledge	20	50	10	80	40
Attitudes and Values	-	-	50	50	30
Total Marks	60	80	60	200	-
% Contribution of Papers	30	40	30	-	100

You will note that Paper 1 has a contribution of 30% to the total marks; Paper 2 has a contribution of 40% to the total marks; and SBA has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers.

The last but one column shows the raw total marks allocated to each of the dimensions. Note that the numbers in this column are additions of the numbers in the cells and they agree with the profile dimension weights indicated in the each of the three dimensions as indicated in the last column.

Item Bank: Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item bank. The term “item bank” is a general term for a pool of objective items, a pool of essay questions or a pool of practical test questions. As you teach the subject, write objective test items, essay questions, structured essay questions and practical test questions to fit selected specific objectives which you consider important to be tested. If you proceed diligently, you will realize you have written more than 100 objective test items, and more than 30 essay questions and enough structured questions in a space of one year. Randomly select from the item bank to compose the test papers. Select with replacement. This means, as items/questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items and questions that have been used in examinations may also be modified and stored in the item bank.

Test “wiseness”

An important issue in the preparation for a major examination such as the WASSCE, is the issue of test 'wiseness'. To be “test wise” means that the student knows the mechanics for taking a test. These mechanics include writing your index number and other particulars accurately and quickly on the answer paper; reading all questions before selecting the best questions to answer; apportioning equal time to each question or spending more time on questions that carry more marks; making notes on each question attempted before writing the answer; leaving extra time to read over one's work; finally checking to see that the personal particulars supplied on the answer sheet are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the mechanics of test taking; because they are not test wise. Take your students through these necessary mechanics so that their performance on major examinations may not be flawed by the slightest weakness in test taking.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. The projects may include the following:
 - i) experiment
 - ii) investigative study (including case study)\
 - iii) practical work assignment

A report must be written for each project undertaken.
2. Mid-Term Test: The mid-term test following a prescribed SBA format
3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. End-of-Term Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 1

LANDMARKS OF AFRICAN HISTORY

General Objectives: The student will:

1. appreciate History as a living subject with varied sources.
2. recognize that the history of Africa dates back to over a million years.
3. acquire knowledge and skills in data collection from different sources for learning history.
4. be aware that the various ancient civilizations of Africa contributed significantly to modern civilization.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 INTRODUCTION TO HISTORY	The student will be able to:			
	1.1.1 explain the concept of history.	History is a living subject which reveals the past, gives an understanding of the present and gives an indication into the Future. Importance of history for present life and the future	Students brainstorm to come out with an explanation of history. - Help students to summarize the meaning of history and discuss the importance of history for the present and the future.	What is the importance of studying History?
	1.1.2 outline the sources of African History.	Sources of African history are in two broad categories: documentary and non-documentary. Documentary sources include dairies, travellers' journals and newspapers. Non-documentary sources include archaeology, oral traditions etc.	Assist students to discuss the sources of history as in content. Find extracts from a historical diary and newspapers from 1940s and 50s for class to read and discuss as sources of documentary data - Explain the work of archaeologists and show how their work contributes data for history. - Students to gather information on local history and traditions on how the people in the area came to live there and present their reports for class discussion.	Discuss the two main categories of sources for African history.
	1.1.3 Identify the various methods used in gathering materials for writing History.	The interdisciplinary approach of using data from literature, geography etc also yields useful results. The approach was both documentary and non-documentary sources. The methods include the use of personal enquiry through interviews, questionnaire, inter-disciplinary approach, review of written materials.		Identify the main methods used in collecting data for writing African history.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 AFRICAN PRE-HISTORY FROM THE EARLIEST TIMES UP TO 500BC	The student will be able to:			
	1.2.1 explain pre-history and identify the 4 main periods in Africa.	African civilization has a history dating back to over million years ago: The pre-historic period in Africa consists of four periods extending from 1,000,000 to 500BC. The periods are: Early Stone Age, Middle Stone Age, Late Stone Age I, and Late Stone Age II.	<p>Guide students to discuss the history of Africa covering the four pre-historic periods in the content.</p> <p>Students to visit the museum to see some tools used by the Stone Age people. Educate students to take good care of historical monuments.</p>	„Africa had no history before the white people came to Africa“. Comment on this statement.
	1.2.2 describe survival methods during the hunter-gatherer period in African History: 1,000,000 - 4,000 BC.	The hunter-gatherer period: 1,000,000-4,000BC: The people of this age lived by hunting and gathering. They used pebble tools with sharp edges. Later they produced tools like hand axes.	Assist students to discuss pictures of the early people in Africa, their tools and the way they lived from 1,000,000 - 4,000 BC.	How did the early people solve their survival problems?
	1.2.3. describe the significant characteristics of early village life in Africa: 4,000 - 500 BC.	Beginnings of early settlement in villages: Learning to make tools; learning to use fire; changing from food gathering to food production; changing from hunting to rearing of animals; building of houses (using the bark of trees etc).	With illustrations of early village communities in Africa, guide students to discuss establishment of early village settlements, farming and animal rearing and other important aspects of life.	Identify the tools that characterized each of the four pre-historic periods in Africa.
	1.2.4 identify the important periods in African History.	Hunter-gatherer period in African history: 1,000,000 – 4,000 BC Settled village life: 4,000 – 500 BC African Civilizations : 500 BC-	Help students to discuss the important periods in African history, bearing in mind that African civilizations started at different times in history although 500BC is taken as a general beginning point. Pharaonic civilization for instance started much earlier than other civilizations in Africa.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CIVILIZATION OF PHARAONIC EGYPT FROM 3000 BC.	<p>The student will be able to:</p> <p>1.3.1 describe the significant characteristics of the Pharaonic civilization.</p> <p>1.3.2 explain with examples the factors that led to the spread of Egyptian civilization to other parts of the world.</p> <p>1.3.3 describe the key role Egypt played in the spread of Christianity and Islam .</p>	<p><u>The African Pharaonic civilization</u>: One of the earliest and most advanced in the world with the following characteristics: Egypt achieved a high level of technology in irrigation and engineering; in writing; building complex religious systems; highly centralized administration; mathematical calculations and medicine etc.</p> <p><u>The spread of Pharaonic civilization in the world</u>:</p> <ol style="list-style-type: none"> The location of Egypt in the Mediterranean region, the major commercial centre in the ancient world The Nile river facilitated travel and commerce Egypt had a good education system and had one of the first universities in the world (The University of Alexandria established in about 325 BC) to which nationals of different countries came to study A centralized and effective administrative system etc. <p>Christianity appeared early in Egypt and North Africa and spread from there to Nilotic Sudan and Ethiopia. Islam also spread from the Middle East to Egypt, to North Africa and from there to the rest of Africa.</p>	<p>Make use of maps, pictures and books with good illustrations to help students to discuss the achievements of Pharaonic Egypt. (See content)</p> <p>Assist students to discuss the achievements of Egyptian civilization. - Guide students to discuss how Pharaonic Egypt influenced other civilizations in Africa and other parts of the world.</p> <p>Assist students to discuss how Christianity came to Egypt; how Islam came to Egypt and how Christianity and Islam spread from Egypt to other parts of Africa. (See content).</p> <p>Students to discuss the importance of tolerating other people's religion.</p>	<p>Which aspect of Pharaonic civilization impresses you most and why?</p> <p>Discuss how technology is transferred from one area to another.</p> <p>What similarities do you notice between the religious beliefs of Egypt and those of your own people?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 CIVILIZATION OF AXUM AND ANCIENT ETHIOPIA	<p>The student will be able to:</p> <p>1.4.1 explain how the positions of Axum and Ethiopia facilitated links with other parts of the world.</p> <p>1.4.2 explain why Axum and Ethiopia are considered as ancient civilizations.</p>	<p><u>Axum and Ethiopia:</u> Axum was located in the highlands of Abyssinia (the former name of Ethiopia) near the Red Sea. The Axum kingdom occupied a land area extending from present Eritrea to the Mountain of Ethiopia. The state conquered northern Ethiopia and started expansion southwards from 100BC to form the area of present day Ethiopia. From its location, Axum had close trade links with the cities of Nubia to the West and with Yemen and other parts of Southern Arabia across the Red Sea, and with India. Axum was the ancestor of Ethiopia. The words Axum and Ethiopia are therefore used interchangeably.</p> <p><u>The Axum civilization</u> The area occupied by Axum was originally the location of a number of settlements like Yehar and Matara dating to the 6th Century B.C. A number of kingdoms arose later, out of which the Axum Kingdom became dominant and united the area. Axum started expansion southwards to form present day Ethiopia from 100BC. Characteristics of Axum and Ethiopian civilizations:</p> <ol style="list-style-type: none"> Wealth from its trade with Arabia and India. The cities of Axum were cosmopolitan with Jewish, Nubian, Christian and Buddhist minorities etc. Attained high levels in the arts and culture, technology and metal works. Became the first Christian state in the world in 400AD 	<p>Use pictures, maps and films to show the location of Axum and Ethiopia</p> <p>With the aid of the world map help students to locate the position of Axum and present day Ethiopia and how the location of Axum (Ancient Ethiopia) facilitated its links with other parts of the world.</p> <p>Students to find information on Axum and Ethiopia from different sources including the Internet and discuss their findings in class.</p> <p>Assist students to discuss reasons why the achievements of Axum and Ancient Ethiopia were considered as high levels of civilization in the ancient world.</p>	<p>How did the position of Axum facilitate its links with other parts of the world?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) CIVILIZATION OF AXUM AND ANCIENT ETHIOPIA	<p>The student will be able to:</p> <p>1.4.3 compare the achievements of Axum and Ancient Ethiopia in terms of the arts and technology, religion and political administration.</p>	<p>Comparison of the achievements of Axum and Ancient Ethiopia in terms of :</p> <ul style="list-style-type: none"> - The arts - Technology - Religion - Political administration. <p>N.B High levels of achievements in the Arts and Technology and Metal work. Long lasting dynasty. Christianity was an important aspect of their civilization after it was introduced.</p>	<p>Guide students to compare the achievements of Axum and the later civilization of Ancient Ethiopia in the arts, technology etc. as in content. Students to appreciate their achievements and improve on those that need improvement.</p>	<p>To what extent were the achievements of Ancient Ethiopia greater than those of Axum?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 CIVILIZATION OF NORTHERN AFRICA	<p>The student will be able to:</p> <p>1.5.1 describe features of the advanced Berber civilization before the arrival of Moslem Arabs.</p>	<p>The Berbers have being sometimes referred to as Moors. The Berbers lived in the Maghreb, the name used for most parts of northern Africa west of Egypt. The indigenous Berber Kingdoms and the area they covered. The kingdoms of Massylin and Massaesylin in northern Africa and their civilization.</p> <p>Characteristics of Berber civilization: The arts, technology, religion, political administration etc</p>	<p>Students to use different sources including the Internet to find information about the Berbers</p> <p>Study pictures, maps and films of the Northern Africa and the areas covered by the Berber kingdoms.</p> <p>- Guide students to discuss the Berber civilization.</p>	<p>How does the indigenous Berber civilization compare with any of the civilizations you have studied so far?</p>
	<p>1.5.2 discuss the level of involvement of the Berbers in the political and commercial relations in the Mediterranean area.</p>	<p>The involvement of the Berbers in the political and commercial life of the Mediterranean:</p> <p>-Through trade</p> <p>--Controlling the trans-Saharan trade routes and other commercial routes</p> <p>-Religion</p>	<p>Group students to discuss the main areas of Berber contact with Southern Europe, Middle East, Sub Saharan Africa. Groups to present reports for class discussion.</p>	<p>Is it correct to describe the civilization of North Africa as a fusion of the cultures of the Mediterranean world, Middle East and the Indigenous Berbers?</p>
UNIT 6 THE ORIGIN AND SPREAD OF BANTU CIVILIZATION	<p>1.6.1 explain how the movements of the Bantu helped to shape the ethnic and linguistic map of Africa.</p>	<p>Original home of the Bantu was south of the Middle Benue river valley in Eastern Nigeria and Western Cameroon</p> <p>-Factors responsible for the movement and the routes of spread from about AD 200</p> <p>-Bantu influence in languages and other cultural characteristics in Eastern, Central and Southern Africa.</p>	<p>Show the map of Africa indicating the original home and the lines of spread of the Bantu.</p> <p>Guide students to discuss on the origin, the factors that led to the movement, the spread of the Bantu and their linguistic and cultural influence in Eastern, Central and Southern Africa.</p>	<p>What was responsible for the spread of the Bantu to East, Central and Southern Africa?</p>
	<p>1.6.2 explain the Bantu achieved high levels of civilization in the areas they came to occupy.</p>	<p>Some examples of Bantu civilization that could be studied: Zimbabwe, Mapungubwe, Kisale.</p>	<p>Show pictorial illustrations of some of the achievements of the Bantu in East, Central and Southern Africa.</p> <p>-Assist in class discussion on the illustrations and on how the Bantu achieved high levels of civilization.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 SWAHILI CIVILIZATION OF THE EAST AFRICAN COAST	<p>The student will be able to:</p> <p>1.7.1 explain how the Swahili civilization was created.</p> <p>1.7.2 outline the main features of the Swahili Civilization.</p> <p>1.7.3 explain how African History was reconstructed from non-documentary sources like linguistics, numismatics and archaeology using how the Swahili Civilization was reconstructed as example.</p>	<p>Swahili civilization is a fusion of different cultures: Dynamic interaction of Arabic, Persian and Bantu cultures mainly through trade on the East African coast.</p> <p>The main features of the Swahili Civilization:</p> <ul style="list-style-type: none"> - economy based mainly on international trade - metal technology - city-based civilization - internationally recognized and widely used language. <p>Reconstruction of the Swahili civilization from non-documentary sources: linguistics, numismatics and archaeology</p> <p>Generalization of the methods used in the reconstruction of the Swahili civilization to the reconstruction of African history.</p>	<p>Assists student to discuss how the Swahili civilization was created Class discussion on the achievements of the Swahili city-states and the features of the Swahili civilization.</p> <p>- Guide students to discuss how a fusion of languages could help in Ghana's development. - Students to draw the map of East Africa and show the main Swahili settlements in their notebooks</p> <p>Assist students to discuss the main features of the Swahili civilization at East Africa. Guide students to discuss the use of linguistics, numismatics and archaeology in the re-construction of the Swahili civilization.</p> <p>Guide students to extend the reconstruction procedures used in the Swahili civilization to the reconstruction of African history.</p>	<p>Highlight the main features of the Swahili Civilization of East Africa.</p> <p>Outline the main legacies of the Swahili civilization.</p> <p><u>Class discussion</u> Will it help Ghana's development if each Ghanaian learnt to speak his/her own language and at least one other Ghanaian language?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 THE CIVILIZATIONS OF THE WEST AFRICAN SUDAN	<p>The student will be able to:</p> <p>1.8.1 explain how the cultures of the West African Sudan have been largely determined by the environment.</p> <p>1.8.2 describe how Islam spread to the cultures of the West African Sudan especially after AD 900.</p> <p>1.8.3 analyze the negative and positive influences of the Trans-Saharan Trade on the civilizations of the West African Sudan.</p> <p>1.8.4 identify the general characteristics of the West African Sudanese states and kingdoms.</p>	<p><u>Pastoral and nomadic cultures</u> How the environment has largely determined the cultures of West African Sudan:</p> <p>i. The extent of the West African Sudan</p> <p>ii. The environment of West Africa: The vegetation-grasslands and the forest, the climate, the desert etc</p> <p>iii. The extent to which the environment has determined the cultures of the countries in the West African Sudan. (These cultures were mainly pastoral in nature and in some cases nomadic. They were very much involved in trade and agriculture).</p> <p>Spread of Islam from North Africa into the West African Sudan mainly through trade.</p> <p>Influence of the Trans- Saharan Caravan Trade on civilizations in the West African Sudan: Positive effects: Exchange of goods, spread of Arabic scholarship and religion Negative effects: Slavery, jihad forcing Islam on indigenous West Africans etc.</p> <p>General characteristics like Social, Political organizations and economic activities, technological development, settlement patterns and religion.</p>	<p>Use a map for the following:</p> <p>i. to show the areas covered by Western, Central and Eastern Sudan.</p> <p>ii. to show the major kingdoms in the Western and Central Sudan.</p> <p>Guide students to discuss the spread of Islam in West Africa Sudan. (Highlight the general characteristics of Islam that facilitated its spread giving examples from Ghana, Mali, Songhai, Kanem-Bornu and the Hausa States).</p> <p>Use the map of Africa to show the routes of the Trans-Saharan Trade and discuss how the trade was organized. Guide students to discuss the positive and negative influences of the Trans-Saharan trade.</p> <p>Assist class to discuss the political, social and economic activities, technological development, settlement patterns, and religion of the people of the West African Sudanese states and kingdoms.</p> <p>Assist students to discuss the importance of tolerating each other's religion.</p>	<p>Discuss how the environment influenced the cultures and civilizations of the West African Sudan</p> <p>In what ways did Islam and the Trans- Saharan Trade influence the civilizations of the West African Sudan?</p>

ACTIVITY	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 CIVILIZATIONS AND CULTURES OF THE WEST AFRICAN FOREST AND COAST	<p>The student will be able to:</p> <p>1.9.1 explain how the cultures of the West African forest and coastal areas have been influenced by their physical environment.</p> <p>1.9.2 describe the general characteristics of the West African forest and coastal states and kingdoms between the 17th and 20th centuries.</p> <p>1.9.3 explain the common factors that promoted the civilizations of the West African forest and coastal States.</p> <p>1.9.4 explain how the civilizations of the West African forest and coastal States have influenced the states and kingdoms of present day West Africa.</p>	<p>Influence of the physical environment on the cultures of West African forest and coastal states: Economic, social, religious and political administration.</p> <p>The economic, social and political systems were determined by the physical environment e.g. they practised sedentary agriculture; had centralized political system; created large villages and townships, etc.</p> <p>Forest and Coastal States and kingdoms: Akwamu, Asante, Dahomey, Oyo, Ile-Ife, etc.</p> <p>-Inter-regional trade and trade with Europeans; linguistic and cultural linkages, and the pattern of growth of states all helped in developing the characteristics that promoted the development of the states and kingdoms between the 17th and 20th centuries.</p> <p>Common factors for the growth of West African civilization:</p> <ul style="list-style-type: none"> - Fertile land - Iron casting for farm implements and implements of war - Trade with Europeans on the coast <p>Influence of West African forest and coastal states and kingdom through</p> <ul style="list-style-type: none"> - Trade - Religion - Chieftaincy 	<p>Use the map of West Africa to show the major states and kingdoms in the area.</p> <p>Discuss how the environment influenced the way of life in the West African forest and coastal areas. (See content)</p> <p>Assist students to discuss the general characteristics of the West African forest and coastal kingdoms giving examples from Oyo, Ile Ife, Dahomey, Asante etc. (See the topics/characteristics in content)</p> <p>Guide students to discuss the common factors that promoted the growth of the civilizations of the West African forest and coastal states.</p> <p><u>Class discussion</u> Will the common factors that promoted the civilizations of West Africa help in the development and unity of present day Ghana?</p> <p>Guide students to discuss how the social, economic and political life of the West African forest and coastal states have influenced the social, economic and political life of present day West Africa.</p>	<p>Students in groups to gather information on one state in either the African forest or coastal areas and present for class discussion.</p> <p>Write an account of any one of the West African Coast and Forest states giving attention to social, political and economic activities, technological developments etc.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

CULTURES AND CIVILIZATIONS OF GHANA FROM THE EARLIEST TIMES TO AD 1900

General Objectives: The student will

1. be aware of the long period of human existence and cultural developments in Ghana before the arrival of Europeans.
2. be aware of the cultural basis of the arts, medicine and technology in Ghana before the arrival of Europeans.
3. be aware of the processes for the partitioning of Africa by European powers.
4. recognize the positive and negative effects on the social, economic and political life of Ghana arising from contact with Europeans.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 INTRODUCTION TO HISTORY OF GHANA	The student will be able to:			
	2.1.1 identify the various sources of the History of Ghana.	Sources include Archaeology, oral tradition, written documents, linguistics, ethnography etc.	Individual and Group Project Work. Guide students to collect local histories and traditions and study place names and ethnic names. NOTE: Refer to the treatment of Introduction to African History (Section I unit I). Note: Use the material in content 2.1.2 and also refer to T/LA 2.1.1.	"There is no such thing as African history". Discuss this view of some European writers.
UNIT 2 PRE-HISTORY OF GHANA: 50,000 BC TO AD 1700	2.1.2 explain the approach by which the history of Ghana was reconstructed.	Use of the multidisciplinary approach to historical reconstruction: Methods include extracting data from documents, coins, painting, archaeology, personal inquiry through interviews, inter-disciplinary approach.	Teacher may invite a resource person to help students understand how the history of Ghana was reconstructed.	
	2.2.1 describe the life of the first hunters/gatherers of Ghana.	Early man in Ghana made stone tools, hunted animals and gathered fruits, berries and nuts. Deliberate domestication of animals and planting of crops began from about 2,000BC.	Assist class to discuss the survival methods of early man in pre-historical Ghana.	Discuss the methods early people of Ghana used to survive.
	2.2.2 identify the food items and animals domesticated and used in Ghana long before the adoption of food items from Europe, Asia and the New World.	The first farmers and village builders lived in places like Kintampo and cultivated crops like sorghum, millet, West African rice, oil palm. Animals included dwarf goat, short horn cow, guinea fowl.	Assist students to discuss the food crops cultivated and the animals reared by the early settlers of Ghana before the arrival of Europeans. Early man took good care of plants and animals so we should not destroy plants and animals.	
	2.2.3 describe the towns that existed in Ghana before the arrival of Europeans.	The first major towns included Begho, Bono-Manso, Dawhenya, Edina.	Students to discuss the growth of townships in Ghana before the arrival of Europeans.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PEOPLING OF GHANA AND THE RISE OF STATES AND KINGDOMS	The student will be able to:			
	2.3.1 trace the origins of the major ethnic groups of Ghana	<p>Origins and migrations of the major ethnic groups into present day Ghana:</p> <ul style="list-style-type: none"> - Some ethnic groups claim their origins from outside present day Ghana e.g. Gonja, Dagomba, Ewe and Ga Adangbe - Others came from within the borders of present day Ghana e.g. the Guans and most Akan groups. 	<p>Guide students to identify the major ethnic groups of Ghana.</p> <p>Assist students to discuss the origins of the major ethnic groups in Ghana.</p> <p>Guide class to trace the routes of migration of the major ethnic groups into Ghana.</p>	Discuss the origins of the various groups of people in Ghana.
	2.3.2 explain the factors that led to the migration of the major ethnic groups into present day Ghana	Factors that led to the migration of the major ethnic groups into present day Ghana include the search for fertile lands; water; peace and security; trade.	<p>Class discussion of the factors that led to the migration of the major ethnic groups into present day Ghana.</p> <p>Teacher guides students to discuss the things that unite us as one people.</p>	
	2.3.3 locate the present areas of habitation of the major ethnic groups	<p>The major ethnic groups can be found in:</p> <ul style="list-style-type: none"> - Savanna Zone: Mole-Dagbon and the Gonja. - Forest Zone: Akan and Guan - Coastal Zone: Ewe, Ga-Adangme, Guan 	Use a map of Ghana to locate the areas of habitation of the major groups.	Trace the major developments in the life of the people of Ghana from the earliest times to AD1700.
	2.3.4 identify the main states and kingdoms formed in pre-colonial Ghana.	<p>Main states and Kingdoms in pre-colonial Ghana</p> <ol style="list-style-type: none"> Savanna Zone-, Dagomba, Mamprusi and Gonja Forest Zone – Adanse, Denkyira, Akwamu, Akyem and Asante Coastal Zone – Fante, Ga, Anlo 	<p>Guide students to gather information about the states or Kingdoms of which their locality forms part. Class discussion of the findings.</p> <p>Draw a map of Ghana and locate the main Kingdoms and states.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PEOPLING OF GHANA AND THE RISE OF STATES AND KINGDOMS	The student will be able to:			
	2.3.5 explain the factors that led to rise of states and kingdoms in pre-colonial Ghana.	Well organized political system, strong and able leaders etc.	Assist students to discuss the factors that led to the rise of states and kingdoms in pre-colonial Ghana.	Why did large states emerge in the Savanna before the rise of the bigger states in the forest of Ghana?
UNIT 4 SOCIAL AND POLITICAL ORGANIZATIONS	2.3.6 compare the levels of political and economic attainment of the various states and kingdoms	i. Levels of political development of the major states and kingdoms ii. Levels of economic development of the major states and kingdoms	Class to discuss the political and economic attainment of the major states and kingdoms of Ghana and compare their levels of attainment.	
	2.4.1 describe the various social systems and rites of passage of the major ethnic groups of Ghana.	Social Organizations: Religion, Kinship systems, Festivals etc. Rites related to stages in the life cycle (birth, puberty, marriage and death)	Guide students to discuss selected systems of social organization as in content; festivals and rites of passage. Students in groups to discuss a rite of passage in their community and present report for class discussion.	What are the main features of a centralized political system?
	2.4.2 describe the political systems of the major ethnic groups of Ghana.	Political systems - Centralized systems e.g. Asante & Dagomba - Non-centralized e.g. Tallensi - Theocracies e.g. Ga-Adangbe and Guans	Guide students to discuss the three traditional political systems in the country.	
	2.4.3 compare the strengths and weaknesses of the different political systems in the light of modern development.	Comparison of the three political systems in 2.4.2 in terms of the demands of modern development: education, constitution, religion etc.	Assist students to discuss the strengths and weaknesses of the different political systems in the light of modern development <u>Project</u> Students in groups to carry out research on the political system of their locality and present for class discussion.	The traditional political practices that are inimical to development should be abolished and those that are good promoted. Discuss.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 HISTORY OF MEDICINE	The student will be able to:			
	2.5.1 describe the health care delivery systems in Ghana before the introduction of European medicine and health care.	Medical practices in various parts of the country. Evidence from European documents on local medical practices.	<p>Students to brainstorm and identify traditional medical practices before the introduction of European medicine.</p> <p>Students to discuss the positive and negative effects of traditional medicine.</p> <p>Teacher can invite a traditional medical practitioner (herbalist) to talk to the class on traditional healing methods.</p>	What evidence is there to show that medical care was practised in the country long before the coming of Europeans?
	2.5.2 identify some local medicinal plants and their uses.	<p>Some medicinal plants</p> <ul style="list-style-type: none"> - Jatropha and leaves of cassava for stopping the flow of blood (i.e. blood clotting) - „Prekese" for high blood pressure, etc. 	<p>Students to identify and describe some of the medicinal plants in the country.</p> <p>Students to brainstorm on the role of local medicinal plants in the past and in the present.</p> <p>Teacher to invite a resource person to talk to class about some of the medicinal plants in Ghana.</p> <p>Assist students to discuss ways of conserving plants for use by the present and future generations.</p>	How was medicine practised in different parts of the country in pre-colonial times?
	2.5.3 describe the role of local medicine in the past and in the present time.	Local medicines for stomach ache, head ache, boils, broken bones, infectious diseases, etc. Many people still rely on them today. The training of birth attendants; training of people in the use of local herbs at KNUST etc.	Invite a resource person to give a talk in his or her area of practice	Is traditional medicine still relevant for the health needs of Ghanaians?
	2.5.4 discuss the religious dimensions of traditional medicine.	Belief that diseases are caused by spiritual forces and hence the resort to spiritual men and women for cure.	Guide students to discuss the religions dimensions of traditional medicine.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 HISTORY OF THE ECONOMY OF GHANA UP TO 1900	<p>The student will be able to:</p> <p>2.7.1 describe the main economic activities in pre-colonial Ghana.</p> <p>2.7.2 identify the important role long distance trade has historically played in the economic development of Ghana.</p>	<p>The economy of Ghana had two aspects:</p> <ol style="list-style-type: none"> Subsistence Economy e.g. fishing, farming, crafts. Exchange Economy: Items exchanged in both local and long distance trading included salt, kola nuts, animal skins, leather, gold and beads <p>Long distance trade was common with peoples of Yorubaland in Nigeria; with the North and West African countries.</p> <p>Importance of long distance trade</p> <ol style="list-style-type: none"> It contributed greatly to the economy of Ghana and affected the social and political life of her people It led to increase in size of villages and to the growth of towns It led to further development of the crafts. 	<p>Teacher guides students to distinguish between subsistence and exchange economy and discuss how the two aspects characterized economic activities in pre-colonial Ghana.</p> <p>Students to gather information on pre-colonial economic activities of Ghana through interviews with farmers, hunters and fishermen.</p> <p>Using maps, guide students to trace the major trade routes on the map of West Africa.</p>	<p>How correct is it to describe the pre-colonial economy of Ghana as merely subsistence?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 THE COMING OF THE EUROPEANS	The student will be able to:			
	2.8.1 state the reasons for the coming of Europeans to Ghana.	Arrival of Europeans between 15 th and 17 th centuries. International reasons for going beyond Europe: i. Search for a sea route to the Far East for commodities ii. To facilitate direct trade in the gold resources of West Africa.	Teacher leads students to discuss reasons why Europeans came to the Gold Coast. - Use a map to discuss the sea route to the East around Africa. - Assist students to discuss the reasons for the European interest in direct trade with West Africa	
	2.8.2 describe the nature of the trade with Europeans.	Trade in Gold and Ivory at first and later in slaves. Europeans brought clothes, pots etc.	Class to discuss the nature of the trade with Europeans; the items traded in and the mode of trading.	Discuss the nature and conduct of the slave trade on the coast of Ghana.
	2.8.3 identify the immediate effects of the coming of the Europeans.	Effects included building of forts and castles, rise of coastal towns, growth of western type education and Christianity.	Students discuss the immediate effects of the coming of Europeans to Ghana. Students to visit the forts and castles and report their findings for class discussion. Study maps and pictures of the forts and castles where visits are not possible.	State four immediate effects of the coming of the Europeans.
	2.8.4 discuss how the slave trade led to the creation of the African Diaspora.	The nature and volume of the slave trade and its effects on the New World i.e. present of large number of Africans.	Assist students to discuss how the slave trade led to the creation of the African diaspora.	
	2.8.5 outline the effects of the Trans-Atlantic Slave Trade on Ghana.	<u>Positive effects:</u> Introduction of new crops, European cloths, home and work equipment, literacy, religion and employment opportunities in offices and commerce work <u>Negative effects:</u> Intensification of the inter-ethnic wars, depopulation and the displacement of Africans to the Diaspora	Students to discuss the effects of the slave trade focusing on the number of slaves transported and their destinations in the New World. Class discussion of the positive and negative effects of the slave trade.	Who benefited more from the Trans- Atlantic slave Trade: Ghanaians or Europeans?
	2.8.6 explain some of the significant effects of the arbitrary partitioning of Africa.	The Berlin Conference, major recommendations and consequences/effects.	Guide students to: i. compare the political map of Africa before and after the partitioning. ii. discuss the recommendations of the Berlin Conference iii. discuss the effects/consequences of the Berlin conference on Africa.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 SOCIAL AND POLITICAL DEVELOPMENT: 1500 - 1900	<p>The student will be able to:</p> <p>2.9.1 describe how the Christian religion was introduced in Ghana.</p> <p>2.9.2 describe how formal education was introduced in Ghana.</p> <p>2.9.3 discuss the effects of European presence in local politics.</p>	<p>Activities of the Christian missionaries</p> <ol style="list-style-type: none"> Opening of churches, setting up of schools and colleges establishing medical facilities. Literacy work: reducing local languages into writing, translating the Bible, providing dictionaries etc. <p>The introduction of formal education (primary, secondary and teacher training) was mainly the work of the Christian missionaries.</p> <p>Effects of Europeans in local politics were mainly due to the British:</p> <ul style="list-style-type: none"> -Bond of 1844 -Indirect rule -Legislative Council and court system -Aborigines Rights Protection Society 	<p>Guide students to discuss the activities of the missionaries in Ghana from 1500 to 1900</p> <p>Students to gather information on how some schools were established by the Christian missionaries and present reports for class discussion.</p> <p>Guide students to discuss the effects of Europeans in local politics (See content).</p> <p><u>Class debate:</u> European presence in Ghana had beneficial effects on Ghanaian politics</p>	<p>Discuss the positive and negative effects of European activities in Ghana in the nineteenth century.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

HISTORY OF GHANA AND HER RELATIONS WITH THE WIDER WORLD FROM AD 1900 TO 1991

General Objective: The student will:

1. be aware of general trends in Social, Economic and Political developments in the colonial period, under Nkrumah and after, till 1991.
2. appreciate Ghana's role in the community of nations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SOCIAL, ECONOMIC AND POLITICAL DEVELOPMENTS: 1900 - 1957	<p>The student will be able to:</p> <p>3.1.1 discuss the main changes in the social life of the country under colonial rule.</p> <p>3.1.2 outline the main economic developments under colonial rule.</p> <p>3.1.3 describe the role of the early nationalist organizations and individuals in the political development of the country.</p> <p>3.1.4 examine the efforts and sacrifices made by the nationalists who spearheaded the independence movement.</p>	<p>Developments in education, health and sanitation, and religion</p> <p>Transport and communication, agriculture, mining etc. The work of Sir Gordon Guggisberg</p> <p>Early Nationalist organizations - Aborigines Rights Protection Society (ARPS) - National Council for British West Africa (NCBWA) - Gold Coast Youth Conference - West African Youth League Early Nationalists: John Mensah Sarbah, J. Casely Hayford, J.B. Danquah and Kobina Sekyi etc.</p> <p>Later nationalist parties and individuals - UGCC - C.P.P - Pa Grant - J.B. Danquah - Kwame Nkrumah - Ako Adjei etc</p>	<p>Organize visits to nearby institutions dating back to the late 19th century or early 20th century e.g. Mfantshipim, P.T.C. Akropong, Korle Bu Hospital; Guide students to discuss the main changes that occurred in the social life during the colonial period: 1900-1957</p> <p>The teacher guides students to discuss the main developments in the economy (transportation, communication etc) under colonial rule. -Invite resource persons to talk to students about some of their experiences in the early to middle part of the twentieth century in Ghana</p> <p>Assist class to discuss the role of the early nationalist organizations and individuals in the political development of the country.</p> <p>Guide the class to discuss the role of the nationalist parties and individuals during the independence struggle.</p>	<p>Who benefited more from the social and economic development under colonial rule? The British or Ghanaians? Why?</p> <p>What forms of resistance did the British meet in their efforts to establish their rule over Ghana?</p> <p>Discuss the role of one political party in the fight for independence.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 INDEPENDENCE AND AFTER: THE NKURMAH ERA	The student will be able to:			
	3.2.1 describe the social and economic changes during the Nkrumah era.	<u>Social changes</u> Increase in Primary, Secondary and Teacher Education, support for and establishment of Universities. Award of C.M.B. scholarships, support for unionism, Mass education, building construction, New Hospitals. <u>Economic changes</u> Setting up of Bank of Ghana, increased state control of the economy as seen in cocoa purchase; banking, drawing up of Development Plans; G.N.T.C., S.T.C G.N.C.C., S.C.C., S.I.C., were set up. The building of Volta Hydroelectric dam, Tema Harbour etc.	Guide students to discuss the major social and economic changes that occurred during the Nkrumah era. Students in groups to gather information on significant events in the Nkrumah period for presentation and follow up with debate and discussion.	Give an account of the major social and economic developments under Kwame Nkrumah.
	3.2.2 discuss Dr, Nkrumah's contribution towards African Unity and World Peace.	Nkrumah's role in achieving African Unity (OAU). His role in Non- Aligned movement, Commonwealth and UNO. His role in the liberation of the African continent.	Guide students to discuss the contributions of Dr. Nkrumah towards African Unity and World Peace as in content. Organize visits to scenes of important events e.g. Flagstaff House, Christiansborg Castle, Old Polo Grounds and his tomb.	Discuss Kwame Nkrumah's role in the liberation of the African continent.
	3.2.3 describe the processes through which Ghana gradually became a one-party state.	Deportation Act, Avoidance of Discrimination Act 1957, Preventive Detention Act 1958; 1960 Republican constitution and absolute powers to the president. 1964 constitution and the creation of a one-party state: C.P.P the only party.	Assist the class to discuss the general characteristics of the Nkrumah regime leading to the one-party state (See content). Invite resource persons to talk about the Nkrumah regime.	
	3.2.4 explain the circumstances leading to the fall of Kwame Nkrumah in 1966.	Economic hardship, shortages, dictatorship, absence of political rights. (Refer also to content of 3.2.3).	Assist students to discuss the factors that led to the fall of Kwame Nkrumah in 1966.	Explain why, despite his huge popularity at first, Nkrumah was overthrown in 1966.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 GHANA AFTER THE NKRUMAH ERA: 1966-1991	<p>The student will be able to:</p> <p>3.3.1 describe the rapid change of governments in Ghana since 1966.</p> <p>3.3.2 assess the social and economic achievements of the regimes that ruled the country from 1966-1991.</p>	<p>N.L.C, 2nd Republic, N.R.C., S.M.C. I & II, AFRC, Third Republic, PNDC</p> <p>Highlight social and economic character of each regime.</p>	<p>Students to discuss the causes of rapid change of regimes and the political changes they initiated.</p> <p>Guide students to discuss the major developments initiated by each of the regimes.</p> <p>Teacher helps students to assess and compare the achievements and effects of the various regimes on the social and economic life of the country.</p>	<p>Critically assess each of the regimes that have ruled Ghana since 1966.</p>
	UNIT 4 GHANA IN THE COMITY OF NATIONS	<p>3.4.1 identify the international bodies Ghana belongs to and the aims of such bodies.</p> <p>3.4.2 describe the contributions Ghana has made to these international bodies.</p> <p>3.4.3 outline the benefits Ghana derives from her membership of international bodies.</p> <p>3.4.4 identify the challenges Ghana faces as a result of her membership in international bodies and suggest possible solutions.</p>	<p>The international bodies of which Ghana is a member include UNO Commonwealth, Non-Aligned Movement, ECOWAS, OAU (now AU), ACP/EEC.</p> <p>Regular attendance of meetings, payment of dues, aid to liberation movements in Southern Africa, contributing troops for peace keeping, accepting refugees, hosting meetings of these bodies. Providing personnel to man these bodies, providing technical expertise, and other roles they played.</p> <p>Receiving technical aid, support in an emergency, food aid, in education, health, donation of equipment, monitoring elections etc.</p> <p>The challenges include cost involved in contributing troops and resources for peacekeeping duties, cost involved in accepting refugees from distressed member countries, influx of criminals and other unwelcome elements from member countries etc.</p> <p>Assist students to gather information on these organizations, their aims and objectives.</p> <p>Guide students to discuss the contributions Ghana has made to the international bodies the country belongs to, giving specific examples over time.</p> <p>Debates can also be organized on the activities of the bodies discussed in class.</p> <p>Students to brainstorm on the benefits Ghana derives from membership in international bodies. -Guide students to role-play an international meeting e.g. General Assembly Meeting.</p> <p>Assist students to discuss the challenges Ghana faces as a result of her membership in international bodies.</p> <p><u>Class debate</u> Ghana gets very little benefit from her membership in international bodies</p>	<p>In what ways does Ghana contribute to the work of any of the international bodies?</p> <p>How far has Ghana's membership of international bodies been beneficial to her?</p>

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