



MINISTRY OF EDUCATION

HISTORY

For Senior High Schools

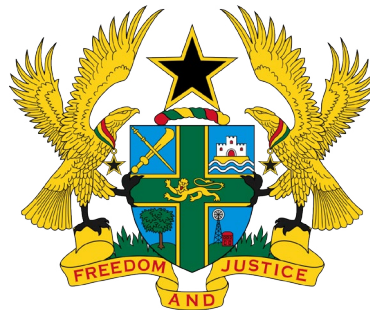
TEACHER MANUAL

YEAR 1 - BOOK 2



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

HISTORY

For Senior High Schools

Teacher Manual

Year One - Book Two



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

HISTORY TEACHER MANUAL

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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

- **Internal Assessment (30%)** – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.

- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SUMMARY SCOPE AND SEQUENCE

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

Overall Totals (SHS 1 – 3)

Content Standards	19
Learning Outcomes	19
Learning Indicators	53

SECTION 5: ART, SCIENCE AND TECHNOLOGY IN PRE-COLONIAL GHANA

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

Sub-Strand: Emergence of Complex States

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

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

INTRODUCTION AND SECTION SUMMARY

This section is a continuation of Section 4. The section continues to discuss the political organisation of states and kingdoms in pre-colonial Ghana by highlighting some traditional leaders who became great and the contributions they made to the growth of their kingdoms; the role of women in pre-colonial Ghanaian political systems and the continuity and change in Ghanaian political systems. The section also discusses the unique scientific methods in the areas of medicine, arts and technology. The overall performance indicator or outcome for this learning area is for learners to demonstrate an understanding of how these systems contributed to the growth and development of these states and kingdoms. The section has a linkage with other subjects such as Geography and Social Studies. By the end of this section, learners will have a comprehensive understanding of the complex systems that played a significant role in the development of these states and kingdoms.

The weeks covered by the section are:

Week 13: *Political organisation of states and kingdoms in pre-colonial Ghana*

Week 14: *Unique methods of providing health care in pre-colonial Ghana*

Week 15: *Unique methods of providing health care in pre-colonial Ghana*

Week 16: *History of arts and technology in pre-colonial Ghana*

Week 17: *History of arts and technology in pre-colonial Ghana*

Week 18: *History of arts and technology in pre-colonial Ghana*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

Furthermore, the section emphasises the integration of historical skills in teaching and learning the complex social, political and scientific systems of some selected states and kingdoms in Ghana. Teachers are encouraged to incorporate source analysis, cause and effect, evaluate significance and

consider different perspectives in their teaching. These historical skills help learners to develop a critical perspective, evaluate different sources of information and make informed judgements about the subject.

ASSESSMENT SUMMARY

The History teacher manual recommends several assessment strategies for evaluating student learning in the complex social, political and scientific systems of selected states and kingdoms in Ghana. The manual emphasises the use of different assessment levels (DoK) from levels 1 to 4. The manual recommends that assessments should be both formative and summative, with a focus on authentic forms of assessment. Teachers are encouraged to integrate historical skills in assessment, such as source analysis, evaluating significance and considering different perspectives.

Week 13

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

Theme or Focal Area: **Some traditional leaders who became great and the contributions they made to the growth of their kingdoms**

Situating lesson in context

The following enquiry route questions should guide both the teacher and learners in discussing some traditional leaders who became great and the contributions they made to the growth of their kingdoms:

- *What do we already know about traditional leaders and kingdoms?*
- *Which traditional leaders emerged in the various pre-colonial kingdoms of Ghana?*
- *How did traditional leaders in pre-colonial Ghana contribute to the growth of their kingdoms?*
- *Where can we find information about great traditional leaders?*
- *What criteria can we use to decide if a leader was “great”?*
- *What lasting legacies of these leaders are evidential today?*

Traditional leaders who became great and the contributions they made to the growth of their kingdoms

In pre-colonial Ghana, there were numerous traditional leaders who played significant roles in the growth and development of their kingdoms. These leaders exhibited exceptional leadership skills, strategic thinking and cultural preservation, leaving lasting legacies that continue to be celebrated today. Some notable ones included:



NB: In teaching the traditional leaders who became great and the contributions they made to the growth of their kingdoms, teachers should focus on developing in learners the following historical skills:

- **Evaluate Evidence of Legacy:** Help students analyse the lasting impact of the leader’s contributions. Did their policies lead to economic growth, improved territorial expansion, or cultural flourishing?
- **Consider Context:** Encourage students to understand the challenges the leader faced (war, famine, internal conflict) and how they navigated them.
- **Compare and Contrast Leaders:** Have students identify commonalities and differences in the leadership styles and contributions of different historical figures.

Learning Tasks

Learners should describe and analyse the role of traditional leaders of pre-colonial Ghana.

1. Learners developing conceptual understanding (AP) should make a list of some traditional leaders who became great in pre-colonial Ghana and give qualities that those traditional leaders might have possessed to be considered “great.”
2. More confident learners (P) should research and identify a specific historical example of a traditional leader (from any kingdom in pre-colonial Ghana) who significantly contributed to their kingdom’s greatness. They should provide a brief biography of the chosen leader and summarise their major accomplishments.
3. Highly Proficient Learners (HP) should analyse the impact of a chosen traditional leader’s decisions on various aspects of their kingdom (e.g. social, political and economic). They should use historical sources to support the analysis.

Pedagogical Exemplars

Project-Based Learning: Learners create a ‘History Makers Chart’ to show how some traditional leaders became great and the contributions they made to the growth of their kingdom.

- For learners who need more support, the teacher should provide a template chart with pre-defined sections for the leader’s name, kingdom, achievements and impact. Learners can fill in the details. Teachers should allow learners to work in pairs or small groups to research and complete the chart together.
- For learners who can be challenged, the teacher should expand the chart by adding additional sections such as challenges faced, leadership style or interesting facts about the leader. Learners can research multiple leaders and present their findings to the class using visuals and storytelling.

Key Assessments

Level 3:

- Project task: Locate and collect six photographs featuring “great” traditional leaders in pre-colonial Ghana, each representing a distinct kingdom from Ghana. What criteria did you use to decide if a leader was “great”?
- Creative task: Create a poster on traditional leaders and their contributions to national development today to answer the following questions:
 - Which traditional leaders have emerged in Ghana today?
 - What are some contributions they have made to their kingdoms?
 - What national contributions can be attributed to them?
 - How can we relate this leader to any of the traditional leaders that emerged in pre-colonial Ghana?

Level 4: Connecting history to today - Develop a brief presentation (5-7 minutes) on the question: How significant are traditional leaders in Ghanaian society today?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

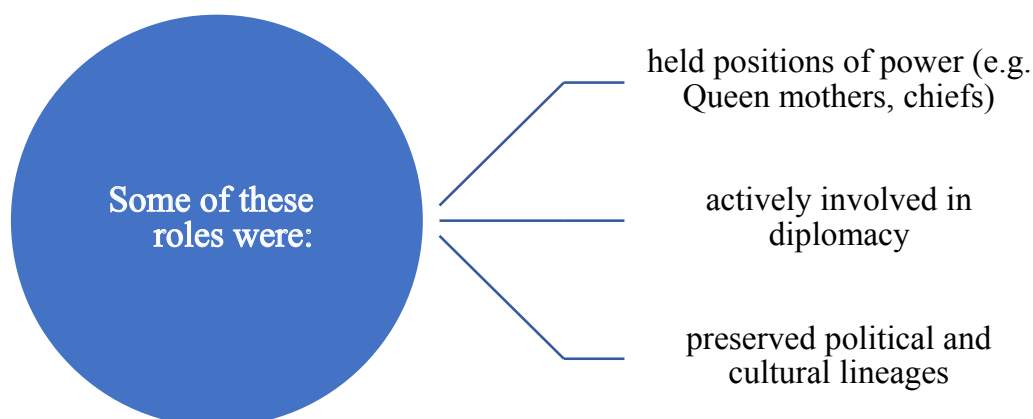
Theme or Focal Area: **Role of women in pre-colonial Ghanaian political systems**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the role of women in pre-colonial Ghanaian political systems:

- *How did Ghanaian societies define and distribute power in the pre-colonial era? Were there specific roles for women within these power structures?*
- *How did women acquire power and influence in pre-colonial Ghana?*
- *How did the level of women's political involvement vary across different Ghanaian kingdoms and societies?*
- *What evidence of continuity or change exists in the ways women wielded power throughout pre-colonial Ghana?*
- *How can we analyse historical sources such as artwork, proverbs and colonial writings to understand the role of women in pre-colonial Ghana?*
- *How can we find any lasting legacies of pre-colonial women's political involvement in contemporary Ghana?*

In pre-colonial Ghana, women played crucial roles in the political systems of various kingdoms. The extent of women's involvement in political systems varied across different kingdoms and communities. While some societies provided more opportunities for women to participate in governance and diplomacy, others had more restrictive gender roles. However, the overall contribution of women in pre-colonial Ghanaian political systems cannot be overlooked.



In the Asante kingdom, there were some women who held political positions of power. Some of these women were Ama Sewa, Afrakuma Panyin and Ama Saponmma of Dwaben, as well as Yaa Asantewaa, the queen mother of Edweso.

Similarly, among the Dagbon of northern Ghana, women were able to share the privilege of nobility and aristocracy. They did this by being chiefs of Gundogo, Kpalaga, Kukulogo and Sasegele.

NB: When teaching about the role of women in pre-colonial Ghana's political systems, teachers should focus on developing a range of historical thinking skills in their learners through the delivery of content and tasks. These include:

- **Compare and Contrast:** Encourage students to compare the roles of women across different ethnicities and kingdoms. Were there matrilineal societies where women held more power?
- **Contextualisation:** How did ideas about femininity and masculinity influence women's political participation? Did women have specific rituals or economic roles that translated to political influence?

- **Continuity and Change:** How did women’s political roles change over time? How did factors such as warfare or trade affect women’s political influence?
- **Historical Empathy:** Encourage students to imagine the challenges and opportunities women faced in pre-colonial Ghana. What were their priorities? How did they navigate a political system likely designed by men?

Learning Task

Role-play the contributions of women in pre-colonial Ghanaian political structure using any major kingdom as a case study. Vary the roles for those who are not confident (AP), confident (P) or very confident (HP) in their understanding of the content.

Pedagogical Exemplars

1. In small groups, learners create a picture slide on the role of women to support the role-play, including Queen mothers, in the political organisation of different ethnic groups.
 - i. For learners who need more support (AP), place them in a group with stronger students who can provide guidance. Graphic organisers could be given to them to help them brainstorm ideas for the picture slide. The teacher must circulate and offer mini-lessons within the group on research strategies or using presentation software.
 - ii. Challenge learners who show confidence in understanding (P) to research a specific ethnic group known for the unique role of women in politics. Encourage them to go beyond basic slides and explore options such as timelines, infographics or even short video clips.
 - iii. For learners who can be challenged (HP), have them research another group and create a comparative slide highlighting similarities and differences in women’s political roles. Challenge them to find a primary source (e.g. historical document, interview) to support their presentation on the role of women.

Key Assessments

Level 2:

- Extended paragraph: Pre-colonial Ghana was home to many powerful kingdoms. Choose any one of these kingdoms: What kind of political roles did women play in this kingdom?
- Extended paragraph: What was the matrilineal system and how might it have impacted the political power of women?

Level 3:

- *Explanatory paragraph:* Imagine you are a historian researching the role of the Queen Mother in any of the Akan sub-groups. What sources of information would you use to learn about the Queen Mother’s responsibilities and influence?
- *Explanatory paragraph:* Beyond titles, consider the everyday political participation of women in Pre-colonial Ghana. How might women have exerted influence in their communities, even if they were not formal rulers?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Continuity and change in Ghanaian political systems**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining the continuity and change in Ghanaian political systems:

- *What were the key features of pre-colonial Ghanaian political systems?*
- *How did these systems vary across different regions and ethnicities in Ghana?*
- *What democratic or non-democratic elements can be identified within these pre-colonial systems?*
- *How did European colonisation impact traditional Ghanaian political systems?*
- *How did Ghana's political system evolve over time?*
- *How can we identify any continuities or changes in the ways power is distributed and exercised in Ghana's contemporary political system compared to pre-colonial times?*
- *What are the strengths and weaknesses of Ghana's current political system?*

There have been aspects of Ghana's political system that have continued or changed over time.

Continuity	Changes
<ul style="list-style-type: none"> • The presence of traditional leadership structures 	<ul style="list-style-type: none"> • Transition from pre-colonial kingdoms to a modern nation-state
	<ul style="list-style-type: none"> • There have been aspects of Ghana's political system that have continued or changed over time.
	<ul style="list-style-type: none"> • Gazetting of chiefs
	<ul style="list-style-type: none"> • Presence of the national house of chiefs
	<ul style="list-style-type: none"> • The role and participation of women

NB: When teaching about the continuity and change in Ghanaian political systems, teachers should focus on developing a range of historical thinking skills in their learners through delivery of content and discussion. These include:

- **Identifying Continuity and Change Over Time:** Support learners to analyse political structures and institutions and identify elements that have remained constant and those that have evolved.
- **Compare and Contrast:** Guide learners to compare and contrast political structures, institutions and leadership styles across different Ghanaian eras.
- **Causation and Evidence:**
 - Guide learners to evaluate the factors that contributed to political continuity or change in Ghana.
 - Encourage learners to analyse different sources of evidence (written records, oral traditions, archaeology) to support claims about continuity and change.

Learning Tasks

Create a chart that describes and explains the political structures of various parts of Ghanaian history.

1. Learners developing understanding (AP) should create a simple two-column chart with headings “Before” and “After.” List two or three key features of the pre-colonial political system in Ghana (e.g. role of chiefs, importance of lineage) in the “Before” column. In the “After” column, list two or three key features of the modern Ghanaian political system (e.g. president, parliament).
2. More confident learners (P) should develop a more detailed chart with three columns: “Pre-Colonial,” “Colonial” and “Modern.” List several key features of the political system in each period.
3. Highly proficient learners (HP) should create a comprehensive chart with additional rows for specific historical periods within the pre-colonial era. Analyse both continuities and changes in the political system across these periods. Consider factors such as:
 - i. The role of traditional institutions (chiefs, councils) in pre-colonial and modern Ghana.
 - ii. The influence of colonialism on the development of a modern state structure.
 - iii. The evolution of democratic principles and citizen participation in Ghanaian politics.

Pedagogical Exemplars

Talk for learning: Using the Talk for Learning (TfL) technique, learners use the charts produced to guide a discussion on how the political organisation of any one major ethnic group has continued or changed over time.

- For learners who need more support (AP), provide sentence starters such as “In the past...” or “Today,...” to help them contribute to the discussion. Encourage them to start with individual reflection (“Think”), then pair students to discuss their ideas (“Pair”), before sharing with the whole class (“Share”). Guide the discussion towards specific aspects of the political organisation (e.g. leadership roles, decision-making processes).
- For learners who are confident in their understanding of concepts, pose challenging questions that prompt analysis and critical thinking. For example, “What factors might have led to these changes in political organisation?” Encourage them to support their claims with evidence from historical sources or personal knowledge of the ethnic group.
- For learners who exhibit a highly proficient level of understanding, challenge them to compare and contrast the political organisation of the chosen ethnic group with another they have studied. Encourage them to consider historical events and their influence on the changes in political organisation.

Key Assessments

Level 2:

- Written task: Think about how people became traditional leaders in the past. How might this differ from how traditional leaders are chosen today?
- Extended paragraph: Pre-colonial leaders often had both political and religious power. Do you think modern traditional leaders have the same kind of authority? Why or why not?

Level 3: Essay: The role of traditional leaders can be controversial today. Some see them as a bridge between communities and the government, while others argue their power is outdated. Do you think there are ways for traditional leadership to adapt and remain relevant in the modern world? Why or why not?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 14

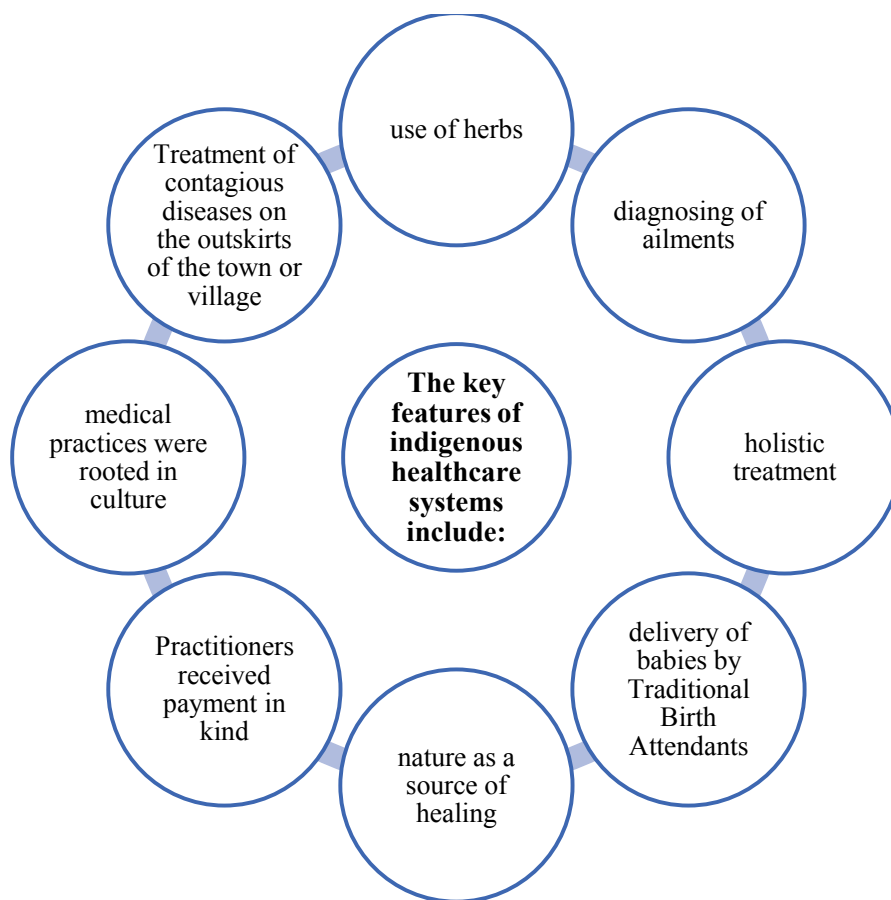
Learning Indicator(s): *Explain the unique methods of providing health care in pre-colonial Ghana*

Theme or Focal Area: **Features of pre-colonial medical and health practices in Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in explaining the features of pre-colonial Ghanaian medical and healthcare practices:

- *What was the primary source of medicine in pre-colonial Ghana?*
- *How did people pay for medical treatment?*
- *How did pre-colonial Ghanaian healers incorporate psychological and spiritual practices into treatment?*



NB: When teaching the features of indigenous healthcare systems in Ghana, teachers should focus on developing a range of historical thinking skills in their learners through delivery of content and discussion. These include:

- **Source Analysis:** Train students to evaluate the strengths and limitations of different sources (oral history, archaeological finds, accounts from explorers) for understanding pre-colonial medical practices.
- **Continuity and Change:** Help students identify aspects of traditional medicine that have remained relevant and those that have been adapted or replaced over time.
- **Empathy:** Encourage students to understand how pre-colonial systems viewed health beyond just physical ailments to encompass mental and spiritual well-being, as well as the use of plants.

Learning Tasks

Create a web diagram that shows the key features of pre-colonial medical practices in Ghana.

1. Learners developing understanding (AP) of concepts should create a simple web diagram with a central idea labelled “Pre-colonial Medicine.” Draw lines connecting the centre circle to bubbles containing words or short phrases representing key features (e.g. “rooted in culture,” “nature as a source of healing,” “holistic”).
2. More confident learners (P) should develop a more elaborate web diagram with the central circle labelled “Pre-colonial Medical Practices.” Branch out with several main categories (e.g. “Diagnosis,” “Treatment,” “Practitioners”). Then, create sub-categories for each main category (e.g. Diagnosis: observation, questioning; Treatment: herbal remedies, psychological; Practitioners: herbalists, spiritual healers).
3. Highly proficient learners (HP) should create a comprehensive web diagram that delves deeper into specific aspects of pre-colonial medicine. Include categories such as:
 - i. Diagnosis: Traditional methods (observation, pulse reading), spiritual influences (divination, dream interpretation).
 - ii. Treatment: Herbal remedies (categories, preparation methods), natural methods
 - iii. Practitioners: Herbalists (training, knowledge of plants), Spiritual healers (rituals, use of prayer).
 - iv. Consider incorporating visuals such as drawings of medicinal plants or symbols representing spiritual practices.

Pedagogical Exemplars

Collaborative learning: In a jigsaw activity, learners use the web diagram produced to support a discussion on the key features of pre-colonial medical and healthcare practices in Ghana.

- For learners who need more support (AP), provide them with focused questions or specific sources to consult during the expert group phase. Pair them with learners in the jigsaw group who can explain complex concepts.
- For learners who exhibit clear understanding and ability to perform tasks (P), allow them to explore their assigned topic with minimal guidance. Have them assist classmates who might be struggling to grasp specific concepts.
- For learners who show a high level of understanding (HP), challenge them to find a primary source (e.g., historical text) to support their understanding of healthcare practices. Have them create a multimedia presentation summarising key features and potential historical context of pre-colonial healthcare. Select them to lead discussions within their jigsaw group.

Key Assessments

Level 1: Written task: Give two main features of pre-colonial Ghanaian medical and healthcare practices.

Level 2:

- Extended paragraph: Plants played a significant role in traditional Ghanaian medicine. Suppose you were explaining this fact to a friend. Describe how herbs and other plant materials were used to treat various health conditions and promote healing in pre-colonial Ghana.
- Creative thinking: Besides herbal remedies, what other approaches might traditional healers have used to treat illnesses?
- Extended paragraph: How did pre-colonial Ghanaian healers incorporate emotional and psychological practices into treatment?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Indigenous healthcare providers**

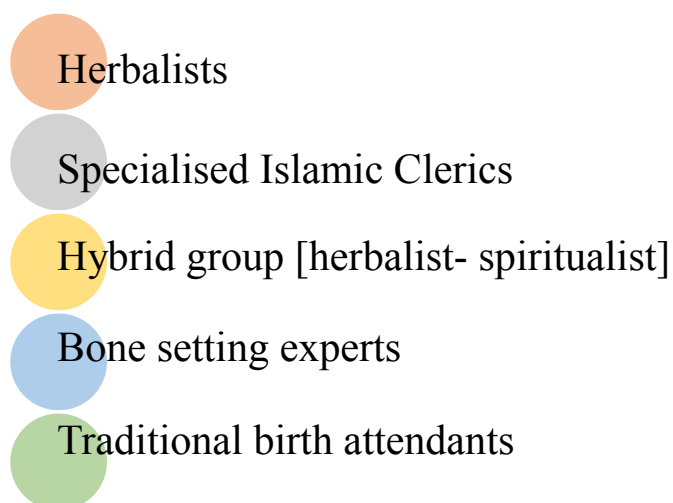
Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in explaining the role of indigenous healthcare providers:

- *What types of historical sources can tell us about indigenous healthcare providers in pre-colonial Ghana?*
- *What kind of indigenous healthcare providers existed in pre-colonial Ghana?*
- *How might healers have specialised their knowledge and skills to treat specific ailments?*
- *What positions of power or influence did healers hold within their communities?*
- *Can we find any evidence of the continuing influence of traditional healers in contemporary Ghanaian health care?*

Indigenous healthcare providers:

In Pre-colonial Ghana, traditional medical practitioners played a critical role in healthcare provision. These practitioners were highly respected in their communities and were sought after for their healing powers and knowledge of traditional medicine. Some of the groups of traditional medical practitioners in Pre-colonial Ghana included:



NB: In teaching the role of indigenous healthcare providers, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Cultural Context:** Encourage students to understand how the roles and practices of indigenous healthcare providers are shaped by the specific cultural beliefs and traditions of the community.
- **Continuity and Change:** Guide students to explore how the role of indigenous healthcare providers has evolved over time.

Learnign Tasks

Create a poster on any one of the indigenous healthcare providers (e.g. herbalist, TBA, etc.) detailing how they treated diseases.

Pedagogical Exemplars

- **Experiential Learning:** Learners look around the community to identify indigenous healthcare providers and investigate their methods. They then create a database of all indigenous healthcare providers in their community. For learners who need more support (AP), offer a basic interview guide with open-ended questions to structure their conversations with providers.
- **Collaborative Learning:** In small groups, learners compare the work of healthcare providers in Pre-colonial Ghana to the work of health workers in Ghana today. Select learners who exhibit clear understanding and ability to perform tasks (P and HP) to lead discussions within their group, ensuring everyone contributes and shares findings effectively.

Key Assessments

Level 1: Written task: List any three (3) groups of indigenous healthcare providers. What were the roles of each of these providers in pre-colonial Ghana?

Level 2:

- *Explanatory paragraph:* In what two ways did Indigenous Healthcare Providers help their communities?
- *Explanatory paragraph:* Indigenous Healthcare Providers often have a deep knowledge of plants and herbs. Why do you think these plants might be important in traditional medicine?
- Discussion or written task: Today, many healthcare systems combine traditional and modern medicine. In what ways can having Indigenous Healthcare Providers working together with doctors and nurses be beneficial to the society?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: Diseases and medicinal plants used to cure these diseases in pre-colonial Ghana**Situating lesson in context:**

The following enquiry route questions should guide both the teacher and learners in explaining diseases and medicinal plants used to cure these diseases in pre-colonial Ghana:

- *What were some of the most common diseases people faced in pre-colonial Ghana?*
- *What types of plants were used in pre-colonial Ghana to treat different ailments?*
- *How did people determine which plants had medicinal properties?*
- *How did the arrival of Europeans and colonialism impact the use of medicinal plants in Ghana?*
- *Can we find any examples of pre-colonial medicinal plants still used in contemporary Ghana?*

Diseases that were prevalent in pre-colonial Ghana

In pre-colonial times, herbal medicine was used to treat all kinds of ailments and diseases. These ailments and diseases included:

Bruises
Malaria
Fever
Sexual (venereal disease)
Reproductive health issues
Menstrual irregularities
Skin disorder
Gonorrhoea
Guinea worm
Chickenpox
Smallpox
Headache
Dysentery
Yaws
Itches or craw craw (itchy skin disease)

Medicinal plants used in the pre-colonial era to provide health care

Sarcaparilla	• For the treatment of pox and venereal diseases.
Pawpaw leaves and seeds	• Used to treat typhoid fever and as a dewormer for both animals and humans.
Neem tree	• For the cure of fever.
Prekese	• Used for high blood pressure.
Orange peels	• The peels of oranges were burnt and used as a mosquito coil.
Inner bark of the Wawa tree	• To cure colic and other pains in the stomach.
Mint leaves (Nunum)	• For an upset stomach, mouth odour.

Note: Encourage learners to look for seeds/ branches/ stems of medicinal trees and plant them in their school environment. Ensure that these trees are watered and cared for always.

NB: In teaching diseases and medicinal plants used to cure these diseases in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Plant Identification and Uses:** Help students develop basic skills in researching and identifying medicinal plants used in pre-colonial Ghana. Explore historical texts and consult with experts if possible.
- **Understanding Traditional Knowledge Systems:** Encourage students to analyse how pre-colonial societies classified diseases and the cultural context surrounding their treatment.
- **Compare and Contrast:** Guide students to identify similarities and differences between pre-colonial medicinal practices and contemporary medicine.
- **Continuity and Change:** Have students explore how knowledge of medicinal plants has been passed down through generations and how these practices have adapted over time.

Learning Tasks

With the guidance of your teacher, look around your school environment to find some plants that serve medicinal purposes and show which type of ailment they treat. A learner developing an understanding of concepts (AP) should work with a partner to find a common plant in the environment.

Pedagogical Exemplars

Collaborative Learning: In groups, learners prepare a picture chart of some common diseases that existed in pre-colonial Ghana and show how they were treated.

- Provide learners who need more support (AP) with a pre-formatted chart with sections for disease names, images and treatment methods. Pair them with learners who can explain information and guide research within the group.
- Allow learners who exhibit clear understanding and ability to perform tasks (P) to research pre-colonial diseases and treatments independently, using available resources. Encourage them to create detailed chart entries, including information on the severity of the disease and the potential effectiveness of treatments.
- Challenge learners who show a high level of understanding (HP) to compare pre-colonial treatments for a specific disease to modern medical approaches. Encourage them to find primary sources (e.g. historical accounts) to support their understanding of disease prevalence and treatment methods.

Key Assessments

Level 1: Written task: Think about some plants that grow around your house or neighbourhood. List any two of these plants that people might use for medicine. What ailments did these plants cure in the pre-colonial era?

Level 2: Creative task: Create a chart that shows different plants that were used to cure diseases in pre-colonial Ghana. How do you think people might have discovered which plants could be used as medicine?

Teachers should select assessment tasks that best suit their learners while ensuring that the core historical concepts have been assessed.

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

Week 15

Learning Indicator(s): *Explain the unique methods of providing health care in pre-colonial Ghana*

Theme or Focal Area: **Methods of providing health care in pre-colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in explaining the unique methods of providing health care in pre-colonial Ghana:

- *What unique methods were used to diagnose and treat illnesses?*
- *What types of plants and materials were used in traditional medicine?*
- *What role did religion and spiritual beliefs play in healthcare practices?*
- *How were medicinal plants prepared and administered?*
- *How did spiritual practices and rituals integrate with traditional medicine?*

In the traditional medical system, methods involving the use of herbs and other natural materials, together with the application of spiritual and psychic abilities, were employed to treat ailments. The following were some of the methods used:

Isolation of patients	Prevention from spiritual afflictions	Healing by Proxy	Cutting open the skin
Drinking of medicine (concoction)	Psychological method	Application of snuff	Rubbing of herbs
Smearing method	Enema	Spiritual consultation	The use of charms and talismans

NB: In teaching the unique methods of providing health care in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Source Analysis and Corroboration:** Train students to critically analyse the evidence for pre-colonial healthcare practices. This includes evaluating oral histories, archaeological finds and historical accounts from explorers or missionaries. Encourage them to identify potential biases and limitations of each source.
- **Contextualisation:** Help students understand pre-colonial healthcare methods within their historical context. Consider factors such as:
 - Religious beliefs and the role of spiritual healers.
 - The social structure and the accessibility of care.
 - The available plant and animal resources used for medicine.
- **Continuity and Change Over Time:** Guide students to explore how pre-colonial healthcare practices may have evolved over time. Did certain methods persist into the colonial period? How have traditional practices adapted alongside modern medicine?

Learning Tasks

Discuss how the isolation method was used to provide health care in pre-colonial Ghana

1. Learners developing understanding (AP) should explain the isolation method of healthcare delivery in pre-colonial Ghana.
2. More confident learners (P) should research how illnesses spread in pre-colonial Ghana. Explain how isolating sick people helped protect others in a community with limited medical resources.
3. Highly proficient learners (HP) should consider the social and cultural reasons why isolation might have been practised in pre-colonial Ghana. Research traditional beliefs about illness and how they might have influenced isolation practices.

Pedagogical Exemplars

Collaborative Learning: Learners in groups analyse primary and secondary sources on the history of medicine as practised in Southern and Northern Ghana during the pre-colonial era

- For learners who need more support:
 - Provide source excerpts: Instead of full documents, give learners excerpts from primary and secondary sources that are easier to analyse
 - Focus on specific questions: Guide learners with clear questions about the sources, such as “What plants were used for medicine in Southern Ghana?”
- For learners who can be challenged:
 - Analyse multiple sources: Encourage learners to compare information from different sources (written documents, artefacts) to get a complete picture.
 - Identify bias: Help learners understand that sources can be biased and challenge them to consider different perspectives.
 - Create a presentation: Have learners present their analysis to the class, highlighting the differences in medical practices between Southern and Northern Ghana.

Key Assessments

Level 1:

- *Written task:* Describe one traditional method used to reset a broken bone.
- *Written task:* Name one traditional practice used to soothe the itchiness of chickenpox

Level 2: *Explanatory paragraph:* Explain why the use of herbs as a method might be effective in treating malaria symptoms.

Level 3: Creative thinking: Formulate three open-ended questions you would ask an indigenous healthcare worker to understand their approach to treating malaria.

Level 4: Research/ critical thinking: Considering the potential differences in methods for treating malaria, fractures (dislocation) and chickenpox between the Northern and Southern sectors of Ghana; analyse the factors that might contribute to these variations. Discuss how historical, cultural and environmental influences might have shaped traditional healthcare practices in each region. Additionally, explore the potential impact of modern medicine on these traditions.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

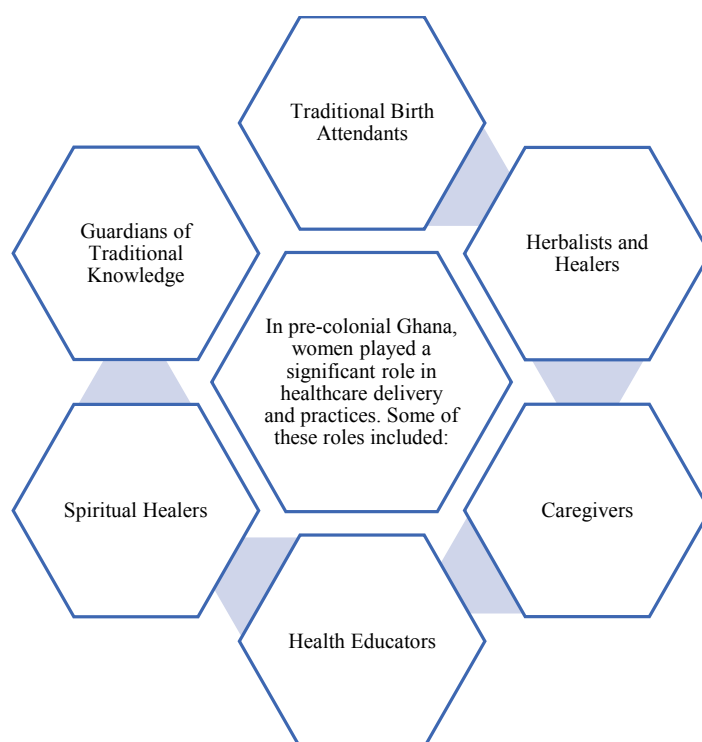
NB: Accept responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g. documentary, podcast, etc.). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.

Theme or Focal Area: **The role of women in pre-colonial healthcare delivery and practices in Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the role of women in pre-colonial healthcare delivery and practices in Ghana:

- *What specific knowledge and skills did women possess for healthcare delivery?*
- *What unique methods did women employ in their healing practices?*
- *What was the role of women in mental health care within pre-colonial Ghana?*
- *Where did women typically practise health care?*
- *Why were women seen as valuable healthcare providers in pre-colonial Ghana?*
- *Why is it important to acknowledge the historical contributions of women in health care, particularly in pre-colonial societies?*
- *How did women acquire the knowledge and skills necessary to become effective healers?*
- *How did women integrate spiritual practices and traditional beliefs into their healthcare delivery?*



NB: In teaching the role of women in pre-colonial health care delivery and practices in Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Diversifying Roles and Expertise:** Motivate students to explore the different roles women may have played in pre-colonial health care. These could include midwives, herbalists, birth attendants or specialists in specific ailments affecting women and children.

- **Continuity and Change:** Have students consider how women's roles in health care might have evolved over time. Did colonialism impact their practices? Do these traditions continue to influence modern health care in Ghana?

Learning Tasks

Compose a praise-poem for women healthcare deliverers who worked to cure the afflicted in the pre-colonial era.

Pedagogical Exemplars

Collaborative Learning: Using the talk for learning technique, learners identify and discuss the role of women in Pre-colonial healthcare delivery and practices.

- Provide a starting point for learners who need more support (AP). Begin the discussion with a clear question, such as “What roles did women play in taking care of the sick in pre-colonial Ghana?”
- For learners who exhibit clear understanding and ability to perform tasks (P), the teacher should encourage Evidence-Based Discussion: Ask students to support their claims with evidence from their learning materials or prior discussions.
- Challenge learners who show high-level understanding (HP) to delve deeper into a specific role women played in pre-colonial health care (e.g. midwives, herbalists, spiritual healers). Encourage them to compare and contrast the roles of women in pre-colonial health care with those of men or with modern healthcare practices.

Key Assessments

Level 1: *Written task:* List two ways women might have been involved in health care in pre-colonial Ghana.

Level 2: *Explanatory paragraph:* Explain why childbirth would have been an important area for women's healthcare knowledge in pre-colonial Ghana.

Level 3:

- *Extended paragraph:* Compare and contrast the roles men and women might have played in health care based on their traditional gender roles in pre-colonial Ghana.
- *Essay:* What role did women play in providing health care in pre-colonial Ghana?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

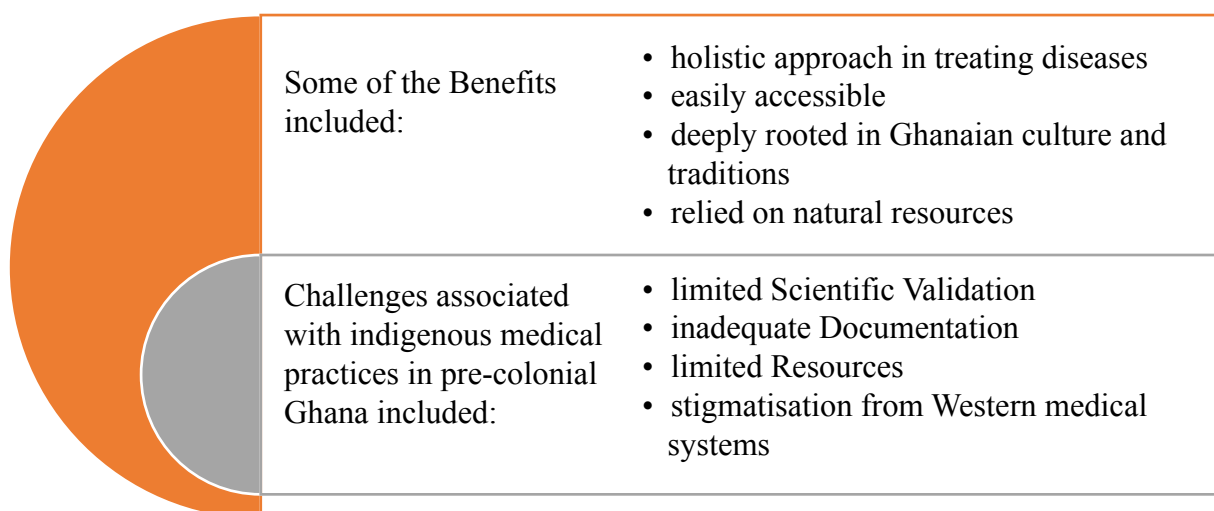
Theme or Focal Area: **Benefits and challenges of indigenous medical practices in Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the benefits and challenges of indigenous medical practices:

- *What is indigenous medicine and how does it differ from modern medicine practised in Ghana?*
- *How can indigenous medical practices be beneficial for the health of Ghanaians?*

- *What are some of the challenges associated with using indigenous medical practices in Ghana today?*
- *How are indigenous and modern medicine being integrated in Ghana?*
- *How can we ensure the safe and effective use of indigenous medical practices in Ghana?*



NB: Enhance students’ understanding of key historical concepts by integrating historical thinking skills through delivery of content and discussion:

- **Weighing Evidence of Effectiveness:** Help students analyse historical evidence for the effectiveness of indigenous medicine. Explore accounts of successful treatments, but also consider limitations in record-keeping and potential biases towards positive outcomes.
- **Contextualising Challenges:** Guide students to understand the challenges faced by indigenous medical practices within their historical context. These could include:
 - Lack of standardised practices or dosages.
 - Limited understanding of disease transmission.
 - Competition or conflict with colonial medicine.
- **Continuity and Change Over Time:** Encourage students to explore how indigenous medical practices have adapted or evolved over time. Have they been integrated into modern healthcare systems? How have challenges such as new diseases been addressed?
- **Identifying Long-Term Impacts:** Have students analyse the long-term impacts of indigenous medical practices. Did they contribute to specific cultural beliefs about health and illness? How do these practices continue to shape healthcare access or attitudes in Ghana today?

Learning Tasks

Debate the pros and cons of indigenous medical practices.

1. Learners developing understanding (AP) should create a two-column chart on the pros and cons of indigenous medical practices. Label one column “Good things” and the other “Not-so-good things.” Write the benefits of indigenous health care in the “Good things” column and the challenges in the “Not-so-good things” column.
2. Learners developing confidence should research two specific examples of indigenous medical practices. Find out what the treatment is for and how it works. Then, research any potential drawbacks or limitations of this practice.

3. Learners who are highly proficient should prepare a debate for the class. One side will argue for the continued use of indigenous medical practices, while the other side will argue for the use of modern medicine. Consider the strengths and weaknesses of each system and how they might work together in some cases.

Pedagogical Exemplars

Collaborative Learning: In mixed-ability groups, learners prepare a PowerPoint presentation/poster on the benefits and challenges of Indigenous medical practices. Learners who exhibit a clear understanding and ability to perform tasks (H and HP) should be made to support other learners with less understanding and ability, especially in preparing the presentation.

Key Assessments

Level 1:

- *Written task:* Give three advantages of using traditional medicine.
- Paragraph: What are the potential disadvantages of using herbal remedies?

Level 2:

- *Explanatory paragraph:* Explain how a specific indigenous medical practice might complement a Western medical treatment for pain.
- Extended paragraph: Why might indigenous knowledge of plants be valuable for developing new medications?

Level 3:

- Extended paragraph: Analyse two advantages and two disadvantages of using traditional medicine together with Western medicine. Consider factors such as cost, effectiveness and cultural significance.
- Creative project: Create a scenario where a patient might choose to use both indigenous and Western medical practices for the same condition. Explain your reasoning.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 16

Learning Indicator(s): *Analyse the history of arts and technology in pre-colonial Ghana*

Theme or Focal Area: **Ironworking technology in pre-colonial Ghana**

Situating lesson in context:

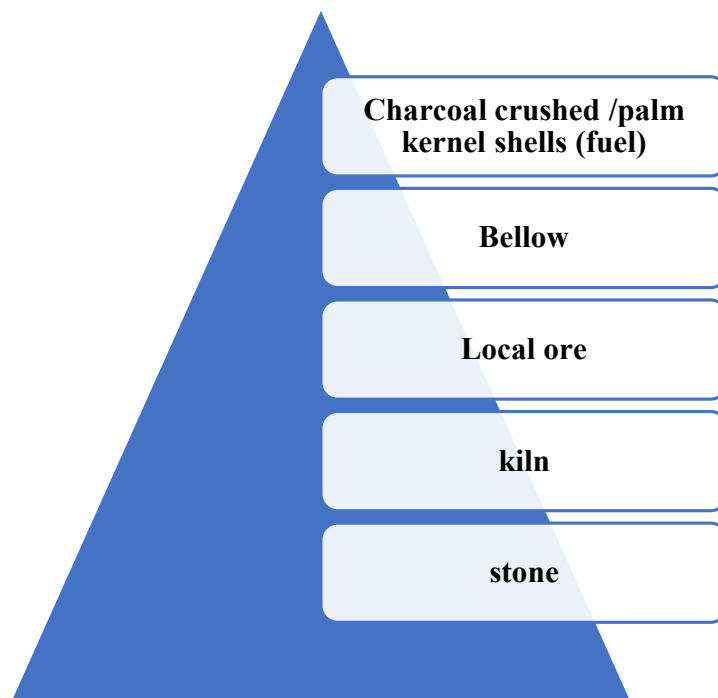
The following enquiry route questions should guide both the teacher and learners in analysing ironworking technology in pre-colonial Ghana:

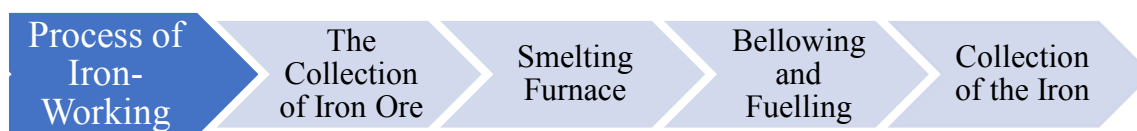
- *Where do you think the iron used in pre-colonial Ghana might have come from?*
- *What tools and techniques do you think people used to work with iron in ancient Ghana?*
- *How did the development of ironworking technology likely impact the lives of people in pre-colonial Ghana?*
- *What can we learn about the creativity and technical skills of pre-colonial Ghanaians by studying their ironworking techniques?*

Sources of Iron

Iron was obtained from two main sources: local iron ore and iron brought in by European traders. Laterite (soil containing iron-bearing rocks) was found in different parts of the country. Archaeologists discovered sites that contained rich deposits of surface iron ore, enabling the local people to develop the craft. Coastal populations, especially from Tantom (Otuam) to Fete in the Central Region and also Akpafu and Santrokofi in the Volta Region, Pusu and Navrongo in northern Ghana, were areas where the industry was widely practised.

The chart below shows some materials used in producing iron tools.



Methods / Processes of Traditional ironworking in pre-colonial Ghana:

NB: Teachers need to equip students with historical skills applicable to understanding iron-working technology in pre-colonial Ghana through discussion and delivery of content:

- **Technological Innovation and Diffusion:** *Guide students to explore how iron-working technology may have been adopted or adapted in Ghana. Did they develop their own techniques, or were there influences from neighbouring regions?*
- **Chronological Reasoning:** *Motivate students to analyse the timeline of ironworking development. Encourage them to consider factors such as:*
 - *Dating of archaeological finds.*
 - *Changes in tool types and styles over time.*
 - *Potential connections with historical events or population shifts.*
- **Historical Significance:** *Have students evaluate the historical significance of iron-working technology. How did it impact:*
 - *Agriculture and food production?*
 - *Warfare and societal organisation?*
 - *Trade and economic development?*

Learning Tasks

Learners analyse the processes involved in iron technology including the tools used for production.

1. To provide challenge, learners who are highly proficient (HP) should research a specific type of iron tool or weapon used in pre-colonial Ghana. Consider the following questions:
 - i. What was the tool used for?
 - ii. How did its design and function relate to the ironworking techniques of the time?
 - iii. Are there any cultural symbols or designs incorporated into the tool?

Pedagogical Exemplars

Experiential learning: Learners create a museum exhibition/display for display in their community. This should cover the processes of making artefacts from the ironworking industry, ideally in the manner that it would have been in the local area if this is relevant. Provide prompts and guidance to learners who show less understanding of concepts and minimal support to highly proficient learners.

Key Assessments

Level 2: *Written task:* Where do you think the iron used in pre-colonial Ghana might have come from?

Level 3:

- *Extended paragraph:* How did the environmental features help pre-colonial Ghanaians to advance technologically?
- *Written task:* Archaeologists rely on various methods to learn about the past. What tools and techniques might they use to uncover more about ironworking in Ghana?

- Research project: Research a specific iron tool or weapon used in pre-colonial Ghana. How was it manufactured and used?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Brass casting in pre-colonial Ghana**

Situating lesson in context:

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

- *Where do you think the raw materials for making brass in pre-colonial Ghana might have come from?*
- *What processes do you think were involved in transforming these materials into brass castings?*
- *How did the development of brass casting technology likely impact the lives of people in pre-colonial Ghana?*
- *What can we learn about the creativity and technical skills of pre-colonial Ghanaians by studying their brass casting techniques?*

Brass Casting

Brass casting was another important craft in pre-colonial Ghana. Brass, an alloy made from copper and zinc, was highly valued for its durability and aesthetic appeal. The process of brass casting in pre-colonial era involved several steps. First, craftsmen/women would create a clay mould in the shape of the desired object. They would then heat the mould and pour molten brass into it. Once the brass had cooled and solidified, the mould would be broken to reveal the finished product. Brass casting was used to produce a wide range of items, including jewellery, ornaments, ceremonial objects and household utensils. These objects held cultural and symbolic significance, often representing wealth, status or religious beliefs. Skilled brass casters were highly respected within the community for their ability to create intricate and beautiful pieces.



Kudu, casted from Brass (Source: michaelbackmanltd.com)

NB: In teaching brass casting technology in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills:

- **Contextualisation:** Help students understand brass casting within its historical context. Consider factors such as:
 - Availability of raw materials (copper and zinc) through trade routes.
 - Social and cultural significance of brass objects (prestige, religious use, etc.).
 - Existing technological advancements that may have influenced brass casting.
- **Continuity and Change:** Motivate students to explore how brass casting technology evolved over time. Consider changes in:
 - Casting techniques.
 - Styles and complexity of brass objects.
 - The role of brass casting within society.
- **Historical Significance:** Have students evaluate the long-term impact of brass casting technology. Encourage them to consider its influence on:
 - Economic development and trade within Ghana and beyond.
 - The development of artistic expression and craftsmanship.
 - Our understanding of pre-colonial Ghanaian society.

Learning Tasks

Discuss the processes involved in brass casting

1. Learners developing understanding (AP) should create a list of the steps involved in brass casting.
2. Learners with an appreciable level of understanding (P) should research the two main ingredients used in brass casting. Create a Venn diagram to compare and contrast these metals. Consider their colour, hardness and how they are obtained.
3. Highly proficient (HP) learners should research the lost-wax method, a common brass casting technique in pre-colonial Ghana. Explain the steps involved in this process using clear and concise language. Learners can also include a simple sketch or diagram to illustrate each step.

Pedagogical Exemplars

Experiential learning: Learners use the information from their discussion to trace on a map, places in pre-colonial Ghana where brass casting was predominantly practised.

- Provide learners who need more support (AP) with a map that already identifies some of the major brass casting centres in pre-colonial Ghana (e.g. Asante, Begho Bono Manso). Allow them to work with a partner to research and locate the brass casting centres on the map together.
- Encourage learners who exhibit clear understanding and ability to perform tasks (P) to use historical resources or online databases to independently locate and mark the major brass casting centres on a blank map.
- Challenge learners who show a high level of understanding (HP) to research the historical context that contributed to the prominence of brass casting in specific regions. Encourage them to compare and contrast brass casting techniques used in different regions of pre-colonial Ghana. Have them extend their map to show not just the brass casting centres but also the source locations of raw materials such as copper and zinc.

Key Assessments

Level 1:

- *Written task:* What was the first step involved in creating a brass object?
- *Written task:* List three tools or objects that might have been made from brass in pre-colonial Ghana.

Level 2:

- *Explanatory paragraph:* Why do you think it was important to heat the mould before pouring in the molten brass?
- *Written task:* In some brass casting methods, a wax model was used. What happened to the wax model after the mould was created?
- *Creative writing task:* Imagine you are helping to create a brass casting object. Describe the steps you would take to ensure the finished product is smooth and free of defects.

Level 3: *Research task:* Brass is an alloy of copper and zinc. Research the availability of copper and zinc in pre-colonial Ghana. How might the accessibility of these raw materials have impacted the development and use of brass casting?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Leatherworking in pre-colonial Ghana**

Situating lesson in context:

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

- *What materials were used to create leatherwork? Where did these materials come from?*
- *What purposes did leatherwork serve in pre-colonial Ghana?*
- *What techniques were used to process and prepare leather for use?*
- *How did leatherwork production and use change over time in pre-colonial Ghana?*
- *What can leatherwork tell us about the social, political and economic life of pre-colonial Ghana?*

Leatherwork

Leatherwork was a significant craft in pre-colonial Ghana which provided essential items such as clothing, footwear, bags, knife-sheaths, sword-sheaths, etc. The process of leatherworking began with the preparation of animal hides. The hides were soaked, cleaned and treated with various substances to remove hair, soften the leather and prevent decay. Skilled craftsmen/women then cut and sewed the leather pieces together, often using decorative stitching techniques. Leatherworkers also employed techniques such as embossing, dyeing and tooling to create intricate patterns and designs on the leather. Leatherworking in pre-colonial Ghana required a deep understanding of the properties of different animal hides and the ability to work with precision and attention to detail.

NB: In teaching leatherwork in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Continuity and Change:** Motivate students to explore how leatherworking practices may have evolved over time. Did techniques change? Were new uses for leather developed?
- **Causation:** Guide students to distinguish between cause and effect. Did the development of leatherworking lead to increased social and economic developments?
- **Historical Significance:** Have students evaluate the long-term impact of leatherwork. Encourage them to consider its influence on:
 - Economic development and trade within Ghana.
 - The development of artistry and practical skills.
 - Our understanding of daily life and social structures in pre-colonial Ghana.

Learning Tasks

Learners describe the processes involved in producing leather objects in pre-colonial Ghana.

1. Learners who have less understanding (AP) of concepts should describe one critical stage in the production of any leatherwork.
2. Learners with a high level of understanding (P and HP) should systematically describe the stages in the production of leather objects.

Pedagogical Exemplars

Collaborative learning: In small groups, learners discuss the processes of leatherwork production in pre-colonial Ghana.

- Provide guiding questions to learners who need more support (AP): Start the discussion with clear questions that break down the leatherwork process (e.g. What kind of animal skins were used? How were the skins prepared? What tools were used for working the leather?).
- Encourage learners who exhibit clear understanding and ability to perform tasks (P) to research a specific step in leatherwork production and share their findings with their group, explaining the process in detail.
- Challenge learners who show a high level of understanding (HP) to research and discuss how leatherwork production techniques might have differed across various regions of pre-colonial Ghana.

Key Assessments

Level 1:

- *Written task:* Identify two tools that were used in the production of leatherwork in pre-colonial Ghana.
- *Explanation task:* What was the first step involved in preparing a hide for leatherwork?
- *Written task:* How do you think the leather was made soft and pliable?
- *Written task:* Imagine you are a leatherworker in pre-colonial Ghana. What different types of objects might you create using leather?

Level 2:

- *Explanatory paragraph:* Why do you think leather was a useful material for people in pre-colonial Ghana?

- *Explanation task:* What steps do you think might be involved in preparing an animal hide for leatherwork?

Level 3:

- *Written task:* Leather can be decorated in many ways. How do you think people in pre-colonial Ghana might have decorated leather goods? Explain your answer.
- *Research task:* There are different methods for tanning hides (a key step in leatherwork). Research two methods of tanning and explain the advantages and disadvantages of each method, especially in the context of pre-colonial Ghana.
- *Creative task:* Imagine you are a leatherworker in pre-colonial Ghana and you want to create a bag that is both strong and waterproof. Describe the steps you would take to achieve this using traditional techniques and materials.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 17

Learning Indicator(s): *Analyse the history of arts and technology in pre-colonial Ghana*

Theme or Focal Area: **Cloth weaving in pre-colonial Ghana**

Situating lesson in context:

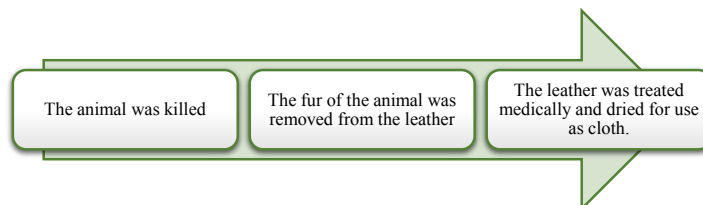
The following enquiry route questions should guide both the teacher and learners in analysing cloth weaving in pre-colonial Ghana:

- *What natural materials were used for clothing and other textiles in pre-colonial Ghana?*
- *How were these materials harvested and prepared for use?*
- *Did the use of specific materials hold any cultural significance or social meaning?*
- *What types of fibers were used for spinning thread in pre-colonial Ghana?*
- *Were there different weaving techniques used for different types of cloth?*
- *What natural resources were used for dyeing cloth in pre-colonial Ghana?*
- *How did cloth weaving techniques differ across different ethnic groups of pre-colonial Ghana?*

Before Cloth Weaving

Before the development of cloth-weaving, the first forms of cloth were produced either from the skin of large animals or from the bark of the tree known in Akan as 'Kyenkyen'. *Kyenkyen* was the raw material used for the production of cloth.

- **Producing Skin Cloth**



- **Producing cloth from the bark of trees**



Cloth Weaving

In Ghana, there were three main areas where weaving on narrow horizontal looms were found. These were Northern, Ashanti (Bonwire) and Volta Regions (Agbozome). According to oral traditions, the picking and spinning of cotton into yarns were done by the women, while the men produced the finished cloth.

Producing cotton cloth

- In the first place, the cloth was woven in narrow strips by a simple loom which was operated with both hands and feet.
- The several strips of cloth were then sewn together with a thread to form a complete cloth.

Before the production of woven cloths called Kente, the white cotton cloth was dyed in several colours. Kente making was slow and laborious, therefore, it made it very expensive.

NB: In teaching cloth weaving in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Historical Significance:** Discuss why cloth weaving is considered an important element of Ghanaian history.
- **Continuity & Change:** Trace the development of weaving techniques and tools over time. Discuss how the introduction of new materials (e.g, cotton) might have impacted earlier cloth production.
- **Cause & Consequence:** Analyse how factors such as the availability of natural dyes or the development of trade routes influenced the production and use of woven cloth.
- **Historical Perspectives:** Encourage students to consider the perspectives of different people involved in cloth weaving:
 - Weavers themselves (considering their skill, social status and motivations)
 - People who wore the cloth (considering its function, symbolism and value)
 - Traders who exchanged textiles (considering economic factors and cultural exchange).

Learning Tasks

Discuss the tools and techniques involved in cloth weaving in the pre-colonial era.

- Highly proficient learners (HP) should analyse the social and economic significance of cloth weaving in pre-colonial Ghana.

Pedagogical Exemplars

- **Experiential learning:** Learners embark on a field trip/virtual field trip to a cloth weaving industry in or around their community. Learners write and present a report on the processes of making art and craft works.
 - Prepare a question sheet beforehand to support those learners who have lacked confidence (AP) with prompts to guide observations during the field trip. Offer sentence starters or a report outline for easier writing.
 - Learners who show confidence with the content (P), those who need stretching (HP) can research a specific aspect of cloth weaving beyond the basic process (e.g. dyeing techniques, historical significance). They can create a more in-depth report or even a video presentation.
- Learners trace on a map, places in pre-colonial Ghana where cloth weaving were predominant.
 - Provide learners who need support (AP) with a pre-labelled map with some historical cloth weaving locations marked. Learners can research and add more locations.
 - Learners who need more challenge (P and HP) can create a more detailed map with symbols or icons representing different weaving styles or techniques practised in those regions. They can even research trade routes for these textiles.

Key Assessments

Level 1: Written task: List two materials used for weaving cloth in pre-colonial Ghana.

Level 2: Explanatory task: Describe two steps involved in the process of weaving cloth in pre-colonial Ghana.

Level 3: Extended writing: How did cloth weaving techniques differ across different ethnic groups of pre-colonial Ghana?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: Gold mining in pre-colonial Ghana

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing gold mining activities in pre-colonial Ghana:

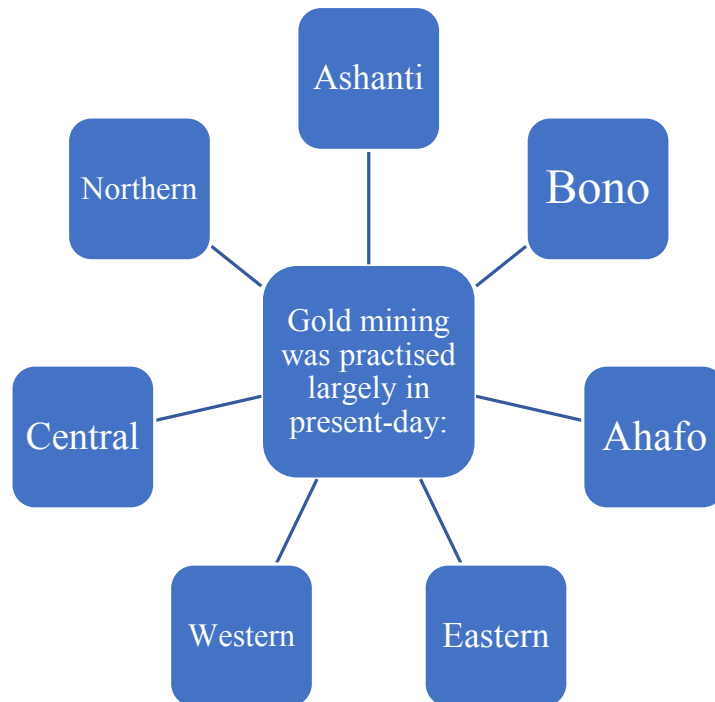
- *Where were the major gold-producing regions in pre-colonial Ghana?*
- *What methods were used for gold mining in pre-colonial Ghana?*
- *What tools and technologies were employed by miners?*
- *How did these techniques and technologies change over time?*
- *How did gold mining contribute to the development of trade networks within and beyond Ghana?*
- *How was gold used in art, jewellery and other forms of material culture?*



Gold

Gold mining was a valuable resource used for trade, adornment and as a symbol of wealth and power.

Gold was mined in different areas across the country. These areas included:



Methods of Gold Extraction



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

- **Continuity & Change:** Identify how gold mining techniques and their impact on the environment may have changed over time within the pre-colonial period.
- **Cause & Effect:**
 - Analyse how access to gold might have influenced the development of social structures and political power in pre-colonial Ghana.
 - Consider the potential environmental consequences (e.g. deforestation) of pre-colonial gold mining practices.
- **Historical Argumentation:**
 - Evaluate the claim that gold was the primary driver of state formation in pre-colonial Ghana. Consider alternative explanations.
 - Debate the impact of pre-colonial gold mining on the lives of ordinary people in Ghana.

Learning Tasks

1. Create a chart that compares gold mining in pre-colonial times to today.
 - i. Highly Proficient learners (HP) should research the specific environmental impacts of pre-colonial and modern gold mining practices in Ghana. Create a presentation that compares these impacts. Consider factors such as deforestation, water pollution and land degradation. Discuss potential solutions for sustainable gold mining practices in Ghana today.
2. Compose a poem on how knowledge of gold mining activities in the pre-colonial era can be used to ensure the sustainability of natural resources in Ghana today.
 - i. Learners developing understanding (AP) should write a short poem about gold. Mention how it was found in the ground and how it is shiny and valuable.
 - ii. More confident learners (P) should research how people in the past knew where to find gold. Write a poem about listening to the wisdom of the elders and using their knowledge to protect the land while searching for resources such as gold.
 - iii. Highly proficient learners should write a poem from the perspective of the land itself. Express the impact of gold mining and the importance of finding a balance between using resources and protecting the environment for future generations.

Pedagogical Exemplars

Collaborative learning: In a jigsaw activity, learners use the learning from the creation of the chart to create simple posters that explain the methods of panning and digging in pre-colonial gold mining practices.

- For learners who need more support (AP), assign them specific roles within the jigsaw group (e.g. panning expert, digging expert) and offer them focused questions or resources to guide their research. Provide a graphic organiser to help them structure their poster, with sections for clear headings, visuals depicting the methods and a short explanation.
- Allow learners who exhibit clear understanding and ability to perform tasks (P) to independently research their assigned method (panning or digging) using available resources such as textbooks, online databases, or images. Encourage them to create a detailed poster that includes not only the steps involved in the method but also the tools used and potential challenges faced by miners.
- Challenge learners who show high-level understanding (HP) to compare and contrast the effectiveness and limitations of panning and digging methods in pre-colonial gold mining. Encourage them to research and analyse the potential environmental impact of these practices. Guide them to research and compare pre-colonial gold mining methods to modern techniques, considering advancements and environmental regulations.

Key Assessments

Level 1: *Written task:* List two places in Ghana where gold mining was predominant.

Level 2: *Extended paragraph:* Why do you think gold was valuable to people in pre-colonial Ghana?

Level 3:

- Explanatory paragraph: How do you think the methods of pre-colonial gold mining might have impacted the environment? Explain your answer.
- Explanatory paragraph: Based on what you know about gold mining, why do you think some areas of Ghana were known for their gold wealth?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Wood carving in pre-colonial Ghana**

Situating lesson in context:

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

- *What types of wood were most commonly used for carving in pre-colonial Ghana?*
- *What techniques were employed for wood carving in pre-colonial Ghana?*
- *What tools were used by wood carvers? How were these tools made and maintained?*
- *Is there any evidence of specialisation among wood carvers based on skill or purpose of the carving?*
- *What purposes did wood carvings serve in pre-colonial Ghana?*
- *How did the form and function of wood carving influence the techniques used in its creation?*
- *How did wood carving styles and techniques differ across various ethnic groups of pre-colonial Ghana?*
- *Did wood carvings hold any spiritual significance or serve as religious objects?*
- *How have wood carving traditions in Ghana been preserved and adapted over time?*
- *In what ways can the study of pre-colonial wood carvings inform our understanding of Ghanaian art history?*
- *How does the legacy of pre-colonial wood carving continue to influence contemporary Ghanaian art and culture?*

Wood Carving in Pre-colonial Ghana

Wood carving a significant craft in pre-colonial Ghana. Carved wooden objects serving both functional and decorative purposes. Wood carving was essentially carried out in the forest areas. In Ghana, wood carving was done in areas such as Bono, Ahafo, Bono East, Western and Ashanti Regions.

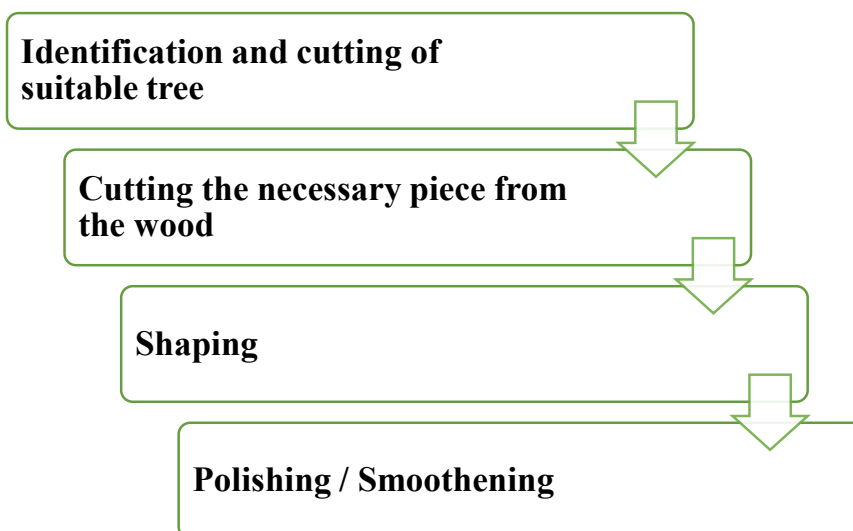
The traditional wood carvers depended on tools such as:

- Axe (adze)
- Cutlass
- Chisel
- Metal scrappers
- Knife, etc.

The wood carvers used wood such as:

- Wawa
- Sese
- Nyamedua
- Odum
- Ofram

Methods or Processes involved in Wood Carving



Learning Task

Create a flowchart that illustrates the different stages of wood carving, from obtaining the woods to the finished products. Support learners who are not confident with the content to develop the headings for each stage of the process.

Pedagogical Exemplars

Talk for learning: In a concentric circle technique, learners discuss the processes involved in wood carving in the pre-colonial era.

- Provide scaffolding questions to learners who need more support (AP): Start the discussion with clear, scaffolded questions that break down the wood carving process (e.g. What type of wood was used? How did carvers choose their tools? What were some common objects carved from wood?). Offer visual aids by showing students pictures or diagrams depicting the different stages of wood carving, such as selecting wood, using various carving tools and smoothing the final product.
- Ask learners who exhibit clear understanding and ability to perform tasks (P) to share specific techniques used in wood carving, such as different types of cuts or the use of various tools. Guide them to compare and contrast the suitability of different wood types for carving based on their characteristics.
- Challenge learners who show high-level understanding (HP) to research and discuss how wood carving techniques or styles might have differed across various regions of pre-colonial Ghana. Encourage them to analyse the cultural significance of wood carving in pre-colonial Ghanaian societies.

Key Assessments

Level 1:

- Written task: List four tools that were used in wood carving during the pre-colonial era.
- Written task: State four objects that might have been made from wood in the pre-colonial era.

Level 2: Extended paragraph: How do you think the design or carving on a wooden object might tell us something about the culture of the people who made it?

Level 3:

- Explanatory paragraph: Based on what you know about wood; why do you think some types of wood would be better for carving than others? Explain your answer.
- Extended writing task: Some people believe that preserving traditional crafts such as woodcarving is important. Why do you think this might be the case? Can you think of any challenges to preserving such crafts?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 18

Learning Indicator(s): *Analyse the history of arts and technology in pre-colonial Ghana*

Theme or Focal Area: **Bead making in pre-colonial Ghana**

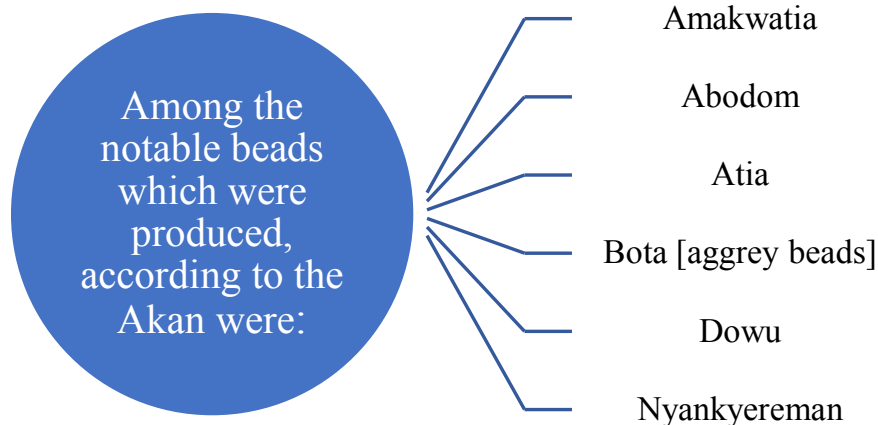
Situating lesson in context:

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

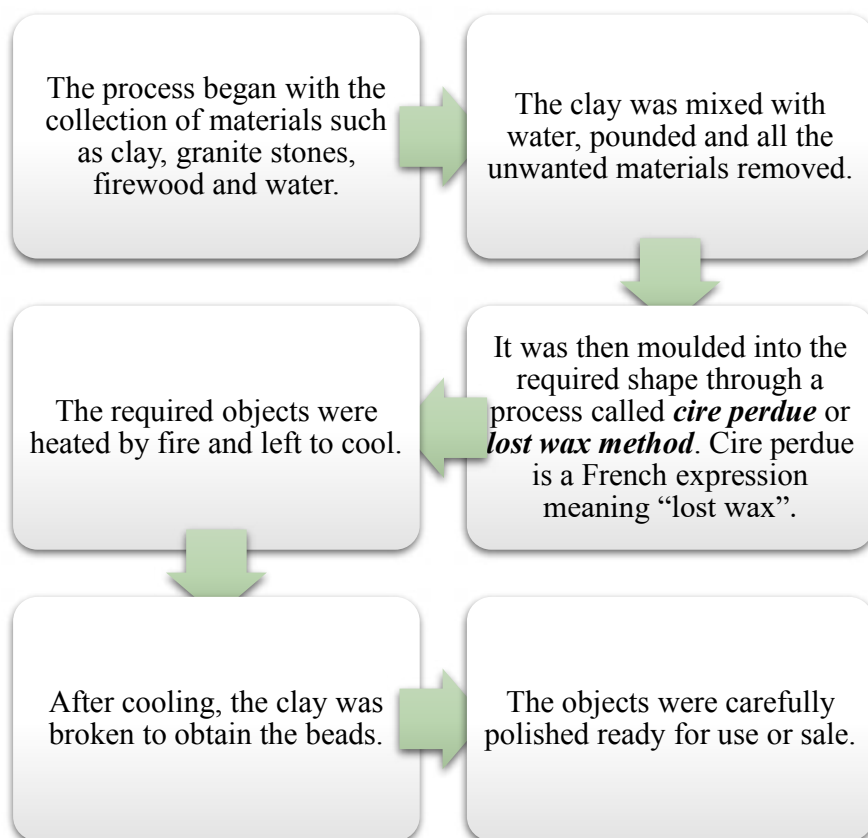
- *What materials were traditionally used to make beads in pre-colonial Ghana?*
- *Where did these materials come from? Were they locally sourced or obtained through trade?*
- *What were the different techniques used for bead making in pre-colonial Ghana?*
- *How were these techniques learned and passed down?*
- *What kinds of designs were commonly used on beads in pre-colonial Ghana?*
- *Which group of people (gender, social class) dominated in bead making in pre-colonial Ghana? Was it a specialised profession, or did everyone make their own beads?*
- *What role did bead making play in society?*
- *How were beads used in pre-colonial Ghana?*
- *How did the size or colour of a bead determine the people who wore it?*
- *How can studying bead making help us learn more about the history and culture of pre-colonial Ghana?*

Bead making

Bead making was highly valued in the pre-colonial period. Precious beads were worn by the ruling classes and nobles as ornaments. Beads were also generally worn on special occasions such as festivals, naming ceremonies and marriage ceremonies.



Process of bead making



NB: In teaching bead making in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Change Over Time:** Analyse how bead-making techniques and materials may have evolved throughout the pre-colonial period in Ghana.
- **Cause & Effect:** Analyse the potential impact of trade networks on the development and spread of bead-making techniques in Ghana. Consider how the availability of raw materials might have influenced the production and use of beads.

Learning Task

Identify the types of beads that were made by pre-colonial Ghanaians. To provide challenge, those who are highly proficient should research the symbolism and cultural significance of different bead types and colours in pre-colonial Ghana. Trace on the map of Ghana places where bead making was predominant in pre-colonial Ghana. To challenge those learners who are highly proficient (HP), ask them to research the trade routes used for exchanging beads in pre-colonial Ghana. Trace these routes on a map and indicate the regions where bead making was prevalent. Consider adding arrows to show the direction of trade.

Pedagogical Exemplars

Technology-enhanced learning: Learners watch and discuss a documentary on bead making in pre-colonial Ghana.

- Provide pre-viewing questions to learners who need more support (AP): Before watching the documentary, give them a set of questions that focus on key steps in the bead-making process (e.g. What materials were used? What were the different stages of crafting a bead?). Pause the

documentary at key points to allow them to ask questions and clarify any confusion they might have about the techniques used.

- Encourage learners who exhibit a clear understanding and ability to perform tasks (P) to take notes while watching the documentary, focusing on details about the different materials used and the techniques involved in creating beads. Have them create a timeline that illustrates the different stages of the bead-making process, from gathering materials to the finished product.
- Challenge learners who show high-level understanding (HP) to research the historical context that led to the development of bead-making techniques in pre-colonial Ghana. Encourage them to analyse the cultural and social significance of beads in pre-colonial Ghanaian societies. Were they used for decoration, trade or something else?

Key Assessments

Level 1:

- *Written task:* What materials were used to make beads in pre-colonial Ghana?
- *Written task:* State two uses of beads in pre-colonial Ghana.

Level 2:

- *Explanatory task:* Why do you think beads were important to people in pre-colonial Ghana?
- *Source analysis:* What do you think the size or colour of a bead might have told us something about the person wearing it?

Level 3: *Written task:* Bead making is a craft that has been practised for thousands of years across many cultures. Why do you think people continue to make and wear beads even today?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area 2: Pottery making in pre-colonial Ghana

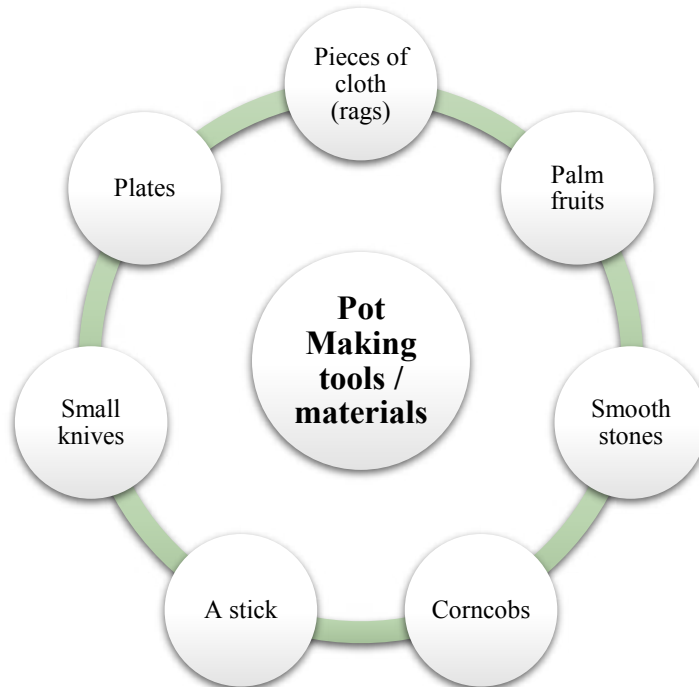
Situating lesson in context:

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

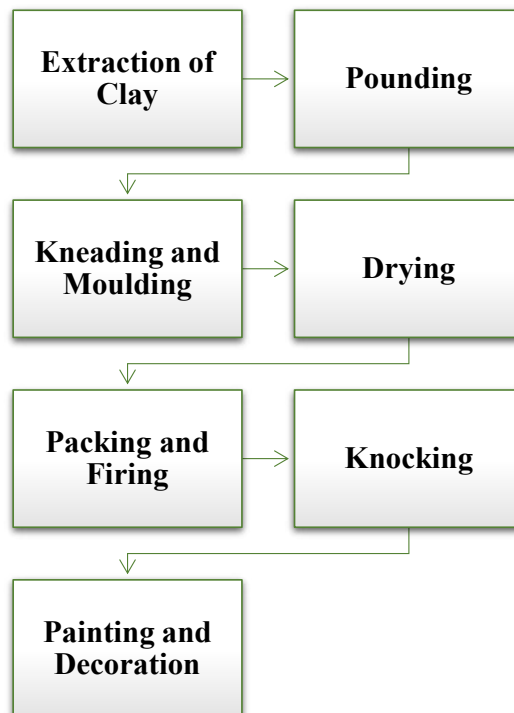
- *What evidence do we have of pottery making in pre-colonial Ghana?*
- *What materials were traditionally used to make pottery in Ghana?*
- *Where did these materials come from? Were they found locally or obtained through trade?*
- *What were the different techniques used for pottery making in pre-colonial Ghana?*
- *How were these techniques learned and passed down?*
- *What kind of decorations were used on pottery in pre-colonial Ghana?*
- *What purpose might these decorations have served? Were they purely decorative or did they have symbolic meaning?*
- *How did the type of pottery influence its design and decoration?*
- *What role did pottery making play in society?*
- *How was pottery used in everyday life in pre-colonial Ghana?*

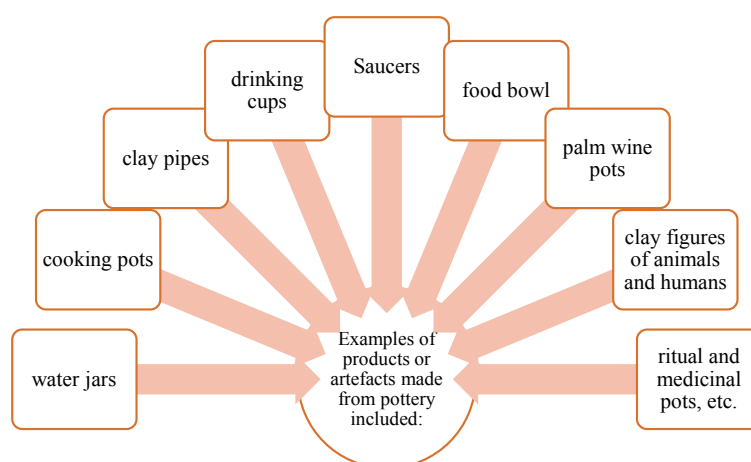
Pottery making in pre-colonial Ghana

Pottery is one of the oldest and most skilled crafts in pre-colonial Ghana. It existed in places where clay was available. The pottery industry was very common in areas such as Asante and Kwahu. Other areas where the industry was practised were Kpando and Vume, all in the Volta Region. Technology for the industry was strictly by hand. There was no mechanical means by which the products were produced. The equipment used was all improvised locally.



Process of Pottery Making





NB: In teaching pottery making in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Causation:** Guide students to differentiate between cause and effect. Did specific pottery styles emerge due to trade routes or were there internal cultural factors at play?
- **Continuity and Change:** Motivate students to explore how pottery-making practices evolved over time. Did techniques improve? Did the role of pottery in society change?

Learning Task

Trace on the map of Ghana, places where pottery making was predominant in pre-colonial Ghana.

Pedagogical Exemplars

Collaborative learning: In small groups, learners discuss the processes involved in pottery making in pre-colonial Ghana.

- Provide visual aids to learners who need more support (AP): Show pictures or diagrams depicting the stages of pottery making (e.g. shaping clay, decorating, firing). If possible, incorporate a hands-on activity such as working with modelling clay to simulate basic shaping techniques. Pose guiding questions within the group discussions to ensure they understand each step of the process (e.g. What tools might have been used for smoothing the clay?).
- Encourage learners who exhibit a clear understanding and ability to perform tasks (P) to research a specific pottery-making technique such as kneading or knocking, and share their findings with the group. Guide them to compare and contrast pottery styles from different regions of pre-colonial Ghana.
- Challenge learners who show high-level understanding (HP) to research the properties of different clays and analyse how they might have influenced pottery-making techniques. Encourage them to research the uses of pottery in pre-colonial Ghana and discuss how pottery-making might have been integrated into daily life.

Key Assessments

Level 2:

- *Written task:* Clay is a common material used to make pottery. Why do you think clay might be a good material to use for making pots?

Level 3:

- *Written task:* Pottery can tell us a lot about a society. Besides how food was stored or cooked, what other uses might we learn from looking at pottery made in pre-colonial Ghana?
- *Source analysis:* Not all pottery is created equal. Imagine you are comparing two pots from pre-colonial Ghana. One pot is large and plain, while the other is small and decorated with intricate designs. How might these pots have been used differently based on their characteristics?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

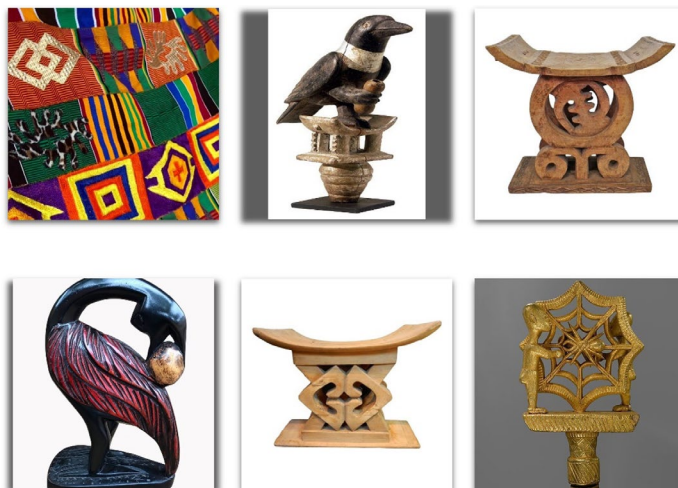
Theme or Focal Area: How pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing how pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology:

- *What do we mean by “philosophy” and “religion” in the context of pre-colonial Ghana?*
- *How can arts and technology act as expressions of philosophical and religious ideas?*
- *What materials were commonly used in pre-colonial Ghanaian arts and technology?*
- *How were technological advancements in areas such as metalworking used to reflect religious or philosophical concepts?*
- *Compare and contrast how different social groups might have expressed their beliefs through arts and technology.*
- *How can we identify any regional variations in the way philosophical and religious ideas were expressed artistically or technologically?*

Pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology in various ways. Some of these ways included sculpture, painting, architecture. These artistic forms served as a means of communication, storytelling and religious functions. For instance: A wood carving depicting a bird with its head turned backward means that if you forget something and you go back for it, you are not committing a crime.



NB: In teaching how pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Source Analysis:** Train students to critically analyse artistic and technological evidence for philosophical and religious ideas.
- **Inferring Meaning and Symbolism:** Help students use their understanding of symbolism and cultural context to infer meaning from artistic representations (statues, pottery, masks).
- **Continuity and Change Over Time:** Motivate students to explore how artistic and technological expressions of religion and philosophy may have changed. Did styles evolve? Were new technologies used to depict religious ideas?
- **Historical Significance:** Have students evaluate the long-term impact of artistic and technological expressions. Encourage them to consider how these practices:
 - Shaped *religious beliefs and rituals in pre-colonial Ghana*.
 - Contributed to *the development of artistic styles and craftsmanship*.
 - Provide *insights into the philosophical worldview of pre-colonial Ghanaians*.

Learning Tasks

Sketch an artefact produced by any of the pre-colonial Ghanaian art and technological industries and show how it depicted the people's philosophical and religious ideas. Questions should be asked of learners whilst they are doing this task:

1. Think about why people might wear masks. Did they use them for celebrations or special ceremonies?
2. Was this artefact used in daily life or for religious purposes? Can you find any symbols or patterns on the artefact that might give clues about its meaning?
3. How does the artefact reflect the beliefs and values of the people who created it?
4. Are there any symbols or designs on the artefact that connect to creation myths, ancestor veneration or concepts of power and leadership?
5. How was the artefact used in religious ceremonies or rituals?

Pedagogical Exemplars

Problem-Based Learning: Using primary sources, learners analyse how pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology.

- Offer Scaffolded Questions to learners who need more support (AP): Provide a set of questions that lead them to analyse the primary sources (e.g. What symbols do you see? What materials were used and why might they be significant?). Pair them with students who can help them identify potential meanings and connections to philosophical or religious beliefs.
- Encourage Independent Source Analysis for learners who exhibit a clear understanding and ability to perform tasks (P). Have them independently analyse a primary source (e.g. sculpture, pottery design) and explain how it might reflect philosophical or religious ideas. Encourage them to present their analysis to the class, highlighting the specific source, its potential meanings and connections to broader themes.
- Challenge learners who show high-level understanding (HP) to research the historical context of pre-colonial Ghana and identify potential philosophical or religious beliefs reflected in the artwork and technology. Have them compare and contrast multiple primary sources, analysing

how different artistic expressions might reflect similar or diverse beliefs. Challenge them to design a hypothetical artefact based on their understanding of pottery-making techniques and how it could be used to express a specific philosophical or religious concept.

Key Assessments

Level 1: *Written task:* Identify different art forms used in pre-colonial Ghana.

Level 3:

- *Written task:* Analyse the symbolism used in sculptures, masks or pottery designs. What stories might they tell about the beliefs of the creators?
- *Source analysis:* Study the Sources [A, B, C and D] below and answer the questions below:



- Identify the various art and technological industries that produced Sources A, B, C, D.
- List one symbol depicted by each source and explain the philosophical idea behind the symbol.
- Evaluate the strengths and limitations of using one of these facts to learn about pre-colonial Ghana.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

SECTION 6: ECONOMIC ACTIVITIES IN PRE-COLONIAL GHANA

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

Sub-Strand: Pre-colonial Economy and Economic Activities

Learning Outcome: *Employ relevant historical skills to analyse historical sources on pre-colonial economy and economic activities in Ghana and show how these activities helped to sustain livelihood.*

Content Standard: Exhibit knowledge and understanding of pre-colonial economy and economic activities in Ghana.

INTRODUCTION AND SECTION SUMMARY

This section has a direct link with the previous section. In the previous session, students were taken through the history of arts and technology. It is important to note that these arts and technological history of Ghana has a link with pre-colonial Ghanaian industries. Industries such as pottery, goldsmithing, leather work, bead making among others also portrayed the artistic and technological prowess of pre-colonial Ghanaians. Conscious effort is made in this section to get students practically come up with craft works from pre-colonial Ghanaian industries using the methods they learnt from the previous section. The section also discusses other economic activities that existed in pre-colonial Ghana such as agriculture and trade. Some major agricultural activities we will discuss under this section are hunting and gathering, farming, fishing and domestication of animals. For trade, we will examine the forms and nature of trading in pre-colonial Ghana in an attempt to unravel how pre-colonial Ghanaians made a livelihood. The overall performance indicator or outcome for this learning area is for learners to demonstrate an understanding of how these economic activities contributed to the growth and development of states and kingdoms in pre-colonial Ghana. The section has a linkage with other subjects such as Economics, Geography and Social Studies.

The weeks covered by the section are:

Week 19: *Existence and the development of pre-colonial Ghanaian industries.*

Week 20: *Agricultural activities in pre-colonial Ghana.*

Week 21: *Agricultural activities in pre-colonial Ghana.*

Week 22: *Nature of trade and the development of trading activities in pre-colonial Ghana.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

Furthermore, the section emphasises the integration of historical skills in teaching and learning the pre-colonial Ghanaian economy and economic activities. Teachers are encouraged to incorporate

historical thinking skills such as Source Analysis, Cause and Effect, Significance and Perspectives in their teaching. These historical skills help learners to develop a critical perspective, evaluate different sources of information and make informed judgements about the subject.

ASSESSMENT SUMMARY

The History teacher manual recommends several assessment strategies for evaluating student learning of pre-colonial Ghanaian economy and economic activities. The manual emphasises the use of different assessment levels (DoK) from levels 1 to 4. The manual recommends that assessments should be both formative and summative, with a focus on authentic forms of assessment. Teachers are encouraged to integrate historical skills in assessment, such as source analysis, evaluating significance and considering different perspectives.

Week 19

Learning Indicator(s): *Investigate the existence and the development of pre-colonial Ghanaian industries*

Theme or Focal Area: **CRAFT WORK: Producing artefacts from the pre-colonial Ghanaian industries**

Situating lesson in context:

This lesson is a practical lesson where learners are required to use relevant raw materials in their environment/communities to create or produce artefacts from any of the pre-colonial industries. The lesson should be guided by the following enquiry routes:

- *What raw materials were available for producing artefacts in pre-colonial Ghanaian industries?*
- *How were pottery, wooden and leather artefacts produced in pre-colonial Ghana?*

NB: The methods of producing artefacts in each of the pre-colonial Ghanaian industries have been discussed under Arts and Technology in Pre-colonial Ghana (Weeks 16-18). In Week 19, learners are expected to work in groups to produce different artefacts such as wooden objects, pottery items, soaps, beads, leather products, pieces of jewellery etc.

Learning Tasks: Craft Production and School Exhibit

- **Craft Selection:** All learners will choose one craft to focus on: *pottery, wooden artefacts, soap making, or leatherwork*. Consider factors like learners' interest, available materials and safety concerns
- **Production and Documentation:**
 - All Levels: Learners will create their chosen craft item under teacher supervision. Encourage learners to document their process with pictures or short videos, capturing key steps and challenges faced.
 - More confident learners (P) should document their work more extensively, taking detailed notes on techniques used, challenges overcome and personal reflections on the process
 - Highly proficient learners (HP) should maintain a detailed log throughout the project, including sketches, material lists and justifications for design choices
- **Exhibit Preparation and Presentation:**
 - All Levels: Each learner should create a display for their finished piece, including a label with information about the craft, the item itself and any artistic inspiration
 - More confident learners (P) should incorporate visuals such as historical images or maps into their presentation to enhance understanding
 - Highly proficient learners (HP) should develop a thematic approach to their display, connecting their creation to a specific historical period or cultural practice.

Pedagogical Exemplars

Project-Based Learning:

- In groups, learners collect raw materials from the environment to make artefacts such as wooden objects, pottery, soaps, beads, leather products, jewellery, etc.

- For learners who need more support, provide a list of safe and readily available crafting materials. Offer pre-made templates or guides for creating specific artefacts. Allow learners to work in pairs or small groups for better understanding and assistance.
- For learners who can be challenged, encourage them to research traditional crafting methods from a specific culture. Have them create presentations showcasing their artefacts and explaining the crafting process. Challenge them to design and create their own unique artefacts using natural materials.

Key Assessments

Level 1: *Written task:* List two different industries that existed in pre-colonial Ghana (e.g. pottery, blacksmithing, wood carving).

Level 2: Knowledge assessment: Match pictures of pre-colonial Ghanaian artefacts (pots, tools, jewellery) with the industry that produced them (pottery, blacksmithing, goldsmithing).

Level 3: Creative task: Choose one specific type of artefact from pre-colonial Ghana (e.g. a simple bead necklace). Using only materials readily available in your environment (leaves, sticks, pebbles), create a replica of that artefact.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **The socio-economic importance of pre-colonial Ghanaian industries**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in analysing the socio-economic importance of pre-colonial Ghanaian industries:

- *What was the social and economic context of pre-colonial Ghana?*
- *What role did industries play in the economy of pre-colonial Ghana?*
- *How did pre-colonial Ghanaian industries contribute to trade and commerce?*
- *What social structures and institutions supported these industries?*
- *How did these industries impact daily life and culture?*
- *What technological innovations emerged from these industries? How did these innovations impact productivity and efficiency?*
- *How did pre-colonial Ghanaian industries interact with the environment?*
- *What sustainable practices emerged from these industries?*
- *How have these industries influenced modern Ghanaian industries?*
- *What lessons can we learn from these industries for sustainable development?*
- *How did these industries shape Ghana's history and identity? Why is it important to preserve and promote these industries' heritage?*
- *How can we apply lessons from the socio-economic importance of pre-colonial Ghanaian industries to contemporary development challenges?*

Sustenance	Pre-colonial Ghanaian industries, particularly agriculture, provided food and resources for the population, ensuring their basic needs were met.
Economic growth	These industries stimulated economic growth through trade and the exchange of surplus produce for goods and resources not readily available within the local environment.
Trade networks	The industries of pre-colonial Ghana fostered trade networks with neighbouring states, promoting cultural exchange and diplomatic relations.
Cultural preservation	Clothing, crafts and traditional techniques preserved cultural heritage and skills, ensuring the continuity of Ghanaian traditions.
Employment opportunities	These industries provided employment opportunities for individuals within their communities, allowing them to earn a living and support their families.
Community development	The success and prosperity of these industries often relied on collective efforts, promoting social cohesion and community development.
Infrastructure development	The wealth generated from industries such as gold mining contributed to the growth of urban centres and the development of infrastructure.
Power and influence	The wealth generated from gold mining also contributed to the establishment of powerful kingdoms, enhancing the political and social standing of pre-colonial Ghana.
Resilience and ingenuity	The industries of pre-colonial Ghana showcased the resilience and ingenuity of its people in utilising indigenous knowledge and resources to sustain livelihoods and drive socio-economic development.

Pre-colonial Ghana was home to a variety of industries that played a vital role in the socio-economic development of the society. These industries contributed significantly to the growth of Ghanaian society by providing employment opportunities, generating revenue and fostering trade relations with other states. From textiles to metalworking, these industries were a testament to the ingenuity and resourcefulness of the Ghanaian people. Understanding the importance of these industries is crucial in appreciating the contributions of pre-colonial Ghana to the development of West Africa. The chart below shows some socio-economic significance of pre-colonial Ghanaian industries:

NB: In teaching the socio-economic importance of pre-colonial Ghanaian industries, teachers should focus on developing in learners the following historical skills through delivery of content, tasks and discussion:

- **Chronological Thinking:** Help students understand the timeline of pre-colonial Ghanaian industries, their emergence, development and impact.
- **Causation:** Encourage students to analyse the reasons behind the growth and significance of these industries, considering political, economic, social and environmental factors.
- **Contextualisation:** Emphasise the importance of understanding the social, economic and political context in which these industries emerged and thrived.
- **Historical Significance:** Encourage students to consider the lasting impact of pre-colonial Ghanaian industries on modern Ghanaian society and economy.

- **Empathy:** Encourage students to imagine life in pre-colonial Ghana to understand the experiences and perspectives of people involved in these industries.
- **Interpretation:** Encourage students to analyse primary and secondary sources, interpreting the evidence and multiple perspectives on the socio-economic importance of these industries.

Learning Tasks

Produce a chart that shows the socio-economic importance of pre-colonial Ghanaian industries.

- Learners developing understanding (AP) should create simple charts that show a list of the socio-economic importance of pre-colonial Ghanaian industries.
- More confident learners (P) should create a chart that explains the socio-economic importance of pre-colonial Ghanaian industries.
- Highly proficient learners (HP) should create complex charts that analyse the socio-economic importance of pre-colonial Ghanaian industries with specific examples.

Pedagogical Exemplars

Collaborative Learning: In a Think-Pair-Share activity, learners use the chart developed to examine the socio-economic importance of pre-colonial Ghanaian industries.

- Provide learners who need more support (AP) with a graphic organiser to complete as they examine the socio-economic importance of pre-colonial Ghanaian industries. Encourage them to use simple sentences and vocabulary to explain their ideas.
- Provide learners who exhibit clear understanding and ability to perform tasks (P and HP) with a case study of a specific pre-colonial Ghanaian industry (e.g. gold mining, textile production) and have them analyse the industry's impact on the economy, society and culture and to consider its continued relevance today. Encourage learners to use nuanced language and to incorporate primary sources and historical evidence into their analysis.

Key Assessments

Level 1: *Written task:* List at least three importance of pre-colonial Ghanaian industries.

Level 2: Paragraph: What role did indigenous industries play in the economy of pre-colonial Ghana?

Level 3: Historical Paper: Write a historical paper that answers the following questions:

- How did indigenous Ghanaian industries help to sustain livelihoods in the Pre-Colonial Era?
- How did pre-colonial Ghanaian industries affect women?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 20

Learning Indicator(s): *Examine agricultural activities in pre-colonial Ghana.*

Theme or Focal Area: **Hunting in Pre-colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining agricultural activities in pre-colonial Ghana:

- *What was the significance of hunting in pre-colonial Ghanaian society? How did hunting contribute to the economy and food security?*
- *What hunting techniques and tools were used in pre-colonial Ghana? How effective were these techniques and tools?*
- *What social and cultural values were associated with hunting in pre-colonial Ghana?*
- *How can knowledge of the effective ways of hunting in pre-colonial Ghana be applied to contemporary conservation and sustainability challenges?*

Agricultural activities in pre-colonial Ghana

Agriculture was the mainstay of the people in pre-colonial Ghana. Some of the main agricultural activities in pre-colonial Ghana were:

- Hunting
- Gathering
- Fishing
- Farming
- Domestication of animals

Hunting

In pre-colonial Ghana, hunting was one of the important economic activities. In the forest, savannah and part of the coastal zone, hunting was mostly conducted by men. The hunting profession was male-dominated because of the hazards associated with it. The abundance of game called for people to hunt in the bushes for animals such as wild buffalo, wild dogs, grass cutters, rats, antelopes, etc.

During the Stone Age period, the hunters invented special wood handles with stone head tools for hunting. As a result of civilisation, hunting was improved when hunters used more effective and efficient weapons such as spears and arrows for hunting.



NB: In teaching hunting in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Continuity and Change:** Explore how hunting practices might have changed over time in pre-colonial Ghana. Did tools or techniques evolve? Did hunted animals change based on environmental shifts?
- **Cause and Consequence:** Analyse why people hunted in pre-colonial Ghana (food, tools) and the consequences of these practices (environmental impact, social structures).
- **Sourcing and Using Evidence:** Encourage students to evaluate different sources about pre-colonial hunting practices. This could include archaeological finds, oral histories, or artwork.
- **Perspective:** Discuss hunting from the viewpoints of different groups (hunters, elders, women, children). How might their perspectives differ?

Learning Tasks

1. Draw or sketch a map of Ghana and show where the three (3) main vegetational zones can be located. For each vegetational zone, show the kind of agricultural activities and produce that were obtained from there. Illustrate these on the map.
2. Learners who are less secure in the conceptual understanding (AP) should match hunting tools (e.g. bows, spears) with their correct descriptions
3. Confident and secure learners (HP) are expected to analyse the cultural and spiritual significance of hunting in pre-colonial Ghanaian society and annotate the map to that effect. For those learners who need to be pushed, consider providing them with primary sources to support their learning.

Pedagogical Exemplars

Collaborative Learning:

- Learners brainstorm some agricultural activities in pre-colonial Ghana. Provide targeted questions to guide learners who need more support (AP).
- In mixed-ability groups, learners create charts to describe the vegetational zones (*Coastal, Savannah, Forest*) in pre-colonial Ghana and show the kind of agricultural activities that were practised in these zones.

Talk For Learning:

- In a concentric circle discussion, learners examine the features and methods of hunting in pre-colonial Ghana using primary and secondary sources. They should look at animals hunted, tools used and methods employed.
 - Provide Guiding Questions to learners who need more support (AP): Start the discussion with clear, scaffolded questions to guide their thinking (e.g. What kind of animals might have lived in Ghana? What tools do you think hunters might have used?).
 - Encourage learners who exhibit clear understanding and ability to perform tasks (P) to share specific methods used in hunting, such as smoking, setting traps, or using hunting dogs. Ask them to consider how hunting practices might have changed depending on the season or availability of prey.
 - Challenge learners who show high-level understanding (HP) to discuss how hunting methods or targeted animals might have differed across various vegetational zones of pre-colonial Ghana. Encourage them to analyse the impact of hunting on pre-colonial Ghanaian societies, considering food sources, cultural practices or the social roles of hunters.

Key Assessments

Level 1:

- *Creative task:* create a poster that contains the following information:
 - What were the main animals hunted in pre-colonial Ghana?
 - What tools were used for hunting in pre-colonial Ghana?
 - What was the role of hunting in pre-colonial Ghanaian society?

Level 2:

- *Extended paragraph:* What were the advantages and disadvantages of the hunting techniques used in pre-colonial Ghana?
- *Paragraph:* How did hunting reflect the social and cultural values of pre-colonial Ghanaian society?

Level 3: *Essay:* Write an expository essay on the question: How did different geographical factors help in the survival of kingdoms and states in the Forest, Savannah and Coastal zones of Pre-Colonial Ghana?

Level 4:

- *Essay:* To what extent did hunting contribute to the economy and food security in pre-colonial Ghana?
- *Essay:* How effective were the hunting techniques and tools used in pre-colonial Ghana and what were the limitations?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Collection of Wild Crops in Pre-colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining agricultural activities (collection of wild crops) in pre-colonial Ghana:

- *What types of wild crops were gathered in pre-colonial Ghana and where were they typically found?*
- *How did the different vegetational zones (Savannah, Forest, Coastal) influence the types of wild crops that were gathered?*
- *What were the social, cultural and economic significance of gathering wild crops in pre-colonial Ghanaian society?*
- *How did the gathering of wild crops impact the environment and ecosystems in pre-colonial Ghana?*
- *What skills and knowledge were required for successful wild crop gathering and how were these skills passed down through generations?*

Collecting or gathering wild crops

Gathering and picking crops was an agricultural activity that took place in pre-colonial Ghana. The gathering was based on the collection of wild foods and plants that grew in the rich vegetation. In the various geographical zones, wild crops were picked as food. The chart below shows some of the wild crops that were picked from the various vegetational zones:

Savannah Zone	Forest Zone	Coastal Zone
<ul style="list-style-type: none"> • Shea butter • Baobab • Tamarind • <u>Dawadawa</u> 	<ul style="list-style-type: none"> • Kola nut • Oil Palm • Coconut • Cotton 	<ul style="list-style-type: none"> • Oil Palm • Coconut

NB: In teaching the collection of wild crops in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Change Over Time:** Explore how methods of gathering wild crops might have changed throughout pre-colonial Ghana.
- **Impact on Environment:** Analyse the impact of gathering practices on the pre-colonial environment. Consider factors such as sustainability, deforestation or the introduction of new species.
- **Cause and Consequence:** Analyse the reasons why people gathered wild crops (food, medicine, materials) and the consequences of these practices (development of agriculture, population growth).

Learning Tasks

1. Make a chart of some wild crops that were mainly sought after by pre-colonial Ghanaians. In your chart, show the vegetational zones where the crops were predominantly found.
2. Learners developing an understanding of the concept (AP) should use a pre-made chart template with columns for Crop name, Vegetational zone and Description to prepare a list of 5-6 wild crops (e.g. kola nuts, coconut, etc.) and their corresponding vegetational zones (e.g. forest, coastal, etc.)
3. More Confident Learners (P) should use a blank chart template to create a list of 8-10 wild crops and their corresponding vegetational zones. Learners should research and add additional information about the crops, such as:
 - i. Traditional uses (food, medicine, rituals, etc.)
 - ii. Nutritional value
 - iii. Economic importance
4. Confident and secure learners (HP) are expected to use a blank chart template to create their own columns and headings and provide a list of 10-12 wild crops and their corresponding vegetational zones. Learners should research and add additional information about the crops, such as:
 - i. Historical significance
 - ii. Cultural importance
 - iii. Impact on pre-colonial Ghanaian society

- 5** Ask learners (P and HP) to consider the environmental and ecological implications of harvesting these crops and to propose sustainable practices for their management.

Pedagogical Exemplars

Project-Based Learning: In small groups, learners create a poster to show the types of wild crops collected in each vegetational zone in pre-colonial Ghana. E.g. Savannah - (*shea butter, baobab, tamarind, dawadawa, etc.*) Forest - (*kola nut, oil palm, coconut, cotton*) Coastal - (*coconut, oil palm*).

- Provide a list of wild crops found in each zone to learners who need more support (AP) to get them started. Before creating the poster, have them complete a matching activity where they match the crop names to their corresponding vegetation zone. Offer pre-made visuals of each crop or pictures of the vegetation zones to help them understand the habitats.
- Allow learners who exhibit clear understanding and ability to perform tasks (P) to independently research additional wild crops specific to each zone using textbooks, online resources or teacher-provided materials. Encourage them to include details beyond just the names of crops on their poster, such as their uses (food, medicine) or interesting facts. Guide them to create a visually appealing poster with clear labels, organised information and relevant illustrations of the wild crops.
- Challenge learners who show a high level of understanding (HP) to research how the availability of wild crops might have varied depending on the season in each vegetation zone. Encourage them to analyse the importance of wild crops for people living in pre-colonial Ghana, considering their role in diet, trade or cultural practices. Challenge them to create a map of pre-colonial Ghana with each zone highlighted and the corresponding wild crops depicted visually.

Key Assessments

Level 1: Written task: What types of wild crops were commonly gathered in pre-colonial Ghana? In which vegetational zones were specific wild crops typically found?

Level 2:

- Extended paragraph: What was the cultural significance of specific wild crops in pre-colonial Ghanaian society?
- Explanatory paragraph: How did the gathering of wild crops contribute to food security in pre-colonial Ghana?

Level 3: Written task or creative task: How could the knowledge of wild crop gathering in pre-colonial Ghana inform modern sustainable farming practices?

Level 4:

- *Essay:* How did the gathering of wild crops reflect the social, cultural and economic values of pre-colonial Ghanaian society?
- *Essay:* What were the limitations and challenges of relying on wild crop gathering for food security in pre-colonial Ghana and how did this impact societal development?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area 3: Farming in Pre-colonial Ghana

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining agricultural activities (farming) in pre-colonial Ghana:

- *What were the main crops farmed in pre-colonial Ghana and how were they cultivated and harvested?*
- *How did the different vegetational zones (Savannah, Forest, Coastal) influence farming practices in pre-colonial Ghana?*
- *What social, cultural and economic significance did farming hold in pre-colonial Ghanaian society and how did it impact community development?*
- *How did farmers in pre-colonial Ghana adapt to and manage environmental challenges such as drought, floods and pests?*
- *What skills and knowledge were required for successful farming in pre-colonial Ghana and how were these skills passed down through generations?*

Farming or crop cultivation was a dominant economic activity across all the geographical zones in pre-colonial Ghana. In the Savannah Zone, for example, the major crops that were grown included grain or cereal such as maize, millet, rice and guinea corn and food crops such as yam, tobacco, groundnuts, sweet potato, etc. In the Coastal Zone, crops and vegetables such as cassava, maize, tomatoes and rice were also cultivated. In the Forest Zone, the abundance of rainfall resulted in the cultivation of crops such as rice, plantain, tobacco, okro, onion, maize, yam and cassava.

The key characteristics of farming across the three main geographical zones were seen in the following areas:

Farming Systems	• Bush fallowing or shifting cultivation was common
Farming implements/tools	• Ploughs and animals were used for farm work. • Tools such as hoes and axes, sickles and cutlasses were also used • Farming was done on subsistence basis
Labour Force	• Communal farming was the most common form of labour.
Farming seasons	• Determined by the seasonal distribution of rainfall. • Rainfall determined the kinds of crops that were cultivated in an area and when they could be cultivated. • Sowing and planting took place at the beginning of the rainy season.
Religious beliefs on farming	• Some days of the week were observed as sacred • For example, among the Asante, Thursday was considered as a sacred day for the earth goddess (AsaaseYaa)

NB: In teaching farming in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Contextualisation:** Help learners understand the social, economic and environmental context of farming practices in pre-colonial Ghana. Encourage them to consider how these factors influenced farming techniques and tools.
- **Causation:** Encourage learners to think about the causes and effects of farming practices in pre-colonial Ghana. How did farming contribute to food security and economic development? How did environmental factors impact farming practices?

- **Continuity and Change:** Help learners identify what aspects of farming practices in pre-colonial Ghana have continued or changed over time. How have modern farming techniques and tools evolved from traditional practices?

Learning Tasks

Research task: learners should research and prepare information on farming tools and practices.

1. Learners who are less secure in conceptual understanding (AP) should create a list of farming tools that were used in the pre-colonial era.
2. More confident learners (P) should create a table or chart comparing farming practices in different vegetational zones.

Pedagogical Exemplars

Collaborative Learning: In a Jigsaw activity, learners use the research that they have done to discuss the characteristics of farming in pre-colonial Ghana, including farming systems, crops cultivated, farm tools used, labour force, farming seasons and religious beliefs associated with farming.

- Provide a graphic organiser for learners who need more support (AP) to guide their discussion and note-taking. Assign a specific aspect of farming (e.g. crops cultivated) for them to focus on. Offer additional support and scaffolding during the discussion.
- For learners who exhibit clear understanding and ability to perform tasks (P), encourage them to take on a leadership role in their group. Ask them to consider more complex questions such as the impact of religious beliefs on farming practices. Provide additional resources or challenges such as comparing farming practices across different vegetational zones.
- For learners who show a high level of understanding (HP), assign them a more complex task, such as analysing the economic significance of farming in pre-colonial Ghana. Encourage them to create a visual presentation (e.g. infographic, diagram) to share with the class. Ask them to consider modern-day implications or applications of pre-colonial farming practices.

Key Assessments

Level 2:

- Extended paragraph: How did the geographical features of pre-colonial Ghana influence the development of farming practices?
- Extended paragraph: What were the social and economic implications of farming in pre-colonial Ghanaian society?

Level 3: Extended paragraph: How did pre-colonial Ghanaian farming practices reflect the cultural and traditional values of the society?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 21

Learning Indicator(s): *Examine agricultural activities in pre-colonial Ghana*

Theme or Focal Area: **Fishing in Pre-colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining agricultural activities (fishing) in pre-colonial Ghana:

- *What were the traditional fishing methods and tools used in pre-colonial Ghana and how effective were they?*
- *How did fishing contribute to the food security and economic well-being of pre-colonial Ghanaian communities?*
- *What cultural and economic significance did fishing hold in pre-colonial Ghanaian societies and how was it reflected in their beliefs and practices?*

Fishing

Fishing was an important economic activity, especially for the coastal dwellers in pre-colonial Ghana. Apart from those at the coast, fishing was also practised by those who settled along river banks. Active fishing was carried out in Fante Coastal towns such as *Anomabo, Biriwa, Egyaa, Kormantse, Otum, Senya Bereku, Winneba, Apam*, etc. Among the Ga settlers, fishing was done alongside farming. In the inland areas (forest zone) fishing was done in rivers such as *Birim, Bosomtwe, Ofin, Pra, Afram, Tano* and the *Volta Lake*.

Tools and equipment used for fishing included small coast nets, buckets/pans/calabashes, knives, sticks, bait, poles, spears, canoes/boats, iron hooks, harpoons, woven nets, fishing baskets, hooks and lines, and traps.

Methods of Fishing in the Pre-colonial period

- Use of Hook and Line
- Use of Pole and Hook
- Use of Harpoons
- Use of Spears
- Use of Cutlasses
- Use of Traps
- Damming
- Use of Nets

NB: In teaching fishing in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Chronological Thinking:** Help learners understand the timeline of fishing practices in pre-colonial Ghana, including the development of new technologies and techniques.
- **Similarities and Differences:** Encourage learners to compare fishing practices in pre-colonial Ghana with modern fishing practices, identifying similarities and differences.
- **Empathy and Perspective-taking:** Encourage learners to consider the experiences and perspectives of pre-colonial Ghanaian fisherfolk, exploring how their beliefs, values and traditions influenced their fishing practices.

Learning Tasks

Research the tools and methods that people in pre-colonial Ghana used to fish as well as the role that fishing played in social and economic life.

1. Learners who have a weaker grasp on conceptual understanding (AP) should research and create a list of fishing tools and equipment used in pre-colonial Ghana. They should match each tool with its corresponding fishing technique.
2. More confident learners (P) should design a simple infographic showing the role of fishing in pre-colonial Ghanaian socio-cultural and economic life.
3. Confident and secure learners (HP) should design a sustainable fishing plan for a modern Ghanaian fishing community, incorporating lessons learned from pre-colonial Ghanaian fishing practices.

Pedagogical Exemplars

Experiential Learning: Learners embark on a field trip or a Virtual Field Trip (VFT) to explore sources and methods of fishing in contemporary Ghana. Learners compare their findings to fishing in pre-colonial Ghana.

- Provide a guided worksheet or template to learners who need more support (AP) to focus their observations and notes. Assign a specific aspect of fishing to observe and record (e.g. types of nets used). Offer additional support and scaffolding during the trip or VFT.
- For learners who exhibit clear understanding and ability to perform tasks (P), encourage them to ask questions and engage with local experts or fisherfolk. Ask them to consider the impact of modernisation on fishing practices. Provide additional challenges such as comparing fishing practices across different areas.
- For learners who show a high level of understanding (HP), encourage them to design their own investigation or research question related to fishing. Ask them to consider the economic, social or environmental implications of contemporary fishing practices. Challenge them to create a visual representation (e.g. infographic, video) to share their findings.

Key Assessments

Level 1: *Written task:* List two places/ towns in Ghana where fishing activities were predominant in the pre-colonial era as well as a tool that they would use to fish and a method that they would use.

Level 2:

- Explanatory paragraph: What role did fishing play in the economy of pre-colonial Ghana?
- Explanatory paragraph: Explain why some areas in pre-colonial Ghana were more suited for fishing than others.

Level 3:

- Explanatory paragraph: How can knowledge of pre-colonial Ghanaian fishing practices help conserve marine resources?
- Creative task: Imagine you are a leader of a pre-colonial Ghanaian village located near a river. How would the presence of the river impact your community's fishing practices?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Domestication of animals in Pre-colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining how animals were domesticated in pre-colonial Ghana:

- *What animals were domesticated in pre-colonial Ghana and how did this impact the lives of the people and the environment?*
- *How did the domestication of animals influence the development of settlements, agriculture and trade in pre-colonial Ghana?*
- *What role did animal domestication play in the cultural, spiritual and social practices of pre-colonial Ghanaian societies?*

Animal Husbandry/ Livestock Rearing/ Domestication

Animal husbandry contributed greatly to the development of pre-colonial economy. Among the animals reared were cattle, pigs, goats and sheep. Others were horses, asses, dogs and poultry. Horses and asses were reared in tsetsefly-free areas in the Savannah Zone. They served as means of transport rather than beasts of burden. It is believed that cattle reached Ghana from the cities of Western Sudan and Hausaland. Cattle were reared largely in the Savannah Zone. Poultry, sheep, goats and pigs were commonly found in the Forest and Coastal Zones.

Methods of Livestock Rearing

There were two (2) main methods in livestock production or rearing in pre-colonial Ghana. These were:

Free Range System	Extensive System
In this system, animals such as fowls were allowed to freely move about in search of food during the day.	This system also allowed the cattle goats and sheep to graze on natural grassland under the care of herdsman
In the evening, the animals (fowls) then come back to roost in simple structures that had been built with local materials.	
In some cases, the animals (fowls) were allowed to roost on trees, corners and walls of the farmer's house.	

NB: In teaching livestock rearing in pre-colonial Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Spatial Thinking:** Help learners understand the geographic and environmental factors that influenced livestock rearing in pre-colonial Ghana, such as climate, vegetation and water sources.
- **Categorisation:** Encourage learners to categorise and classify different types of livestock reared in pre-colonial Ghana, exploring their uses, benefits and cultural significance.
- **Historical Significance:** Help learners understand the importance of livestock rearing in pre-colonial Ghanaian society, including its impact on food security, economy and cultural practices.

Learning Tasks

1. Create a chart to differentiate the free range and extensive system of domestication of animals.
2. Learners developing understanding (AP) should create a simple chart with two columns: “Free-Range” and “Extensive”. Draw pictures in each column to show how animals might be raised in each system.
3. Learners developing confidence should create a chart with three columns: “Free-Range,” “Pros,” and “Cons.” Fill in the chart with details about what free-range farming means for animals, as well as both positive and negative aspects.
4. Learners who are highly proficient should create a comprehensive chart comparing free-range and extensive farming systems.

Pedagogical Exemplars

Talk For Learning: In pairs, learners explore historical sources to discuss the nature and methods of livestock rearing in pre-colonial Ghana, including free-range and extensive methods.

- Provide structured questions for learners who need more support (AP) to guide their discussion (e.g. “What were the main types of livestock raised in pre-colonial Ghana?”). Encourage them to focus on one specific aspect of livestock rearing (e.g. free-range methods).
- For learners who exhibit clear understanding and ability to perform tasks (P), ask open-ended questions to prompt deeper discussion (e.g. “How did the environment impact livestock rearing methods in pre-colonial Ghana?”). Encourage them to consider multiple perspectives (e.g. “How might different communities have approached livestock rearing differently?”). Provide additional sources or information to challenge their thinking.
- For learners who show a high level of understanding (HP), encourage them to design their own discussion questions or topics related to livestock rearing. Ask them to consider the economic or social implications of livestock-rearing methods in pre-colonial Ghana. Challenge them to create a visual representation (e.g. diagram, infographic) to illustrate their findings.

Key Assessments

Level 2:

- Explanatory paragraph: How did the climate and geographical features of Ghana influence the types of livestock raised?
- Explanatory paragraph: Why was livestock rearing an important part of pre-colonial Ghanaian society?

Level 3: Explanatory paragraph: Explain how livestock rearing might have been impacted by factors such as warfare or trade in pre-colonial Ghana.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

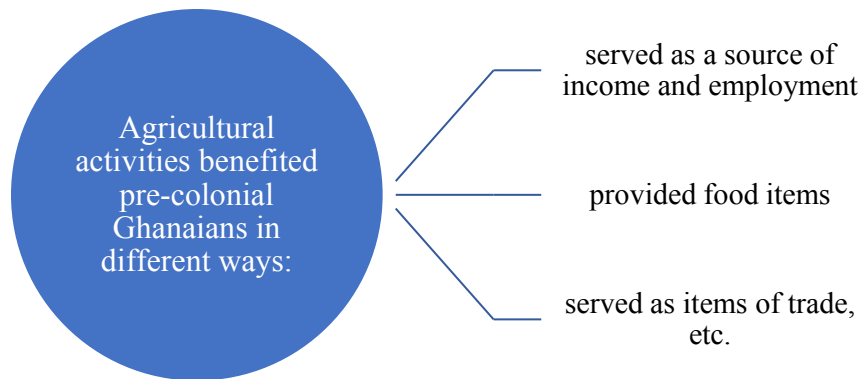
NB: Consider accepting responses in different formats (oral, written, simple charts, research papers, multimedia presentations (e.g. documentary, podcast, etc.)). The teacher should set success criteria and award marks based on the accuracy of historical content, not the means of producing it.

Theme or Focal Area: **How agricultural activities helped to sustain livelihood in Pre-Colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in examining how agricultural activities helped to sustain livelihood in Pre-Colonial Ghana:

- *How did agricultural activities contribute to food security and sustenance in pre-colonial Ghana?*
- *What role did agriculture play in the economic and social development of pre-colonial Ghanaian communities?*
- *How did pre-colonial Ghanaians adapt their agricultural practices to suit their local environments and climates?*
- *What traditional farming practices and techniques were used in pre-colonial Ghana and how effective were they?*
- *How did agricultural activities influence the cultural and spiritual practices of pre-colonial Ghanaian societies?*



The role of women in pre-colonial agricultural activities in Ghana

The role of women in pre-colonial agricultural activities in Ghana was crucial and of utmost importance. Their contributions were instrumental in sustaining the economy and ensuring the survival and well-being of their communities. Women played a vital role in the following areas:

- cultivation of crops
- processing of food
- overall agricultural production.

NB: In teaching how agricultural activities helped to sustain livelihood in Pre-Colonial Ghana and the role of women in pre-colonial Ghanaian agriculture, teachers should focus on developing in learners the following historical skills through the delivery of content and discussion:

- **Cause and Consequence:** Analyse the reasons why people practised agriculture (food security, trade, social status) and the consequences of these practices (settlement patterns, population growth, environmental impact).
- **Perspective:** Discuss the role of agriculture in sustaining livelihoods from different viewpoints (men, women, different social classes). How might their experiences differ?
- **Empathy:** Help students connect with the challenges and motivations of those involved in pre-colonial agriculture. Consider factors such as workload, seasonal variations and dependence on rainfall.

- **Gender Analysis:** Analyse the specific tasks and contributions of women in pre-colonial Ghanaian agriculture (planting, weeding, harvesting, processing).
- **Change Over Time:** Explore how the role of women in agriculture might have changed throughout pre-colonial Ghana. Did their responsibilities and influence vary?

Learning Tasks

Create a chart explaining how agricultural activities sustained the livelihood of pre-colonial Ghanaians.

1. Learners who may struggle with the task (AP) should use a pre-filled chart template to explain at least two ways agricultural activities sustained the livelihood of pre-colonial Ghanaians.
2. Those who have shown a confident grasp of the learning (P and HP) should be encouraged to debate on how women were engaged in agricultural activities in Pre-colonial Ghana.

Pedagogical Exemplars

Experiential Learning:

- With the help of a Resource Person, learners discuss how different agricultural activities (*Hunting, Collection of Wild Crops, Farming, Livestock Rearing, Fishing*) helped to sustain livelihood in Pre-Colonial Ghana.
 - Provide graphic organisers to help learners who need more support (AP) organise and connect ideas.
 - For more confident learners (P and HP), encourage them to ask questions and engage with the Resource Person.
- Learners collect data in their community on the role of women in pre-colonial agricultural activities in Ghana.
 - Less secure learners (AP) should be offered additional support during data collection.

Key Assessments

Level 2:

- How did people in pre-colonial Ghana use the food they produced?
- In addition to food, what other resources did agriculture provide for people in pre-colonial Ghana?
- What were some of the tasks women typically performed in pre-colonial Ghanaian agriculture?
- Why do you think women's work in agriculture was important for the survival of pre-colonial Ghanaian societies?

Level 3:

- Explain how different agricultural practices such as crop rotation or intercropping helped ensure a reliable food supply in pre-colonial Ghana.
- Imagine a natural disaster such as drought, hitting a pre-colonial Ghanaian community. How might their agricultural practices help them cope with this challenge?
- Why do you think some agricultural activities were more important for a community's livelihood than others?

- How might women's contributions to agriculture have influenced their social status within pre-colonial Ghanaian communities?
- Create a scenario where a woman in pre-colonial Ghana has a new idea for improving agricultural practices. How might she convince others in her community to adopt her idea?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 22

Learning Indicator(s): *Investigate the nature of trade and the development of trading activities in pre-colonial Ghana*

Theme or Focal Area: **The forms and nature of the exchange economy that existed in Pre-Colonial Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in investigating the forms and nature of the exchange economy that existed in Pre-Colonial Ghana:

- *What forms of trade existed in pre-colonial Ghana?*
- *How did pre-colonial Ghanaians trade among themselves?*
- *What trade items were exchanged?*
- *What roles did women play in pre-colonial trading activities?*

Forms and nature of the exchange economy that existed in Pre-Colonial Ghana

The two major forms of trade that existed in the pre-colonial era were Domestic Trade and Long-Distance Trade. The barter system of trade allowed goods to be exchanged for different goods without the use of money. Some major trading centres in pre-colonial Ghana were:

- *Begho*
- *Salaga*
- *Kumasi*

The role of women in Pre-Colonial Ghanaian trading activities

Women played different roles in the pre-colonial Ghanaian trade. Some of these roles included:

- Retail trade (trading in local markets)
- Control over specific commodities
- Financial management
- Social networks and alliances

NB: In teaching the forms and nature of the exchange economy that existed in Pre-Colonial Ghana and the role of women in pre-colonial Ghanaian trading activities, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Contextualisation:** Help students understand the social, political and economic context of Pre-Colonial Ghana and how it influenced the exchange economy and women's roles in trading activities.
- **Causation:** Encourage students to analyse the reasons behind the development of the exchange economy and the participation of women in trading activities, exploring cause-and-effect relationships.
- **Perspective-taking:** Encourage students to consider the experiences and perspectives of women in Pre-Colonial Ghanaian trading activities, recognising the diversity of voices and experiences.

Learning Tasks

Use maps and information to research the patterns of trade in pre-colonial Ghana and the role of women in these trade patterns.

1. Learners developing understanding (AP) should mark out on the Map of Ghana the major trading centres that existed in the Pre-colonial era.
2. More confident learners (P) should prepare flowcharts to show pre-colonial trade routes in Ghana, including routes in the southern and northern parts of Ghana.
3. Highly proficient learners (HP) should prepare a poster on the role women played in the pre-colonial trade in Ghana.
4. Optional extension task: Create a photo exhibit of items of trade in Pre-Colonial Ghana. Include texts that show the vegetational zones from where the items were obtained.

Pedagogical Exemplars

Enquiry-Based Learning:

- With the help of the Internet or a Resource Person, learners investigate the forms and nature of the exchange economy that existed in Pre-Colonial Ghana, including internal and external (long-distance) trade.
 - Provide guided questions and scaffolding for internet research and resource person interactions to learners who need more support (AP)
- Using primary and secondary sources, learners identify items of trade from the different vegetational zones that existed in Pre-Colonial Ghana.
 - Challenge proficient and highly proficient learners (P and HP) to conduct independent research and in-depth analysis of primary and secondary sources.

Activity-Based Learning:

- Learners role-play how ethnic groups traded between themselves using the barter system.
 - For struggling learners (AP), offer additional support and modelling during role-play, focusing on basic trade concepts.

Talk For Learning:

- In small groups, learners discuss how long-distance trade was conducted, including the trade routes and the means of transporting goods.
 - For struggling learners (AP), provide sentence starters and visual aids for small group discussions, focusing on basic trade concepts.
 - For highly proficient learners (HP), encourage critical thinking and analysis of trade routes and transportation methods, using primary sources and maps.
- In pairs, learners examine the role of women in Pre-Colonial Ghanaian trading activities.
 - For struggling learners, offer additional support and scaffolding for examining women's roles, using visual aids and simple language.
 - For highly proficient learners, encourage in-depth analysis and critical thinking about women's roles, using primary sources and complex questions.

Key Assessments

Level 2:

- *Explanatory paragraph:* What forms of exchange economy existed in Pre-Colonial Ghana?
- *Explanatory paragraph:* How did women contribute to pre-colonial Ghanaian trading activities?

Level 3:

- *Source analysis:* What evidence exists to show that “Begho” was a major trading city in West Africa?
- *Extended writing:* How significant was the role of women in the promotion of pre-colonial trade in Ghana?

Level 4: Project: Analyse potential benefits and drawbacks of women’s involvement in trade for pre-colonial Ghanaian societies.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **Socio-economic importance of Pre-Colonial trading activities in Ghana**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in investigating the socio-economic importance of Pre-Colonial trading activities in Ghana:

- *How did Pre-Colonial trading activities contribute to the economic growth and development of Ghana?*
- *What social structures and institutions were influenced by Pre-Colonial trading activities in Ghana?*
- *How did Pre-Colonial trading activities impact the political organisation and power dynamics in Ghana?*
- *What role did trade play in the cultural exchange and diffusion of ideas in Pre-Colonial Ghana?*
- *How did Pre-Colonial trading activities shape the social classes and economic inequalities in Ghana?*

Trade in pre-colonial Ghana was essential for economic growth, cultural exchange and political influence. It allowed for the exchange of goods and resources, facilitated the spread of ideas and technologies and contributed to the prosperity and development of the various kingdoms.

NB: In teaching the socio-economic importance of Pre-Colonial trading activities in Ghana, teachers should focus on developing in learners the following historical skills through delivery of content and discussion:

- **Contextualisation:** Help students understand the social, political and economic context of Pre-Colonial Ghana and how it influenced trading activities.
- **Causation:** Encourage students to analyse the reasons behind the development of Pre-Colonial trading activities and their impact on Ghanaian society.

- **Change and Continuity:** Explore how Pre-Colonial trading activities evolved over time and how they continue to influence modern Ghanaian society.
- **Analysing Evidence:** Use primary sources such as oral traditions, archaeological findings and written records to analyse the socio-economic importance of Pre-Colonial trading activities.
- **Interpretation:** Encourage students to interpret the significance of Pre-Colonial trading activities in Ghana and their lasting impact on the country's development.

Learning Tasks

Create a mind map to explain the various reasons for the importance of trade in pre-colonial Ghana.

- Learners who may struggle with the task (AP) should create a basic mind map with at least 2-3 points on the socio-economic importance of pre-colonial Ghanaian trade.
- P and HP: Develop an extended mind map with at least four detailed points on the socio-economic importance of pre-colonial Ghanaian trade.

Pedagogical Exemplars

Talk For Learning: Learners form concentric circles to discuss the socio-economic importance of pre-colonial trading activities in Ghana.

- For struggling learners (AP), provide sentence starters and visual aids to support discussion.
- For highly proficient learners (HP), ask open-ended questions to prompt deeper discussion.

Key Assessments

Level 2: *Explanatory paragraph:* What are some of the ways that trade benefited individuals and communities?

Level 3:

- *Explanatory paragraph:* Explain how trade routes might have connected different regions of pre-colonial Ghana, fostering cultural exchange.
- *Comparison task:* Compare and contrast the importance of trade for different social classes in pre-colonial Ghana (e.g. rulers, farmers, artisans).

Level 4:

- *Essay:* Analyse potential long-term impacts of pre-colonial trade on the development of Ghanaian kingdoms and states. Consider economic, political and social aspects.
- *Essay:* Evaluate the role of trade in the development of social classes and economic inequalities in Pre-Colonial Ghana.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Section 6 Review

Section 6 of the History teacher manual focused on the existence and development of pre-colonial Ghanaian industries, agricultural activities and the nature of trade and trading activities. In pre-colonial Ghana, industries such as weaving, blacksmithing, pottery and goldsmithing were prevalent. These industries were developed based on the available natural resources in the different regions of Ghana. Agriculture was also a significant economic activity in pre-colonial Ghana. Farmers cultivated crops such as yam, plantain, cassava and cocoyam, among others. Agriculture was a communal activity and farmers would work together to cultivate the land and harvest the crops. Agricultural activities were essential in ensuring food security and providing raw materials for industries. The nature of trade and trading activities in pre-colonial Ghana was characterised by the exchange of goods and services between different states. There were different trade routes, such as the northern trade routes and the southern trade routes.

The integration of historical thinking skills in the pedagogy and assessment is emphasised in this section. Teachers are encouraged to incorporate skills such as source analysis and evaluating significance in their teaching. This approach helps learners develop a critical perspective, evaluate different sources of information and make informed judgements about the subject.

Suggested Teaching and Learning Resources

- Primary Sources (old photographs, art forms, old artefacts, etc.) of agricultural tools.
- Secondary Sources (Textbooks, newspaper articles/opinion papers, etc.)
- Documentaries/ VFTs on Agricultural activities in Pre-Colonial Ghana
- Raw materials such as clay, leather, wood, cloth, etc.
- A Resource Person
- Tape/Audio Recorder
- Internet Access
- Computer/ Laptop/Mobile Phone, Speaker-out devices.
- Stationery (flip chart, manila cards, sticky notes, markers, etc.)

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SECTION 7: CONTINUITY AND CHANGE IN GHANAIAN RELIGIOUS PRACTICES

Strand: Age of Encounter and Exchanges up to the 20th Century

Sub-Strand: Religion and Religious Change

Learning Outcome: *Analyse continuity and change in religious beliefs and practices in Ghana and communicate through a variety of media, how foreign religious beliefs have influenced the Ghanaian society.*

Content Standard: Demonstrate understanding of the religious change and continuity in Ghana.

INTRODUCTION AND SECTION SUMMARY

This section explores religion and changes in religious practices. It begins by discussing the indigenous Ghanaian religious practices and beliefs such as the belief in the supreme being, ancestors and gods. It also analyses the connection between ancestors, the living and the unborn as constituting a unique feature of pre-colonial Ghanaian religious practices.

The section continues to discuss the advent of Islam and Christianity in Ghana. It analyses the influences or impact that these foreign religions had had on Ghanaians. The overall performance indicator or outcome for this learning area is for learners to demonstrate an understanding of religion which was part of the life of pre-colonial Ghanaians, and to establish the changes and continuity of religious practices. The section has a linkage with other subjects such as Religious Studies, Geography, Economics and Social Studies.

The weeks covered by the section are:

Week 23: *Indigenous Ghanaian religious beliefs and practices.*

Week 24: *The advent and influences of Islam and Christianity in Ghana.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

The History teacher manual recommends several assessment strategies for evaluating student learning of religion and religious change in Ghana. The manual emphasises the use of different assessment levels (DoK) from levels 1 to 4. The manual recommends that assessments should be both formative and summative, with a focus on authentic forms of assessment. Teachers are encouraged to integrate historical skills in assessment, such as source analysis, evaluating significance and considering different perspectives.

Week 23

Learning Indicator(s): *Discuss the indigenous Ghanaian religious beliefs and practices.*

Theme or Focal Area: **The nature and features of indigenous religious system in Ghana**

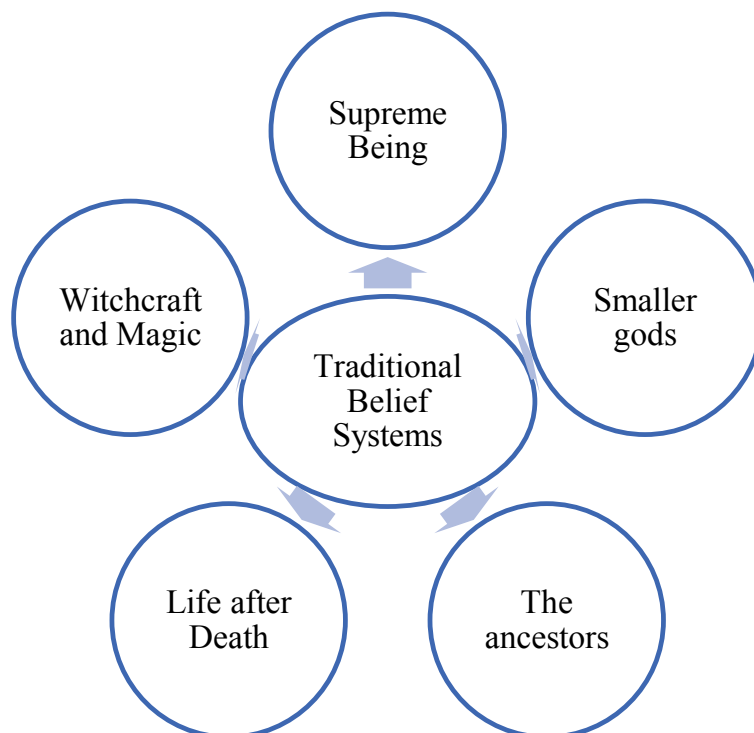
Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the nature and features of indigenous religious system:

- *What was the nature of religious practices in pre-colonial Ghana?*
- *What were the belief systems of pre-colonial Ghanaians?*
- *How did the pre-colonial religious practices of Ghana affect the growth and development of societies?*

The indigenous religious system was a complex and diverse system that varied among different ethnic groups. Here are some of the features of the indigenous religious system in pre-colonial Ghana:

- Belief in a supreme being
- Ancestral worship
- Deities and spirits
- Animist in nature
- Divination and spiritual healing
- Sacred spaces
- Relationship between ancestors, the living and the unborn



NB: In teaching the nature and features of indigenous religious system, teachers should focus on developing in learners the following historical skills through discussion and delivery of content:

- **Causation:** Encourage learners to analyse the reasons behind the beliefs and practices of indigenous religious systems, exploring cause-and-effect relationships.
- **Change and Continuity:** Explore how indigenous religious systems evolved over time, examining both changes and continuities.
- **Perspective-taking:** Encourage learners to consider the experiences and perspectives of different groups within indigenous religious systems, recognising diverse voices and experiences.
- **Analysing Evidence:** Use primary sources such as oral traditions, artefacts and written records to analyse the nature and features of indigenous religious systems.
- **Interpretation:** Encourage learners to interpret the significance of indigenous religious systems in Ghana's history and culture.

Learning Tasks

Think about the social and familial networks in which people in pre-colonial Ghana lived and how this might impact their spiritual and cultural practices.

1. Learners developing understanding (AP) should draw a simple family tree to represent the connection between ancestors, the living and the unborn.
2. More confident learners (P) should create a more elaborate diagram illustrating the cyclical relationship between ancestors, the living and the unborn in indigenous Ghanaian religions. Use arrows to show the flow of guidance, blessings and offerings between these groups.
3. Highly proficient learners (HP) should research and depict a specific cultural practice from the indigenous Ghanaian religion that demonstrates the veneration of ancestors. This could be a simple sketch of an ancestral shrine or a brief explanation of a ritual performed to honour the ancestors.

Pedagogical Exemplars

Problem-based learning/ Collaborative learning:

- Learners develop historical questions to find out from griots in their community the nature and features of indigenous religious systems.
 - Provide Question Prompts for learners who need more support (AP): Offer a list of sample historical questions they can ask griots to get them started.
 - Encourage highly proficient learners (HP) to develop their own research questions beyond the griots for a deeper understanding
- In mixed-ability groups, learners explore the concept of 'animism' in the indigenous Ghanaian religious practices.
- In pairs, learners discuss the relationship between the ancestors, the living and the unborn.
 - Provide guiding questions for pair discussions about the relationship between ancestors, living and unborn (AP).
- In small groups, learners prepare an oral, written or multimedia presentation on the concepts of God (Supreme Being) and gods or deities in indigenous religious beliefs and practices.
- Using primary and secondary data, learners analyse the role of the family in the religious practices of indigenous Ghanaian communities.
- In mixed-gender groups (where applicable), learners develop a poster to explain the general belief systems of people who lived in pre-colonial Ghana.

Key Assessments

Level 1: *Written task:* List two belief systems of indigenous Ghanaian religion.

Level 2: *Written task:* Describe the relationship between ancestors, the living and the unborn

Level 3: *Extended paragraph:* How did indigenous Ghanaian religion view the relationship between humans and nature?

Level 4:

- *Essay:* Discuss the role of the environment in indigenous religious practices. Explain how geographical features (rivers, mountains), natural phenomena (storms, seasons) and plants and animals might have influenced the beliefs and practices of indigenous Ghanaians.
- *Creative task:* Write a two-stanza poem on the ingenuity of indigenous Ghanaian religious practices and belief systems. Consider how these practices addressed basic human needs, provided comfort or explained natural occurrences.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: **The role of religious leaders in pre-colonial Ghana**

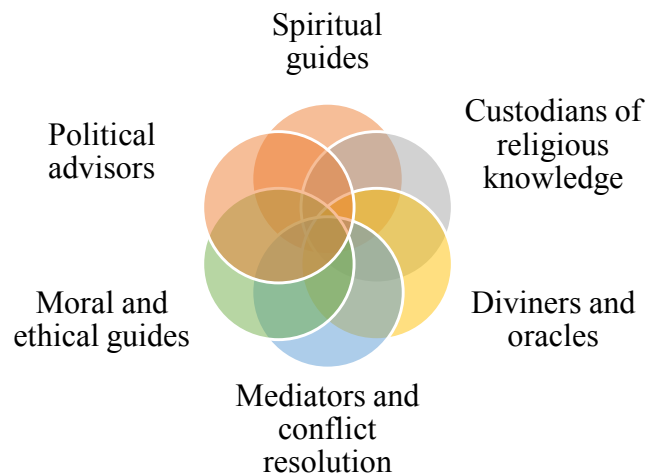
Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the role of religious leaders in pre-colonial Ghana and the role of women in Ghana's indigenous religious practices:

- *What roles did religious leaders play in pre-colonial Ghanaian societies and how did they influence daily life and decision-making?*
- *What were the roles of women in Ghana's indigenous religious practices and how did they contribute to the spiritual and cultural heritage of their communities?*
- *How did women's roles in religious practices reflect their social status and agency in pre-colonial Ghanaian societies?*
- *How did religious leaders and women's roles in religious practices impact the cultural exchange and diffusion of ideas in pre-colonial Ghana?*
- *How have contemporary Ghanaian societies acknowledged and honoured the legacies of pre-colonial religious leaders and women's contributions to indigenous religious practices?*

The role of religious leaders in pre-colonial Ghana

In pre-colonial Ghana, religious leaders held significant roles and had great influence within the society. Here are some of their roles:



The role of women in Ghana’s indigenous religious practices

In Ghana’s indigenous religious practices, women played significant roles and held important positions within the community. Here are some of the roles women traditionally played:

- Priestesses
- Diviners
- Guardians of ancestral traditions
- Caretakers of sacred spaces

NB: In teaching the role of religious leaders in pre-colonial Ghana and the role of women in Ghana’s indigenous religious practices, teachers should focus on developing in learners key historical skills. It is important to weave these skills throughout the lesson, not as separate exercises. For example, while discussing women’s roles, have students source evidence and analyse how those roles might have changed over time (continuity & change).

- **Sourcing and Corroboration:** Guide students to analyse primary sources (e.g. oral histories, proverbs, artwork depicting religious figures) related to religious leaders and women’s roles. Encourage students to consider: Who created the source? What is their bias? Are there other sources that support or contradict the information?
- **Continuity and Change:** Assist learners in exploring how the roles of religious leaders and women in religious practices may have changed or remained constant across different pre-colonial Ghanaian societies. Use timelines or compare-and-contrast activities to highlight continuities and changes. Discuss factors that might have influenced these changes (e.g. trade, conquest, environmental shifts).
- **Causation:** Analyse how the power and influence of religious leaders impacted pre-colonial Ghanaian societies (e.g. social order, politics, warfare). Have students debate potential causes and effects. For example, “Did powerful religious leaders create stability or hinder political change?”
- **Perspective:** Consider the roles of religious leaders and women from the viewpoints of different people in pre-colonial Ghana (e.g. rulers, commoners, men, women). Role-playing activities or creating fictional letters from different perspectives can help students understand diverse experiences.

Learning Tasks

Focus on the role of religious leaders in pre-colonial Ghana and explain how they contributed to their communities and spiritual practices.

1. Learners developing understanding (AP) should match pictures of different religious figures with descriptions of their roles. Analyse pictures depicting religious ceremonies and identify the roles played by women.
2. More confident learners (P) should write a dialogue between a village elder and a young person discussing the importance of religious leaders in pre-colonial Ghana. Include details about specific rituals or practices and the role of women in them.
3. Highly proficient learners (HP) should research the different types of religious leadership in various ethnic groups of pre-colonial Ghana.

Pedagogical Exemplars

Experiential Learning:

- Using the Snowballing technique, learners examine the role of religious leaders in pre-colonial Ghana.
 - Provide graphic organisers to learners who need support (AP) to identify and list the roles of religious leaders.
 - Provide primary sources (e.g. images, artefacts) for highly proficient (HP) learners to understand the influence of religious leaders.
- Using the locality as a case study, learners research the role of women in Ghana's indigenous religious practices.
 - Encourage proficient and highly proficient (P and HP) learners to conduct independent research.

Key Assessments

Level 1:

- *Written task:* List at least three roles religious leaders played in pre-colonial Ghanaian societies.
- Paragraph: What were some roles of women in Ghana's indigenous religious practices?

Level 2:

- *Explanatory paragraph:* How do you think religious leaders influenced the decisions people made in pre-colonial Ghana?
- *Essay:* What contributions did women make to their communities through their roles in religious practices?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Week 24

Learning Indicator(s): Trace the advent and influences of Islam and Christianity in Ghana

Theme or Focal Area: The beginnings of Islam and Christianity in Ghana

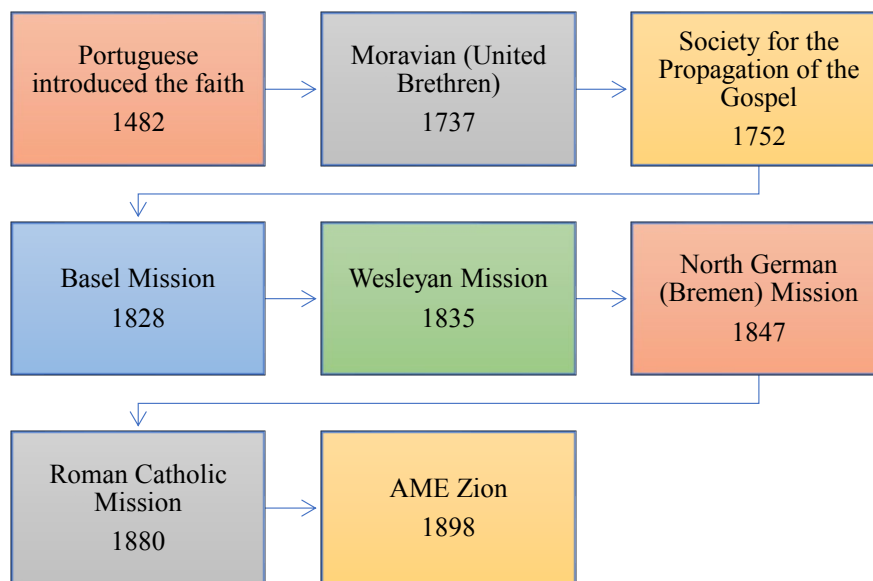
Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in tracing the beginnings of Islam and Christianity in Ghana:

- How were Islam and Christianity introduced in Ghana?
- Where did Islamic and Christian missionaries first settle and operate?
- When were Islam and Christianity established as religions in Ghana?
- Who were some of the earliest missionaries in Ghana?

The beginnings of Islam and Christianity in Ghana

- Islam was introduced to Ghana through trade and commerce. It was introduced by Arabs and Berbers through the Trans-Saharan Trade.
- Christianity arrived in Ghana with the arrival of European explorers and missionaries. Some of the earliest missionary groups were:



NB: In teaching the beginnings of Islam and Christianity in Ghana, teachers should focus on developing in learners key historical skills. It is important to weave these skills throughout the lesson, not as separate exercises.

- **Source Analysis:** Guide learners to utilise primary sources such as excerpts from Quran, Hadith or early Christian writings in Ghana. Guide them to analyse archaeological evidence such as mosque or church architecture.
- **Chronology:** Help learners create timelines that map the arrival and spread of Islam and Christianity in Ghana.
- **Causation:** Guide learners to discuss factors that led to the acceptance of Islam and Christianity (e.g. trade routes, existing belief systems, rulers' conversion [the king of Fetu]).

- **Continuity and Change:** Assist learners to explore existing Ghanaian traditions that were absorbed or adapted by these religions.
- **Historical Context:** Guide learners to explore how trade and political connections with North Africa and Europe influenced the spread of these religions in Ghana.

Learning Tasks

Describe how trading activities in Pre-colonial Ghana served as a catalyst for the introduction of Islam.

- Learners developing understanding (AP) should focus on explaining the basic sequence of events, using simple language and concrete details and try to identify at least one specific trading activity that contributed to the introduction of Islam.

Pedagogical Exemplars

Experiential Learning:

- Using the Internet, learners explore the beginnings of Islam and Christianity in Ghana. Teachers should support less confident (AP) learners by providing guidance on how to navigate the Internet and surf for relevant information.
- Learners role-play the introduction of Islam in Ghana. Teachers should vary roles for the different abilities in the class.
- Learners watch documentaries on the introduction of Christianity in Ghana. Pause the documentary intermittently and provide prompts to support the understanding of less confident (AP) learners.
- Learners proficient in understanding (P and HP) should analyse the role of trading activities in the introduction of Islam, using evidence from multiple sources and evaluate the significance of this introduction in shaping Ghanaian society.

Key Assessments

Level 1:

- *Mini project:* answer the following questions:
- When did Islam and Christianity first arrive in Ghana?
- Who introduced Islam and Christianity to Ghana?
- What were the initial reactions of Ghanaians to these new religions?

Level 2:

- *Explanatory paragraph:* How did Islam and Christianity spread in Ghana and what role did trade and commerce play in the introduction of these religions?
- *Explanatory paragraph:* How did Islam and Christianity impact the cultural and social practices of Ghanaians?

Level 3:

- *Essay:* Analyse the impact of Islam and Christianity on the political and social structures of Ghana.
- *Essay:* How did the introduction of Islam and Christianity reflect the cultural exchange and diffusion of ideas in Ghana?

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

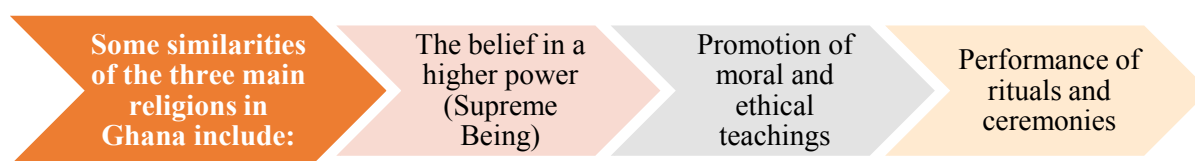
Theme or Focal Area: **The similarities and differences among indigenous Ghanaian religion, Islam and Christianity**

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the similarities and differences among indigenous Ghanaian religion, Islam and Christianity:

- *What are the core beliefs and practices of indigenous Ghanaian religion, Islam and Christianity? How do they compare and contrast?*
- *How do the three religions view the concept of God or the divine? Are there any similarities or differences?*
- *What role do sacred texts play in each religion? How are they used and interpreted?*
- *What are the significant religious rituals and ceremonies in each faith? How do they compare and contrast?*
- *What role do religious leaders play in each faith? How do they influence their communities?*
- *How can understanding the similarities and differences among indigenous Ghanaian religion, Islam and Christianity promote religious tolerance and coexistence in Ghana?*

Similarities among indigenous Ghanaian religion, Islam and Christianity



Differences between indigenous Ghanaian religion, Islam and Christianity include:

	INDIGENOUS	ISLAM	CHRISTIANITY
Name of Deity	Multiple deities and spirits	Allah	God
Founder	Unknown	Prophet Mohammed (PBUH)	Jesus Christ
Sacred Text/ Symbols	Adinkra symbols, beads, cowries, talismans, fly-whisk	Qur'an	Christian Bible
Leadership	Priests/priestesses	Ulama, Imam	Priests, ministers, pastors, catechists
Basic Beliefs and Practices	<ul style="list-style-type: none"> • Use of amulets and charms • Belief in ancestors • Belief in life after death • Belief in nature 	<ul style="list-style-type: none"> • Salvation by following the Five Pillars and living a just life; prayer; almsgiving; charity; fasting; pilgrimage 	<ul style="list-style-type: none"> • Belief in the Trinity • Jesus Christ is the Son of God • Salvation through confession, baptism. • Communion

NB: In teaching the similarities and differences among indigenous Ghanaian religion, Islam and Christianity, teachers should focus on developing in learners key historical skills. It is important to weave these skills throughout the lesson, not as separate exercises.

- **Comparison & Contrast:** Guide learners to analyse core beliefs such as the concept of God(s), afterlife and morality in each religion. Compare rituals and practices such as prayer, offerings and festivals. Identify similarities (e.g. belief in the supreme being) and differences (e.g. sacred text/symbols).
- **Source Analysis:** Guide learners to use religious texts (Quran, Bible, indigenous texts) to understand core beliefs and practices. Analyse artwork, architecture and oral histories for religious themes.
- **Change Over Time:** Guide learners to identify how indigenous Ghanaian religion adapted to the arrival of Islam and Christianity.

Learning Tasks

1. Discuss how the similarities and differences among the various religious sects in Ghana can help promote national unity and development.
 - i. Learners developing understanding (AP) should identify at least two similarities and two differences among religious sects in Ghana and explain how these can be used to promote unity.
 - ii. Learners securing understanding (P) should analyse how the similarities and differences among religious sects can be leveraged to foster collaboration and address social and economic challenges in Ghana.
 - iii. Learners extending understanding (HP) should evaluate the role of religious leaders and institutions in promoting inter-faith dialogue and national development and propose strategies for enhancing their impact.
2. Create a database chart that shows the major religions in Ghana. Populate your chart with the following data:
 - i. Estimated followers (use data from the current PHC)
 - ii. Name of Deity
 - iii. Founder
 - iv. Holy Books and Symbols
 - v. Leadership
 - vi. Some key missionaries and pioneers
 - vii. Basic beliefs
 - viii. Some common rituals, practices and celebrations
 - Learners developing understanding (AP) of concepts should focus on completing the chart with basic information about the major religions in Ghana, using the provided categories.
 - More confident learners (P) should add more detail to their chart, including specific numbers of estimated followers from the current Population and Housing Census (PHC) and brief descriptions of the holy books, symbols and leadership structures.
 - Highly Proficient learners (HP) should include additional information in their chart such as comparisons between the religions, analysis of the impact of key missionaries and pioneers and evaluations of the significance of specific rituals and celebrations.

Pedagogical Exemplars

Collaborative Learning:

- In mixed-ability groups, learners develop a poster that shows the similarities and differences between the indigenous Ghanaian religion, Islam and Christianity. Have learners who exhibit a clear understanding and ability to perform tasks (HP) support less confident learners (AP).
- Working collaboratively, learners make inferences about why rituals and celebrations are important in all religions in Ghana. Provide additional support and scaffolding for learners developing understanding (AP). Encourage the use of primary sources by learners who exhibit a clear understanding of concepts.

Key Assessments

Level 1: *Written task:* List at least three beliefs common to all three religions.

Level 2: Comparison task: How do the three religions view the concept of God or a higher power and what role do ceremonies play in each religion?

Level 3:

- *Creative writing:* Imagine you are a missionary travelling to Ghana in the 15th century. How might you explain a core Christian belief, such as the concept of heaven, to someone who practices Indigenous Ghanaian Religion?
- *Essay:* Analyse how these three religions have coexisted and influenced one another in Ghana.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Theme or Focal Area: Impact of Missionary Activities in Ghana

Situating lesson in context:

The following enquiry route questions should guide both the teacher and learners in discussing the impact of missionary activities in Ghana:

- *What were the main goals and motivations of missionary activities in Ghana? How did they impact the local population?*
- *How did missionary activities influence the spread of Christianity in Ghana? What were the key strategies used?*
- *What was the impact of missionary education on Ghana's educational system and society as a whole?*
- *How did missionary activities affect Ghana's cultural heritage and traditional practices? Were there any positive or negative consequences?*
- *What role did missionaries play in the introduction of Western medicine and health care in Ghana? How did this impact public health?*
- *What were the economic impacts of missionary activities in Ghana? Did they contribute to development or exploitation?*

- *How can understanding the impact of missionary activities in Ghana inform contemporary approaches to development, cultural exchange and religious coexistence?*

Impact of Missionary Activities in Ghana

The impact of missionary activities, both Christian and Islamic, on Ghana has been significant and far-reaching. These missionaries have played a crucial role in shaping the social, cultural, educational, religious and economic landscape of the country. The chart below shows some impact of missionary activities in Ghana.

Social	Economic
<ul style="list-style-type: none"> • Setting up of churches/mosques • Setting up of educational facilities • Establishment of medical facilities • Literacy works • Western architecture • Isolation of Christians from their traditional culture • Condemnation of African culture • Inter-marriages • Over-emphasis on ‘grammar’ and liberal schools • Neglect of Technical and Vocational Education • Establishment of sub-urban towns • Adoption of Christian and Islamic names 	<ul style="list-style-type: none"> • Introduction of new crops • Establishment of experimental farms • Establishment of trading companies • Advancement in craft industries • Promotion of legitimate trade

Role religion plays in everyday life

Religion plays a significant role in everyday life in Ghana, influencing various aspects of society, including culture, education, politics and social interactions. Here are some examples of how religion is manifested in Ghanaian daily life:

- Moral and ethical guidance
- Social cohesion and community support
- Influence on education
- Political influence
- Healing and spiritual practices

NB: When teaching the impact of missionary activities in Ghana, teachers should focus on developing learners’ key historical skills. It is important to weave these skills throughout the lesson, not as separate exercises.

- **Causation:** Help learners understand the reasons behind the missionary activities in Ghana, including political, economic and religious motivations.
- **Change and Continuity:** Explore how missionary activities introduced new ideas and practices that changed Ghanaian society while also identifying elements of continuity with traditional practices.
- **Evidence-based reasoning:** Encourage learners to analyse primary sources such as missionary accounts, letters and reports to understand the impact of missionary activities.

- **Comparison:** Encourage learners to compare the impact of missionary activities in different regions of Ghana or with other colonial and missionary experiences in Africa.
- **Empathy and understanding:** Encourage learners to consider the human experiences and emotions involved in the impact of missionary activities, including cultural clashes, conversions and resistance.

Learning Tasks

1. Analyse the original intent of religious missionaries in the establishment of facilities such as hospitals and schools.
 - i. Learners developing understanding (AP) should explain the basic reasons why religious missionaries built hospitals and schools in Ghana, focusing on their primary goals and motivations.
 - ii. Learners securing understanding (P) should examine the role of hospitals and schools in spreading religious beliefs and values and discuss how these facilities contributed to the missionaries' broader mission.
 - iii. Learners extending understanding (HP) should evaluate the long-term impact of these facilities on Ghanaian society, considering both positive and negative consequences and assess how they shaped the country's development.
2. Create a chart on secondary schools established in Ghana
 - i. Learners developing understanding (AP) should create a simple chart listing the names and locations of at least five secondary schools established in Ghana, including their founding years.
 - ii. Learners securing understanding (P) should add additional details to their chart such as the religious denomination or mission group that established each school and the school's initial purpose or focus.
 - iii. Learners extending understanding (HP) should include more advanced information in their chart such as the impact of each school on Ghanaian education, notable alumni or significant events in the school's history.

Pedagogical Exemplars

Problem-Based Learning:

- Using primary and secondary sources, learners examine the activities of missionaries, including the spread of the Islamic and Christian faiths in Ghana. Teachers should support less confident learners (AP) with targeted questions to help them examine sources.
- In small groups, learners form hypotheses and draw conclusions on the role religion plays in everyday life based on knowledge of the impact of missionaries. *HINT:*
 - Think about how missionaries might have helped or hurt communities.
 - Ask simple questions such as “What did missionaries do?” or “How did people feel about missionaries?”
 - Look for basic examples of how missionaries affected daily life (e.g. building schools or hospitals).
 - Draw conclusions based on your observations (e.g. “Missionaries helped people by building schools and hospitals.”).

Key Assessments

Level 1: *Written task:* State at least three changes that missionary activities introduced to Ghana.

Level 2: *Written task:* Describe two positive and two negative impacts of missionary activities on Ghanaian society.

Level 3:

- *Creative task:* Imagine you are a Ghanaian chief during the arrival of missionaries. How might you approach the introduction of a new religion such as Christianity while maintaining your people's traditional beliefs?
- *Essay:* Research the concept of “syncretism” in religion. Analyse how missionary activities in Ghana might have led to the syncretism of Christianity and traditional Ghanaian beliefs. Provide specific examples.

Teacher to select assessment tasks that best suit their learners whilst ensuring that the core historical concepts have been assessed.

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

Section 7 Review

Section 7 of the History teacher manual covered the Indigenous Ghanaian religious beliefs and practices, as well as the advent and influences of Islam and Christianity in Ghana. In pre-colonial Ghana, traditional religious beliefs and practices were prevalent, with various ethnic groups having distinct beliefs and practices. These beliefs and practices were deeply rooted in the cultural and social fabric of Ghanaian society and played a significant role in shaping people's lives. The beliefs and practices were characterised by the worship of a supreme being, ancestors and deities. The advent of Islam and Christianity in Ghana brought significant changes to the religious landscape of the country. Islam was introduced to Ghana through trade and missionary activities, while Christianity was introduced through missionary activities by European colonisers. The introduction of these religions led to a shift in Ghanaian religious beliefs and practices, with many Ghanaians converting to Islam or Christianity.

Historical thinking skills were suggested for teachers to be integrated into the pedagogy and assessment of this section. Teachers are encouraged to incorporate skills such as source analysis and evaluating significance in their teaching. This approach helps learners develop a critical perspective, evaluate different sources of information and make informed judgements about the subject.

Suggested Teaching and Learning Resources

- Tape/Audio Recorder
- Stationery (flip chart, manila cards, sticky notes, markers, etc.)
- Sample Interview Guide
- Resource Persons, including traditional priests and leaders
- Primary Source and Secondary data, including traditional songs, photographs and videos of indigenous religious practices.

- Internet access
- Computers/ laptops, LCD projector/screen, video/ audio player
- Primary and Secondary Source data on missionary activities, including photographs, videos, documents, etc.
- Documentaries on Introduction of Islam and Christianity in Ghana.

Link to History Resource Drive:

<https://drive.google.com/drive/u/2/folders/1iqMoPu71S5DLzZBwgof-ndvsBFiA8Df4>

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