WEEK 4

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** The Republics | | | |
| **Content Standard:**  B9.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000 | | | **Indicator:**  B9.6.2.1.1. Explain how the Third Republic came into being (1979-1981) | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can explain how the Third Republic was established. | | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem Solving | | |
| **References:** Social Studies Curriculum Pg.107 | | | | | | | |
| **Keywords: Third Republic, Political Parties, Candidates, Elections** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Ask learners if they know what the Third Republic refers to and if they have heard about the June 1979 elections in Ghana.  Discuss briefly why these events are significant in Ghana's political history. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Use the internet, print media and oral sources to find out how the Third Republic was established.  Identify the main political parties that took part in the June 1979 elections and their respective candidates  Discuss the outcome of the June 1979 elections  With the use of Internet sources, dramatise the handing over of power from the AFRC to Dr Hilla Liman’s People’s National Party.  Explain that the Third Republic in Ghana refers to the period from 1979 to 1981, marked by the adoption of a new constitution and the return to civilian rule after military regimes.  Discuss the events leading to the establishment of the Third Republic, such as the overthrow of the Supreme Military Council (SMC) and the transition to democratic governance.  Identify the main political parties that participated in the June 1979 elections, including the People's National Party (PNP) led by Hilla Limann and the Popular Front Party (PFP) led by Victor Owusu.  Discuss the respective candidates for the presidency from each party, such as Hilla Limann for PNP and Victor Owusu for PFP.  Assessment   1. Describe the significance of the Third Republic in Ghana's political history. 2. List two political parties that participated in the June 1979 elections and their respective candidates for the presidency. 3. Explain one event that led to the establishment of the Third Republic in Ghana. 4. Discuss the importance of democratic elections in shaping the political landscape of a country. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Content Standard:**  B9.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000 | | | **Indicator:**  B9.6.2.1.1. Explain how the Third Republic came into being (1979-1981) | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can discuss the outcome of the June 1979 elections | | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem Solving | | |
| **References:** Social Studies Curriculum Pg.107 | | | | | | | |
| **Keywords: Elections Outcome, Dramatization, Transition of Power, Significance** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what happened after the June 1979 elections in Ghana and if they have heard about the transition of power from the AFRC to Dr. Hilla Limann's PNP.  Discuss briefly why these events are significant in Ghana's political history. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain that the outcome of the June 1979 elections led to the victory of Dr. Hilla Limann and his People's National Party (PNP).  Discuss the significance of these elections in Ghana's transition to civilian rule and the restoration of democratic governance.  Divide learners into groups and assign roles to dramatize the handing over of power from the AFRC to Dr. Hilla Limann's PNP.  Encourage learners to act out key scenes, such as the announcement of election results, the inauguration ceremony, and the transfer of responsibilities.  Assessment   1. Describe the outcome of the June 1979 elections and its importance for Ghana's political landscape. 2. Explain the process of dramatizing the handing over of power from the AFRC to Dr. Hilla Limann's PNP. 3. Discuss one key event during the transition of power and its impact on Ghana's governance. 4. Explain the significance of democratic elections and peaceful transitions of power in a country's development. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Class:** B9 | | **Class Size:** | | **Sub Strand:** The Republics | | | |
| **Content Standard:**  B9.6.2.1. Demonstrate understanding that Ghana had two republics between 1979 and 2000 | | | **Indicator:**  B9 6.2.1.2. Explain political developments under the Third Republic | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can identify the main features of the Third Republican Constitution | | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem Solving | | |
| **References:** Social Studies Curriculum Pg.108 | | | | | | | |
| **Keywords: Prohibition, Limitation, Influence, Political Pluralism** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what a constitution is and why it is important for a country.  Discuss briefly the purpose of a constitution in establishing rules and principles for governance. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain that the Third Republican Constitution refers to the constitution adopted during the Third Republic in Ghana (1979-1981).  Discuss the main features of the Third Republican Constitution, including the prohibition of a one-party state and limitations on the influence of the armed forces and the police.  Explain that the Third Republican Constitution prohibited the establishment of a one-party state, ensuring political pluralism and the right to form and join political parties.  Discuss the importance of political pluralism in a democratic society and its impact on freedom of expression and participation.  Describe how the Third Republican Constitution placed limitations on the influence of the armed forces and the police in political affairs.  Discuss the separation of powers and the role of civilian authority in maintaining law and order.  Assessment   1. Explain the prohibition of a one-party state in the Third Republican Constitution and its significance for democracy. 2. Describe the limitations placed on the influence of the armed forces and the police by the Third Republican Constitution. 3. Discuss one key feature of the Third Republican Constitution and its impact on governance in Ghana. 4. state the importance of constitutional principles in ensuring democratic governance. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Performance Indicator:**  Learners can compare the features of the Second and Third Republican Constitution | | | | | **Core Competencies:**  Communication and Collaboration Critical Thinking and Problem Solving skills | | |
| **References:** Social Studies Curriculum Pg.108 | | | | | | | |
| **Keywords:** Impact, Third Republican Constitution, Civilization, Armed Forces, Multiparty, National Integration | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what a constitution is and why it is important for a country.  Discuss briefly the role of a constitution in shaping the political system and governance. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain the impact of the Third Republican Constitution on the political development of the country:   * Civilization of the armed forces: Discuss how the constitution helped establish civilian control over the military, ensuring that the armed forces operate within legal boundaries and respect civilian authority. * Promotion of multiparty system: Explain how the constitution encouraged political pluralism by prohibiting a one-party state and promoting the formation of multiple political parties, leading to a more diverse and competitive political landscape. * National integration: Discuss how the constitution promoted national unity and integration by recognizing the rights of diverse ethnic and cultural groups, fostering a sense of belonging and inclusion.   Compare the features of the Second and Third Republican Constitutions:   * One-party state: Explain that the Second Republican Constitution allowed for a one-party state, while the Third Republican Constitution prohibited it, promoting political pluralism. * Civilian control over the armed forces: Discuss how the Third Republican Constitution emphasized civilian authority over the military, whereas the Second Republican Constitution had fewer provisions regarding this issue.   Assessment   1. Explain the impact of the Third Republican Constitution on the political development of Ghana, focusing on the civilization of the armed forces, promotion of a multiparty system, and national integration. 2. Compare one feature of the Second and Third Republican Constitutions and discuss its significance for governance in Ghana. 3. Discuss the importance of civilian control over the armed forces in a democratic society. 4. Explain the benefits of political pluralism and national unity for Ghana's development. | | | | | Pictures and Charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |