WEEK 5

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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:** B9.6.2.1.3. Explain how the Fourth Republic came into being | **Lesson:**1 OF 2 |
| **Performance Indicator:** Learners can discuss the outcome of the 28April 1992 referendum | **Core Competencies:**Communication and Collaboration Critical Thinking and Problem Solving |
| **References:** Social Studies Curriculum Pg.109 |
| **Keywords: Fourth Republic, Referendum Outcome, Constitution, Democratic Governance** |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what a referendum is and why it is held in a country. Discuss briefly the significance of a referendum in making important decisions for the nation. |  |
| PHASE 2: **NEW LEARNING** | Explain that the Fourth Republic in Ghana was established through a process that began with the adoption of a new constitution in 1992.Discuss the events leading to the establishment of the Fourth Republic, including the drafting of the constitution and the transition to democratic governance.Describe the outcome of the 28 April 1992 referendum, which approved the new constitution and paved the way for the Fourth Republic.Discuss the significance of the referendum in Ghana's political history, marking a shift towards democratic principles and institutions.Assessment1. Explain how the Fourth Republic was established in Ghana, including the role of the 1992 constitution and the transition to democratic governance.
2. Describe the outcome of the 28 April 1992 referendum and its significance for Ghana's political development.
3. Discuss one key feature of the Fourth Republic's constitution and its impact on governance in Ghana.
4. Mention the importance of democratic principles and institutions in a country's progress.
 | 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 identify the political parties that took part in the 1992 elections and their respective leaders | **Core Competencies:**Communication and Collaboration Critical Thinking and Problem Solving |
| **References:** Social Studies Curriculum Pg.109 |
| **Keywords:** Party Leaders, National Democratic Congress (NDC), New Patriotic Party (NPP), People's National Convention (PNC), Convention People's Party (CPP) |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what an election is and why it is important for a country. Discuss briefly the role of elections in choosing leaders and shaping the direction of a nation. |  |
| PHASE 2: **NEW LEARNING** | Explain that the 1992 elections in Ghana marked an important milestone in the country's political history, as it transitioned to democratic governance under the Fourth Republic.Identify the main political parties that participated in the 1992 elections, including:* National Democratic Congress (NDC) led by Jerry John Rawlings.
* New Patriotic Party (NPP) led by Albert Adu Boahen.
* People's National Convention (PNC) led by Hilla Limann.
* Convention People's Party (CPP) led by Kwame Nkrumah.

Discuss the respective leaders of each political party:* Jerry John Rawlings for the National Democratic Congress (NDC).
* Albert Adu Boahen for the New Patriotic Party (NPP).
* Hilla Limann for the People's National Convention (PNC).
* Kwame Nkrumah for the Convention People's Party (CPP).

Assessment1. List two political parties that participated in the 1992 elections and their respective leaders.
2. Explain the significance of the 1992 elections in Ghana's political history.
3. Discuss one key policy or campaign issue of a political party in the 1992 elections.
4. Explain the role of political parties in a democratic society.
 | 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:** B.9.6.1.1.4. Explain political developments under the Fourth Republic | **Lesson:**1 OF 2 |
| **Performance Indicator:** Learners can discuss the features of the Fourth Republican constitution | **Core Competencies:**Communication and Collaboration Critical Thinking and Problem Solving skills |
| **References:** Social Studies Curriculum Pg.111 |
| **Keywords: Separation of Powers, Bill of Rights, Presidential System, Decentralization** |
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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 establishing the framework for governance and protecting citizens' rights. |  |
| PHASE 2: **NEW LEARNING** | Explain that the Fourth Republican Constitution of Ghana was adopted in 1992, marking the beginning of democratic governance under the Fourth Republic.Introduce key features of the Fourth Republican Constitution, such as:* Separation of powers: Explain the division of government into three branches – executive, legislative, and judicial – with each branch having specific powers and responsibilities.
* Bill of Rights: Discuss the inclusion of a Bill of Rights in the constitution, protecting fundamental freedoms and rights of citizens.

Discuss additional features of the Fourth Republican Constitution:* Presidential system: Explain the adoption of a presidential system of government, with a President serving as the head of state and government.
* Decentralization: Describe provisions for decentralization of governance, including the establishment of local government structures.

Assessment1. List two features of the Fourth Republican Constitution and explain their significance.
2. Describe the role of the President in the presidential system of government under the Fourth Republic.
3. Discuss one provision in the Bill of Rights of the Fourth Republican Constitution.
4. State the importance of decentralization in governance based on the Fourth Republican Constitution
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| **Performance Indicator:** Learners can debate the pros and cons of the First Parliament of the Fourth Republic | **Core Competencies:**Communication and Collaboration Critical Thinking and Problem Solving |
| **References:** Social Studies Curriculum Pg.111 |
| **Keywords: Lawmaking, Oversight, Representation, Democratic Governance** |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin the lesson by asking learners if they know what a parliament is and what its role is in a democratic government. Discuss briefly the importance of the First Parliament of the Fourth Republic in Ghana's political history. |  |
| PHASE 2: **NEW LEARNING** | Explain that the First Parliament of the Fourth Republic was convened after the 1992 elections and played a crucial role in shaping Ghana's democratic institutions.Introduce key functions of parliament, such as lawmaking, oversight of the executive, and representation of the people.Divide learners into two groups: one representing the pros of the First Parliament and the other representing the cons.Allow each group to present their arguments, citing examples and evidence to support their points.Assessment1. List three pros and three cons of the First Parliament of the Fourth Republic.
2. Explain why parliamentary oversight is important in a democratic government.
3. Discuss one law passed by the First Parliament and its impact on Ghana's development.
4. Assess the role of parliament in representing the interests of the people.
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| 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.  |  |