WEEK 10

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| **Week Ending:** | | **DAY:** | | **Subject:** Social Studies | | | |
| **Duration:** 60MINS | | | | **Strand:** Nationhood | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Independent Ghana | | | |
| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | B7.6.1.1.4 Analyze the nature of government from 1957 to 1960 | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**   * Learners can analyze the nature of government from 1957 to 1960 | | | | | **Core Competencies:**  Creativity and Innovation, Comm & Collaboration, Digital Literacy,  Critical thinking and Problem solving. | | |
| **References:** Social Studies Curriculum Pg. 29 | | | | | | | |
| **Keywords:** British Government, constitution, dissatisfy ed, ex-service, Government business, independence, nationhood | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Discuss the power-sharing arrangement between the British government and elected Ghanaian officials.   * *The power-sharing arrangement between the British government and elected Ghanaian officials began in 1957, when Ghana gained independence from colonial rule.* * *The British government and Ghanaian officials agreed to a transitional period of power sharing to facilitate a smooth transition from colonial rule to full independence.* * *During this period, the British government retained certain powers and responsibilities, while the Ghanaian officials held key positions in the government.* * *The Governor-General, appointed by the British government, represented the Queen as the ceremonial head of state.* * *The Prime Minister of Ghana, elected by the Ghanaian people, held executive power and was responsible for running the day-to-day affairs of the country.* * *The Ghanaian officials had control over internal affairs, including governance, legislation, and administration.* * *However, the British government retained control over defense, foreign policy, and certain aspects of the economy.* * *This power-sharing arrangement aimed to gradually transfer full authority to the Ghanaian officials while maintaining a level of British influence and support.* * *Over time, the Ghanaian officials gained more autonomy and control as they worked towards complete independence.* * *The power-sharing arrangement lasted until March 6, 1960, when Ghana became a republic and fully severed its ties with the British monarchy, establishing a new constitution and electing its own president.*   Discuss the advantages and disadvantages of power-sharing from March 1957 to July 1960.  Advantages of Power-Sharing (March 1957 to July 1960):  *1. Smooth Transition: Power-sharing allowed for a smooth transition from colonial rule to independence, providing stability and continuity in governance during a critical period.*  *2. Ghanaian Representation: The arrangement provided Ghanaian officials with a platform to participate in decision-making and governance, ensuring their voices were heard and their interests represented.*  *3. Skill Development: Ghanaian officials had the opportunity to gain valuable experience in governing a country, as they worked alongside British counterparts who had more expertise and knowledge in administration.*  *4. International Support: The continued involvement of the British government provided Ghana with international support and recognition, which could be beneficial in terms of diplomatic relations and access to resources.*  *5. Gradual Transfer of Power: Power-sharing allowed for a gradual transfer of power from the British government to Ghanaian officials, enabling a more controlled and organized process of governance*.  Disadvantages of Power-Sharing (March 1957 to July 1960):  *1. Limited Sovereignty: The power-sharing arrangement meant that certain key areas, such as defense and foreign policy, remained under the control of the British government. This limited Ghana's full sovereignty and decision-making power.*  *2. Unequal Influence: The British government had a greater level of influence and authority due to their control over crucial aspects of governance. This could lead to imbalances in decision-making and hinder the ability of Ghanaian officials to fully exercise their autonomy.*  *3. Dependency: The reliance on the British government for support and resources could create a sense of dependency on external powers, potentially impacting Ghana's ability to assert its own national interests.*  *4. Delayed Self-Determination: The power-sharing arrangement extended the period of British involvement in Ghanaian affairs, delaying the full realization of Ghana's self-determination and independence.*  *5. Potential Conflict: Differences in priorities and perspectives between the British government and Ghanaian officials could lead to conflicts and disagreements, affecting the efficiency and effectiveness of the power-sharing arrangement.*  Assessment  Discuss the advantages and disadvantages of the power-sharing arrangement between the British government and elected Ghanaian officials from March 1957 to July 1960. How did this arrangement contribute to Ghana's transition to independence? Evaluate the impact of limited sovereignty and the role of international support in shaping Ghana's governance during this period. | | | | | 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.  Homework  Analyze the role of power-sharing in fostering stability and continuity in Ghana's governance during its transition from colonial rule to independence. How did the arrangement facilitate a smooth transition and provide opportunities for Ghanaian officials to develop skills in governance? Assess the potential tensions and challenges that emerged from the unequal influence between the British government and Ghanaian officials. | | | | |  | |

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| **Content Standard:**  B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation | | | B7.6.1.1.4 Analyze the nature of government from 1957 to 1960 | | | | **Lesson:**  1 OF 2 |
| **Performance Indicator:**  Learners can analyze the nature of government from 1957 to 1960. | | | | | **Core Competencies:**  Creativity and Innovation, Comm & Collaboration, Digital Literacy,  Critical thinking and Problem solving. | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Use the Internet and other sources of information to find out the portfolios held by British officials and Ghanaian officials from 1957 to 1960.  British Officials:  *1. Governor-General: The Governor-General represented the British monarchy and held a ceremonial role as the head of state. This position was appointed by the British government.*  *2. Defense: The British government retained control over defense matters, including the armed forces and national security.*  Ghanaian Officials:  *1. Prime Minister: The Prime Minister, elected by the Ghanaian people, held executive power and was responsible for running the day-to-day affairs of the country.*  *2. Internal Affairs: Ghanaian officials had control over internal affairs, including governance, legislation, and administration.*  *3. Finance: Ghanaian officials held portfolios related to finance and economic management.*  *4. Foreign Affairs: Ghanaian officials were involved in managing diplomatic relations and representing Ghana on the international stage.*  *5. Education: Ghanaian officials were responsible for overseeing the education system and promoting educational development.*  *6. Health: Ghanaian officials held portfolios related to healthcare and public health initiatives.*  *7. Agriculture: Ghanaian officials were involved in the management and development of the agricultural sector.*  *8. Infrastructure: Ghanaian officials had responsibilities in infrastructure development and transportation networks.*  Discuss the composition of the cabinet from March 1957 to July 1960  *1. Prime Minister: Kwame Nkrumah*  *- As the head of government, Nkrumah held significant authority and was responsible for leading the cabinet and overseeing the overall governance of Ghana.*  *2. Minister of Finance: Komla Agbeli Gbedemah*  *- Gbedemah was in charge of managing the financial affairs of the country, including budgeting, taxation, and economic planning.*  *3. Minister of Foreign Affairs: Kojo Botsio*  *- Botsio played a crucial role in managing Ghana's diplomatic relations with other countries and representing Ghana's interests on the international stage.*  *4. Minister of Defense: British Official*  *- Defense matters were under the control of the British government, represented by a British official. They were responsible for overseeing the armed forces and national security.*  *5. Minister of Education: V. C. Crabbe*  *- Crabbe was responsible for the development and management of the education sector, including policies, curriculum, and infrastructure.*  *6. Minister of Health: Kofi Asante Ofori-Atta*  *- Ofori-Atta oversaw the health sector, including healthcare policies, public health initiatives, and the provision of medical services.*  *7. Minister of Agriculture: Krobo Edusei*  *- Edusei held the portfolio of agriculture, focusing on agricultural development, rural policies, and food security.*  *8. Minister of Trade and Industry: Imoru Egala*  *- Egala was responsible for promoting trade, commerce, and industrial development in Ghana, including policies to stimulate economic growth and employment.*  Assessment  Discuss the significance of Kwame Nkrumah as the Prime Minister of Ghana from March 1957 to July 1960. What were his key responsibilities and how did his leadership shape the composition and functioning of the cabinet during this period? | | | | | 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.  Homework  Analyze the role of the Minister of Finance, Komla Agbeli Gbedemah, in managing Ghana's financial affairs from 1957 to 1960. How did Gbedemah's policies and actions contribute to the economic development and stability of the country during this transitional period? Evaluate the challenges he faced and the impact of his strategies on Ghana's fiscal landscape. | | | | |  | |