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| **Week Ending:** | | **DAY:** | | | | **Subject:** History | |
| **Duration:** 60mins per lesson | | | | | | **Strand:** Independent Ghana | |
| **Class:** B6 | | **Class Size:** | | | | **Sub Strand:** Military Rule | |
| **Content Standard:**  B6.6.2.2 Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences | | | | **Indicator:**  B6.6.2.2.2 Assess the consequences of military takeovers on Ghana’s development Exemplification | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**   * Learners can assess the consequences of military takeovers on Ghana’s development Exemplification | | | | | **Core Competencies:**  Learners to become critical thinkers and digital literates | | |
| **Teaching/ Learning Resources** | | | Wall charts, word cards, posters, video clip, etc. | | | | |
| **New words** | protest, opposition, movement, nationalism, nationalist, elite, Bill, delegation, prevail, | | | | | | |
| **References:** History Curriculum Pg. 45 | | | | | | | |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
|  | Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | Show and discuss a documentary of any military takeover.  Brainstorm the effects of the coup d’états and military rule on Ghana’s development  e.g. human right abuse, overthrow of constitutions and imposition of harsh rules. | Ask learners questions to review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Use questions and answers to review learners understanding in the previous lesson. | Put learners into groups.  Debate the effects of military takeovers on Ghana’s development | Give learners task to do whiles you go round to guide those who need help. |