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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. |