

**TERM THREE**  
**WEEKLY LESSON NOTES**  
**WEEK 11**

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Social Studies
<b>Duration:</b> 60MINS		<b>Strand:</b> Nationhood
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Independent Ghana
<b>Content Standard:</b> 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	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> • Learners can analyze the nature of government from 1957 to 1960		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:
<b>References:</b> Social Studies Curriculum Pg. 29		
<b>Keywords:</b> British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey  Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution  Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections  Let learners identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952)  In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution.  Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials.  Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960.  Guide learners to dramatize the independence declaration  <u>Assessment</u> 1. Explain why Ghana was still not a Republic until 1st July, 1960. 2. Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce	Pictures and Charts

	<ul style="list-style-type: none"><li>i. Biodata</li><li>ii. Posters to be displayed in class rooms for gallery walk</li></ul>	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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<b>Content Standard:</b> 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	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> • Learners can analyze the nature of government from 1957 to 1960		<b>Core Competencies:</b> CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC 7.2: CC 8.1:	
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<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey</p> <p>Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution</p> <p>Guide learners to discuss key events in the videos / documentaries on the outcome of the 1951 elections</p> <p>Let learners identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952)</p> <p>In groups, learners discuss the main concerns of the CPP with regard to 1950 constitution</p> <p>Guide learners to enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials</p> <p>Have learners list the advantages and disadvantages of the nature of government from 1957 to 1960.</p> <p>Guide learners to dramatize the independence declaration</p> <p><u>Assessment</u></p> <p>3. Explain why Ghana was still not a Republic until 1st July, 1960.</p> <p>4. Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce</p> <p>iii. Biodata</p> <p>iv. Posters to be displayed in class rooms for gallery walk</p>	Pictures and Charts	

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