

SECOND TERM
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 26-05-2023	DAY:	Subject: Social Studies
Duration: 60MINS		Strand: Nationhood
Class: B8	Class Size:	Sub Strand: Political Developments Under The First Republic
Content Standard: B8.6.2.1. Analyze the main developments in the Republics between 1960 and 1972	Indicator: B8.6.2.1.2. Explain political developments under the first republic	Lesson: 1 OF 2
Performance Indicator: Learners can explain how the First Republic came into being		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC
References: Social Studies Curriculum Pg. 61		
Keywords: Rights, citizen, constitution, responsibilities.		
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	Identify the main features of the 1960 Constitution of the First Republic <i>1. Republican Status: The constitution established Ghana as a republic, replacing the previous monarchical system under British colonial rule. Ghana's first president, Dr. Kwame Nkrumah, became the executive head of state.</i> <i>2. Executive Presidency: The constitution introduced an executive presidency, with the president serving as both the head of state and head of government. Dr. Kwame Nkrumah assumed the position of the first president.</i> <i>3. Bicameral Legislature: The constitution established a bicameral parliament consisting of the National Assembly and the Senate. The National Assembly represented the people, while the Senate represented regional interests.</i> <i>4. Universal Adult Suffrage: The constitution granted universal adult suffrage, allowing all Ghanaian citizens aged 18 and above to participate in elections and exercise their voting rights.</i> <i>5. Political Parties: The constitution recognized the existence of political parties and allowed them to participate in the political process. However, during this period, the Convention People's Party (CPP), led by Dr. Kwame Nkrumah, dominated the political landscape.</i> <i>6. Fundamental Human Rights: The constitution enshrined fundamental human rights and freedoms, including the rights to life,</i>	Pictures and Charts

liberty, equality, and freedom of expression, assembly, and religion. These rights were protected and could only be limited in certain circumstances as specified by the law.

7. *Citizenship:* The constitution outlined the criteria for Ghanaian citizenship, including birth, descent, or naturalization. It also defined the rights and responsibilities of Ghanaian citizens.

8. *Regional Governance:* The constitution established regional governments and regional ministers to decentralize power and ensure local representation and participation in decision-making processes.

9. *Judicial Independence:* The constitution emphasized the independence of the judiciary as a separate branch of government, tasked with upholding the rule of law and ensuring justice for all citizens.

10. *Amendments and Supremacy of the Constitution:* The constitution provided procedures for its amendment and declared it as the supreme law of Ghana, binding on all citizens and institutions.

Guide learners to examine the changes that happened in the country as a result of the 1960 Constitution of the First Republic.

1. *Presidential System:* The 1969 Constitution established a presidential system of government, replacing the parliamentary system that had been in place since Ghana's independence in 1957. Under this system, executive power was vested in a president who was directly elected by the people.

2. *One-Party State:* The constitution also introduced a one-party state system, with the ruling Convention People's Party (CPP) as the sole political party. This meant that all other political parties were banned, and the CPP held a monopoly on political power.

3. *Executive Powers:* The president, as the head of state and government, had broad executive powers. This included the authority to appoint ministers, dissolve Parliament, and issue decrees with the force of law. The president also had the power to declare a state of emergency.

4. *National Liberation Council (NLC):* The constitution formalized the rule of the National Liberation Council, which had come to power through a military coup in 1966. The NLC governed Ghana until elections were held in 1969, leading to the establishment of the First Republic.

5. *Centralized Decision-Making:* The 1969 Constitution centralized decision-making and reduced the powers of regional and local governments. Regional and district commissioners were appointed by

	<p><i>the central government, diminishing the autonomy of regional and local authorities.</i></p> <p><i>6. Economic Development Plans: The First Republic introduced ambitious economic development plans, such as the Seven-Year Development Plan, which aimed to industrialize the country and reduce dependence on agriculture. The government pursued policies promoting state-led industrialization and the establishment of state-owned enterprises.</i></p> <p><i>7. Human Rights: The 1969 Constitution included provisions protecting basic human rights and freedoms, such as freedom of speech, assembly, and religion. However, the one-party state system limited political pluralism and freedom of association.</i></p> <p><i>8. Centralized Planning and Control: The government implemented centralized planning and control mechanisms in various sectors of the economy, including agriculture, industry, and education. This approach aimed to coordinate national development efforts and achieve specific development targets.</i></p> <p><u>Assessment</u></p> <p>1. How did the introduction of a one-party state under the 1969 Constitution impact political pluralism, democratic governance, and the rights of opposition parties and individuals in Ghana?</p> <p>2. What were some of the key economic policies and development plans pursued by the First Republic under the 1969 Constitution, and how did they shape Ghana's industrialization and economic landscape during that period?</p>	
<p>PHASE 3: REFLECTION</p>	<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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Performance Indicator: Learners can explain how the First Republic came into being		Core Competencies: CP 5.1: CC 8.1: CC 8.1: CC 9.1: CP 5.2: CC	
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Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Learners in groups debate the effects of the changes in the 1960 Republican Constitution on the status of the country. <i>For example, the introduction of a presidential system of government</i></p> <p>Describe the membership of the cabinet under the 1960 Constitution.</p> <ol style="list-style-type: none"> 1. <i>President: The President was the head of state and government, elected by the people. The President appointed ministers and chaired the cabinet meetings.</i> 2. <i>Vice President: The Vice President was appointed by the President and served as the second-highest-ranking official in the government. The Vice President often held specific responsibilities or portfolios within the cabinet.</i> 3. <i>Ministers: The President appointed ministers to head various government ministries. Each ministry was responsible for a specific area of governance, such as finance, defense, education, health, agriculture, or foreign affairs.</i> 4. <i>Minister of Finance: The Minister of Finance oversaw the country's financial matters, including budgeting, taxation, economic planning, and management of public funds.</i> 5. <i>Minister of Defense: The Minister of Defense was responsible for overseeing the armed forces, national security, and defense policies.</i> 6. <i>Minister of Education: The Minister of Education managed policies and programs related to primary, secondary, and tertiary education,</i> 	Pictures and Charts	

	<p><i>including curriculum development, teacher training, and educational infrastructure.</i></p> <p><i>7. Minister of Health: The Minister of Health was responsible for healthcare policies, medical services, public health initiatives, and the management of healthcare facilities.</i></p> <p><i>8. Minister of Agriculture: The Minister of Agriculture oversaw agricultural policies, rural development, food security, and the promotion of agricultural practices and technologies.</i></p> <p><i>9. Minister of Foreign Affairs: The Minister of Foreign Affairs represented Ghana's interests in international relations, managed diplomatic relations with other countries, and facilitated international cooperation.</i></p> <p><i>10. Other Ministers: The cabinet included additional ministers who held portfolios such as trade and industry, transportation, communication, justice, energy, and natural resources.</i></p> <p><u>Assessment</u></p> <p>1. How did the appointment of ministers to specific portfolios in the cabinet under the 1969 Constitution reflect the priorities and challenges of the First Republic of Ghana during that period?</p> <p>2. What were some of the key responsibilities and roles of specific ministers within the cabinet under the 1969 Constitution, and how did their actions and policies shape the governance and development of Ghana during that time?</p>	
<p>PHASE 3: REFLECTION</p>	<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>	