# WEEKLY LESSON PLAN

# WEEK THREE

BASIC SIX

HISTORY

|  |  |  |  |  |  |  |  |  |  |  |
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| **Week Ending:** | | | | | | | | **Class size:** | | |
| **Day :** | | | | | | | **Date :** | | | |
| **Period :** | | | | | | | **Lesson :** | | | |
| **Strand :** Journey to Independence | | | | | | **Sub-strand :** Early Protest Movements | | | | |
| **Indicator (code)** | | | | B5.5.1.1.4 | | | | | | |
| **Content standard (code)** | | | | B5.5.1.1. | | | | | | |
| **Performance Indicator** | | | | Learners can examine sources of evidence about the role of Dr Joseph Boakye  Danquah in the Gold Coast Youth Conference | | | | | | |
| **Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. | | | | | | | | | | |
| **Keywords** | | | |  | | | | | | |
| **T. L .R. (s)** | | | | Pictures | | | | | | |
| **Ref:** | | History curriculum Page | | | | | | | | |
| DAY | | Phase 1:  Starter  (preparing the brain for learning) | | Phase 2: Main  (new learning including assessment) | | | | | Phase 3:  Plenary / Reflections | |
| Tuesday | | Engage learners to sing songs and recite familiar rhymes    Who was  Joseph | | Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference.    Assessment: let learners narrate of the role of J.B.  Danquah in the Gold Coast Youth Conference. | | | | | What have we learnt today?    Ask learners to summarize the main points in the lesson | |
|  | | Boakye Danquah? Where was he born? | |  | | | | |  | |
| Thursday | | Engage learners to sing songs and recite familiar rhymes    Who was  Joseph  Boakye Danquah? Where was he born? | | Field trip to Danquah Circle in Accra or his home where possible or show pictures of Danquah Circle in Accra    Assessment: let learners identify pictures of Danquah  Circle in Accra | | | | | What have we learnt today?    Ask learners to summarize the main points in the lesson | |