

EaD Comprehensive Lesson Plans

Strand:		Sub-Strand:	
Content Standard:	Revision – Discussion of Last Term Examination Questions.		



or




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BASIC 8

WEEKLY LESSON PLAN – WEEK 1

Indicator (s)					Performance Indicator: Learners can answer examination questions.
Week Ending	13-09-2024				
Class	B.S.8	Class Size:		Duration:	
Subject	Creative Art and Design				
Reference	Creative Art Curriculum, Teachers Resource Pack, Learners Resource pack, Textbook.				
Teaching / Learning Resources			Core Competencies:		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
TUESDAY	Select a model reader to read Paper II (writing Part) questions to the class.	1. Learners to raise hands up to answers questions. 2. Call Learners at random to answer questions. 3. Discuss with Learners challenging questions. 4. Learners brainstorm to answer practical questions. Sample of Questions; 			Engage Learners in answering questions in their exercise books.
THURSDAY	A model reader to read multiple choice questions to the class is to be selected by the Facilitator.	1. Call individual Learners by names to answer multiple choice questions. 2. Discuss challenging topics with the Learners.			Through questions and answer, conclude the lesson.

		<p>1. Read the following source and then answer the questions which follow. From Britain since 1789 by Martin Pugh, 1998. Although the revolution had been defeated on the battlefield, its legacy in the form of a domestic radical movement [was] more intransigent. Indeed, the chaotic economic conditions prevailing between 1815 and 1820 gave it fresh momentum.</p> <p>(a) What is meant by describing the domestic radical movement as a 'legacy' of the revolution? [3]</p> <p>(b) Why were economic conditions between 1815 and 1820 'chaotic'? [7]</p> <p>(c) How serious a threat to the government were radical movements at the years 1815–20? [10]</p> <p>2. Read the following source and then answer the questions which follow. From Britain since 1789 by Martin Pugh, 1998. As circumstances changed, the government grew less authoritarian ... Parliament became a little more relaxed in its attitude towards the working classes ... The other change that lends some credence to the idea of a more liberal approach is the rise of some younger and more reformist ministers and high office.</p> <p>(a) What is meant by a 'more relaxed' ... attitude towards the working classes? [3]</p> <p>(b) In what ways did 'younger ministers' show themselves to be 'reformist'? [7]</p> <p>(c) How far do the policies of the Tory governments between 1822 and 1830 justify describing them as 'liberal times'? [10]</p> <p>3. Study the following source and answer the questions which follow. From a report of a speech by Lord Palmerston in the House of Commons, 4 March 1831. [The government] disavowed any intention to sever the ties which bind together the middle classes and the aristocracy. On the contrary, it was their sacred duty to increase still further aristocratically their influence ... the looked on the increase of the Members for counties as the surest and most stable basis of representation ... The great need of the Bill, in his opinion, was that it altered the distribution of political power, and reduced the contribution by placing the middle classes in that situation to which they were entitled, and which was most likely to prove advantageous to themselves and the community.</p> <p>(a) What, according to the source, was Palmerston's attitude towards the proposals in the Reform Bill? [3]</p> <p>(b) What defects in the existing system of representation did the Reform Act seek to rectify? [7]</p> <p>(c) What factors enabled the Whigs between 1830 and 1832 to overcome the opposition to reform of parliament? [10]</p> <p>4. (a) Explain the reasons for the revival of the Conservatives in the 1830s. [10]</p> <p>(b) Assess the success of the main domestic policies of Peel's second ministry, 1841–46. [10]</p>	
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School:

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