

SOCIAL STUDIES

Materials

& RESOURCES

SOCIAL STUDIES TEACHING METHODS

- Inquiry
- Discussion
- Problem Solving
- Simulation
- Individualized Instructions
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Chapter 4

THE ART OF TEACHING SOCIAL STUDIES

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Introduction

It is worthwhile to state that education is a purposive venture, and, as such, every stage of it has to be carefully planned (Akinlaye, 2003): The responsibility for such planning rests on the teacher who carries out the day-to-day classroom activities through which the more global aims of educational system are achieved. The teacher stands the risk of failing to achieve any worthwhile objective, and, by extension, those aims of education he is expected to work towards if he fails to plan carefully.

This chapter examines the principles involved in the preparation of scheme of work, merit of lesson plan and writing of lesson note to make students learn efficiently and effectively. It also examines the content of syllabus, types and features of a good social studies syllabus, differences between lesson plan and lesson note, concept of lesson note and tabular format of lesson note in social studies.

Objectives

By the end of this chapter, students should be able to:

- i. explain the concepts of "lesson plan", good and bad lesson plan;
- ii. mention the types of lesson plan;
- iii. explain the national curriculum;
- iv. the need and principles of scheme of work;
- v. explain and mention the type of syllabus;
- vi. explain the features of good social studies syllabus;
- vii. identify the differences between lesson plan and lesson note;
- viii. how to present lesson note in social studies in a tabular form.

Curriculum

Tanner and Tanner (1975) defined curriculum as the planned and guided learning experiences and intended learning outcomes,

formulated through the systematic reconstruction of knowledge and experience under the auspices of the school, for the learner's continuous and willful growth in personal – social competence. This definition reflects the dynamic conception of curriculum. This is inherent in the phrase "systematic reconstruction of knowledge and experience". Knowledge, as we know, is not static but dynamic. There is a sort of knowledge explosion and also the society is constantly in the state of change.

Doll (1982) sees curriculum as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and positive attitudes, appreciation and values under the auspices of the school. Analysis of this definition shows that formal and informal content and process stand for content and learning experience. Process indicates how one learns and this is through the learning experience that one is exposed to. The objective is reflected by the phrase "gain knowledge and understanding ... values." Evaluation is implied since it is the means by which it can be established if learners have actually gained knowledge, understanding and values and to what extent.

Curriculum may be defined as all the learning experiences that learners undergo under the auspices of the school whose purpose is to achieve broad goals and related specific objectives. Educational curriculum either in social studies or in any other subject area must satisfy four major areas:

- i. it must have clear objectives;
- ii. it must have sufficient subject matter;
- iii. it must have effective method; and
- iv. it must have concise evaluation.

The Syllabus

Ughamadu (1992) defines syllabus as a condensed outline or statement of the main points of a subject or course. It can also be viewed as an outline of what is to be covered in each subject or course for the period the learner is in school. It is a guide to the academic work designed for a particular level of students in a given period of time. The syllabus is usually prepared for a particular examination, for example, the Senior Secondary School Certificate Examination. The syllabus is usually topic-oriented. It is derived from the broad curriculum of the school. It can thus be regarded as a subject of the curriculum.

A study or examination of the curriculum of a school will show that the content aspect when

extracted relates to the syllabus. Thus the content element of the curriculum is synonymous with the syllabus. The content element or syllabus is usually the topic to be covered by a group of learners for a given period of time. The syllabus is usually drawn up by the examination bodies or the government, through its Ministry of Education, agencies and, in some situations, in conjunction with the universities and examination bodies.

Urevbu (1991) observed that syllabus is the summary statement about the group of subjects offered in the school curriculum, while Ukadike (2003) defined syllabus as a selected content and learning experiences organized in the sequence that the material will be taught from year to year, the whole document usually leading up to the demands of some given examinations. It differs from the curriculum in that the curriculum includes all that the student learns and whether or not the examination demand that the student knows the said content or experience.

Akinlaye (2003) sees syllabus as the frame work of future operations in the school. It tells the teacher in broad outline, what aspects of the particular subject matter are to be covered year by year. Hornby (2010) in its 8th edition

shared the same view by saying that syllabus is a list of topic, books etc that students should study in a particular subject at school or college. As the scheme of work is directly related to the syllabus, so also the lesson plan and lesson notes preparation are directly related to the scheme of work.

Types of Syllabus

There are two types of syllabus

1. Examination Syllabus
2. Teaching Syllabus

Examination Syllabus

The examination syllabus according to Ughamadu (1991), indicates topics to be covered for a specific examination and the topics are not arranged in any order. It is therefore the responsibility of the subject teacher or group of teachers to organise the syllabus for meaningful and effective teaching. Typical example of examination syllabus is that of West Africa Examination Council (W.A.E.C) for the secondary schools.

Teaching Syllabus

The teaching syllabus which is derived from the examination syllabus is an outline of the work planned to be done in a given period in various school subjects. The topics are arranged in logical sequence and this is based on relationships among topics in the examination syllabus. Usually when drawing up the teaching syllabus from the examination syllabus, teachers attempt to arrange the topics so that they:

- i. proceed from known to unknown topics;
- ii. proceed from simple to complex topics; and
- iii. proceed from concrete to abstract concepts

Features of Good Syllabus in Social Studies

One of the most important features of a good syllabus is that it must have clear aims and objectives. The aims and objectives will help to determine the content of the syllabus. The content should also be organised logically. This essential requirement may be lacking in some syllabuses as there are little or no relationship between the aims and objectives and the content of the syllabus.

Secondly, a good syllabus must be flexible. In other words it must not be rigid so that it will have the ability of serving various interests of

pupils, students and teachers in the different environment in which it is designed for.

Thirdly, a good syllabus must have its content related to the interests and experiences of the pupils or students. Therefore, the syllabus must focus its attention on the age, interest, aptitudes and environmental background of the pupils or students for whom it is designed.

Fourthly, a good social studies syllabus should not contain too many materials which may discourage learning. The teacher may rush the topics since they are many and this may affect learning by the pupils or students. The resultant effect of rushing to cover the syllabus is that learning hardly takes place at all.

Any syllabus either in social studies or any other discipline that fails to take cognisance of the above points is not a good syllabus. Therefore, social studies teachers and teachers in other disciplines should examine the various syllabuses critically with the view to reviewing them in order to promote effective teaching and learning process.

Scheme of Work

The scheme of work is derived from the syllabus. Ughamadu (1992) sees the scheme of work as the breakdown of the syllabus into manageable portions on yearly or termly basis.

Thus a subject teacher or a group of teachers split the entire syllabus (examination or teaching syllabus) into manageable portions on yearly or termly basis and the syllabus is seen as having been reduced to a scheme of work.

Ukadike (2003) defines scheme of work as a subject matter that the teacher will be required to teach during a period of time. Scheme of work consists basically of an aim and an itemized outline of the subject matter to be taught.

The scheme of work will therefore include the amount of subject matter that the teacher is likely to cover and this will enable him plan and develop those particular classroom experiences which may require more time and attention in preparation.

Point to Consider When Planning a Scheme of Work

- a. The first thing a teacher should do when planning the scheme of work is to study the syllabus carefully. The syllabus does not contain all the details that you require for your students. One of such tasks is to supply such details in your weekly scheme of work.
- b. The age, ability and maturity of the students should be taken into consideration.

- c. Time allocation to each subject in the syllabus must be noted and enough time should be provided for the subject on the time table.
- d. The topics in the scheme must be arranged sequentially. Such topics can be arranged to coincide with periods of the year relating to planting, harvesting etc.
- e. The scheme of work must be revised and restructured from time to time because teachers need to modify their teaching in relation to the response of their pupils.

Significance of Scheme of Work to Social Studies Teachers

1. One of the significances of the scheme of work to the teacher is that it enables him/her to have logical sequences of arrangement of topics in the syllabus.
2. Correlation and integration of subjects are made possible through the scheme of work.
3. It assists the teacher in arranging the topics in order of simple to complex in order to promote effective teaching and learning.
4. Learning is made easy through the scheme of work
5. It is economical in terms of time, energy and effort.

Lesson Plan

Lesson plan can be defined as an outline of what the teacher and the students will do in the course of a lesson so that the students can achieve pre-specified instructional objectives (Ughamadu, 1992).

Mkpa (1989) defined lesson plan as the teachers plan for his daily lesson. It is the teacher's plan for providing the necessary content and learning experiences to learners in a lesson period; it is the comprehensive instructional plan which involves the careful selection and thorough organisation of relevant subject matter and learning experiences with which a defined group of students should interact within a lesson period for the purpose of achieving some stated instructional objectives.

A lesson plan is a prepared outline of what the teacher will teach the pupils/students. It is a guide for the teacher. It usually contains the teacher's activities that will enable him to have a mental awareness of what and how to teach the pupils/students. The lesson plan is prepared in a tabular form having the following as shown below

Period	Topic	Sub-Topic	Objectives	Teacher's Activities	Pupils' Activities	Evaluation	Instructional Materials	Reference Book
1	Mineral Resources in Nigeria	Meaning of Mineral Resources	At the end of the lesson, pupils should be able to define mineral resources	Teacher defines the term "Mineral Resources"	Pupils listen to the teacher's explanation	Teacher asks the pupils to define the term "Mineral Resources"	Samples of some minerals	Basic Primary Social Studies Book
2	Mineral Resources in Nigeria	Names of Minerals in Nigeria	At the end of the lesson, pupils should be able to mention the names of at least five minerals in Nigeria	Teacher mentions the names of various minerals and puts them down on the chalk board for the pupils to see and learn	Pupils listen to the teacher and also puts down the names of various minerals in their notebooks	Teachers asks the pupils to mention at least the names of five minerals	Samples of some minerals are displayed	Basic Primary Social Studies Book 6

3	Mineral Resources in Nigeria	Location of Minerals	At the end of the lesson, pupils should be able to mention the areas where various minerals are found	Teacher displays the map of Nigeria on the board and shows the pupils the areas where various minerals are found	Pupils draw the map on their notebooks and indicate the location of various minerals in Nigeria	Teacher calls the pupils, one after the other, to identify the location of some minerals	Map of Nigeria	Basic Primary School Social Studies Book 6
4	Mineral Resources in Nigeria	Sub-Topic Uses of various Minerals	At the end of the lesson, pupils should be able to mention the uses of at least six mineral resources in Nigeria	Teacher explains the uses of various minerals and also puts them down on the chalk board	Pupils listen to the teacher's explanation and also puts down the uses of minerals in their notebooks	Teacher asks the pupils to describe the uses of various minerals	Instructional Materials Finished products of some minerals	Reference Book Basic Primary School Social Studies Book 6

A LESSON PLAN: TWO

NAME OF SCHOOL: Government secondary school Akim
NAME OF STUDENT: Isituah Joy
DATE: 25-03-14
TOPIC: Transportation
CLASS: JSS 1
NUMBER ON ROLL: 45
AGE: 9-12 years
ABILITY: Average
DURATION: 45 Minutes

INSTRUCTIONAL/SPECIFIC OBJECTIVES: At the end of the lesson on Transportation at least 70% of the student should be able to,

1. Define transportation correctly
2. List three (3) means of transportation
3. Discuss five (5) modes of transportation
4. Identify three (3) importance of transportation
5. Draw three (3) modes of transportation.

INSTRUCTIONAL MATERIALS: Real-objects, audio visual, and pictures showing the various means, modes and importance of transportation.

PREVIOUS KNOWLEDGE: Majority of the *students have seen and played with toy cars, Airplane, train, etc.*

Content Development/ Period/Step	Topic	Sub- topic	Instructional / Specific Objectives	Teachers Activities	Student Activities	Evaluation	Instructional Materials	Reference Book	Teaching Method
5 mins	Transportation	Definition of Transportation	At the end of the lesson student should be able to define Transportation correctly.	Teacher define the term Transportation. He also write it on the white board.	Student listen to	Teacher ask the students to define the term 'Transportation'	A picture showing the various means of Transportation.	New social studies for junior schools	Explanation
10 mins	Transportation	Means of Transportation	At the end of the lesson student should be able to list the three means of transportation	Teacher list the various means of transportation and also write them down on the white board for the student to see and learn. He ask the student the following question. 1) would you prefer transportation by air to other means of transportation	Student listen to the teacher and also put down the list of the means of transportation in their note book. They try to answer the questions put forward by the teacher.	Teacher ask the students to list the three means of transportation.	Aud-visual showing the different means of transportation.	New social studies for junior schools	Illustration & questioning
10 mins	Transportation	Modes of transportation	At the end of the lesson student should be able to discuss five modes of transportation.	The teacher discuss the various modes of transportation and write them down on the white board.	Student put down the various modes of transportation in their note books. They make effort to answer the questions.	Teacher ask the students to discuss the five modes of transportation	Real objects showing the different modes of transportation e.g toy car, train, airplane, ship etc.	New social studies for junior schools	Discussion

5 mins	<p>b) (2004 6) Train</p>	Transportation	Importance of transportation	<p>At the end of the lesson student should be able to identify three importance of transportation.</p>	<p>Teacher discusses the importance of transportation as it affects man and society and write on the white board. He ask the student the following: 1. How is transportation important to man.</p>	<p>Student answer the question posed by the teacher and also write the various importance of transportation in their note book.</p>	<p>Teacher ask the students to identify the three importance of transportation.</p>	Pictures showing various importance of transportation	New social studies for junior school	Demonstrating
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5 mins	Step 5: Draw the mode of transportation	Transportation	Draw the mode of transport from atlas	At the end of the lesson student should be able to draw three modes of transportation	Teacher draws the mode of transportation on the white board.	Student pay attention as the teacher draws the modes of transportation on the white board.	Teacher ask the students to draw three modes of transportation	How social studies for junior school	Demonstration
10 mins	Step 6: Summary	Transportation			Teacher summarizes the lesson by repeating major points arrived in the course.	Students ask the teacher some questions and also answer questions put by the teacher.			Repetition and explanation

In the table above, "the period" means the number of times the subject will be taught in a week. "The topic" is the main subject-matter of discussion. "The sub-topic" is the branch or part of the topic to be taught each period. "The objective" is what is to be attained at the end of the lesson. "Teacher activity" is what the teacher will be doing during the teaching and learning process while "pupils activities" will be what the pupils will be doing during the learning process.

Importance of Lesson Plan

The importance of the lesson plan are:

1. To make sure that activities are related to content and objectives
2. To ensure that nothing is left out in an instructional activity
3. To ensure that the instructional process is followed in the order of sequence
4. To ensure that the stated objectives are achieved meaningfully.
5. To ensure that materials are adequately selected and utilized.
6. To ensure that adequate steps are taken in evaluating the learning outcome.

Good and Bad Lesson Plan

Planning is important in all ramifications of life. Lack of planning leads to disappointment and failure. During an unplanned lesson, pupils may be

bored, and, at the end, become disappointed and unhappy. To maintain the confidence, interest, and good will of the pupils, the teacher should not teach any lesson without first planning for it. An unplanned lesson usually contains incomplete subject matter. Very often, the teacher who does not plan his lesson often lacks necessary details and cannot give adequate illustration in his lesson. His presentation becomes disorderly, haphazard and uncoordinated. Good teaching cannot occur without good planning.

Through careful planning, pupils and teachers are able to work together towards clearly understood objectives. A good lesson plan gives the teacher confidence and assurance; arouses the interest of the pupils and makes them happy at the end of the lesson. A good lesson plan contains complete subject matter and correct facts are given. A good lesson plan enables the teacher to give necessary details and adequate instruction in his lessons. It makes lessons to be orderly and consequently good teaching occurs.

Lesson Note

Lesson note is a written document which the teacher prepares in order to show what the student must demonstrate in order to indicate that learning has occurred. It also contains what the teacher should do to bring about learning but the emphasis is more on what will enable the students to learn (Ojeifo and Ezenweani, 1998).

Lesson notes are detailed accounts of all activities of the teacher and of the pupils in the course of the lesson. They include all the major questions to be asked by the teacher and students expected answers (Ukadike, 2003). Lesson note is a detailed account of all the activities the teacher and the students would be engaged in during the course of a lesson (Ughamadu, 1992).

Samples of Tabular Format of Lesson Note in Social Studies

Topic:	Minerals in Nigeria
School:	Owa Model Primary School, Boji-Boji, Owa-Agbor, Delta State
Class:	Primary Six
Age:	12 years
Ability:	Average
Sex:	Mixed
Duration:	35 Minutes
Objectives:	By the end of the lesson, pupils should be able to: a) define the term "Minerals"; b) identify at least five mineral resources in Nigeria; and c) mention the areas where these minerals could be found.
Teaching Aids:	Samples of some minerals, Map of Nigeria and the recommended text books as well as chalk board
Previous Knowledge:	Pupils have been seeing most of these minerals and have been using them.

Reference Book: Basic Primary Social Studies Book 6

Previous Knowledge: Pupils have been seeing most of these minerals and have been using them.

Duration	Teachers Activity	Pupils' Activities	Instructional Materials	Reference Book
2 mins	Introduction: Teacher exchanges pleasantries with the pupils	Pupils respond to the teacher's pleasantries		
3 mins	Step I: Teacher revises the previous work with the pupils by asking them questions	Pupils respond to the questions asked by the teacher		Basic Primary Social Studies Book 6

Duration	Teachers Activity	Pupils' Activities	Instructional Materials	Reference Book
50mins	<p>Step II: Introduce the lesson by discussing the meaning of mineral resources and showing the pupils the samples of some minerals. Ask the pupils to give examples of minerals known to them.</p> <p>Step III: Teacher hangs the map or draws the map of Nigeria on the board. Teacher explains the map by identifying the areas where the</p>	Pupils give examples of some minerals known to them	Samples of minerals	Basic Primary Social Studies Book 6
15mins	<p>Teacher hangs the map or draws the map of Nigeria on the board. Teacher explains the map by identifying the areas where the</p>	Pupils listen to the explanations of teacher	Map of Nigeria	Basic Primary Social Studies Book 6

5 mins	<p>Step IV: Teacher checks the pupils understanding by asking them questions based on the lesson taught, for example:</p> <ol style="list-style-type: none"> a. define the term "minerals" b. Give examples of minerals c. Identify the areas where crude oil, tin and coal could be found in Nigeria. 	<p>Pupils give the definition of minerals, gives examples of minerals, identify the areas where the identified minerals can be found in Nigeria. Pupils also ask the teacher questions where it is not cleared.</p>	Chalkboard	Basic Primary Social Studies Book 6
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Duration	Teachers Activity	Pupils' Activities	Instructional Materials	Reference Book
10 mins	<p>Step V: Teacher summarizes the lesson by telling the pupils that minerals are substances that are naturally present in the earth and not formed from animals or vegetable matters. Teacher shows them samples of some minerals e.g crude oil and says where it is found. Crude oil can be found in Delta, Rivers, Imo etc, Coal at Enugu, Tin in Jos, Gold in Ilesha, Osun, Limestone in Ngalakwu, Ewekoro. Teacher asks the pupils to copy the above note and submit for marking. Teacher marks the pupils work and give them corrections where necessary.</p>	Pupils copy the notes and submit for marking.	Chalkboard	

Differences between Lesson Plan and Lesson Note:

Lesson plan can be referred to as an outline of what the teacher and the students will do in the course of a lesson so that the students can achieve or attain specified instructional objectives. The lesson note on the other hand, is a detailed account of all the activities the teacher and the students would be engaged in during the course of a lesson. The lesson note is more detailed than the lesson plan and it gives flesh to the lesson plan. Thus, the definition, principles, questions to be asked etc are given in detail. It covers the main points to be dealt with in a lesson. The lesson plan indicates what is to be done, while lesson note in addition to indicating what is to be done, also indicates details of how it is to be done. The lesson plan is laid down in a tabular form, while in lesson note the procedure or the main body is put down in steps. The main features are the same but the differences lie in the details (Ughamadu, 1992).

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